

AN INTEGRATED FAITH-BASED STUDY OF THE UNITED STATES OF AMERICA

# MISSION: LASTING LIBERTY

TEACHER'S GUIDE

REVISED EDITION



half-a-hundred  
ACRE WOOD

BRANDY FERRELL

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Maps edited and formatted by Brandi Hill and Larry Troxel.

*Mission: Lasting Liberty* Maps may be used with Audio Memory Stories & Capitals Songs by Larry & Kathy Troxel.

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Sample

Science activities (experiments, worksheets, projects, or quizzes), art projects, and/or journal entries will extend this time by approximately 30 minutes. You may also opt to include additional activities, worksheets, or notebooking pages for history or geography, which will extend the lessons accordingly. We suggest completing the readings during a designated morning time and the read-alouds in the afternoon or evening, but feel free to adjust these times to fit the schedule around your family's needs and preferences.

Notes are included with each week's planner page to provide reminders or additional information. Unit 1 Week 1 includes information that applies to the entire year. (All references to the appendix refer to the appendix of the *Mission: Lasting Liberty Teacher's Guide* unless otherwise stated.)

**As with all curriculum and lesson plans, you should customize this framework to fit your family.** If something is not working, feel free to adjust.

If needed, you can complete this program over a two-year period or drop a six-week unit from your schedule and pick the unit back up to complete at a later date. If you need to drop a subject - or if you want to listen to history audiobooks while on a roadtrip rather than sticking with the schedule throughout the year, feel free to make that adjustment. A curriculum plan is only a framework.

## Example Schedule

The following is an example of how you could schedule your school day. Your family could look at this differently. For example, we have only assigned to the audiobooks come read-alouds or history while driving in the car.

Time	Activity
<b>Before Breakfast</b> (7:00 AM - 7:30 AM)	Morning walk/exercise
<b>During Breakfast</b> (7:30AM - 8:00 AM)	Bible reading/devotion, hymn, and prayer (15 minutes) Memory work practice (15 minutes)
<b>Block 1</b> (8 AM - 9 AM)	Morning Time: <ul style="list-style-type: none"> <li>Map practice with geography audio (5-10 minutes)</li> <li>History or science reading (15-30 minutes)</li> <li>Art/Drawing (15-30 minutes)</li> <li>Geography readings or activities (15 minutes)</li> <li>Composer/Orchestra, Poetry, or Presidents (10 minutes)</li> </ul>
<b>Block 2</b> (9 AM - 10 AM)	Math
<b>Block 3</b> (10 AM - 11AM)	Phonics/Spelling and/or Reading Instruction Copywork
<b>Block 4</b> (11 AM - 12 PM)	Other Language Arts (English Grammar/Latin & Writing)
<b>Lunch</b>	
<b>Block 5</b> (1PM - 3 PM)	Independent reading & exploration Art, history, or science/nature study activities (30-60 minutes)
<b>Afternoon or After Supper</b>	Family read aloud (15-20 minutes)

If needed, audiobooks are available for *America's story* and for the *Christian Heroes: Then and Now* series and may be purchased from Amazon, ChristianBook, or other websites.

Above all else, remember that homeschooling is about relationships, not curriculum. It is important to realize that life may interrupt even the best well-made plans. Do not let the curriculum be your master. Use it as a tool to enrich your family's lives. **Take the pieces that allow you to enjoy a restful learning experience as you discover more about God's handiwork all around us - across our nation and throughout history. Feel free to set aside anything that does not work well for your family!**

## Bible, Hymns, & Prayer

**Scripture.** As parents, the most important study we can embark upon with our children is a study of God's Word. In an effort to establish a family habit of reading through the Bible with our children, we've provided scripture readings (the Book of John, 1 John, Philippians, Ephesians, the Sermon on the Mount, some chapters from Proverbs, and some select scriptures) with suggested scripture memory work. As you read through these scriptures, you may want to have your family take turns reading, pausing to reflect upon or discuss particular verses.

Also attempt to memorize scriptures by saying them together daily, or you can use the scriptures as copywork or as a studied dictation exercise. For details on copywork, dictation, and narration, visit the article: <http://www.halfahundredacrewood.com/copywork-dictation-narration/>. Refer to the scripture memory song playlist on the supplemental resources webpage for songs to assist with memorization. Feel free to scale back on the number of scriptures memorized throughout the year or have your parent/child reading plan or scripture memory program if you've already established that habit within your family. To memorize scripture you may also use Scripture Memory Rings of Heritage as provided in our free *The Word* Scripture Memory system at <https://www.halfahundredacrewood.com/idee-wo-scripture-memory-system>

**Hymn Study.** After students are introduced to a new hymn from *Then Sings My Soul*, listen to the hymn daily. (A playlist is included on the *Mission: Lasting Liberty* password-protected webpage.) Attempt to memorize the words as a family by listening to it throughout the week. Students can also use the hymn as copywork and/or as a dictation exercise. Two or three hymns are introduced for each six-week period. You can divide the hymn into one stanza per week or sing/listen to the complete song daily. Also note that we have specified when to read the accompanying hymn story from *Then Sings My Soul* so that those readings better correspond with the history readings.

**Prayer.** Pray together as a family. Pray words of thanksgiving, pray that God helps you to apply the scriptures you read, pray over your school days, share prayer requests with each other. You can even record prayers in a prayer journal to keep track of when and how God answers your prayers.

## Memory Work

Skills to develop during the early elementary years include naming, storytelling, and memorizing. The skills of naming and storytelling play out naturally through science and narration. During the early stages of learning, children also have a natural propensity towards memorization. If you are not using a curriculum that provides memory work, select some key concepts to memorize. You may choose to memorize Bible verses, hymns, poetry, speeches, passages and/or quotes from literature, or basic facts from science or history. This curriculum provides geography, hymn study, and scripture memory work, but feel free to add other memory work you deem appropriate. A memory work review plan/schedule is included as a free download on the *Mission: Lasting Liberty* Supplemental Resources webpage. (See p. 4).

## Geography/Map Practice

Even though this study focuses on U.S. Geography, it will be important to point out locations on a global level using a world map or globe at certain points in your history readings. Our *Mission: Lasting Liberty Maps* (in the appendix) correspond to the Audio Memory States & Capitals Songs, which is a useful tool for memorizing states and capitals. After memorizing states and capitals (Weeks 1-12), students will proceed with learning physical features (Weeks 13-24) and then learn to draw the USA freehand (Weeks 25-36). If you have a different memory work program in which you are learning geography, feel free to eliminate this aspect of study.

The readings from the *Desk Atlas of the United States* correspond with history or read aloud studies. Students are asked to sketch or trace the state and points of interest associated with the history readings. Learning interesting details of the locations as you are reading about them in history aids in retention and is enjoyable for most students. For young students, we have included a PDF of state outline drawings on the *Mission: Lasting Liberty* Supplemental Resources webpage that may be used instead of tracing/drawing if needed.

## History

Through living books, history becomes an enthralling story that stimulates wonder and curiosity in young children. The chronological study of American history provides a framework for learning about the story of our nation - a nation that was founded on Christian principles - and how cultures and people have not only influenced each other but have also influenced our nation's story as a whole.

*America's Story* has been chosen due to its chronological presentation, vivid illustrations, and engaging storytelling format. *America's Story Volume 1* begins with Ancient American and continues through the Gold Rush. *America's Story Volume 2* picks up with the Civil War and continues the narrative through the Industrial Revolution. *America's Story Volume 3* provides an overview of the 20th century starting with the early 1900s up to modern times. These three volumes are used in *Mission: Lasting Liberty* as history read alouds, so **their corresponding teacher's guides will not be used**. All activity pages needed for using this resource are available in the appendix of this *Mission: Lasting Liberty Teacher's Guide*.

**The History Portfolio.** Upper elementary and middle school students are encouraged to build a history portfolio over the course of the year. The portfolio may be a sketchbook or 3-ring binder with blank paper. The History Portfolio will consist of history-related sketches/drawings with captions and/or written narrations. See the *Mission: Lasting Liberty* appendix or the supplemental resources webpage for examples of portfolio entries. Younger children may also wish to keep a portfolio of their drawings.

**Timeline Wall or Notebook.** Keeping a timeline notebook to record historical people/events is beneficial for placing history in context. For information on keeping a timeline, visit <https://www.halfahundredacrewood.com/keeping-timeline/>. Also refer to the *Mission: Lasting Liberty* Supplemental Resources webpage (see p. 4) for additional timeline and notebooking resources.

**Narration.** Paired with the simple practice of narration, history teaches comprehension and listening skills. Narration is the art of listening intently and then telling back what was heard. It provides a training ground for writing and composition and helps children learn to communicate. At the close of each reading, ask the student to tell back to you in his own words anything she/he can remember about the chapter. This may be done by drawing a picture, writing down their thoughts, or simply telling the story. Narration prompts are provided within *America's Story* to assist in developing this skill. If needed, feel free to also prompt with questions such as:

- What do you remember about the chapter?
- What did you find interesting?
- My favorite part was \_\_\_\_\_. What did you think about that?

## Customizing Mission: Lasting Liberty

*Mission: Lasting Liberty* provides a comprehensive study of U.S. history, geography, fine arts, and science. To customize your read aloud selections or independent reading, reference the booklists in the appendix starting on p. 119. If an activity does not fit your family, feel free to set it aside. Adjust science, history, and geography readings and activities according to student age/interest. For example, if your children just want to look at the pictures in the *Desk Atlas of the United States*, you don't need to read every word. You have the liberty to adjust this curriculum plan to fit your family!

Feel free to adjust science and history readings according to student age/interest. **For young children (Grade K-2)**, [God's Design: Life for Beginners](#) corresponds directly with the lessons in *God's Design for Life: The Human Body*. For the "States Atlas," we have included a PDF of state outline drawings on the *Mission: Lasting Liberty* supplemental resources webpage that may be used instead of tracing/drawing if needed.

## Middle School Options

Our overall aim is to provide a one-room schoolhouse approach to learning. With that in mind, we offer options each week for extending the core *Mission: Lasting Liberty* curriculum to provide more challenging independent study in history and science for 7th and 8th grade students. This can also be used for advanced upper elementary students if desired.

**Middle School - Constitution Study.** The Constitution study is simply a read-through of a book that details each article and amendment of the U.S. Constitution and will provide a basic introduction to American government. Many youth (and adults) do not know the rights they don't know the principles behind the document upon which America's government was founded. If your high school student has never studied the U.S. Constitution, this would be a beneficial resource for him/her to read aloud to help with remembering these details, student could take notes regarding each article, section, and/or of the U.S. Constitution and/or develop an ongoing outline of this important document.

**Middle School History.** Students should keep a history portfolio which includes any history-related drawings with accompanying captions and written narrations and/or responses to questions in *America's Story*. At the close of each week, quiz your student on history lessons by requesting a written response to the "Ready to Explore" questions at the beginning of each lesson and the narration prompts within the lessons. These written responses may be included in their history portfolio

**Middle School Science Journal.** The reading plan includes prompts for middle school students to sketch body systems (first semester) and record lab write-ups for chemistry experiments (second semester). Students may wish to draw and/or record their observations in a three-ring binder, composition notebook, or a sketch book.

## A Long-Term Vision: Repeat three years from now.

The Mission Great Commission series was designed to be used more than once. After completing one cycle of the three missions (*Mission World Wonders*, *Mission Faith Forgers*, and *Mission Lasting Liberty*), families can repeat the entire series. When you repeat *Mission Lasting Liberty* three years from now, you can use any or all of the suggested replacement readings which are provided at the bottom of each planning page. Disregard these plans on your first trip through. The alternative book selections for Mission Lasting Liberty Trip Two are:

- ❖ [Exploring The History of Medicine](#) (1st semester science)
- ❖ [Properties of Atoms and Molecules](#) from *God's Design for Chemistry & Ecology* (2nd semester science)
- ❖ [The Captive Princess](#) (first semester read-aloud)
- ❖ [Freedom's Pen](#) (first semester read-aloud)
- ❖ [Adoniram Judson: Bound for Burma](#) (first semester read-aloud)

- ❖ [Little Mission on the Clearwater](#) (first semester read-aloud)
- ❖ [Hallelujah Lass](#) (second semester read-aloud)
- ❖ [Milton Hershey: More Than Chocolate](#) (second semester read-aloud)
- ❖ [Betty Greene: Wings to Serve](#) (second semester read-aloud)
- ❖ [Billy Graham: America's Pastor](#) (second semester read-aloud)

Because *America's Story* is the framework for the Mission Lasting Liberty program, we do not recommend replacing the history readings. If you would like to add additional biographical sketches, you can look into reading one chapter per week from [American Faith](#) from Generations. However, the art, hymns, poetry, and geography will not align with the readings from *American Faith*.

## Using *Mission: Lasting Liberty* in a Co-op Setting

If you find at least one other family also using *Mission: Lasting Liberty*, you can meet weekly in a group setting to support each other in your learning endeavors. Each family needs their own *Mission: Lasting Liberty* curriculum package to teach at home. The group leader can use the **Mission: Lasting Liberty Weeks-at-a-Glance page** to select the material they would like to complete in a group setting. A suggested weekly group meeting schedule is as follows:

Activity (Up to 30 minutes for each activity)
Call to worship (hymn + scripture memory + prayer)
Science Experiment or Activity (Open this activity by discussing the "What Did We Learn?" and "Taking It Further" sections from the week's history lessons.)
Drawing/art project or portfolio (opens activity by discussing nation's formation & reviewing "Thoughts to Remember" from the week's history lessons.)
Map practice or "State Capitals" & "Week in Review"
Public Speaking or Show-and-Tell
Orchestra & Closing

Parents should read lessons at home prior to completing the associated material in class. If you have questions about using *Mission: Lasting Liberty* in a community setting (or about *Mission: Lasting Liberty* in general), please email us at [support@halfahundredacrewood.com](mailto:support@halfahundredacrewood.com).

## Letting God

The history of our nation is *our history*. It's astounding to consider how God has worked through imperfect man to share His perfect love with the world from one generation to the next. Our greatest prayer is that this study will draw you nearer to God. We hope you find yourself in a state of awe and wonder as you discover more about how the Good News of the Gospel has reached your family. We pray that you will marvel at the work God has done through common people whom He empowered to accomplish uncommon things for His glory.

As we embark on this journey, let us keep the big picture in mind. Even though plan does not equal reality, without a plan, we lack vision or direction or goals. As a family, we ask for God to teach us to number our days aright that we may gain hearts of wisdom (Psalm 90:12). Part of numbering our days aright is planning well. Part of numbering our days aright is letting go of those plans when God has something else in store for our family. So... as we plan, we also hold onto those plans loosely realizing that the Lord's purposes are greater than our purposes. As we head into this study, we are "confident of this very thing, that He who has begun a good work in you will complete it until the day of Jesus Christ;" (Philippians 1:6)

Enjoy the journey as you witness examples of liberty that can be found in Christ - even in the midst of captivity. Through our nation's history, Christians not only cast off the bondage inflicted upon them, but they also cast off the bondage of their past, rising up to use that liberty as an opportunity to serve others in love. Their lives remain a testimony that "where the Spirit of the Lord is, there is liberty." Lasting Liberty.

## Mission: Lasting Liberty Preparation Checklist

- Read the introduction to this study: "Welcome to *Mission: Lasting Liberty!*" (p. 4-11)
- Read through the "notes" pages for Week 1 and Week 2. These notes include important information that applies throughout the semester.
- Print the *Mission: Lasting Liberty* Map Packet and either laminate or place into page protectors. Also print the U.S. State Outline Maps PDF (on the *Mission: Lasting Liberty* supplemental webpage) for younger students.
- Download the *Child's Introduction to the Orchestra* audios.
- Print the history activity pages in the appendix of this guide and store in a notebook.
- If desired, laminate the map provided in the Audio Memory States & Capitals Songs packet. (Alternatively, you can color in this map over the course of the year as you read through the *Desk Atlas of the United States*.)
- If you plan to use them, download and print worksheets and quizzes for use with *Human Body* and *Properties of Matter* at the following links and store them in a Science Notebook. Alternatively, use a composition or sketch book as a Science Sketchbook/Journal.  
<https://answersingenesis.org/store/product/gods-design-life-worksheets-and-quizzes-4th-edition/> <https://answersingenesis.org/store/product/gods-design-chemistry-ecology-worksheets-and-quizzes/>
- If desired, set up a Timeline Worksheet and a Timeline page in the notebook.
- Add your own math language and a table to the math page using post-it notes if desired.
- Science Supplies:** Refer to the Science Material Supply List in the Appendix of the *God's Design for Life Teacher Guide* and the *God's Design for Chemistry & Ecology Teacher Guide* for acquiring each semester to make a note of any items you may need to order ahead of time. Before beginning each unit, look over the supplies lists for each week of the six-week period. Some items may need to be purchased/ordered in advance.
- Other suggested supplies:** Sketchbook, composition book, or 1" 3-ring binder for science; sketchbook, composition book, or 1" 3-ring binder for history portfolio; 1" 3-ring binder and 8.5" x 11" tracing paper for geography; (science, history, and geography may be combined into a single 3-ring binder if preferred); colored pencils; chalk pastels; watercolor pencils; watercolors; tempera paints; plastic tablecloths; paintbrushes; trays or paper plates.

## Resources needed for *Mission: Lasting Liberty*

<p><a href="#">Mission: Lasting Liberty Teacher's Guide</a></p> <p><b>History</b>  <a href="#">America's Story Volume 1</a>. Student text only.  <a href="#">America's Story Volume 2</a>. Student text only.  <a href="#">America's Story Volume 3</a>. Student text only.  <a href="#">Don't Know Much about the Presidents</a>  <a href="#">Our Constitution Rocks!</a></p> <p><b>Geography</b>  <a href="#">Desk Atlas of the United States</a>  <a href="#">States &amp; Capitals Audio Memory CD &amp; Map</a>  <a href="#">Draw the USA</a></p> <p><b>Science</b>  <i>The Human Body</i> from <a href="#">God's Design for Life</a>  <i>Properties of Matter</i> from <a href="#">God's Design for Chemistry &amp; Ecology</a></p>	<p><b>Art, Music, &amp; Scripture Memory</b>  <a href="#">Draw Write Now Book 3</a>  <a href="#">Draw Write Now Book 5</a>  <a href="#">A Child's Introduction to the Orchestra</a>  <a href="#">Then Sings My Soul.</a></p> <p><b>Read Alouds</b>  <a href="#">William Bradford: Plymouth's Rock</a>  <a href="#">Ransom's Mark: A Story Based on the Life of the Pioneer Olive Oatman</a>  <a href="#">Harriet Tubman: Freedombound</a>  <a href="#">D. L. Moody: Bringing Souls to Christ</a>  <a href="#">George Washington Carver: From Slave to Scientist</a>  <a href="#">Jacob DeShazer: Forgive Your Enemies</a>  <a href="#">Ben Carson: A Chance at Life</a></p> <p>Access to <i>Mission: Lasting Liberty</i> Supplemental Resources Webpage</p>
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# Unit 2 - Week 2: Louisiana Purchase

## Geography, History, Science, and Fine Arts Schedule

	Day 1:	Day 2:	Day 3:	Day 4:	Day 5:
<b>BIBLE READINGS, SCRIPTURE MEMORY, AND HYMN STUDY</b>	John 8:48-59. "I am."	John 9:1-12. Jesus heals the blind man.	John 9:13-25. The blind man's testimony.	John 9:26-41. Spiritual blindness.	
	Scripture Memorization: John 8:31-32 Hymn: This Is My Father's World				
<b>GEOGRAPHY - MAP PRACTICE</b>	Listen to Track #7 Middle States while pointing to, tracing, or drawing states on Middle States map.	Listen to Track #7 Middle States while pointing to, tracing, or drawing states on Middle States map.	Listen to Track #7 Middle States while pointing to, tracing, or drawing states on Middle States map.	Quiz all Middle, Northern, and Eastern States & Capitals on a blank USA Map.	
<b>HISTORY: AMERICA'S STORY</b>	Volume 1 Chapter 18	Volume 1 Chapter 19	Volume 1 Chapter 20		
<b>GEOGRAPHY READINGS &amp; ACTIVITIES</b>	Desk Atlas: Kentucky (p. 46-47) Trace or trace Kentucky on p. 47 of the Desk Atlas. Label the Appalachian Mountains.	Desk Atlas: Missouri (p. 62-63) Trace or draw the state of Missouri and label St. Louis, the Mississippi River, and the Missouri River.	Desk Atlas: Iowa (p. 42-43) North Dakota (p.80-81) Trace or draw Iowa and label Sioux City, the Missouri River, and the Mississippi River. Trace or draw North Dakota and add the Great Plains and Missouri River. Mark was located on the Missouri River between Bismarck and Lakota. Add the curve where the Missouri River is labeled).	Desk Atlas: Montana (p. 64-65) Idaho (p. 36-37) Trace or draw Montana and draw/label Missouri River, Great Plains, and Rocky Mountains.	
<b>ART &amp; DRAWING CONNECTIONS</b>	DWN Book 5: Draw a Log Cabin (p. 30-31)	DWN Book 5: Draw a flatboat (p.46-47)	DWN Book 5: Draw Lewis & Clark (p. 32-33)	DWN Book 3: Draw a cradleboard (p. 16-17)	
<b>ORCHESTRA, U.S. PRESIDENTS &amp; POETRY</b>	Orchestra: Woodwinds (p. 50-51)	Don't Know Much: Jefferson (p. 10-12)			
<b>SCIENCE</b>		Human Body Lesson 15		Human Body Lesson 16	
<b>READ ALOUD</b>					
<b>MIDDLE SCHOOL OPTIONS</b>					
<b>CONSTITUTION STUDY</b>	Article I Section 5 Clause 2 (p. 55-56)		Article I Section 5 Clause 3-4 (p. 57-58)		
<b>MIDDLE SCHOOL SCIENCE</b>	Draw/trace & label eye (p. 189). Define terms from Lesson 16.	Draw & label eye from memory. Look back at diagram on p. 189 and finish labeling.	Draw & label eye from memory. Look back at diagram on p. 189 and finish labeling.	Test: Draw & label eye from memory. Challenge - use website and add to your eye diagram.	
<b>HISTORY PORTFOLIO</b>	Reminder: At least one weekly portfolio entry with written responses to narration prompts.				
<b>ALTERNATIVE READ ALOUDS, HISTORY, AND SCIENCE FOR TRIP TWO (SEE "A LONG TERM VISION" P. 10)</b>					
<b>READ ALOUD</b>	Adoniram Judson Chapter 5	Adoniram Judson Chapter 6	Adoniram Judson Chapter 7	Adoniram Judson Chapter 8	
<b>SCIENCE: HISTORY OF MEDICINE</b>		Chapter 10			

Sample

SCIENCE SUPPLIES NEEDED (HUMAN BODY):	
<ul style="list-style-type: none"> <li>• 3 bowls</li> <li>• Hot water</li> <li>• Warm water</li> <li>• Cold water</li> <li>• Sandwich bag filled with ice</li> <li>• Jacket with zipper</li> </ul>	<ul style="list-style-type: none"> <li>• 2-3 Straight pins</li> <li>• Challenge: Glue</li> <li>• Challenge: Paper</li> <li>• Paper tube (paper-towel roll or rolled piece of paper)</li> <li>• Piece of paper</li> </ul>

———— Day 1 ————

**Scripture Memory.** Continue memorizing John 8:31-32 and/or reviewing previous scriptures memorized.

**Orchestra.** Visit the supplemental resources webpage and click “Music featuring Woodwinds section” to listen to music featuring the woodwind section of the orchestra.

**Middle School Science.** Students will spend one week memorizing the eye. Continue defining new terms and completing all challenge exercises or research prompts.

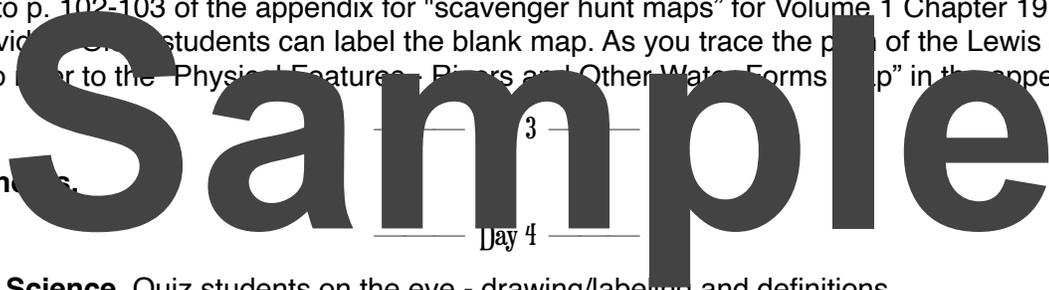
———— Day 2 ————

**History.** Refer to p. 102-103 of the appendix for "scavenger hunt maps" for Volume 1 Chapter 19. Two options are provided. One students can label the blank map. As you trace the path of the Lewis & Clark Expedition, also refer to the “Physical Features - Rivers and Other Water Forms Map” in the appendix.

No additional notes.

———— Day 4 ————

**Middle School Science.** Quiz students on the eye - drawing/labeling and definitions.



# Unit 2 - Week 3: War of 1812 & Monroe Doctrine

Geography, History, Science, and Fine Arts Schedule					
	Day 1:	Day 2:	Day 3:	Day 4:	Day 5:
<b>BIBLE READINGS, SCRIPTURE MEMORY, AND HYMN STUDY</b>	John 10:1-21. The Good Shepherd. Start memorizing John 10:9. Introduce hymn & hymn story The Star-Spangled Banner (p. 88-89).	John 10:22-42. Unbelief of the Jews. Start memorizing John 13:34-35.	John 11:1-16. Death of Lazarus.	John 11:17-44. Jesus raises Lazarus.	
	Scripture Memorization: John 13:34-35				
	Hymn: This Is My Father's World   Patriotic Hymn: The Star-Spangled Banner				
<b>GEOGRAPHY - MAP PRACTICE</b>	Listen to Track #7 Middle States while pointing to, tracing, or drawing states on Middle States map.	Listen to Track #7 Middle States while pointing to, tracing, or drawing states on Middle States map.	Listen to Track #7 Middle States while pointing to, tracing, or drawing states on Middle States map.	Quiz all states & capitals on blank USA Map.	
<b>HISTORY: AMERICA'S STORY</b>	Volume 1 Chapter 21		Volume 1 Chapter 22		
<b>GEOGRAPHY READINGS &amp; ACTIVITIES</b>	Desk Atlas: Maryland (p.52-53)  Draw or trace Maryland on the Potomac River, the Chesapeake Bay, Baltimore, and Washington, D.C.  Find Lake Erie on the USA map.		Desk Atlas: Georgia (p.32-33)  Draw or trace Georgia. The Cotton Gin was invented in Savannah.  Look back at your New York map and find the Hudson River & Albany.		
<b>ART &amp; DRAWING CONNECTIONS</b>	DWN Book 5: Draw the American flag (p. 10-11)				
<b>ORCHESTRA, U.S. PRESIDENTS &amp; POETRY</b>	Don't Know Much: Madison (p. 13)	Orchestra: Flute & Piccolo (p. 52-53)	Don't Know Much: Monroe (p. 14) Adams (p. 15)		
<b>SCIENCE</b>		Human Body Lesson 17		Human Body Lesson 18	
<b>READ ALOUD</b>					
MIDDLE SCHOOL OPTIONS					
<b>CONSTITUTION STUDY</b>	Article I Section 6 Clause 1 (p. 59-60)		Article I Section 6 Clause 2 (p. 61-64)		
<b>MIDDLE SCHOOL SCIENCE</b>	Draw/trace & label ear (p. 192). Define terms on p. 191. What are the Malleus, Incus, and Stapes?	Draw & label ear from memory. Look back at diagram on p. 192 and finish labeling.	Draw & label ear from memory. Look back at diagram on p. 192 and finish labeling.	Test: Draw & label ear from memory. Define terms.	
<b>HISTORY PORTFOLIO</b>	Reminder: At least one weekly portfolio entry with written responses to narration prompts.				
ALTERNATIVE READ ALOUDS, HISTORY, AND SCIENCE FOR TRIP TWO (SEE "A LONG TERM VISION" P. 10)					
<b>READ ALOUD</b>	Adoniram Judson Chapter 9	Adoniram Judson Chapter 10	Adoniram Judson Chapter 11	Adoniram Judson Chapter 12	
<b>SCIENCE: HISTORY OF MEDICINE</b>		Chapter 11			

Sample

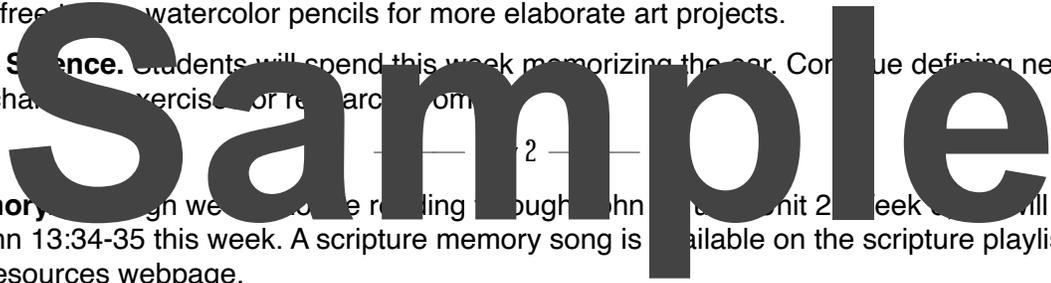
SCIENCE SUPPLIES NEEDED (HUMAN BODY):	
<ul style="list-style-type: none"> <li>• Copy of “Do You Hear What I Hear?” worksheet</li> <li>• Paper towels</li> <li>• Salt</li> <li>• Sugar</li> <li>• Potato</li> <li>• Apple</li> </ul>	<ul style="list-style-type: none"> <li>• Carrot</li> <li>• Spices or condiments with familiar smells (e.g., cinnamon, peppermint, lemon juice, vinegar)</li> <li>• Copy of Quiz 3: Nerves &amp; Senses (Lessons 11-18)</li> </ul>

———— Day 1 ————

**Hymn study - Patriotic Hymns.** We have included three patriotic hymns in *Mission: Lasting Liberty* because of their importance in American history. You may learn these hymns alongside (or in place of) the other hymns if desired. Read both the words and the hymn story for “The Star-Spangled Banner” and listen to or play the hymn. *America’s Story* includes the original four stanzas of this poem which was originally entitled, “The Defense of Fort McHenry.” If needed, you can listen to this hymn using the hymn playlist referenced on the supplemental resources webpage.

**Art & Drawing Connections.** The American flag during the War of 1812 had fifteen stars and fifteen stripes. You can learn more about the original “Star-Spangled Banner” at the link on the supplemental resources webpage. Feel free to use watercolor pencils for more elaborate art projects.

**Middle School Science.** Students will spend this week memorizing the ear. Continue defining new terms and completing all chart exercises for research.



———— Day 2 ————

**Scripture memory.** Each week we will be reading through John 13. This week we will begin memorizing John 13:34-35 this week. A scripture memory song is available on the scripture playlist on the supplemental resources webpage.

**Science.** *The Human Body* download includes a worksheet for use with Lesson 17: “Do You Hear What I Hear?”

———— Day 3 ————

**History.** The map referenced on p. 220 of *America’s Story Volume 1* is the French & Indian War Map (from p. 99 in the appendix of this guide) that you used in Chapter 10.

———— Day 4 ————

**Science.** *The Human Body* download includes Quiz #3: Nerves & Senses (Lessons 11-18). You may simply read the questions aloud for discussion and/or to determine retention of the material.

**Middle School Science.** Quiz students on the ear - drawing/labeling and definitions.

# Unit 2 - Week 4: Slavery & Abolition Movement

## Geography, History, Science, and Fine Arts Schedule

	Day 1:	Day 2:	Day 3:	Day 4:	Day 5:
<b>BIBLE READINGS, SCRIPTURE MEMORY, AND HYMN STUDY</b>	After reading today's history lesson, read hymn and hymn story Still, Still with Thee (p. 128-129).	Introduce hymn and hymn story He Leadeth Me (p. 144-145). Also read Psalm 18.	Introduce hymn and hymn story There is a Balm in Gilead (p. 84-85). See notes.	John 11:45-57. The plot to kill Jesus.	
Scripture Memorization: John 13:34-35					
Hymn: He Leadeth Me   Patriotic Hymn: The Star-Spangled Banner					
<b>GEOGRAPHY - MAP PRACTICE</b>	Introduce Southern border states & capitals on Southern States Map. Listen to Track #1 Southern Border twice while pointing to locations on Southern States map. Also add Honolulu, Hawaii.	Listen to Track #1 Southern Border while pointing to, tracing, or drawing states on Southern States map. Also add Honolulu, Hawaii.	Listen to Track #1 Southern Border while pointing to, tracing, or drawing states on Southern States map. Also add Honolulu, Hawaii.	Quiz Southern Border + Hawaii states & capitals on blank USA Map. (Use Test Track #2 if desired.)	
<b>HISTORY: AMERICA'S STORY</b>	Volume 1 Chapter 23		Volume 1 Chapter 24		
<b>GEOGRAPHY READINGS &amp; ACTIVITIES</b>	Desk Atlas: Tennessee (p.96-97)  Draw or trace Tennessee using the Desk Atlas. Label the Appalachian Mountains, Great Smoky Mountains, the Cumberland Plateau, and the Mississippi River.  On your map of Iowa, label Council Bluffs (Ransom's Mark).				
<b>ART &amp; DRAWING CONNECTIONS</b>	DWN Book 3: Draw an Indian (p. 28-29). Add a basket (p. 26-27).				
<b>ORCHESTRA, U.S. PRESIDENTS &amp; POETRY</b>	Don't Know Much: Jackson (p. 16-17)	Orchestra: Oboe (p. 54-55)	Poetry: "Liberty for All"		
<b>SCIENCE</b>		Human Body Lesson 19		Human Body Lesson 20	
<b>READ ALOUD</b>	Ransom's Mark: Chapter 1	Ransom's Mark: Chapter 2	Ransom's Mark: Chapter 3	Ransom's Mark: Chapter 4	
<b>MIDDLE SCHOOL OPTIONS</b>					
<b>CONSTITUTION STUDY</b>	Article I Section 7 Clause 1 (p. 65-66)		Article I Section 7 Clause 2 (p. 67-69)		
<b>MIDDLE SCHOOL SCIENCE</b>	Take Unit 3 Quiz. Draw/trace & label digestive system (p. 199). Define terms from Lesson 19.	Draw & label digestive system from memory. Look back at diagram on p. 199 and finish labeling.	Draw & label digestive system from memory. Look back at diagram on p. 199 and finish labeling.	Draw & label digestive system from memory. Look back at diagram on p. 199 and finish labeling. Draw/trace & label tooth (p. 203). Define terms.	
<b>HISTORY PORTFOLIO</b>	Reminder: At least one weekly portfolio entry with written responses to narration prompts.				
<b>ALTERNATIVE READ ALOUDS, HISTORY, AND SCIENCE FOR TRIP TWO (SEE "A LONG TERM VISION" P. 10)</b>					
<b>READ ALOUD</b>	Adoniram Judson Chapter 13	Adoniram Judson Chapter 14	Adoniram Judson Chapter 15	Adoniram Judson Chapter 16	
<b>SCIENCE: HISTORY OF MEDICINE</b>		Chapter 12			

Sample

SCIENCE SUPPLIES NEEDED (HUMAN BODY):	
<ul style="list-style-type: none"> <li>• Sandwich</li> <li>• Clock</li> <li>• Copy of “Where’s my Lunch” worksheet</li> <li>• Challenge: Copy of “Digestive System” worksheet</li> <li>• Tagboard, poster board, or thick paper</li> <li>• Modeling clay</li> </ul>	<ul style="list-style-type: none"> <li>• Plaster of Paris</li> <li>• Foil</li> <li>• Tape</li> <li>• Scissors</li> <li>• Small bowl or cup</li> <li>• Spoon</li> <li>• Challenge: Three colors of modeling clay</li> </ul>

———— Day 1 ————

**Scripture Memory & Hymn Study.** Continue memorizing John 13:34-35 and/or reviewing previous scriptures memorized. Today we will introduce a hymn that we will not be memorizing. The hymn story ties in to today’s history reading, as the hymn was written by abolitionist Harriet Beecher Stowe. After reading the history lesson, read the hymn and hymn story for “Still, Still With Thee.”

**Geography - Map Practice.** Use the Southern States & Capitals map to practice the locations of the current week’s states & capitals while listening to the corresponding Audio Memory States & Capitals Song. You will spend two weeks memorizing the Southern states & capitals.

**History.** The life of a slave is discussed in the first part of Chapter 23. You may wish to skip this part of the reading for young or sensitive students.

**Read-Aloud.** Today we begin the study of Olive Oatman, a teenager who was captured by outlaw Yavapai Natives while traveling west along the Gila Trail. More reading in *Ransom’s Mark*. Based on the map in *The Pioneer Olive Oatman*, allow students to locate Illinois, the Santa Fe trail, and the Gila Trail on the “Physical Features - All” map and/or the “Physical Features - All” map in the appendix of this guide. Read back to the Oatmans travel west. This powerful story is full of loss, endurance and faith, but you may need to adjust the readings if you have young or sensitive children. Olive Oatman is assassinated, and the rest of her story is taken up in Chapter 6). You may wish to pre-read the end of Chapter 6, Chapter 7, and the end of Chapter 10 (when her sister dies) to determine if you need to adjust the reading for your family. Although sadness and loss are experienced, the underlying message of faith, forgiveness, and freedom in Christ overpowers the tragedy.

**Middle School Science.** Take Unit 3 Quiz. Students will spend this week memorizing the digestive system.

———— Day 2 ————

**Bible Readings & Hymn study.** Read the words and hymn story for “He Leadeth Me” and listen to or play the hymn. Attempt to memorize the words by listening to it throughout the week. This hymn not only ties into Civil War history, but the words also reflect the journey of the Oatman girls (*Ransom’s Mark*). The underlying scriptural theme of *Ransom’s Mark* is Psalm 18:2-19.

**Science.** *The Human Body* download includes a worksheet for use with Lesson 19: “Where’s My Lunch?” and a Challenge activity/worksheet: “Digestive System.”

———— Day 3 ————

**Hymn Study.** Today we will introduce a hymn that we will not be memorizing; “There Is a Balm in Gilead” ties in to this week’s history readings. Continue to listen to and practice the hymns “He Leadeth Me” and/or “The Star-Spangled Banner.”

**History.** Olive Oatman and Harriet Tubman were alive during the same time period. The events in *Ransom’s Mark* occurred at about the same time that Harriet Tubman escaped to freedom and started working on the Underground Railroad. We will read more about Harriet Tubman in Unit 3.

**Poetry.** Read and discuss the poem, “Liberty for All” by William Lloyd Garrison, located in the appendix on p. 112.

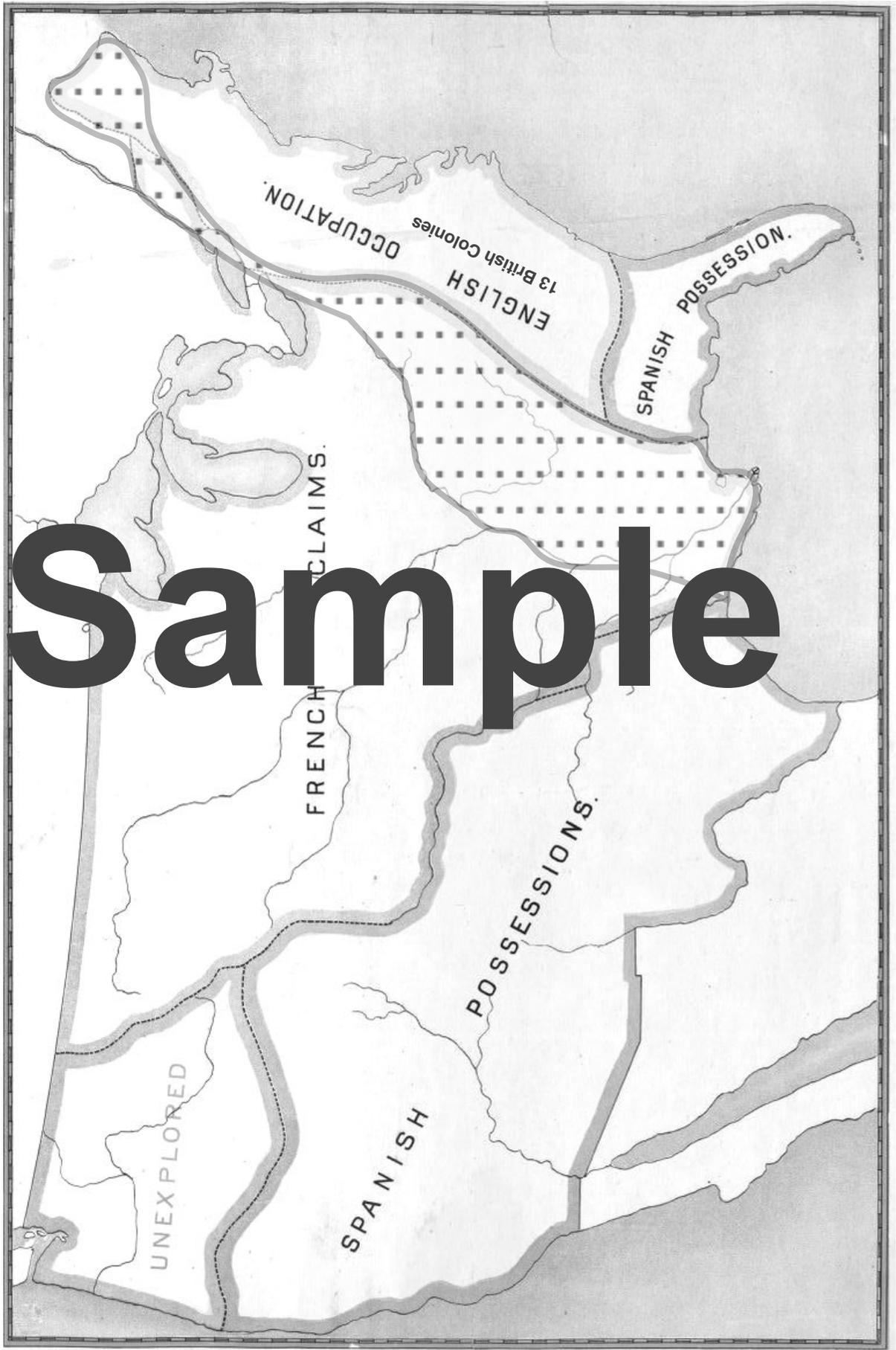
———— Day 4 ————

**Middle School Science.** Students begin memorizing the tooth.

# Appendix

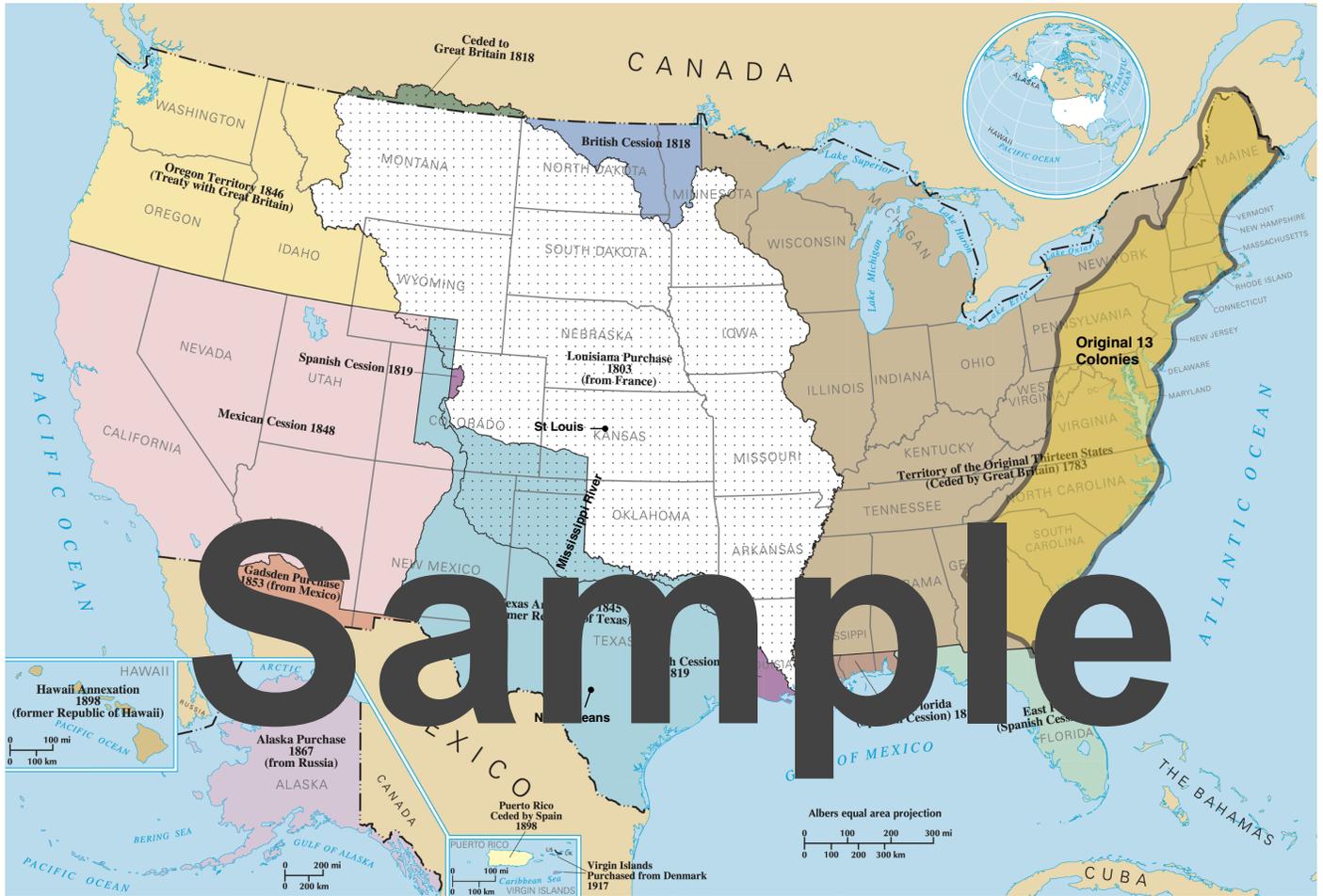
# French & Indian War (Volume 1 Chapter 10)

Dotted area is land claimed by both France and England.



# Sample

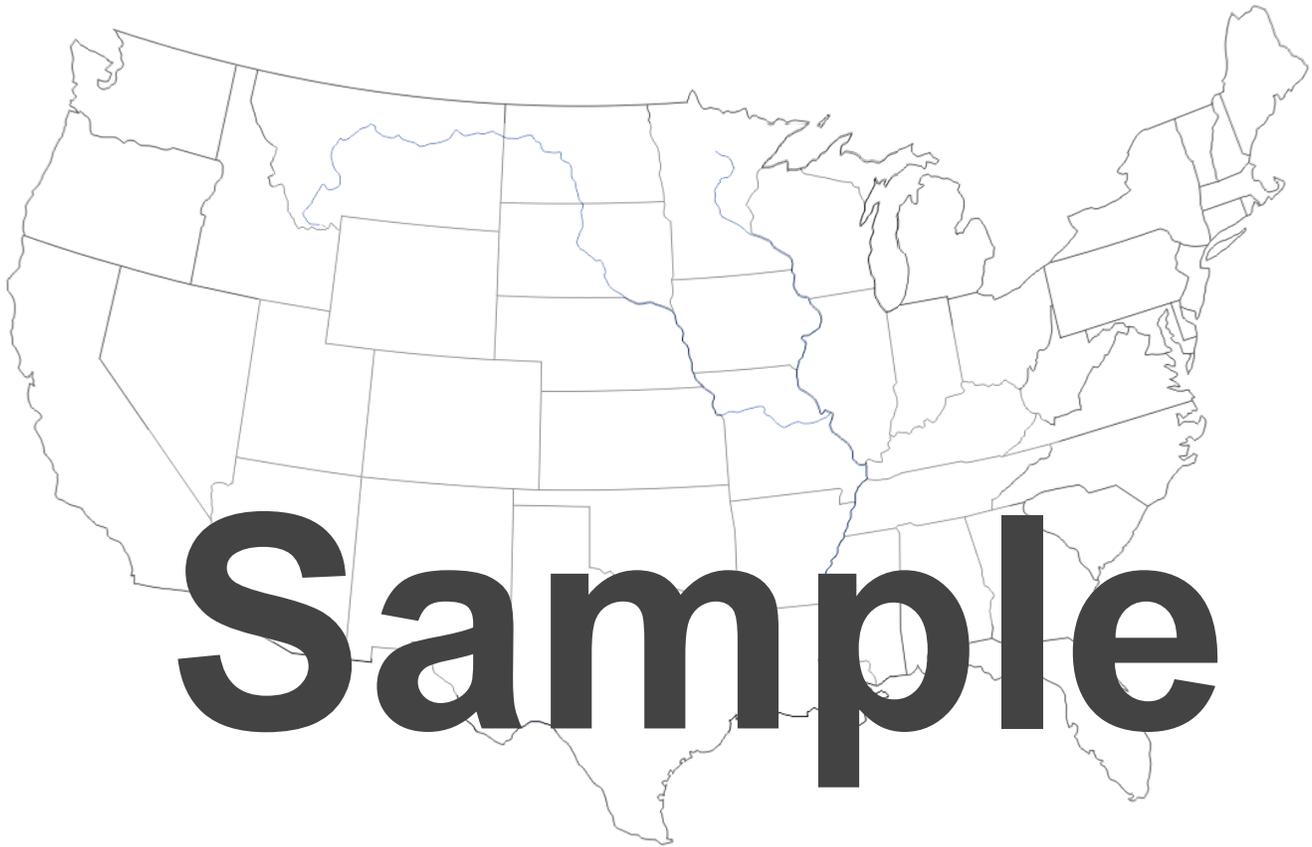
# Louisiana Purchase Geo Scavenger Hunt (Vol 1 Chapter 19)



Louisiana Purchase Geography Checklist. Find and label the locations as you read through p. 188-190.

1	New Orleans	8	Nebraska	15	The Great Plains
2	Gulf of America (Gulf of Mexico)	9	Kansas	16	South Dakota
3	Mississippi River	10	Colorado	17	North Dakota
4	Minnesota	11	Iowa	18	Rocky Mountains
5	St. Louis	12	Wyoming	19	Columbia River
6	Missouri River (see next page)	13	Montana	20	Pacific Ocean
7	Missouri	14	Washington		

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5	St. Louis	12	Wyoming	19	Columbia River
6	Missouri River	13	Montana	20	Pacific Ocean
7	Missouri	14	Washington		

### Battle of Trenton by an unnamed soldier (Unit 1 Week 6)

On Christmas-day in seventy-six,  
Our ragged troops with bayonets fixed,  
For Trenton marched away.  
The Delaware see! the boats below!  
The light obscured by hail and snow!  
But no signs of dismay.

Our object was the Hessian band,  
That dared invade fair freedom's land,  
And quarter in that place.  
Great Washington he led us on,  
Whose streaming flag, in storm or sun,  
Had never known disgrace.

In silent march we went the night,  
Each soldier pausing for the fight,  
Though quite benighted with frost,  
Greene, on the left, at six o'gan,  
The right was led by Co. M,  
Who ne'er a moment lost.

The pickets stormed, the alarm was spread,  
The rebels risen from the dead  
Were marching into town.  
Some scampered here, some scampered there,  
And some for action did prepare;  
But soon their arms laid down.

Twelve hundred servile miscreants,  
With all their colors, guns, and tents,  
Were trophies of the day.  
The frolic o'er, the bright canteen  
In center, front, and rear was seen  
Driving fatigue away.

Now brothers of the patriot bands,  
Let's sing deliverance from the hands  
Of arbitrary swains,  
And our life's blood out pour,  
Let's sing the thanks while we  
In memory of that day.

Sample

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### Liberty for All by William Lloyd Garrison (Unit 2 Week 4)

Originally published in the anti-slavery newspaper, The Liberator in 1831.

They tell me, Liberty! that in thy name  
I may not plead for all the human race;  
That some are born to bondage and disgrace,  
Some to a heritage of woe and shame,  
And some to power supreme, and glorious fame:  
With my whole soul I spurn the doctrine base,  
And, as an equal brotherhood, embrace

All people, and for all fair freedom claim!  
Know this, O man! whate'er thy earthly fate—  
God never made a tyrant nor a slave:  
Woe, then, to those who dare to desecrate  
His glorious image!—for to all He gave  
Eternal rights, which none may violate;  
And, by a mighty hand, the oppressed He yet shall  
save!



# U.S. HISTORY LEVELED READERS

## AMERICAN HISTORY BOOK LIST

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Visit [Half-a-Hundred Acre Wood](#) for Amazon links.

### Columbus

Christopher Columbus (Step into Reading, Step 3)  
Story of Columbus (DK Reader Level 2)

### Colonial America

The True Story of Pocahontas (Step-Into-Reading, Step 3)  
Pocahontas: An American Princess (Penguin Young Readers, Level 4)  
Sam Collier and the Founding of Jamestown (On My Own History)  
The First Thanksgiving (Step-Into-Reading, Step 3)  
Finding Providence: The Story of Roger Williams (I Can Read Chapter Books)

### American Revolution & Founding Fathers

Thomas Jefferson's Feast (Step into Reading) (Step 4)  
Alexander Hamilton: From Orphan to Founding Father (Step into Reading, Step 3)  
Ben Franklin and the Magic Squares (Step-Into-Reading, Step 4)  
Sam the Minuteman (I Can Read Level 2)  
Saving the Liberty Bell (On My Own History)  
Abigail Adams' First Lady of the American Revolution (Ready-to-read Level 2)  
John Adams Speaks for Freedom (Ready-to-Read Level 3)  
George the Drummer Boy (I Can Read Level 3)  
Prisoner for Liberty (On My Own History)  
Sybil Ludington's Midnight Ride (On My Own History)  
Buttons for General Washington (On My Own History)  
George Washington's First Victory (Ready to Read Level 2)  
George Washington and the General's Dog (Step-Into-Reading, Step 3)  
George Washington - Soldier, Hero, President (DK Reader, Level 3)  
National Geographic Readers: George Washington (Level 2)  
Thomas Jefferson and the Ghostriders (Ready-to-read Level 2)  
Childhood of Famous Americans Ready-to-Read Value Pack: Abe Lincoln and the Muddy Pig;  
Albert Einstein; John Adams Speaks for Freedom; George ... and the Ghostriders (Ready-to-read Level 2)

### Lewis & Clark & Frontiersman

Lewis and Clark: A Prairie Dog for the President (Step into Reading, Step 3)  
National Geographic Readers: Sacajawea (Level 3)  
Sacajawea: Her True Story (Penguin Young Readers, Level 4)  
Johnny Appleseed: My Story (Step-Into-Reading, Step 3)  
Davy Crockett: Life on the Frontier (Ready to Read, Level 3)

### War of 1812

Francis Scott Key's Star-Spangled Banner (Step into Reading, Level 3)  
The Star-Spangled Banner (On My Own History)

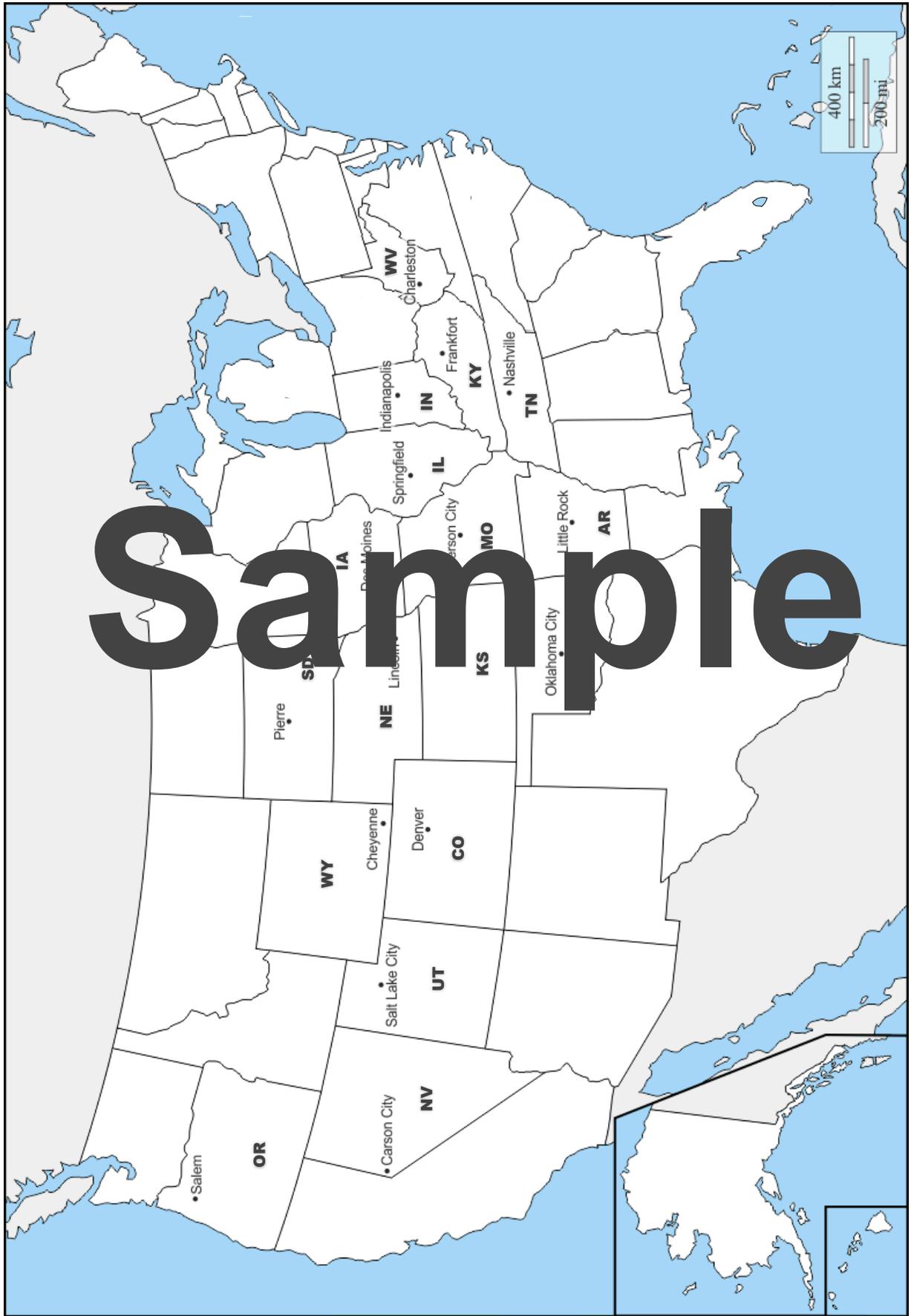
# MISSION: LASTING LIBERTY

*United States of America Maps*



*By Brandy Ferrell | Half-a-Hundred Acre Wood*

# Middle States (Region #3)



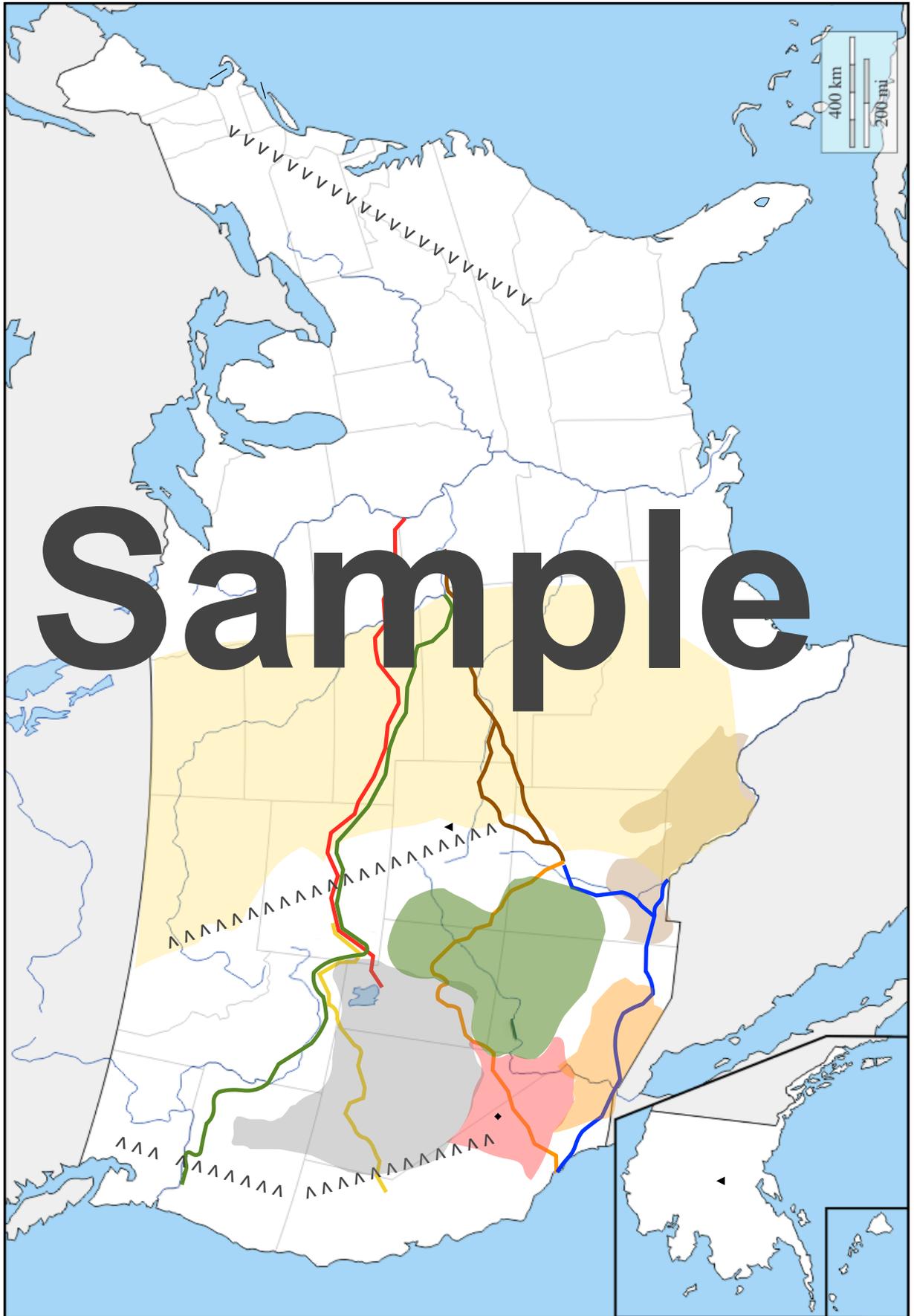
**Region #3: Unit 2 - Weeks 1-3. Middle States & Capitals (Track #7):** Salem, Oregon; Carson City, Nevada; Salt Lake City, Utah; Denver, Colorado; Topeka, Kansas; Lincoln, Nebraska; Cheyenne, Wyoming; Pierre, South Dakota; Des Moines, Iowa; Jefferson City, Missouri; Oklahoma City, Oklahoma; Little Rock, Arkansas; Nashville, Tennessee; Frankfort, Kentucky; Charleston, West Virginia; Indianapolis, Indiana; Springfield, Illinois.

# Southern States (Region #4)



**Region #4: Unit 2 - Weeks 4-6. Southern States & Capitals (Track #):** Sacramento, California; Phoenix, Arizona; Santa Fe, New Mexico; Austin, Texas; Baton Rouge, Louisiana; Jackson, Mississippi; Montgomery, Alabama; Tallahassee, Florida. Add Honolulu, Hawaii.

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**Physical Features - Rivers and Other Water Forms - Blank**

