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# *Modern Times & Epistles, Revelation*

SECOND EDITION



*A Year of History, Geography, Bible*

*Lesson Plans for Grades 1–12*

*by Sonya Shafer*

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- Cultivate spiritual growth through direct interaction with New Testament epistles.
- Challenge older students with additional reading and writing assignments.
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Charlotte Mason*  
.com

# ***Modern Times & Epistles, Revelation***

Second Edition

*A Year of Lesson Plans  
for History, Geography, and Bible  
(Grades 1–12)*

by Sonya Shafer

Modern Times & Epistles, Revelation, Second Edition  
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# How to Use

This book of lesson plans contains book suggestions and assignments for every grade level, so you can combine all of your students into one family study.

- The **Family** instructions are for everyone to do together.
- **Additional Grade Level** assignments are given for students to complete either independently or with the parent. Your choice.

Complete one lesson per day to finish this study in a school year. The lesson plans in this book follow this five-day schedule.

Day 1	Day 2	Day 3	Day 4	Day 5
 American History	 American History	 Geography and Bible 	 World History	 World History

You will find lots of helpful information and Internet links on the Links and Tips page for this book at <http://simplycm.com/modern-times-links>



# Complete Year's Book List

## Family (all students)

- Bible
- (AH) *Billy Graham: God's Ambassador* by Russ Busby OR *Just Get Up Out of Your Seat* by Catherine Mackenzie
- (AH) *The Brooklyn Bridge* by Elizabeth Mann
- (AH) *Empire State Building* by Elizabeth Mann
- *Gandhi: The Young Protester Who Founded a Nation* by Philip Wilkinson
- *George Mueller* by Faith Coxe Bailey
- (AH) *The Hoover Dam* by Elizabeth Mann
- *Mandela: The Rebel Who Led His Nation to Freedom* by Ann Kramer
- *Material World and Hungry Planet: What the World Eats* by Peter Menzel
- (AH) *Our Country's Presidents* by Ann Bausum (reference book)
- (AH) *Stories of America, Volume 2*, by Charles Morris, et. al.
- *Stories of the Nations, Volume 2*, by Lorene Lambert and Charles Morris
- (AH) *The Story of Thomas A. Edison* by Frances M. Perry
- *The Stuff They Left Behind: From the Days of Modern Times* portfolio
- *Visits to Asia* notebook by Sonya Shafer (one for each student)

## plus . . .

### Grades 1–3

- (AH) *A Boy Named FDR* by Kathleen Krull
- (AH) *I Have a Dream: The Story of Martin Luther King* by Margaret Davidson
- *The Journey that Saved Curious George* by Louise Borden
- (AH) *Moonshot: The Flight of Apollo 11* by Brian Floca
- *Only a Dog* by Bertha Whitridge Smith
- (AH) *The Unbreakable Code* by Sara Hoagland Hunter

### Grades 4–6

- (AH) *Abe Lincoln: Log Cabin to White House* by Sterling North
- (AH) *Always Inventing: A Photobiography of Alexander Graham Bell* by Tom Matthews
- (AH) *I Have a Dream: The Story of Martin Luther King* by Margaret Davidson
- *A Long Walk to Water* by Linda Sue Parker
- *The Singing Tree* by Kate Seredy
- *Snow Treasure* by Marie McSwigan
- (AH) *Team Moon: How 400,000 People Landed Apollo 11 on the Moon* by Catherine Thimmesh

### Grades 7–9

- *Across America on an Emigrant Train* by Jim Murphy
- (AH) *Across Five Aprils* by Irene Hunt
- *Animal Farm* by George Orwell
- *Book of Centuries* (one for each student)
- (AH) *Bully for You, Teddy Roosevelt* by Jean Fritz
- *Discovering Doctrine* by Sonya Shafer (one for each student)
- *The Endless Steppe* by Esther Hautzig
- (AH) *Lincoln: A Photobiography* by Russell Freedman

- *A Long Walk to Water* by Linda Sue Park
- *Louis Pasteur: Founder of Modern Medicine* by John Hudson Tiner
- *Rescue and Redeem: Volume 5: Chronicles of the Modern Church* by Mindy and Brandon Withrow
- (AH) *Roll of Thunder, Hear My Cry* by Mildred D. Taylor
- *Strong in the Word* by Sonya Shafer (one for each student)
- (AH) *Victory in the Pacific* by Albert Marrin
- (AH) *The Wright Brothers: How They Invented the Airplane* by Russell Freedman
- (AH) *The Yanks Are Coming* by Albert Marrin

## Grades 10–12

- (AH) *America: The Last Best Hope, Volume 1: From the Age of Discovery to a World at War* by William Bennett  
The first seven chapters were read in the Early Modern study. This study will pick up at chapter 8.
- (AH) *America: The Last Best Hope, Volume 2: From a World at War to the Triumph of Freedom* by William Bennett
- (AH; optional) *America: The Last Best Hope, Volume 3: From the Collapse of Communism to the Rise of Radical Islam*, by William Bennett
- (AH) *American Voices: A Collection of Documents, Speeches, Essays, Hymns, Poems, and Short Stories from American History* edited by Ray Notgrass  
This book was begun in the Early Modern study. This study will pick up at page 170.
- *Book of Centuries* (one for each student)
- *Discovering Doctrine* by Sonya Shafer (one for each student)
- *Hitler* by Albert Marrin
- *How Should We Then Live?* by Francis A. Schaeffer OR *7 Men Who Rule the World from the Grave* by Dave Breese
- *Rescue and Redeem: Volume 5: Chronicles of the Modern Church* by Mindy and Brandon Withrow
- *Stalin* by Albert Marrin
- *Strong in the Word* by Sonya Shafer (one for each student)
- *The War to End All Wars* by Russell Freedman
- (AH) *The Wright Brothers: How They Invented the Airplane* by Russell Freedman

## Other Materials

- One or two large sheets of poster board
- Paper
- Felt-tip markers, crayons, or colored pencils
- Adhesive tape
- Two 12" dowel rods or paper towel tubes
- (optional) Various resources for hands-on projects

**Note: We recommend that grades 10–12 students add an American government course either during this Modern Times study or during the Early Modern study. They could alternatively complete half of the government course each of the two years.**

(AH) = American History

## Suggestions for Where to Find the Books

### **Simply Charlotte Mason**

- Book of Centuries (one for each student in grades 7–12)
- *Discovering Doctrine* by Sonya Shafer (one for each student in grades 7–12)
- *Material World and Hungry Planet: What the World Eats* by Peter Menzel (Family)
- *Only a Dog* by Bertha Whitridge Smith (grades 1–3)
- (AH) *Stories of America, Volume 2*, by Charles Morris, et. al. (Family)
- *Stories of the Nations, Volume 2*, by Lorene Lambert and Charles Morris (Family)
- (AH) *The Story of Thomas A. Edison* by Frances M. Perry (Family)
- *Strong in the Word* by Sonya Shafer (one for each student in grades 7–12)
- *The Stuff They Left Behind: From the Days of Modern Times* portfolio (Family)
- *Visits to Asia* notebook by Sonya Shafer (one for each student) (Family)

### **Your Local Library**

(These are the titles that a library is most likely to have. You might also check for the titles listed under Your Favorite Book Store. If your library does not have access to a book listed here, add it to your Book Store list.)

- (AH) *Abe Lincoln: Log Cabin to White House* by Sterling North (grades 4–6)
- (AH) *Across Five Aprils* by Irene Hunt (grades 7–9)
- (AH) *Always Inventing: A Photobiography of Alexander Graham Bell* by Tom Matthews (grades 4–6)
- *Animal Farm* by George Orwell (grades 7–9)
- (AH) *A Boy Named FDR* by Kathleen Krull (grades 1–3)
- (AH) *The Brooklyn Bridge* by Elizabeth Mann (Family)
- (AH) *Bully for You, Teddy Roosevelt* by Jean Fritz (grades 7–9)
- (AH) *Empire State Building* by Elizabeth Mann (Family)
- *The Endless Steppe* by Esther Hautzig (grades 7–9)
- *Gandhi: The Young Protester Who Founded a Nation* by Philip Wilkinson (Family)
- (AH) *The Hoover Dam* by Elizabeth Mann (Family)
- (AH) *I Have a Dream: The Story of Martin Luther King* by Margaret Davidson (grades 1–6)
- *The Journey that Saved Curious George* by Louise Borden (grades 1–3)
- (AH) *Lincoln: A Photobiography* by Russell Freedman (grades 7–9)
- *A Long Walk to Water* by Linda Sue Parker (grades 4–6)
- *Mandela: The Rebel Who Led His Nation to Freedom* by Ann Kramer (Family)
- (AH) *Moonshot: The Flight of Apollo 11* by Brian Floca (grades 1–3)
- (AH) *Roll of Thunder, Hear My Cry* by Mildred D. Taylor (grades 7–9)
- *The Singing Tree* by Kate Seredy (grades 4–6)
- *Snow Treasure* by Marie McSwigan (grades 4–6)
- (AH) *Team Moon: How 400,000 People Landed Apollo 11 on the Moon* by Catherine Thimmesh (grades 4–6)
- (AH) *The Unbreakable Code* by Sara Hoagland Hunter (grades 1–3)
- *The War to End All Wars* by Russell Freedman (grades 10–12)
- (AH) *The Wright Brothers: How They Invented the Airplane* by Russell Freedman (grades 7–12)

### **Your Favorite Book Store**

(Check <http://amazon.com>, <http://christianbook.com>, <http://rainbowresource.com>, or other favorite book sources.)

- *Across America on an Emigrant Train* by Jim Murphy (grades 7–9)

- (AH) *America: The Last Best Hope, Volume 1: From the Age of Discovery to a World at War* by William Bennett (grades 10–12)
- (AH) *America: The Last Best Hope, Volume 2: From a World at War to the Triumph of Freedom* by William Bennett (grades 10–12)
- (AH) *America: The Last Best Hope, Volume 3: From the Collapse of Communism to the Rise of Radical Islam*, by William Bennett (optional, grades 10–12)
- (AH) *American Voices: A Collection of Documents, Speeches, Essays, Hymns, Poems, and Short Stories from American History* edited by Ray Notgrass (grades 10–12)
- (AH) *Billy Graham: God's Ambassador* by Russ Busby OR *Just Get Up Out of Your Seat* by Catherine Mackenzie (Family)
- *George Mueller* by Faith Coxe Bailey (Family)
- *Hitler* by Albert Marrin (grades 10–12)
- *How Should We Then Live?* by Francis A. Schaeffer OR *7 Men Who Rule the World from the Grave* by Dave Breese (grades 10–12)
- *Louis Pasteur: Founder of Modern Medicine* by John Hudson Tiner (grades 7–9)
- (AH) *Our Country's Presidents* by Ann Bausum (reference book) (Family)
- *Rescue and Redeem: Volume 5: Chronicles of the Modern Church* by Mindy and Brandon Withrow (grades 7–12)
- *Stalin* by Albert Marrin (grades 10–12)
- (AH) *Victory in the Pacific* by Albert Marrin (grades 7–9)
- (AH) *The Yanks Are Coming* by Albert Marrin (grades 7–9)

(AH) = American History

Visit <http://simplycm.com/modern-times-links> for helpful links to the books.

# Term 1

(12 weeks; 5 lessons/week)

## Term 1 Book List

### Family

- Bible
- (AH) *The Brooklyn Bridge* by Elizabeth Mann
- *George Mueller* by Faith Coxe Bailey
- *Material World and Hungry Planet: What the World Eats* by Peter Menzel
- (AH) *Our Country's Presidents* by Ann Bausum (reference book)
- (AH) *Stories of America, Volume 2*, by Charles Morris, et. al.
- *Stories of the Nations, Volume 2*, by Lorene Lambert and Charles Morris
- (AH) *The Story of Thomas A. Edison* by Frances M. Perry
- *The Stuff They Left Behind: From the Days of Modern Times* portfolio
- *Visits to Asia* notebook by Sonya Shafer (one for each student)

### Plus . . .

#### Grades 1–3

(No additional reading this term)

#### Grades 4–6

- (AH) *Abe Lincoln: Log Cabin to White House* by Sterling North
- (AH) *Always Inventing: A Photobiography of Alexander Graham Bell* by Tom Matthews
- *The Singing Tree* by Kate Seredy

#### Grades 7–9

- (AH) *Across Five Aprils* by Irene Hunt
- Book of Centuries (one for each student)
- (AH) *Bully for You, Teddy Roosevelt* by Jean Fritz
- *Discovering Doctrine* by Sonya Shafer (one for each student)
- (AH) *Lincoln: A Photobiography* by Russell Freedman
- *Louis Pasteur: Founder of Modern Medicine* by John Hudson Tiner
- *Rescue and Redeem: Volume 5: Chronicles of the Modern Church* by Mindy and Brandon Withrow
- *Strong in the Word* by Sonya Shafer (one for each student)

#### Grades 10–12

- (AH) *America: The Last Best Hope, Volume 1*, by William Bennett
- (AH) *American Voices* edited by Ray Notgrass
- Book of Centuries (one for each student)
- *Discovering Doctrine* by Sonya Shafer (one for each student)
- *How Should We Then Live?* by Francis A. Schaeffer OR *7 Men Who Rule the World from the Grave* by Dave Breese
- *Rescue and Redeem: Volume 5: Chronicles of the Modern Church* by Mindy and Brandon Withrow
- *Strong in the Word* by Sonya Shafer (one for each student)

## What You Will Cover As a Family

**History:** *The Oregon Trail through Theodore Roosevelt and Bismarck in Germany through George Mueller (1800–1899)*

**Geography:** *Modern Times maps; Nine countries of Asia with special emphasis on India and Thailand*

**Bible:** *1 Peter, 2 Peter, Jude, 1 John*

## Term 1 At a Glance

	Family	Grades 1–3	Grades 4–6	Grades 7–9	Grades 10–12
<b>Week 1, Lessons 1–5</b>					
<b>American History</b>	Stories of America, Vol. 2, ch. 1, 2		Abe Lincoln, ch. 1, 2	Lincoln: A Photobiography, ch. 1–3	America: The Last Best Hope, Vol. 1, ch. 8:I–III; American Voices
<b>Geography</b>	Visits to Asia, Visit 1				
<b>Bible</b>	1 Peter 1			Strong in the Word, ch. 1, lesson 1	Strong in the Word, ch. 1, lesson 1
<b>World History</b>	Stories of the Nations, Vol. 2, ch. 1, 2			Louis Pasteur, ch. 1, 2	How Should We Then Live, ch. 1 OR 7 Men Who Rule, Intro.
<b>Week 2, Lessons 6–10</b>					
<b>American History</b>	Stories of America, Vol. 2, ch. 3, 4; Our Country's Presidents		Abe Lincoln, ch. 3, 4	Lincoln: A Photobiography, ch. 4, 5	America: The Last Best Hope, Vol. 1, ch. 8:IV–VII; American Voices
<b>Geography</b>	Visits to Asia, Visit 2				
<b>Bible</b>	1 Peter 2			Strong in the Word, ch. 1, lesson 2	Strong in the Word, ch. 1, lesson 2
<b>World History</b>	Stories of the Nations, Vol. 2, ch. 3, 4			Louis Pasteur, ch. 3, 4	How Should We Then Live, ch. 2 OR 7 Men Who Rule, ch. 1, 2
<b>Week 3, Lessons 11–15</b>					
<b>American History</b>	Stories of America, Vol. 2, ch. 5, 6		Abe Lincoln, ch. 5, 6	Lincoln: A Photobiography, ch. 6, 7	America: The Last Best Hope, Vol. 1, ch. 9:I–IV; American Voices
<b>Geography</b>	Visits to Asia, Visit 3				
<b>Bible</b>	1 Peter 3			Strong in the Word, ch. 1, lesson 3	Strong in the Word, ch. 1, lesson 3
<b>World History</b>	Stories of the Nations, Vol. 2, ch. 5; George Mueller, ch. 1			Louis Pasteur, ch. 5, 6	How Should We Then Live, ch. 3A OR 7 Men Who Rule, ch. 3
<b>Week 4, Lessons 16–20</b>					
<b>American History</b>	Stories of America, Vol. 2, ch. 7, 8		Abe Lincoln, ch. 7, 8	Across Five Aprils, ch. 1, 2	America: The Last Best Hope, Vol. 1, ch. 9:V, VI; American Voices
<b>Geography</b>	Visits to Asia, Visit 4				
<b>Bible</b>	1 Peter 4			Strong in the Word, ch. 1, lesson 4	Strong in the Word, ch. 1, lesson 4
<b>World History</b>	George Mueller, ch. 2, 3			Louis Pasteur, ch. 7, 8	How Should We Then Live, ch. 3B OR 7 Men Who Rule, ch. 4A

Use this chart to see what your family and each of your students will be studying week by week during this term. You will also be able to see when each book is scheduled to be used.

	Family	Grades 1–3	Grades 4–6	Grades 7–9	Grades 10–12
<b>Week 5, Lessons 21–25</b>					
<b>American History</b>	The Story of Thomas A. Edison, ch. 1–4		Abe Lincoln, ch. 9, 10A	Across Five Aprils, ch. 3, 4	America: The Last Best Hope, Vol. 1, ch. 10:I–III; American Voices
<b>Geography</b>	Visits to Asia, Visit 5				
<b>Bible</b>	1 Peter 5			Strong in the Word, ch. 1, lesson 5	Strong in the Word, ch. 1, lesson 5
<b>World History</b>	George Mueller, ch. 4, 5			Louis Pasteur, ch. 9, 10	How Should We Then Live, ch. 4 OR 7 Men Who Rule, ch. 4B, 5
<b>Week 6, Lessons 26–30</b>					
<b>American History</b>	The Story of Thomas A. Edison, ch. 5–8		Abe Lincoln, ch. 10B, 11A	Across Five Aprils, ch. 5, 6	America: The Last Best Hope, Vol. 1, ch. 10:IV, 11:I–III; American Voices
<b>Geography</b>	Visits to Asia, Visit 6				
<b>Bible</b>	2 Peter 1			Strong in the Word, ch. 2, lesson 1	Strong in the Word, ch. 2, lesson 1
<b>World History</b>	George Mueller, ch. 6, 7			Louis Pasteur, ch. 11, 12	How Should We Then Live, ch. 5 OR 7 Men Who Rule, ch. 6A
<b>Week 7, Lessons 31–35</b>					
<b>American History</b>	The Story of Thomas A. Edison, ch. 9–12		Abe Lincoln, ch. 11B, 12	Across Five Aprils, ch. 7, 8	America: The Last Best Hope, Vol. 1, ch. 11:IV–VIII; American Voices
<b>Geography</b>	Visits to Asia, Visit 7				
<b>Bible</b>	2 Peter 2			Strong in the Word, ch. 2, lesson 2	Strong in the Word, ch. 2, lesson 2
<b>World History</b>	George Mueller, ch. 8, 9			Louis Pasteur, ch. 13, 14	How Should We Then Live, ch. 6 OR 7 Men Who Rule, ch. 6B
<b>Week 8, Lessons 36–40</b>					
<b>American History</b>	Stories of America, Vol. 2, ch. 9, 10		Always Inventing, pp. 8–23	Across Five Aprils, ch. 9, 10	America: The Last Best Hope, Vol. 1, ch. 12:I–VI
<b>Geography</b>	Visits to Asia, Visit 8				
<b>Bible</b>	2 Peter 3			Strong in the Word, ch. 2, lesson 3	Strong in the Word, ch. 2, lesson 3
<b>World History</b>	George Mueller, ch. 10, 11			Louis Pasteur, ch. 15; Rescue and Redeem	How Should We Then Live, ch. 7; Rescue and Redeem

	Family	Grades 1–3	Grades 4–6	Grades 7–9	Grades 10–12
<b>Week 9, Lessons 41–45</b>					
<b>American History</b>	Stories of America, Vol. 2, ch. 11, 12; Our Country's Presidents		Always Inventing, pp. 24–37	Across Five Aprils, ch. 11, 12; Bully for You, Teddy Roosevelt, ch. 1	America: The Last Best Hope, Vol. 1, ch. 12:VII, VIII, 13:I; American Voices
<b>Geography</b>	Visits to Asia, Visit 9				
<b>Bible</b>	Jude			Strong in the Word, ch. 3	Strong in the Word, ch. 3
<b>World History</b>	George Mueller, ch. 12, 13		The Singing Tree, ch. 1	Rescue and Redeem	Rescue and Redeem
<b>Week 10, Lessons 46–50</b>					
<b>American History</b>	Stories of America, Vol. 2, ch. 13, 14		Always Inventing, pp. 38–57	Bully for You, Teddy Roosevelt, ch. 2, 3	America: The Last Best Hope, Vol. 1, ch. 13:II–V; American Voices
<b>Geography</b>	Visits to Asia, Visit 10				
<b>Bible</b>	1 John 1			Strong in the Word, ch. 4, lesson 1	Strong in the Word, ch. 4, lesson 1
<b>World History</b>	George Mueller, ch. 14, 15		The Singing Tree, ch. 2, 3	Rescue and Redeem	Rescue and Redeem
<b>Week 11, Lessons 51–55</b>					
<b>American History</b>	Stories of America, Vol. 2, ch. 15; Our Country's Presidents; The Brooklyn Bridge		Always Inventing, pp. 58–60	Bully for You, Teddy Roosevelt, ch. 4, 5	America: The Last Best Hope, Vol. 1, ch. 13:VI–X; American Voices
<b>Geography</b>	Visits to Asia, Visit 11				
<b>Bible</b>	1 John 2			Strong in the Word, ch. 4, lesson 2	Strong in the Word, ch. 4, lesson 2
<b>World History</b>	George Mueller, ch. 16, 17		The Singing Tree, ch. 4, 5	Rescue and Redeem	Rescue and Redeem
<b>Week 12, Lessons 56–60</b>					
<b>History</b>	Exams or Catch Up or Project				
<b>Geography</b>	Visits to Asia, Visit 12				
<b>Bible</b>	Exams or Catch Up				



## Lesson 1: Heading West on the Oregon Trail

### Materials Needed

- *Stories of America, Vol. 2*
- *Abe Lincoln: Log Cabin to White House* (grades 4–6)
- *Lincoln: A Photobiography* (grades 7–9)
- *America: The Last Best Hope, Vol. 1* (grades 10–12)
- *American Voices* (grades 10–12)

**Family:** Ask students what they remember about how America grew from just thirteen colonies crowded against the Atlantic Ocean. Explain that as America grew in land, we needed people to go live on that land and settle it. Read together *Stories of America, Volume 2*, chapter 1, “Heading West on the Oregon Trail,” and ask for an oral narration. Use the map on page 235 of *Stories of America, Volume 2*, as mentioned in the chapter.

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**Tip:** *If you are concerned that your students might get confused between American history and world history, here are some ideas to help keep lessons clearly designated:*

- *Post a world map and move a sticky note around to mark where today’s reading will take place.*
  - *On American history days, set a small American flag where students will see it.*
  - *In any narration, require students to include where the events took place.*
  - *Highlight American history entries in your Book of Centuries with a small American flag drawing or sticker.*
  - *Decorate a sheet of paper with Americana and list each chapter title from Stories of America as you read it, in order to create a summary. You could also add titles of American history books assigned for independent reading.*
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**Grades 4–6:** Read with your older children or assign as independent reading *Abe Lincoln: Log Cabin to White House*, chapter 1, “Nancy’s Boy Baby.” Ask for an oral or written narration.

**Grades 7–9:** Read with your older children or assign as independent reading *Lincoln: A Photobiography*, chapters 1 and 2, “The Mysterious Mr. Lincoln” and “A Backwoods Boy.” Ask for an oral or written narration.

**Grades 10–12:** Read with your older children or assign as independent reading *America: The Last Best Hope, Volume 1*, chapter 8, “The Rising Storm,” section I, “California and The Compromise of 1850.” Also assign *American Voices*, pages 171–175, excerpts from Speeches on The Compromise of 1850. Ask for an oral or written narration.

Book of Centuries  
Timeline

*Settlers head west on the Oregon Trail (1843–1869)*

Miners rush to California to dig for gold (1848–1859)



## Lesson 2: The California Gold Rush

### Materials Needed

- *Stories of America, Vol. 2*
- *Abe Lincoln: Log Cabin to White House* (grades 4–6)
- *Lincoln: A Photobiography* (grades 7–12)
- *America: The Last Best Hope, Vol. 1* (grades 10–12)
- *American Voices* (grades 10–12)

**Family:** Ask students what they remember about people traveling to the west coast on the Oregon Trail. Explain that something happened on that coast that made many people want to get there quickly. Read together *Stories of America, Volume 2*, chapter 2, “The California Gold Rush,” and ask for an oral narration.

**Grades 4–6:** Read with your older children or assign as independent reading *Abe Lincoln: Log Cabin to White House*, chapter 2, “The Half-Face Camp.” Ask for an oral or written narration.

**Grades 7–12:** Read with your older children or assign as independent reading *Lincoln: A Photobiography*, chapter 3, “Law and Politics.” Ask for an oral or written narration.

**Grades 10–12:** Read with your older children or assign as independent reading *America: The Last Best Hope, Volume 1*, chapter 8, “The Rising Storm,” sections II and III, “Railroads and Reform” and “Bleeding Kansas.” Ask for an oral or written narration.

Also assign some or all of these passages from *American Voices*: pages 143–145, Seneca Falls Declaration; pages 177–182, excerpts from The Meaning for July Fourth for the Negro; pages 183 and 184, poems by Frances E. W. Harper; pages 188–192, excerpts from Crime Against Kansas.



## Lesson 3: Visit 1 to Asia



## & 1 Peter 1

### Materials Needed

- *Visits to Asia*
- Bible
- Large sheet of poster board; felt-tip markers
- *Strong in the Word* (grades 7–12)

**Family Geography:** Complete visit 1 in *Visits to Asia*.

**Family Bible Study:** Explain that this term you are going to read through letters (epistles) written by two of Jesus’ disciples: Peter and John. Ask students what they recall about Peter and his experiences with Jesus and the early church.

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**Tip:** Peter lived with Jesus for three years, saw the resurrected Christ, and became one of the boldest witnesses for the gospel. As more and more people believed on Jesus, Peter became a leader among them. (See Acts 2–5, 10–12, 15.) During Emperor Nero’s reign, Rome burned down. Nero blamed the fire on the Christians, inciting much persecution and killing many of them. The Apostle Peter was one target of this rage. He was imprisoned and executed.

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Label a large sheet of poster board, “Peter.” Draw a line down the middle to divide the poster in half. Students will summarize their findings of 1 Peter on one side and 2 Peter on the other. Write “suffering” on the first side, and explain that it is the theme of 1 Peter. Peter wrote this first letter to encourage believers who were suffering persecution for their faith in Jesus Christ.

Read together 1 Peter 1 (or divide it into smaller portions over several days: verses 1–12, 13–21, 22–25). Encourage students to listen for what Peter said to encourage the believers and what he reminded them to do in their lives.

Focus on 1 Peter 1:3–7. Discuss: What did Peter say that would give those believers hope? Why is faith more precious than gold? Why is it important to have faith in God during hard times?

Ask students to summarize the main ideas of today’s passage. Record students’ findings on the 1 Peter side of the Peter poster.

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**Tip:** If an entire chapter would be too much for your students, feel free to spread out the lesson over several days, covering one paragraph per day, or to read and discuss only the “Focus on” verses.

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**Grades 7–12:** Help students to complete or assign as independent work *Strong in the Word*, chapter 1, “Book Study of 1 Peter,” lesson 1.

Older students should also be working on the long-term project of *Discovering Doctrine*. As they read through Scripture for schoolwork, in personal Bible study, or when listening to sermons, they should be looking and listening for any doctrinal truths about the ten major doctrines listed in the notebook: Bible, God the Father, Jesus Christ, the Holy Spirit, angels, man, sin, salvation, the church, future events. Whenever they discover a doctrinal truth in Scripture, they should record it in the appropriate section of *Discovering Doctrine* along with the Bible reference where they found it.

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**Tip:** After they have read through the entire Bible (over several years) and recorded the doctrinal truths they have found there, they may summarize each section and compose a personal doctrinal statement.

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*Peter imprisoned and rescued (c. 41)*

*Peter writes 1 Peter from Rome (c. 63)*

*Louis Pasteur proves germ theory; develops rabies vaccination and pasteurization (1822–1895)*



## Lesson 4: The Modern World

### Materials Needed

- *Stories of the Nations, Vol. 2*
- *Louis Pasteur* (grades 7–9)
- *How Should We Then Live* OR *7 Men Who Rule the World from the Grave* (grades 10–12)

**Family:** Ask students what they think the word *modern* means. Discuss how it could seem to change in meaning over the years, based on the time in which you are living. Read together *Stories of the Nations, Volume 2*, chapter 1, “The Modern World.” Ask for an oral narration.

**Grades 7–9:** Read with your older children or assign as independent reading *Louis Pasteur*, chapter 1, “City of a Thousand Dreams.” Ask for an oral or written narration.

**Grades 10–12:** Read with your older children or assign as independent reading *How Should We Then Live?*, chapter 1, “Ancient Rome,” OR the Introduction of *7 Men Who Rule the World from the Grave*. Ask for an oral or written narration.

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*Tip: Both suggested books are written from a Christian point of view. How Should We Then Live? is a review of world history from ancient Rome through the mid 1970s, examining the prominent worldviews based on writings, art, music, and society. It is a discussion about philosophy and its changes through the years. There is also a DVD series by the same name that covers the material.*

*The alternate, 7 Men Who Rule the World from the Grave, focuses on the twentieth century, discussing those men whom the author considers the progenitors of the most influential movements of that time and dealing with the way they have contended for our minds.*

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## Lesson 5: How Bismarck Made an Empire

### Materials Needed

- *Stories of the Nations, Vol. 2*
- *Louis Pasteur* (grades 7–9)

**Family:** Ask students what they recall from last time’s reading about the “modern world.” Read together *Stories of the Nations, Volume 2*, chapter 2, “How Bismarck Made an Empire.” Ask for an oral narration. Refer to the map “Europe before World War I, 1914” on page 205 to see the large empires of Germany and Austria.

*Bismarck unites Germany into a vast empire under Wilhelm (1871)*

**Grades 7–9:** Read with your older children or assign as independent reading *Louis Pasteur*, chapter 2, “On the Verge of Mysteries.” Ask for an oral or written narration.

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*Reminder:* Get George Mueller for lesson 15. Also get Across Five Aprils for lesson 16 for grades 7–9.

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*Tip:* Make sure older children are up to date with their Discovering Doctrine notebooks and their Book of Centuries entries.

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## Lesson 6: The Sad Story of Slavery

### Materials Needed

- *Stories of America, Vol. 2*
- *Abe Lincoln: Log Cabin to White House* (grades 4–6)
- *Lincoln: A Photobiography* (grades 7–9)
- *America: The Last Best Hope, Vol. 1* (grades 10–12)
- *American Voices* (grades 10–12)

**Family:** Ask students what they recall about the California Gold Rush. Explain that while that was happening on the west coast, trouble was almost ready to boil over in the rest of the country. But that trouble had a long story, and to understand it, we must go back many years to the very first colonists who came to America. Read together *Stories of America, Volume 2*, chapter 3, “The Sad Story of Slavery,” and ask for an oral narration.

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*Tip:* This chapter contains the statement “Today there is not a slave in Europe or America,” which was the goal of abolitionists when the chapter was written. Though legally that may be true, you may want to discuss the illegal practice of human trafficking if suitable for your children’s ages.

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**Grades 4–6:** Read with your older children or assign as independent reading *Abe Lincoln: Log Cabin to White House*, chapter 3, “The New Mother.” Ask for an oral or written narration.

**Grades 7–9:** Read with your older children or assign as independent reading *Lincoln: A Photobiography*, chapter 4, “Half Slave and Half Free.” Ask for an oral or written narration.

**Grades 10–12:** Read with your older children or assign as independent reading *America: The Last Best Hope, Volume 1*, chapter 8, “The Rising Storm,” sections IV–VI, “Dred Scott” through “John Brown and Harpers Ferry.” Also assign *American Voices*, pages 193–197, Abraham Lincoln’s House Divided speech. Ask for an oral or written narration.

Abraham Lincoln president during  
Civil War (1809–1865)



## Lesson 7: How Lincoln Became President

### Materials Needed

- *Stories of America, Vol. 2*
- *Our Country's Presidents*
- *Abe Lincoln: Log Cabin to White House* (grades 4–6)
- *Lincoln: A Photobiography* (grades 7–9)
- *America: The Last Best Hope, Vol. 1* (grades 10–12)
- *American Voices* (grades 10–12)

**Family:** Ask students what they recall about the issue of slavery in America. Explain that the man they have been reading about, Abraham Lincoln, played a big part in bringing about an end to slavery here. Read together *Stories of America, Volume 2*, chapter 4, “How Lincoln Became President,” and ask for an oral narration. Also read together the poem “O Captain! My Captain!” written by Walt Whitman in honor of President Lincoln upon his assassination.

Look together at *Our Country's Presidents*, the section on Abraham Lincoln. Students have read much on this president, but the illustrations and photographs, along with their captions, can add a lot to their studies.

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**Tip:** *Our Country's Presidents will be a valuable reference book for your study of American history. You could simply display the pictures of the presidents as you progress through the historical events connected with them, or you could display the picture and read the photograph captions, or you might assign older students to read all the biographical sketches. You decide how best to use this tool based on the ages of your students. A listing will be given in these lesson plans for each president mentioned in the Stories of America, Volume 2, chapters, so you can know when to incorporate this book.*

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**Grades 4–6:** Read with your older children or assign as independent reading *Abe Lincoln: Log Cabin to White House*, chapter 4, “A Frontier Education.” Ask for an oral or written narration.

**Grades 7–12:** Read with your older children or assign as independent reading *Lincoln: A Photobiography*, chapter 5, “Emancipation.” Ask for an oral or written narration.

**Grades 10–12:** Read with your older children or assign as independent reading *America: The Last Best Hope, Volume 1*, chapter 8, “The Rising Storm,” section VII, “The Election of 1860.” Also assign *American Voices*, pages 198–203, Abraham Lincoln’s First Inaugural Address. Ask for an oral or written narration.



## Lesson 8: Visit 2 to Asia



### & 1 Peter 2

#### Materials Needed

- *Visits to Asia*
- *Material World*
- Bible
- Peter poster; felt-tip markers
- *Strong in the Word* (grades 7–12)

**Family Geography:** Complete visit 2 in *Visits to Asia*.

**Family Bible Study:** Display the Peter poster and ask students what they recall from Peter's first letter. Explain that in today's reading Peter gave the believers some practical things to do in the midst of their suffering.

Read together 1 Peter 2 (or divide it into smaller portions over several days: verses 1–12, 13–17, 18–25). Encourage students to listen for what Peter said to encourage the believers and what he reminded them to do in their lives.

Focus on 1 Peter 2:13–17. Discuss: The Roman government was telling people that Christians were dangerous and they were to blame for the trouble in the land. What does "be subject" mean? How would that help the Christians' testimony before others? What other actions would help people change their attitudes toward Christians? How can those same actions help us today with our testimony before unbelievers?

Ask students to summarize the main ideas of today's passage. Record students' findings on the 1 Peter side of the Peter poster.

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*Tip: If an entire chapter would be too much for your students, feel free to spread out the lesson over several days, covering one paragraph per day or to read and discuss only the "Focus on" verses.*

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**Grades 7–12:** Help students to complete or assign as independent work *Strong in the Word*, chapter 1, "Book Study of 1 Peter," lesson 2.



## Lesson 9: How China Opened Its Doors

#### Materials Needed

- *Stories of the Nations, Vol. 2*
- *Louis Pasteur* (grades 7–9)
- *How Should We Then Live* OR *7 Men Who Rule the World from the Grave* (grades 10–12)

**Family:** Ask students what they recall about the making of the German Empire. Read together *Stories of the Nations, Volume 2*, chapter 3, "How China Opened Its Doors." Ask for an oral narration. Locate China on the world map

*Boxer Rebellion in China (1900)*

*China declared a republic (1911)*

Suez Canal is opened (1869)

on page 211 of *Stories of the Nations, Volume 2*, if desired.

**Grades 7–9:** Read with your older children or assign as independent reading *Louis Pasteur*, chapter 3, “Winning Marie.” Ask for an oral or written narration.

**Grades 10–12:** Read with your older children or assign as independent reading *How Should We Then Live?*, the first half of chapter 2, “The Middle Ages,” approximately pages 30–43, OR *7 Men Who Rule the World from the Grave*, chapter 1, “Biology Is Destiny: Charles Darwin.” Ask for an oral or written narration.



## Lesson 10: Sailing through the Sand

### Materials Needed

- *Stories of the Nations, Vol. 2*
- *Louis Pasteur* (grades 7–9)
- *How Should We Then Live* OR *7 Men Who Rule the World from the Grave* (grades 10–12)

**Family:** Ask students what they recall about how China opened its doors. Explain that today’s story takes place near the Red Sea. Locate the area on a world map as it is described in the first paragraph of today’s reading. Read together *Stories of the Nations, Volume 2*, chapter 4, “Sailing through the Sand.” Ask for an oral narration.

**Grades 7–9:** Read with your older children or assign as independent reading *Louis Pasteur*, chapter 4, “The Birth of Microbiology.” Ask for an oral or written narration.

**Grades 10–12:** Read with your older children or assign as independent reading *How Should We Then Live?*, the last half of chapter 2, “The Middle Ages,” approximately pages 43–56, OR *7 Men Who Rule the World from the Grave*, chapter 2, “Thinking Further About Science.” Ask for an oral or written narration.

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*Tip: Make sure older children are up to date with their Discovering Doctrine notebooks and their Book of Centuries entries.*

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## Lesson 11: The Great Civil War

### Materials Needed

- *Stories of America, Vol. 2*
- *Abe Lincoln: Log Cabin to White House* (grades 4–6)
- *Lincoln: A Photobiography* (grades 7–9)
- *America: The Last Best Hope, Vol. 1* (grades 10–12)
- *American Voices* (grades 10–12)

**Family:** Ask students what they recall about the war that occurred when Lincoln was president. Read together *Stories of America, Volume 2*, chapter 5, “The Great Civil War,” and ask for an oral narration. Check the map on page 237 to see the regions affected by the battles.

**Grades 4–6:** Read with your older children or assign as independent reading *Abe Lincoln: Log Cabin to White House*, chapter 5, “Flatboating Down the Mississippi.” Ask for an oral or written narration.

**Grades 7–9:** Read with your older children or assign as independent reading *Lincoln: A Photobiography*, chapter 6, “This Dreadful War.” Ask for an oral or written narration.

**Grades 10–12:** Read with your older children or assign as independent reading *America: The Last Best Hope, Volume 1*, chapter 9, “Freedom’s Fiery Trial,” sections I and II, “Secession Winter” and “Fort Sumter: The Circle of Fire.” Also assign *American Voices*, pages 204–211, excerpts from the Constitution of the Confederate States of America and from the Cornerstone Speech. Ask for an oral or written narration.

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*Reminder: Get The Story of Thomas A. Edison for lesson 21.*

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## Lesson 12: War on Sea and Land

### Materials Needed

- *Stories of America, Vol. 2*
- *Abe Lincoln: Log Cabin to White House* (grades 4–6)
- *Lincoln: A Photobiography* (grades 7–9)
- *America: The Last Best Hope, Vol. 1* (grades 10–12)
- *American Voices* (grades 10–12)

**Family:** Ask students what they recall about the Civil War and its main battles and generals. Read together *Stories of America, Volume 2*, chapter 6, “War on Sea and Land,” and ask for an oral narration.

**Grades 4–6:** Read with your older children or assign as independent reading *Abe Lincoln: Log Cabin to White House*, chapter 6, “The Illinois Frontier.” Ask for an oral or written narration.

**Grades 7–9:** Read with your older children or assign as independent reading *Lincoln: A Photobiography*, chapter 7, “Who Is Dead in the White House?” and the Lincoln Sampler of quotes. Ask for an oral or written narration.

**Grades 10–12:** Read with your older children or assign as independent reading *America: The Last Best Hope, Volume 1*, chapter 9, “Freedom’s Fiery Trial,” sections III and IV, “A People’s Contest: The Civil War Begins” and “One

War at a Time: The Trent Affair." Ask for an oral or written narration. Also assign *American Voices*, page 185, "O Holy Night."

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**Tip:** Your older student will read many poems and hymn lyrics as he progresses through *American Voices*. Those selections make an interesting informal study of literary expectations and religious expression as they have changed over the years.

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## Lesson 13: Visit 3 to Asia



### & 1 Peter 3

#### Materials Needed

- *Visits to Asia*
- Bible
- Peter poster; felt-tip markers
- *Strong in the Word* (grades 7–12)

**Family Geography:** Complete visit 3 in *Visits to Asia*.

**Family Bible Study:** Display the Peter poster and ask students what they recall so far from Peter's first letter. Explain that in today's reading Peter continued to give the believers practical actions that would keep their testimony before others strong and glorify God.

Read together 1 Peter 3 (or divide it into smaller portions over several days: verses 1–7, 8–17, 18–22). Encourage students to listen for what Peter said to encourage the believers and what he reminded them to do in their lives.

Focus on 1 Peter 3:13–17. Discuss: What could help the believers not be afraid of those who might persecute them? What would be the best way to respond when someone asked them why they were not afraid? Why is it difficult to suffer for doing good? What principles can we find in this passage to help?

Ask students to summarize the main ideas of today's passage. Record students' findings on the 1 Peter side of the Peter poster.

**Grades 7–12:** Help students to complete or assign as independent work *Strong in the Word*, chapter 1, "Book Study of 1 Peter," lesson 3.



## Lesson 14: A Tower of Air and Iron

#### Materials Needed

- *Stories of the Nations, Vol. 2*
- *The Stuff They Left Behind: From the Days of Modern Times*
- *Louis Pasteur* (grades 7–9)

# Helpful Information



## Why I Wrote These Lessons

I love to teach Bible history along with world events, and the first three lesson plan books in this series focus on Bible history from Genesis through Acts. Some time is spent studying world events that happened during those years, but the emphasis is on Biblical history.

With the fourth through sixth lesson plan books, the focus changes a little. We no longer have Biblical events to study, and world history picks up the pace. So we delve into learning about people who have lived since the time of the book of Acts, and we combine that study with timeless truths from the epistles.

This sixth book in the series includes both American history and world history in modern times. I think it is important to make sure our children know that American history did not happen in isolation. It was occurring along with, and often connected to, events throughout the world. So American history is taught alongside world history. The American history lessons and books are clearly marked so that, if you are not American, you can easily substitute resources that highlight your own country as desired.

The lessons in this book will walk you through living books to read, Scripture passages to study, and map activities to do. You'll also find narration ideas, teaching tips, exam questions, and Book of Centuries dates.

One of my main goals is to show you how you can teach the same historical time period to all of your children at the same time, no matter what grades they are in. I firmly believe in the advantages that a one-room schoolhouse approach can bring. You will save time in both planning and teaching, and your children will grow together in community as they learn together and help each other.

Please keep in mind that this study is just a collection of suggestions. I'm simply passing along these suggestions to, hopefully, save you some time and give you some ideas. You know your children much better than I do, so feel free to change, add, or omit as you see fit. Remember, I used the books that were available to me; they may not be available to you. Don't be afraid to substitute.

Most of all, encourage the older children to help the younger, and allow the younger to look over the shoulder of the older; and together, enjoy these studies of history, geography, and God's Word.

# Charlotte Mason Methods Used in This Study

## ***Living Books***

Probably the most well known of Charlotte Mason's methods is her use of living books instead of dry, factual textbooks. Living books are usually written by one person who has a passion for the subject and writes in conversational or narrative style. The books pull you into the subject and involve your emotions, so it's easy to remember the events and facts. Living books make the subject "come alive." The books used in this study are living books. If you make a substitution, please do your best to select a living book.

*Bible Readings:* The Bible is the best living book! And Charlotte encouraged us to give our children plenty of direct contact with the Bible itself, not feed them just watered down retellings. So you will find throughout the lessons, the Scripture passages to read aloud directly from the Bible.

## ***Narration***

When you ask a child to narrate, you're asking him to tell back in his own words what he just saw, heard, or read. The narration can be oral or written or drawn—whatever. Because the child must think through the information and determine how to present it, mixed with his own opinion and impressions, this method of evaluation requires a much higher thinking level than mere fill-in-the-blank or answer-the-posed-question-with-a-fact methods. When requesting a child to narrate, word the question in an open, essay-type form, such as "Tell all you know about \_\_\_\_" or "Describe \_\_\_\_."

*Oral Narration with Many Children:* Usually it's good to start with the youngest child, then work your way up the ages asking if each has anything to add. However, if you use this approach every single time, the older ones might get complacent. ("No, nothing to add.") So you can mix things up a little by calling on any child at random to start the narration sometimes. Not knowing who will be selected to give the oral narration keeps everybody alert and listening. The key is to have one child start the narration and then have the others add to it, not repeat it. That mental exercise of remembering what was already mentioned and searching through your mind for something new to talk about is also a plus!

*Written Narration:* Older children can be expected to take the next step and write their narrations. If your older child is not used to doing narration, give him several weeks or months to get used to the idea and have some practice narrating orally first. It's harder to keep your train of thought when you have to also think about the mechanics of writing, punctuating, capitalizing, and all such trappings, so make sure your child is adept and successful with organizing and expressing his thoughts orally before adding the writing aspect. Once he is an "old pro" at oral narrations, you can ease him into the written narrations by requiring just one a week or so to begin with. The lessons in this book will give suggestions for some written narrations. You can determine which of your students can handle those assignments.

Also keep in mind that you can do narration in many ways. Oral is the quickest and simplest. But if you would like to keep things fresh, you can have the children express what they learned in various ways. We have a list of narration ideas on our website that might help you: <http://simplycm.com/narration-ideas>.

## ***Book of Centuries***

A Book of Centuries is like a timeline in a notebook. As its name suggests, each two-page spread in the book is devoted to one hundred years—a century—of history. Each student creates his or her own book, recording historical events and names of importance, along with pictures, poems, quotes, and anything else that makes

the book individual. You can also add written narrations, illustrations from the Internet, or titles of books you've read that are set in that time period. As they add more history to the book, the students begin to make relations between people who lived in the same era.

Books of Centuries can be as simple or elaborate as you desire. If you want a simple one, download a free Book of Centuries template at <http://simplycm.com/BOC>.

We recommend each student in grades 7–12 create his own Book of Centuries. If your students are not yet old enough to take on the responsibility of their own Books of Centuries, you could create one together as a family.

Watch for helpful dates in the timeline column throughout the lessons in this book. You don't have to add every event listed; feel free to pick and choose. (Note: A "c" beside a date stands for "circa," which means "about" or "approximately.")

# Suggestions toward Calculating Credits

Keeping track of high school credits is always a challenge but not that hard once you get the hang of it. You can calculate the credits based on actual time spent interacting with the material, or you can calculate credits based on the amount of work involved. Most authorities agree that if you are calculating based on actual time spent, a credit is awarded for every 120–180 hours spent on task, with 150 being average.

**For the completion of grades 7–9 or 10–12 assignments in this *Modern Times & Epistles, Revelation* study, I suggest that students should be awarded 1/2 credit for World History, 1/2 credit for American History, and 1/3 credit for Bible.** Usually Geography is included with History and considered one course of study.

Below are details demonstrating how the credit suggestions for this study were calculated. The calculations for Hours Spent are an estimated average. The calculations below for the Course Work Detail assume the student completed all of the readings and assignments given in these lesson plans for grades 7–9 or 10–12.

## Hours Spent

**World History & Geography**—1/2 Credit

Average 2 hours per week x 36 weeks = 72 hours

**American History & Geography**—1/2 Credit

Average 2.5 hours per week x 36 weeks = 90 hours

**Bible**—1/3 Credit

Average 1.25 hours per week x 36 weeks = 45 hours

## Course Work Detail

### World History

*Grades 7–9*

1465 pages read in 10 books

44 written narrations

8 artifacts studied

Book of Centuries project

3 essay exams

*Grades 10–12*

1560 pages read in 9 books

61 written narrations

8 artifacts studied

Book of Centuries project

3 essay exams

### American History

*Grades 7–9*

1800 pages read in 13 books

33 written narrations

8 artifacts studied

Book of Centuries project

3 essay exams

*Grades 10–12*

1627 pages read in 10 books

(1902 pages in 11 books with optional readings)

57 written narrations

(65 written narrations with optional readings)

8 artifacts studied

Book of Centuries project

3 essay exams

### Geography

*Grades 7–12*

22 map studies and drills

239 pages read in 3 books

18 integrated map work in history lessons

### Bible

*Grades 7–12*

6 New Testament epistles and Revelation read

105-page Bible study completed

Discovering Doctrine project

3 essay exams