

HISTORY

Historical Introduction

This week is the start of a four-week mini-unit that will actually extend into Unit 2. We are studying the Roaring Twenties, a fascinating period with lots of changes going on. To give you some idea of the big picture, here’s our approach. This week’s focus is the period when Woodrow Wilson was still in office (but sick, and hardly visible as a leader). America’s economy, government, and society had been hyped for war for about eighteen months; there were over a million soldiers overseas on Armistice Day (November 11, 1918). It took over a year for people to lose their fighting spirit, go through a period of irrational fears concerning a violent socialist takeover of America—called the Red Scare—and settle back down to living everyday life.

Before things settled down, the postwar period brought inflated prices for all goods as businessmen sought to return to a privately run economy. It was hard for many people to make ends meet, especially workers. Business leaders were intent on regaining their pre-war profits and sought to do so by keeping workers’ salaries low, even when prices were rising. During the war, however, workers had tasted the power of collective bargaining and, when they perceived that management was not going to work with them, laborers used strikes. Because of recent events in Russia and on the European continent, it was easy for Americans to fear that violent socialists were seeking to take over America. You will study why this fear arose, as well as the events that fueled the hysteria and what resulted from it.

During this era, two important amendments to the U.S. Constitution were ratified and put into effect. They were the Eighteenth Amendment (Prohibition) and the Nineteenth Amendment (women’s suffrage). The Volstead Act enforced Prohibition, making the manufacture and sale of alcohol (but not its consumption) illegal in all states. There had long been support for eliminating liquor and its ill effects from the American scene. Indeed, many states were already “dry” by law, and a temporary law had banned the distilling and distribution of alcohol during the war. A majority of Americans had long wished to see the ban be permanent, and in a last decisive, moralistic, reformatory mood, states quickly ratified the amendment that Congress proposed. The Nineteenth Amendment was also ratified quickly during these years; again, this was the fruit of a long fight on the part of suffragettes, and a woman’s right to vote had been debated for years by the American public. You will review the entire women’s movement and the details of the amendment’s passage this week.

There were huge temptations during this period for Americans to abandon their traditional beliefs and morals. These came from events and forces both inside and outside of America. Older students will study these influences in detail. Unfortunately, many Americans—especially younger women—did succumb to these temptations and adopt ideas, attitudes, and behaviors that God warns against in the Bible. American society was changed for the worse as a result.

Despite some changes for the worse, God’s kindness was still on full display in this period. Cars, vacuum cleaners, radios, and a strange new invention called a “moving picture” (which would later become television) became part of American culture. These helped to connect families who lived far apart, saved labor, and added variety, news, music, and fun to Americans’ lives in the Twenties.

Threads

- Begin a four-week study of the 1920’s, focusing on Prohibition, women’s suffrage, and the Red Scare.
- Learn about the early life of Franklin D. Roosevelt, who will become a major figure in Unit 2.

PEOPLE	TIME LINE		VOCABULARY
<input type="checkbox"/> Elizabeth Cady Stanton	1917	Police arrest White House suffragette pickers.	
<input type="checkbox"/> Lucretia Mott	1920	Eighteenth Amendment prohibits the manufacture and sale of alcohol in the United States. Nineteenth Amendment gives women the right to vote. First radio network broadcast	
<input type="checkbox"/> Susan B. Anthony			
<input type="checkbox"/> Lucy Stone			
<input type="checkbox"/> Carrie Chapman Catt			
<input type="checkbox"/> Harriot Stanton Blatch			
<input type="checkbox"/> Alice Paul			
<input type="checkbox"/> Franklin Delano Roosevelt			

Reading

- Franklin Delano Roosevelt*, by Russell Freedman, chapters 1-2
- Unraveling Freedom*, by Ann Bausum, p. 63-73 (Week 4 of 4)
- Women's Right to Vote*, by Elaine Landau
- Temperance and Prohibition*, by Mark Beyer, p. 4-19 (Week 1 of 2)
- Understanding the U.S. Constitution*, by Mark A. Stange, p. 60 (5th paragraph only), 105 (Amendments XVIII-XIX) (Week 2 of 2)
- SUGGESTED READ-ALoud: *Harlem Stomp!* by Laban Carrick Hill, chapters 3-4 (Week 2 of 4)

Accountability Questions

1. What was the Volstead Act? What was the result of this act?
2. What does the term “suffragette” mean?
3. What happened at the Seneca Falls Conference in 1848, and what were its long-term effects?
4. Was there any opposition to the Seneca Falls Declaration? If so, why?
5. Who was Susan B. Anthony, and what role did she play in her first few years as a leader in the women’s movement?
6. What led to the split in the women’s movement?
7. Who disagreed with Anthony and Stanton’s opposition to the Fifteenth Amendment?
8. What bold action did Susan B. Anthony decide must be made to further her cause, and what was the result?
9. Why did the two suffrage movements reunite in 1890, and when did the first phase of the women’s suffrage movement end?
10. What were the claims of the second phase of the women’s suffrage movement?
11. Who were some of the prominent leaders of this second phase, and what were their goals?
12. Did the other leaders of the suffrage movement agree with Alice Paul’s tactics?
13. How did Alice Paul continue her fight for the suffrage movement? What happened?
14. How did the jailed women work for their movement even from their jail cells?
15. How did Carrie Chapman Catt and her followers try to gain support for a women’s suffrage amendment to the Constitution?
16. What amendment to the Constitution gave women the ability to vote, and when did it finally become law?
17. What were some of the unexpected results of this new freedom for women?
18. What was the “Red Scare”? How did Americans respond?
19. What kind of childhood did Franklin Delano Roosevelt (FDR) have?
20. How did FDR manage at boarding school?
21. What were some of the important experiences of FDR’s time at college?

Thinking Questions

1. Do you think that Christian women should claim a biblical “right” to vote? Jot down some thoughts to share during your discussion time.
2. What was a flapper? What do you think God’s Word can tell us about the way flappers usually behaved?

Writing

LEVEL	GENRES	INSTRUCTIONS AND TOPICS
6	<ul style="list-style-type: none"> <input type="checkbox"/> Playwriting (Week 3 of 4) <input type="checkbox"/> Dictation 	<ul style="list-style-type: none"> <input type="checkbox"/> Practice taking dictation at least once this week. <input type="checkbox"/> Present your radio play script to your teacher this week and ask for input: <ul style="list-style-type: none"> <input type="checkbox"/> Does she think the characters are believable? If not, how could they be improved? <input type="checkbox"/> Is she confused by any part of the plot? Add or change lines to make the story clearer. <input type="checkbox"/> Make any necessary changes to your rough draft, and file it under “Work in Progress” in your Grammar and Composition Notebook. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
7	<ul style="list-style-type: none"> <input type="checkbox"/> Persuasive Writing 	<ul style="list-style-type: none"> <input type="checkbox"/> Write another persuasive piece following all of the steps in the writing process, on one of the topics below. <ul style="list-style-type: none"> <input type="checkbox"/> Persuade your reader that the Treaty of Versailles was too harsh. <input type="checkbox"/> Persuade your reading that women don’t need to vote in order to make their wishes for the political process known. <input type="checkbox"/> Persuade your reader that Prohibition is a good idea. <input type="checkbox"/> File your paper under “Completed Work” in your Grammar and Composition Notebook. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
8	<ul style="list-style-type: none"> <input type="checkbox"/> Analytical Essay 	<ul style="list-style-type: none"> <input type="checkbox"/> Choose between the topics below to write another essay this week. <ul style="list-style-type: none"> <input type="checkbox"/> “Women did not need to have the legal right to vote in order to make their political preferences known.” Support this statement: what other ways could women affect political outcomes. <input type="checkbox"/> “There are good and biblical reasons why women should be allowed to vote.” Support this statement using biblical passages and common sense arguments that are well-organized into three strong categories. <input type="checkbox"/> File your completed essay under “Completed Work” in your Grammar and Composition Notebook. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.

Chart continues on the next page...

9	<input type="checkbox"/> Playwriting (Week 2 of 4)	<ul style="list-style-type: none"><input type="checkbox"/> Present your radio play script to your teacher this week and ask for input:<ul style="list-style-type: none"><input type="checkbox"/> Does she think the characters are believable? If not, how could they be improved?<input type="checkbox"/> Is she confused by any part of the plot? Add or change lines to make the story clearer.<input type="checkbox"/> Make any necessary changes to your rough draft, and file it under “Work in Progress” in your Grammar and Composition Notebook.<input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
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WORLDVIEW: CHURCH HISTORY**Reading**

Men of Faith: Eric Liddell, by Catherine Swift, p. 7-59 (Week 1 of 3)

Exercises

1. When James Liddell went as a missionary to China, he knew that he was entering a dangerous land. What gave him courage and determination? Do you think that you could have the courage to enter a strange, hostile land to preach the gospel?
2. Once in China, what were some of the things that saddened James about Chinese society?
3. What was it like for the three Liddell children to grow up in China?
4. What was Eric like as a child growing up in China? What were some of his character qualities?
5. When it was time for the Liddells to go back to China after their time in Scotland, why did Robbie and Eric stay behind?
6. While at school, what was Eric's favorite thing to do? What were some of the ways that Eric grew in his character?
7. How did World War I affect Eric while he was at school?

GEOGRAPHY

There is no assignment this week.

LITERATURE

Reading

Poetry for Young People: Robert Frost, edited by Gary D. Schmidt

Worksheet

Complete the following biographical information about Robert Frost and his poetry. You will discuss the poems further in class with your teacher.

Where was Robert Frost born?

How old was Robert when his father died?

How old was he when he first started writing poetry?

Who was his wife?

At which New England university did he study?

What were the conditions under which Frost's grandfather would help buy a farm?

Why did the Frost family move to England?

What was the name of the first book he had published?

When did he return to America?

How much money did he earn from his first two books?

What was the name of the college that he helped begin?

Four times Frost won a particular prize. What was it?

Which English poet toasted Frost at a dinner?

Which poem did Frost read at John F. Kennedy's inauguration?

From each seasonal grouping of poetry in your book, choose your favorite and write the title here.

 Summer

 Autumn

 Winter

 Spring

FINE ARTS & ACTIVITIES

Reading

The Gift of Music, by Jane Stuart Smith and Betty Carlson, chapter 29

Exercises

1. Make a poster that illustrates your personal belief about drinking alcohol. Include at least one Scripture reference that backs up your belief.
2. How do you feel about women's rights? Prepare a short skit that will explain what you've learned historically, as well as your feelings about the same issue today.
3. Choose one of the women who was influential in the early years of the women's rights movement. Make an oversized time line of her life.
4. Begin making plans for your Unit Celebration. Your teacher will have some ideas for you. This week decide on your theme, and choose a place and date for your celebration. (Week 1 of 3)

HISTORY

Historical Introduction

A highlight for you this week is one of the first purely American musical genres: jazz. You'll recall that one of the names for the Roaring Twenties is the Jazz Age. Jazz was a combination of African-American music, drawing on tribal rhythms, syncopation, and blue notes (those sung or played at a slightly lower pitch than that of the major scale). Some European influences were also present in jazz, but most Americans didn't know the origins of the music. They just loved to dance to it! Jazz was upbeat, swingy, and wonderful dance music. Its originators and finest artists were black, and in this era, they congregated in Harlem, New York, where many Southern blacks had migrated soon after the close of World War I to escape the grinding social oppression of the South. Not only in Harlem, but in Chicago, Detroit, and other major cities of the North, blacks migrated in record numbers searching for work and a better life for their families.

You will also read about the early life and career of Franklin D. Roosevelt. In 1905, FDR married Eleanor Roosevelt, his distant cousin and a niece of Teddy Roosevelt. A few years later, FDR began a political career by running for a seat in the New York State Senate. Thereafter he and Eleanor entered into a life of public service. Of particular interest for your studies are the comparisons between FDR and his famous cousin, Teddy Roosevelt.

Intertwined with FDR's story is the 1920 election and the presidency of Warren Harding, which all students study this week. Harding won the 1920 election on a slogan that was actually a mistake in an early speech. He said, and the American public agreed wholeheartedly, that what Americans wanted was "a return to normalcy." James Cox (whom many historians believe would have made a far superior president) ran with Franklin D. Roosevelt in opposition to Harding. However, the country had taken a turn of mood, and Cox and FDR's proposals to continue Wilson's program of reform and foreign involvement through the League of Nations were defeated.

Finally, you will begin to learn about the life of the greatest mass murderer in history: Joseph Stalin. You will read how he rose from abject poverty and a terrible childhood to succeed Lenin as dictator of Russia by age 50. Lenin had gained control of Russia during the civil war in the closing years of World War I. Attempting to carry communism into Western Europe, Lenin sent his Red Army to invade Poland, but he was defeated in one of the most decisive (and shortest) wars in history. Confined to Russia (which he renamed the Union of Soviet Socialist Republics—or Soviet Union—in 1922), Lenin set out to build a stable state and bide his time for future attempts at revolution. He established a totalitarian regime with a huge bureaucracy that took immense effort to run.

Neither Lenin nor many of his lieutenants were willing to shoulder the relatively humble and boring job of general secretary. But for young Joseph Stalin, the job of secretary became his stepping stone to an absolute dictatorship that none dared to oppose. Thus, Stalin rose from abject poverty and a terrible childhood to succeed Lenin as dictator of Russia by age 50. He became the greatest mass murderer in history, and Americans later came to oppose Russia's form of communism in part because of his leadership. This week, you will read the fascinating (and scary) story of his rise to power.

Threads

- Read about FDR's marriage and entry into politics.
- Learn about the life and presidency of Warren Harding.
- Read about the early life and career of Joseph Stalin.

PEOPLE	TIME LINE	VOCABULARY
<input type="checkbox"/> Eleanor Roosevelt	1921-1923 Warren Harding is President.	
<input type="checkbox"/> Joseph Stalin	1922 Stalin is named the general secretary of the Russian Communist Party.	
<input type="checkbox"/> Vladimir Lenin	1924 Lenin dies.	
<input type="checkbox"/> Leon Trotsky		
<input type="checkbox"/> Warren Harding	1929-1953 Stalin rules as undisputed dictator of the Soviet Union.	
<input type="checkbox"/> Franklin D. Roosevelt		

Reading

- Franklin Delano Roosevelt*, by Russell Freedman, chapter 3
- Stalin*, by Sean McCollum, chapters 1-6
- Popular Culture: 1920-1939*, by Jane Bingham, p. 4-5, 8-15, 36-39 (Week 1 of 4)
- Read about the life and presidency of Warren G. Harding in either or both of the following places:
 - Presidents Book
 - Internet Links (See Year 4 History page of the Tapestry website.)
- SUGGESTED READ-ALoud: *Harlem Stomp!* by Laban Carrick Hill, chapters 5-7 (Week 3 of 4)

Accountability Questions

1. How did Roosevelt win the New York Senate seat? Why was this a significant feat?
2. How was FDR similar to Teddy Roosevelt in his ideas about politics?
3. How did FDR's career path follow his cousin's?
4. How was FDR involved in World War I?
5. What did FDR learn from his campaign with James Cox?
6. What positions had Harding held before being elected president?
7. What were the most important issues of Harding's administration?
8. Why did the United States enter into numerous treaties with other nations during Harding's term?
9. What stood out to you about Stalin's childhood and school years?
10. How did Stalin form his opinions about government? How did these views change his life?
11. Why did Stalin use disguises and have to live in hiding?
12. How did Stalin become associated with Vladimir Lenin? How did this relationship affect his life?

Thinking Questions

1. Why was Harding's campaign noteworthy?
2. President Harding had begun his term with the promise of helping Americans return to normalcy. Although some things returned to normal, what were some of the new things that were affecting American culture? What were the effects of these new elements of American culture?
3. What was significant about Stalin being given the position of general secretary of the Communist Party? How did it aid his rise to power?

Writing

LEVEL	GENRES	INSTRUCTIONS AND TOPICS
6	<ul style="list-style-type: none"> <input type="checkbox"/> Playwriting (Week 4 of 4) <input type="checkbox"/> Dictation 	<ul style="list-style-type: none"> <input type="checkbox"/> Practice dictation at least once this week. <input type="checkbox"/> After receiving input (and meeting with others, if you have fellow-authors), make sure you type a neat copy of your work, with all spelling and dialogue correct. <input type="checkbox"/> If you have time, do a bench reading of your play so that everyone will have one more opportunity to practice. <input type="checkbox"/> Plan to record your play or perform it in front of microphones, live, at your Unit Celebration. <input type="checkbox"/> File your play under "Completed Work" in your Grammar and Composition Notebook. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
7	<ul style="list-style-type: none"> <input type="checkbox"/> Informative Writing 	<ul style="list-style-type: none"> <input type="checkbox"/> Read in <i>Writing Aids</i> about the unique features of informative writing. <input type="checkbox"/> Write a short informative piece about one of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Tell your reader about the Harlem Renaissance. <input type="checkbox"/> Tell your reader about the jazz age. <input type="checkbox"/> File your papers under "Completed Work" in your Grammar and Composition Notebook. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
8	<ul style="list-style-type: none"> <input type="checkbox"/> Analytical Essay 	<ul style="list-style-type: none"> <input type="checkbox"/> Write one last essay this week by choosing one of the following topics. <ul style="list-style-type: none"> <input type="checkbox"/> Analyze how the Harlem Renaissance allowed blacks to express themselves in art, music, and society at large. <input type="checkbox"/> "Warren Harding was a poor choice for president." Affirm or deny this statement in light of what you know about Harding's character, his rise to presidential office, and his choices as president. <input type="checkbox"/> File your completed essay under "Completed Work" in your Grammar and Composition Notebook. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.

Chart continues on the next page...

9	<input type="checkbox"/> Playwriting (Week 4 of 4)	<ul style="list-style-type: none"><input type="checkbox"/> After receiving input (and meeting with others, if you have fellow-authors), make sure you type a neat copy of your work, with all spelling and dialogue correct.<input type="checkbox"/> If you have time, do a bench reading of your play so that everyone will have one more opportunity to practice.<input type="checkbox"/> Plan to record your play or perform it in front of microphones, live, at your Unit Celebration.<input type="checkbox"/> File your play under "Completed Work" in your Grammar and Composition Notebook.<input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
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WORLDVIEW: CHURCH HISTORY

Reading

Men of Faith: Eric Liddell, by Catherine Swift, p. 60-121 (Week 2 of 3)

Exercises

1. After a few months at the university, one of Eric's friends encouraged him to participate in a sporting event. He agreed and began to train. When the big day came, how was this event significant for Eric?
2. After his first big race, Eric decided that he would continue to train as a runner. His trainer took him to an arena where professional athletes trained. Why did Eric laugh when he saw the athletes training at the arena? What did he later realize about his first impressions of the athletes?
3. When Eric's new coach observed how Eric ran, what was his impression of Eric?
4. Do you think it would have been hard for Eric to stay humble, given his obvious talent and success?
5. What event led Eric to speak openly about his relationship with God? How did this event change his life?
6. Did Eric's new focus affect his running ability or success?
7. Eric was honored and excited to hear that he had won his way to the Olympic Games. However, when he learned that he was scheduled to race on a Sunday, what did he do? What did his action reveal about his priorities?
8. How did God bestow His favor on Eric in the 400-meter race?
9. How did God use Eric's victory at the Olympics to further His kingdom?

GEOGRAPHY

On a resource map, locate the following places that were important to Stalin during his early life and rise to power:

- Georgia
- Siberia
- Poland
- Moscow
- Leningrad (was St. Petersburg and Petrograd)

LITERATURE

Reading

Peter Pan, by J.M. Barrie, chapters 1-8 (Week 1 of 2)





Worksheet 1

List one example from each of the first eight chapters that show that this book is a fantasy.



Describe Neverland. 

Write three words or phrases that describe each of the following characters.

 Wendy <hr/> <hr/> <hr/> <hr/> <hr/>	 John <hr/> <hr/> <hr/> <hr/> <hr/>	 Michael <hr/> <hr/> <hr/> <hr/> <hr/>	 Peter Pan <hr/> <hr/> <hr/> <hr/> <hr/>
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FINE ARTS & ACTIVITIES

Reading

None this week

Exercises

1. Make a mini-poster about one jazz musician of your choice.
2. Pretend that you are a news commentator and interview a jazz musician.
3. Listen to jazz artists as you do your school work, or at another time specified by your teacher.
4. Continue planning for your Unit Celebration. Make sure you have your costume ready; you'll also want to take time to plan out your menu if you haven't done so already. (Week 2 of 3)
5. Add Warren Harding to your president card bank. His term in office was 1921-1923.

HISTORY

Historical Introduction

This is the final week of our first unit of Year 4! If your family is planning a Unit Celebration, this is the week to do final preparations. Make sure you've got the date reserved on the calendars of your guests, and then students can help parents prepare. One way students will need to get ready is by completing all the projects, writing assignments, map work, time line entries, and displays that have been assigned. Students should do a careful and thorough job so that they can honor their teachers and glorify God!

The main topic for this final week is our ongoing study of American history in the 1920's, focusing on the Ballyhoo Years, which occurred mostly during the administrations of Calvin Coolidge. Since Coolidge was such a hands-off president, most of our focus will be on events during his administrations rather than on the man himself or his policies as president. Many Americans in these years enjoyed increasing prosperity, since Coolidge's policies favored the free market, allowing wealthy people to invest in expanding their businesses, which in turn employed more people, who in turn bought and enjoyed new, exciting items—like automobiles, radios, and home electronics.

From flagpole sitting to crossword puzzle crazes, from murder trials to sports heroes, from Lindbergh to the Scopes Trial, Americans delighted in giving their full attention to one major news story after another. They were wildly excited about all these events and others that you will read about. This so-called ballyhoo (meaning, a lot of noise and excitement about relatively trivial matters) reached its crescendo with the successful transatlantic flight of Charles Lindbergh, and then died down as the presidential election of 1928 and the sensational phase of the stock market took center stage. You will focus on various aspects of American culture in the 1920's. We'll be going more into these last two topics as we take up Unit 2.

As you will learn, however, even as Americans were giving themselves to momentary fads and crazes, two European leaders were rising to power: Adolf Hitler in Germany and Benito Mussolini in Italy. Both of these men would become dictators of their respective countries, and they would be military allies in World War II. Both chose to create totalitarian, fascist governments that caused their people much misery, and brought death and (ultimately in World War II) destruction to their homelands. Where did these men come from? Who were their supporters? Why didn't someone see their evil intentions and stop them? This week, you will read about the early lives of both Hitler and Mussolini, their service in World War I, and the early stages of their rise to power.

Threads

- Read about the presidency of Calvin Coolidge.
- Continue your study of the 1920's by learning about the Ballyhoo Years and the Scopes Trial.
- Learn about Mussolini and Hitler's rise to power in Europe.
- Review for a unit exam, as directed by your teacher.

PEOPLE	TIME LINE		VOCABULARY
<input type="checkbox"/> Calvin Coolidge	1922	Mussolini secures dictatorial powers in Italy.	
<input type="checkbox"/> Benito Mussolini	1923	Hiler is arrested and put in prison, where he writes <i>Mein Kampf</i> after the failed Beer Hall Putsch.	
<input type="checkbox"/> Adolf Hitler	1923-1929	Calvin Coolidge is President.	
<input type="checkbox"/> Charles Lindbergh	1925	The Scopes Trial takes place.	
<input type="checkbox"/> John Butler	1926	Robert Goddard launches the first modern rocket.	
<input type="checkbox"/> William Jennings Bryan	1927	Charles Lindbergh successfully flies an airplane nonstop from New York to Paris.	
<input type="checkbox"/> Clarence Darrow			

Reading

- Popular Culture: 1920-1939*, by Jane Bingham, p. 16-25, 32-35, 40-51 (Week 2 of 4)
- Use [supporting links](#) to read about Mussolini.

- The Scopes Trial: A Photographic History*, by Edward Caudill
- The World Wars*, by Dowsnell, Brocklehurst & Brook, p. 114-115
- Read in your presidents book about the administrations of Calvin Coolidge in either or both of the following places:
 - Presidents Book
 - Internet Links (See Year 4 History page of the *Tapestry* website.)
- SUGGESTED READ-ALoud: *Harlem Stomp!* by Laban Carrick Hill, chapters 8-10 (Week 4 of 4)

Accountability Questions

1. Before the presidency, what career did Calvin Coolidge pursue?
2. How did Coolidge become president? How many terms did he serve?
3. What were the biggest issues during Coolidge's administrations?
4. During Coolidge's presidency, the Roaring Twenties were in full swing. These years have been referred to as the Ballyhoo Years, describing the superficial, frivolous culture in the United States. For each of the following, describe ways in which American culture was changing during this time:
 - Publicity Stunts
 - Variety Shows
 - Movies
 - Radio
 - Architecture
5. What were some of the popular ideas about American society after World War I?
6. Who was John Butler, and why were his thoughts about evolution significant?
7. What is the ACLU, and what did it do about the Butler Act?
8. Who was John Scopes?
9. What was Darrow's goal for the trial?
10. How did Mussolini's childhood affect his life?
11. What were Mussolini's political views?
12. With this mindset, what did Mussolini do in the 1920's?

Thinking Questions

1. Why were Fundamentalists against the theory of evolution?
2. Why did William Jennings Bryan and Clarence Darrow choose to participate in the Scopes Trial?
3. What did Darrow do that surprised everyone on the last day of the trial? What was the effect of his action?
4. The Scopes Trial has been called the "Greatest Trial of the Century"? How do the issues that were on display at the trial continue to this day?

Writing

LEVEL	GENRES	INSTRUCTIONS AND TOPICS
6	<ul style="list-style-type: none"> <input type="checkbox"/> Friendly Letter <input type="checkbox"/> Dictation 	<ul style="list-style-type: none"> <input type="checkbox"/> Practice dictation at least once this week. <input type="checkbox"/> Learn about, or review in <i>Writing Aids</i>, the proper format for writing a friendly letter. <input type="checkbox"/> Write a letter to a friend or relative, giving them an overview of what you've learned in Unit 1. <input type="checkbox"/> Mail your letter! <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
7	<ul style="list-style-type: none"> <input type="checkbox"/> Informative Writing 	<ul style="list-style-type: none"> <input type="checkbox"/> Write another informative paper about one of the following topics: <ul style="list-style-type: none"> <input type="checkbox"/> Silent movies or Charlie Chaplin <input type="checkbox"/> The Scopes Trial <input type="checkbox"/> File your papers under "Completed Work" in your Grammar and Composition Notebook. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
8	<ul style="list-style-type: none"> <input type="checkbox"/> Essay Test-taking 	<ul style="list-style-type: none"> <input type="checkbox"/> In <i>Writing Aids</i>, learn about or review the unique considerations when taking an essay test, such as budgeting your time while writing your answer. <input type="checkbox"/> Practice taking a timed essay test using one of the topics below. <ul style="list-style-type: none"> <input type="checkbox"/> "Ballyhoo became the pastime of America during the Roaring Twenties." Support this statement with specific types of ballyhoo and specific examples of events within the categories you create. <input type="checkbox"/> "While the Scopes Trial may have looked like ballyhoo, it was actually important to Americans." Support this statement by showing how the trial had elements of ballyhoo, what the substance of the trial was, and how the final showdown of the trial was important to many Americans. <input type="checkbox"/> File your completed essay under "Completed Work" in your Grammar and Composition Notebook. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.

9	<input type="checkbox"/> Formal and Informal Outlining	<ul style="list-style-type: none"><input type="checkbox"/> Learn or review how to take lecture or book notes using informal outlines or clustering. Read the <i>Writing Aids</i> section on “Finding the Main Idea” as well.<input type="checkbox"/> If you have never had much practice with outlining, create an informal outline about something simple from an encyclopedia article. Remember to identify the main ideas of the article.<input type="checkbox"/> For practice with oral presentations, find a taped audio presentation (such as a taped sermon) and take notes using clustering or formal outlining. Again, don't forget to identify the main ideas.<input type="checkbox"/> Your teacher may wish you to practice your outlining skills in summarizing the content of the unit on various major themes as well. Ask her about this idea before starting it.<input type="checkbox"/> File your outlines under “Completed Work” in your Grammar and Composition Notebook. Review your work with your teacher. Write down areas in which you need to improve and file them under “Goals” in your Grammar and Composition Notebook.<input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
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WORLDVIEW: CHURCH HISTORY

Reading

Men of Faith: Eric Liddell, by Catherine Swift, p. 122-176 (Week 3 of 3)

Exercises

1. As a teacher to the Chinese youth, how did Eric seek to reach out to his students?
2. How did Eric's talent as a runner open doors for his ministry in China?
3. Of Eric's daily priorities, what was most important?
4. Why was the phrase 'Keep smiling' important to Eric, and how did he use it fruitfully?
5. When Eric was asked to move from the Tientsin College to the Great Plain, what were some of the reasons that Eric did not want to go? What was his final decision, and why did he choose that course?
6. In the midst of dangerous circumstances, how did Eric conduct himself?
7. What inspired you about Eric Liddell's life?

GEOGRAPHY

1. Review this unit's work as you put the finishing touches on all your projects. Your unit exam may include some map work. Ask your teacher for direction.
2. Assemble any map work that your teacher directs you to prepare for display at your Unit Celebration.


LITERATURE

Reading

Peter Pan, by J.M. Barrie, chapters 9-17 (Week 2 of 2)

Worksheet 2

Write ways that Peter Pan and Wendy both have the following types of conflict.

Type of conflict	Peter Pan	Wendy
 <p>Physical conflict</p>		
 <p>Character conflict</p>		
 <p>Inner mental conflict</p>		

FINE ARTS & ACTIVITIES

Reading

The Gift of Music, by Jane Stuart Smith and Betty Carlson, chapter 34

Exercises

1. Watch a Charlie Chaplin or silent movie with your family. Take note of the actors' costume and facial expressions. Then dress up like one of the actors and act out a scene from the movie you saw. Be sure to take pictures for your portfolio!
2. Make an oversized T-chart showing the two arguments in the Scopes Trial. Be prepared to tell your family about both arguments on your chart.
3. On newsprint or a poster board, make a diagram of a baseball field and label the positions of the players and the specifications for a professional field.
4. Add Calvin Coolidge to your president card bank. His term in office was 1923-1929.
5. Carry out your Unit Celebration this week. Don't forget to take pictures to put in your portfolio or notebook!
(Week 3 of 3)