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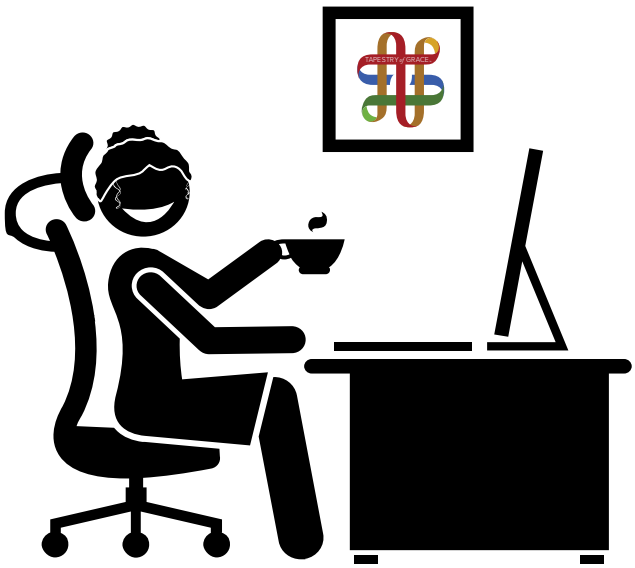

Questions? Clarifications? Suggestions?

Email Us: support@tapestryofgrace.com

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 kindess 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
☐ Elizabeth Cady Stanton ☐ Lucretia Mott ☐ Susan B. Anthony ☐ Lucy Stone ☐ Carrie Chapman Catt ☐ Harriot Stanton Blatch ☐ Alice Paul ☐ Franklin Delano Roosevelt	**1917** **1920**	Police arrest White House suffragette pickers. 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	

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7 Postwar America

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?

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Writing

Level	Genres	Instructions and Topics

6	☐ Playwriting (Week 3 of 4)
	☐ Dictation
		☐ Practice taking dictation at least once this week.
		☐ Present your radio play script to your teacher this week and ask for input:
		  ☐ Does she think the characters are believable? If not, how could they be improved?
		  ☐ Is she confused by any part of the plot? Add or change lines to make the story clearer.
		☐ Make any necessary changes to your rough draft, and file it under "Work in Progress" in your Grammar and Composition Notebook.
		☐ Do any writing worksheet(s) that your teacher gives you.

7	☐ Persuasive Writing	☐ Write another persuasive piece following all of the steps in the writing process, on one of the topics below.
		  ☐ Persuade your reader that the Treaty of Versailles was too harsh.
		  ☐ Persuade your reading that women don't need to vote in order to make their wishes for the political process known.
		  ☐ Persuade your reader that Prohibition is a good idea.
		☐ File your paper under "Completed Work" in your Grammar and Composition Notebook.
		☐ Do any writing worksheet(s) that your teacher gives you.

8	☐ Analytical Essay	☐ Choose between the topics below to write another essay this week.
		  ☐ "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.
		  ☐ "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.
		☐ File your completed essay under "Completed Work" in your Grammar and Composition Notebook.
		☐ Do any writing worksheet(s) that your teacher gives you.

Chart continues on the next page…

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9	☐ Playwriting (Week 2 of 4)	☐ Present your radio play script to your teacher this week and ask for input:
		  ☐ Does she think the characters are believable? If not, how could they be improved?
		  ☐ Is she confused by any part of the plot? Add or change lines to make the story clearer.
		☐ Make any necessary changes to your rough draft, and file it under "Work in Progress" in your Grammar and Composition Notebook.
		☐ 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?

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Geography

There is no assignment this week.

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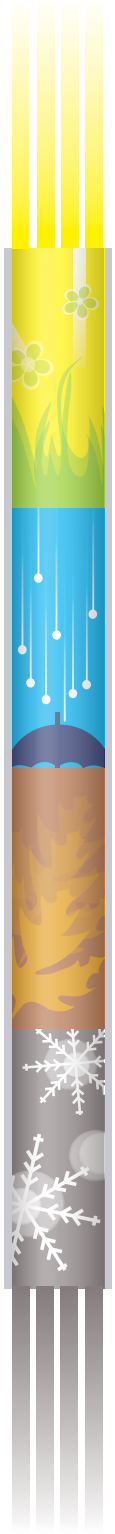
Literature

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

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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)

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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
☐ Eleanor Roosevelt ☐ Joseph Stalin ☐ Vladimir Lenin ☐ Leon Trotsky ☐ Warren Harding ☐ Franklin D. Roosevelt	**1921-1923**	Warren Harding is President.	
	1922	Stalin is named the general secretary of the Russian Communist Party.	
	1924	Lenin dies.	
	1929-1953	Stalin rules as undisputed dictator of the Soviet Union.	

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8 America's Roaring Twenties & Russia's Stalin

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?

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Writing

Level	Genres	Instructions and Topics
6	☐ Playwriting (Week 4 of 4) ☐ Dictation	☐ Practice dictation at least once this week. ☐ 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. ☐ If you have time, do a bench reading of your play so that everyone will have one more opportunity to practice. ☐ Plan to record your play or perform it in front of microphones, live, at your Unit Celebration. ☐ File your play under "Completed Work" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.
7	☐ Informative Writing	☐ Read in *Writing Aids* about the unique features of informative writing. ☐ Write a short informative piece about one of the following: ☐ Tell your reader about the Harlem Renaissance. ☐ Tell your reader about the jazz age. ☐ File your papers under "Completed Work" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.
8	☐ Analytical Essay	☐ Write one last essay this week by choosing one of the following topics. ☐ Analyze how the Harlem Renaissance allowed blacks to express themselves in art, music, and society at large. ☐ "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. ☐ File your completed essay under "Completed Work" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.

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9	☐ Playwriting (Week 4 of 4)	☐ 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. ☐ If you have time, do a bench reading of your play so that everyone will have one more opportunity to practice. ☐ Plan to record your play or perform it in front of microphones, live, at your Unit Celebration. ☐ File your play under "Completed Work" in your Grammar and Composition Notebook. ☐ 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?

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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)

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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

John

Michael

Peter Pan

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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.

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

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.

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- ❑ *The Scopes Trial: A Photographic History*, by Edward Caudill
- ❑ *The World Wars*, by Dowswell, 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?

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Writing

Level	Genres	Instructions and Topics
6	☐ Friendly Letter ☐ Dictation	☐ Practice dictation at least once this week. ☐ Learn about, or review in *Writing Aids*, the proper format for writing a friendly letter. ☐ Write a letter to a friend or relative, giving them an overview of what you've learned in Unit 1. ☐ Mail your letter! ☐ Do any writing worksheet(s) that your teacher gives you.
7	☐ Informative Writing	☐ Write another informative paper about one of the following topics: ☐ Silent movies or Charlie Chaplin ☐ The Scopes Trial ☐ File your papers under "Completed Work" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.
8	☐ Essay Test-taking	☐ In *Writing Aids*, learn about or review the unique considerations when taking an essay test, such as budgeting your time while writing your answer. ☐ Practice taking a timed essay test using one of the topics below. ☐ "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. ☐ "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. ☐ File your completed essay under "Completed Work" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.

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9	☐ Formal and Informal Outlining	☐ Learn or review how to take lecture or book notes using informal outlines or clustering. Read the *Writing Aids* section on "Finding the Main Idea" as well. ☐ 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. ☐ 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. ☐ 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. ☐ 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. ☐ 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?

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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.

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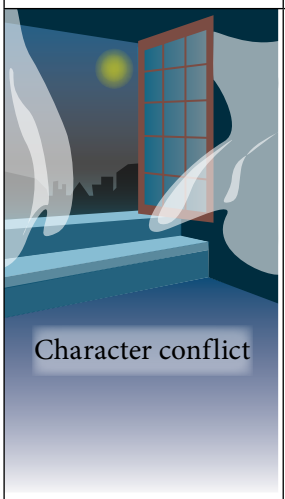
Literature

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
Physical conflict		
 Character conflict		
Inner mental conflict		

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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)

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HISTORY

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.

Reading and Materials

- ❑ *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)

Teacher's Check List

- ❑ Read the historical introduction below.
- ❑ Please note that in Weeks 7-10, your students will focus on the following topics from world history in the 1920's.
  - ❑ Week 7
    - ❑ Red Scare
    - ❑ Eighteenth and Nineteenth Amendments
    - ❑ Early life of Franklin D. Roosevelt
  - ❑ Week 8
    - ❑ Early life of Stalin
    - ❑ Warren Harding
  - ❑ Week 9
    - ❑ Hitler and Mussolini's rise to power
    - ❑ Calvin Coolidge
    - ❑ People and events of the Ballyhoo Years
    - ❑ Scopes Trial
- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ We have included optional language arts assignments that complement your student's history studies. Choose the Writing level you will follow from the chart at the end of these History pages (Level 6, 7, 8, or 9) and tell your student which level to follow in his *Spools* Student Manual History pages.
- ❑ Check to see if any *Writing Aids* Talking Points or graphic organizers will be needed, and print these. Then, follow only directions for your chosen level (L6, L7, L8, or L9).

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

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7 Postwar America

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 kindess 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.

Discussion Outline

1. Week 7 begins a four-week study of the 1920's. Tell your student that there are four phrases that are often used to refer to the decade of the 1920's as a whole. Ask your student what he thinks each one communicates about the era, based upon his reading throughout the entire unit. Lecture on any information that he does not know.
   - ❑ Return to Normalcy
     - ❑ This was the phrase that future President Warren G. Harding promised the nation during his presidential campaign in 1920. "Normalcy" was a new word that Harding coined in a speech during the election.
     - ❑ *After involving themselves in the terrible World War, Americans wanted life to go back to normal. They wanted to forget wartime troubles, noble sacrifices, and world events, and instead enjoy the peace.*
   - ❑ Lost Generation
     - ❑ This phrase was coined by Gertrude Stein, a famous American author, when talking with her friend and fellow author, Ernest Hemingway. She told him that he belonged to the lost generation, referring to the generation that lost thousands upon thousands of young men in the war.
     - ❑ As students will learn, there was an entire enclave of artists and writers who lived as expatriates in Paris and Spain during the Twenties. They were generally bitter and disillusioned, without a homeland or a dream.

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- ❑ The Jazz Age
  - ❑ Writer F. Scott Fitzgerald coined this phrase, referring not only to the new music, but to the spirit of the music that encompassed the new age of energy, creativity, and a looser morality.
  - ❑ *People were determined to enjoy themselves after the stress of the war. Nightclub businesses flourished, gender roles began changing, and jazz music became popular.*
- ❑ The Roaring Twenties
  - ❑ *This phrase expresses the all-out energy and celebration of the decade. American culture was changing in a multitude of ways, and the changes were sometimes extreme.*
  - ❑ Topics relevant to this expression that we will study in more detail are the new economic prosperity, the looser morality, new musical styles, and the new fashions and images of women.

2. During the postwar period at the beginning of the decade, two important amendments were passed that instituted prohibition and women's suffrage. Go over prohibition first. Ask, "What was the Volstead Act? What was the result of this act?"
   - ❑ *The Volstead Act was the legislation passed to enforce the Eighteenth Amendment, which made it illegal to sell, manufacture, or transport alcoholic beverages anywhere in the United States, introducing the era known as Prohibition.*
   - ❑ *President Woodrow Wilson, who had vetoed the amendment but was overruled, believed that prohibiting alcohol would create a nation of lawbreakers. He was absolutely correct. Instead of increasing morality and eradicating the use of alcohol, for many upper- and middle-class Americans, the 1920's became one of the most corrupt and lawless eras in U.S. history.*
   - ❑ *Many people rebelled against Prohibition. "Bathtub gin" (home-brewed alcohol) was sold by bootleggers and distributed through local venues such as ice cream parlors and grocery stores.*
   - ❑ *Policemen who had been bribed or given alcohol often disregarded these illegal practices.*
   - ❑ *Although these underhanded, illegal practices seemed trivial at first, they opened the door for mobster violence and crime.*

3. Discuss the history of the suffragette movement with your student.
   NOTE: Your student may have lightly covered some of the history of the women's suffrage movement in his Year 3 studies, but this week's suggested readings cover the whole movement in detail, and we feel that it is worthwhile to discuss it as a whole.
   - ❑ Ask, "What does the term 'suffragette' mean?"
     The term "suffragette" was used to describe someone who supported voting rights for women.
     NOTE: "Suffrage" means "the right to vote" for men or women. It is from the Latin word *suffragari*, meaning "to express support."
   - ❑ Ask, "What happened at the Seneca Falls Conference in 1848? What were the long-term effects of this convention?"
     - ❑ *The Seneca Falls Convention was the first public conference regarding women's rights in history. About 300 people were in attendance, including some men.*
     - ❑ *The leaders of the conference, Elizabeth Cady Stanton and Lucretia Mott, drew up a document that they called the Declaration of Sentiments and Resolutions. This document affirmed that men and women were created equal, and it listed eighteen grievances to bring to the public's attention. The document also included a series of resolutions by which these grievances could be repaired.*
     - ❑ *The conference was not only the first ever public convention regarding women's rights, but it was the beginning of the women's rights movement that would transform women's roles in the home and workplace.*
   - ❑ Ask, "Was there any opposition to the Declaration? If so, why?"
     - ❑ *Stanton firmly believed that women should receive the right to vote. The ninth resolution of the Declaration of Sentiments and Resolutions, which requested the right to vote for women, was her idea. She believed that the right to vote would make women equal in the eyes of the people who made the decisions.*
     - ❑ *Many people believed that this ninth resolution was too radical and would make their conference look foolish. They thought it would discredit their views and cause them not to be taken seriously by the public.*
     - ❑ *The Declaration of Sentiments and Resolutions was barely passed at the conference because of disagreement over this resolution about a woman's right to vote.*

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- Ask, "Who was Susan B. Anthony, and what role did she play in her first years as a leader in the women's movement?"
  - *Susan B. Anthony was a single woman who grew up in a Quaker home. As a female school teacher, she was paid only one-fifth of a male teacher's salary in the same position. She was troubled by the inequality she saw between men and women.*
  - *Anthony became a friend of Elizabeth Cady Stanton and grew determined to change the culture of inequality that she experienced.*
  - *In 1863, Anthony and Stanton led a group of women to form a petition that asked for a constitutional amendment to abolish slavery. After the Thirteenth Amendment was ratified in 1865 (which freed the slaves), Anthony and Stanton formed the American Equal Rights Association, which was formed to help both freed slaves and women receive the right to vote.*
- Ask, "What led to the split in the women's movement?"
  - *After Anthony and Stanton established the American Equal Rights Association, some of the members believed that by pushing for both women and former slaves to receive the vote, they were hurting the chance of former slaves to receive the right to vote.*
  - *This belief led to the split of the women's movement. Anthony and Stanton established a new group, called the National Woman Suffrage Association (NWSA). The NWSA opposed the Fifteenth Amendment because it gave blacks the right to vote but made no mention of giving the same right to women.*
  - *The NWSA wanted an amendment which would guarantee universal suffrage—that is, one that would ensure that everyone had the right to vote. This amendment would also create more fair divorce laws and unions that would ensure higher salaries for female workers, because NWSA leaders believed that money and freedom had a strong connection. If women could earn more money, they could be independent of men.*
- Ask, "Who disagreed with Anthony and Stanton's opposition to the Fifteenth Amendment?"
  - *Lucy Stone, another young leader of the women's movement, did not agree with Anthony and Stanton.*
  - *Stone formed a less radical group called the American Woman Suffrage Association, which was focused primarily on the right of women to vote but also supported the Fifteenth Amendment.*
- Ask, "What bold action did Susan B. Anthony decide must be made to further her cause? What happened?"
  - *The Fourteenth Amendment, adopted in 1868, states that all citizens must receive equal protection under the law. Anthony reasoned that because women are citizens, they should be able to vote as well.*
  - *In the presidential election of 1872, Anthony and fifteen other women openly challenged the status quo by voting.*
  - *Within weeks, Anthony, the fifteen women, and the men who had allowed them to vote were arrested. Anthony, however, was the only person put on trial. At her trial, Anthony was found guilty and fined $100.*
  - *Anthony not only refused to pay the fine, but her lawyer protested for her that the "crime" for which she was condemned was an act that was illegal solely because she was female instead of male.*
  - *Anthony's protest increased the interest in the suffrage movement and inspired other women to follow her example and vote.*
- Ask, "Why did the two suffrage movements reunite in 1890, and when did the first phase of the women's suffrage movement end?"
  - *As years passed, the passionate leaders of the suffrage movement were getting older. They recognized that the struggle would go on beyond their lifetimes.*
  - *They wanted to ensure that the next generation of suffragettes would prosper, so they joined together the National Woman Suffrage Association (NWSA) with the American Woman Suffrage Association (AWSA) in hopes that the next generation would have more power to succeed. The new organization was called the National American Woman Suffrage Association (NAWSA).*
  - *This first phase of the women's suffrage movement came to a close in the first few years of 1900 after the death of several of the most prominent leaders: Lucy Stone (1893), Elizabeth Cady Stanton (1902), and Susan B. Anthony (1906).*
- Ask, "What were the claims of the second phase of the women's suffrage movement?"
  - *The second phase of the women's suffrage movement centered on the claim that women must be allowed to vote because women are morally superior to men. The suffragettes believed and argued that their vote would keep the United States pure. This proved to be a powerful argument.*

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- *In 1914, although some states had granted women the right to vote, the suffragettes knew that an amendment was needed to ensure that all women could cast their vote in the national election.*

- Ask, "Who were some of the prominent leaders of this second phase, and what were their goals?"
  - Carrie Chapman Catt
    - *Carrie Chapman Catt was one of the leaders of the new suffrage movement. She followed Susan B. Anthony in becoming the president of the NAWSA.*
    - *In 1902, she also established the International Woman's Suffrage Association because she knew that the suffrage issue was not limited to the United States.*
    - *Catt actively reached out to poor women who worked long hours in factories, middle-class women, and the daughters of the elite, wealthy businessmen and industrialists.*
    - *For each of these classes, the suffrage movement offered different benefits: the hope of either better pay and fewer working hours, the opportunity to rise up in their professions, or to gain independence from their father's or husband's money.*
    - *Each class that embraced the suffrage movement also brought unique gifts to the movement. Many middle-class women especially aided the cause by serving as speakers, writers, and organizers.*
    - *Among other things, Catt believed strongly that compromise was needed in order to achieve her goals. She wanted Americans to see that the suffragette cause could benefit all of American society.*
  - Harriot Stanton Blatch

    In reaching out to all the classes of American women, Catt was aided by Harriot Stanton Blatch, the daughter of Elizabeth Cady Stanton. Harriot was especially known for her work among working-class women.
  - Alice Paul
    - *Alice Paul's views were very different from those of Carrie Chapman Catt.*
    - *Born into a Quaker family, Paul had earned two degrees from two excellent colleges. She had also spent time in England, where she became involved in the British fight for women's suffrage. The women in England were much more emphatic in their fight for equality. They formed parades, picket lines, and some were even imprisoned for their actions.*
    - *When she returned to the United States, Paul brought a more radical mindset to the American suffrage movement. She and her friend Lucy Burns joined the NAWSA and set up a special unit of the organization called the Congressional Union.*
    - *On March 13, the day before President Wilson was to take office, Alice organized an enormous parade of 8,000 suffragettes. Women from every state in the country marched up Pennsylvania Avenue to the White House and astounded those watching.*
    - *Unfortunately, the crowd grew unruly and disorganized as men both verbally and physically assaulted the women in the parade. The opposition that day made Alice even more determined to get President Wilson's attention.*
- Ask, "Did the other leaders of the suffrage movement agree with Alice Paul's tactics?"

  Other leaders within the women's rights movement, such as Carrie Chapman Catt, did not agree with Alice Paul's methods. In 1916, therefore, Alice Paul and her supporters left NAWSA and established a more radical organization called the National Woman's Party (NWP).
- Ask, "How did Alice Paul continue her fight for the suffrage movement? What happened?"
  - *Alice Paul and her friend Lucy Burns organized protests and picketed outside the White House. For months, suffragettes stood on the sidewalk in front of the White House, peacefully pleading for women's freedom.*
  - *However, when the U.S. entered World War I, suffragettes who picketed in front of the White House were seen as traitors for picketing during wartime.*
  - *The suffragettes, however, stood firm because they believed that it was not right for men to be fighting overseas to "make the world safe for democracy" when there was no democracy for women at home.*
  - *In July of 1917, many of these picketers were arrested and sent to jail.*
- Ask, "How did the jailed women work for their movement even from their jail cells?"
  - *While in jail, the suffragettes started a hunger strike by refusing to eat. They argued that they were political prisoners who were not jailed for breaking laws but for wanting the freedom to vote.*
  - *The women in jail were treated terribly by the prison officials, who attempted to end the hunger strikes by force-feeding the women through tubes that were forced up their noses or down their throats.*

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- ❑ *When the public heard about these events, they were outraged, and many people began to favor the cause of the women in jail.*
- ❑ *Embarrassed, President Wilson was forced to release the women as the public outcry grew strong.*

- ❑ Ask, "How did Carrie Chapman Catt and her followers try to gain support for a women's suffrage amendment to the Constitution?"
  Carrie Chapman Catt and her supporters visited congressmen, gave talks and wrote articles about women's suffrage, and volunteered to help with the war effort, and Catt herself made a personal appeal to President Wilson on behalf of the women of America.
- ❑ Ask, "What amendment to the Constitution gave women the ability to vote, and when did it finally become law?"
  The Nineteenth Amendment, ratified in 1920, gave women the ability to vote.
- ❑ Ask, "What were some of the unexpected results of this new freedom for women?"
  Because women's suffrage had been identified with liberal and radical causes, most people thought that once women received the vote, they would vote for liberals. Men and women were surprised, however, when women did not vote as a unified group, but rather as either liberals or conservatives. In fact, President Harding, the first president elected after women could vote, was a conservative.

4. Ask your student if Christian women should claim a biblical "right" to vote.
   Answers will vary.
   Note: Recognize that this is an opinion question, and listen to your student's reasoning, including the support that he draws from the full counsel of Scripture. Here are some ideas to bring out in this discussion.
   - ❑ Over and over, a close examination reveals that the Bible is not overly concerned with political rights for men or for women. Whether one is free (to come and go, choose one's own work, marry or not marry individuals, etc.) is seen (especially in the New Testament) as a circumstance within which the gospel can be displayed. We can display Christ-like character (and have political influence) whether or not we have the right to vote. Consider the following verses in this context: 1 Corinthians 7:17-24, Galatians 3:28, Ephesians 6:5-9, and Colossians 3:11.
   - ❑ The idea of women voting was not even entertained in the first century, so Paul doesn't address it in his letters. Neither was it an issue in the Old Testament. The focus for women in terms of power is the power of submission in order to adorn the gospel. Submission takes the strength of self-control, the humility of not demanding one's own way, and trust that God can direct matters through a husband or father, not through a woman's will or understanding. Submission is work, but a submitted woman adorns her husband or father and gives a strong witness to the gospel. Consider the following verses in this context: Colossians 3:18-25, Titus 2 (look for the *why* behind the *what*), and 1 Peter 3:1-6.
   - ❑ Women have influence over matters great and small without needing to vote. Examples of this abound in the Bible. Here are just a few examples:
     - ❑ The story of Jael in Judges 4 and 5
     - ❑ The story of Abigail in 1 Samuel 25
     - ❑ The story of how Solomon's mother, Bathsheba, made sure he was king after his father died in 1 Kings 1
     - ❑ The story of how Salome and her mother influenced King Herod in Matthew 14:1-12 and Mark 6:14-29
     - ❑ The way a woman can win her husband to the Lord without speaking a word, according to 1 Peter 3:1
     - ❑ The influence that Christians (including women) can have as they give their lives to Kingdom work: 1 Corinthians 9:19
   - ❑ One of the promises (or arguments) that the women's suffrage movement made was that women would raise the moral climate of American society if they had influence through the ballot box. Ask your student if he thinks this promise has been fulfilled now that women can legally vote. Make sure your student backs up his or her claims with evidence.
     Basically, the promise was not fulfilled, because a majority of American women chose to rely on their own understanding and become financially and emotionally independent, leaving behind the beauties of biblical submission and companionship marriage. In doing so, they forfeit the opportunity to adorn the gospel in ways that God designed them to do, and all—men, women, children, and the aged—are the losers.

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- ❑ The right to vote was just one of the ways that women rapidly became independent of men in the 1920's. Ask, "Do you think that modern women better adorn the gospel now that they have modern freedoms? Why or why not?"
  Again, your student may be a little young for mature reflection on this topic, but it is your chance to share your observations of women you know who, by clinging to God's ways, do adorn the gospel. What is important here is that you listen to your student's reasoning and gently inform him from your own life experience.
- ❑ So now, to return to the original question, "Should Christian women claim a biblical right to vote?"
  - ❑ There is no biblical text that directly addresses this point.
  - ❑ God does not seem concerned about women being politically active. In looking at those who fought for the right for women to vote, we need to ask what motivated women to demand the right to vote. Ask, "What did they wish to gain, and why?"
    It seems that they were not satisfied in the roles of dependent wives and mothers and the degrees of education, personal freedom, career possibilities, and validated "personhood" allotted them in American society.
  - ❑ Ask, "Is it wrong for a woman to seek higher education, a career, and personal fulfillment?"
    It is not necessarily wrong for a woman to seek these things, but women should also realize that sometimes the paths that they desire to follow lead them to misery, not joy. What a woman must be careful to search out is God's will for her individual life, within the context of Christian community, advice of her authority figures, and in submission to God's Word, with the goal of adorning the gospel with her life.
  - ❑ Finally, we should note that women today can legally vote. It is not wrong for a Christian woman to cast informed, prayerfully considered votes for candidates that support gospel values. It is also not wrong for women to abstain from voting, or to follow their husband's directions in voting. All of these are biblical expressions of a woman's lawful actions with regard to voting privileges in America.

5. Ask, "What was a flapper? What do you think God's Word can tell us about the way flappers usually behaved?"
   - ❑ *A flapper was the label for a woman who loved having a good time, was independent of men, and who was sexually "liberated."*
   - ❑ A flapper was often seen wearing short skirts, heavy makeup, and bobbed hair.
   - ❑ She typically listened to the latest jazz music, danced the latest (scandalous) dances, drove an automobile, smoked cigarettes, drank alcohol (illegally, in the 1920's), and otherwise flouted conventional norms.
   - ❑ Talk with your student about what Scripture says about the way a woman is to dress and act. Some Bible verses to consider include 1 Peter 3:3-4, Titus 2:3-5, and Proverbs 31. This might be an opportunity to discuss the biblical roles of men and women.

6. As your student remembers from World War I readings, Lenin took over the Russian government and imposed what he called socialism. Many other European democracies had large socialist parties immediately after the war. Ask your student, "What was the 'Red Scare'? How did Americans respond?"
   - ❑ *The United States Department of Justice targeted so-called radicals who were fighting against industries for the rights of workers to form unions and better their working conditions.*
   - ❑ *It was called the "Red Scare" because these labor organizers were associated with those who had established communist rule in the Soviet Union.*
   - ❑ *Hundreds of American immigrants were deported back to their homelands because of the public's fear that they were a threat to America.*
   - ❑ Attorney General A. Mitchell Palmer led raids against radical organizations in many cities within the U.S. In one simultaneous nationwide raid, his agents illegally held 6,000 U.S. citizens who were suspected of supporting communism without warrants (intending to deport them to the U.S.S.R.).
   - ❑ *Moderate voices were soon heard, and the deportations came to be regarded as an exaggerated scare even though these restrictions on civil liberties resurfaced again (as we will learn in week 21).*
   - ❑ The activity of these cominterns caused a worldwide "Red Scare." People were genuinely frightened, thinking that the bloody, forced revolution in Russia could be repeated in their homelands as well. The result was intense anticommunism and active opposition to it in many countries.
   - ❑ Ask your student to imagine what it must have been like to be living in the United States during the Red Scare. A person must have had to be very careful about who they talked to, what they said in public, and with whom they associated. How hard would that be for you?

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Answers will vary. Impress on your student that men and women lost jobs, were sent to jail, and were even lynched for being suspected Bolshevik agents, socialists, or anarchists. The question is not just about conformity: it is about a real mob mentality that ruled the hearts and minds of Americans for about a year. It is possible that we will see this kind of mania directed towards Christians in your child's lifetime!

7. Franklin Delano Roosevelt (also known as FDR) will be a significant figure during our study of World War II, and over the next few weeks we will look at his early life and involvement in politics. This week, discuss his childhood and young adulthood with your student.
   - ❑ Ask, "What kind of childhood did Roosevelt have?"
     - ❑ *Roosevelt was born into a wealthy, upper-class family and grew up as an only child on a country estate. At an early age, he understood that he was born to privilege and was different from other boys.*
     - ❑ *Roosevelt had a very close relationship with both his father and his mother. They doted on him, and he grew up with no cares, very little responsibility, and many pleasures.*
     - ❑ *Roosevelt rarely interacted with other children. He was not allowed to mingle with children below his class, and thus most of his time was spent around his parents' friends and other adults.*
     - ❑ *FDR was educated at home by his mother and a succession of governesses until he was fourteen.*
     - ❑ *Like his distant cousin Teddy Roosevelt, FDR loved nature and pursued naturalist hobbies. Also like his cousin, he became well-traveled and had been around much of the United States and Europe by the time he was fourteen.*
     - ❑ *Although Roosevelt's life was scheduled for him, and his mother was particularly strict, he usually managed to get his own way. He was sometimes deceitful and selfish, but he was not openly rebellious.*
     - ❑ Talk with your student about the temptations that FDR would have faced in growing up so wealthy. He probably did not know much about the real world, being sheltered from everyday trials that most Americans faced in their lives.
     - ❑ You might also draw your student out about how FDR was similar to his cousin, Teddy Roosevelt. Ask, "What were the similarities between the two of them with respect to the way that they grew up?"
       As mentioned above, the two Roosevelts both loved nature. Like Teddy, FDR hunted and stuffed birds for his collection. Also like Teddy, FDR was well-liked by people and had an outgoing and kind personality.
     - ❑ Although Roosevelt did not rebel outwardly, his deceit and the instances of lack of concern for others reveal that he was inwardly rebellious. This points to the fact that he was human and sinful, and in need of a Savior. Is this ever a struggle for your student?
     - ❑ As a boy, FDR did not like going to church; this might indicate that at this point FDR was not saved. Ask your student if he enjoys church or not. Listen hard to reasons that he gives, and thank him for being honest.
   - ❑ Ask, "How did FDR manage at boarding school?"
     - ❑ *At first, FDR was intimidated by his new school, especially since he arrived two years later than most boys.*
     - ❑ *He was not an exceptional athlete, but soon found his niche as a champion high kicker.*
     - ❑ *Professors and the headmaster, Reverend Endicott Peabody, taught FDR the importance of social responsibility. He was taught that, because of his wealth and privilege, it was his duty to become a respected leader in American society.*
     - ❑ *Although he was an average student, FDR soon became self-confident and popular.*
   - ❑ Ask, "What were some of the important experiences of FDR's time at college?"
     - ❑ *While at Harvard from 1900-1904, his days were filled with a little studying, riding, parties, and other social events.*
     - ❑ *FDR worked for the undergraduate daily newspaper, the* Crimson*, and became the editor-in-chief in his senior year. Later in life, Roosevelt believed that he could empathize with newspaper reporters because he had been one himself.*
     - ❑ *FDR became well known and popular at college not only because of his personality, but because of his relationship with Theodore Roosevelt, who was on his road to becoming president of the United States.*

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Writing

LEVEL	GENRES	INSTRUCTIONS AND TOPICS

6	☐ Playwriting (Week 3 of 4)
	☐ Dictation
		☐ Practice taking dictation at least once this week.
		☐ Present your radio play script to your teacher this week and ask for input:
		  ☐ Does she think the characters are believable? If not, how could they be improved?
		  ☐ Is she confused by any part of the plot? Add or change lines to make the story clearer.
		☐ Make any necessary changes to your rough draft, and file it under "Work in Progress" in your Grammar and Composition Notebook.
		☐ Do any writing worksheet(s) that your teacher gives you.

7	☐ Persuasive Writing	☐ Write another persuasive piece following all of the steps in the writing process, on one of the topics below.
		  ☐ Persuade your reader that the Treaty of Versailles was too harsh.
		  ☐ Persuade your reading that women don't need to vote in order to make their wishes for the political process known.
		  ☐ Persuade your reader that Prohibition is a good idea.
		☐ File your paper under "Completed Work" in your Grammar and Composition Notebook.
		☐ Do any writing worksheet(s) that your teacher gives you.

8	☐ Analytical Essay	☐ Choose between the topics below to write another essay this week.
		  ☐ "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.
		  ☐ "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.
		☐ File your completed essay under "Completed Work" in your Grammar and Composition Notebook.
		☐ Do any writing worksheet(s) that your teacher gives you.

9	☐ Playwriting (Week 2 of 4)	☐ Present your radio play script to your teacher this week and ask for input:
		  ☐ Does she think the characters are believable? If not, how could they be improved?
		  ☐ Is she confused by any part of the plot? Add or change lines to make the story clearer.
		☐ Make any necessary changes to your rough draft, and file it under "Work in Progress" in your Grammar and Composition Notebook.
		☐ Do any writing worksheet(s) that your teacher gives you.

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Glance Into Next Week…

Week 8: America's Roaring 20's & Russia's Stalin	
Dialectic	Your student's book, *Stalin*, contains some images and descriptions of violence that may be disturbing. Pay particular attention to the introduction and chapters 1, 5, and 6.
Teacher	Preview these pages of the read-aloud, *Harlem Stomp*: ❑ Inappropriate terminology referring to blacks: p. 66 and 67 ❑ Curse word on p. 69 ❑ You may want to preview a party incident described on p. 80. ❑ A man who refers to himself as "God" is mentioned on p. 82.

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Worldview: Church History

Threads

Begin a three-week study of the life and ministry of Eric Liddell.

Reading & Materials

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

Teacher's Check List

Read the worldview introduction below.

Worldview Introduction

For the next three weeks, your students will be reading about Eric Liddell (1902-1945). Below is a quick summary of his life for your information.

> One of Scotland's greatest athletes, Eric Liddell [1902-1945] was born in Tientsin in China, the son of Scottish parents. It was while he was attending Edinburgh University to study Science and Divinity that his talent for running came to light. He won the 100 yards and the 220 yards for five successive years at the Scottish Athletic Championships. His best time for the 100 yards was 9.7 seconds, a British record which stood for 35 years. He also played rugby for Scotland seven times.
>
> But it was his adherence to his strongly held religious principles which enhanced his reputation. Selected to run for Britain in the 100 metres in the 1924 Olympic Games in Paris, he found that the heats were scheduled for a Sunday. He refused to run. Instead, he preached at the Church of Scotland in the Rue Bayard in Paris. Although his best distance was the 100 metres, he ran instead in the 400 metres and won the gold medal, breaking the world record with a time of 47.6 seconds. He also won the bronze medal in the 200 metres. He gave the secret of his success in the 400-meter run: 'I run the first 200 metres as fast as I can. Then, with God's help, I run harder.'
>
> When he graduated at Edinburgh University in the following year, the principal insisted on crowning him with olive leaves. Unimpressed by the adulation, Liddell became a missionary in China and worked conscientiously to spread Christianity there. He got caught up in the Sino-Japanese war and was imprisoned by the Japanese. He died in an internment camp at Weifeng in Shandong province on [February] 21, 1945. A monument to his memory was unveiled there in 1991.[1]

Discussion Outline: Men of Faith: Eric Liddell, **by Catherine Swift**

1. Your student read about the violent history of China in the late 1800's, and about Eric's father, James Liddell, who went to China as a missionary before Eric was born. At that time, China's empress was a ruthless woman. As Romans 1:28-32 reminds us, when people do not follow God, they become "inventors of evil … heartless, ruthless. …" Ask your student, "Although James Liddell 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?"
   - ❑ *James Liddell had a passion to share God's love with non-believers. In China, he knew he would face difficulty and even danger. Yet he knew that God had called him as a missionary, and he trusted God to protect him.*
   - ❑ *Answers to the second question will vary.*
2. Ask, "Once in China, what were some of the things that saddened James about Chinese society?"
   - ❑ *James noticed that people did not care about the poor; the poor were left to starve in the streets.*
   - ❑ *He also observed that animals were treated cruelly.*
   - ❑ *In Chinese culture, girls were considered to be of little value. In fact, the girls were often treated as badly as the animals. Many female infants were abandoned and left to die simply because they were girls.*
   - ❑ Talk with your student about why seeing evil and suffering should make us sad. Read Romans 8:19-23. Remind them that things are not as they should be. Creation itself groans as it waits for the Redeemer to come and make all wrongs right. When we see evil and pain, it should remind us not to set our hopes on perfection in this world but to hope in Christ's return, which will bring the ultimate liberation and righting of wrongs.

1 "Famous Scots: Eric Liddell." *Origins.net*. 7 August 2003. < http://www.rampantscotland.com/famous/blfamliddell.htm>.

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3. After James had worked in China a year, his fiancé Mary joined him, and they were married. James and Mary had three children: Robert, Eric, and Jenny. Ask, "What was it like for the three Liddell children to grow up in China?"
   - ❑ *The Liddell children grew up feeling right at home in Chinese culture. They knew nothing different. They played with other Chinese children, spoke Chinese fluently, and even had a Chinese nanny.*
   - ❑ *The children did notice that they dressed differently than the Chinese people. They also observed that they could speak both English and Chinese, while the Chinese people spoke only Chinese.*
   - ❑ *They also noticed that the mission women did not bind their feet like the Chinese women.*

   - ❑ Ask your student to imagine growing up in a completely foreign culture. What would it have been like to grow up looking different from everyone else? What would have been difficult about growing up in another country? What would have been fun?
4. Ask, "What was Eric like as a child growing up in China? What were some of his character qualities?"
   - ❑ *Eric was a frail and weak child. He was pale and prone to illnesses. He was once so ill that he could only eat beef broth for a long time. Sometimes his limbs were so stiff that someone had to massage them every couple of hours.*
   - ❑ *Eric loved to laugh. Sometimes he laughed so hard that his mother sent him from the room to catch his breath.*
   - ❑ *At an early age, Eric showed himself to have a kind and sensitive heart. Whenever he heard a certain song about a little lost lamb, Eric sobbed in pity for the poor lamb.*
   - ❑ *Eric demonstrated a willingness to sacrifice for other people. Once, Eric, his siblings, and a couple who was visiting the Liddells found themselves caught in a terrible sandstorm. Realizing that he was slowing down the group's progress to get out of the sandstorm, Eric offered to be left behind.*
   - ❑ *Eric also had a streak of mischievousness and wit. One day, when his mother caught him hammering nails into the front door and told him that it belonged to the mission, he quickly joked, '"Do I belong to the mission?" (40).*
5. When Eric was five, the Liddell family returned to Scotland for a long visit. Ask, "When it was time for the Liddells to go back to China, why did Robbie and Eric stay behind?"
   - ❑ *Usually missionary children were educated in their parents' native country because their father often moved from post to post. Many parents were afraid that this would have a negative effect on their children.*
   - ❑ *There were very few schools available on the mission field in which children could be educated. If there were schools, they were usually run by missionaries and only offered a basic education.*
   - ❑ Ask your student to imagine what it would be like to be left behind while your parents were missionaries in a foreign country. How would your student have felt about this?
6. Although he missed his parents, Eric enjoyed his time at school. Ask, "While at school, what was Eric's favorite thing to do? What were some of the ways that Eric grew in his character?"
   - ❑ *Eric discovered that he loved to play sports. He was very talented at rugby and cricket. His body grew strong as he played these games.*
   - ❑ *Although Eric liked getting into mischief, he also had a kind heart. When Eric saw that a new boy was afraid of the initiation he was about to endure, Eric ordered everyone to stop. Though Eric was young, too, they listened to him.*
   - ❑ *Eric grew very close to his brother Robbie. They loved each other and became inseparable.*
   - ❑ *As Eric broke records and became captain of the cricket and rugby teams, he did not let his success go to his head. He remained humble.*
7. Ask, "How did World War I affect Eric while he was at school?"
   - ❑ *Some of the older students left the school to join the war once they came of age.*
   - ❑ *Often, within weeks of their departure, the school received word that these boys had been killed or severely wounded. It was hard for Eric to hear the names of those killed or wounded when just weeks earlier he had been playing sports with them.*
8. During his time at school, Eric grew to love God with all of his heart. He attended Bible classes regularly and desired to be a missionary like his father. However, our author, Catherine Swift, says that he never talked about his love for God and never spoke up during Bible classes. Ask your student why this might have been the case. Ask, "What does the Bible say about talking about our faith?"
   - ❑ *Answers to the first question will vary. Your student might suggest that Eric was not a very talkative or outgoing person. Perhaps he was afraid to talk about his faith.*

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- ❑ Because we do not necessarily know the answer to this question, it serves as a good opportunity to talk with your student about his communication about his own faith. Does he think it is something worth talking about? Why or why not? Listen closely to his answers.
- ❑ If you would like to pursue this conversation more, consider looking at the following verses with your student: 1 Peter 3:13-17, Romans 1:16, and Acts 1:8.

Glance Into Next Week…

There are no special concerns this week.

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Geography

There is no assignment this week.

Glance Into Next Week…

There are no special concerns this week.

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LITERATURE

Threads

- ❑ Complete biographical information about Robert Frost.
- ❑ Learn the difference between poetry and prose.
- ❑ Identify and mark stanzas and rhyme schemes.

Reading & Materials

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

Teacher's Check List

As needed, print the Literature worksheet for your student.

Discussion and Answers to Dialectic Worksheet for Poetry for Young People: Robert Frost

1. Go over your student's worksheet.
   - ❑ Where was Robert Frost born?
     San Francisco, California
   - ❑ How old was Robert when his father died?
     11
   - ❑ How old was he when he first started writing poetry?
     16
   - ❑ Who was his wife?
     Elinor
   - ❑ At which New England university did he study?
     Harvard
   - ❑ What were the conditions under which Frost's grandfather would help buy a farm?
     If Robert would agree to work the farm for ten years, then grandfather was willing to pay for it.
   - ❑ Why did the Frost family move to England?
     Robert thought that there they could live on little money and this would free up time for him to write poetry.
   - ❑ What was the name of the first book Frost had published?
     A Boy's Will
   - ❑ When did he return to America?
     1914
   - ❑ How much money did he earn from his first two books?
     $200
   - ❑ What was the name of the college that he helped begin?
     The Bread Loaf School of English
   - ❑ Four times Frost won a particular prize. What was it?
     The Pulitzer Prize
   - ❑ Which English poet toasted Frost at a dinner?
     T.S. Eliot
   - ❑ Which poem did Frost read at John F. Kennedy's inauguration?
     "The Gift Outright"
   - ❑ From each seasonal grouping of poetry in your book, choose your favorite and write the title here. (Our recommended version groups the poems into "summer," "autumn," "winter," and "spring.")
     Answers will vary.

Common Stanzas	Number of Lines
Couplet	Two
Tercet	Three
Quatrain	Four
Quintain	Five
Sestet	Six
Octave	Eight

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2. Explain to your student the differences between poetry and prose.
   - ❑ Poetry differs from prose in that poetic language is more heightened (elaborate or emotional) and compressed.
   - ❑ Poetry also differs from prose in its main medium of expression. Poetry relies to a much greater extent on images, as well as on the sounds of words and (for metrical poetry) metrical sound patterns.
   - ❑ Finally, poetry differs from prose in that its basic unit is the line, whereas the basic unit of prose is the sentence or paragraph.
   - ❑ Teach, or review, the poetry term *stanza*. A stanza is a group of lines which can be recognized as a separate unit in the overall pattern of a poem. A group of lines is a stanza if one or more of the following is true:
     - ❑ It is set off from other groups of lines by spaces. (This is most common.)
     - ❑ It has a self-contained metrical pattern.
     - ❑ It has a self-contained rhyme scheme.
   - ❑ Stanzas are named according to the number of lines that they contain. If you wish, go over the names of common stanzas given in the chart on the right.

3. Go over the stanzas and rhyme schemes of the following poems. If you'd like to have your student practice on other poems that he has been assigned this week, you can take the time to do so by asking the same questions.
   - ❑ "Ghost House"
     - ❑ How many stanzas are in this poem? *6*
     - ❑ What stanza pattern is this called? *Quintain*
     - ❑ Mark the end rhymes of the first stanza.

I dwell in a lonely house I know	*a*
That vanished many a summer ago,	*a*
And left no trace but the cellar walls,	*b*
And a cellar in which the daylight falls,	*b*
And the purple-stemmed wild raspberries grow.	*a*

   - ❑ "The Road Not Taken"
     - ❑ How many stanzas are in this poem? *4*
     - ❑ What stanza pattern is this called? *Quintain*
     - ❑ Mark the end rhymes of the first stanza.

Two roads diverged in a yellow wood,	*a*
And sorry I could not travel both	*b*
And be one traveler, long I stood	*a*
And looked down one as far as I could	*a*
To where it bent in the undergrowth.	*b*

   - ❑ "Now Close the Windows"
     - ❑ How many stanzas are in this poem? *2*
     - ❑ What stanza pattern is this called? *Quatrain*
     - ❑ Mark the end rhymes of the first stanza.

Now close the windows and hush all the fields:	*a*
If the trees must, let them silently toss;	*b*
No bird is singing now, and if there is,	*c*
Be it my loss.	*b*

   - ❑ "A Prayer in Spring"
     - ❑ How many stanzas are in this poem? *4*
     - ❑ What stanza pattern is this called? *Quatrain*

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- ❑ Mark the end rhymes of the first stanza.

Oh, give us pleasure in the flowers today;	*a*
And give us not to think so far away	*a*
As the uncertain harvest; keep us here	*b*
All simply in the springing of the year.	*b*

4. Note that the following words are subject to the literary terminology quiz at the end of this unit: stanza, quatrain, and quintain.

GLANCE INTO NEXT WEEK…

WEEK 8: AMERICA'S ROARING 20'S & RUSSIA'S STALIN	
DIALECTIC	In *Peter Pan*, Tinkerbell expresses anger through cursing. Preview p. 37, 40, and 81. A sexual escapade is mentioned on p. 94.
TEACHER	There are no special concerns for this week.

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Fine Arts & Activities

Threads

- ❑ Work on activities about important events or people of the Twenties.
- ❑ Learn about the life of Jean Sibelius, and listen to his music if possible.
- ❑ Begin preparations for your Unit Celebration.

Reading & Materials

- ❑ Reading:
  - ❑ *The Gift of Music*, by Jane Stuart Smith and Betty Carlson, chapter 29
  - ❑ We encourage you to explore the Arts & Activities Supporting Links page on *Tapestry* Online. This page will provide many ideas that you can use throughout the year.
- ❑ "Regular supplies" for the year such as scissors, paper, glue, markers, crayons, and colored pencils.

Teacher's Check List

- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ If you do not like the craft activity options that we have chosen, always feel free to select others from the Student Activity Pages or Arts & Activities Supporting Links page on *Tapestry* Online, or to not do any craft this time.

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)

Glance Into Next Week…

Week 8: America's Roaring 20's & Russia's Stalin	
Dialectic	There are no special concerns for this week.
Teacher	Students may benefit from listening to the music of Duke Ellington and Samuel Barber, so try to take the time to find out what's available at your library about this musical style.

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History

Threads

- ❑ Read about FDR's marriage and entry into politics.
- ❑ Learn about the life and presidency of Warren Harding and about new cultural developments during his administration.
- ❑ Read about Joseph Stalin's early life and rise to power in the Soviet Union.

Reading & Materials

- ❑ *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 supporting links page of the Tapestry website.)
- ❑ Suggested Read-Aloud: *Harlem Stomp!* by Laban Carrick Hill, chapters 5-7 (Week 3 of 4)

Teacher's Check List

- ❑ Read the historical introduction below.
- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ We have included optional language arts assignments that complement your student's history studies. Choose the Writing level you will follow from the chart at the end of these History pages (Level 9, 10, 11, or 12) and tell your student which level to follow in his *Spools* Student Manual History pages.
- ❑ Check to see if any *Writing Aids* Talking Points or graphic organizers will be needed, and print these. Then, follow only directions for your chosen level (L9, L10, L11, or L12).

People	Time Line	
☐ Eleanor Roosevelt ☐ Joseph Stalin ☐ Vladimir Lenin ☐ Leon Trotsky ☐ Warren Harding ☐ Franklin D. Roosevelt	**1921-1923**	Warren Harding is President.
	1922	Stalin is named the general secretary of the Russian Communist Party.
	1924	Lenin dies.
	1929-1953	Stalin rules as undisputed dictator of the Soviet Union.

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.

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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.

Discussion Outline

1. Talk with your student about some of the significant milestones of Franklin D. Roosevelt's early political career.
   - ❑ Ask, "How did Roosevelt win a seat in the New York Senate? Why was this a significant feat?"
     - ❑ *Democrat leaders invited Roosevelt to run for the New York Senate seat for the Twenty-Sixth District.*
     - ❑ *To campaign for this position, Roosevelt decided that he should greet as many voters as possible in the district. He was the first political candidate to campaign by automobile. He stopped at every crossroad village and country store, greeting people and beginning his speeches with, "My friends…"*
     - ❑ *He quickly improved his speech-giving skills and spoke about government reform and protecting the interests of the area's farmers.*
     - ❑ *When election day was over and votes were counted, FDR had beaten his opponent by more than a 1,000 votes.*
     - ❑ *The significance of his success was that the Twenty-Sixth District was firmly Republican, but Roosevelt was a Democrat candidate. This success made him one of the most famous political figures in New York, and he was thenceforward in the spotlight.*
   - ❑ Ask, "How was FDR similar to Teddy Roosevelt in his ideas about politics?"
     - ❑ *Like Teddy Roosevelt, FDR loved political combat. He was not content to sit back and watch things happen or let corruption in government alone. He joined a group of rebellious Democrats who disapproved of the powerful Tammany Hall organization that controlled New York politics at that time.*
     - ❑ *Like Teddy, FDR was also highly criticized by opponents.*
     - ❑ *Yet, like his cousin, FDR's stand became news in papers across the nation and furthered his name.*
   - ❑ Ask, "How did FDR's career path follow his cousin's?"
     - ❑ *Within a few short years of being in politics, FDR had been noticed by President Woodrow Wilson, who appointed him to the post of Assistant Secretary of the Navy.*
     - ❑ *FDR sat in the same seat as Teddy had held under President McKinley.*
     - ❑ *Like Teddy, FDR was enthusiastic, a hard worker, well liked, and respected by many.*
   - ❑ Ask your student how FDR was involved in World War I.
     - ❑ *Roosevelt used his gifts of administration in the service of his country.*
     - ❑ *When the United States entered World War I, Roosevelt immersed himself in mobilizing the navy.*
     - ❑ *In his enthusiasm, Roosevelt came up with many plans to make the navy more effective. Some of his ideas were shot down by experts, but others, such as forming a wall of underwater mines across the North Sea, were used and proved successful.*

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- ❑ *In 1918, Roosevelt toured the Western Front, visiting battlefields and inspecting naval installations in France and Belgium. He was so close to the actual fighting that he once came under German artillery fire. He also witnessed the devastation of the Verdun battlefield, where almost 500,000 men had been killed.*
- ❑ *When he returned home, FDR sought to enlist for active duty, but by that time the war was ending.*
- ❑ *Roosevelt accompanied President Wilson to the Paris peace talks as the representative for the Navy Department.*

❑ Ask your student to speculate on how this involvement in World War I affected FDR. Does your student think that he became more patriotic after having seen the sacrifices of U.S. soldiers in Europe? What was Roosevelt's position on more American involvement in the world?
Answers will vary; this question isn't answered explicitly in the text, but the following speculations are from the text's account of his actions following his tour:

- ❑ It seems likely from FDR's desire to enlist after his tour of the war zone that he felt a patriotic desire to join his fellow countrymen on the front lines.
- ❑ From his experience at the peace conference in Versailles, FDR felt strongly that the United States should be a part of the League of Nations, which he believed would help to preserve international peace.

2. Ask, "What did FDR learn from his campaign with James Cox?"
   - ❑ *When FDR entered national politics in 1920 as James Cox's running mate, FDR defied the typical image of a vice-presidential candidate. Instead of staying on the sidelines, FDR visited 32 states and made over 1,000 speeches. Eleanor joined her husband on the campaign, which was also unusual. Like Cox, FDR's campaign focused on joining the League of Nations.*
   - ❑ *Despite Roosevelt's popularity, the American public was more concerned with peace and prosperity so they elected the Republican Warren Harding and his running mate Calvin Coolidge, whose campaign promised both.*
   - ❑ *Roosevelt did not believe that the election results constituted a defeat. He saw his experience as a chance to learn more about the American people and grow in his campaigning skills.*
3. Discuss the life and presidency of Warren G. Harding.
   - ❑ Ask, "What positions had Harding held before being elected president?"
     - ❑ *Before becoming a politician, Harding had been a teacher, an insurance salesman, and a reporter.*
     - ❑ *He also had purchased a small newspaper and, with the help of his ambitious wife, had turned it into one of the biggest newspapers in the country.*
     - ❑ *In 1899, Harding ran for and was elected to the Ohio State Senate. Four years later, he was elected to be lieutenant governor of Ohio.*
     - ❑ *From 1915 until his inauguration as president in 1921, Harding was a U.S. senator from Ohio. During this time, he strongly protested against the United States joining the League of Nations after World War I.*
   - ❑ Ask, "Why was Harding's campaign noteworthy?"
     - ❑ *Harding had been elected as a dark horse candidate. He was not well-known, but since the Republican convention could not decide on a candidate, he was chosen.*
     - ❑ *Harding's theme for his campaign was "Return to Normalcy." This theme became a popular phrase of the times.* NOTE: Harding coined the word mistakenly; the right word is "normality."
     - ❑ *The campaign was the first to be significantly covered by the press and supported by Hollywood.*
     - ❑ *Also, Florence Harding played an active role in helping her husband get elected.*
     - ❑ *Most significantly, however, was that Harding's election was the first election in which women could vote.*
   - ❑ Ask, "What were the most important issues of Harding's administration?"
     - ❑ *Harding's administration was filled with scandals. The Teapot Dome scandal was perhaps the most famous, but there were many sordid instances of graft and corruption that forced several of Harding's cronies to resign.*
     - ❑ *The Teapot Dome Scandal centered around Harding's secretary of the interior, Albert Fall, who secretly sold Navy oil reserves to a private company in Teapot Dome, Wyoming, in exchange for a large personal benefit in money and cattle. He had also sold rights to other government oil reserves. The trials dragged on for years, and Fall was sentenced to one year in jail.*
   - ❑ Ask, "Why did the United States enter into numerous treaties with other nations during Harding's term?"
     - ❑ *Because of the public's and Harding's personal disapproval of the League of Nations, America had never signed the Treaty of Paris while Wilson was in office. Technically, then, America was still at war with Germany, even two years after the guns had ceased firing.*

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- ❑ *Additionally, the U.S. signed treaties such as the Five Power Treaty, the Four Power Treaty, and the Nine Power treaty. Each of these treaties attempted to establish peace time measures such as a limitation in battleship production, respecting Pacific possessions, and making the Open Door Policy with China official.*

4. President Harding had begun his term with the promise of helping Americans return to normalcy. Although some things returned to normal, ask your student about some of the new things that were affecting American culture. What were the effects of these new elements?
   - ❑ Jazz
     - ❑ *From New Orleans, a new music based on songs of the ancestors of African-Americans became known as "jazz" and grew popular in American society.*
     - ❑ *This unique blend of music, performed primarily by artists such as Louis Armstrong, King Oliver, and Jelly Roll Morton, enchanted audiences, who loved the originality of the rhythms and dancing that accompanied them.*
     - ❑ *Jazz gave Americans a music of their own that was unique to the United States. It quickly caught the attention of Europeans, though, and they began to pay more attention to American culture.*
     - ❑ *In its early days, some people objected to jazz. In fact, Thomas Edison said it was "for the nuts" and reminded him of "the dying moan of dead animals."*[1]
       NOTE: Since jazz included saxophone solos that could sound sensuous, and since jazz was the music of choice in speakeasies and houses of ill repute, jazz came to be associated (especially in the minds of American moralists) with sex, rebellion, and crime.
     - ❑ *Blues music also became popular in the 1920s. This passionate music with a jazz rhythm was frequently sung by African American women and copied by many musicians in later years.*
     - ❑ *Dancing to jazz music became popular, and dances such as the Charleston, the black bottom, and the shimmy shocked the older generation.*
     - ❑ *As jazz grew in popularity, soloists grouped together to form "big bands." The musical style of these bands was referred to as "swing" and was played in dance halls.*
   - ❑ New Literature
     - ❑ *Interest in literature that was written by American or British authors such as Ernest Hemingway, T.S. Eliot, James Joyce, D.H. Lawrence, George Orwell, Graham Greene, William Faulkner, Margaret Mitchell, and F. Scott Fitzgerald, became popular, and many were best sellers.*
     - ❑ *Such works communicated, among other things, excitement, the American dream, and an atmosphere of creativity. Also present, however, were expressions of human corruption, moral deterioration, despair, and the struggle of adjusting to a new, modern way of life.*
   - ❑ Harlem Renaissance
     - ❑ *As jazz became the rage, the best musicians were primarily blacks, and the best clubs that played jazz were in New York's Harlem, a predominantly black district.*
     - ❑ *Harlem was the center of the movement that came to be known as the Harlem Renaissance.*

5. While America sought to return to normalcy, life for the Russian people was anything but normal. Discuss the life and character of Joseph Stalin with your student. Ask your student what stood out to him about Stalin's childhood and school years.
   - ❑ *Stalin had a tragic childhood. He grew up the only child of a stern mother and an alcoholic father. The family lived in abject poverty in Russia, where disease and death were normal parts of everyday life.*
   - ❑ *Stalin's father beat Stalin furiously when he was in a bad temper, which was often. His father also beat his mother, which made Stalin very protective of his mother to the point of defending her by putting himself in harm's way.* In fact, some say that one of Stalin's arms was shorter than the other because of his father's beatings.
   - ❑ *When he was seven years old, Stalin contracted smallpox, which left deep scars that disfigured his face for the rest of his life.*
   - ❑ *Stalin was a good student when he put his mind to it. He was accepted to a seminary school at the age of fifteen.*
   - ❑ *While at school, Stalin found himself interested in the books banned by the seminary. He and other students rebelled against the seminary's rules and began reading books that told them of the world outside the seminary.*

1 Quoted by Jane Bingham, *Popular Culture: 1920-1939* (Chicago: Heinemann Library, 2013), p. 11.

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6. Ask, "How did Stalin form his opinions about government? How did these views change his life?"
   - ❑ *Stalin began to read books prohibited not only by the seminary, but by the Russian government as well.*
   - ❑ *When he read Karl Marx's* Communist Manifesto*, Stalin learned about the theory of communism and Marx's views on how a society could embrace this system.*
   - ❑ *Stalin liked Marx's ideas and began to work for revolution while finishing his education. He joined the Russian Social Democratic Labor Party and began giving lectures to small groups about Marxism.*
   - ❑ Because of his background and informal way of speaking, Stalin found that he connected with his audiences. He decided that he did not need to finish school and should give all of his time to his newfound passion.
   - ❑ He took a low-paying job as a tutor and fully devoted himself to his secret revolutionary activities.
7. Ask, "Why did Stalin use disguises and have to live in hiding?"
   - ❑ Although much of Stalin's revolutionary work was done in secret, in 1900 he gave a public speech about communism as a part of a May Day demonstration in which people protested their poor working conditions. Months later, the government sent officers to arrest all the leaders who had been involved in the May Day demonstration. Stalin, however, heard about their intentions and went into hiding. He took on a new identity and continued with his revolutionary work.
   - ❑ *In 1902, however, he was caught by police and exiled to Siberia. Between 1908 and 1913, Stalin was arrested and sent to Siberia five times. During these years, he hid his identity, constantly working undercover so as to avoid re-arrest.*
8. Tell your student that Stalin's first wife died in 1907.
   - ❑ Read the following quotation that Stalin told a friend at his first wife's funeral: "She was the one creature who softened my heart of stone. She is dead, and with her have died my last warm feelings for humanity."[1]
   - ❑ Stalin had endured many hardships in his life, from his childhood beatings to imprisonment and life in hiding. His young wife seemed to have been the only part of his life that was untouched by pain and violence. When she died, he seemed to give himself over to a life without kindness or feeling. Stalin willingly developed a very hard heart, one insensitive to pain or suffering in others.
9. Ask, "How did Stalin become associated with Vladimir Lenin? How did this relationship affect his life?"
   - ❑ When the Russian Social Democratic Labor Party split into two groups (the Bolsheviks and the Mensheviks), Lenin took leadership of the Bolsheviks. *After his first imprisonment in Siberia, Stalin joined the Bolsheviks.*
   - ❑ *Lenin recognized Stalin's commitment and talents.* He appointed him to the Bolshevik Central Committee, where Stalin edited the party newspaper called *Pravda. Stalin, along with other Bolshevik gangsters, was given the task of stealing money and committing acts of terrorism against the government.*
   - ❑ After the 1917 Revolution, Stalin once again returned from imprisonment in Siberia to find that Lenin and his top lieutenants were still out of the country. Stalin thus took control in Lenin's absence. When Lenin returned, Stalin was elected to the new Central Committee of the Communist Party.
   - ❑ *When Lenin finally succeeded in ousting the Provisional Government, Stalin became one of the most powerful men of the new Bolshevik regime. Under Lenin's leadership, Stalin was given the position of general secretary of the Russian Communist Party.*
10. Ask, "What was significant about Stalin being given the position of general secretary of the Communist Party? How did it aid his rise to power?"
    - ❑ *Although Stalin's position was not as glorious as that of his rival Leon Trotsky, it did give Stalin access to important files on everyone in the government. While Trotsky promoted himself publicly to the Russian people, behind the scenes Stalin began to wire tap phone lines, spy on private homes, and create a network of spies to keep watch on the activity of party officials.*
    - ❑ *By the time Lenin had the first of a series of strokes that would eventually kill him, he began to suspect Stalin's power-hungry self-interest.*
    - ❑ When Lenin expressed his concerns to Trotsky, Stalin found out because he had wiretapped Lenin's phones. *Because of this information, Stalin was not surprised when he found out that Lenin had written a last testament that warned government officials about the danger he saw in Stalin's leadership.*
    - ❑ *Since he knew this, Stalin sought fervently to gain more power while Lenin lay dying. He began forming alliances with certain officials whom he trusted. They spread rumors about Trotsky not being trustworthy and made sure*

1 Quoted by Brenda Haugen, *Joseph Stalin: Dictator of the Soviet Union* (Minneapolis: Compass Point Books, 2006), p. 30.

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the Russian people knew that Stalin was responsible for making Lenin's funeral a great spectacle. Stalin acted as if he had been Lenin's most trusted and loyal follower and was Lenin's choice for a successor.

- ❑ *Thus, when the letter that Lenin wrote warning against Stalin was read, the other leaders dismissed Lenin's concerns in light of the loyalty Stalin had shown to Lenin over the past months. With the government's support and the threat of Lenin's concerns done away with, Stalin soon became the dictator of Russia (which Lenin had renamed the Soviet Union in 1922).*

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Writing

Level	Genres	Instructions and Topics
6	☐ Playwriting (Week 4 of 4) ☐ Dictation	☐ Practice dictation at least once this week. ☐ 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. ☐ If you have time, do a bench reading of your play so that everyone will have one more opportunity to practice. ☐ Plan to record your play or perform it in front of microphones, live, at your Unit Celebration. ☐ File your play under "Completed Work" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.
7	☐ Informative Writing	☐ Read in *Writing Aids* about the unique features of informative writing. ☐ Write a short informative piece about one of the following: ☐ Tell your reader about the Harlem Renaissance. ☐ Tell your reader about the jazz age. ☐ File your papers under "Completed Work" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.
8	☐ Analytical Essay	☐ Write one last essay this week by choosing one of the following topics. ☐ Analyze how the Harlem Renaissance allowed blacks to express themselves in art, music, and society at large. ☐ "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. ☐ File your completed essay under "Completed Work" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.
9	☐ Playwriting (Week 4 of 4)	☐ 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. ☐ If you have time, do a bench reading of your play so that everyone will have one more opportunity to practice. ☐ Plan to record your play or perform it in front of microphones, live, at your Unit Celebration. ☐ File your play under "Completed Work" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.

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Glance Into Next Week…

Week 9: American Ballyhoo & Hitler's Early Career	
Dialectic	❑ As you are likely aware, the Scopes Trial discusses various aspects of evolution with which many Christians disagree. Please preview your chosen resources to make sure that they meet your approval. ❑ *The Scopes Trial: A Photographic History* has text that you might want to look at ahead of time. Check out p. 18, 54, and 69 for curse words. Also, please take the time to read the entirety of the Afterword and decide whether or not you'd like to assign it. It discusses the rise of evolution and the controversy over literal interpretation of the Bible. ❑ If you intend to have your student take the Unit 1 Exam (found in *Evaluations 4*) at the end of Week 9, we recommend that you have him begin preparing this week and possibly over the weekend. In addition to suggestions for review provided in the discussion script, there is a review guide in *Evaluations 4*.

Teacher	❑ Your students will be reading about the Scopes Trial this week. You may want to take extra time to discuss your family's views on evolution, creationism, and how you believe science should be taught in schools.
	❑ This week's assignment in *Harlem Stomp* goes beyond our time frame for this week's lessons. You may need to explain this to your student. Also, preview these pages if necessary:
	  ❑ Inappropriate terminology referring to blacks: p. 117, 120, and 133
	  ❑ Nude illustrations: p. 107 and 121
	❑ Help your students polish their work and make final preparations for your Unit Celebration.
	❑ Decide upon review strategies for any evaluations you may give. See *Evaluations 4* or the discussion outline in the Week 9 Teacher's Notes for further review help.

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Worldview: Church History

Threads

Continue the study of Eric Liddell and his life as a missionary to China.

Reading & Materials

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

Discussion Outline

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. Ask your student, "When the big day came, how was this event significant for Eric?"
   - ❑ *This 220-yard race was the first and last race in which Eric would receive a second place prize in a race in Scotland.*
   - ❑ *Also, because of this race, Eric was invited to play for Scottish Inter Varsity Sports.*
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. Ask, "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?"
   - ❑ *Eric thought that the athletes in training looked like a comedy show; their shorts and overcoats looked ridiculous as they hopped around on their toes to warm and loosen up their muscles.*
   - ❑ *Eric soon realized that what he thought was a joke was actually a helpful warm-up before running a race. He quickly began to do the very thing that he thought had been so comical.*
   - ❑ Point out to your student that Eric seemed to have a good, balanced approach to his training and competing. Although he trained hard, he was able to laugh at things like the warm-up sessions because he was not focused on himself. Ask your student if he is ever offended when others laugh at his attempts because he takes himself, or his reputation, too seriously.
3. Ask, "When Eric's new coach observed how Eric ran, what was his impression of Eric?"
   - ❑ *Eric ran with his face turned up to the sky and his knees reaching high off the ground as if he were trying to hit his chin. His arms waved around, with his fists looking as if they were punching the air.*
   - ❑ *The coach thought he looked like a prancing pony and knew that he would have a lot of work to do in helping Eric become a professional runner.*
   - ❑ Read 1 Corinthians 1:27-28. Remind your student that sometimes God chooses what appears to be foolish and weak to shame the wise and the strong. Although Eric's running style did not look like much initially, God was going to give him favor as a runner.
4. As Eric ran in races, he won an astonishing number of races and broke many records. Ask your student if he thinks it would have been hard for Eric to stay humble, given his obvious talent and success.
   - ❑ *Answers will vary.*
   - ❑ *It seems that Eric was able to stay humble even in his success. One aspect of his humility can be seen in the fact that he did not seek or relish the publicity that went along with his success.*
   - ❑ *Eric was naturally a shy and reserved person and had never liked the limelight. Yet when something other than himself was being celebrated, he participated with joy. For instance, whenever the crowds flocked to cheer him, he entered into the excitement happily because he believed their applause was for his team or university.*
   - ❑ *Also, whenever he talked with someone about an upcoming event, he always pointed out the other competitors who had a chance at victory.*
5. Ask, "What event led Eric to speak openly about his relationship with God? How did this event change his life?"
   - ❑ *When Eric was asked to speak at a crusade meeting by his brother's friend, David Thomson, he agreed.*
   - ❑ *Liddell had never been verbal about his faith, and some people even wondered about his religious beliefs. However, the night that he stood in front of the audience and told them about what God meant to him, people were touched by his genuine humility and obvious relationship with God.*
   - ❑ *From that point on, Eric never stopped speaking publicly about his faith in order to extend God's love to others.*
   - ❑ *This event thus led to Eric being known not only as a great runner, but as an evangelist.*

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6. Ask, "Did Eric's new focus affect his running ability or success?"
   - ❑ *Some people thought that Eric would not be a good athlete since he spent so much time studying and doing evangelistic work.*
   - ❑ *They were wrong, however, because Eric only did better and improved with every race he ran. He felt more fit and happier than he had ever been.*
   - ❑ Note with your student that Eric not only improved as an athlete, but also used his interaction with other athletes to share God's love. Ask your student about the way that he did this.
     - ❑ *The most apparent way that Eric shared God's love with other competitors was through his sportsmanship.*
     - ❑ *He always shook the hands of each of his competitors before every race and wished them the best. Many people were astonished at his sportsmanship.*
7. Eric was honored and excited to hear that he had won his way to the Olympic Games. Ask, "When he learned that the first heats of the 100-meter race (and two other of his races) were scheduled on a Sunday, what did Eric do? What did his action reveal about his priorities?"
   - ❑ *When Eric learned that his best race, the 100-meter sprint, would be held on a Sunday, he explained without hesitation that he could not run because Sunday was the Lord's day.*
   - ❑ *Many people were disappointed with his decision, and some even called him a traitor to his country. Yet Eric's choice revealed that God meant more to him than winning a gold medal or pleasing strangers.*
   - ❑ Ask your student to share if he has ever given up something that he wanted in order to honor God.
8. Ask, "How did God bestow His favor on Eric in the 400-meter race?"
   - ❑ *When Eric had decided not to run the races scheduled on Sunday, he thought he had given up his chance for a gold medal because those races were his best races.*
   - ❑ *No one thought he had a chance at gold for the 400-meter, and most doubted he could win a medal at all.*
   - ❑ *However, when the 400-meter race began, Eric started out almost three meters ahead of the other runners and kept up his pace until he sprinted across the finish line in first place.*
   - ❑ *The crowd went completely wild as they realized that Eric had won the gold. His countrymen were ecstatic, and when he returned from the Olympics he was a national hero.*
   - ❑ Read with your student and discuss the verse that Liddell's coach gave him after the race: 1 Samuel 2:30.
     - ❑ Ask your student if he believes that this is really true for him personally. Ask if there are any ways that the student is saying that he believes this but living as if he does not?
     - ❑ Discuss with him the truth that when we honor God, He delights to bless us. There are many verses that remind us of this truth. A few verses to look up are Psalm 84:11, Proverbs 3:9-10, and Proverbs 21:21.
9. Ask, "How did God use Eric's victory at the Olympics to further His kingdom?"
   - ❑ *Because of Eric's fame as an Olympic gold medalist, he always drew a crowd. Religious meetings where Eric was present were therefore filled to the brim. Many people who heard Eric preach thus came to know God because of his influence.*
   - ❑ It is likely that many young boys looked up to Eric as a role model or hero. Ask your student whether he has any heroes, whether a sports hero or some other kind of hero. What qualities attract him to this person? Listen to your student's answers and draw him out.

Glance Into Next Week…

Week 9: American Ballyhoo & Hitler's Early Career	
Dialectic	In the book *Eric Liddell* by Catherine Swift, p. 161 describes a man who survived a beheading. It is relatively graphic.
Teacher	Help your students polish their work and make final preparations for your Unit Celebration.

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Geography

Threads

Locate places in Russia and Eastern Europe that were important to Stalin's early life and rise to power.

Reading & Materials

- ❑ Reading
  - ❑ You will need access to a child's atlas for this week's geography assignments. We recommend *The Kingfisher Atlas of World History*. This is not listed in *Tapestry*, and any atlas will do.
  - ❑ See the Year 4 Geography Supporting Links via *Tapestry* Online for helps for teaching and/or reviewing the geographic terms this week.
- ❑ Colored pencils or markers of the appropriate type for your map surface.

Teacher's Check List

- ❑ Read the geographical introduction below.
- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ Please see the *Loom* for suggested approaches to geography, and then purchase necessary materials to get started.

Exercises

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)

Glance Into Next Week…

Week 9: American Ballyhoo & Hitler's Early Career	
Dialectic	There are no special concerns for this week.
Teacher	Help your students polish their work and make final preparations for your Unit Celebration.

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Literature

Threads

- ❑ Notice elements of fantasy present in Peter Pan.
- ❑ Describe several primary characters.

Reading & Materials

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

Teacher's Check List

As needed, print the Literature worksheet for your student.

Discussion and Answers to Dialectic Worksheet for Peter Pan

1. Begin by giving the definition of the word *genre* to your student. (This word is subject to the literary terminology quiz at the end of this unit.) A genre describes the type of imaginative literature according to its characteristics of form or content (or both). Some common genres are historical, science fiction, drama, poetry, fantasy, biography, and novel.
2. Point out that the genre of *Peter Pan* is fantasy novel. Your student was asked to list one example from each of the first eight chapters that show that this book is a fantasy. Answers may vary from ours, given below.

   Chapter 1: "It is the nightly custom of every good mother after her children are asleep to rummage in their minds and put things straight for next morning, repacking into their proper places the many articles that have wandered during the day." (6)

   Chapter 2: "As he leapt at the window Nana had closed it quickly, too late to catch him, but his shadow had not had time to get out; slam went the window and snapped it off." (14)

   Chapter 3: "The loveliest tinkle as of golden bells answered him. It is the fairy language." (29)

   Chapter 4: "He could sleep in the air without falling, by merely lying on his back and floating, but this was, partly at least, because he was so light that if you got behind him and blew he went faster." (51)

   Chapter 5: "There are here seven large trees, each with a hole in its hollow trunk as large as a boy. These are the seven entrances to the home under the ground, for which Hook has been searching in vain these many moons." (73)

   Chapter 6: "Fairies indeed are strange, and Peter, who understood them best, often cuffed them." (85)

   Chapter 7: "A Never tree tried hard to grow in the centre of the room, but every morning they sawed the trunk through, level with the floor." (96)

   Chapter 8: "The bubbles of many colours made in rainbow water they treat as balls, hitting them gaily from one to another with their tails, and trying to keep them in the rainbow till they burst." (106)

3. What literary term is used to describe where a novel takes place?
   Setting
4. Go over your student's description of Neverland.
   - ❑ *Neverland is described as an island with splashes of color, with coral reefs, caves, and rivers (7).*
   - ❑ *However, since Neverland is imaginary, it can vary in its description from person to person (8).*
   - ❑ *Peter says that his address in Neverland is "second star to the right, and then straight on till morning." (31)*
5. What literary term is used to explain how an author describes the characters in a story or novel?
   Characterization
6. Your student was asked to write three words or phrases that describe each of the following characters. Answers can vary.

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Wendy

tidy (11)
plays the role of hostess (31)
likes to do the correct thing (34)

John

a heavy sleeper (39)
practical (45)
hesitant (57)

Michael

argumentative (17)
suspicious (22)
gallant (46)

Peter Pan

cocky (9) and conceited (32)
wears skeleton leaves (13)
mischievous (27)

7. Now ask your student to think of three words or phrases that describe these characters. Answers can vary.

Mr. Darling

honorable (3)
wants to be exactly like his neighbors (4)
classically educated (15)

Mrs. Darling

romantic mind (1)
loves to have everything "just so" (4)
fearful (26)

Nana

a Newfoundland dog (4)
thinks that children are important (4)
thorough (5)

8. Tell your student that the following word is subject to the literary terminology quiz at the end of this unit: genre.

GLANCE INTO NEXT WEEK…

WEEK 9: AMERICAN BALLYHOO & HITLER'S EARLY CAREER	
DIALECTIC	❑ In *Peter Pan*, Tinkerbell expresses anger through cursing. Preview p. 138 and 169. ❑ Remind your student to study for the literary terminology quiz that he will take at the end of the week. Words to be studied can be found in Weeks 1 and 3-9.
TEACHER	Help your students polish their work and make final preparations for your Unit Celebration.

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Fine Arts & Activities

Threads

- ❑ Work on activities that help the student learn about the Jazz Age.
- ❑ Add a card to your president card bank.

Reading & Materials

- ❑ Reading: None this week, but we encourage you to explore the Arts & Activities Supporting Links page on *Tapestry* Online. This page will provide many ideas that you can use throughout the year.
- ❑ "Regular supplies" for the year such as scissors, paper, glue, markers, crayons, and colored pencils.

Teacher's Check List

- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ If you do not like the craft activity options that we have chosen, always feel free to select others from the Student Activity Pages or Arts & Activities Supporting Links page on *Tapestry* Online, or to not do any craft this time.

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.

Glance Into Next Week…

Week 9: American Ballyhoo & Hitler's Early Career	
Dialectic	Remind your student to study for the literary terminology quiz that he will take at the end of the week. Words to be studied can be found in Weeks 1 and 3-9.
Teacher	❑ Students may also benefit from listening to the music of Charles Ives, Carl Ruggles, Heitor Villa-Lobos, Edgard Varèse, Darius Milhaud, Francis Poulenc, and Carl Orff. See what is available at your local library. ❑ Help your students polish their work and make final preparations for your Unit Celebration.

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History

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 any unit exam that you may have planned for Unit 1.

Reading & Materials

- ❑ *Popular Culture: 1920-1939*, by Jane Bingham, p. 16-25, 32-35, 40-51 (Week 2 of 4)
- ❑ Use Year 4 History supporting links page on the *Tapestry* website to read about Mussolini.
- ❑ *The Scopes Trial: A Photographic History*, by Edward Caudill
- ❑ *The World Wars*, by Dowswell, 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 supporting links page of the *Tapestry* website.)
- ❑ Suggested Read-Aloud: *Harlem Stomp!* by Laban Carrick Hill, chapters 8-10 (Week 4 of 4)

Teacher's Check List

- ❑ Read the historical introduction below.
- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ We have included optional language arts assignments that complement your student's history studies. Choose the Writing level you will follow from the chart at the end of these History pages (Level 6, 7, 8, or 9) and tell your student which level to follow in his *Spools* Student Manual History pages.
- ❑ Check to see if any *Writing Aids* Talking Points or graphic organizers will be needed, and print these. Then, follow only directions for your chosen level (L6, L7, L8, or L9).

People	Time Line	
☐ Calvin Coolidge ☐ Benito Mussolini ☐ Adolf Hitler ☐ Charles Lindbergh ☐ John Butler ☐ William Jennings Bryan ☐ Clarence Darrow	**1922**	Mussolini secures dictatorial powers in Italy.
	1923	Hiler is arrested and put in prison, where he writes *Mein Kampf* after the failed Beer Hall Putsch.
	1923-1929	Calvin Coolidge is President.
	1925	The Scopes Trial takes place.
	1926	Robert Goddard launches the first modern rocket.
	1927	Charles Lindbergh successfully flies an airplane nonstop from New York to Paris.

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9 American Ballyhoo & Hitler's Early Career

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.

If you plan to give any kind of unit exam at the end of this week, save some time for review. We give you some pointers in this week's discussion outline.

Discussion Outline

1. Discuss the life and presidency of Calvin Coolidge.
   - ❑ Ask, "Before he became president, what career did Coolidge pursue?"
     - ❑ *Before he became president, Coolidge practiced law and was active in the Republican Party in Massachusetts.*
     - ❑ *Between 1899 and 1912, he served as a Northhampton city councilman, a member of the Massachusetts General Court, and mayor of Northhampton.*
     - ❑ *In 1912, Coolidge was elected as a Massachusetts state senator.*
     - ❑ *In 1916, he became a lieutenant governor, and then a Massachusetts governor in 1919.*
     - ❑ *He rose to national fame when he ordered the Massachusetts National Guard to stop a police department strike in Boston. In response to protests from labor unions, he asserted that the strike endangered the public, since criminals took advantage of the strike to rob and loot Boston businesses.*
       NOTE: He famously said during this tense period (which, remind your student, was during the Red Scare): "There is no right to strike against the public safety by anybody, anywhere, any time."
     - ❑ *In 1921, Coolidge ran with Warren Harding and was elected vice president.*
   - ❑ Ask, "How did Coolidge become president? How many terms did he serve?"
     - ❑ *After Harding died in office in 1923, Coolidge became president.*
     - ❑ *Coolidge was nominated to run again for president at the end of the term he served in place of Harding. He won the election and served a full term, from 1925 to 1929.*

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2. Ask, "What were the biggest issues during Coolidge's administrations?"
   - ❑ Immigration quotas
     - ❑ *Many Americans continued to hold strong prejudices against foreigners, particularly those from Southern Europe and Asia.*
     - ❑ *The Immigration Act of 1924 reduced the number of immigrants who were allowed entry into the United States. The law favored immigrants from Northern Europe, while strictly limiting Jewish immigrants and immigrants from Southern Europe.*
     - ❑ *Japanese immigrants were not allowed to enter the United States at all—a policy which broke the Gentleman's Agreement that President Theodore Roosevelt had made with Japanese leaders.*
   - ❑ Foreign Policy
     The Kellogg-Briand Pact, also known as the Pact of Paris, was negotiated by the U.S. Secretary of State Frank Kellogg and the French Foreign Minister Aristide Briand. It asserted that war should not be an acceptable method of settling international disputes; in essence, it attempted to make war illegal. The pact was signed by fifteen nations in 1929. This pact is still in effect today and has been signed by sixty-two nations. Although it did not stop war, it set a standard that deems military action appropriate only in self- or collective defense.
   - ❑ Economic Issues
     - ❑ *During Coolidge's presidency, the economy seemed to prosper. In both 1924 and 1926, tax cuts especially benefitted the rich American citizens. This led to increased investment in the stock market, which surged sensationally during the last two years of Coolidge's second term.*
       NOTE: We will cover this aspect of Coolidge-era prosperity again (and in more detail) in Week 10. For now, make sure your student understands that even if a tax cut most directly benefits the wealthy, as your student's book says, these benefits are quickly passed on to the rest of society through the creation of more jobs and growth of the economy.
     - ❑ *In 1924, Congress tried to aid struggling farmers by passing several farm relief bills. These bills would have allowed the government to purchase crops at a set price and then sell the produce on the world market. Coolidge vetoed the bill twice because he did not believe that it was the government's role to set a price for goods.*
     - ❑ *Also in 1924, Coolidge tried to veto the Veterans' Bonus, which was created to provide veterans with insurance that would be available twenty years later. Congress overrode Coolidge's veto.*
     - ❑ Tell your student that many of these economic and political decisions and conditions would have a significant impact during President Hoover's term (1929-1933). The manner in which increased investment in the stock market was done led to financial ruin for many Americans. Veterans and farmers loudly criticized the federal government.

3. 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. Ask your student about some of the ways in which the culture was changing during this time.
   - ❑ Publicity Stunts
     - ❑ *Crazy stunts, such as being shot from a cannon, walking on stilts on ledges, sitting on top of a flagpole, performing daredevil acts in small planes, or walking on the wings of planes in flight, became popular to perform in front of large crowds.*
     - ❑ *One person who was considered a daredevil was Charles Lindbergh. In 1927, he was the first to make a successful, non-stop flight between New York and Paris.*
     - ❑ Talk with your student about the frivolous amusement many people found in flagpole sitting or the silly publicity stunts of this decade. Why do you think people enjoyed this kind of behavior so much?
       - ❑ *Answers will vary.*
       - ❑ *Flagpole sitting and other reckless actions reveal that Americans held up amusement and entertainment as ideals. It seems as if Americans were searching for any possible way to amuse themselves, even if the stunt was as pointless as flagpole sitting, which lent no one lasting fame or greatness.*
   - ❑ Variety Shows
     - ❑ *In the 1920's, variety shows known as "vaudeville" were popular in the United States and Canada.*
     - ❑ *Jews and Italians often performed comic acts in which they made fun of fellow immigrants.*
     - ❑ *Cinema and later, radio, were the mediums through which vaudeville performers became stars.*

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- ❑ Movies
  - ❑ *In the 1920's, moving pictures became an American obsession. Actors such as Mary Pickford, Charlie Chaplin, Clara Bow, the Marx brothers, and Laurel and Oliver Hardy became household names.*
  - ❑ *Silent movies were a major hit; the actors used exaggerated facial expressions and slapstick effects so that a wide range of emotions could be understood by viewers.*
  - ❑ *Films with sound were called "talkies," even though even though the majority of such films were silent. Only some scenes of these early films included sound. The first talkie was* The Jazz Singer.
  - ❑ Ask your student about his impressions of movies and Hollywood, based on his reading. Has much changed since the early days of the film industry? Are people still obsessed with Hollywood actors with less-than-exemplary lives?
    For the most part, one could answer that Hollywood has not changed for the better since these early days. As a whole, Americans still are often impressed with the rich and famous Hollywood actors. Magazines and other news venues are constantly highlighting their lives. Although some good and wholesome films have been produced in Hollywood, many films still glorify illicit sex and violence.
- ❑ Radio
  - ❑ *In the 1920's, between World War I and World War II, commercial radio became the rage.*
    Note: Radio sales were a significant aspect of "Coolidge prosperity."
  - ❑ *Radio broadcasts provided a wide range of programs: music, entertainment, news, weather forecasts, and even drama.*
  - ❑ *Serials became popular as people tuned in regularly to hear drama, adventure, comedy, mystery, romance, and more.*
- ❑ Architecture
  - ❑ *The construction business flourished during the 1920's (although the Depression later halted its progress).*
  - ❑ *Architects designed spectacular skyscrapers, including the Chrysler Building in New York and, later, the Empire State Building.*
  - ❑ *Family homes were smaller and often had low-pitched roofs. Some homes were designed in the art moderne style with flat roofs and rounded corners; they were usually painted white and looked similar to ocean liners.*

4. After talking about these different aspects of American culture during the 1920's, discuss with your student the reality that many Americans were more enthralled with what impressed them in society than with Jesus Christ.
   - ❑ Remind your student that having fun, being entertained, and admiring certain people is not wrong in and of itself. It is when these things take the place of adoration of the Savior that they become idols.
   - ❑ After discussing this, you might ask your student if there is anything in our culture today that he finds attractive or impressive. It could be anything from video games to a certain band or a particular movie star.
   - ❑ Take the time to listen to what he says and ask him to evaluate his responses in light of his love for God.
5. During the 1920's, one of the most significant court cases, the Scopes Trial, took place in the hot, humid town of Dayton, Tennessee. Talk with your student about the background to this noteworthy event; then discuss the event itself.
   - ❑ Ask, "What were some of the popular ideas about American society after World War I?"
     - ❑ *After World War I, there were new ideas about American culture. One prevalent idea was that it was time for America to relax and celebrate a carefree lifestyle.*
     - ❑ *On the other hand, many Americans were alarmed at the decrease in moral values and thought that Americans were becoming too loose and wild. Partly in response to this concern for the morality of America came a more conservative way of thinking. One such expression was known as Christian Fundamentalism. Many Christian Americans believed that if Americans would return to a strict interpretation of Scripture, many problems in society would be solved.*[1]
   - ❑ Ask, "Why were Fundamentalists against the theory of evolution?
     They opposed the theory of evolution because it put faith in random chance rather than in God.

1 This secular resource, *The Scopes Trial*, by Renee Graves, closely connects the concerns that many Americans had with loosening morality in society to the rise of Fundamentalism. In fact, the publication of the treatises called *The Fundamentals* (from which "Fundamentalism" gets its name) was a response to liberal and social gospel theologians, not to aspects of American culture, *per se*.

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- Ask, "Who was John Butler, and why were his thoughts about evolution significant?
  - *John Butler was a Tennessee politician who heard a traveling preacher warn against the dangers of the theory of evolution. The preacher had told a story about a young woman who went away to college, heard and believed the theory of evolution, and as a result decided to stop believing in God.*
  - *Butler was afraid that the theory of evolution might do the same thing to his children, so he decided to take matters into his own hands. He argued that since public schools were funded by the peoples' taxes, then the people should have the right to decide what can or cannot be taught in public schools.*
  - *He thus wrote a bill that made it illegal to teach any theory that denied the biblical account of creation. The law passed the Tennessee state legislature and was named the Butler Act.*
- Ask, "What is the ACLU, and what did it do about the Butler Act?
  - *The American Civil Liberties Union is a national organization that claims to protect the rights of Americans given in the Constitution.*
    NOTE: The ACLU in our day is an extremely liberal organization that many would say seeks to undermine traditional, Judeo-Christian, American institutions. While one element of the ACLU was concerned with protecting communist and socialist speech early on, the organization as a whole seemed less corrosive to American ideals in its early years.
  - *When the lawyers in the ACLU heard about the Butler Act, they offered to defend any teachers prosecuted under the law.* They believed that it violated the Establishment Clause of the First Amendment to the Constitution (because the law established a religious belief in public schools) and thus violated the separation of Church and state.
    NOTE: The Constitution does not contain the phrase "separation of Church and state"; this term (first coined by Jefferson in a personal letter) has come to be legal shorthand for references to the Establishment Clause.
  - *The ACLU challenged the law in court in the hope that it would be repealed. They called upon a Tennessee teacher who would testify for them in court.*
- Ask, "Who was John Scopes?
  - *John Scopes was a young schoolteacher who volunteered to testify for the ACLU in court after being approached by a man named Rappalyea who wanted to bring publicity to the town of Dayton, Tennessee. While substituting for a biology class, Scopes purposefully used a textbook that contained information about evolution. This was in direct violation of the Butler law, and Scopes was arrested.*
  - *The famous trial was named after this young schoolteacher, even though he never did testify at the court.*
- Ask, "Why did William Jennings Bryan and Clarence Darrow choose to participate in the trial?
  - *Bryan was a sixty-five-year-old politician who had had an impressive career. In addition to being a politician, he had been a journalist, lawyer, congressman, a three-time presidential candidate, and secretary of state for President Woodrow Wilson. He was known as the "Great Commoner" because he claimed to promote the good of the common American.*
    - *As a Christian Fundamentalist, he was convinced that the theory of evolution was one obstacle to reform and was an erosion in faith in God.*
    - *With this mindset, he volunteered his services to be the lawyer for the prosecution at the Scopes Trial.*
  - *Clarence Darrow was also a national figure. He was one of the most famous lawyers in the country and was very interested in politics.*
    - *Unlike Bryan, however, he was an agnostic. He was a fan of Darwin's theory and was very much against Fundamentalism. He believed that the Fundamentalists had no right to write laws based on religious beliefs.*
    - *In addition to his views on Darwin and religion, Darrow also looked forward to debating science and religion.*
- Ask, "What was Darrow's goal for the trial?"
  - *Darrow's goal for the trial was not to prove that John Scopes was innocent of breaking the law, but rather to get the judge to prohibit the Butler Act.*
  - However, when Darrow realized that it would be difficult to do this since the judge was a conservative Christian, Darrow and his team decided they should lose the case on purpose so that *they could appeal to the state supreme court, where they might have a better chance at a ruling that would declare the Butler Act unconstitutional.*

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- ❑ Ask, "What did Darrow do that surprised everyone on the last day of the trial? What was the effect of his action?
  - ❑ *On the last day of the trial, the two lawyers were scheduled to make their closing speeches.*
  - ❑ *When it was Darrow's turn, instead of giving his closing speech, he called on someone to testify: his rival, Bryan, whom he asked to be his "Bible expert" witness.*
  - ❑ *To everyone's shock, Bryan agreed. In a fast-paced, aggressive manner, Darrow barraged Bryan with questions related to the literal interpretation of the Bible.*
  - ❑ *Finally, he got what he was waiting for. After one of the questions, Bryan admitted that he did not personally agree that the biblical account of creation was necessarily a literal interpretation.*
  - ❑ *The result of this debate was that many people who heard about it believed that Darrow had settled the debate between science and religion. Although there were many who thought that Darrow had been too aggressive during the debate, the press reported that Darrow had beaten Bryan without question.*
- ❑ The Scopes Trial has been called the "Greatest Trial of the Century." Ask your student, "How do the issues that were on display at the trial continue to this day?"
  - ❑ *Although Darrow and the ACLU did not achieve their goal of getting the state supreme court to rule the Butler Act unconstitutional, they did rivet the attention of a national audience and promoted the idea that science disproves Christianity, which has remained a controversial subject to this day.*
  - ❑ *In years following the Scopes Trial, various attempts were made to deal with the question of what to teach in schools. Laws were proposed that would prohibit the teaching of evolution, that would allow the teaching of both creationism and evolution, that would remove evolution questions from standardized tests, and much more. Eventually, in 1967, the Tennessee legislature repealed the Butler Act, but this issue is still largely debated today.*

  Note: The above italicized answers are what we can expect a dialectic student to draw from his printed resource.

  Optional: If you wish to give him more background and worldview information, you can use topic 9 in the first hour of the rhetoric discussion outline for this week, and also share insights you might have concerning the interplay of science and the Word of God in our own modern day.[1]
  - ❑ Ask your student, "What circumstances or ideas had eaten away at American Christianity? As a result, what was important about the Scopes Trial?"
    - ❑ As we have been learning in our church history thread, since the Jacksonian era (the 1830's), Americans had drifted from reliance on the biblical message of salvation by Christ alone through faith alone according to the sovereign will of God alone.
    - ❑ *A majority of Americans had replaced a hope for happiness found in their Bible and their Savior with a reliance on Progress, Science, or Business.*
    - ❑ *Scientific theories, especially, had eroded biblical faith.*
      - ❑ *Darwin had struck at the fundamentals of Creation and the message of original sin and man's deepest problem: his hopeless state before God and his need for a Savior.*
      - ❑ *Freud's psychological theories had struck at biblical assertions about the roles of men and women and the proper place of sex in relationships. These theories thus undermined the essence of the biblical directions for marital relationships and families.*
      - ❑ *Einstein's theories more indirectly challenged biblical accounts of miracles by reducing matter and motion to mathematical equations, making total knowledge (and control) of these seem within reach.*
      - ❑ *Applied scientific knowledge (called technology) had helped people feel more self-reliant, more in control of their health and environment in matters of everyday life... and thus, less dependent on God.*
    - ❑ *It is therefore not surprising to read that, by the 1920's, Americans were spiritually weak, open to temptations to rebel against the biblical wisdom underlying some traditional ways of American life. They were also willing to focus their attention and emotions on the trivial (ballyhoo). We have already read about other aspects of society that illustrate this; the Scopes Trial was another important step in the fall of the prestige of biblical Christianity in American society.*

1 The film *Inherit the Wind*, which is purportedly about this trial (and from which the secular world, by and large, now gets its education about the trial) was actually a re-setting and allegorical critique of the McCarthy trials of 1950, and has little-to-no reference to the actual events of *Scopes*.

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- ❑ *Allen points this out: "Something spiritual had gone out of the churches—a sense of certainty that theirs was the way to salvation. Religion was furiously discussed; there had never been so many books on religious topics in circulation, and the leading divines wrote constantly for popular magazines; yet all this discussion was itself a sign that for millions of people religion had become a debatable subject instead of being accepted without question among the traditions of the community" (170).*
- ❑ *As the prestige of science had risen (even after the illusions of the pre-war era were shattered), questions about biblical Christianity were handled one of two ways. Science must be either denied or accommodated. We have seen that Fundamentalists rejected the claims of science, and they lost the allegiance of a majority of American Christians by this rigid stance. Liberal ministers tried to synthesize science with Christianity and ended by strengthening the claims of the one and weakening the claims of the other until, in America, a great number of people had ceased to be Christian believers altogether. If they attended church at all, it was for tradition's sake.*
- ❑ *The Scopes trial became for many* the *showdown between traditional (Fundamentalist) Christian teachings and the claims of modern society. In the eyes of most people, modernity won. This made the trial significant, even though in court, the forces of Fundamentalism won the case.*
  Note: William Jennings Bryan made a valiant attempt to defend the Word of God (and died a week after the trial concluded; he is probably with the Lord now). However, he was not a theologian by training and did not make compelling biblical arguments during the trial. Herein is a lesson for us. First, there is real value in deep theological training, for we never know when we will be called upon to give an account for the hope to which we are called. Secondly, sometimes we are called to stand, and yet evil forces win the hearts and minds of those around us. Bryan is to be commended for standing, however imperfectly, for the Word of God in a public setting, though he might have been wiser to defer to a theologian of greater caliber instead of trusting his own theological insights.

6. While Americans were enthralled with movie stars and debated evolution, two men were growing in power in Europe. Talk with your student about the rise to power of Benito Mussolini and Adolf Hitler during the 1920's.
   - ❑ Ask, "How did Mussolini's childhood affect his life?"
     - ❑ *Mussolini grew up in a socialist, alcoholic, anti-Christian home.*
     - ❑ *His mother persuaded him that he was born for greatness.*
     - ❑ *He was a violent bully who defended himself in fights with other children.*
     - ❑ *His father's bad habits seemed to rub off on him: he drank heavily, gambled, and used swear words.*
   - ❑ Ask, "What were Mussolini's political views?"
     - ❑ *As a young man, Mussolini became a socialist journalist and encouraged violence and terrorism in order to change the government.*
     - ❑ *When he was expelled from the socialist party in Italy for supporting Italian involvement in World War I, Mussolini began his own newspaper, in which he promoted the political movement later known as fascism.*
     - ❑ *Mussolini demanded government ownership of national resources and advocated a government with strong nationalistic (and racist) goals, under a leader with absolute, unquestioned authority. Such a leader would lead the people to national greatness.*
     - ❑ *After he served in World War I, Mussolini formed the Fascist Party that then dominated Italy.*
   - ❑ Ask, "With this mindset, what did Mussolini do in the 1920's?"
     - ❑ *In 1922, Mussolini secured dictatorial powers; violence quickly developed against anyone who opposed him.*
     - ❑ *He tried to alter the Treaty of Versailles because he believed that Italy had been robbed of promised territory.*
     - ❑ *In 1924, Mussolini orchestrated an election that was sure to give him the victory. He brutally suppressed all opposition from the press or other political rivals.*
   - ❑ Talk to your student about when Hitler decided on his purpose in life.
     - ❑ After a difficult childhood, filled with disappointment and lack of direction, Hitler found his purpose for life in war. During World War I, he was decorated with several important medals of honor as a courageous corporal.
     - ❑ After the war, Hitler decided to stay with the army as a political agent. He joined the German Workers' Party in Munich and set his sights on overturning the embarrassing surrender terms that were imposed on Germany by the Allies at the Treaty of Versailles.
     - ❑ The German Workers' Party became the Nazi Party, in which Hitler quickly rose to leadership.

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- ❑ Hitler drew in disgruntled Germans and veterans of World War I who refused to disarm. He trained these men into a personal army, the membors of which wore brown shirts.

❑ Talk to your student about how Hitler consolidated his power.
- ❑ Postwar Germany was marked by economic and political chaos. The German government, known as the Weimar Republic, was weak and unpopular with many in Germany.
- ❑ Hitler was able to use propaganda and strong-arm tactics by brown shirt thugs to win supporters against the Weimar Republic. He was a powerful public speaker, and the German people needed a strong personality to lead them if they were to take up arms against the Weimar government.
- ❑ *After an orchestrated mass march on Berlin in 1923, the revolution against the government ended abruptly in the famous Beer Hall Putsch. Hitler was sentenced to five years' imprisonment for treason.*
- ❑ Ask, "What important book did Hitler write while in prison, and what did it say?"
  - ❑ *While in prison, Hitler wrote his political memoir and plan for future action, which his publishers entitled* Mein Kampf *(*My Struggle*).*
  - ❑ *In this book, Hitler discussed the greatness of the Aryan people—the "master race" of Germany who had been let down by the Weimar Republic. He wrote that Marxism and Jews were the enemies of Germany's greatness and that only a strong leader could save the Germans and restore their place as the master race.*

7. If you plan to give a unit exam, see the review section for Unit 1 below for important review strategies.

Review of Unit 1

Part of your job as a homeschooling teacher is to teach your dialectic-age children how to study, review for, and succeed in taking major evaluations. This does not mean you must lead them by the hand through the actual content. Below are printed some review strategies you can teach your students.

1. Ask your student to recall the title of the unit ("Casting Off the Moorings"). Talk with your student about important dates and events from 1900-1928. Here are some key events and dates to review:
   - ❑ Conditions in Europe and America as the twentieth century opened
   - ❑ The presidential terms of Theodore Roosevelt, William Howard Taft, Woodrow Wilson, Warren Harding, and Calvin Coolidge. What political party was each of these men affiliated with, and what unique styles or viewpoints did they bring to the Oval Office? What were the landmarks of each administration?
   - ❑ World War I: its causes, course, and conclusion. Note here the passage of Prohibition and Women's Suffrage amendments to the Constitution, and also the failure of America to join the League of Nations.
   - ❑ The responses to the war among America's youth, especially among women
   - ❑ The Jazz Age and the great migration of blacks to Northern cities. Note within this context the Harlem Renaissance. Also, connect jazz with speakeasies, flappers, and the rebellious generation of disillusioned Americans.
   - ❑ Note the cry and darlings of ballyhoo, and the spiritual emptiness among Americans that this activity displayed.
2. Recall with your student the books he has read for literature. Ask your student for ways these selections have enriched his study of this period.
3. Go through each week-plan, looking at the "Threads" section. Remind your student of the general title of each week-plan, and ask him to list major threads (topics) he remembers learning about that week. Prompt for or restate themes he has forgotten. (If your student has been following electives—such as government, church history, or philosophy—review these threads at this time.)
4. Go over any written assignments—essay topics from writing assignments or *Tapestry* weekly quizzes provided in *Evaluations 4*, for instance—that will help your student recall details from the unit.
5. If you plan to administer a written evaluation, encourage your student to look over his time lines, maps, reading notes, class notes, and answers to discussion questions before his evaluation. Remember, you are helping him to learn review strategies for future situations (college, job, etc.) not just reviewing this unit for this test. (If your test will be a *Tapestry* product, you'll want to review it ahead of time to make sure your directions for review are adequate.[1])

1 If you purchase *Evaluations 4*, you will receive tests and quizzes, as well as review guides for students at the levels that you purchase. *Evaluations 4* is available by the learning level or by the year-plan for all levels. As with all published tests and homeschooling curricula, be sure to preview the test and make sure that either your review covers all aspects of the test or that you plan to exclude or edit any test questions that don't apply to material you chose to cover in your unique setting.

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Writing

Level	Genres	Instructions and Topics
6	☐ Friendly Letter ☐ Dictation	☐ Practice dictation at least once this week. ☐ Learn about, or review in *Writing Aids*, the proper format for writing a friendly letter. ☐ Write a letter to a friend or relative, giving them an overview of what you've learned in Unit 1. ☐ Mail your letter! ☐ Do any writing worksheet(s) that your teacher gives you.
7	☐ Informative Writing	☐ Write another informative paper about one of the following topics: ☐ Silent movies or Charlie Chaplin ☐ The Scopes Trial ☐ File your papers under "Completed Work" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.
8	☐ Essay Test-taking	☐ In *Writing Aids*, learn about or review the unique considerations when taking an essay test, such as budgeting your time while writing your answer. ☐ Practice taking a timed essay test using one of the topics below. ☐ "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. ☐ "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. ☐ File your completed essay under "Completed Work" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.
9	☐ Formal and Informal Outlining	☐ Learn or review how to take lecture or book notes using informal outlines or clustering. Read the *Writing Aids* section on "Finding the Main Idea" as well. ☐ 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. ☐ 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. ☐ 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. ☐ 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. ☐ Do any writing worksheet(s) that your teacher gives you.

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9 American Ballyhoo & Hitler's Early Career

Worldview: Church History

Threads

Complete your three-week study of Eric Liddell and his life as a missionary to China.

Reading & Materials

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

Discussion Outline

1. When Eric arrived in China, he realized that he had forgotten much about Chinese culture in the time he had spent away from his childhood home. He had to adjust himself to the language, food, and culture all over again. He was anxious about how he would make the transition to teaching Chinese youth. Ask your student how Eric sought to make this transition and to reach out to his students.
   - ❑ *Eric's students were mostly from non-Christian homes. Most of them were wealthy, and their parents doted on them. At school, they were taught hymns and to have daily times of devotion and prayer.*
   - ❑ *Eric not only wanted to see the students understand and know about God, but he also wanted to model the fact that being a Christian involves more than just believing in Jesus. He sought to disciple his students in living the Christian life.*
   - ❑ *Eric did this by reaching out personally to his students and getting to know them as individuals. He became their "house father" and friend. He listened as they told about their lives and their thoughts about God.*
   - ❑ *Through Eric's example and friendship, many of the students were changed.*
   - ❑ Ask your student what he believes the Christian life entails beyond mere belief. What acts and decisions does God call Christians to make? Ask your student to apply these to his current daily life.
2. In addition to teaching them about the Lord, Eric attempted to get the students interested in sports. Although they liked boxing, wrestling, and fencing, they were not interested in Eric's favorite sport: running. Eventually, many began to enjoy running, though not as much as they enjoyed watching Eric run. Ask your student how Eric's talent as a runner opened doors for his ministry.
   - ❑ *Because many of the Chinese people knew that Eric was a famous runner from Great Britain, they supported his desire to build a sports stadium. When they saw Eric run, they were so impressed by his abilities that their belief in God was strengthened.*
   - ❑ *His amazing races made him known outside of the missionary and college community and opened doors for him to speak at other events and to other people.*
3. Ask, "Of Eric's daily priorities, what was most important?"
   - ❑ *Eric always began his day with a devotional time with God. He prayed and talked with his Father about his upcoming day before the day began.*
   - ❑ Eric was a godly man, and it is clear that he was so godly because his first and highest priority was not godliness but God Himself. Talk with your student about Eric's daily time with God. Ask your student if he sees these daily times with God as a high priority. Does he see the connection between prayer and reading God's Word and being a godly person? If your student struggles with filling his quiet time with meaningful interaction with God, help him to develop strategies for this important pursuit.
4. Ask your student, "Why was the phrase, 'Keep smiling' important to Eric, and how did he use it fruitfully?"
   - ❑ *Eric often signed his name with this phrase because he had been affected by a Christian woman named Bella who had been in a terrible accident and was frightfully wounded. Despite her wounds and the effects the accident had on her life, she always reminded people to keep smiling.*
   - ❑ *One day when Eric was on a train, he met a young man who was at his wits' end. He could see no reason to live. Eric told him of Bella's story, and the young man was so deeply affected that he gave his life to Christ.*
5. After Eric was married and began a family in China, he was asked to move from the Tientsin College to the Great Plain, where there were fewer missionaries. Ask, "What were some of the reasons that Eric did not want to go to the Great Plain? What was his final decision, and why did he choose that course?"

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- ❑ *Eric loved being a college teacher and preferred that job to being a village pastor.*
- ❑ *Life on the plains would be far more difficult than in the modern city where he and his family lived. There were often droughts, and the economic conditions were formidable.*
- ❑ *It was unsafe. Bandits and guerrilla groups were active in this area. Also, the fight between the Communists and Nationalists was giving the Japanese opportunities to slowly take over the country.*
- ❑ *Eric would also have to learn a new Chinese dialect that was used on the Plain.*
- ❑ *The hardest part, however, would be the need to leave his wife and daughters in the city. They could not go with him because the area in which Eric was needed was so dangerous.*
- ❑ *Eric knew that he must fulfill his calling as a missionary, which meant complete surrender to God's will. After praying, he knew that the right thing to do was to accept the position.*

6. Ask, "In the midst of dangerous circumstances, how did Eric conduct himself?"
   - ❑ *When Eric was stopped and questioned by the Japanese, or found himself in other dangerous circumstances, he always smiled and remained calm. He trusted God to protect him.*
   - ❑ *Once, when he was summoned to the Japanese headquarters to be questioned, Eric did not respond to their mocking and sneering at his faith. He just smiled. This won their respect, and they let him go.*
7. In 1941, China was no longer safe for Eric's wife and daughters. As much as it pained them to part, Eric sent his family to his wife's home in Canada. Two years later, Eric was forced to report to an internment camp with all other British and Americans who were living in Tientsin. At the camp Eric gave his life away in service until he became too sick to work. He died of a brain tumor in 1945, just weeks before World War II was over. Ask your student what stood out to him about this man's life.
   - ❑ *Answers will vary.*
   - ❑ *Eric was an extremely humble man. After he died, many people who had known him found out for the first time that Eric had been an Olympian gold medalist. He never boasted about his accomplishments; instead, he used his gifts as an athlete to bless other people, even when he was in the internment camp.*
   - ❑ *Eric was obedient to God. Even when it meant significant sacrifice, such as not seeing his family for months at a time, Eric did not disobey God's call on his life.*
   - ❑ *Eric was a servant. His life was marked by putting others' interests before his own.*
   - ❑ *Eric exemplified a life of devotion and love to God. His commitment to putting God first and seeking Him in His Word and through prayer was evident. His love for God spilled over into all the other areas of his life. He lived his life for God's glory and not his own.*

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Geography

Threads

- ❑ Finish all outstanding geography assignments this week in preparation for your Unit Celebration.
- ❑ Review this unit's work as directed in preparation for a unit test.

Reading & Materials

- ❑ Reading
  - ❑ You will need access to a child's atlas for this week's geography assignments. We recommend *The Kingfisher Atlas of World History*. This is not listed in *Tapestry*, and any atlas will do.
  - ❑ See the Year 4 Geography Supporting Links via *Tapestry* Online for helps for teaching and/or reviewing the geographic terms this week.
- ❑ Colored pencils or markers of the appropriate type for your map surface.

Teacher's Check List

- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ Please see the *Loom* for suggested approaches to geography, and then purchase necessary materials to get started.

Exercises

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.

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Literature

Threads

- ❑ Identify types of conflict in *Peter Pan*.
- ❑ Review terminology pertaining to characters.

Reading & Materials

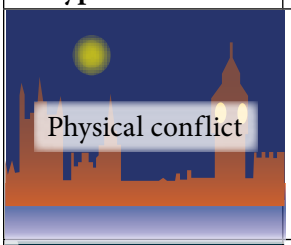
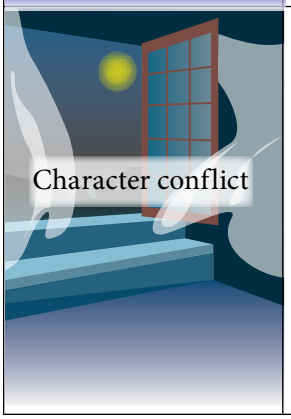
Peter Pan, by J.M. Barrie, chapters 9-17 (Week 2 of 2)

Teacher's Check List

As needed, print the Literature worksheet for your student.

Discussion and Answers to Dialectic Worksheet for Peter Pan

1. Review terminology pertaining to characters with your student. If necessary, review the meanings of static and dynamic characters from Week 6. Ask your student the types of each of the following characters: Peter Pan, Wendy, Mrs. Darling, and George Darling.
   - *Peter Pan is a static character because he never grows up and does not want to.*
   - *Wendy is a dynamic character because she changes and wants to go back home to her parents and eventually to grow up.*
   - *Mrs. Darling could be considered a dynamic character because she changes from the beginning to the end of the book. At the beginning, she is willing to leave the house to go to a party, but while the children are in Neverland, she is unwilling to leave the house.*
   - *George Darling could be considered a dynamic character because his anxiousness about the children leads him to live in a kennel (until the children come back) and he becomes humble instead of prideful.*
2. We have also defined "protagonist." Now teach your student the definition of "antagonist." The antagonist is the character whose function in the story is to provide a negative example of living, active oppostion to the protagonist/hero(ine), or both. Who is the antagonist in *Peter Pan*?
   Captain Hook
3. Go over your student's worksheet. Your student may not have put every answer on his worksheet, but do use the page number references to help him find the ones that he did not write down.

Type of conflict	Peter Pan	Wendy
	■ *He is alone on the lagoon and the water is rising (124).* ■ *A Never bird comes to rescue him, but the two cannot communicate (125).* ■ *Hook tries to poison him (166).*	*Hook captures her and tells her that she must watch the lost boys walk the plank (180).*
	■ *Because the Never bird has a short temper, the two snap at one another (126).* ■ *Peter has ongoing conflict with Hook. In the end, Hook perishes (but not at Peter's hand) (198).* ■ *When Wendy returns home, Peter wants to make her think that her mother has barred her out (207).*	■ *She tries to be motherly toward the lost boys, and sometimes uses a voice that "had to be obeyed" (129, 132, etc.).* ■ *When it is determined that Wendy and her brothers will leave the island, the lost boys attempt to get her to change her mind (146).* ■ *Tink is not fond of Wendy and even determines not to be her courier (147).* ■ *Upon her return home, there is a short conflict with her father regarding the Darling family adopting the boys (212-213).*

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	■ *He has inner conflict regarding his relationship with Wendy. Is it that of a brother or a husband? (137)* ■ *He believes that grown-ups have spoiled everything and thus is full of wrath against them (145).* ■ *He has inner conflict over whether to let Wendy and the boys go back home (145, 208-209).* ■ *He anguishes over the fact that Wendy has grown up (226).*	*She realizes that her own mother may be mourning and decides that she and her brothers should return home (145).*

4. What do you think the main conflict in the whole book is about?
   It seems to be about the desire to stay a child and remain free and irresponsible versus the desire to grow up, with all that growing-up implies.
5. In real life, how do you see conflicts regarding growing up? What types of things tug on your soul and make you want to stay young? What types of things pull you forward toward adulthood?
   Answers will vary. This is an opportunity to hear from your student and to help him both value his childhood and desire to continue to grow and mature, in accordance with God's will for each of us.
6. If you want to take the time, you can compare and contrast *Peter Pan* to a movie version you may have seen.
7. Remind your student that the following words are subject to the literary terminology quiz this week. (This quiz is available if you have purchased *Evaluations 4*. If not, you can make your own!)
   - Week 1: anthropomorphism
   - Week 3: pseudonym, plot, and setting
   - Week 4: protagonist
   - Week 5: physical conflict, character conflict, inner mental conflict, and moral/spiritual conflict
   - Week 6: static character and dynamic character
   - Week 7: stanza, quatrain, and quintain
   - Week 8: genre
   - Week 9: antagonist

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Fine Arts & Activities

Threads

- ❑ Work on activities that help your student remember what he's read about America's Ballyhoo Years.
- ❑ Add a card to your president card bank.
- ❑ Read about the lives of several musicians from the early 1900s, and listen to their music if possible.
- ❑ Finish any last minute plans and carry out your Unit Celebration.

Reading & Materials

- ❑ Reading:
  - ❑ *The Gift of Music*, by Jane Stuart Smith and Betty Carlson, chapter 34
  - ❑ We encourage you to explore the Arts & Activities Supporting Links page on *Tapestry* Online. This page will provide many ideas that you can use throughout the year.
- ❑ "Regular supplies" for the year such as scissors, paper, glue, markers, crayons, and colored pencils.

Teacher's Check List

- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ If you do not like the craft activity options that we have chosen, always feel free to select others from the Student Activity Pages or Arts & Activities Supporting Links page on *Tapestry* Online, or to not do any craft this time.

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)

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