

1815 to Present

Scripted Lesson Plans



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INTRODUCTION

The Veritas Press Bible Curriculum and History Curriculum were each written to stand alone and, at the same time, demonstrate an integrated understanding of both the Bible and history. Many times children think that things noted in the Bible are older than things not mentioned (or at least not emphasized) in Scripture. For example, children are prone to think that Jesus must have lived before the pyramids were built *because* we learn of Him from the Bible. Using this Bible and History curriculum will help eliminate such errors.

The history curriculum is specifically geared to having the children master a timeline in history, while learning many important facts along the way. Learning *who, what, where* and *when* is emphasized. *How* and *why* are not. That will come with older, more dialectally inclined students. While it may sound a bit odd to say this at first, it is not the purpose of the history curriculum to spend a great deal of time reading the Scriptures. That will be done extensively in the Bible curriculum. However, when studying an event that is also a biblically recorded event, it is important to note that it is found in the Bible and its biblical reference.

The Bible curriculum is specifically geared to having the children master the *who, what, where* and *when* of Scripture. It should cause the children to become intimately familiar with their Bible. It should *always* be the case that they read the biblical passages cited on the cards. The mastery of Scripture that is intended by this curriculum will provide them great benefit when they are older and more dialectically inclined. That will be the time to develop their theological understanding. For now we want to help you help them learn what's in the Bible and where.

Of course, this approach to history and Bible of getting the basics down first is exactly what classical Christian educators seek to do. Getting the *grammar* of Bible and *grammar* of history comes first, then we learn how events and circumstances are connected and, finally, we learn to articulate a position of what we believe and why. But first we must start with the basics—and that is what you will be doing.

GRADE BY GRADE

Below is the grade level recommendation for the Veritas Press Bible and History curriculum. Since this is content-related, it matters little what level is done at a given grade—the content can be learned at any level (after the student has the ability to read and write adequately). Ordinarily, one would do them at the grade level indicated below. This would be in chronological order for history and beginning to end (mostly) for the Bible, which also ends up substantially in chronological order.

However, we recognize the constraints in many homeschool situations due to having multiple children. Many times teaching the content-oriented disciplines like history and Bible with all the children together provides an important timesaving, if not necessary, efficiency. Each homeschool situation will have to plan out what to do when in order to have all children cover all the material.

You may have learned already that if you selected a certain history that you were forced to use the same “grade level” Bible or vice versa. This is necessary for several reasons. Most notably, it allowed for maximum integration of the material in the production of the lesson plans and that was deemed of great importance.

<u>Grade</u>	<u>Bible</u>	<u>History</u>
2 nd	Genesis through Joshua	Old Testament and Ancient Egypt
3 rd	Judges through Kings	New Testament, Greece and Rome
4 th	Chronicles through Malachi and Job	Middle Ages, Renaissance and Reformation
5 th	The Gospels	Explorers to 1815
6 th	Acts through Revelation	1815 to the Present

BEFORE YOU BEGIN

1. Watch the 16-minute video on the Veritas Press History and Bible Curriculum found on your Enhanced CD or at www.veritaspress.com.
2. Refer to the Veritas Press Scholars Lesson Plans, Lesson 1 for Books and Materials that will be needed to begin.
3. You are ready to begin.

ADDITIONAL THOUGHTS

Bible and History Overlap

It will quickly become obvious that the biblically recorded events of the Old Testament and Ancient Egypt and New Testament, Greece and Rome history series overlap with the five Bible series. Remember what we said above in the Introduction. The primary purposes of each curriculum are different.

However, when you come to an event in history that was previously studied in Bible, you might approach the topic and the children a bit differently. Encourage them to *remember* rather than *learn*. Consider adding some fun projects or even give them a bit of a break.

Testing

Tests are provided on the history and Bible enhanced CDs. They generally include writing out the chronology of events studied to date. There are 32 Bible events and 32 history events for the year. By the middle of the year testing on both Bible and history chronologies every week can get very time consuming. As the length builds you should consider having the child do the chronology portion of the test in a separate sitting. We strongly recommend testing both history and Bible chronologies every week.

Older/Younger

In the Bible and history lesson plans you will see the phrases *For younger children* and *For older children*. When you see this, it is to alert you to the fact that this portion of the lesson is specifically written for younger children (second and third grades) or for older children (fourth through sixth grades). Choose whichever one is appropriate for your child to do. Unless otherwise stated the file is for all children, second through sixth grades. As you may recall, the resources varied depending on whether you were using the curriculum for older children, younger children or both. This was done to help match the level of the material with the advancing age (and abilities) of the children.

Using the Projects

We all know that occasionally we have weeks where everything seems to go wrong. The baby is sick, your husband had to go away on a business trip, and the washer broke, all in one week. When this happens, feel free to delete the projects for the lesson and just drill the cards, complete the worksheet and take the test. An occasional such occurrence will make little difference in the grand scheme of things.

There will be times when you want or need more. Become familiar with the additional projects in the Appendixes of the Teacher's Manuals. There are some wonderful games, activities, etc. that you may not want to miss.

Supplemental Writing Projects

There are occasional writing exercises, generally under the heading of Supplemental Writing Project. These are additional writing exercises you may wish to incorporate related to the history and Bible material. The teaching portion for the Institute for Excellence in Writing (IEW) is in the Grammar Lesson Plans file, and you may want to apply what you have learned from IEW to these lessons.

Not Before Second Grade

We do not recommend using this history or Bible curriculum before second grade, as the children are not yet ready to learn the material. It is pretty hard for a five- or six-year-old to understand the Unification of Upper and Lower

Egypt by Pharaoh Menes. Furthermore, much of the learning requires reading and writing abilities that are generally beyond their years. If you have younger children, let them color from a coloring book. There are many in the Veritas Press catalog that will allow these young ones to follow along. However, their participation in singing the timeline songs will prove very beneficial to them later.

Historical Literature

Within the lesson plans you will find the inclusion of a category called Historical Literature. The purpose for using this literature is to bring the time periods alive to your children. It has been separated into older and younger (as explained above), and you choose which is appropriate for your children.

Monroe Doctrine

BOOKS

1815 to Present Flashcards: Card #1, “Monroe Doctrine”

1815 to Present Teacher’s Manual
History of US: The New Nation

MATERIALS

Copy of 1815 to Present Song lyrics, pg. 358 in the 1815 to Present Teacher’s Manual

Copy of “Monroe Doctrine” Worksheet, pg. 10 in the 1815 to Present Teacher’s Manual

Object of interest to the children (e.g., candy)

OBJECTIVE

Children will be introduced to the essential facts of the Monroe Doctrine.

TEACHING

HOOK: Say to the children: “We have much to look forward to because this is going to be an exciting year! God has many things to show us as we together set out on an adventure into the past. Mining gold with the California 49ers, galloping across the country on the Pony Express, setting sail with the first immigrants to America, and taking flight for the first time ever with the Wright brothers are just a glimpse of what is in store on this marvelous historical voyage. So much of what we will learn in History class this year has importance to us today in our own lives. Although it seems like long ago that many of these events happened, we are really just around the corner of time from them. After all, there are still people alive who fought in and remember the Vietnam War. Others were alive during other events that we will be learning about. It is important for us to know about the past because we can learn from it and then build upon it. Thomas Edison, for example, had to learn about electricity and what other inventors before him had done with it before he could invent new uses for it.”

Hide something of interest to the children around the house or classroom. Draw them a simple map or give a few clues that will lead them to it. Once they find it, remind them that they never would have found the object if they hadn’t studied the map or clues. This is why studying history is so important. We can take the past and learn from it, then do even bigger and better things with it to the glory of God. What a great privilege it is to learn about our rich American heritage!

1. Introduce the children to the 1815 to Present Song lyrics. Read through it together. Explain that the purpose of learning this song is to help them understand, in a fun way, the events that they will be studying this year. Tell them that in a couple of weeks they will start to have weekly chronology tests where they will write out all the events that they have learned up to that point in the year. The song will help them do well on these chronology tests.
2. Listen to the whole song together. Explain to them that today you will only be singing about the first 16 events but will move on to the rest later. Follow along with the lyrics when singing the song.
3. Ask the children to please take out their History cards. Have them turn to card #1 entitled “Monroe Doctrine.” Give them a “tour” of the card by pointing out that each card has a title on the front. Also, draw their attention to the picture and the caption under the picture.

4. Instruct them to turn the cards over and have them point to the number in the top, right hand corner on the back. Explain that each card is numbered and that they are all arranged in order. Also, draw their attention to the date on the back of the card at this time.
5. Skip down to the *Resources* box at the bottom. Explain to them that this box contains the titles of books that have more information about the card. Tell them that you will be reading these books on a regular basis. Hold up *History of US: The New Nation*. Open to p. 92, and show them how you found the page numbers next to where it says “*History of US: The New Nation*” in the *Resources* box.
6. Finally, draw their attention to the big, yellow box in the middle of the back of the card. Explain to them that in this box is found all of the information that they will need to know about each card.
7. Now read through all five points in the box having the children take turns reading them out loud. Once finished, ask them if they know what a president’s “term” is. Explain that a term is the four year length of time that a president serves as president. President Monroe served for two terms, so it was a total of eight years because four plus four is eight.
8. Ask the children if they know what a “hemisphere” is. Explain that the Earth is divided into two halves. Each half is called a hemisphere. The US, among other countries, is in the Western Hemisphere, and Europe, among other countries, is in the Eastern Hemisphere.
9. Ask the children what is meant by Europe’s “system.” Explain to them that it is an area that Europe controlled and had power over.
10. Tell the children that they will be learning a lot more about “Theodore Roosevelt and John F. Kennedy” later on in the year.

ASSIGNMENT

Worksheet.

COMPLETED GRADED

Complete the “Monroe Doctrine” worksheet.

ALERT: Instruct the children to answer each question in complete sentences, with capital letters where appropriate and ending with the correct punctuation. Help the children understand that the reason for doing this is to help them become better writers. Explain to them that they will be receiving three grades on each paper, a comprehension grade (define comprehension: to make sure they understand what they’re learning), linguistics grade (spelling), and grammar grade (their correct use of words and punctuation). Look at the instructions in the “Getting Started” file for an explanation of how to grade. Use the example below to help the children understand how to answer each question in complete sentences. If the children are not familiar with this type of questioning, take a weaning approach. On the first worksheet, instruct the children to answer the questions out loud while you write the answers down on another sheet of paper. Then instruct the children to copy the answers onto the worksheet. The following week give them the questions and the beginning of the answers, then let them finish the answers. For example, you would say, “What is the date given for the Monroe Doctrine?” You would write down, “The date given for the Monroe Doctrine...” and then let them finish the rest (“is 1823”). Continue in this manner until they can do it on their own. It usually takes three to four weeks for second graders or children who have not worked through this system before to master this technique. The more they practice this, the more proficient they will become.

ALERT: As you go throughout the file you will periodically find a header named Supplemental Writing Assignment. The teaching text for The Institute for Excellence in Writing will be found in the grammar file, but these assignments may be used to add to the children's writing assignments. These assignments pertain to the particular history card for the week and are a wonderful resource.

Monroe Doctrine

BOOKS

1815 to Present Flashcards: Card #1, “Monroe Doctrine”
1815 to Present Teacher’s Manual

MATERIALS

Copy of the 1815 to Present Song lyrics
Copy of pg. 9 and pgs. 385–399, a map, in the 1815 to Present Teacher’s Manual
Copies of Project 1, pgs. 11–13 entitled “Revolution in Latin America” in the 1815 to Present Teacher’s Manual
Graded “Monroe Doctrine” Worksheet

OBJECTIVE

Children will continue learning about the essential facts of the Monroe Doctrine.

TEACHING

REVIEW

Have the children take out their copy of the 1815 to Present Song lyrics. Sing through the first 16 events while following along with the lyrics.

INSTRUCTION

1. Look over the graded worksheet together with the children, correcting anything that they missed. Read through the “Monroe Doctrine” card with the children.
2. Read through project 1 on pgs. 11–13 together (entitled “Revolution in Latin America.”) Then discuss and answer the questions on pg. 13 of the manual together.
3. Set a timer for 30 seconds then call out keywords you found throughout the reading and see how many the children can find before the time is up. Some examples of keywords are: San Martin, Argentina, Chile, colonists, Napoleon, Bolivar, George Washington of South America, Henry Clay, Spain, Florida, etc. You can pick out your own if you wish. For larger groups of children, divide them up into two teams. Say certain keywords out loud that you found throughout the reading. The first team to find and circle the word gets a point. Play to 10 points. You could also simply see which children can find them first, or have them see how fast they can find the keywords.
4. Turn to pg. 9 in the 1815 to Present Teacher’s Manual. Follow the instructions for assembling the map. Once assembled, have the children color the map before laminating. (If you do not finish coloring the map on this day, don’t worry as you can take time to finish it in lesson 4.) As you are assembling the map tell the children that this is going to be exciting as they are going to be able to see on the map where all the events they are studying took place.

ASSIGNMENT

None

Monroe Doctrine

BOOKS

1815 to Present Flashcards: Card #1, “Monroe Doctrine”
1815 to Present Teacher’s Manual
History of US: The New Nation
History Through the Ages Suggested Placement Guide and Notebook
History Through the Ages Timeline Figure CD, Disc 1

MATERIALS

Graded “Monroe Doctrine” worksheet 1815 to Present Song lyrics
Copy of Project 2, pg. 14 on Teacher’s Manual
Copy of Project 3, pgs. 15–16 on Teacher’s Manual
Colored pencils
Scissors
Glue

OBJECTIVE

Children will continue learning about the essential facts of the Monroe Doctrine.

TEACHING

REVIEW

Have the children take out their copy of the 1815 to Present Song lyrics. Sing through the first 16 events while following along with the lyrics.

INSTRUCTION

1. Drill the worksheet questions with your children. Ask the following questions orally and allow them to answer orally and in complete sentences:

Question: What is the date given for the Monroe Doctrine?

Answer: 1823

Question: How many terms did President James Monroe serve? What are the dates?

Answer: Two; 1817–1825

Question: President Monroe did not want _____ nations to control countries in this hemisphere.

Answer: European

Question: What concern did Monroe have about other countries control of this hemisphere?

Answer: It would be dangerous to our peace and safety

Question: About which countries was Monroe concerned?

Answer: He was especially concerned for Central American countries

Question: Name two other presidents that followed the Monroe Doctrine.

Answer: Theodore Roosevelt and John F. Kennedy

2. Instruct the children to color the Project 2 map on pg. 14 according to the directions in the manual. Explain to them that President Monroe realized how much territory Spain and Portugal, both European countries, controlled on our hemisphere and how little we did. We were, in a sense, “outnumbered” on our own soil. If other European countries came in and tried to take over control of territories, we would be even more overpowered. This will help the children to see why President Monroe was so concerned.
3. Read pg. 92 of *History of US: The New Nation* (this is referred to in the *Resources* section of the card) together with the children.
4. In the remaining time, have the children open their *History Through the Ages Record of Time* notebook. (Throughout the year you will be using the figures from pages 11–40 on the *History through the Ages* CD. Print these pages out now and store them in a folder for easy access in future lessons. On the CD, choose America’s History, Notebook-Sized Figures, with Text.) Give the children the timeline figures print-outs and allow them to color them. Cut out the figures and text and look in the suggested placement guide to see where to glue the figures in the notebook. Use “James Monroe” (L) under the 1815 section on pg. 43 and “Monroe Doctrine” (B) under the 1825 section on pg. 44. Feel free to use some of the surrounding events as well if you desire, but realize that some of them may be used when studying future flashcards. As the children are working on assembling the timeline, talk to them about the fact that timelines are a visual aid to help us understand the concept of time. It paints a visual picture of our past. (If the children do not finish today, there will be some time to finish after the test on lesson 5.)
5. Once you have explained this, read Project 3, “Monroe’s Seventh Annual Message to Congress,” aloud to them.

ASSIGNMENT

None

Monroe Doctrine

BOOKS

1815 to Present Flashcards: Card #1, “Monroe Doctrine”
1815 to Present Teacher’s Manual

MATERIALS

Map, pg. 9 and pgs. 385–399 in the 1815 to Present Teacher’s Manual
“Monroe Doctrine” medallion, pg. 398 in the 1815 to Present Teacher’s Manual
Medallion description in appendix, pg. 400 in the 1815 to Present Teacher’s Manual

OBJECTIVE

Children will review and reinforce the essential facts of the Monroe Doctrine.

TEACHING

REVIEW

Have the children take out a copy of the 1815 to Present Song lyrics. Sing through the first 16 events while following along with the lyrics.

INSTRUCTION

1. In your next lesson, the children will be taking their test on the “Monroe Doctrine.” Make sure that they know the date and the five facts on the back of the card.
2. Read through the card stopping and saying, “blank,” on all of the key words. Start off by just leaving out one of the keywords on each point. For example, leave out “two” on point 1, “European” on point 2, “hemisphere” on point 3, “Central American” on point 4, and “Roosevelt” and “Kennedy” on point 4. Go through the card several more times, leaving out more and more words each time through. Continue this until you feel they have a firm grasp of all the points.
3. Make sure that they have accurately memorized point number 3, the summary of the doctrine, as they will need to state it word for word on the test.
4. If not yet completed, finish coloring the map on pg. 9 of the teacher’s manual. (If you still do not finish coloring the map, don’t worry as you can take more time to finish it in lesson 5.)
5. Have the children place their “Monroe Doctrine” medallion on its corresponding number on the map. Read the medallion’s description in the appendix while doing this.

ASSIGNMENT

None

Monroe Doctrine

BOOKS

1815 to Present Teacher's Manual

MATERIALS

Copy of "Monroe Doctrine" test, pg. 17 in the 1815 to Present Teacher's Manual

OBJECTIVE

Children will demonstrate their mastery of essential facts concerning the Monroe Doctrine.

TEACHING

1. Have the children take the test on the Monroe Doctrine. You should grade the test and go over it immediately, or go over it in your next class period.
2. If you still have time after the test, have the children finish the map project or the timeline figures if they are not yet completed.

ALERT Look over the Cotton Pickin' Wreath project for lesson 18 (pg. 38 in the 1815 to Present Teacher's Manual.) You may need to order the cotton which contains seeds now.

ASSIGNMENT

Test

COMPLETED GRADED

Complete "Monroe Doctrine" test.

Traveling the Erie Canal

BOOKS

1815 to Present Flashcards: Card #2, “Traveling the Erie Canal”
1815 to Present Teacher’s Manual

MATERIALS

Masking tape
Copy of 1815 to Present Song lyrics
Copy of “Traveling the Erie Canal” Worksheet, pgs. 18-19 in the 1815 to Present Teacher’s Manual

OBJECTIVE

Children will be introduced to the historical significance, context, and primary facts of the Erie Canal.

TEACHING

REVIEW

Have the children take out their copy of the 1815 to Present Song lyrics. Sing through the first 16 events while following along with the lyrics.

HOOK: Ask the children if they remember ever going on a long trip. Have them share what their experience was like. Then ask them what method of transportation they used to get to their destination. Have them share the ways they traveled. Next say: Today we are going to be taking a trip of our very own. We will be going on a journey all the way to the other side of the room! This may seem simple enough, but you will be surprised at how challenging it can be. Next, lay five strips of masking tape on the floor. They should be arranged so that the children can hop from one piece to another and reach the other side of the room. Don’t put all five pieces in a straight line. Instead, stagger them a few feet apart from each other. Tell the children that they are going to be like travelers trying to go west from the Atlantic Ocean to the Great Lakes by boat before the Erie Canal was completed. It would have been very difficult to do this. Traveling via boat would require frequently having to hop from one river and boat to another because there was no single passageway. Most merchants and travelers used horses and carts instead.

Like these travelers, the children must now try to go from one side of the room to the other, but they must stay on the pieces of masking tape laid out on the floor at all times. These pieces of masking tape represent rivers that travelers or goods would have needed to take to go west. This will involve hopping from one piece of tape to the other. The farther you put the pieces of tape apart from each other, the more challenging it will be for the children.

Ask the children how much easier it would be if they could just walk on one straight piece of tape from one side of the room to the other! This is how much easier the Erie Canal made travel for passengers or merchants. Although we don’t use the Erie Canal today, we can still relate to how the people for whom it made travel easier must have felt!

INSTRUCTION

1. Instruct the children to take out their History Cards and turn to the card entitled “Traveling the Erie Canal” (Card #2.)
2. Direct their attention to the picture on the front of the card. Ask them what they think this picture might be. Invite them to share anything that they find particularly interesting about the picture. Explain that this is a painting of what the Erie Canal and the people that used it in 1825 would have looked like.
3. While discussing the date, have the children turn their card over to the reverse side. Tell them that the “c” in front of the date stands for *circa*, which means “about” or “around.” So “c. 1825” means that the events on this card happened “around” the year 1825. Point out that if there is ever a *circa* in front of the date on a history card this year, it means that the events on the card didn’t just happen in one year. Instead, they occurred over the course of several or more years, possibly even many years.
4. After explaining this, have the children take turns reading different points on the card aloud.
5. When finished, ask them if they know what the word “coach” means in point #1. Explain to them that a “coach” is a large, enclosed carriage that is pulled by a horse and has four wheels. Remind them that Cinderella rode in a pumpkin that was turned into a beautiful “coach.” Then ask them if they know what “wares” are. Tell them that “wares” are things that are made by a person and then sold. Ask them to name a few wares around the room to make sure that they understand. Finally, ask them if they know what a “Clipper ship” is. Tell them that a Clipper ship is a boat used in former times to carry things. They were designed to be fast and used sails to move. Although Clipper ships could carry things quickly, they could not carry very much weight.

ASSIGNMENT

Worksheet

COMPLETED GRADED

Complete the “Traveling the Erie Canal” worksheet.

Remind the children to answer the questions on the worksheet in complete sentences and by using correct punctuation and capitalization. Remind them of the three grades that they will be receiving on each paper. If you are continuing to ease the children into this technique, reread the instructions for doing so at the end of Lesson 1 under the “ALERT” section.

Traveling the Erie Canal

BOOKS

1815 to Present Flashcards: Card #2, “Traveling the Erie Canal”
1815 to Present Teacher’s Manual
History of US: The New Nation

MATERIALS

Copies of Project 2, pgs. 21–27 in the 1815 to Present Teacher’s Manual
“Traveling the Erie Canal” medallion, pg. 398 in the 1815 to Present Teacher’s Manual
Medallion description in appendix, pg. 401, in the 1815 to Present Teacher’s Manual
1815 to Present U.S. map
Glue
Copy of the 1815 to Present Song lyrics
Copy of the graded “Traveling the Erie Canal” worksheet

OBJECTIVE

Children will continue learning about the historical significance, context, and primary facts of the Erie Canal.

TEACHING

REVIEW

Have the children take out their copy of the 1815 to Present Song lyrics. Sing through the first 16 events while following along with the lyrics.

INSTRUCTION

1. Look over the graded worksheet with the children, correcting anything that they missed.
2. Read through the “Traveling the Erie Canal” card with the children.
3. Read through Project 2 on pgs. 21–27 (titled “The Importance of Erie”) with the children. Before starting to read, give the children a list of keywords from the account. You can use the following list if desired: impossible, railroads, big cities, Great Lakes, George Washington, Governor Morris, Mohawk River, commission, Noah’s Ark, and Saint Lawrence Seaway. Tell the children to jump up whenever one of the keywords is read. Proceed to read the account aloud.
4. Read *History of US: The New Nation*, pgs. 113–115 with the children.
5. Have the children place their “Traveling the Erie Canal” medallion on its corresponding number on the map. Have the children observe where on the map the Erie Canal runs and notice where it is in relation to surrounding states and regions. Read the medallion’s description in the appendix while doing this.

ALERT: *You will need an edible treat your children enjoy for lesson 12.*

ASSIGNMENT

None