

A PLACE PREPARED BY GOD
FOUNDATIONS OF AMERICAN HISTORY

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INTRODUCTION TO AMERICAN HISTORY

There are so many opinions on how to present American History! While it is our goal to use the Bible as our primary textbook, it's not as easy with American history as with world history because we can't turn to many specific Scripture verses that specifically talk about the United States, to know YHWH's opinion of our country and His plan for our people.

We *can* find stories of people who truly honored God and His word, whether from the group who held to the testimony of Yeshua (the Christians) or those who kept His commands (Judaism). Of course, for the most part, in American history there were very few that did BOTH, but we'll try to point out a few examples.

Therefore, we will base our American History study on only a few Scripture passages. As you probably already know, we look at Revelation from an historicist viewpoint, which we use this in our world history curriculum at Foundations Press. We will continue this perspective in American History.

“Then the woman fled into the wilderness, where she has **a place prepared by God**, that they should feed her there one thousand two hundred and sixty days” (Revelation 12:6).

“But the woman was given two wings of a great eagle, **that she might fly into the wilderness to her place, where she is nourished** for a time and times and half a time, from the presence of the serpent” (Revelation 12:14).

America is mentioned in Revelation 12 as the place prepared by God in the wilderness to shelter those “who keep the commandments of God and have the testimony of Yeshua the Messiah” (Revelation 12:17). This place of shelter would only be in place from around 1620 to the 1970s or so.¹

Of course, there are lots of evil things in the history of our country as well, and we believe they have always been present here but have especially increased since 1970s, as God seems to have removed His protection from us. These things come from Catholicism (and her Protestant sisters), from Islam, and from humanistic evolution, as the three “frogs” listed in Revelation 16:13-14.

Therefore, our emphases will be the protection of true believers in Yeshua, Jews, and all those “who keep the commandments of God and have the testimony of Yeshua the Messiah.” In the 20th century, we'll show how this protection ended and what replaced it.

Many of the books we have chosen are resources that reflect this perspective, but this curriculum moves very quickly through American History, of necessity missing many possible interesting discussions. This is why our lesson plans will provide starting discussion points, but we'll also recommend hundreds of excellent resources — from books, your local library, and websites online — and that's where you really have freedom to put your own family's special perspective on American History. You may even decide to take two or three weeks to do each week's worth of lessons!

¹ See *The Revelation of Jesus Christ Revealed*, by Christine Miller (Nothing New Press: 2016).

NOTE ON SACRED NAMES:

We use the letters *YHWH* throughout this book to refer to the Creator of the Universe, our Heavenly Father. His name in Hebrew is spelled יהוה. In your English Bible, His name is translated as “the LORD.” Common pronunciations are “Ye-ho-VAH” or “YAH-way.”

We also refer to Jesus by His Hebrew name *Yeshua* (pronounced “ye-SHOO-ah”). You may wish to teach your children that His name in Hebrew means “YHWH saves” (Matthew 1:21).

We often use the word *Messiah* in place of the word Christ. Both mean “anointed one” and refer to the prophesied King and redeemer of Israel.

NOTE ON CATHOLICISM AND CHRISTIANITY:

This curriculum refers to both Protestant and Catholic Christianity as the “Church” or “Christianity.” We do not believe that all members of historic Christianity were true believers; nor do we believe that all of them were unbelievers. We agree with Matthew 7:15-23, in which Yeshua states:

“Beware of false prophets, who come to you in sheep’s clothing, but inwardly they are ravenous wolves. You will know them by their fruits. Do men gather grapes from thorn bushes or figs from thistles? Even so, every good tree bears good fruit, but a bad tree bears bad fruit. A good tree cannot bear bad fruit, nor can a bad tree bear good fruit. Every tree that does not bear good fruit is cut down and thrown into the fire. **Therefore by their fruits you will know them.**”

“Not everyone who says to Me, ‘Lord, Lord,’ shall enter the kingdom of heaven, but he who does the will of My Father in heaven. Many will say to Me in that day, ‘Lord, Lord, have we not prophesied in Your name, cast out demons in Your name, and done many wonders in Your name?’ And then I will declare to them, ‘I never knew you; depart from Me, you who practice lawlessness!’”

HEAR, LEARN, KEEP, DO

When God wants to teach mankind something, He follows a very specific method that I can copy in my homeschooling. For instance, let's look at how God teaches all mankind about His "invisible qualities, his eternal power, and divine nature":

"The wrath of God is being revealed from heaven against all the godlessness and wickedness of men who suppress the truth by their wickedness, since what may be known about God is plain to them, because **God has made it plain to them**. For since the creation of the world God's invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that men are without excuse" (Romans 1:18-20).

First, **God clearly presents information**. In this case, He used the things He had created, which can be seen by every person no matter where he lives, to make Himself plain to all people.² The sun, moon, and stars are visible to all. The amazing capabilities of the human body are visible to all. The metamorphosis of a caterpillar into a butterfly... the water cycle... the fossil record—these are visible to all.

Once God has presented information, **He expects that I'll have the help of a human teacher** to explain what I'm seeing and hearing.

"How, then, can they call on the one they have not believed in? And how can they believe in the one of whom they have not heard? And how can they hear without someone preaching to them?" (Romans 10:14).

He then expects me, the "student," to do a few things, which I call the "Hear, Learn, Keep, Do" method (from Deuteronomy 5:1).

"And Moses called all Israel, and said unto them, *Hear, O Israel, the statutes and judgments which I speak in your ears this day, that ye may learn them, and keep, and do them.*"

THE STUDENT IS TO "HEAR."

To hear doesn't mean to let sound come into my eardrums; rather, it means to "**listen with intelligence**." I can look up into the night sky and "see" the stars, but unless I "listen with intelligence," I won't relate those stars to a Creator God, to His eternal power and divine nature.

When I was a little girl, my parents would wake us in the middle of the night and take us out into the backyard, where they had laid a blanket on the ground. We would lie on our backs and look at a meteor shower, an eclipse, or an especially bright planet. My dad would pass around the binoculars and telescopes, and he would show us where the constellations were. All the while, he would remind us that **God created these things**. He helped us "listen with intelligence" to the "words" God had put into the stars.

² Psalm 8

Today I can go to my bookshelf and read *The Witness of the Stars*, by E. W. Bullinger, to learn how the different constellations point to God as creator and to His promised Redeemer.

All of these things can help me “listen with intelligence” to the God who is trying to teach me about Himself.

THE STUDENT IS TO “LEARN.”

The word “to learn” means “**to goad.**” My human teacher helps me learn by “goad” me. A goad is a long stick with a sharp end, used to herd animals like cattle. With me, my human teacher pokes me along, but this isn’t a negative thing. My teacher spurs me into action, reminds me where the path is, and even gives me confidence as I step by encouraging me. In the New Testament, we see the word “exhort” used in a similar way.

If I were a child learning about the constellations, this would be a review lesson, where maybe I would draw maps of the constellations, with overlays of the symbolism of Yeshua the Messiah, filing them away in a notebook. Maybe my father would take me outside on another night and ask me to point to the specific constellations and tell him a little about each one. Maybe I would be required to memorize Scripture verses about each one and recite them at supper. All along, my “teacher” would be goading me, poking me, reminding me that God was the creator of the constellations and that they were placed in the sky by Him so that I would learn about His eternal power and divine nature.

THE STUDENT IS TO “KEEP.”

The word “keep” used here means “**to guard.**” My husband and sons love to study about medieval castles, which often had a “keep” inside the walls, where the soldiers could fall back during a siege. It was a place of refuge, heavily guarded and fortified, and filled with ample provisions. Often this was a strong tower. Sometimes the “keep” was a dungeon, where prisoners would be “kept” and guarded.

When God gives us a body of information, He wants us to guard it carefully. All of Scripture contains information about God, but we should not guard it physically so that no one is able to read it, such as often happened during the Middle Ages as Bibles were chained to tables inside cathedrals, to keep thieves from stealing these rare books. In this case, He’s referring to a *mental* guarding of this information, where we replay it over and over so that it doesn’t get lost or misplaced among all the other pieces of information that compete.

For instance, the word “keep” is used 22 times in Psalm 119 alone, as we are instructed to “keep” God’s commands and instructions.

In my illustration of learning the constellations, I would “keep” or guard what I had learned by reviewing it, over and over and over again, so that I would not forget it. God uses the method of writing things down so that mankind doesn’t forget it. In addition, He “schedules” times into His calendar so that we remember to review what He has taught us (Leviticus 23). He has His people “recite” and “repeat” what He has taught them. Finally, He “tests” them on what He has taught, to be sure that they understand and know it well.

THE STUDENT IS TO “DO.”

James 1:22-25 says that when we learn God’s Word, even when we listen to it, our human hearts are very prone to walking away and “immediately forgetting” what we saw. God’s “perfect law” gives freedom, though, to the one who “**looks intently**” into it and “**continues to do**” it, “**not forgetting what he has heard, but doing it.**” God says that man will be “blessed in what he does.”

Learning information is never the end goal. When God placed the stars in the sky, they were there to point us to Messiah and to bring us to faith in Him. Yeshua is always the reason for everything God has revealed to us.

“Wherefore the law was our schoolmaster to bring us unto Messiah, that we might be justified by faith. But after that faith is come, we are no longer under a schoolmaster. For ye are all the children of God by faith in Messiah Yeshua” (Galatians 3:24-26, KJV).

“For Messiah is the end [“result, purpose, goal”] of the law for righteousness to everyone that believeth” (Romans 10:4, KJV).

“We have much to say about this, but it is hard to explain because you are slow to learn. In fact, though by this time you ought to be teachers, you need someone to teach you the elementary truths of God’s word all over again. You need milk, not solid food! Anyone who lives on milk, being still an infant, is not acquainted with the teaching about righteousness. But solid food is for the mature, who by constant use have trained themselves to distinguish good from evil” (Hebrews 5:11-14, NIV).

Going to school isn’t the point. Learning facts isn’t the goal. Learning should bring about a change in behavior.

We would be disappointed if we had to homeschool our children for the rest of their lives. No way! We expect them to graduate someday. When they graduate, they will continue to add, subtract, multiply, and divide—but they won’t be doing it on math worksheets. They’ll be applying math to their everyday lives.

God revealed Yeshua throughout all His Word, not so we could master facts, rules, or commands. He revealed Himself so that, as we continue to obey His instructions each day of our lives, we will be able to hear intelligently that we need a redeemer, we’ll be goaded each day by the keeping of His commands, we’ll have plenty of review as we continue to walk in His commands, and we’ll see our need of a Messiah and turn to Him in faith, so that His righteousness can be given to us. Then we can *grow up*, teaching God’s commands to others and helping others come to faith in Him also.

Sounds like what parents do, doesn’t it? We learn, we grow up, we have children of our own, and we pass on truth to them.

*For a more thorough look at our philosophy of education,
we suggest reading the book **Biblical Home Education**, by Anne Elliott,
available at FoundationsPress.com.*

BOOKS NEEDED

Our goal is to bring you the very best resources, while not costing you too much expense. The following “Necessary Books” are the main textbooks used in this course and are therefore needed almost daily. You may purchase them as either printed books or digital e-books.

We recommend purchasing books from the following companies:

- Nothing New Press (nothingnewpress.com)
- Rainbow Resource Center (rainbowresource.com)
- Amazon (amazon.com)

NECESSARY BOOKS:

- The Bible – We use the King James Version primarily in this curriculum, but you are welcome to use the translation of your choice. Discussion questions and memory verses are based upon the KJV unless otherwise noted.
- The Story of the Thirteen Colonies*, by Christine Miller (Nothing New Press: 2016). This book is used in Weeks 1-11.
- The Story of the Great Republic*, by Christine Miller (Nothing New Press: 2009). This book is used in Weeks 12-21.
- The Century for Young People*, by Todd Brewster and Peter Jennings (Random House: 1999). This book is used in Weeks 22-36.
- Map Trek: The Complete Collection (with CD-ROM)*, by Terri Johnson (Knowledge Quest: 2010). This book is used the entire year. An e-book version is also available.

OPTIONAL BOOKS AND RESOURCES:

- History Through the Ages: Timeline Figures*, by Amy Pak (Homeschool in the Woods). We suggest the “America’s History (Explorers to 21st Century AD)” set.
- Book of Centuries* (Cottage Press). Glue the timeline figures (above) into the book of centuries. Year by year, as you study both world and American history, this book can become a treasured keepsake.

HIGH SCHOOL BOOKS:

- As America Has Done to Israel*, by John McTernan (Whitaker House, 2008)
- The Roots of American Order*, by Russell Kirk (La Salle, IL: Pepperdine University, 1977)

BOOKS TO BORROW FROM THE LIBRARY AND READ INDEPENDENTLY:

All other books are optional. Feel free to substitute other editions (including free copies available online) or entirely different books on the same subject. As you can see, there are more books listed than you will have time to read! Unless you intend to spend several years on American History, do not try to read every book listed. Choose books which most interest your family or that cover subjects which are especially important to you.

Books That Can Be Read at Any Time:

- 50 Core American Documents*, by Christopher Burkett
- By These Words*, by Paul M. Angle
- Hero Tales from American History*, by Henry Cabot Lodge
- This Country of Ours*, by H. E. Marshall
- True Stories of History and Biography*, by Nathaniel Hawthorne
- Stories of Great Americans for Little Americans*, by Edward Eggleston
- Woman on the American Frontier*, by William W. Fowler
- The Big Book of American Trivia*, by J. Stephen Lang

Suggested Books by Week:

Week 1

- The Vikings*, by Elizabeth Janeway
- Indians*, by Edwin Tunis
- North American Indian (DK Eyewitness Books)*, by David S. Murdoch

Week 2

- The World of Columbus and Sons*, by Genevieve Foster
- Christopher Columbus*, by Janet and Geoff Benge
- The True Story of Christopher Columbus*, by Elbridge Brooks

Week 3

- By Right of Conquest: With Cortez in Mexico*, by G.A. Henty
- The Francis Parkman Reader*, by Samuel Eliot Morison
- Ship*, by David Macaulay
- Empires Lost and Won: The Spanish Heritage in the Southwest*, by Albert Marrin
- Walk the World's Rim*, by Betty Baker

Week 4

- John Smith Gentleman Adventurer*, by C. H. Forbes-Lindsay

- Pocahontas and the Strangers*, by Clyde Robert Bulla
- A Lion to Guard Us*, by Clyde Robert Bulla

Week 5

- Year of the Pilgrims*, by Genevieve Foster
- Monumental: In Search of America's National Treasure*, directed by Duane Barnhart (DVD)
- Squanto, Friend of the Pilgrims*, by Clyde Robert Bulla
- Stories of the Pilgrims*, by Margaret B. Pumphrey
- Of Plymouth Plantation*, by William Bradford
- Homes in the Wilderness: A Pilgrim's Journal of Plymouth Plantation in 1620*, by William Bradford
- Eating the Plates: A Pilgrim Book of Food and Manners*, by Lucille Recht Penner

Week 6

- Skippack School*, by Marguerite De Angeli
- Colonial Craftsmen and the Beginnings of American Industry*, by Edwin Tunis
- The Colonial Cookbook*, by Lucille Recht Penner
- The World of William Penn*, by Genevieve Foster
- William Penn: Liberty and Justice for All*, by Janet and Geoff Benge

Week 7

- Amos Fortune, Free Man*, by Elizabeth Yates
- The Witchcraft of Salem Village*, by Shirley Jackson

Week 8

- Indian Captive: The Story of Mary Jemison*, by Lois Lenski
- The Matchlock Gun*, by Walter D. Edmonds
- Struggle for a Continent: The French and Indian Wars: 1689-1763*, by Betsy Maestro
- The Life and Anecdotes of George Washington for Young Readers*, by Mary L. Williamson
- George Washington's World*, by Joanna Foster
- Poor Richard*, by James Daugherty

Week 9

- Phoebe the Spy*, by Judith Griffin
- Daughters of the Revolution and Their Times*, by Charles Carleton Coffin
- Guns for General Washington: A Story of the American Revolution*, by Seymour Reit

Weeks 10-11

- Johnny Tremain*, by Esther Hoskins Forbes
- George Washington and the Founding of a Nation*, by Albert Marrin
- The American Revolution*, by Bruce Bliven Jr.
- Daniel Boone*, by James Daugherty
- Daniel Boone: Frontiersman*, by Janet and Geoff Benge

Week 12

- Traitor: The Case of Benedict Arnold*, by Jean Fritz
- The Cabin Faced West*, by Jean Fritz
- The U.S. Constitution for Everyone*, by Jerome B. Agel
- The Story of Eli Whitney*, by Jean Lee Latham
- Building the Capital City*, by Marlene Targ Brill

Week 13

- John Adams*, by David McCullough
- Thomas Jefferson, Father of Democracy*, by Vincent Sheean
- The Lewis and Clark Expedition*, by Richard L. Neuberger
- Pathfinders of the West: Radisson, La Vérendrye, Lewis and Clark*, by Agnes C. Laut
- Meriwether Lewis: Off the Edge of the Map*, by Janet and Geoff Benge
- The Incredible Journey of Lewis & Clark*, by Rhoda Blumberg
- What's the Deal? Jefferson, Napoleon, and the Louisiana Purchase*, by Rhoda Blumberg
- Sacajawea*, by Joseph Bruchac
- Robert Fulton Boy Craftsman*, by Marguerite Henry
- Carry On, Mr. Bowditch*, by Jean Lee Latham
- The Journeyman*, by Elizabeth Yates

Week 14

- 1812: The War Nobody Won*, by Albert Marrin
- Sequoyah and the Cherokee Alphabet*, by Robert Cwiklik
- Swift Rivers*, by Cornelia Meigs
- They Loved to Laugh*, by Kathryn Worth
- Sarah Whitcher's Story*, by Elizabeth Yates

Week 15

- Bound for Oregon*, by Jean Van Leeuwen
- The Oregon Trail: Sketches of Prairie and Rocky-Mountain Life*, by Francis Parkman
- Noah Webster: A Man Who Loved Words*, by Elaine Cunningham
- Davy Crockett: Ever Westward*, by Janet and Geoff Benge
- The Boy in the Alamo*, by Margaret Cousins
- The Coming of the Mormons*, by Jim Kjelgaard

Week 16

- The California Gold Rush*, by May McNeer
- Dragon's Gate*, by Laurence Yep
- Daily Life in a Southern Plantation 1853*, by Paul Erickson
- The Story of the Pony Express*, by Glenn D. Bradley
- Freedom Train: The Story of Harriet Tubman*, by Dorothy Sterling
- Abraham Lincoln's World*, by Genevieve Foster
- Uncle Tom's Cabin*, by Harriet Beecher Stowe
- Abraham Lincoln: A New Birth of Freedom*, by Janet and Geoff Benge
- Commander in Chief: Abraham Lincoln and the Civil War*, by Albert Marrin
- Little Women (The Whole Story Series)*, by Louisa May Alcott
- Clara Barton: Courage Under Fire*, by Janet and Geoff Benge

Week 17

- The Monitor and Merrimac*, by R. Conrad Stein
- The Slopes of War*, by Norah Perez
- The Day Fort Sumter was Fired On: A Photo History*, by Jim Haskins
- Gettysburg*, by MacKinlay Kantor

Week 18

- Robert E. Lee and the Road of Honor*, by Hodding Carter
- With Lee in Virginia*, by G. A. Henty

Week 19

- The Call of the Wild*, by Jack London
- Cowboys, Indians, and Gunfighters: The Story of the Cattle Kingdom*, by Albert Marrin
- Bury My Heart at Wounded Knee: An Indian History of the American West*, by Dee Brown
- The Adventures of Tom Sawyer*, by Mark Twain
- Bonanza Girl*, by Patricia Beatty

Week 20

- Up from Slavery*, by Booker T. Washington
- George Washington Carver: From Slave to Scientist*, by Janet and Geoff Benge
- Little House on the Prairie (series)*, by Laura Ingalls Wilder
- Giants in the Earth*, by O. E. Rolvaag

Week 21

- First Book of the West Indies*, by Lanston Hughes
- A Traveller's History of the Caribbean*, by James Ferguson
- Treasure Island*, by Robert Louis Stevenson
- Teddy Roosevelt: American Rough Rider*, by John Garraty
- Banana Wars*, by Lester D. Langley
- First Book of Hawaii*, by Samuel Epstein
- Remarkable Voyages of Captain Cook*, by Rhoda Blumberg
- Captain Cook Explores the South Seas*, by Armstrong Sperry
- Captain James Cook*, by Richard Alexander Hough
- You Wouldn't Want to Travel with Captain Cook*, by Mark Bergin, David Antram
- Man of Molokai: Life of Father Damien*, by Ann Roos
- Princess Ka'iulani: Hope of a Nation, Heart of a People*, by Sharon Linnea
- Abby: Lost at Sea*, by Pamela Walls
- Coral Island*, by R.M. Ballantyne
- Swiss Family Robinson*, by Johann Wyss (Kingston translation is recommended)

Week 22

- Thomas Edison: Inspiration and Hard Work*, by Janet and Geoff Benge
- Inventors: A Library of Congress Book*, by Martin W. Sandler
- Sinking of the Titanic and Great Sea Disasters*, by Logan Marshall
- The Great Adventure: Theodore Roosevelt and the Rise of Modern America*, by Albert Marrin
- The One Bad Thing About Father*, by F. N. Monjo
- Theodore Roosevelt: An American Original*, by Janet and Geoff Benge
- Orville Wright: The Flyer*, by Janet and Geoff Benge
- Hannah's Journal: The Story of an Immigrant Girl*, by Marissa Moss
- Dreams in the Golden Country: The Diary of Zipporah Feldman, a Jewish Immigrant Girl, New York City, 1903*, by Kathryn Lasky
- The Other Side of the Hudson: A Jewish Immigrant Adventure (The Do It Yourself Jewish Adventure)*, by Kenneth Roseman

Foundations of American History

- All-of-a-Kind Family*, by Sydney Taylor
- In His Steps (Barbour Christian Classics)*, by Charles Sheldon
- Little Britches: Father and I Were Ranchers*, by Ralph Moody
- Where the Red Fern Grows*, by Wilson Rawls

Week 23

- The Yanks are Coming: The United States in the First World War*, by Albert Marrin
- World War I for Kids: A History with 21 Activities*, by R. Kent Rasmussen
- The Search*, by Grace Livingston Hill (high-school historical fiction)
- World War I: The Rest of the Story and How It Affects You Today, 1870 to 1935 (Uncle Eric Book)*, by Richard J. Maybury

Week 24

- The Shiloh Legacy: In My Father's House, A Thousand Shall Fall, Say to This Mountain*, by Bodie Thoene
- Moonshiner's Son*, by Carolyn Reeder

Week 25

- Blue Willow*, by Doris Gates
- A Letter to Mrs. Roosevelt*, by C. Coco De Young
- Smoky the Cowhorse*, by Will James
- Six Days in October: The Stock Market Crash of 1929: A Wall Street Journal Book for Children*, by Karen Blumenthal
- To Kill a Mockingbird*, by Harper Lee

Week 26

- Norman Rockwell: Storyteller With A Brush*, by Beverly Gherman

Week 27

- The Day Pearl Harbor Was Bombed: A Photo History*, by George Sullivan
- Douglas MacArthur: What Greater Honor*, by Janet and Geoff Benge
- The Hiding Place*, by Corrie Ten Boom (Note: We recommend the Young Reader's Edition, by Corrie ten Boom and Elizabeth and John Sherril, edited by Lonnie DuPont, for ages 9-12.)
- World War II: The Rest of the Story and How It Affects You Today, 1930 to September 11, 2001 (Uncle Eric Book)*, by Richard J. Maybury

Week 28

- Across a War-Tossed Sea*, by L.M. Elliott
- The Chosen*, by Chaim Potok

Week 29

- Freedom Walkers: The Story of the Montgomery Bus Boycott*, by Russell Freedman
- Keeping Score*, by Linda Sue Park
- The Zion Chronicles* series, by Bodie and Brock Thoene (5 books for high-school students, beginning with *The Gates of Zion*)
- The Masters of Deceit*, by J. Edgar Hoover

Week 30

- Freedom Walkers: The Story of the Montgomery Bus Boycott*, by Russell Freedman
- Keeping Score*, by Linda Sue Park

Week 31

- First Book of Space Travel*, by Jeanne Bendick
- The Cross and the Switchblade*, by David Wilkerson

Week 32

- America and Vietnam: The Elephant and the Tiger*, by Albert Marrin

Week 34

- The Thousand Year War in the Mideast: How It Affects You Today, 1999* (Uncle Eric Book), by Richard J. Maybury

Week 35

- Ronald Reagan: Destiny at His Side*, by Janet and Geoff Benge

Week 36

- The Day the Sky Fell: A History of Terrorism*, by Milton Meltzer

TO THE TEACHER

Weekly Format

Each “week” of lesson plans is set up so that 3 days will be spent reading aloud from the main textbooks with Mom, followed by 2 more days of study, projects, and review that can be done relatively independently. Our goal was to allow Mom several days a week of intense study with her children, yet also give Mom a few days to accomplish housework, errands, and other responsibilities. You are always welcome to do *more* than the curriculum suggests.

Reading Aloud

Three days each week, this curriculum schedules a passage for Mom to read aloud to her children. You may also choose to have the students read the passage aloud.

We have also scheduled topics of discussion to go with each reading. However, don’t feel that you must limit the discussion to only these things! Moms should feel free to stop the reading at any point, to discuss things that she knows are important to her family. Allow the Holy Spirit to guide you as you learn together.

Internet Link

We have scheduled numerous Internet websites, include videos and activities, to help you delve deeper into the topics discussed. When you see this symbol, you can access our website to find the links and videos easily.

Link: foundationspress.com/american-links

Password: eagle



Be sure to supervise all activity online!

Memory Work

Memorization is an important part of our curriculum, so that students will have a mental “handle” on which they can hang all the other things they learn. We will be learning passages of Scripture, important dates, the Presidents of the United States, and all of the states and capitals. We usually introduce new memory work on read-aloud days, and we review extensively, especially on the third day of each “week.” Memory verses are copied into the student’s notebook on the fourth day of the week. All memory work is listed in the appendices at the back of this book.

Timelines

During all four years of this history curriculum, we will be constructing a timeline. We use dates that agree with biblical history, whether or not they agree with modern historians.

In our home, we used the *Book of Centuries* as our timeline book. We then purchased illustrated figures from *History Through the Ages: Timeline Figures* to paste into our binder. Because the set includes more historical figures than we include in our curriculum, we enjoy adding some of these extra figures at the appropriate time in history and sometimes scheduling one of our children to research these people or events on their own, to report back to us the following week.

In our curriculum, we have **bolded** any dates that we suggest you memorize. All other dates are written in regular fonts and do not need to be memorized. When you learn about your state's formation, you should add that to your timeline and memorize that date.

Map Studies

We use and love *MapTrek* for map studies, as well as maps that appear in the scheduled daily readings and occasional maps found online.

While *MapTrek* includes a CD you can use to print out maps, we personally recommend that you have your children trace the maps for themselves. Tracing helps them learn the boundaries of maps very well.

No matter which option you choose, encourage your students to color the maps and to be very neat in their creation of maps. Save the maps they make and show them off to friends and relatives, since map-making is a lot of hard work!

Notebooking Pages

Each week, we schedule "notebooking" activities that your children can mostly do on their own. Provide them with supplies, such as colored pencils, markers, pretty papers, glue, and special scissors. Younger children might want to dictate a paragraph to Mom, which she could then type and print out, to be included in their notebooks. If your children aren't sure what to include on their page, help them learn to answer the questions *who*, *what*, *when*, *where*, *why*, and *how*.

Ages

This curriculum is intended primarily for grades 4-8, but it can easily be adapted for all ages. Our goal was to help you study American history together as an entire family.

Younger children enjoy just listening, and believe me, they pick up much more than we realize! They also enjoy memorizing, coloring maps, and making simple notebooking pages. We recommend that you make friends with your local librarian, getting picture books that will supplement what you're learning. (We must admit, though, that picture books for some of these topics are difficult to find!)

High school students are ready to discuss and interact with many of these topics on a much deeper level than younger students. We recommend that you take many of the weekly notebooking topics and require 2-3 pages of essays from your high school students. You may wish to pose controversial questions of your students and ask them to defend their positions.

We have included additional reading assignments for high school students. Some of these are more difficult than others, so use your discretion in what you require of your own students. In addition, we recommend many videos. We highly recommend that you watch these videos with your student, as some of them will contain topics that you will want to discuss together.

Even adults will love this curriculum—we know we did! Take every opportunity to discuss these topics, throughout your days and alongside your other activities (Deuteronomy 6:6-9). You may wish to stick some of the additional books beside your bed so you can be reading them, too. You'll start seeing the hand of God's providence everywhere in American history and modern culture!

WEEK 1—NATIVES AND NORTHMEN

This week we will learn about the very first people who lived on the North American continent.

PREPARATION

Books Needed This Week:

- Bible
- The Story of the Thirteen Colonies*
- MapTrek*

Optional Books:

- The Vikings*, by Elizabeth Janeway
- Indians*, by Edwin Tunis
- North American Indian (DK Eyewitness Books)*, by David S. Murdoch

HIGH SCHOOL SUPPLEMENT

- Read about Native American religious beliefs.
- Read about ancient Hebrew explorers in America.



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Day 1 (1)

Hear:

- Read and discuss *The Story of the Thirteen Colonies*, chapters I-II.
 - Our textbook was first published in 1898, and you will be able to see the way that the author views the Native Americans, called “Indians” in our book. Be sure to read the publisher’s preface on pp. 3-6.
 - The author mentions that the New World “is really older than Europe” (p. 17). Read the publisher’s preface about this on pp. 5-6.
 - The author states that “some men now think they may once have belonged to the same family.” Read the publisher’s preface about this on p. 6.
 - What were some of the methods of gardening used by the native people? See publisher’s preface about this on pp. 3-4.
 - How were family names chosen (p. 20)? Do you know how your own family name came about?

Learn:

- Using *MapTrek*, p. 125 (e-book, p. 35), copy the map of North America. If possible, use colored pencils and label rivers, mountain ranges, bays, etc.
- We are going to memorize **Acts 17:26-27** this week. Begin by reciting it together 3 times each day.
 - “And hath made of one blood all nations of men for to dwell on all the face of the earth, and hath determined the times before appointed, and the bounds of their habitation; That they should seek YHWH, if haply they might feel after him, and find him, though he be not far from every one of us.”

Day 2 (2)

Hear:

- Read and discuss *The Story of the Thirteen Colonies*, chapters III-IV.
 - The author mentions that the Indians were “simple” for believing in evil spirits (p. 21). Can you name any other people groups with similar beliefs? How were the Indian beliefs similar to those from Babylon¹ (Romans 1:18-23)? Do you agree with the author, that these beliefs make a people “simple”?
 - Learn the creation story of the Navajo people.
 - Learn the creation story of the Iroquois people
 - What was the purpose of the mounds (p. 23)?
 - What does the word *Viking* mean (p. 23)?
 - How did Iceland and Greenland get their names (p. 25)?



Learn:

- Using *MapTrek*, p. 127 (e-book, p. 39), copy the map of Native American Tribal Groups.

Keep:

- Recite **Acts 17:26-27**.

Day 3 (3)

Hear:

- Read and discuss *The Story of the Thirteen Colonies*, chapters V-VI.
 - Why did the Vikings call the New World “Vineland” (p. 26)?

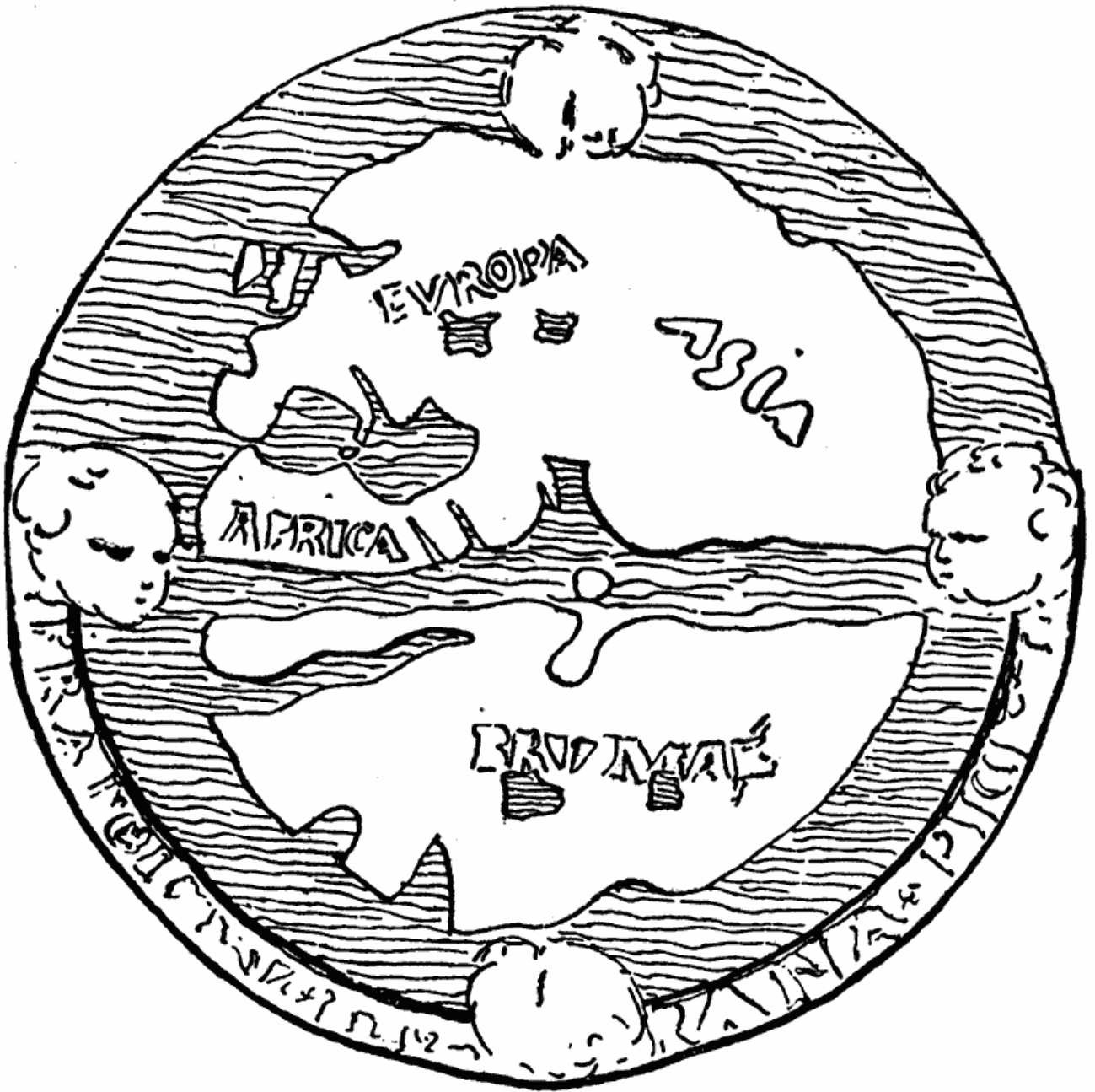
Learn:

- Timeline – Add Leif Eriksson (AD 1000).
- Make a map for your notebook, similar to the ancient map from the fifteenth century that you can see on the next page.

Keep:

- Recite **Acts 17:26-27**.

¹ Learn more about the false worship that originated in Babylon and permeated the entire world, in *From Ancient Times: Creation to Assyria (Year 1)* by Foundations Press.



FIFTEENTH CENTURY.*

(Image Source²)

² Justin Winsor, Narrative and Critical History of America Vol. 1 (New York, NY: Houghton, Mifflin, and Company, 1889) 53, <http://etc.usf.edu/maps/pages/4100/4125/4125.htm>.

Day 4 (4)

Keep:

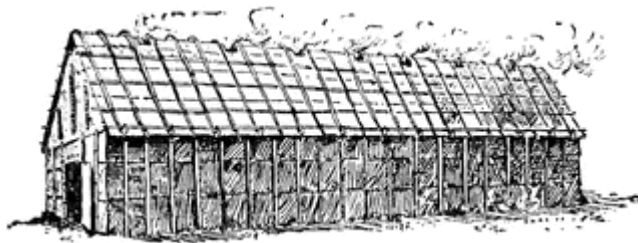
- Recite **Acts 17:26-27**.
- Using your best handwriting, copy **Acts 17:26-27** into your notebook.

Do:

- Project – **Native American Dwellings**. Using resources from your local library or from the Internet, learn about various home styles used by Indians across North America. You may wish to choose from wigwams, teepees, long houses, adobe homes, cliff dwellings, or any other that you find. Using materials you have on hand (small boxes, modeling clay, fabric pieces, sticks, etc.), make a model of one of these dwellings.



A tipi (also teepee, tepee) is a conical tent originally made of animal skins or birch bark and popularized by the Native Americans of the Great Plains. Tipis are stereotypically associated with Native Americans in general, but Native Americans from places other than the Great Plains used different types of dwellings. The term wigwam is sometimes incorrectly used to refer to a dwelling of this type. The tipi was durable, provided warmth and comfort in winter, was dry during heavy rains, and was cool in the heat of summer. Tipis could be disassembled and packed away quickly when a tribe decided to move, and could be reconstructed quickly when the tribe settled in a new area. This portability was important to those Plains Indians who had a nomadic lifestyle. (Image Source³)



A "long house" where up to fifty families would live, built by the Native American tribe, the Iroquois. (Image Source⁴)

³ Benson John Lossing, ed. Harper's Encyclopedia of United States History (vol. 10) (New York, NY: Harper and Brothers, 1912), http://etc.usf.edu/clipart/57700/57720/57720_teepee.htm.

⁴ Arthur C. Perry American History (New York, NY: American Book Company, 1913), http://etc.usf.edu/clipart/45100/45168/45168_long_house.htm.



Cliff dwellings of poured or puddled adobe (cob) at Cuarenta Casas in Mexico. (Image Source⁵)

Day 5 (5)

Keep:

- Recite **Acts 17:26-27**.

Do:

- Notebooking – **Vikings**. Using resources from your local library or from the Internet, learn how the Vikings lived. How was their culture similar to the Native Americans, and how was it different? Make a page for your notebook that explains what you have learned.
 - Take a look at Viking long houses online.
 - Make a Viking longhouse lapbook.



⁵ <https://en.wikipedia.org/wiki/Adobe>

WEEK 2—CHRISTOPHER COLUMBUS

This week we will learn how Christopher Columbus led expeditions to the New World, mistakenly believing that he was finding trade routes to the East.

PREPARATION

Books Needed This Week:

- Bible
- The Story of the Thirteen Colonies*
- MapTrek*

Optional Books:

- The World of Columbus and Sons*, by Genevieve Foster
- Christopher Columbus*, by Janet and Geoff Benge
- The True Story of Christopher Columbus*, by Elbridge Brooks

HIGH SCHOOL SUPPLEMENT

- Read the journal of Christopher Columbus.



Day 1 (6)

Hear:

- Read and discuss *The Story of the Thirteen Colonies*, chapters VII-IX.

Learn:

- Using *MapTrek*:
 - Find the route Marco Polo took (p. 80; e-book p. 39).
 - Find the cities of Genoa and Lisbon (p. 82; e-book p. 73).
- Timeline – Add Marco Polo (1254-1324) and Prince Henry the Navigator (1450).
- We are going to memorize **Isaiah 40:22** this week. Begin by reciting it together 3 times each day.
 - “It is he that sitteth upon the circle of the earth, and the inhabitants thereof are as grasshoppers; that stretcheth out the heavens as a curtain, and spreadeth them out as a tent to dwell in” (Isaiah 40:22, KJV).

Day 2 (7)

Hear:

- Read and discuss *The Story of the Thirteen Colonies*, chapters X-XII.
 - Where did Columbus think he had landed?
 - How did Columbus treat the people he found in the New World?

Learn:

- Timeline – Add **Christopher Columbus claims the West Indies for Spain (1492)**.
(Note: We have placed this date in bold print because we recommend memorizing this date.)

- Using *MapTrek*, p. 89 (e-book, p. 57), copy the map of the voyage of Christopher Columbus.

Keep:

- Recite **Isaiah 40:22**.

Day 3 (8)

Hear:

- Read and discuss *The Story of the Thirteen Colonies*, chapters XIII-XIV.
- Read and discuss Proverbs 1:10-19 and Proverbs 15:27.

Keep:

- Recite **Isaiah 40:22**.

Day 4 (9)

Keep:

- Recite **Isaiah 40:22**.
- Using your best handwriting, copy **Isaiah 40:22** into your notebook.

Do:

- Project – **Trading**. You have learned how Columbus and his men traded trinkets for food. Learn more about this system of bartering. You may want to do a project like this with your family, friends, and neighbors:

Dear Friends, We are currently studying the life of Christopher Columbus and his voyage across the Atlantic Ocean. As you know, the voyage was important to the people at this time because the people of Europe were trying to find a new trade route to the Indies.

In order to gain a better understanding of what it meant to be a merchant or trader, I am inviting you to a “bartering party.” If you can attend, please bring something from home that you would be willing to trade. The following are some possibilities of items that could be traded: an old toy, a previously read book, a picture, a cool pen or pencil, or even food.

At our party, each person will have an opportunity to trade, or even to make multiple trades if you wish, seeing if they can get something “bigger and better.” We hope you can join us!

Day 5 (10)

Keep:

- Recite **Isaiah 40:22**.

Do:

- Research Online – Did people in Columbus’ time believe that the earth was flat? Is this what Christianity taught? Write 3-5 paragraphs explaining what you learn.



WEEK 3—EXPLORERS

This week we will learn how Spain, Portugal, France, and England all sent explorers to the New World, looking for gold and for a shortcut to Asia.

PREPARATION

Books Needed This Week:

- Bible
- The Story of the Thirteen Colonies*
- MapTrek*

Optional Books:

- By Right of Conquest: With Cortez in Mexico*, by G.A. Henty
- The Francis Parkman Reader*, by Samuel Eliot Morison
- Ship*, by David Macaulay
- Empires Lost and Won: The Spanish Heritage in the Southwest*, by Albert Marrin
- Walk the World's Rim*, by Betty Baker

HIGH SCHOOL SUPPLEMENT

- Learn more about the Roanoke colony.



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Day 1 (11)

Hear:

- Read and discuss *The Story of the Thirteen Colonies*, chapters XV-XVII.
 - Review: What were the names of Columbus' ships? For what country did Columbus sail?
 - For what country and king did Cabot sail?
 - For what country did Vasco da Gama sail?
 - For what country did Americus Vesputius sail?
 - For what country did Balboa sail? What did he discover?
 - For what country did Ponce de Leon sail?
 - For what country did Magellan sail? What body of water did he name? What special feat did his voyage accomplish?
 - Which explorers sailed for Spain?
 - What part of America was explored by Cortez? by Pizarro? by Cabeza de Vaca? by Coronado? by DeSoto? (Find these areas on a map.)

Learn:

- Using *MapTrek*, p. 90 (e-book, p. 59), copy the map of "Later Explorers."
- Timeline – Add the following to your timeline:
 - John Cabot (1254-1324)
 - Amerigo Vespucci (1454-1512)
 - Ponce de Leon (1460-1521)
 - Hernando Cortes (1485-1547)
 - Hernando de Soto (1496-1542)
 - Francisco Vasquez de Coronado (1510-1554)

- We are going to memorize **Psalm 107:23-24** this week. Begin by reciting it together 3 times each day.
 - “They that go down to the sea in ships, that do business in great waters; these see the works of YHWH, and his wonders in the deep” (Psalm 107:23-24, KJV).

Day 2 (12)

Hear:

- Read and discuss *The Story of the Thirteen Colonies*, chapters XVIII-XIX.
 - Why did the Catholics of Europe eat great quantities of fish?
 - For what country did Verrazano sail?
 - What body of water did Cartier discover?
 - What two commodities were traded by the French?
 - Why did Coligny send the Huguenots to the New World?
 - For what country did Menendez sail?

Learn:

- Timeline – Add Giovanni da Verrazano (c. 1485–c. 1528).
- Using *MapTrek*, p. 91 (e-book, p. 61), copy the map of Central and South America.

Keep:

- Recite **Psalm 107:23-24**.

Day 3 (13)

Hear:

- Read and discuss *The Story of the Thirteen Colonies*, chapters XX-XXII.
 - For what country did Hawkins sail? What did he establish in the New World?
 - What is the Northwest Passage to India?
 - For what accomplishment is Drake remembered?
 - For what country did Raleigh sail?
 - What did Raleigh name his new “country” in the New World, and why?
 - What new plant was sent from the New World back to Ireland?
 - What was the first colony established by Raleigh? Did it succeed?

Learn:

- Timeline – Add Sir Walter Raleigh (1552-1618) and Virginia Dare (1586).
- Using *MapTrek*, p. 97 (e-book, p. 73), copy the map of the Spanish and Portuguese Empires.

Keep:

- Recite memory work learned so far. (See next page.)

MEMORY WORK LEARNED SO FAR

○ **Timeline Dates:**

- Christopher Columbus claims the West Indies for Spain (1492)

○ **Memory Verses (KJV):**

- Acts 17:26-27 – “And hath made of one blood all nations of men for to dwell on all the face of the earth, and hath determined the times before appointed, and the bounds of their habitation; That they should seek YHWH, if haply they might feel after him, and find him, though he be not far from every one of us.”
- Isaiah 40:22 – “It is he that sitteth upon the circle of the earth, and the inhabitants thereof are as grasshoppers; that stretcheth out the heavens as a curtain, and spreadeth them out as a tent to dwell in.”
- Psalm 107:23-24 – “They that go down to the sea in ships, that do business in great waters; These see the works of YHWH, and his wonders in the deep.”

Day 4 (14)

Keep:

- Recite **Psalm 107:23-24**.
- Using your best handwriting, copy **Psalm 107:23-24** into your notebook.

Do:

- Choose one of the explorers we read about this week. Imagine that you work for a famous museum and have been asked to gather information about the exploration of North America.
- Gather the following information about your explorer:
 - Name
 - Country represented
 - Time of exploration
 - Why the voyage was undertaken
 - Challenges faced
 - Evidence of persistence and/or risk-taking
 - Results of exploration
- Create a map showing the route(s) of your explorer, including places of departure and destination. Your map should include a title, a map key, and country and territory names.
- Use the information gathered to make an informational brochure and a project to be included in a new museum display.

Day 5 (15)

Keep:

- Recite **Psalm 107:23-24**.

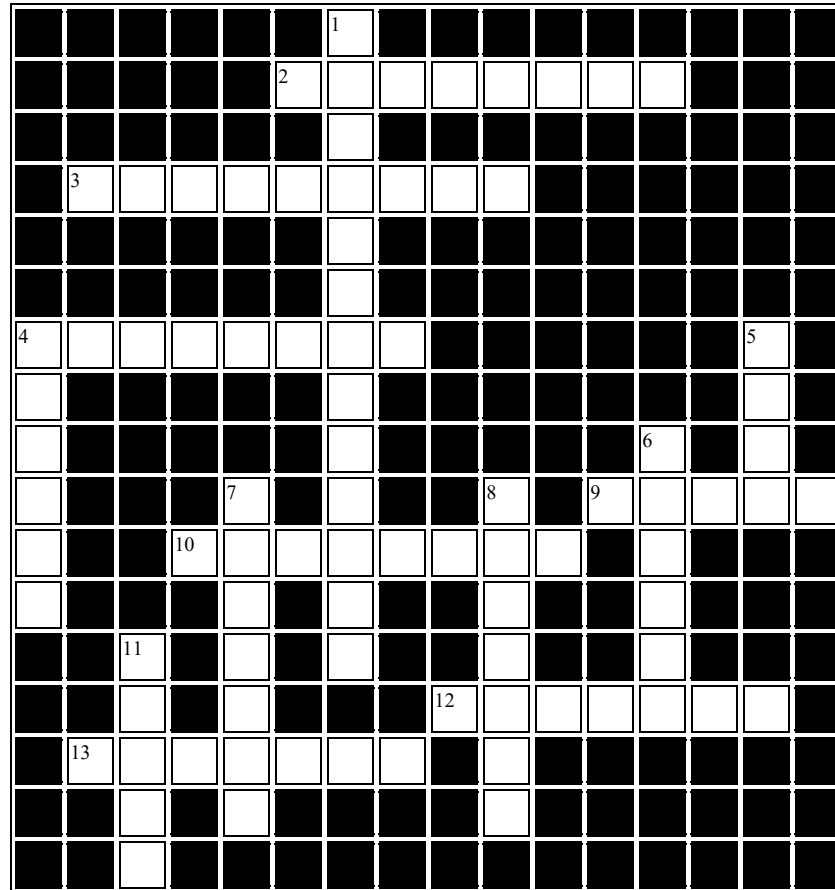
Do:

- Do **Worksheet 1**.

Name _____

Worksheet 1

North American Explorers



Across

Down

- | | |
|---|---|
| <ol style="list-style-type: none"> 2. In 1492, sailed west from Spain and thought he had reached Asia but had actually reached islands near to the Americas. 3. Determined that he landed on another continent, which was later called America in his honor. 4. Led an expedition from Mexico City into what is now the southwestern US in search of the Seven Cities of Gold. 9. Sailed from England and landed in what is called Newfoundland, though he thought he landed in Asia. 10. Portuguese explorer whose ship completed the first trip around the world. 12. Spanish conquistador who conquered the Inca Indians in Peru. 13. Established a colony on Roanoke Island in what is now North Carolina. | <ol style="list-style-type: none"> 1. First Spanish explorer to set foot on territory that would later become the United States. 4. Spanish conquistador who conquered the Aztec Empire in what is now Mexico. 5. Wrote a book about his travels that gave Europeans information about Asia. 6. Crossed the Isthmus of Panama in 1513, which connects the continents known today as North and South America. 7. French explorer who sailed up the St. Lawrence River and began a fur trading business with the Hurons. 8. English explorer who established the African slave trade. 11. First Englishman to sail around the globe. |
|---|---|