

America the Beautiful

Lesson Activity Checklist

Bethany Poore



America the Beautiful
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by Bethany Poore

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You may make copies of this checklist for each of your children
who is studying *America the Beautiful*.

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Activities 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.
- ❑ **Map Study** – Complete the assignments for Lesson 1 on Map 1 “America the Beautiful” in *Maps of America the Beautiful*.
- ❑ **Literature** – Read the Introduction on page vii and “America the Beautiful” on page 1 in *We the People*.
- ❑ **Creative Writing** – Choose one of the animals pictured in this lesson and write a descriptive paragraph about its appearance in your notebook. Title your paragraph, “God Made _____.”
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 1.

Activities for Lesson 2

- ❑ **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 family, their birthdates, and all the places they have lived. You many 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 be reminded that God has “determined their appointed times and the boundaries of their habitation.”

- ❑ **Map Study** – Complete the assignments for Lesson 2 on Map 4 “Native Peoples of North America” in *Maps of America the Beautiful*.
- ❑ **Vocabulary** – Look up each of these words in a dictionary: descendant, immigrant, confederation, dense, cache. In your notebook, write each word with its definition.
- ❑ **Literature** – Read “Indian Child Life, Part 1” in *We the People*, page 2.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 2.

Activities for Lesson 3

- ❑ **Thinking Biblically** – Read Psalm 104:21-28. In your notebook, write a prayer thanking God for providing you with food.
- ❑ **Map Study** – Complete the assignments for Lesson 3 on Map 4 “Native Peoples of North America” in *Maps of America the Beautiful*.
- ❑ **Literature** – Read “Indian Child Life, Part 2” in *We the People*, page 3.
- ❑ **Creative Writing** – In your notebook, write a paragraph detailing how one of your favorite foods gets to you. For example, how does ice cream go from milk in the cow to your cone? Or how do potatoes get from the farm to your plate? Try to include all of the steps in the process.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 3.

Activities for Lesson 4

- ❑ **Map Study** – Complete the assignment for Lesson 4 on Map 4 “Native Peoples of North America” in *Maps of America the Beautiful*.
- ❑ **Vocabulary** – In your notebook, write your own definition for each of these words: archaeologist, fertile, palisade, status, ritual. Look in the lesson for clues for the meaning of the words. When you are finished writing your definitions, look in a dictionary for comparison.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1400, write: Native American tribes migrate into what is now Georgia.
- ❑ **Literature** – Read “Indian Child Life, Part 3” in *We the People*, page 4.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 4.

Activities for Lesson 5

- ❑ **Map Study** – Complete the assignment for Lesson 5 on Map 4 “Native Peoples of North America” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1200, write: The Native American city of Cahokia, in what is now Illinois, has an estimated population of 20,000 people.
- ❑ **Literature** – Read “Indian Child Life, Part 4” in *We the People*, page 5.
- ❑ **Family Activity** – Make an Iroquoian Longhouse. Follow the instructions on page 417.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional

books, complete the assignment for Lesson 5. If you are using the Lesson Review, take the quiz for Unit 1.

Activities 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.
- ❑ **Map Study** – Complete the assignments for Lesson 6 on Map 5 “Europe and the Western Hemisphere” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1000, write: Viking explorers land on the North American continent.
- ❑ **Literature** – Read “Journal of Christopher Columbus” in *We the People*, page 6.
- ❑ **Creative Writing** – Think about the attitude that Columbus and other Europeans had toward Native Americans. What were the good and bad things that happened because Columbus came to America? In your notebook, write one or two paragraphs giving your opinion.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 6.

Activities for Lesson 7

- ❑ **Map Study** – Complete the assignments for Lesson 7 on Map 5 “Europe and the Western Hemisphere” in *Maps of America the Beautiful*.

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1507, write: A map is published in Europe that gives the name America to the land mass that includes North and South America.
- ❑ **Vocabulary** – In your notebook, write a paragraph using all of these words: merchant, navigator, monarch, Governor, colony. Consult a dictionary if you need help with their definitions.
- ❑ **Creative Writing** – How do you think a native in Florida would have described Ponce de León and his party of explorers? Look closely at the pictures in this lesson for ideas. In your notebook, write a paragraph as if you are a native living at that time who is describing the Spanish men to a friend who has not seen them.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 7.

Activities for Lesson 8

- ❑ **Thinking Biblically** – In your notebook, copy Psalm 34:14, Psalm 4:8, and John 14:27. Circle the word “peace” in each verse.
- ❑ **Map Study** – Complete the assignment for Lesson 8 on Map 4 “Native Peoples of North America” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1000, write: The Acoma Pueblo is built in what will later become New Mexico.
- ❑ **Literature** – Read “The Mountain Chant: A Navajo Ceremony” and “The Coyote and the Turtle” in *We the People*, pages 7-8.

- ❑ **Family Activity** – Make Navajo Flatbread. The recipe is on page 418.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 8.

Activities for Lesson 9

- ❑ **Map Study** – Complete the assignment for Lesson 9 on Map 3 “American Landmarks” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1190, write: Ancient Puebloans build the cliff dwellings of Mesa Verde.
- ❑ **Literature** – Read “Mesa Verde Wonderland Is Easy to Reach” in *We the People*, pages 9-10.
- ❑ **Creative Writing** – In your notebook, write a poem of 4-10 lines about the Ancient Puebloans of Mesa Verde.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 9.

Activities for Lesson 10

- ❑ **Map Study** – Complete the assignment for Lesson 10 on Map 3 “American Landmarks” 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.
- ❑ **Literature** – Read “Florida Tourism Advertisement” in *We the People*, page 11.

- ❑ **Vocabulary** – In your notebook, write each sentence below, filling in each blank with one of these words: persecute, refuge, salvage, parish, destination.

1. My friend moved to a different _____, so he goes to a different church.
2. During thunderstorms, our dogs find _____ under the front porch.
3. When we left on our trip, we were excited that St. Augustine was our _____.
4. I want to stand firm if anyone tries to _____ me for what I believe.
5. Dad sometimes goes to the junk yard to _____ anything useful he can find.

- ❑ **Creative Writing** – Design a colorful, attractive flyer advertising St. Augustine to tourists. Include the special places you read about in this lesson.
- ❑ **Family Discussion** – As you have dinner tonight, have each family member discuss what he or she believes would be the ideal family vacation.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 10. If you are using the Lesson Review, take the quiz for Unit 2.

Activities for Lesson 11

- ❑ **Map Study** – Complete the assignments for Lesson 11 on Map 7 “The Thirteen Colonies” 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.

- ❑ **Literature** – Read “The Founding of Jamestown” in *We the People*, page 12.
- ❑ **Creative Writing** – What do you think happened to the settlers at Roanoke? In your notebook, write three or four possible ideas.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 11.

Activities for Lesson 12

- ❑ **Thinking Biblically** – Copy 1 John 2:2 in your notebook. Underneath, write a prayer for people who do not know God.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1614, write: Pocahontas (Rebecca) marries John Rolfe.
- ❑ **Vocabulary** – Copy these words in your notebook, each on a separate line: influential, hostage, christen, export, guardian. Look up each word in the dictionary. Next to each word, write what part or parts of speech it is.
- ❑ **Creative Writing** – In your notebook, write a letter from Pocahontas to her father as she might have written him while she was visiting England.
- ❑ **Family Activity** – Create a Pocahontas Museum. See the instructions on pages 419-420.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 12.

Activities for Lesson 13

- ❑ **Thinking Biblically** – Read these verses about birds: Genesis 1:20-22, Psalm 104:16-17, and Matthew 6:26.

- ❑ **Map Study** – Complete the assignments for Lesson 13 on Map 2 “God’s Wonders,” Map 6 “Europe,” and Map 8 “The Great Lakes” 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.
- ❑ **Vocabulary** – In your notebook, write your own definition for each of these words: alliance, bay, rapids, shallow, rugged. Look in the lesson for clues to the meaning of each word. When you are finished writing your definitions, look in a dictionary for comparison.
- ❑ **Literature** – Read “Great Lakes Poems” in *We the People*, page 13.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 13.

Activities for Lesson 14

- ❑ **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.
- ❑ **Map Study** – Complete the assignments for Lesson 14 on Map 6 “Europe” and Map 7 “The Thirteen Colonies” 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.
- ❑ **Literature** – Read “Of Plimoth Plantation” in *We the People*, pages 14-15.

- ❑ **Creative Writing** – Imagine that you are involved in starting a new colony like the Pilgrims. You are assigned the job of writing 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.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 14.

Activities for Lesson 15

- ❑ **Thinking Biblically** – Copy Galatians 5:13 in your notebook. Write a paragraph about how people can use freedom in the wrong way or in the right way.
- ❑ **Map Study** – Complete the assignments for Lesson 15 on Map 7 “The Thirteen Colonies” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1656, write: New Haven, Connecticut, has the first public library owned by a city.
- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each sentence: enterprise, pure, resources, province, mass. Check in a dictionary if you need help with their definitions.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 15. If you are using the Lesson Review, take the quiz for Unit 3.

Activities for Lesson 16

- ❑ **Thinking Biblically** – Roger Williams named his settlement “Providence” because God took care of him during a difficult time. Providence means God’s guidance and care. Think of someone in the Bible whom God helped in a difficult time. In your notebook, write down his or her name and a one-paragraph description of how God cared for that person.
- ❑ **Map Study** – Complete the assignments for Lesson 16 on Map 7 “The Thirteen Colonies” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1636, write: Roger Williams buys land from the Narragansetts and learns their language.
- ❑ **Literature** – Read chapters 1-2 in *The Sign of the Beaver*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 16.

Activities for Lesson 17

- ❑ **Map Study** – Complete the assignments for Lesson 17 on Map 7 “The Thirteen Colonies” 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.
- ❑ **Vocabulary** – In your notebook, write each of the following words with its definition from the list below: financial, mutiny, legend, negotiate, modernize.

- a. to discuss and compromise to arrive at a settlement of a matter
- b. to bring to an up-to-date status
- c. men in submission forcibly taking control away from their leader
- d. relating to money
- e. a story or myth that may be true or based on truth, though without conclusive evidence

- ❑ **Literature** – Read “Flushing Remonstrance” in *We the People*, page 16, and chapters 3-5 in *The Sign of the Beaver*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 17.

Activities for Lesson 18

- ❑ **Thinking Biblically** – William Penn used his time in prison to write about the Christian faith. The apostle Paul wrote some of his letters while he was in prison for his faith. Read 2 Timothy 1:1-12.
- ❑ **Map Study** – Complete the assignments for Lesson 18 on Map 7 “The Thirteen Colonies” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1682, write: William Penn sails to Pennsylvania.
- ❑ **Literature** – Read “Salvation from Sin by Christ Alone” in *We the People*, page 17, and chapters 6-8 in *The Sign of the Beaver*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 18.

Activities for Lesson 19

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1640, write: The *Bay Psalm Book* is printed. It is the first book printed in America.
- ❑ **Literature** – Read “New England Primer Rhyming Alphabet” in *We the People*, page 18, and chapters 9-10 in *The Sign of the Beaver*.
- ❑ **Creative Writing** – In your notebook, write one or more paragraphs about how being able to read and having access to books help you.
- ❑ **Family Activity** – Follow the instructions for the Colonial Printing activity on pages 421-422.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 19.

Activities for Lesson 20

- ❑ **Map Study** – Complete the assignments for Lesson 20 on Map 2 “God’s Wonders” and Map 9 “Cape Cod, Martha’s Vineyard, and Nantucket” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1835, write: Methodists begin holding camp meetings on Martha’s Vineyard.
- ❑ **Vocabulary** – In your notebook, write a paragraph using all of these words: attraction, engineer, isolated, migrate, whaling. Consult a dictionary if you need help with their definitions.
- ❑ **Literature** – Read chapters 11-13 in *The Sign of the Beaver*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional

books, complete the assignment for Lesson 20. If you are using the Lesson Review, take the quiz for Unit 4.

Activities for Lesson 21

- ❑ **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.
- ❑ **Map Study** – Complete the assignments for Lesson 21 on Map 7 “The Thirteen Colonies” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1736, write: English ministers John and Charles Wesley visit Georgia.
- ❑ **Literature** – Read “The Pharisee and the Publican” in *We the People* page 19, and chapters 14-16 in *The Sign of the Beaver*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 21.

Activities for Lesson 22

- ❑ **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.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1608, write: The first American bottlemaking shop begins in Virginia.
- ❑ **Literature** – Read “The Village Blacksmith” in *We the People*, page 20, and chapters 17-18 in *The Sign of the Beaver*.

- ❑ **Creative Writing** – In your notebook, write one or more paragraphs about which of the colonial trades you would like to learn and why.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 22.

Activities for Lesson 23

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1732, write: Russian Mikhail Gvozdev and his crew explore Alaska.
- ❑ **Literature** – Read “The Evening of the 5th of March” in *We the People*, page 21, and chapters 19-20 in *The Sign of the Beaver*.
- ❑ **Vocabulary** – In your notebook, write your own definition for each of these words: resentment, regulate, backfire, rabble, represent. Look in the lesson for clues to the meaning of each word. When you are finished writing your definitions, look in a dictionary for comparison.
- ❑ **Family Activity** – Have a peaceful Boston Tea Party. See the instructions on page 423.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 23.

Activities for Lesson 24

- ❑ **Thinking Biblically** – Read John 2:1-11, about Jesus’ miracle of changing water into wine.

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1753, write: Benjamin Franklin becomes postmaster general for the thirteen colonies.
- ❑ **Literature** – Read “Autobiography and Poor Richard’s Almanack” in *We the People*, pages 22-23, and chapters 21-23 in *The Sign of the Beaver*.
- ❑ **Creative Writing** – In your notebook, write one or more paragraphs about why Benjamin Franklin was able to accomplish so much in his life and what we can learn from him.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 24.

Activities for Lesson 25

- ❑ **Map Study** – Complete the assignment for Lesson 25 on Map 3 “American Landmarks” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1926, write: Work begins to restore Colonial Williamsburg.
- ❑ **Vocabulary** – In your notebook, write each sentence below, filling in each blank with one of these words: peninsula, controversy, charter, philanthropist, petroleum
 1. The visitor from the oil refinery explained how _____ is collected.
 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 original _____ was signed by the eight founders of the university.

4. After years of spending money on luxuries, the millionaire became a _____ later in life.
 5. The teachers tried to work together, but their different teaching styles caused _____ between them.
- ❑ **Literature** – Read “Advertisements in the *Virginia Gazette*” in *We the People*, page 24, and chapters 24-25 in *The Sign of the Beaver*.
 - ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 25. If you are using the Lesson Review, answer the questions on *The Sign of the Beaver* and take the quiz for Unit 5.

Activities for Lesson 26

- ❑ **Map Study** – Complete the assignments for Lesson 26 on Map 10 “Battles of the American Revolution” 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!”
- ❑ **Literature** – Read “The Declaration of Independence” in *We the People*, page 25, and the chapter titled “Africa 1725” in *Amos Fortune: Free Man*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 26.

Activities for Lesson 27

- ❑ **Map Study** – Complete the assignments for Lesson 27 on Map 10 “Battles of the American Revolution” in *Maps of America the Beautiful*.

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1777, write: Congress adopts the Stars and Stripes flag.
- ❑ **Literature** – Read “Letter from Valley Forge” in *We the People*, page 26, and the chapter titled “The Middle Passage” in *Amos Fortune: Free Man*.
- ❑ **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.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 27.

Activities for Lesson 28

- ❑ **Map Study** – Complete the assignments for Lesson 28 on Map 2 “God’s Wonders” and Map 11 “Chesapeake Bay” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1829, write: The Chesapeake and Delaware Canal opens.
- ❑ **Vocabulary** – Copy these words in your notebook, each on a separate line: satellite, aquatic, ingest, delicacy, watershed. Look up each in the dictionary. Next to each word, write what part or parts of speech it is.
- ❑ **Literature** – Read the chapter titled “Boston 1725-1740” in *Amos Fortune: Free Man*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 28.

Activities for Lesson 29

- ❑ **Thinking Biblically** – Read about transportation in the Bible in these verses: Genesis 18:16; Genesis 46:29; Exodus 4:20; 1 Samuel 30:17; 1 Kings 10:22; Esther 6:11; Matthew 9:1. Make a list of these Biblical transportation methods in your notebook.
- ❑ **Map Study** – Complete the assignment for Lesson 29 on Map 3 “American Landmarks” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1634, write: Boston Common is created. It is America’s oldest city park.
- ❑ **Literature** – Read “The Liberty Song” in *We the People*, page 27, and the chapter titled “Woburn 1740-1779” in *Amos Fortune: Free Man*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 29.

Activities for Lesson 30

- ❑ **Thinking Biblically** – In the illustration on page 165, you see a young girl holding a horn book, which was a common learning tool in colonial times. Many horn books had the text of the Lord’s Prayer. Copy the Lord’s Prayer from Matthew 6:9-13 in your notebook.
- ❑ **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.
- ❑ **Literature** – Read “Chester” in *We the People*, page 28, and the chapter titled “Journey to Keene 1779” in *Amos Fortune: Free Man*.

- ❑ **Creative Writing** – In your notebook, write a one-page story about a colonial woman trying to manage her farm and household while her husband is away serving in the Revolutionary War.
- ❑ **Family Activity** – Create your own set of colonial marbles and bag. The instructions are on pages 424-425.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 30. If you are using the Lesson Review, take the quiz for Unit 6.

Activities for Lesson 31

- ❑ **Thinking Biblically** – Read Paul’s instructions about submitting to the government in Romans 13:1-7.
- ❑ **Map Study** – Complete the assignments for Lesson 31 on Map 7 “The Thirteen Colonies” and on Map 20 “The Lower 48” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1800, write: John Adams is the first President to live in the White House.
- ❑ **Literature** – Read the “Preamble to the Constitution” and “Letter to Abigail Adams” on pages 29-30 in *We the People* and the chapter titled “The Arrival at Jaffrey” in *Amos Fortune: Free Man*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 31.

Activities for Lesson 32

- ❑ **Thinking Biblically** – George Washington used his gifts to serve other people and his country. Copy 1 Peter 4:10 into your notebook.

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1674, write: The property now known as Mount Vernon is purchased by George Washington’s great-grandfather.
- ❑ **Literature** – Read “George Washington and the Cherry Tree” and “Rules of Civility & Decent Behavior in Company & Conversation” in *We the People*, pages 31-32, and the chapter titled “Hard Work Fills the Iron Kettle 1781-1789” in *Amos Fortune: Free Man*.
- ❑ **Creative Writing** – In your notebook, write one or more paragraphs about why George Washington was so well-respected.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 32.

Activities for Lesson 33

- ❑ **Map Study** – Complete the assignment for Lesson 33 on Map 3 “American Landmarks” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1753, write: The Liberty Bell is hung in the tower of the Philadelphia State House (now Independence Hall).
- ❑ **Literature** – Read “O Sing a Song of Bethlehem” in *We the People*, page 33, and the chapter titled “Amos on the Mountain” in *Amos Fortune: Free Man*.
- ❑ **Vocabulary** – Look up each of these words in a dictionary: concentration, architecture, abolitionist, peal, pacifist. Copy each word and its definition in your notebook.

- ❑ **Family Activity** – Create a Liberty Bell Mosaic. See the instructions on page 426.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 33.

Activities for Lesson 34

- ❑ **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.
- ❑ **Map Study** – Complete the assignments for Lesson 34 on Map 2 “God’s Wonders” and Map 12 “Appalachian Mountains” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1928, write: Constuction begins on the Appalachian Trail.
- ❑ **Literature** – Read the chapter titled “Auctioned for Freedom” in *Amos Fortune: Free Man*.
- ❑ **Creative Writing** – In your notebook, make a list of supplies you would need if you were hiking the Appalachian Trail.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 34.

Activities for Lesson 35

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1774, write: Timothy Demonbreun is a fur trader at the French Salt Lick.

- ❑ **Literature** – Read “The Adventures of Colonel Daniel Boone” in *We the People*, page 34, and the chapter titled “Evergreen Years 1794-1801” in *Amos Fortune: Free Man*.
- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each: emigrate, militia, appendix, interpreter, 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? Write a few paragraphs about what you learned from the interview.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 35. If you are using the Lesson Review, answer the questions on *Amos Fortune: Free Man* and take the quiz for Unit 7.

Activities for Lesson 36

- ❑ **Thinking Biblically** – Read Numbers 13:1-14:9 about an exploring trip taken by a group of Israelites.
- ❑ **Map Study** – Complete the assignments for Lesson 36 on Map 13 “Lewis and Clark’s Voyage of Discovery” and on Map 20 “The Lower 48” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1804, write: Sacajawea joins the Lewis and Clark expedition.

- ❑ **Literature** – Read “Letter to Thomas Jefferson Smith” in *We the People*, pages 35-36.
- ❑ **Vocabulary** – Look up these words in a dictionary: spokesman, astronomy, botany, tourniquet, invaluable. Write each word with its definition in your notebook.
- ❑ **Family Activity** – Make the “Supplies for the Voyage of Discovery” game and play it. See the instructions on page 427.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 36.

Activities for Lesson 37

- ❑ **Map Study** – Complete the assignments for Lesson 36 on Map 13 “Lewis and Clark’s Voyage of Discovery” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1805, write: Lewis and Clark reach the Pacific Ocean.
- ❑ **Literature** – Read “Journals of Lewis and Clark” in *We the People*, pages 37-38.
- ❑ **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.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 37.

Activities for Lesson 38

- ❑ **Map Study** – Complete the assignment for Lesson 38 on Map 4 “Native Peoples of North America” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1805, write: Native American chiefs visit President Thomas Jefferson in Washington.
- ❑ **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. The dinner was _____ because 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.
- ❑ **Literature** – Read “Myths and Legends of the Sioux” in *We the People*, pages 39-40.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson Lesson 38.

Activities for Lesson 39

- ❑ **Thinking Biblically** – Jesus talked about a gate (or door) as an image of Himself. Copy John 10:9 in your notebook.

- ❑ **Map Study** – Complete the assignment for Lesson 39 on Map 3 “American Landmarks” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1965, write: The Gateway Arch is completed in St. Louis.
- ❑ **Vocabulary** – Look up each of these words in a dictionary: expansion, administered, transfer, primitive, illusion. Write each word and its definition in your notebook.
- ❑ **Creative Writing** – In your notebook, write an imaginary newspaper article for a St. Louis newspaper as if the arch was just completed and open for visitors.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 39.

Activities for Lesson 40

- ❑ **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.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1828, write: Noah Webster publishes his complete dictionary.
- ❑ **Literature** – Read “Domestic Economy, or the History of Thrifty and Unthrifty” in *We the People*, page 41.
- ❑ **Creative Writing** – In your notebook, write one or more paragraphs about a textbook you would enjoy writing and how it could help people and bring glory to God.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for

Lesson 40. If you are using the Lesson Review, take the quiz for Unit 8.

Activities for Lesson 41

- ❑ **Map Study** – Complete the assignments for Lesson 41 on Map 20 “The Lower 48” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1801, write: The Cane Ridge camp meeting is held.
- ❑ **Literature** – Read “The Star-Spangled Banner” in *We the People*, page 42, and chapters 1-2 in *Brady*.
- ❑ **Creative Writing** – In your notebook, write a paragraph about why you think the British burned the White House during the War of 1812.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 41.

Activities for Lesson 42

- ❑ **Thinking Biblically** – Read about caves in these Bible passages: Genesis 23:7-9, 1 Samuel 24:1-22, 1 Kings 19:9-18
- ❑ **Map Study** – Complete the assignment for Lesson 42 on Map 2 “God’s Wonders” 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.
- ❑ **Vocabulary** – Write four sentences in your notebook, using one of these words in each: stalactites, stalagmites, leaching, ecosystem. Check in a dictionary if you need help with their definitions.

- ❑ **Literature** – Read chapters 3-4 in *Brady*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 42.

Activities for Lesson 43

- ❑ **Map Study** – Complete the assignments for Lesson 43 on Map 3 “American Landmarks” and Map 14 “The Erie Canal” 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.
- ❑ **Literature** – Read “Low Bridge, Everybody Down” in *We the People*, page 43, and chapter 5 in *Brady*.
- ❑ **Family Activity** – Create models representing New York before and after the Erie Canal. See instructions on page 428.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 43.

Activities for Lesson 44

- ❑ **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.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1821, write: Sequoyah completes the Cherokee syllabary.
- ❑ **Vocabulary** – In your notebook, copy each of the following sentences. Fill in each blank with one of the following words: ridicule, syllabary, bilingual, tracts, pension.

1. A person who speaks two languages is _____.
 2. The evangelist handed out _____ 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 _____.
- ❑ **Literature** – Read “Come, Holy Spirit, Dove Divine” in *We the People*, page 44, and chapters 6-7 in *Brady*.
 - ❑ **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? Using a half-page in your notebook, write as if this is the first thing you have been able to write for yourself.
 - ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 44.

Activities for Lesson 45

- ❑ **Thinking Biblically** – Jedediah Smith and Kit Carson honored God by their choices not to follow the crowd in doing wrong. Think of a person in the Bible who honored God while others were living sinfully. Write a paragraph in your notebook about how he or she honored God.
- ❑ **Map Study** – Complete the assignments for Lesson 45 on Map 18 “The West” in *Maps of America the Beautiful*.

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1857, write: Seth Kinman gives a chair made out of elk horns to President James Buchanan.
- ❑ **Vocabulary** – In your notebook, write a paragraph using all of these words: reenact, scraggly, rendezvous, superhuman. Consult a dictionary if you need help with their definitions.
- ❑ **Literature** – Read “The Legend of Paul Bunyan” in *We the People*, page 45, and chapters 8-9 in *Brady*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 45. If you are using the Lesson Review, take the quiz for Unit 9.

Activities for Lesson 46

- ❑ **Map Study** – Complete the assignments for Lesson 46 on Map 20 “The Lower 48” 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.
- ❑ **Vocabulary** – Look up each of these words in a dictionary: compromise, existence, circular, expand, sparse. Write each word and its definition in your notebook.
- ❑ **Literature** – Read chapters 10-11 in *Brady*.
- ❑ **Creative Writing** – In your notebook, write one or two paragraphs about why you think Andrew Jackson is one of America’s most famous Presidents.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 46.

Activities for Lesson 47

- ❑ **Thinking Biblically** – Copy Isaiah 40:15 in your notebook.
- ❑ **Map Study** – Complete the assignments for Lesson 47 on Map 15 “America’s Islands” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1836, write: First written record of pony penning on Assateague Island.
- ❑ **Literature** – Read chapters 12-13 in *Brady*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 47.

Activities for Lesson 48

- ❑ **Map Study** – Complete the assignment for Lesson 48 on Map 3 “America’s Landmarks” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1744, write: The first stone chapel is constructed at the Alamo.
- ❑ **Vocabulary** – In your notebook, write each of the following sentences. Fill in each blank with one of these words: convert, barracks, dictator, tract, cavalry
 1. My family lives on the same _____ of land my great-grandfather bought in 1925.
 2. The _____ unit had to arrange a place to stable their horses.
 3. Many American missionaries worked to _____ Native Americans 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 “Letter from the Alamo” in *We the People*, page 46, and chapters 14-15 of *Brady*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 48.

Activities for Lesson 49

- ❑ **Thinking Biblically** – In your notebook, copy 2 Timothy 2:15, which gives instructions about being a workman for God.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1821, write: John Jay becomes president of the American Bible Society.
- ❑ **Literature** – Read “Letter to Papa” in *We the People*, page 47, and chapters 16-17 of *Brady*.
- ❑ **Creative Writing** – In your notebook, write three or four paragraphs about the good influence John Jay had in his life and the kind of influence you want to have throughout your life.
- ❑ **Family Activity** – Your family can be a part of sharing God’s Word with others. See page 429 for a way to do this.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 49.

Activities for Lesson 50

- ❑ **Thinking Biblically** – In your notebook, copy Mark 12:29-31, in which Jesus teaches about how we conduct ourselves toward God and other people.
- ❑ **Map Study** – Complete the assignments for Lesson 50 on Map 16 “The Trail of Tears” in *Maps of America the Beautiful*.

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1838, write: The Trail of Tears begins.
- ❑ **Vocabulary** – Look up each of these words in a dictionary: inaugural, ratified, stockade, cherished, greed. Write each word and its definition in your notebook.
- ❑ **Literature** – Read “A Soldier Remembers the Trail of Tears” in *We the People*, page 48, and chapter 18 in *Brady*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 50. If you are using the Lesson Review, answer the questions on *Brady* and take the quiz for Unit 10.

Activities for Lesson 51

- ❑ **Thinking Biblically** – John Tyler and the rest of the government had many conflicts during his term in office. Copy Romans 12:18 into your notebook.
- ❑ **Map Study** – Complete the assignment for Lesson 51 on Map 20 “The Lower 48” 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.
- ❑ **Literature** – Read “To the People of the United States” in *We the People*, page 49.
- ❑ **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.

- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 51.

Activities for Lesson 52

- ❑ **Thinking Biblically** – Read Psalm 98. Look for the part that mentions how rivers praise the Lord.
- ❑ **Map Study** – Complete the assignments for Lesson 52 on Map 2 “God’s Wonders” and Map 17 “The Mississippi River” 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.
- ❑ **Literature** – Read “Life on the Mississippi” in *We the People*, pages 50-51.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 52.

Activities for Lesson 53

- ❑ **Map Study** – Complete the assignment for Lesson 53 on Map 3 “American Landmarks” 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.

- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each: ceremonial, nutrients, aristocracy, antebellum, lifestyle. Check in a dictionary if you need help with their definitions.
- ❑ **Family Activity** – Have a plantation dinner. A suggested menu is on pages 430-431.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 53.

Activities for Lesson 54

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1807, write: Robert Fulton pilots a steamboat up the Hudson River.
- ❑ **Vocabulary** – In your notebook, write these words: associate, decor, hull, chandelier, cargo. Beside each word, write the definition below that matches that word.
 - a. an elaborate light fixture
 - b. a partner or colleague
 - c. goods transported by any method
 - d. the frame or body of a ship
 - e. the way the interior of a room or building is decorated
- ❑ **Literature** – Read “Steamboat Songs” in *We the People*, pages 52-53.
- ❑ **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 an imagined relative about your steamboat trip. Include some of the details about steamboats you learned in this lesson.

- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 54.

Activities for Lesson 55

- ❑ **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.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1838, write: Samuel F. B. Morse develops an improved telegraph and the Morse code.
- ❑ **Vocabulary** – Write your own definition for each of these words: infancy, miniature, commission, formal, apparatus. Look in the lesson for clues to the meaning of the words. When you are finished, look in a dictionary to check your definitions.
- ❑ **Literature** – Read “What Hath God Wrought!” in *We the People*, page 54.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 55. If you are using the Lesson Review, take the quiz for Unit 11.

Activities for Lesson 56

- ❑ **Map Study** – Complete the assignments for Lesson 56 on Map 18 “The West” and Map 20 “The Lower 48” in *Maps of America the Beautiful*.

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1877, write: Sarah Polk is given the first telephone in Nashville, Tennessee.
- ❑ **Vocabulary** – Look up each of these words in a dictionary: huddled, destiny, jointly, latitude, ardent. Write each word and its definition in your notebook.
- ❑ **Literature** – Read “Hail to the Chief” in *We the People*, page 55, and chapter 1 in *Bound for Oregon*.
- ❑ **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?
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 56.

Activities for Lesson 57

- ❑ **Thinking Biblically** – Marcus and Narcissa Whitman left all to follow Jesus. Copy Luke 9:23-24 into your notebook.
- ❑ **Map Study** – Complete the assignments for Lesson 57 on Map 18 “The West” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1906 write: Ezra Meeker retraces his journey on the Oregon Trail.
- ❑ **Literature** – Read “First Woman on the Oregon Trail” in *We the People*, page 56, and chapter 2 in *Bound for Oregon*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional

books, complete the assignment for Lesson 57.

Activities for Lesson 58

- ❑ **Thinking Biblically** – Read about Solomon’s wisdom and scientific knowledge in 1 Kings 4:29-34.
- ❑ **Map Study** – Complete the assignment for Lesson 58 on Map 3 “American Landmarks” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1846, write: The Smithsonian Institution is established.
- ❑ **Literature** – Read “An Act to Establish the Smithsonian Institution” in *We the People*, page 57, and chapters 3-4 in *Bound for Oregon*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 58.

Activities for Lesson 59

- ❑ **Map Study** – Complete the assignment for Lesson 59 on Map 2 “God’s Wonders” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1846, write: The *Maid of the Mist* begins service at Niagara Falls.
- ❑ **Literature** – Read “Over Niagara” in *We the People*, page 58-59, and chapters 5-6 in *Bound for Oregon*.
- ❑ **Vocabulary** – Write a paragraph in your notebook about an imaginary thrilling adventure that uses all of these words: channel, precipice, diverted, accommodations, gorge.

- ❑ **Family Activity** – Rehearse and perform the play, “Wild and Wonderful Niagara Falls.” See pages 432-433 for directions.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 59.

Activities for Lesson 60

- ❑ **Thinking Biblically** – Jesus taught about about God’s love by pointing out birds. Copy Matthew 6:26 into your notebook.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1838, write: John James Audubon completes *Birds of America*.
- ❑ **Literature** – Read “From Audubon’s Journal” in *We the People*, page 60, and chapters 7-8 in *Bound for Oregon*.
- ❑ **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.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 60. If you are using the Lesson Review, take the quiz for Unit 12.

Activities for Lesson 61

- ❑ **Thinking Biblically** – Copy Galatians 5:13 into your notebook.
- ❑ **Map Study** – Complete the assignments for Lesson 61 on Map 20 “The Lower 48” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1852, write: *Uncle Tom’s Cabin* by Harriet Beecher Stowe is published.

- ❑ **Vocabulary** – In your notebook, write each of the following words with its definition from the list below: divisive, entrepreneur, poverty, impact, condemned.
 - a. declared to be wrong
 - b. the state of being poor
 - c. someone who starts a business
 - d. causing opposition
 - e. a direct effect
- ❑ **Literature** – Read “Ho! For California” in *We the People*, page 61, and chapters 9-10 in *Bound for Oregon*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 61.

Activities for Lesson 62

- ❑ **Map Study** – Complete the assignment for Lesson 62 on Map 2 “God’s Wonders” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1950, write: Nine hundred and three inches of snow fall at Crater Lake.
- ❑ **Literature** – Read “Letter from a Forty-Niner” in *We the People*, pages 62-63, and chapters 11-12 in *Bound for Oregon*.
- ❑ **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.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 62.

Activities for Lesson 63

- ❑ **Thinking Biblically** – Read John 3:19-21. Why do you think Jesus used light verses darkness to describe righteousness and truth verses evil? Write one or two paragraphs about this in your notebook.
- ❑ **Map Study** – Complete the assignment for Lesson 63 on Map 3 “American Landmarks” in *Map of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1791, write: The Portland Head Light is lit for the first time.
- ❑ **Vocabulary** – In your notebook, write a paragraph using all of these words: hazards, octagonal, beacon, physicist, triangular. Consult a dictionary if you need help with their definitions.
- ❑ **Literature** – Read “Let the Lower Lights Be Burning” in *We the People*, page 64, and chapters 13-14 in *Bound for Oregon*.
- ❑ **Family Activity** – Create a Lighthouse Painting. See the instructions on page 434.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 63.

Activities for Lesson 64

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1877, write: Henry Wadsworth Longfellow is honored on his 70th birthday.
- ❑ **Vocabulary** – In your notebook, copy each of the following sentences. Fill in each blank with the correct word from this list: turmoil, devastated, honorary, penned, culture.

1. Hawthorne ____ *The Scarlet Letter* long after the colonial days when it is set.
2. Even though Tommy couldn't finish the race after he was injured, he was given an ____ medal.
3. I learned a lot about the ____ of Italy while we had an Italian exchange student last year.
4. Our family was in ____ when our flight was cancelled on Christmas Eve.
5. The village was ____ by the long battle fought there.

- ❑ **Literature** – Read “Poems of Longfellow” in *We the People*, pages 65-66, and chapter 15 in *Bound for Oregon*.
- ❑ **Creative Writing** – In your notebook, write a poem of ten or more lines. (Rhyming dictionaries are helpful when writing poetry.)
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 64.

Activities for Lesson 65

- ❑ **Thinking Biblically** – Read Job 39:19-25, which praises God for his amazing creation of the horse.
- ❑ **Map Study** – Complete the assignments for Lesson 65 on Map 18 “The West” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1852 write: The Wells Fargo company begins providing banking and shipping services in the West.
- ❑ **Literature** – Read chapter 16 and “Author’s Note” in *Bound for Oregon*.

- ❑ **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.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 65. If you are using the Lesson Review, answer the questions on *Bound for Oregon* and take the quiz for Unit 13.

Activities for Lesson 66

- ❑ **Map Study** – Complete the assignments for Lesson 66 on Map 19 “The Civil War” and on Map 20 “The Lower 48” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1861, write: Union and Confederate forces meet at the first Battle of Bull Run.
- ❑ **Literature** – Read “Letters from Abraham Lincoln” in *We the People*, page 67, and chapter 1 in *Across Five Aprils*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 66.

Activities for Lesson 67

- ❑ **Thinking Biblically** – Even in the midst of terrible battles, God is sovereign. Copy Proverbs 21:31 into your notebook.
- ❑ **Map Study** – Complete the assignment for Lesson 67 on Map 3 “American Landmarks” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1913, write:

Over 50,000 Union and Confederate veterans gather for the fiftieth anniversary of the Battle of Gettysburg.

- ❑ **Vocabulary** – Look up each of these words in a dictionary: converge, rebellion, temporary, elaborate, veteran. Copy each word and its definition in your notebook.
- ❑ **Literature** – Read “The Gettysburg Address” in *We the People*, page 68, and chapters 2-3 in *Across Five Aprils*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 67.

Activities for Lesson 68

- ❑ **Thinking Biblically** – Read Matthew 5:1-12 and think about how Robert E. Lee was an example of some of these attributes.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1852, write: Robert E. Lee becomes Superintendent of West Point.
- ❑ **Vocabulary** – In your notebook, write your own definition for each of these words: respect, tribute, career, devout, executor. Look in the lesson for clues for the meaning of the words. When you are finished, look in a dictionary to check your definitions.
- ❑ **Literature** – Read “Recollections of General Robert E. Lee” in *We the People*, page 69, and chapter 4 in *Across Five Aprils*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 68.

Activities for Lesson 69

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1881, write: Clara Barton helps organize the American Red Cross.
- ❑ **Literature** – Read “Childhood Reminiscences” in *We the People*, pages 70-72, and chapter 5 in *Across Five Aprils*.
- ❑ **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.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 69.

Activities for Lesson 70

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1867, write: Jefferson Davis is released from prison.
- ❑ **Literature** – Read “Camp Songs of the Civil War” in *We the People*, pages 73-74, and chapter 6 in *Across Five Aprils*.
- ❑ **Creative Writing** – In your notebook, write one or two paragraphs about how people can live in peace even when they have different beliefs and opinions.
- ❑ **Family Activity** – Dance the Virginia Reel. See the instructions on page 435.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 70. If you are using the Lesson Review, take the quiz for Unit 14.

Activities for Lesson 71

- ❑ **Thinking Biblically** – After the Civil War, many people needed to give and

receive forgiveness on both sides. Copy Colossians 3:12-13 into your notebook.

- ❑ **Map Study** – Complete the assignments for Lesson 71 on Map 20 “The Lower 48” 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.
- ❑ **Vocabulary** – In your notebook, copy the following sentences. Fill in each blank with the correct word from this list: intimidate, authority, ivory, wasteland, administration.
 - a. Before controls and limitations, thousands of elephants were killed to make valuable _____ items from their tusks.
 - b. I didn’t know you had the _____ to tell us what we have to do!
 - c. Most of the people in the President’s _____ agreed with his decision.
 - d. Our farm looked like a _____ before we started cleaning up and planting crops.
 - e. I try not to let his angry words and expressions _____ me.
- ❑ **Literature** – Read chapters 7-8 in *Across Five Aprils*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 71.

Activities for Lesson 72

- ❑ **Thinking Biblically** – In your notebook, write one or two paragraphs about how the wonders of Yellowstone that God made bring glory to Him.

- ❑ **Map Study** – Complete the assignment for Lesson 72 on Map 2 “God’s Wonders” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1872, write: The Yellowstone area becomes a national park.
- ❑ **Literature** – Read “The Discovery of Yellowstone Park” in *We the People*, page 75, and chapter 9 in *Across Five Aprils*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 72.

Activities for Lesson 73

- ❑ **Map Study** – Complete the assignment for Lesson 73 on Map 3 “American Landmarks” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1869, write: The transcontinental railroad is completed at Promontory Point, Utah.
- ❑ **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 “Dedication Prayer” in *We the People*, page 76, and chapter 10 in *Across Five Aprils*.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 73.

Activities 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.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1858, write: Fanny J. Crosby and Alexander Van Alstyne are married.
- ❑ **Literature** – Read “Hymns of Fanny J. Crosby” in *We the People*, pages 77-78, and chapter 11 in *Across Five Aprils*.
- ❑ **Creative Writing** – In your notebook, write two or three paragraphs about Fanny’s decision to accept her blindness with thankfulness to God. Write about how her life would have been different if she was angry or bitter.
- ❑ **Family Activity** – Gather some friends for a Fanny J. Crosby Hymn-Singing. See the instructions on page 436.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 74.

Activities for Lesson 75

- ❑ **Map Study** – Complete the assignments for Lesson 75 on Map 18 “The West” in *Maps of America the Beautiful*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1871, write: Western cattle drives peak during this year.
- ❑ **Vocabulary** – In your notebook, write your own definition for each of these words: transport, demand, canvas, stirrup, outlaw. Look in the lesson for clues to the meaning of the words. When you are finished, look in a dictionary to check your definitions.

- ❑ **Literature** – Read “Cowboy Songs” in *We the People*, pages 79-80, and chapter 12 and the Author’s Note in *Across Five Aprils*.
- ❑ **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.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 75. If you are using the Lesson Review, answer the questions on *Across Five Aprils* and take the quiz for Unit 15.

Activities for Lesson 76

- ❑ **Thinking Biblically** – 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.
- ❑ **Vocabulary** – Look up each of these words in a dictionary and read their definitions: corrupt, moral, equality, unstable, frail
- ❑ **Literature** – Read “How Arthur Was Inaugurated” in *We the People*, page 81, and “Surprise,” “Springtime on the Claim,” and “The Necessary Cat” in *Little Town on the Prairie*.
- ❑ **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.

Activities for Lesson 77

- ❑ **Thinking Biblically** – Copy 1 Timothy 6:17-19 into your notebook.
- ❑ **Map Study** – Complete the assignment for Lesson 77 on Map 3 “American Landmarks” in *Maps of America the Beautiful*.
- ❑ **Literature** – Read “Colonel Anderson and Books” in *We the People*, pages 82-83, and “The Happy Days,” “Working in Town,” and “The Month of Roses” in *Little Town on the Prairie*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1886, write: Andrew Carnegie begins giving money to start libraries.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 77.

Activities for Lesson 78

- ❑ **Vocabulary** – In your notebook, write the following sentences and fill in each blank with one of these words: perseverance, resourcefulness, hedgerow, tenant, exodus.
 1. The old farm has a _____ of thorny bushes that is still in good shape.
 2. The long math lesson was a test of my _____.
 3. When my brother stirred up their hill with a stick, the ants began a forced _____.
 4. My grandfather has a _____ in his apartment house that won’t pay his rent.
 5. Though we were snowed in on Dad’s birthday, Mom’s _____ gave us a great party.

- ❑ **Literature** – Read “Summer on the Homestead” in *We the People*, pages 84-85, and “Nine Dollar” and “Fourth of July” in *Little Town on the Prairie*.
- ❑ **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.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1863, write: The first homestead claim is filed.
- ❑ **Family Activity** – Make a Homestead Map. See page 961 for instructions.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 78.

Activities for Lesson 79

- ❑ **Thinking Biblically** – Read Psalm 51, a favorite scripture of Laura Ingalls Wilder.
- ❑ **Vocabulary** – In your notebook, write a definition for each of these words: diagram, plague, paymaster, surveyor, swollen. Compare your definitions with those in a dictionary.
- ❑ **Literature** – Read “Thanksgiving Time” in *We the People*, pages 86-87, and “Blackbirds” in *Little Town on the Prairie*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1894, write: The Wilder family moves to Mansfield, Missouri.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 79.

Activities for Lesson 80

- ❑ **Literature** – Read “Mary Goes to College,” “Miss Wilder Teaches School,” and “Snug for Winter” in *Little Town on the Prairie*.
- ❑ **Creative Writing** – Write one page in your notebook describing how a settler would react to the presence of a frontier fort in his neighborhood, and then how a Native American would react to it.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1859, write: Camp Alert, forerunner of Fort Larned, is built in Kansas.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 80. If you are using the Lesson Review, take the quiz for Unit 16.

Activities for Lesson 81

- ❑ **Map Study** – Complete the assignments for Lesson 81 on Map 20 “The Lower 48” in *Maps of America the Beautiful*.
- ❑ **Vocabulary** – Write a definition for each of these words: reformer, consumer, incumbent, recession, trustee. Look in the lesson for clues for the meaning of the words. When you are finished, look in a dictionary to check your definitions.
- ❑ **Literature** – Read “Sears and Roebuck Catalog, 1897” and “Wedding in the White House” in *We the People*, pages 88-91, and “School Days” and “Sent Home from School” in *Little Town on the Prairie*.
- ❑ **Creative Writing** – In your notebook, write two or three paragraphs that compare living in the country with living in the city.

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1893, write: An economic panic hits the United States.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 81.

Activities for Lesson 82

- ❑ **Thinking Biblically** – Read Psalm 148. In your notebook, draw a pencil sketch of one of the photographs in this lesson and write one or two appropriate verses from Psalm 148 under it.
- ❑ **Map Study** – Complete the assignment for Lesson 82 on Map 2 “God’s Wonders” in *Maps of America the Beautiful*.
- ❑ **Literature** – Read “Galen Clark of Yosemite” in *We the People*, pages 92-93, and “The School Board’s Visit” and “Name Cards” in *Little Town on the Prairie*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1890, write: Yosemite becomes a national park.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 82.

Activities for Lesson 83

- ❑ **Thinking Biblically** – Read Proverbs 10:4, 12:24, 13:4, and 21:5. Choose one of these to copy in your notebook. Write one or two paragraphs about how Thomas Edison is an example of diligence.
- ❑ **Vocabulary** – Write a paragraph using all of these words: laboratory, gadget,

patent, manufacture, genius. Consult a dictionary if you need help with their definitions.

- ❑ **Literature** – Read “One of My Closest Friends” in *We the People*, pages 94-95, and “The Sociable,” “Literaries,” and “The Whirl of Gaiety” in *Little Town on the Prairie*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1879, write: Thomas Edison invents the incandescent light bulb.
- ❑ **Family Activity** – Create a “Thank You, Thomas Edison!” Book. See pages 962-963 for instructions.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 83.

Activities for Lesson 84

- ❑ **Map Study** – Complete the assignment for Lesson 84 on Map 3 “American Landmarks” in *Maps of America the Beautiful*.
- ❑ **Literature** – Read “Burned Out of House and Home” in *We the People*, page 96, and “The Birthday Party,” “The Madcap Days,” and “Unexpected in April” in *Little Town on the Prairie*.
- ❑ **Creative Writing** – Write a letter in reply to the one from Justin you read in *We the People*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1871, write: Much of Chicago is destroyed by fire.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 84.

Activities for Lesson 85

- ❑ **Vocabulary** – Find each of these words in a dictionary: lobby, ornate, dub, pier, manuscript. Choose the definition that corresponds to the way the word is used in this lesson. Copy the words and definitions into your notebook.
- ❑ **Literature** – Read “The Glories of the Fair” in *We the People*, pages 97-98, and “Schooltime Begins Again,” “The School Exhibition,” and “Unexpected in December” in *Little Town on the Prairie*.
- ❑ **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. Think of 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. Include a simple sketch of your display.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1893, write: The World’s Columbian Exposition is held in Chicago.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 85. If you are using the Lesson Review, answer the questions on *Little Town on the Prairie* and take the quiz for Unit 17.

Activities for Lesson 86

- ❑ **Map Study** – Complete the assignments for Lesson 86 on Map 21 “The Spanish-American War” in *Maps of America the Beautiful*.

- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each: poll, literate, segregation, gospel, armistice. Check in a dictionary if you need help with their definitions.
- ❑ **Literature** – Read “Old Glory” in *We the People*, page 99.
- ❑ **Creative Writing** – Why did some Americans want colonies in other parts of the world? What are some of the good and bad results of larger, richer countries establishing colonies in smaller, poorer countries? Write one page answering these questions in your notebook.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1898, write: The Spanish-American War is fought.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 86.

Activities for Lesson 87

- ❑ **Thinking Biblically** – Read Ruth 2 to learn about farming during Old Testament times and how someone showed great generosity with his grain crops.
- ❑ **Map Study** – Complete the assignment for Lesson 87 on Map 2 “God’s Wonders” in *Maps of America the Beautiful*.
- ❑ **Vocabulary** – In your notebook, write the following vocabulary words and the letter of the definition that goes with each word: mineral, aquifer, moderate, subsistence, buffer.
 - a. a protective barrier
 - b. an underground layer of rock, sand, or gravel that contains water

c. naturally occurring substances usually obtained from the ground

d. a way of obtaining what is essential to life

e. to decrease the strength or intensity of

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1874, write: Russian Mennonites bring Turkey Red winter wheat seeds to Kansas.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 87.

Activities for Lesson 88

- ❑ **Thinking Biblically** – Read Jeremiah 22:3. Write one paragraph in your notebook about the way God wants us to treat strangers, aliens, or immigrants.
- ❑ **Map Study** – Complete the assignment for Lesson 88 on Map 3 “American Landmarks” in *Maps of America the Beautiful*.
- ❑ **Literature** – Read “Gains at Ellis Island” in *We the People*, page 100-101.
- ❑ **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.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1886, write: The Statue of Liberty is unveiled.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 88.

Activities for Lesson 89

- ❑ **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.
- ❑ **Vocabulary** – Write a definition for each of these words: conservatory (musical), score (musical), discharge (military), civilian, copyright. Look in the lesson for clues for the meaning of the words. When you are finished, look in a dictionary to check your definitions.
- ❑ **Literature** – Read “Experiences of a Bandmaster” in *We the People*, pages 102-104.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1896, write: John Philip Sousa writes “The Stars and Stripes Forever.”
- ❑ **Family Activity** – Host a Sousa Band Concert. See page 964 for instructions.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 89.

Activities for Lesson 90

- ❑ **Thinking Biblically** – Read Matthew 19:16-26. 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?
- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each: transatlantic, pious, theological, truss, horticulture. Check in a dictionary if you need help with their definitions.

- ❑ **Creative Writing** – Using at least one page in your notebook, describe your dream house. Would it have an indoor swimming pool? A two-story climbing wall? What would your bedroom look like? What would you include for other members of your family? Would you provide accommodations for any special pets?
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1895, write: George Vanderbilt hosts a Christmas party at the Biltmore.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 90. If you are using the Lesson Review, take the quiz for Unit 18.

Activities for Lesson 91

- ❑ **Map Study** – Complete the assignments for Lesson 91 on Map 20 “The Lower 48” in *Maps of America the Beautiful*.
- ❑ **Vocabulary** – Look up each of these words in a dictionary and read their definitions: union, sympathy, conservative, composition, ornery.
- ❑ **Literature** – Read “Letters to His Children” and “Miss Delia Torrey Consents to Come” in *We the People*, pages 105-109, and “The Library Lady” in *All-of-a-Kind Family*.
- ❑ **Creative Writing** – Why do you think no Presidents before Theodore Roosevelt traveled out of the country during their term in office? How did America’s role in the world change during the 1900s? Answer this question in two or three paragraphs in your notebook.

- ❑ **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 91.

Activities for Lesson 92

- ❑ **Thinking Biblically** – Read Joshua 4, 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.
- ❑ **Map Study** – Complete the assignments for Lesson 92 on Map 3 “American Landmarks” and Map 22 “The National Mall” in *Maps of America the Beautiful*.
- ❑ **Literature** – Read “Dusting is Fun” and “Rainy Day Surprise” in *All-of-a-Kind Family*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1922, write: The Lincoln Memorial is dedicated.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 92.

Activities for Lesson 93

- ❑ **Vocabulary** – Find each of these words in a dictionary: temperance, mechanical, theory, vegetation, hospitable. Choose the definition that corresponds to the way the word is used in the lesson. Copy the words and definitions into your notebook.

- ❑ **Literature** – Read “The Subject of Flying” in *We the People*, page 110, and “Who Cares If It’s Bedtime?” in *All-of-a-Kind Family*.
- ❑ **Creative Writing** – Write one page in your notebook about how the Wright brothers’ invention has changed the world.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1903, write: The Wright brothers fly the first airplane.
- ❑ **Family Activity** – Make paper airplanes. See page 965 for ideas.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 93.

Activities for Lesson 94

- ❑ **Thinking Biblically** – Read Job 38:1-30. As you read, think about the majestic region God created that is preserved in Glacier National Park.
- ❑ **Map Study** – Complete the assignment for Lesson 94 on Map 2 “God’s Wonders” in *Maps of America the Beautiful*.
- ❑ **Literature** – Read “The Sabbath” in *All-of-a-Kind Family*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1933, write: The Going-to-the-Sun Road is completed.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 94.

Activities for Lesson 95

- ❑ **Map Study** – Complete the assignment for Lesson 95 on Map 4 “Native Peoples

of North America” in *Maps of America the Beautiful*.

- ❑ **Vocabulary** – Write a paragraph using all of these words: insulation, driftwood, oblong, stamina, ingenious. Consult a dictionary if you need help with their definitions.
- ❑ **Literature** – Read “Alaska Days with John Muir” in *We the People*, pages 111-112, and “Papa’s Birthday” and “Purim Play” in *All-of-a-Kind Family*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1784, write: Russians settle on Kodiak Island, Alaska.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 95. If you are using the Lesson Review, take the quiz for Unit 19.

Activities for Lesson 96

- ❑ **Thinking Biblically** – Copy Psalm 37:37 into your notebook. Write a paragraph about what you think it means to be a person of peace.
- ❑ **Map Study** – Complete the assignments for Lesson 96 on Map 23 “The Great War” in *Maps of America the Beautiful*.
- ❑ **Literature** – Read “Poetry of the Great War” and “Save and Serve” in *We the People*, pages 113-116, and “Sarah In Trouble” and “Mama Has Her Hands Full” in *All-of-a-Kind Family*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1918, write: An armistice ends the fighting in the Great War.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 96.

Activities for Lesson 97

- ❑ **Thinking Biblically** – What is a Bible verse someone could use to support fighting in a war? What is a Bible verse someone could use to support the position that war is wrong? Write down these examples in your notebook, then write a few paragraphs about your perspective on what the right choice is.
- ❑ **Map Study** – Complete the assignment for Lesson 97 on Map 23 “The Great War” in *Maps of America the Beautiful*.
- ❑ **Vocabulary** – Copy these words in your notebook, each on a separate line: revival, draft, denomination, silhouette, 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.
- ❑ **Literature** – Read “Sergeant York and His People” in *We the People*, pages 117-119, and “Fourth of July” in *All-of-a-Kind Family*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1926, write: Alvin C. York Institute is founded.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 97.

Activities for Lesson 98

- ❑ **Thinking Biblically** – Copy Leviticus 19:33-34 into your notebook.
- ❑ **Map Study** – Complete the assignments for Lesson 98 on Map 6 “Europe” in *Maps of America the Beautiful*.
- ❑ **Literature** – Read “The Cat Took the Kosher Meat” in *We the People*, pages 113-114, and chapter 11 in *All-of-a-Kind Family*.

- ❑ **Creative Writing** – Imagine that it is 1918 and you are the director of a center in New York City that exists to help 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. Include a description of one or two sentences with each item.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1902, write: The first daily Yiddish newspaper in America begins.
- ❑ **Family Activity** – Make Hamentaschen. See page 966.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 98.

Activities for Lesson 99

- ❑ **Map Study** – Complete the assignment for Lesson 99 on Map 3 “American Landmarks” in *Maps of America the Beautiful*.
- ❑ **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.
- ❑ **Literature** – Read “Succos” in *All-of-a-Kind Family*.
- ❑ **Creative Writing** – In your notebook, write a one-page letter to your parents thanking them for their love and service to you.

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1917, write: Edward Flanagan opens a home for boys in Omaha.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 99.

Activities for Lesson 100

- ❑ **Map Study** – Complete the assignment for Lesson 100 on Map 2 “God’s Wonders” in *Maps of America the Beautiful*.
- ❑ **Vocabulary** – In your notebook, make a drawing for each of these words that illustrates what it means: majestic, vista, erode, maternity, wholesome. Write the word under the drawing. Check in a dictionary if you need help with their definitions.
- ❑ **Literature** – Read “Canyons of the Colorado” in *We the People*, pages 122-123, and “A New Charlie” in *All-of-a-Kind Family*.
- ❑ **Creative Writing** – If you had two days to spend at the Grand Canyon with your family, what would you like to do? In your notebook, write two or three paragraphs answering this question.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1919, write: Grand Canyon National Park is established.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 100. If you are using the Lesson Review, answer the questions on *All-of-a-Kind Family* and take the quiz for Unit 20.

Activities for Lesson 101

- ❑ **Thinking Biblically** – Copy Hebrews 13:5 into your notebook. Write two paragraphs about how the love of money contributed to the Great Depression and how Christians should view money.
- ❑ **Vocabulary** – In your notebook, write each of these vocabulary words: normalcy, Communism, divorcee, kerosene, commercial. Beside each word, write the letter of the correct definition and also copy the definition.
 - a. a woman who has been divorced
 - b. related to commerce (the business of buying and selling)
 - c. the state of being normal
 - d. a political system in which the state owns all property
 - e. a flammable oil used for fuel
- ❑ **Literature** – Read “Harding Appoints Taft” in *We the People*, pages 124-125, and chapter 1 in *Blue Willow*.
- ❑ **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 101.

Activities for Lesson 102

- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each: warehouse, ingenuity, patron, merge, sanitary. Check in a dictionary if you need help with their definitions.

- ❑ **Literature** – Read “Made in America” in *We the People*, pages 126-127, and chapter 2 in *Blue Willow*.
- ❑ **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.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1921, write: The Hershey company starts wrapping Kisses by machine.
- ❑ **Family Activity** – Create a Cupcake Factory. See pages 968-969 for instructions.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 102.

Activities for Lesson 103

- ❑ **Thinking Biblically** – Henry Ford was known for helping others. Read about a woman named Tabitha (also called Dorcas), who was also known for helping others, in Acts 9:36-43.
- ❑ **Map Study** – Complete the assignment for Lesson 103 on Map 3 “American Landmarks” in *Maps of America the Beautiful*.
- ❑ **Literature** – Read “The Only Automobile in Detroit” in *We the People*, page 128, and chapter 3 in *Blue Willow*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1927, write: The last Model T is built.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 103.

Activities for Lesson 104

- ❑ **Map Study** – Complete the assignment for Lesson 104 on Map 2 “God’s Wonders” in *Maps of America the Beautiful*.
- ❑ **Vocabulary** – Look up each of these words in a dictionary and read their definitions: shrine, tourism, likeness, sacred, spelunker.
- ❑ **Literature** – Read “Steadfast as These Ancient Hills” in *We the People*, pages 129-130, and chapter 4 in *Blue Willow*.
- ❑ **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.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1927, write: Carving begins on Mount Rushmore in the Black Hills.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 104.

Activities for Lesson 105

- ❑ **Thinking Biblically** – William Jennings Bryan loved and believed the Word of God. Read Psalm 119:1-24. Choose three verses to copy into your notebook.
- ❑ **Literature** – Read “Marveling at the Mysteries” in *We the People*, pages 131-132, and chapter 5 in *Blue Willow*.

- ❑ **Creative Writing** – In your notebook, write a two-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.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1925, write: The Scopes “Monkey Trial” is held in Dayton, Tennessee.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 105. If you are using the Lesson Review, take the quiz for Unit 21.

Activities for Lesson 106

- ❑ **Thinking Biblically** – Many people faced poverty during the Great Depression. Read Deuteronomy 15:7-11 to learn about what attitude God desires that we have toward the poor.
- ❑ **Vocabulary** – In your notebook, make a drawing for each of these words that illustrates what it means: troupe, prosperity, recreational, consequence, circulation. Write the word under the drawing. Check in a dictionary if you need help with their definitions.
- ❑ **Literature** – Read “Fireside Chat: On Drought Conditions” in *We the People*, pages 133-134, and chapter 6 in *Blue Willow*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1935, write: The Works Progress Administration begins operating.

- ❑ **Family Activity** – Have a 1930s Family Game and Treat Night. See page 970 for instructions.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 106.

Activities for Lesson 107

- ❑ **Thinking Biblically** – Copy these words of wisdom about work into your notebook: Proverbs 14:23, 18:9, and 22:29.
- ❑ **Literature** – Read “A Nation-Wide System of Parks” in *We the People*, pages 135-136, and chapter 7 in *Blue Willow*.
- ❑ **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.
- ❑ **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 107.

Activities for Lesson 108

- ❑ **Map Study** – Complete the assignment for Lesson 108 on Map 3 “American Landmarks” in *Maps of America the Beautiful*.

- ❑ **Vocabulary** – In your notebook, copy these sentences and fill in each blank with one of these words: wharf, topographical, marvel, cubic, detonate.

1. The boys argued over who would get to _____ the enormous firecracker.

2. The fishing dory floated placidly beside the wooden _____.

3. The town hired a _____ engineer to enhance the naturally beautiful landscape.

4. When I tried to make my own box out of pieces of cardboard, I discovered the challenge of making perfect _____ forms.

5. To my friends, the sight of my grandmother doing a cartwheel is a _____.

- ❑ **Literature** – Read “The Fog in San Francisco” in *We the People*, page 137, and chapter 8 in *Blue Willow*.

- ❑ **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 108.

Activities for Lesson 109

- ❑ **Thinking Biblically** – Copy 2 Corinthians 5:20 in your notebook. Write one or two paragraphs about how you can be an ambassador for Christ.

- ❑ **Vocabulary** – In your notebook, write a paragraph using all of these words: contract, dramatic, bungalow, dignitary, optimism. Consult a dictionary if you need help with their definitions.

- ❑ **Literature** – Read chapter 9 in *Blue Willow*.

- ❑ **Creative Writing** – Write three or four paragraphs in your notebook about the positive opportunities available to a celebrity and about the temptations they face.

- ❑ **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 109.

Activities for Lesson 110

- ❑ **Map Study** – Complete the assignment for Lesson 110 on Map 2 “God’s Wonders” in *Maps of America the Beautiful*.

- ❑ **Literature** – Read “The Beauties of the State of Washington” in *We the People*, page 138, and chapter 10 in *Blue Willow*.

- ❑ **Creative Writing** – Write a short story of at least two pages that takes place on the Olympic Peninsula. Include the names of places, plants, and animals that you read about in this lesson.

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1938, write: Olympic National Park is established.

- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 110. If you are using the Lesson Review, answer the questions on *Blue Willow* and take the quiz for Unit 22.

Activities for Lesson 111

- ❑ **Thinking Biblically** – In your notebook, compose a one-page prayer for “kings and all those in authority,” according to the command in 1 Timothy 2:1-3.
- ❑ **Map Study** – Complete the assignments for Lesson 111 on Map 24 “World War II in the Pacific” and Map 25 “World War II in Europe” in *Maps of America the Beautiful*.
- ❑ **Literature** – Read “D-Day Message” in *We the People*, page 139.
- ❑ **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 111.

Activities for Lesson 112

- ❑ **Thinking Biblically** – In your notebook, write one or two paragraphs about the ways the WWII generation, those in combat and on the home front, served one another.
- ❑ **Vocabulary** – Look up each of these words in a dictionary and read their definitions: arsenal, artillery, conscientious, incendiary, ration.
- ❑ **Literature** – Read “Fireside Chat: On the Declaration of War with Japan” and “Code-Talkers” in *We the People*, page 140-144.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1942, write: Rationing begins in the United States.
- ❑ **Family Activity** – Make WWII Home Front Posters. See page 971 for instructions.

- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 112.

Activities for Lesson 113

- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each: aristocratic, debut, retreat, alumnae, etiquette. Check in a dictionary if you need help with their definitions. Look in the lesson for clues for the meaning of the words.
- ❑ **Literature** – Read “Press Release” in *We the People*, page 145.
- ❑ **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.
- ❑ **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 113.

Activities for Lesson 114

- ❑ **Thinking Biblically** – If you were one of the early Christian missionaries to the native peoples of Hawaii, how would you present the gospel message to a people whose belief system included many gods and superstitions? Write at least two paragraphs in your notebooks answering this question.

- ❑ **Map Study** – Complete the assignments for Lesson 114 on Map 26 “Hawaii” in *Maps of America the Beautiful*.
- ❑ **Literature** – Read “Great Our Joint Rejoicings Here” in *We the People*, pages 146-149.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1900, write: Hawaii becomes a U.S. territory.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 114.

Activities for Lesson 115

- ❑ **Map Study** – Complete the assignment for Lesson 115 on Map 3 “American Landmarks” in *Maps of America the Beautiful*.
- ❑ **Vocabulary** – Copy these words in your notebook, each on a separate line: rural, warden, wattage, Federal, nuclear. 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 the lesson.
- ❑ **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.
- ❑ **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 115. If you are using the Lesson Review, take the quiz for Unit 23.

Activities for Lesson 116

- ❑ **Thinking Biblically** – Many of Truman’s priorities after WWII were related to working for peace in the world. Read Leviticus 26:3-13. God promised peace to the Israelites, along with other blessings, if they followed His decrees. Write two or three paragraphs in your notebook about why peace is a blessing to a person and to a nation.
- ❑ **Literature** – Read “Time for Action,” “Letter to Bess,” and “Letter to Eleanor Roosevelt,” in *We the People*, pages 150-153.
- ❑ **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 116.

Activities for Lesson 117

- ❑ **Map Study** – Complete the assignments for Lesson 117 on Map 3 “American Landmarks” and Map 27 “Great American Highways” in *Maps of America the Beautiful*.
- ❑ **Vocabulary** – In your notebook, write your own definition for each of these words: investor, executive, homespun, lure, curio. Look in the lesson for clues for the meaning of the words. When you are finished writing your definitions, look in a dictionary for comparison.
- ❑ **Literature** – Read “Don’ts for Tourists” in *We the People*, pages 154-155.
- ❑ **Creative Writing** – Write a poem of at least three stanzas about a trip on Route 66.

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1926, write: Route 66 opens.
- ❑ **Family Activity** – Have a “Get Your Kicks on Route 66” party. See pages 972-973 for instructions.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 117.

Activities for Lesson 118

- ❑ **Thinking Biblically** – In your notebook, write a prayer of praise to God for the creations you learned about in this lesson.
- ❑ **Map Study** – Complete the assignment for Lesson 118 on Map 2 “God’s Wonders” in *Maps of America the Beautiful*.
- ❑ **Vocabulary** – In your notebook, write a paragraph using all of these words: petrified, decay, porous, petroglyph, variegated. Consult a dictionary if you need help with their definitions.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1962, write: Petrified Forest National Park is established.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 118.

Activities for Lesson 119

- ❑ **Vocabulary** – Look up each of these words in a dictionary and read their definitions: perambulation, strike, umpire, vacant, newsreel.

- ❑ **Literature** – Read “Casey at the Bat” and “Take Me Out to the Ball Game” in *We the People*, pages 156-158.
- ❑ **Creative Writing** – In your notebook, write at least two or three paragraphs about the impact baseball has had on American life. If you have your own baseball memories, or currently enjoy watching or playing baseball, include this in your essay.
- ❑ **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 119.

Activities for Lesson 120

- ❑ **Thinking Biblically** – In your notebook, write at least one page about why you think people discriminate against others of different backgrounds, religions, and ethnic groups and about how the transforming teachings of Christ address discrimination.
- ❑ **Literature** – Read “Spirit of Freedom” in *We the People*, page 159.
- ❑ **Creative Writing** – Write a letter to Jackie Robinson’s widow, Rachel Robinson. You may want to write about what you admire about her and her husband and what you want to learn from Jackie Robinson’s legacy.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1947, write: Jackie Robinson becomes the first black player in modern major league baseball.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for

Lesson 120. If you are using the Lesson Review, take the quiz for Unit 24.

Activities for Lesson 121

- ❑ **Thinking Biblically** – During the Space Race, Soviet and American astronauts were able to see God’s created universe in a new way. Copy Isaiah 40:21-26 into your notebook.
- ❑ **Vocabulary** – Copy these words in your notebook, each on a separate line: nominee, summit, paternal, mentor, elite. Look up each word in the dictionary. Next to each word, write what part or parts of speech it is according to the way the word is used in the lesson.
- ❑ **Literature** – Read “My Hope and My Deep Faith” in *We the People*, page 160, and chapter 1 in *Homer Price*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1958, write: The first U.S. satellite is launched.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 121.

Activities for Lesson 122

- ❑ **Literature** – Read “Pledge of Allegiance” in *We the People*, page 161, and chapter 2 in *Homer Price*.
- ❑ **Creative Writing** – Write one or two pages about how television has changed American culture. Discuss what you think are positive and negative aspects to these changes.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1956, write: “In God We Trust” is adopted as America’s national motto.

- ❑ **Family Activity** – Create a 1950s Mini TV Puppet Stage. See pages 974-976 for instructions.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 122.

Activities for Lesson 123

- ❑ **Thinking Biblically** – Imagine that you are a minister in Little Rock, Arkansas, at the time of the school integration crisis. In your notebook, write a sermon of one or two pages with the intent of guiding your congregation toward godly thinking about the situation. Use some Biblical examples and verses as part of your sermon.
- ❑ **Map Study** – Complete the assignment for Lesson 123 on Map 3 “American Landmarks” in *Maps of America the Beautiful*.
- ❑ **Literature** – Read “The Situation in Little Rock” in *We the People*, pages 162-164, and chapter 3 in *Homer Price*.
- ❑ **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 123.

Activities for Lesson 124

- ❑ **Vocabulary** – Find each of these words in a dictionary: agency, textile, boarder, enlist, editor. For each word, decide which definition corresponds to the way it is used in this lesson. Copy the words and definitions into your notebook.

- ❑ **Literature** – Read chapters 4-5 in *Homer Price*.
- ❑ **Creative Writing** – In your notebook, write a short story of at least two pages based on one of the Norman Rockwell paintings in Lesson 124.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1943, write: Norman Rockwell paints his series of the Four Freedoms.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 124.

Activities for Lesson 125

- ❑ **Thinking Biblically** – Read Psalm 148 and reflect on what you learned about God’s handiwork in Alaska.
- ❑ **Map Study** – Complete the assignments for Lesson 125 on Map 28 “Alaska” in *Maps of America the Beautiful*.
- ❑ **Vocabulary** – In your notebook, make a drawing that illustrates the meaning of each of these words: archipelago, panhandle, navigable, prospector, outpost. Write the word under the drawing. Check in a dictionary if you need help with their definitions.
- ❑ **Literature** – Read “The Northern Lights” in *We the People*, pages 165-166, and chapter 6 in *Homer Price*.
- ❑ **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 125. If you are using the Lesson Review, answer the questions on *Homer Price* and take the quiz for Unit 25.

Activities for Lesson 126

- ❑ **Thinking Biblically** – Read Matthew 10:28-31 and John 16:33. In your notebook, write one page about a godly response to anxious and troubled times, when there is much to fear.
- ❑ **Literature** – Read “The Exciting Adventure of Space” in *We the People*, pages 167-168.
- ❑ **Creative Writing** – In your notebook, write two letters to a member of Congress, each one-half to one page long, as if they were written in the 1960s during the Vietnam War. In one letter, express the opinions of a person in favor of the war. In the other, express the opinions of a person who wants America to get out of the war.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1963, write: Martin Luther King Jr. gives 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 126.

Activities for Lesson 127

- ❑ **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. Copy the words and definitions into your notebook: portico, dismay, colonnade, minuet, linen.
- ❑ **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

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1947, write: Truman delivers the first televised address from the White House.
- ❑ **Family Activity** – Complete the White House Family Research Project. See page 977 for instructions.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 127.

Activities for Lesson 128

- ❑ **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.
- ❑ **Map Study** – Complete the assignment for Lesson 128 on Map 3 “American Landmarks” in *Maps of America the Beautiful*.
- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each: convoy, mobilize, appalling, trademark, suburban. Check in a dictionary if you need help with their definitions.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1956, write: The Interstate highway system is created.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 128.

Activities for Lesson 129

- ❑ **Map Study** – Complete the assignments for Lesson 129 on Map 2 “God’s Wonders” and Map 29 “The Great Salt Lake” in *Maps of America the Beautiful*.
- ❑ **Literature** – Read “Immense Flocks” in *We the People*, pages 169-170.
- ❑ **Creative Writing** – Write a short story of two or more pages with Utah’s Great Salt Lake as the setting.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1986, write: Great Basin National Park is established.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 129.

Activities for Lesson 130

- ❑ **Thinking Biblically** – Billy Graham has made it his life’s mission to tell people the message of salvation in Christ. Read Romans 5.
- ❑ **Vocabulary** – Look up each of these words in a dictionary: obscure, anthropology, evangelistic, crusade, rally. In your notebook, write each word with its definition.
- ❑ **Literature** – Read “I Will Sing the Wondrous Story” in *We the People*, page 171.
- ❑ **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 130. If you are using the Lesson Review, take the quiz for Unit 26.

Activities for Lesson 131

- ❑ **Thinking Biblically** – Copy these verses into your notebook: Proverbs 10:9; 11:3; and 13:6. Write one or two paragraphs about what it means to be a person of integrity.
- ❑ **Vocabulary** – In your notebook, write each of the sentences below, inserting one of these words: nationalist, scandal, inflation, obstruction, impeach.
 1. The U.S. House of Representatives has the duty to ____ the President when he is guilty of serious misconduct.
 2. The local ____ involving bribes given to judges was first exposed in the newspaper.
 3. My dad can't do anything about ____, but his customers in the grocery store complain about it anyway.
 4. The small ____ band slowly collected arms in preparation for the revolution.
 5. Mom had to call a plumber to remove an ____ from the pipes. It turned out to be my brother's lost jacks.
- ❑ **Literature** – Read “Unchanging Principles” in *We the People*, pages 172-174.
- ❑ **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 131.

Activities for Lesson 132

- ❑ **Map Study** – Complete the assignment for Lesson 132 on Map 3 “American Landmarks” in *Maps of America the Beautiful*.

- ❑ **Vocabulary** – In your notebook, make a drawing for each of these words that illustrates what each one means: propellant, rocketry, ballistic missile, constellation, legislature. Write the correct word under each drawing. Check in a dictionary if you need help with their definitions.
- ❑ **Creative Writing** – Write a poem of at least 16 lines about man's interest in the frontier of space throughout history.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1960, write: The Marshall Space Flight Center becomes NASA's first field center.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 132.

Activities for Lesson 133

- ❑ **Thinking Biblically** – Look again at the Christmas Eve message broadcast by the crew of *Apollo 8*. Write one page in your notebook about the new perspective the astronauts gained about the creations of God mentioned in their message.
- ❑ **Literature** – Read “One Small Step” in *We the People*, page 175.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1959, write: The first seven astronauts are chosen for the U.S. space program.
- ❑ **Family Activity** – Complete American Space Firsts Poster. See instructions on page 978.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 133.

Activities for Lesson 134

- ❑ **Thinking Biblically** – Jesus told parables about vineyards. Read Matthew 20:1-16 and 21:28-45.
- ❑ **Map Study** – Complete the assignment for Lesson 134 on Map 2 “God’s Wonders” in *Maps of America the Beautiful*.
- ❑ **Literature** – Read “The Story of the Navel Orange” in *We the People*, pages 176-177.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1900, write: California has 5.5 million navel orange trees.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 134.

Activities for Lesson 135

- ❑ **Vocabulary** – In your notebook, write your own definition for each of these words: citation, commencement, admonition, nurture, ordain. Look in the lesson for clues to the meaning of the words. When you are finished writing your definitions, look in a dictionary for comparison.
- ❑ **Creative Writing** – Fred Rogers taught his young neighbors to use their imagination to confront childhood fears. What is something you feared when you were a young child? In your notebook, write a story of at least two pages with imaginary characters who acknowledge, confront, and learn about this same fear.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1966, write: Mister Rogers moves to Pittsburgh and continues to work in television.

- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 135. If you are using the Lesson Review, take the quiz for Unit 27.

Activities for Lesson 136

- ❑ **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.
- ❑ **Vocabulary** – Look up each of these words in a dictionary and read their definitions: militant, aerospace, graffiti, destitute, coalition.
- ❑ **Literature** – Read “Every Human Life is Precious” in *We the People*, pages 178-179.
- ❑ **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 136.

Activities for Lesson 137

- ❑ **Map Study** – Complete the assignment for Lesson 137 on Map 3 “American Landmarks” in *Maps of America the Beautiful*.
- ❑ **Literature** – Read “A National Loss” in *We the People*, pages 180-181.
- ❑ **Creative Writing** – Imagine that you are a reporter who has been given the opportunity to interview the five Presidents that gathered for the dedication of the Ronald Reagan Presidential Library and Museum (pictured on page 863). In your

notebook, compose ten questions that you would like to ask them.

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1991, write: The Reagan Library is dedicated.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 137.

Activities for Lesson 138

- ❑ **Thinking Biblically** – Copy Psalm 46:1-3 into your notebook.
- ❑ **Map Study** – Complete the assignment for Lesson 138 on Map 2 “God’s Wonders” in *Maps of America the Beautiful*.
- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each: dormant, corporation, pumice, altitude, crustacean. Check in a dictionary if you need help with their definitions.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1980, write: Mount Saint Helens erupts.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 138.

Activities for Lesson 139

- ❑ **Thinking Biblically** – Read Acts 20:35. Write a paragraph in your notebook reflecting on the concept, “It is more blessed to give than to receive.”
- ❑ **Vocabulary** – Copy these words in your notebook, each on a separate line: software, innovative, regent, avid, remission. 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 the lesson.

- ❑ **Creative Writing** – If you were a billionaire and started a foundation to give your money away, what charities or causes would you support? Make a list of at least ten in your notebook.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1975, write: Bill Gates co-founds Microsoft.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 139.

Activities for Lesson 140

- ❑ **Thinking Biblically** – Copy Matthew 6:19-21 into your notebook.
- ❑ **Literature** – Read “Bunny Brown and His Sister Sue Keeping Store” in *We the People*, pages 182-185.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1992, write: Mall of America opens in Bloomington, Minnesota.
- ❑ **Family Activity** – Conduct “Shopping in America” interviews. See pages 979-980 for instructions.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 140. If you are using the Lesson Review, take the quiz on Unit 28.

Activities for Lesson 141

- ❑ **Thinking Biblically** – Read Psalm 10 and reflect on the instances of oppression and violence you read about in this lesson.

- ❑ **Literature** – Read “A Time for Healing” in *We the People*, pages 186-187, and chapters 1-2 in *Katy*.
- ❑ **Creative Writing** – Write a one-page essay explaining your opinion about what the United States government should do about illegal immigrants.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1993, write: The NAFTA agreement is approved by Congress.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 141.

Activities for Lesson 142

- ❑ **Map Study** – Complete the assignment for Lesson 142 on Map 2 “God’s Wonders” in *Maps of America the Beautiful*.
- ❑ **Vocabulary** – In your notebook, write a paragraph using all of these words: meander, slough, temperate, acid, endemic. Consult a dictionary if you need help with their definitions.
- ❑ **Literature** – Read chapters 3-4 in *Katy*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1947, write: Everglades National Park is established.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 142.

Activities for Lesson 143

- ❑ **Thinking Biblically** – Jesus used a coin to teach the Pharisees an important lesson. Read Matthew 22:15-22.

- ❑ **Map Study** – Complete the assignment for Lesson 143 on Map 3 “American Landmarks” in *Maps of America the Beautiful*.
- ❑ **Literature** – Read chapters 5-6 in *Katy*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 2000, write: The U.S. Mint introduces the Golden Dollar featuring Sacajawea.
- ❑ **Family Activity** – Create your own Family Commemorative Coins. See pages 981-982.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 143.

Activities for Lesson 144

- ❑ **Thinking Biblically** – Read 2 Corinthians 9:6-15. Choose a section of two or three verses to copy into your notebook.
- ❑ **Vocabulary** – In your notebook, write your own definition for each of these words: economics, marketing, mortgage, creditor, renovate. Look in the lesson for clues for the meaning of the words. When you are finished writing your definitions, look in a dictionary for comparison.
- ❑ **Literature** – Read “Home” in *We the People*, page 188, and chapters 7-8 in *Katy*.
- ❑ **Creative Writing** – In your notebook, write a short story of at least two pages about a family whose lives were transformed by the chance to own a Habitat for Humanity home.

- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1976, write: Millard and Linda Fuller begin Habitat for Humanity International.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 144.

Activities for Lesson 145

- ❑ **Vocabulary** – Write five sentences in your notebook, using one of these words in each: stature, compulsory, patriot, curriculum, remote. Check in a dictionary if you need help with their definitions.
- ❑ **Literature** – Read “Righteous Fundamentals” in *We the People*, page 189, and chapters 9-10 in *Katy*.
- ❑ **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.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 2008, write: About 2 million children are being homeschooled in the United States.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 145. If you are using the Lesson Review, take the quiz for Unit 29.

Activities for Lesson 146

- ❑ **Vocabulary** – Find each of these words in a dictionary: digital, bombard, terrorist, cockpit, marquee. Find the definition that corresponds to the way each word is used in this lesson. Copy the words and definitions into your notebook.

- ❑ **Literature** – Read “Freedom and Fear At War” in *We the People*, pages 190-192, and chapters 11-12 in *Katy*.
- ❑ **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.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 2003, write: American soldiers help rebuild Iraq and establish democracy.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 146.

Activities for Lesson 147

- ❑ **Thinking Biblically** – Copy Psalm 36:5-6 in your notebook. Write a paragraph in your notebook about how God’s righteousness is like the highest mountains.
- ❑ **Map Study** – Complete the assignments for Lesson 147 on Map 2 “God’s Wonders” and Map 30 “Rocky Mountains” in *Maps of America the Beautiful*.
- ❑ **Literature** – Read “Ascending Long’s Peak” in *We the People*, pages 193-195, and chapters 13-14 in *Katy*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1915, write: Rocky Mountain National Park is established.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 147.

Activities for Lesson 148

- ❑ **Thinking Biblically** – Write at least one page in your notebook about why you think God created music. Discuss the different ways people use and enjoy music and the ways music is a part of your own life.
- ❑ **Vocabulary** – In your notebook, copy the sentences below, inserting one of these words in each: spiritual, acappella, vaudeville, popularity, sharecropper
 1. We were amazed at the rich sound of the ____ choir.
 2. The singer gained _____ after his Christmas concert.
 3. During the Depression, Granddaddy was thankful to work even as a _____.
 4. “Swing Low, Sweet Chariot” is a ____ that was sung by slaves.
 5. The tap dancer who did magic tricks was a big hit at the ____ show.
- ❑ **Literature** – Read “Songs of Septimus Winner” in *We the People*, pages 196-197, and chapters 15-16 in *Katy*.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1968, write: The Gospel Music Workshop of America is organized.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 148.

Activities for Lesson 149

- ❑ **Map Study** – Complete the assignment for Lesson 149 on Map 3 “American Landmarks” in *Maps of America the Beautiful*.
- ❑ **Vocabulary** – In your notebook, make a drawing for each of these words that

illustrates what it means: charitable, venue, acoustics, capacity, ovation. Write the correct word under each drawing. Check in a dictionary if you need help with their definitions.

- ❑ **Literature** – Read “Songs of the Carter Family” in *We the People*, pages 198-199, and chapters 17-18 and Author's Note in *Katy*.
- ❑ **Creative Writing** – Write a poem of twelve to sixteen lines that celebrates America’s music.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1943, write: The Grand Ole Opry is first performed at the Ryman Auditorium.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 149. If you are using the Lesson Review, answer the questions on *Katy*.

Activities for Lesson 150

- ❑ **Thinking Biblically** – In your notebook, write a prayer of gratitude for the blessings you enjoy because you live in the United States of America.
- ❑ **Literature** – Read “The Glorious Fourth” in *We the People*, pages 200-202.
- ❑ **Timeline** – In *Timeline of America the Beautiful* next to 1895, write: The poem “America the Beautiful” is first published on July 4.
- ❑ **Family Activity** – Have an America the Beautiful Party. See page 983 for instructions.
- ❑ **Student Workbook or Lesson Review** – If you are using one of these optional books, complete the assignment for Lesson 150. If you are using the Lesson Review, take the quiz on Unit 30.