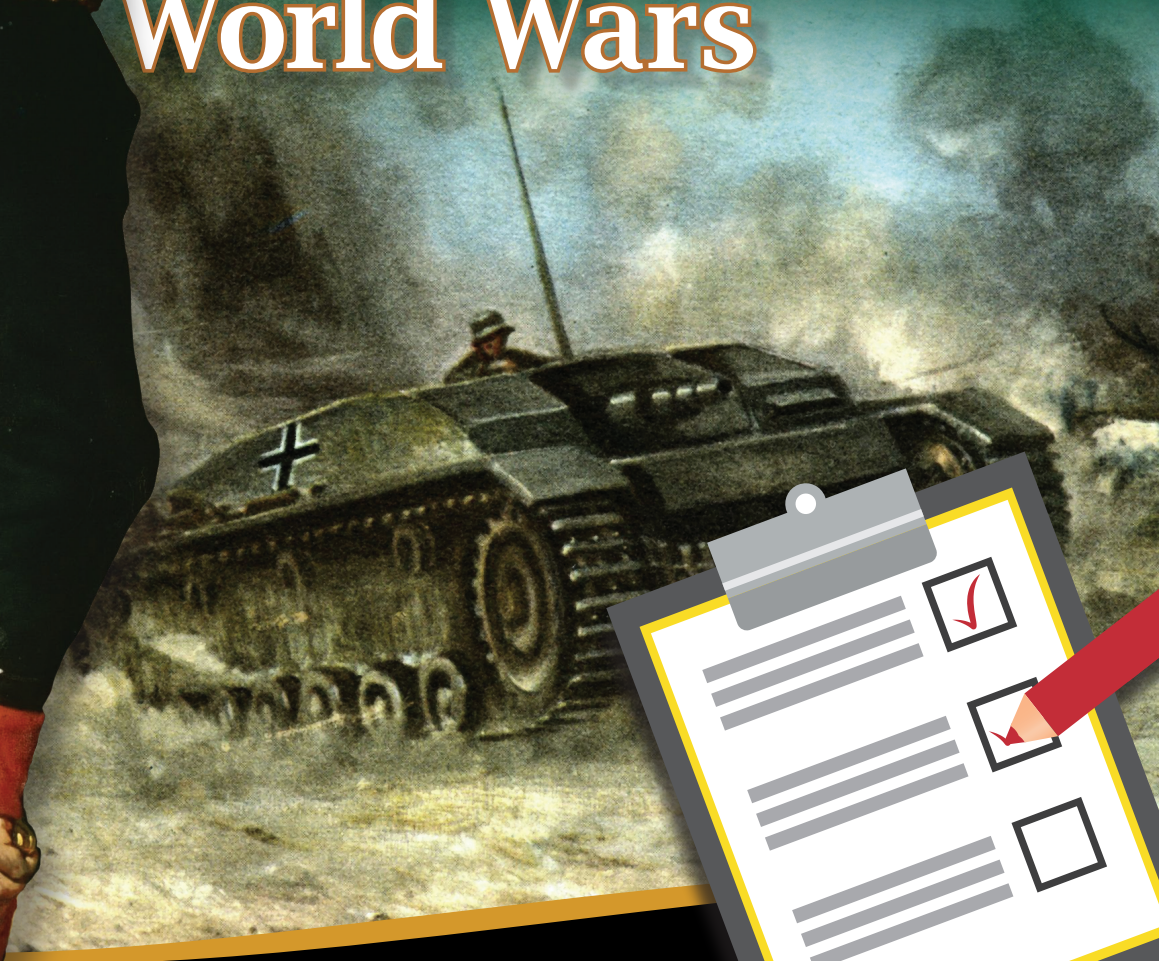


Lesson  
Planner

# World Empires, World Missions, World Wars



**Diana Waring**  
EDUCATION THAT'S RELATIONAL™

## In-Depth Lesson Planner

WITH STRUCTURES & ACTIVITIES FOR ALL AGES

by DIANA WARING

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WITH STRUCTURES & ACTIVITIES FOR ALL AGES



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For more information, contact:

Diana Waring Presents  
8103 E US Hwy 36  
Box 310  
Avon, IN 46123

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# INTRODUCTION

Why it Works, How it Works

## WHY IT WORKS

1. Adults learn in different ways. *So do your kids.*
2. Adults have different interests. *So do your kids.*
3. Not every curriculum recognizes these differences. *We do.*

### EASY FOR YOU, APPEALING TO THEM

1. 9 monthly units each have 4 weekly phases so kids can learn in different ways.
2. Each week, students have options, choosing activities they find interesting.
3. Each option caters to different kinds of Smart.

## HOW IT WORKS – 4 PHASES

### INTRODUCTION – usually done together\*

- Listen to amazing stories on CDs;
- Read the intro article or summary;
- Play with this new information (recap);
- Discuss something interesting;
- Go to the library together.

### EXPLORATION – usually on their own\*

- Choose a topic to explore;\*
- Enjoy making discoveries;
- Decide how to present it;
- Share with family/friends;
- Work on timeline (optional);
- Play with vocabulary (optional).

### HANDS-ON – usually on their own\*

- Work on a map;
- View art and architecture online;
- Choose to work on any (or all): art project, science experiment, music (listen & try), cooking
- Share with family/friends.

### EXPRESSION – usually on their own\*

- Choose how to creative express some aspect of the unit through: writing, art, music, drama, movement, conceptual design
- Make presentation to family/friends.

\* As students in 5th to 12th grades mature, they will be able to work fairly independently. Pre K-4th need your involvement.



PHASE 1



PHASE 2



PHASE 3



PHASE 4

## HOW IT WORKS – 8 SMARTS

Each of us is smart in different ways – 8 kinds of Smart.\* When we use our smarts, our self motivation skyrockets!

### Don't Worry – we've got this covered!

1. 8 Kinds of Smart activities are notated in bold in each of the Daily Lesson Plans.
2. Every week offers possibilities for using different Smarts, including:

#### BODY SMART –

*smart with how your body works*

- Phase 1 – Recap Activity
- Phase 2 – Presentation
- Phase 3 – Hands-on Activities
- Phase 4 – Drama or Movement Presentation

#### LOGIC SMART –

*smart with logic & numbers*

- Phase 1 – Recap Activity
- Phase 2 – Research, Presentation & Timeline
- Phase 3 – Science Activities
- Phase 4 – Conceptual Design Presentation

#### WORD SMART –

*smart with words & language*

- Phase 1 – Listen, Read, Recap, Discuss, & Choose books
- Phase 2 – Research, Presentation, & Vocabulary
- Phase 3 – Discussing Art/ Architecture viewing
- Phase 4 – Writing or Drama Presentation

#### PEOPLE SMART –

*smart with people & groups*

- Phase 1 – Listen, Recap Activity, & Discuss together
- Phase 2 – Presentation
- Phase 3 – Discussing Art/ Architecture viewing
- Phase 4 – Drama or Movement Presentation

#### NATURE SMART –

*smart with nature & patterns*

- Phase 1 – Recap Activity
- Phase 2 – Presentation, plus Nature walk & talk (Pre K-4th)
- Phase 3 – Cooking
- Phase 4 – Presentation

#### MUSIC SMART –

*smart with rhythm & melody*

- Phase 1 – Recap Activity
- Phase 2 – Presentation
- Phase 3 – Music (Listen & Try)
- Phase 4 – Music Presentation

#### PICTURE SMART –

*smart with pictures & dimensions*

- Phase 1 – Recap Activity, plus craft & coloring (Pre K-4th)
- Phase 2 – Presentation & Timeline, plus craft (Pre K-4th)
- Phase 3 – Mapping, Art/ Architecture viewing, Art project
- Phase 4 – Art Presentation

#### SELF SMART –

*smart with your thoughts & opinions*

- Phase 1 – Bible reading, Recap Activity, Key Concepts
- Phase 2 – Presentation, plus Nature Walk & talk (Pre K-4th)
- Phase 3 – Self Evaluation
- Phase 4 – Writing Presentation

\* For more info on these Smarts, get Dr. Kathy Koch's book, 8 Great Smarts and go to her **website**, [www.celebratekids.com](http://www.celebratekids.com). Plus, find 8 Kinds of Smart DVD at [www.dianawaring.com](http://www.dianawaring.com).

# FOR PRE K TO 4TH GRADES

A Gentle Introduction

## A GENTLE INTRODUCTION

History is a fascinating subject. But so much of the story is filled with things that are not true, noble, right, pure, lovely, or admirable (Phil 4:8). Young children are impressionable, so, like warm wax, let them be impressed with God's faithfulness throughout history. Let it be His Story for them, rather than all the tales of violence, cruelty, and the brokenness of humanity apart from God.

### HOW WE HELP YOU TELL HISTORY

With the Elementary Activity Book and this Lesson Planner combined, you will find:

- Bible verses to read
- Gentle questions to ask
- Fascinating folks & exciting events to read
- coloring pages
- recap activities based on 8 Smarts
- word puzzles
- viewing art\* & architecture\* with discussion
- art crafts
- science projects
- fun maps and marvelous mazes
- nature walk & talk
- music (listen and try)
- fun food to fix
- silly songs to sing
- action activities
- rhyme time
- "Acting Up History" skits

If appropriate for your children:

- read aloud (or paraphrase) each unit Summary,
- listen to *What in the World* CD tracks,
- listen to *True Tales* or *Digging Deeper* CDs (optional),
- choose books\*\* from the library to read aloud.

\* Links for viewing the Art & Architecture for each unit are in Online Resources at [www.dianawaring.com/online-resources-www](http://www.dianawaring.com/online-resources-www).

\*\* Books appropriate for Pre K-4th are marked with an \* in the Booklist—found on the first "Planning Your Week" for each unit.

### HOW LONG SHOULD EACH SESSION LAST?

At this age, children's attention spans are much shorter, so plan to spend 20-30 minutes or less per session. If that is too much, shorten the activity. If they are still interested, lengthen the time a little, but always end while they are still engaged.

You, as the parent, know your children better than anyone. Let gentleness be your approach in scheduling, in time spent, in choice of activities, and in your response to your children's achievements!

## DOING IT ALL?

Your goal in these early years is to build a foundation for learning that will last a lifetime:

- help your children develop a love of learning by not doing too much, not spending too long, and by letting them enjoy the process;
- help them understand that books are fascinating, filled with interesting information and amazing adventures;
- help them gain a secure sense of God's faithfulness in the world and in your lives.

Recognizing the attention span, interests, and maturity of your own children, you are free to choose NOT to do an activity, or to replace an activity with something else.

### MAKE THE BEST CHOICE

For example, in the Elementary Activity book on p 17, the Crossword Puzzle may be too difficult for your child. You can choose to:

- skip the activity
- substitute a "game" of asking if your child knows a particular vocabulary word, and, if so, to physically pretend they are that person, that place, or to act out that activity
- do one vocabulary word per day so that it stays easy, not overwhelming

The options listed are your helpful guides, not commands—have FUN!

## NARRATION

In every unit, your children will hear many fascinating folks, exciting events, and adventures in history. Immediately after reading about someone or some event, ask them to tell back to you—in their own words—what they just heard. It will help them retain the information. According to Charlotte Mason,\* the mental process of sorting through the details, setting them into the proper order, and finding the right words to communicate the story back to you is critically important for the growing child:

*"...In the act of narrating every power of his mind comes into play."*

To learn more about narration & the Charlotte Mason approach, visit <http://www.catherinelevison.com>.

\* Charlotte Mason was a British educator at the turn of the 20th century. Her approach to education not only revolutionized British schools of her day, but homeschooling in modern times, as well.

# FOR 5TH TO 8TH GRADES

Four Phases, Evaluation

## 5TH TO 8TH GRADE

Students in this age range can enjoy a variety of activities as they go through World Empires, World Missions, World Wars—but they will not be working at the same skill level as high school students.

Here are some suggestions for doing this program with 5th to 8th grade students:

### PHASE 1

- Read the article in the Student Manual together, stopping to dialogue if they have questions or don't understand the concepts.
- Or, if that is difficult, read the summary in the Lesson Planner together. Again, stop and discuss any questions they may have. (The Key Concepts are explained in the Teacher Guide, and this could help in answering some of those questions!)
- At the end of the week, help your 5th-8th graders choose books they find interesting, ones that are at their own reading level.

### PHASE 2

- Encourage the students to learn more about the topic of their choice, using the books from the library or articles on the Internet (with appropriate safety controls), particularly from sites such as [www.kids.britannica.com](http://www.kids.britannica.com).
- Help them find the type of presentation they would most enjoy, and applaud the work they do at this level.
- If the Timeline activity is chosen, feel free to list only the people and events that are most interesting to your students.
- If the vocabulary activity is chosen, you might want to work with a shorter list of words, OR play with the words on several different occasions.

### PHASE 3

- For students who struggle with the Mapping activity, choose 1-3 points for them to enter on the map. Let them begin to familiarize themselves with geography and how it fits into history, without overwhelming them.
- Watch the pattern of which cultural activities your students choose in Phase 3. Do they prefer the art projects? The science activities? The music? The cooking? Encourage them to have fun with whatever they do in this phase!

### PHASE 4

- Help your 5th-8th grade students find a creative expression project that they will be motivated to do, something that appeals to them. Will it be a group project? A humorous piece? Some game or outdoor action activity? In the first few Phase 4 projects, they may need you to help them organize their thoughts so that they can confidently proceed. Check in with them at least 3 times during the week to make sure they are on track.
- Be your children's biggest cheerleader when they present their projects. Enjoy the work they have done at their level, recognizing that this is laying a foundation for working at full capacity in high school.

\* Purchase with Essentials Pack or individually at [www.dianawaring.com](http://www.dianawaring.com).

## EVALUATION – 7TH TO 12TH GRADES

With all the creative projects, how can middle and high school students be fairly evaluated for a grade?

### RELAX – WE'VE GOT A SOLUTION!

- The Rubrics Set\* provides 11 different rubrics to use in evaluating:
- Student Participation (Phase 1)
- Research Project (Phase 2)
- Bonus, "Why a Historical Question?" (Phase 2)
- Mapping Project (Phase 3)
- Art Project (Phase 3)
- Other Cultural/Science Project (Phase 3)
- Linguistic Presentation (Phase 4)
- Art Presentation (Phase 4)
- Drama Presentation (Phase 4)
- Music Presentation (Phase 4)
- Movement Presentation (Phase 4)
- Conceptual Design Presentation (Phase 4)
- Plus, "Putting It All Together: Assigning a Grade"

The Daily Lesson Plans tell you when to provide a copy of the rubric to your student, which rubric to use, and when you use it for evaluation.

# FOR 9TH TO 12TH GRADES

High School Credit, Evaluation, Testing & Grades

## TESTING & GRADES

*Do all students need to take the Unit Tests\*?*

### IT DEPENDS – OPTIONS FOR HOMESCHOOLERS

1. If your high school student is college bound, use the Unit Test. It's great practice for essay writing!
2. If a high school student struggles with writing, give the test orally.
3. With middle school students, provide a non-pressured environment to go through the test at a slower pace. If it was successful, feel free to continue using the tests. If not, evaluate by listening to the response to discussion questions, to projects, and to presentations. Careful listening can be as effective as testing.

*NOTE: If you have elementary age students, do not test! Instead, use narration (see previous page).*

\* Purchase with Essentials Pack or individually at [www.dianawaring.com](http://www.dianawaring.com).

## HIGH SCHOOL CREDIT

How can students receive multiple credits using this curriculum? And how should credits be assigned?

### SIMPLIFY – USE WWW AS YOUR BASE

Students will earn a full year's credit for World History. The curriculum also offers projects in many subject areas:

- Research Skills & Report Writing (Phase 2)
- Geography (Phase 3)
- Creative Writing (Phases 2 & 4)
- Music (Phases 2, 3, & 4)
- Drama (Phases 2 & 4)
- Art (Phases 2, 3, & 4)
- Dance (Phase 2 & 4)

To assign high school credits:

- 1 credit requires 120-180 hours of work
- .5 credit requires 60-90 hours of work
- .25 credit requires 30-45 hours of work

Though we do not include information on improving skills in these extra subjects\*, the curriculum offers historical context and content for students to spend time, effort, and creativity in the subjects listed above.

## HOW TO ORGANIZE FOR CREDITS:

- Decide with your student which credits might be appropriate for them.
- Divide the needed hours by 9 months.
- As students work, track the activity, hours spent, and rubrics in Records chart (Daily Lesson Plan).
- After 2 months, total subject hours, then reevaluate together which subjects might reasonably have enough hours by end of year for credit.
- Continue accumulating projects and hours within these subjects.
- At the end of the year, your student may have earned partial-full credit for multiple subjects!

## GEOGRAPHY & WRITING\*

Using Ultimate Geography & Timeline Guide by Maggie Hogan & Cindy Wiggers as a resource, choose to do extra work on maps in Phase 3 for partial credit in geography.

Using World of Creative Writing by Ruth McDaniel as a resource, choose the writing option in Phases 2, 3, or 4 for partial credit in creative writing.

Using Research Paper by Sharon Sorenson as a resource, write 4-5 research papers in Phase 2 with MLA format and standard length/resources, for full credit in Research and Report Writing.

## THE ARTS – MERGE CLASSES & PROJECTS\*

Taking music lessons? Increase potential hours for credit by choosing music projects in Phases 2, 3, or 4.

Taking art class? Increase potential hours for credit by choosing art projects in Phase 2, 3, or 4.

Participating in drama groups? Increase potential hours for credit by selecting drama topic in Phase 2 or 4.

Participating in dance class? Increase potential hours for credit by selecting dance suggestion in Phase 4.



# PRE K TO 12TH GRADE AS A FAMILY

One-Room Schoolhouse

## ONE-ROOM SCHOOLHOUSE

The concept of a one-room schoolhouse—where all learn at their own level in the same room—was a normal feature of 19th and early 20th century schools in America, particularly in rural locations. The “cross-pollination” of learning in a one-room schoolhouse made it quite successful.

But does it work in a homeschool?

And, how does it work in a homeschool?

### BEING TOGETHER MAKES IT EASY

As a family, studying history, Bible, geography, music, art, drama, and cooking works well because each of these subjects welcomes multiple ages in:

- discussion,
- brainstorming,
- imagination,
- creativity,
- hands-on projects,
- group activities,
- shared experiences.

In the homeschool classic, *Beyond Survival: A Guide to Abundant Life Homeschooling\**, there is a chapter devoted to the concept of the One-Room Schoolhouse. It includes practical ideas for incorporating all ages into various subject areas. Here is the summary statement:

*“Read fascinating books out loud, play exciting educational games, hold lively discussions, and work on stimulating, creative projects together... Your family can benefit tremendously from these kinds of interaction.”*

The Lesson Planner provides you these types of activities, grouped in such a way that different ages can work at their own level at the same time in the same place.

- Enjoy the richness that comes from having lively discussions around the dinner table, as your kids share their opinions on topics, such as, “What do you think it was like to have gone to India as a missionary when the British East India Company forbid missionaries to come?”
- Laugh together as your youngest and oldest play “Save the Lads at Dunkirk—a game where the little guys win!”
- Worship God together for His faithfulness as you learn the stories of George Muller, Hudson Taylor, Amy Carmichael, Eric Liddell, and more.

Forge friendships in the family—because you’re enjoying, laughing, worshipping, and learning together. These are the elements of homeschooling that can’t be purchased or acquired any other way.

\* Available at

[www.dianawaring.com/store/home-school-encouragement](http://www.dianawaring.com/store/home-school-encouragement)

# PRE K TO 12TH GRADE AS A FAMILY

One-Room Schoolhouse

## FOUR PHASES AS A FAMILY

This Lesson Planner will help you coordinate daily activities and experiences for 5th-12th and Pre K-4th grades. Some of the activities can be done together, while other activities will be done separately (whether at different times or in different locations).

In each Month at a Glance, Week at a Glance, and Daily Lesson Plans, there are activities listed for both older and younger students:

- Month at a Glance—an overview of the activities
- Week at a Glance—brief list of pages and activities
- Daily Lesson Plans—detailed list of activities with page #

### PHASE 1

- While older students listen to CDs, younger students color.
- Bible reading can be done together, or, as older students read on their own, younger students listen while you read.
- Recap Activities can be done separately or together.
- While older students discuss their thoughts with you, younger students have quiet projects (though they may have thoughts, too!).
- If you go to the library, there are books to choose for both older and younger. Have fun as you search for treasures!

### PHASE 2

- Older students explore topic of their choice, and younger students have activities to help them explore.
- Older students have optional vocabulary activity, and younger students have Word puzzles and vocabulary discussion.
- Older students have optional timeline to fill in, and younger students make a simplified timeline.
- Older students work on their presentation, and younger students take a nature walk.
- Both groups prepare & share what they've learned in the week of Exploration.

### PHASE 3

- While older students work on maps, younger students do a Marvelous Maze or "Where in the World Is \_\_\_\_\_?" map.
- Both older and younger students view the art & architecture online and participate in discussion.
- Older students choose to work on art projects, science experiments, and/or music (Listen & Try), and younger students work on art projects, science experiments, or fun food to fix, and music (Listen & Try).
- All can prepare & enjoy the suggested recipe.
- Both groups prepare & share the cultural experiences of Hands-On week.

### PHASE 4

- While older students choose a creative expression project for the week, younger students Draw a Masterpiece.
- While older students continue to work on creative expression, younger students have either songs, skits, rhyme time, and/or action activities.
- Older students can include younger students in their creative expression, and vice versa.
- Both groups present at the end of Expression week.

# LESSON PLANNER HELPS

## SUMMARY PAGE

At the beginning of each unit, there is a 1-page summary of the events covered in that unit, plus a short description of each Key Concept. (Full article in Student Manual, Key Concepts explanation in Teacher Guide).

Use this summary in several ways:

- Read for a quick overview of the unit
- View before reading full-length article to your students
- Read aloud to younger students in place of article
- If older students are struggling readers, have them use the summary instead of the article.

\* Please note: This condensed version of the article is useful, but shouldn't normally replace the Student Manual article for middle school and high school students.

## MAKE IT SIMPLE

Overwhelmed by the variety of choices? Feel free to use the "Make It Simple!" suggestions, listed on Week at a Glance:

**Phase 1** – An easy topic to research, preselected for you, with book suggestions for this topic

**Phase 2** – Two options for presenting the research on the topic

**Phase 3** – Choose your projects based on materials you have on hand; plus find a reminder of the Online Resources for art/architecture viewing and music selections.

**Phase 4** – Quick reference to specific help in Teacher Guide.

These *Make It Simple* suggestions are provided to make it easy for you. In a few months, you may no longer need them.

## THE BOOK LIST? – NO, NOT ALL

You do not need to read all of the books listed.

Two reasons for the booklist:

1. Support for student's Phase 2 topic;
2. Additional, specific information about time period.

The booklists in the Student Manual offer brief descriptions of each book, specific topic categories, and Dewey Decimal numbers for those categories. Use them to find 1-2 books per unit at a library, online supplier, or used book sale.

With adequate safety controls for viewing the Internet, students can also search online for good information.

## MATERIALS LIST

On Planning Your Week, there is a Materials List. It includes items like construction paper, scissors, markers, glue, etc., plus less common items for optional activities.

Look through the list for the week. If you own materials, make a mark. If you need materials, decide if you want your students to do that activity. If so, purchase, recycle or make those materials. If not, cross that activity off in your Daily Lesson Plan.

Remember, for some students, doing projects is the best part of their learning—so don't be too hasty to cross activities off!

## 5 DAY OR 3 DAY SCHEDULE

In each Week at a Glance, there is an option for a 5-day or 3-day schedule. The choice is up to you... every week.

**Example:** Choose the 5-day schedule for the Introduction week, so the listening and reading are spread out in shorter bits. Then, switch to the 3-day schedule for the remaining 3 weeks of the unit so your student has more concentrated time to work on projects.

*If* you don't try to do all the activities listed for the week, you can do a 3-day schedule with Pre K-4th grade students. Spend no more than about 20-30 minutes per session total.

## A PLANNER, NOT A PRISON

This Lesson Planner is here to serve you, to simplify your life, to make things easier. Really.

Use the parts you need and ignore the rest. In fact, if it helps, take a marker and strike out the activities you're not going to do (as is suggested in the Materials List above).

~~Color "Where in the World is Scandinavia?", p. 35 EAB. Picture Smart~~

If you need to skip a day, a week, or even a month, do so without guilt. *If you are giving high school credit for this course, be sure to track actual hours spent.* **This Lesson Planner is your servant, not your warden!**



# YEAR AT A GLANCE

Timeframe: 36 weeks

**WEEK**  
**1-4**



1 NAPOLEON & EARLY MISSIONS

**WEEK**  
**5-8**



2 INDUSTRIALIZATION & THE CHURCH'S RESPONSE

**WEEK**  
**9-12**



3 THE BRITISH EMPIRE & AWAKENINGS

**WEEK**  
**13-16**



4 NAPOLEON III & CHRISTIAN OUTREACH

**WEEK**  
**17-20**



5 ALLIANCES & REVIVALS

**WEEK**  
**21-24**



6 WORLD WAR I & THE RUSSIAN REVOLUTION

**WEEK**  
**25-28**



7 FASCISM & FUNDAMENTALS

**WEEK**  
**29-32**



8 WORLD WAR II & MIRACULOUS DELIVERANCES

**WEEK**  
**33-36**



9 EARLY COLD WAR & RENEWED VISION

# NAPOLEON & EARLY MISSIONS

Summary



## NAPOLEON'S RISE

The French Revolution, with its “liberty, equality, fraternity,” opened the door for talented, non-aristocratic people to rise in the new government—including soldiers. One soldier, in 1793, Captain Napoleon Bonaparte strategically used his cannons against the royalist city of Toulon, resulting in his promotion to brigadier general. His genius at commanding armies and winning battles would eventually lead to the French Empire and the *Emperor Napoleon*.

## CAREY—MODERN MISSIONS

In 1793, William Carey and his family left Britain traveled east so he could share the Good News of Jesus with the people of India. This was a pivotal moment—a dramatic shift in thinking for English-speaking Protestants, who had believed the Great Commission had been only for the apostles. Eventually settling in Serampore with other missionaries, Carey translated the Bible into several languages, established 26 churches and 126 schools. His deep love for the Indian people allowed him to be appreciative of their culture and sensitive of how to work toward changing elements that were destructive (like infanticide).

## HAITI'S REPUBLIC

The power of “liberty, equality, fraternity” not only opened the door for Napoleon, it also opened a door of freedom for the slaves of the French colonies, including Saint Domingue (Haiti). In 1794, France abolished slavery in their colonies. Many plantation owners fled the island in fear for their lives at this point. The former slaves looked to Toussaint L'Ouverture, a brilliant military strategist and one of their own people, to deal with remaining enemies and to establish prosperity

for their island home. His remarkable success ended eight years later, when Napoleon's army treacherously captured L'Ouverture and sent him into exile to die.

## WILBERFORCE—ABOLITION

For the British plantation owners, the threat of slave revolt spilling over from Haiti to their islands was frightening. And, for British merchants who made vast wealth from the highly profitable slave trade, the thought of discontinuing the “trade” was outrageous. Despite these two powerful groups, one member of Parliament made it his life's work to end the slave trade and, then, slavery itself. Because he believed it was God who had given this task, William Wilberforce was motivated to work year after year against impossible odds, opposition, and even death threats. From 1789, he petitioned Parliament again and again to end the slave trade, finally succeeding in 1807. It was not until nearly thirty years later that slavery throughout the Empire was finally abolished.

## NAPOLEONIC WARS

When the French signed a peace treaty with the British in 1802, Europe sighed a breath of relief. But Napoleon's plan was not for peace. Instead it was an opportunity to add North American territory to his European conquests. As a first step, he re-instituted slavery in French colonies. The next step was to capture L'Ouverture and deal with any revolt, and then begin settling the Louisiana Territory with French soldiers and citizens. But when he learned that U.S. President Thomas Jefferson was unwilling to supply French troops with needed food, and that his army had been destroyed by Haitians and

## KEY CONCEPTS

### NAPOLEONIC WARS

These wars were a continuation of the French Revolution, yet, at the same time, a reversal of “liberty, fraternity, equality”—Napoleon sought to obtain an Empire through war, regardless of the cost.

### ABOLITION OF SLAVE TRADE

Despite Britain's economic dependence on the slave trade and its titanic struggle with France, Wilberforce was able to rally the nation and pass a bill to outlaw the “trade” even during the Napoleonic wars.

### MODERN MISSIONS

Prior to William Carey, most Protestants believed the Great Commission ended with the apostles. Carey's work in India demonstrated that it still applied—beginning a flood of missionaries around the world.

### GROWTH OF UNITED STATES

The U.S., after its first few troubled decades, managed to gain more land, more people, a better economy, an effective navy, and greater stature among the powerful nations of the world.

tropical disease, he changed his plan. Rather than making a grab for North America, he sold the Louisiana Territory to the United States for \$15 million dollars. Almost immediately after the treaty was signed, the British declared war on France. The Napoleonic Wars, which lasted from 1803 until 1815, pitted the French with its allies against the British and those who would fight with them. At last, in 1815, Napoleon was utterly defeated at the battle of Waterloo.

# MONTH 1 AT A GLANCE

Timeframe: 4 weeks

## PHASE 1



### WEEK 1

Introduction

#### 5TH TO 12TH GRADE

Start your study with the astonishing rise and fall of Napoleon! You and your student will discover how this was interwoven with the first black republic (Haiti) and the abolition of the British slave trade. You'll watch as William Carey changes the way the Protestant Church viewed missions, which opened the door for world-wide missions.

#### PRE-K TO 4TH GRADE

Your little ones will be gently introduced to this era through coloring, games, listening to Bible verses and short descriptions of famous people/events, and through sharing their thoughts with you.

## PHASE 2



### WEEK 2

Exploration

#### 5TH TO 12TH GRADE

Let your student choose one of the suggested topics, like *Lord Nelson*, *Louisiana Purchase*, *War of 1812*, or *Beethoven*—one they find fascinating—then they dive into their own learning experience. You become the audience, so sit back and enjoy as they present their incredible discoveries in varied and creative ways.

#### PRE-K TO 4TH GRADE

Have fun playing with the words of this unit through a Cypher Wheel, creating a simple timeline, playing "Build an Empire," and taking a nature walk as you talk together about what it was like for the freed slaves of Haiti when Napoleon tried to enslave them again.

## PHASE 3



### WEEK 3

Hands-On

#### 5TH TO 12TH GRADE

Our exploration of the geography and culture of the time takes us through Europe, Egypt, and to India. See famous paintings of Napoleon and Spanish response to him, and architecture from the time of the French Revolution. And, enjoy "visiting a fossil," listening to Beethoven and Tchaikovsky, and eating Chicken Marengo.

#### PRE-K TO 4TH GRADE

With your little ones, make prints with potatoes, make Curried Angel Eggs, and travel the maze from the Pyramids to the Rosetta Stone.

## PHASE 4



### WEEK 4

Expression

#### 5TH TO 12TH GRADE

Students can interview Toussaint L'Ouverture about events in Haiti, draw a political cartoon of Napoleon's exile on Elba, compose a sea shanty, act out a humorous skit of William Carey's shoeshop, choreograph a dance of the Battle of Trafalgar, design a game of Napoleon's rapid rise to power, or something else—as they creatively express something they've learned about Napoleon & Early Missions. Have fun, try something new, and share something special.

#### PRE-K TO 4TH GRADE

With your little ones, sing "Pop! Goes the Cannon," craft the Battle of the Pyramids, and create a masterpiece. What fun!

# PLANNING YOUR WEEK

Books & Materials

## BOOK LIST

(from pp 33-36 Student Manual and p 7 Elementary Activity Book)

- \* *Napoleon - Usborne Famous Lives Series*  
by Lucy Lethbridge
- The Age of Napoleon - History of Civilization Series*  
by Tim McNeese
- Napoleon* by Manfred Weidhorn
- \* *Napoleon and the Battle of Waterloo - A World Landmark Book* by Frances Winwar
- Napoleon - Longman Great Lives Series*  
by Anthony Masters
- The True Story of Napoleon, Emperor of France*  
by Anthony Corley
- Napoleon - World Leaders Past & Present*  
by Leslie McGuire
- \* *The Emperor and the Drummer Boy* by Ruth Robbins
- The Glorious Hussar* by Sir Arthur Conan Doyle
- \* *Napoleon Bonaparte* by Brian Williams
- History of the English-Speaking People, Volume Four*  
by Winston Churchill
- One of the 28th* by G.A. Henty
- \* *Hero of Trafalgar: The Story of Lord Nelson - A World Landmark Book* by A.B.C. Whipple
- Lord Nelson - Immortals of History*  
by Herbert J. Gimpel, Commander, USN
- Nelson and the Fighting Age of Sail - A Horizon Caravel Book* by Oliver Warner
- The Navy That Beat Napoleon - A Cambridge Topic Book* by Walter Brownlee
- Two Years Before the Mast* by Richard Henry Dana Jr.
- A Journey Through the Life of William Wilberforce*  
by Kevin Belmonte
- The Slave Who Freed Haiti: The Story of Toussaint L'Ouverture* by Katharine Scherman
- Toussaint L'Ouverture - World Leaders Past & Present*  
by Thomas and Dorothy Hoobler
- The Louisiana Purchase* by Thomas Fleming
- What's the Deal?: Jefferson, Napoleon, and the Louisiana Purchase* by Rhoda Blumberg
- War of 1812 - Perspectives on History Series*  
edited by Mary Alice Burke Robinson
- The Story of the War of 1812*  
by Colonel Red Reeder
- \* *Tecumseh, Shawnee Warrior-Statesman*  
by James McCague
- General Brock and Niagara Falls - A World Landmark Book* by Samuel Hopkins Adams
- \* *New Orleans - Battlefields Across America*  
by David C. King

*Bold Composer: A Story about Ludwig van Beethoven*  
by Judith Josephson

\* *Ludwig van Beethoven* - by Noemi Vicini Marri,  
translated by Stephen Thorne

*The Life & Times of Beethoven* by Gino Pugnetti

*Mr. Midshipman Hornblower* by C. S. Forester

*Pride and Prejudice* by Jane Austen

*From Jerusalem to Irian Jaya: A Biographical History of Christian Missions* by Ruth A. Tucker

*Imprisoned in the Golden City - Trailblazer Books*  
by Dave & Neta Jackson

*William Carey - Christian Heroes Then and Now*  
by Geoff & Janet Bengé

*William Carey - Men of Faith Series* by Basil Miller

\* Appropriate for Pre K-4th grade

## ON OUR BOOKSHELF

Which do we own? What similar titles do we own?

What can be borrowed? What might we purchase?

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## MATERIALS LIST FOR PHASE 1

- Poster board or construction paper
- Markers, crayons, or pens (for older & younger students)
- Copy paper, 10 sheets per child (Pre K-4)
- Marbles (Pre K-4)

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# WEEK 1 AT A GLANCE

Timeframe: 3-5 days

## FIVE DAY PLAN

30 MINUTES TO 1 HOUR PER DAY

### MONDAY

**5th-12th**

Listen to CDs, p 30  
Read Matt 28:18-20

**Pre K-4th**

Color p 6 EAB  
Listen to Matt 28:18-20, p 7 EAB

### TUESDAY

**5th-12th**

Read article, pp 17-29  
Read Mark 13:7-8

**Pre K-4th**

How big is 500,000  
Listen to Mark 13:7-8, p 7 EAB

### WEDNESDAY

**5th-12th**

Recap Activity, p T30

**Pre K-4th**

Listen to William Carey, p 8 EAB  
Play Kancha (marbles)

### THURSDAY

**5th-12th**

Discuss one question, pp 31-32  
Rephrase Key Concepts, p 38

**Pre K-4th**

Listen to Napoleon, p 3-9 EAB  
Play Army & Navy game

### FRIDAY

**5th-12th**

Choose topic for Phase 2, pp 39-40  
Library for Resources, pp 33-36  
Optional: Self-evaluation, p 38

**Pre K-4th**

Go to the library

## THREE DAY PLAN

1.5 TO 2 HOURS PER DAY

(FOR PRE K-4TH, PICK AND CHOOSE ACTIVITIES THAT CAN BE DONE WITHIN 30 - 45 MINUTES PER DAY)

### MONDAY

**5th-12th**

Listen to CDs, p 30  
Read article, pp 17-29  
Read Matt 28:18-20 & Mark 13:7-8

### WEDNESDAY

**5th-12th**

Recap Activity, p T30  
Discuss one question, pp 31-32

### FRIDAY

**5th-12th**

Rephrase Key Concepts, p 38  
Choose topic for Phase 2, pp 39-40  
Library for Resources, pp 33-36  
Optional: Self-evaluation, p 38

## OVERWHELMED THIS WEEK? ON FRIDAY: MAKE IT SIMPLE!

**Research Topic for Phase 2: Napoleon**

Look in the library for books about Napoleon and/or the Napoleonic Wars (including one historical fiction may help bring it to life).

**Books on Napoleon and Napoleonic Wars:**

- \* *Napoleon - Usborne Famous Lives Series* by Lucy Lethbridge
- The Age of Napoleon - History of Civilization Series* by Tim McNeese
- Napoleon* by Manfred Weidhorn
- \* *Napoleon and the Battle of Waterloo - A World Landmark Book* by Frances Winwar
- Napoleon - Longman Great Lives Series* by Anthony Masters
- The True Story of Napoleon, Emperor of France* by Anthony Corley
- Napoleon - World Leaders Past & Present* by Leslie McGuire
- \* *The Emperor and the Drummer Boy* by Ruth Robbins
- The Glorious Hussar* by Sir Arthur Conan Doyle
- \* *Napoleon Bonaparte* by Brian Williams
- \* *Hero of Trafalgar: The Story of Lord Nelson - A World Landmark Book* by A.B.C. Whipple
- Lord Nelson - Immortals of History* by Herbert J. Gimpel, Commander, USN
- Nelson and the Fighting Age of Sail - A Horizon Caravel Book* by Oliver Warner
- The Navy That Beat Napoleon - A Cambridge Topic Book* by Walter Brownlee
- Mr. Midshipman Hornblower* by C. S. Forester





# DAILY LESSON PLANS

Timeframe: 5 days

## MONDAY

### 5TH TO 12TH

- Provide Student Participation rubric to student, p 3 of Rubrics Set
- Listen to What in the World? Volume 3, Disc 1, Tracks 1-5, p 30 (37 min) *Option: Tracks 1-2 today (11 min), Track 3 on Tuesday (9 min), Track 4 on Wednesday (8 min), and Track 5 on Thursday (9 min).* NOTE: True Tales Vol 3, Disc 1, Tracks 1-2 (36 min) and Digging Deeper Vol 3, Disc 1, Tracks 1-3 (15 min) add more stories and insights, p 30. Listen anytime. **People & Word Smart**
- Read Matthew 28:18-20 (5 min) **Self Smart**

### PRE-K TO 4TH

- Color p 6 EAB while older students listen to CD. *Though they might not understand it all, many younger students will be drawn into the excitement of the story-telling.*
- Picture Smart**
- Listen to Matthew 28:18-20—Reason for Modern Missions Movement. Discussion questions, p 7 EAB **Word Smart**

## TUESDAY

### 5TH TO 12TH

- Read article, pp 17-29. (45 min)
- OR, Summary on p 2 LP. (5 min)  
*For helpful insights, pp T18-27 **People & World Smart***
- Read Acts Mark 13:7-8 (5 min) **Self Smart**
- Option: listen to Track 3. (9 min)*

### PRE-K TO 4TH

- Napoleon took half a million soldiers to Russia in the European War of 1812. To try to grasp just how many people that is, draw a line down a length of paper to represent a street in a neighborhood. Now draw 5 houses on both sides of the street—10 in all—and 5 people in each house (total=50). On this same paper, draw 9 more lines representing 9 other streets with houses with people (total neighborhood=500). Add 9 sheets of blank paper to represent 9 more neighborhoods (total=5,000). Finally, with 10 sheets of paper, march 100 steps. Each step you take represents 10 more neighborhoods! That's the size of Napoleon's army. **Number & Body Smart**
- Listen to Mark 13:7-8—Wars & Rumors of Wars. Discussion questions, p 7 EAB **People & Word Smart**

## WEDNESDAY

### 5TH TO 12TH

- Recap Activity, choose from 8 options, p T30. (30 min) **8 Smarts**
- Option: listen to Track 4 today. (8 min)*

### PRE-K TO 4TH

- Listen to the story of William Carey, p 8 EAB **Word Smart**
- Play Kancha, a game played by children in rural India. You need round glass marbles for this game. The goal is to collect as many marbles as possible by shooting and striking other marbles with your own marbles. **Body Smart**

Unless otherwise noted, all pages listed refer to the Student Manual.

# INTRODUCTION

## THURSDAY

### 5TH TO 12TH

- Use a Talk Together prompt on pp 31-32 or T 31 to start a discussion with your students. (30 min)  
*Facilitate this open-ended discussion where everyone's ideas are valued—keep it friendly and respectful. **People & Word Smart***
- Rephrase Key Concepts, p 38. (30 min)  
*Explanations on pp T18-27. **Self & World Smart***
- Option: listen to Track 5 today. (9 min)

### PRE-K TO 4TH

- Listen to story of Napoleon, p 8-9 EAB **Word Smart**
- Napoleon fought brilliantly on land, Lord Nelson fought brilliantly on the sea. To invade England, Napoleon needed to send his army across the English Channel on ships. To prevent this, Nelson's ships protected the Channel. With your family or friends, set up 2 teams—an army and a navy. While the British navy protects a "channel" of 10 feet (per person), the French army tries to cross without getting caught! **Body Smart**

## FRIDAY

### 5TH TO 12TH

- Choose a Phase 2 *Research & Reporting* project, pp 39-40. (15 min)
- Option: *Student Evaluation*, p 38. (15 min) **Self Smart**
- Go to the library and church library for *Recommended Resources*, pp 33-36 or other interesting books. Search both for books for Phase 2 project and for books that can be read anytime during the unit. **Word Smart**
- Evaluate: use rubric, p. 3 in Rubrics Set.

### PRE-K TO 4TH

- Visit the library to look for appropriate books for younger students (marked with \* on p 4 LP.) **Word Smart**

## RECORD KEEPING FOR HIGH SCHOOL CREDITS - PHASE 1

NAME	HISTORY ACTIVITIES	HOURS	BIBLE READING	HOURS	RUBRIC

# PLANNING YOUR WEEK

Questions & Materials

## BOOKS:

What extra books & resources are needed for this topic?

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## RESEARCH:

Ask your student for three "how?" or "why?" questions on this topic.

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## PRESENTATION:

How does the student want to present the research?

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## MATERIALS LIST FOR PHASE 2

- Poster board or construction paper
- Markers, crayons, or pens (for older & younger students)
- Objects to represent Napoleonic battles (optional)
- Paints for poster (optional)
- Wall Map of the United States (optional)
- Magazines for cutting up (Timeline for Pre K-4)

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# WEEK 2 AT A GLANCE

Timeframe: 3-5 days

## FIVE DAY PLAN

30 MINUTES TO 1 HOUR PER DAY

### MONDAY

**5th-12th**

Research chosen topic from pp 39-40

Ideas for presenting (pp T39-42)

**Pre K-4th**

Cypher Wheel, page 10 EAB

### TUESDAY

**5th-12th**

Continue research on topic

Optional: Timeline, pp 42-43 (T43)

**Pre K-4th**

Create a simple Timeline

### WEDNESDAY

**5th-12th**

Finalize work on research project

Optional: Do vocabulary activity, p T44

**Pre K-4th**

Play "Build an Empire" game

### THURSDAY

**5th-12th**

Prepare Presentation

**Pre K-4th**

Walk and talk about the freed slaves of Haiti

### FRIDAY

**5th-12th**

Finalize prep, give presentation

Optional: Self-evaluation, p 45

**Pre K-4th**

Prep and share this week's projects

## THREE DAY PLAN

1.5 TO 2 HOURS PER DAY

(FOR PRE K-4TH, PICK AND CHOOSE ACTIVITIES THAT CAN BE DONE WITHIN 30 - 45 MINUTES PER DAY)

### MONDAY

**5th-12th**

Research chosen topic from pp 39-40

Ideas for presenting (pp T39-42)

### WEDNESDAY

**5th-12th**

Continue work on research project.

Optional: Timeline, pp 42-43 (T43)

Optional: Do vocabulary activity, p T44

### FRIDAY

**5th-12th**

Finalize prep, give presentation

Optional: Self-evaluation, p 45

## OVERWHELMED THIS WEEK? MAKE IT SIMPLE!

**Use either of these 2 Motivating Suggestions for presentation of Napoleon and/or the Napoleonic Wars:**

1. Two students can work together to create a television news-style program for an audience. This edition: an interview with Napoleon Bonaparte. One of the students will act the part of Napoleon while the other is the interviewer. Be sure to question Napoleon himself on how he views his accomplishments when compared with other great conquerors from history. The interviewer may want to allow questions from the studio audience.
2. This reporting project will be like going on a Napoleonic treasure hunt, naming the battles based on the clues given. First, set up different sites, inside or outside, that will represent each of the major battles in the Napoleonic Wars. Then place objects at each site that will be helpful clues to the identity of that battle. These clues could reflect the name of the battle (such as Waterloo) or the nature of the battle (i.e., the overwhelming obstacle of the Russian winter). Give participants a "cheat sheet" that tells them the names of the battles, two or three relevant facts concerning them, and blank spaces in which to write the identity of each as they recognize it in your prepared site. As soon as everyone understands what is expected, it will become a race to see who can correctly identify the sites first.



# DAILY LESSON PLANS

Timeframe: 5 days

## MONDAY

### 5TH TO 12TH

- Verify Phase 2 topic has been chosen, pp 39-40.
- Decide presentation style. Creative suggestions pp T39-42. (15 min) **8 Smarts**
- Read “Why the Historical Question for Research?”, p 4 of RS (15 min)
- Begin researching. (30 min) **Word & Logic Smart**

### PRE-K TO 4TH

- Cypher Wheel, page 10 EAB. Make a cypher wheel to create your own code for vocabulary words! *If able to recognize letters of the alphabet, even young ones can enjoy this game with your help! Then talk about the meaning of the words.* **Word Smart**

## TUESDAY

### 5TH TO 12TH

- Continue work on research topic. (30-45 min) *Students may need help at first in taking notes and organizing questions for research. As they gain experience in how research combines with the fun of presenting, this activity will make more sense to them.* **Word & Logic Smart**
- Optional: Timeline, pp 42-43—dates listed on T43. (15 min) *Students can choose which people and events to list, based on what was most meaningful to them.* **Logic Smart**

### PRE-K TO 4TH

- Make a simple timeline. Using blank paper, draw a line across the top, then add these dates: 1790, 1800, 1810, 1820.
- Draw pictures or choose images from a magazine of any of these people or events: Napoleon (1793), William Carey (1793), Toussaint L'Ouverture (1794), End of Slave trade (1807), Louisiana Purchase (1803), War of 1812 (1812), Battle of Waterloo (1815). Then cut them out and place them on timeline. **Logic & Picture Smart**

## WEDNESDAY

### 5TH TO 12TH

- Provide Research Presentation rubric to student, p 5 of RS.
- Ask whether any materials will be needed for presentation.
- Continue research. If ready, begin working on presentation. (45-60 min)
- Optional: Vocabulary game on p T44 (15-30 min). **Word & Logic Smart**

### PRE-K TO 4TH

- Go outside (if possible) for a game of “Build An Empire.” You will need nine different squares of paper or cloth, one in the center (representing France), and eight (representing Spain, Belgium, Holland, Italy, Austria, most of Germany, Switzerland, and Luxembourg) in an “orbit.” Have your kids run from the center square (home base) out to a different square and then back. As soon as they’re back, it’s time to run to the 2nd square and back. Keep going until they’ve run to all the squares. How long did it take? Do they want to do it again? **Body Smart**

Unless otherwise noted, all pages listed refer to the Student Manual.

T = Teacher Guide    EAB = Elementary Activity Book    LP = Lesson Planner    RS = Rubrics Set

# EXPLORATION

## THURSDAY

### 5TH TO 12TH

- Work on presentation for tomorrow, including props and other materials. Provide assistance as needed. (60 min)

### PRE-K TO 4TH

- Take a nature walk and ask your kids to imagine what it was like for the slaves of Haiti to learn they were freed, and then, only eight years later, to have Napoleon try to take away their freedom. What words can they use to describe what this may have been like? This may open a door to talking about disappointment and grief, so be sensitive to what they share with you. **Nature Smart**

## FRIDAY

### 5TH TO 12TH

- Finalize Phase 2 presentation, then give presentation to a gathered audience. (60 min) *Evenings or weekends may be best time. Be sure to applaud and congratulate! To gently offer a critique, read "Complete research projects" at the top of p XVII in Teacher Guide. 8 Smarts*
- Optional: Self-Evaluation, p 45. **Self Smart**
- Evaluate: use rubric on p 5 of RS.

### PRE-K TO 4TH

- Help younger student prepare to share what has been learned and created this week.

## RECORD KEEPING FOR HIGH SCHOOL CREDITS - PHASE 2

NAME	TOPIC/PRESENTATION	SOURCES	HOURS	RUBRIC

# PLANNING YOUR WEEK

Choices & Materials

## MAPPING:

Which suggestions in the Student Manual are appropriate for your student's interest and skill level?

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## ART & ARCHITECTURE:

Which of the suggested questions (Student Manual & TG) would be most appropriate and interesting?

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## CULTURAL PROJECTS:

Considering the culture of the time—art, science, music, and cooking—which projects do we want to do?

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## MATERIALS LIST FOR PHASE 3

- Poster board or construction paper
- Markers, crayons, or pens (for older & younger students)
- Legos, modeling clay, or paints for Neoclassical art (optional)
- Potato, toothpicks, tempera paint, paper (Create-A-Craft project for Pre K-4)
- Flour, salt, butter, white cooking wine (or chicken broth), pepper, canned tomatoes, dried tarrago, garlic, chicken, mushrooms, olive oil (Chicken Marengo, p 52)
- Eggs, Mayonnaise, Curry Powder (Fun Food to Fix project for Pre K-4)

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# WEEK 3 AT A GLANCE

Timeframe: 3-5 days

## FIVE DAY PLAN

30 MINUTES TO 1 HOUR PER DAY

### MONDAY

**5th-12th**

Mapping p 46-48

Filled-in maps, Appendix A-B

**Pre K-4th**

Marvelous Maze, p 12 EAB

### TUESDAY

**5th-12th**

View art/Architecture p 49-50

**Pre K-4th**

Join in viewing Art/Architecture

### WEDNESDAY

**5th-12th**

Choose Art or Science project, p 50-51

**Pre K-4th**

Print with Potatoes, p 11 EAB

### THURSDAY

**5th-12th**

Choose Science project, p 51

OR, continue Art project, p 50

**Pre K-4th**

Curried Angel Eggs, p 11 EAB

### FRIDAY

**5th-12th**

Music (listen) p 51

Finalize and present project.

Optional: Chicken Marengo, p 52

Optional: Self-evaluation, p 53

**Pre K-4th**

Join older students in Music (listen)

Prep and share this week's projects

## THREE DAY PLAN

1.5 TO 2 HOURS PER DAY

(FOR PRE K-4TH, PICK AND CHOOSE ACTIVITIES THAT CAN BE DONE WITHIN 30 - 45 MINUTES PER DAY)

### MONDAY

**5th-12th**

Mapping p 46-48

View art/Architecture p 49-50

### WEDNESDAY

**5th-12th**

Choose Art project, p 50

OR Science project, p 51

OR Music, p 51

### FRIDAY

**5th-12th**

Finalize and present project

Optional: Chicken Marengo, p 52

Optional: Self-evaluation, p 53

## OVERWHELMED THIS WEEK? MAKE IT SIMPLE!

Make it delightful for your children AND simple for yourself by limiting the projects to items you have on hand:

- Colored pencils for mapping
- Make viewing Art & Architecture simple by using [www.dianawaring.com/online-resources-www/](http://www.dianawaring.com/online-resources-www/)
- Look at Art projects on p 50 to see which will work with supplies you have
- Making Chicken Marengo can be a very fun, hands-on experience for students if you are comfortable with them making dinner!





# DAILY LESSON PLANS

Timeframe: 5 days

## MONDAY

### 5TH TO 12TH

- Provide Mapping Project rubric to student, p 6 of RS.
- Geography: pp 46-48. Choose two or more points from *Physical Terrain* and/or *Geopolitical*. (Option: Explore requires research.) See T-Appendix A-B for completed maps. (45-60 min) **Picture Smart** *Knowing that the British East India Company forbid Christian missionaries from entering lands they controlled in India, talk together about the challenges and choices of William Carey. Your family might have a lively discussion around the dinner table on the benefit (and cost!) of world missions.*

### PRE-K TO 4TH

- Do the Marvelous Maze on p 12 EAB. **Picture Smart**

## TUESDAY

### 5TH TO 12TH

- Art/Architecture to view, p 49-50 & Online Resources. More info & questions, pp T49-50 (30 min) **Picture Smart**
- If needed, spend another 30 min on mapping.

### PRE-K TO 4TH

- Younger students may also enjoy looking at the art/architecture for this unit. (See Online Resources) *Looking at the painting of Napoleon at the Saint-Bernard Pass by Jacques-Louis David, ask your children what they think the painting is trying to convey about Napoleon.* **Picture Smart**

## WEDNESDAY

### 5TH TO 12TH

- If doing an art project, provide Art Project rubric, p 7 of RS.
- Arts in Action: 2 different art projects from which to choose, p 50. Helps on p T50 and Online Resources. (60 min) **Picture Smart** *Work either Wed. on art, Thursday on science, and Friday on music OR work on art all 3 days.*

### PRE-K TO 4TH

- While older students work on art project, have younger students print with potatoes, p 11 EAB. **Picture Smart**

Unless otherwise noted, all pages listed refer to the Student Manual.

T = Teacher Guide    EAB = Elementary Activity Book    LP = Lesson Planner    RS = Rubrics Set

## THURSDAY

### 5TH TO 12TH

- If doing science, music, or cooking project, provide Cultural/Science Projects rubric, p 8 of RS.
- Science: visit a fossil on a field trip, p 51. Info on p T51. (1-2 hours) **Nature Smart** *Work either Wed. on art, Thursday on science, and Friday on music OR on art all 3 days.*

### PRE-K TO 4TH

- Make Curried Angel Eggs, p 11 EAB. **Nature Smart**

## FRIDAY

### 5TH TO 12TH

- Music: There are 2 different pieces of classical music from which to choose, listed on p 51. Watch these performed on Online Resources (Either 15, 35, or 50 min) **Music Smart** *Work either Wednesday on art, Thursday on science, and Friday on music OR work on art all 3 days.*
- Finalize this week's Hands-On project(s), then present to family and friends. Optional: Chicken Marengo, p 52. **Nature Smart**
- Optional: Self-Evaluation, p 53. **Self Smart**
- Evaluate with rubrics on p 6-8 of RS.

### PRE-K TO 4TH

- Listen to the finale of the 1812 Overture by Tchaikovsky. This music was composed to celebrate the Russian victory over Napoleon's army in the War of 1812, and the finale is filled with sounds of celebration. Ask your students to describe the music—what are their favorite parts? **Music Smart**
- Prepare and present Hands-On projects from this week.

## RECORD KEEPING FOR HIGH SCHOOL CREDITS - PHASE 3

NAME	SUBJECT(S)	PROJECT(S)	HOURS	RUBRIC

# PLANNING YOUR WEEK

Facilitation & Materials

## BRAINSTORM:

On Monday, when can you set aside a brief uninterrupted time to listen to your student's brainstorming for Creative Expression? What initial ideas were presented?

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## LENDING ASSISTANCE:

On Tuesday or Wednesday, when can you set aside a brief uninterrupted time to hear the development of the Creative Expression plan? What assistance is needed to finalize the plan?

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## THE AUDIENCE:

What is the date, time, location of the presentation? Who will be invited? What would make this a time of celebration and fun?

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## MATERIALS LIST FOR PHASE 4

- Poster board or construction paper
- Markers, crayons or pens (for older & younger students)
- Paints (optional)
- Sculpting clay (optional)
- Puppets or socks, yarn and buttons for sock puppet (optional)
- Legos or small figures for miniature Battle of Waterloo (optional)
- PlayDough, Legos, or other building material for Battle of the Pyramids (Pre K-4)

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# WEEK 4 AT A GLANCE

Timeframe: 3-5 days

## FIVE DAY PLAN

30 MINUTES TO 1 HOUR PER DAY

### MONDAY

**5th-12th**

Choose project from pp 54-57

Plan, gather materials, begin

**Pre K-4th**

Draw masterpiece, p 13 EAB

### TUESDAY

**5th-12th**

Continue working on project

**Pre K-4th**

Sing "Pop! Goes the Cannon" p 14 EAB

### WEDNESDAY

**5th-12th**

Continue working on project

**Pre K-4th**

Recreate the Battle of the Pyramids

### THURSDAY

**5th-12th**

Continue working on project

**Pre K-4th**

Practice "Pop! Goes the Cannon" for Friday

### FRIDAY

**5th-12th**

Finalize creative self-expression project

Present to audience

Optional: Self-evaluation, p 58

Optional: Unit Test

**Pre K-4th**

Prepare and share the week's activities.

## THREE DAY PLAN

1.5 TO 2 HOURS PER DAY

(FOR PRE K-4TH, PICK AND CHOOSE ACTIVITIES THAT CAN BE DONE WITHIN 30 - 45 MINUTES PER DAY)

### MONDAY

**5th-12th**

Choose project from pp 54-57

Plan, gather materials, begin

### WEDNESDAY

**5th-12th**

Continue working on project

### FRIDAY

**5th-12th**

Finalize creative self-expression project

Present to audience

Optional: Self-evaluation, p 58

Optional: Unit Test

## OVERWHELMED THIS WEEK? MAKE IT SIMPLE!

Encourage your student's creativity AND simplify things for yourself by using the suggestions on pp T54-57 for your specific project, such as:

- Look at how to address a ruler (Columbus' letter to King Ferdinand and Queen Isabella)
- Find images online for Battle of the Pyramids;
- Listen to sea shanty examples
- Discover the Rule of Three for comedy
- Try different board games to get some ideas. And enjoy the process!



# DAILY LESSON PLANS

Timeframe: 5 days

## MONDAY

### 5TH TO 12TH

- Choose a creative expression, pp 54-57, and begin working. (60 min) **8 Smarts**
- Provide appropriate Phase 4 rubric, pp 9-14 of RS. *Helps listed on pp T54-57. These are fun creative projects—many can include the whole family (or friends).* **8 Smarts**

### PRE-K TO 4TH

- Draw your own masterpiece—Napoleon on Elba, p 13 EAB **Picture Smart**

## TUESDAY

### 5TH TO 12TH

- Continue work on creative expression. (60 min) *It may be helpful to talk through the creative process, especially if they are uncertain what to do next.*

### PRE-K TO 4TH

- Sing “Pop! Goes the Cannon”, p 14 EAB. **Music Smart**

## WEDNESDAY

### 5TH TO 12TH

- Continue work on creative expression. (60 min)

### PRE-K TO 4TH

- When Napoleon took an army to Egypt, one of his battles was the Battle of the Pyramids. Using Legos, PlayDough, or other material for building, recreate the scene of this battle with at least one pyramid, the Nile River, the desert, and two armies (Egyptian and French). **Body Smart**

Unless otherwise noted, all pages listed refer to the Student Manual.

T = Teacher Guide    EAB = Elementary Activity Book    LP = Lesson Planner    RS = Rubrics Set

## THURSDAY

### 5TH TO 12TH

- Finalize the creative expression and prepare presentation. (60 min)
- Optional: Review Key Concepts for Unit Test, listed on pp T18-27.

### PRE-K TO 4TH

- Practice "Pop! Goes the Cannon" for Friday.  
**Music Smart**

## FRIDAY

### 5TH TO 12TH

- Prepare to share creative expressions with an audience today, this evening, or this weekend.
- Evaluate with rubrics on pp 9-14 of RS.
- If you are giving your student the Unit Test today, plan to allow 1-2 hours for completion.
- Grade test, if given.
- Optional: Self-Evaluation, p 58. **Self Smart**

### PRE-K TO 4TH

- Prepare and share activities from this week.

## RECORD KEEPING FOR HIGH SCHOOL CREDITS - PHASE 4

NAME	SUBJECT	PROJECT	HOURS	RUBRIC	TEST