



Tennessee

America the Beautiful Part 1

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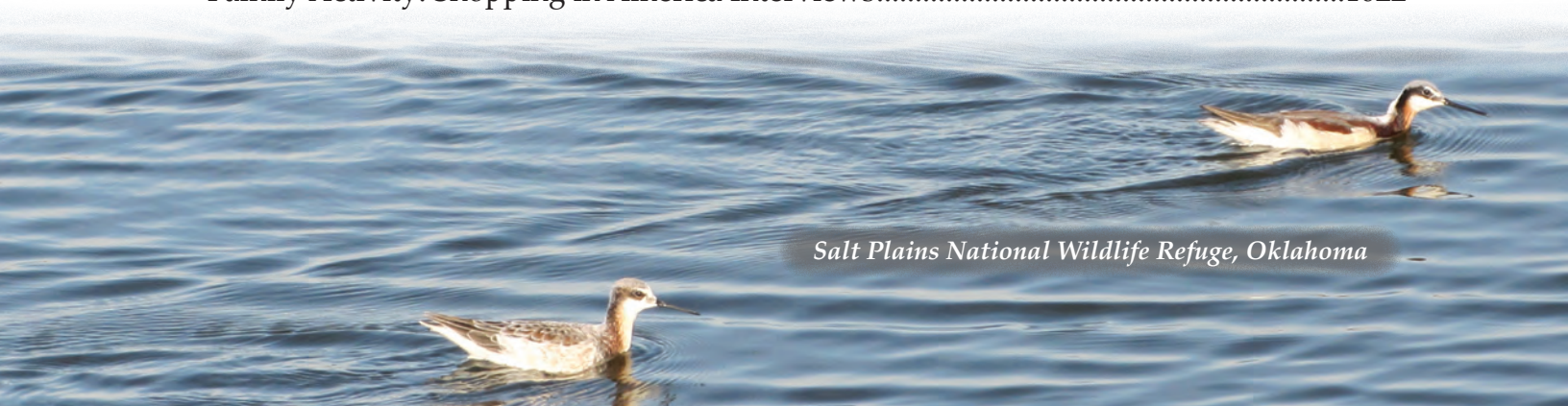
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Thunder Rocks, Allegany State Park, New York

Dear Student

When God created the land we call America, He sculpted and painted a masterpiece. People created in God's image have lived here for centuries. Using the intelligence God placed in their hearts and minds and the strength He gave their bodies, these people have found many ways to use what He has provided in abundance. These people have lived the story of American history. We are living it today.

America the Beautiful is first a book of history, but it is also a book of geography. All history happens in a place. American history has happened along America's coastlines, on its prairies, in its mountains, beside its lakes, and within its forests.

My heart's desire is that you who study *America the Beautiful* will be in constant awe of what God has created in America, both the physical place and the people whom God in His wisdom has placed here. By learning about what God made, we learn about Him:

*For since the creation of the world His invisible attributes,
His eternal power and His divine nature,
have been clearly seen, being understood through what has been made . . .*
Romans 1:20

As people created in the image of God, we are living history every day in a place God made. Our responsibility is to conduct ourselves according to the will of the One who made us. Americans are a richly blessed people. Like every person who has ever lived (except Jesus), we Americans are sinners in need of grace.

Our history has many beautiful stories. We have done many things right, but not everything. Some of our stories are not so beautiful. *America the Beautiful* emphasizes the wonderful things that God has done and the positive things that we Americans have done, while being honest about some of our biggest shortcomings.

As we learn in Acts, every person is a son or daughter of Adam. People around the world have arrived at the place where they live now because of good things that have happened and bad things that have happened. Our heavenly Father takes those good and bad things and works His perfect will.

*He made from one man every nation of mankind to live on all the face of the earth,
having determined their appointed times and the boundaries of their habitation,
that they would seek God, if perhaps they might grope for Him and find Him,
though He is not far from each one of us; for in Him we live and move and exist . . .*

Acts 17:26-28

So here we are right now, living American history in America. It is up to us to make sure that the stories we contribute to American history are the beautiful ones.

When you finish the last lesson in *America the Beautiful*, I hope that you will look back on America's story with:

- gratitude for what God has created in America
- awe at what the people made in His image have done with the gifts He gave us
- a realization of your personal responsibility to do God's will while living in this wonderful place we know as America the Beautiful.

I have been touring America and its history for a long time. Now I'd like to give you a tour of America and its history. Come along with me. You will learn fascinating things about American history while having fun along the way.

Charlene Notgrass



Grand Teton National Park, Wyoming

How to Use *America the Beautiful*

America the Beautiful is a tool to help your children learn American history from a Biblical worldview. It has the richness of a unit study, but it is as easy to use as a textbook. You don't need a teacher's manual because the instructions for how to use the curriculum are here in this introduction and at the end of each lesson.

Thirty Units of Five Lessons Each

America the Beautiful has 30 units with five lessons each. With a total of only 150 lessons for a typical 180-day school year, you can easily complete *America the Beautiful* in one year. You and your children have lots of wiggle room and time to be a family.

Each unit in *America the Beautiful* is about a certain time period in American history. In Unit 1, we learn about America before 1492. In Unit 30, we learn about things happening in the 21st century. The units in between are in chronological order.

To give children a comprehensive understanding of America, each unit has five different types of lessons. Parents find that this makes the course engaging for students with different interests, even ones who never liked history before. Each unit has one lesson each of these five types:

Our American Story — a lesson about major events in the time period of the unit

God's Wonder — a lesson describing an amazing creation God placed in America and what happened there at the time period of the unit

An American Landmark — a lesson about an important man-made site where significant things happened during the time covered in the unit

An American Biography — a lesson focusing on a person who lived at the time being studied

Daily Life — a lesson telling how certain people lived and worked during the time period of the unit

Basic Curriculum Package

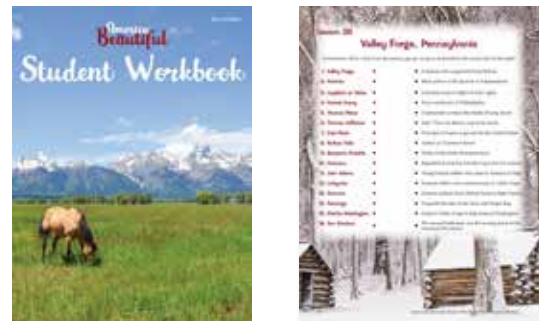
The basic curriculum package for *America the Beautiful* includes three hardback books, two consumables, and an answer key. *America the Beautiful Part 1* and *America the Beautiful Part 2* are the core of the curriculum. These include all of the history lessons written in narrative form. A list of optional activities is at the end of each lesson. That end-of-lesson activity list tells you how to use all of the components.



Review Material

Many parents find it helpful to purchase either the Student Workbook or the Lesson Review. Please choose the one that you believe your child will enjoy the most and that will fit his or her learning style. The *Student Workbook* has one worksheet per lesson. Most worksheets reinforce many points in the lesson. The *Lesson Review* has five questions per lesson. Both include a test over each of the thirty units. The tests are the same in each of these books. They both also have questions about each literature title.

Sample Pages from Student Workbook



Sample Page from Lesson Review



Literature

We have carefully chosen literature to go along with the lessons. Though not required, they add greatly to the student's understanding and enjoyment of learning about America.

All of these literature titles have excellent qualities. However, some do have references that are mildly (or rarely highly) offensive. Many of these books were written several decades ago. Some words that were considered proper then are offensive to our modern ears. Sometimes a writer uses certain words in order to show how hurtful those words are and to make an effective contrast between good and evil. While we would not use these offensive words ourselves, the books we have chosen have so many excellent qualities that we still recommend them. However, we want you to know ahead of time what the issues are so that you can choose whether you feel okay about your child reading the book on his or her own, whether you want to read the book aloud to your children, or whether you want to forego the book altogether. In the answer key, we have listed the specific pages we want you to be aware of ahead of time. The curriculum tells students when to read each title and when to answer questions about the books.

Note: You may purchase these literature titles from Notgrass History as a package or individually. You can also obtain many of them from other sources, such as a library. You can use any unabridged edition of the books.

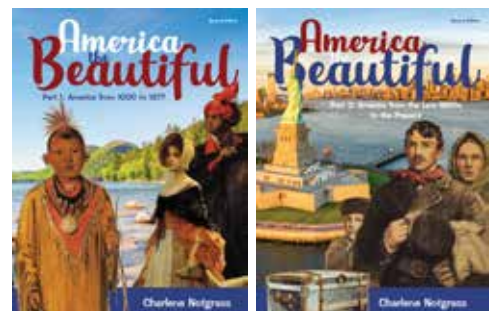


How the Components Fit Together

America the Beautiful Part 1 and Part 2 — Part 1 is a full-color, hardcover book with 75 lessons. It is designed to be completed in the first semester. It begins with life in America before Europeans came and continues through the first years after the Civil War.

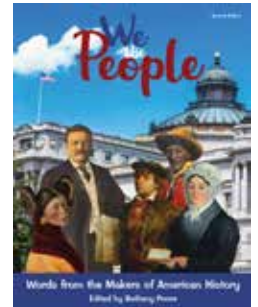
Part 2 is also a full-color, hardcover book with 75 lessons. It is designed to be completed in the second semester. It begins in the late 1800s and continues into the 21st century.

At the end of each lesson in Part 1 and Part 2 is a list of activities that go along with that lesson. Students do not have to do all of these activities. We trust parents to decide which of these activities they want their children to complete. See the section titled "How Many Activities Should My Child Complete?" beginning on page xv.



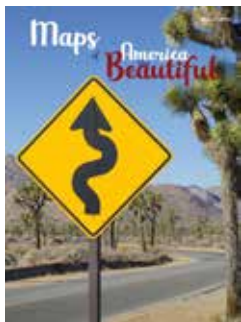
No lesson has all of the following activities, but these are the *types* of activities you will find at the end of a lesson. Though the types of activities a student completes on a given day vary from day to day, students have the opportunity to complete an assignment in the *Student Workbook* or *Lesson Review* after each lesson. This is how the end-of-lesson activities work:

We the People – *We the People* is a full-color, hardback book containing a collection of primary sources. It includes original letters, poems, songs, stories, and other writings from American history. After many lessons, students are assigned to read an appropriate selection from *We the People*.



Map Study – After many lessons, students complete an assignment in *Maps of America the Beautiful*. By the end of the course, they will have created their own historical atlas of American history. Some students will find it helpful to look at

the map assignment when they first start to read a lesson and refer to the map while they read.



Timeline – After each lesson, students are assigned one appropriate fact to write in *Timeline of America the Beautiful*. By the end of the course, they will have added 150 facts to this illustrated, full-color, softbound timeline. Encourage your student to read the preprinted events in the years before and after the entry they write each day.



Student Workbook or Lesson Review – These are optional books. In the list of end-of-lesson activities, students are reminded to complete the lesson's corresponding worksheet in the *Student Workbook* or to answer questions in the *Lesson Review*. On the last day of each unit, students using either of these books are reminded to take the unit test.



We recommend that students use a three-ring binder to store the following end-of-lesson activities.

Vocabulary – Students have a vocabulary assignment two or three times during each unit. Vocabulary words are printed in bold blue in the lesson text.

Thinking Biblically – Students have a Bible study or Christian worldview assignment two or three times during each unit.

Creative Writing – Students have a creative writing assignment two or three times during each unit.

Literature – Students are assigned ten books to read over the course of the curriculum. They read an assigned portion each day during specific units. On the day that students are instructed to finish the book, they are reminded to answer literature questions about the book. These questions are in both the *Student Workbook* and the *Lesson Review*.

Growing Up Dakota by Charles Alexander Eastman, edited by Charlene Notgrass (Units 2-5)

Amos Fortune, Free Man by Elizabeth Yates (Units 6-7)

Brady by Jean Fritz (Units 9-10)

Bound for Oregon by Jean Van Leeuwen (Units 12-13)

Across Five Aprils by Irene Hunt (Units 14-15)

Little Town on the Prairie by Laura Ingalls Wilder (Units 16-18)

All-of-a-Kind Family by Sydney Taylor (Units 19-20)

Blue Willow by Doris Gates (Units 21-22)

Homer Price by Robert McCloskey (Unit 23)

Katy's Box by Mary Evelyn Notgrass McCurdy (Units 27-29)



Answer Key and Literature Guide

The *America the Beautiful Answer Key and Literature Guide* is organized by lesson. Answers for each lesson include the assigned timeline statement, answers to activities in the *Student Workbook*, answers to questions in the *Lesson Review*, answers to vocabulary assignments (when needed), answers to tests, and answers to questions about the literature. It also has notes on the literature so you can decide if a book is appropriate for your child.

Family Activities

After one lesson in each unit, the list of end-of-lesson activities includes a family activity. Instructions for the activity follow that lesson. Projects include art, crafts, recipes, games, parties, and a play. We recommend reading the instructions and gathering the supplies early each week and then completing the activity either on the day it is assigned or on another day that is convenient for your family. You might enjoy doing your family activity on a family night so that more family members can take part. Sometimes it's fun to invite grandparents or friends to join you. Like all components of the *America the Beautiful* curriculum, the family activities are optional. You are the best one to decide if you are able to schedule time to complete them.

Please Note: We designed the *America the Beautiful* family activities to include parental involvement. Please review the activity and discuss with your child what he or she may do alone and what he or she needs your supervision to do. The family activities in this book include the use of sharp objects, the oven and stove, and a few Internet research suggestions. Notgrass Company cannot accept responsibility for the safety of your child in completing these activities. You are responsible for your child's safety. **Be careful. Some children may be allergic to recipe ingredients or craft supplies.**

Learning from Pictures

We learn history from many sources—from original documents, paintings, drawings, statues, books, objects, historic sites, and even from postage stamps. Except for the *Lesson Review*, each component of *America the Beautiful* is richly illustrated. You can enhance your student's learning experience by encouraging him or her to examine the illustrations closely. Many are historical photographs, historical illustrations, and works of art. Others are modern photographs of God's wonders, American landmarks, or historic sites. Many are from the Library of Congress, the National Park Service, the Smithsonian Institution, and the Metropolitan Museum of Art. I selected them carefully to be an integral part of the learning experience. Please note that the postage stamps that illustrate lessons come from many periods of American history and show how Americans have honored or remembered people and events from the past. Often when a painting notes two artists, one of them painted the original and the other copied it. This was common practice in early American history before people had access to photographs.

You can see whether a picture is historic or modern by noticing that I have placed a shadow behind art, objects (including stamps), and historic photos. I left modern photographs (2001 and later) without a shadow. The exception to this is when an illustration is inside a colored box. All of those illustrations, whether modern or historic, have shadows so that they show up well.

Time Needed to Complete the Course

As mentioned already, *America the Beautiful* has 150 lessons. It is designed to be completed in one school year. Since a typical school year has about 180 days, the student completes one lesson on most school days. However, some families may choose to spread the curriculum out over a longer period of time. You can do one lesson per day on five days a week and complete the course in 30 weeks. You may do one lesson per day on four days per week and complete the course in 38 weeks.

The time needed each day depends on how many end-of-lesson activities you choose. A student who simply reads the lesson can complete a lesson in less than 30 minutes. A student doing all of the end-of-lesson activities could spend an hour and a half on some days, but will have done activities covering several other subject areas. You will need more time on the day you enjoy a family activity. See "How Many Activities Should My Child Complete?"

Supplies Needed

Students will need a pencil, colored pencils, notebook paper, and a three-ring binder, plus the materials needed to complete the family activities. These materials are listed prominently on the individual family activity instruction pages.

We also recommend that children have access to a dictionary in book form. This will help them complete their vocabulary assignments, while they gain dictionary skills.



Finger Lakes region of New York

From the Heart of a Homeschooling Mama

Respect and Love for All

I love America and everyone who calls America home. Each American has grown up in unique circumstances, but we are all people God made, people He loves, people He sent Jesus to save. It is often hard for us to put ourselves in other people's shoes. Sometimes it is hard to know what will make another person feel respected. If I have failed to do that in any way, I am sorry and hope that you will contact me and help me do a better job in the future.

I have researched and consulted with others to help me make good decisions. I have used the term *African American* to describe people whose ancestors were enslaved here. When talking about native nations, I have tried whenever possible to use the name of the specific nation. However, some native nations use the term *Indian*, as do some government agencies. When searching for a literature title to honor native nations, I decided to edit one that a Dakota man wrote about his own childhood. If you have concerns about any of the terms I used, please feel free to contact me. I want to learn how to love and respect every person better.

How Many Activities Should My Child Complete?

Parents know best what their children are capable of accomplishing. *America the Beautiful* is flexible. Each lesson has a variety of activities. A parent may require an eighth grader who is academically gifted to read the daily lessons and complete every assignment at the end of each lesson independently. On the other hand, a parent with an academically challenged fifth grader may decide to read aloud each lesson in *America the Beautiful* and the selections in *We the People*, and help the student be successful in the map book and timeline assignments. The

variety of assignments is intended to make it easy for you to create a positive, rich, engaging learning experience for your student. You should not feel pressured to complete every activity suggestion.

As you look ahead to your school year or evaluate midway, consider how you might make your child's education less complicated and educationally richer by using *America the Beautiful* as a large part of his or her learning for this year. *America the Beautiful* is much more than history. You can use it as all or part of your literature, writing, vocabulary, art, handwriting practice, and Bible learning. You may not need a separate curriculum for some of those subjects. You may find that eliminating busy work in an entirely separate subject and allowing that subject to be incorporated into this study makes for a less stressful, more engaging, more memorable school year.

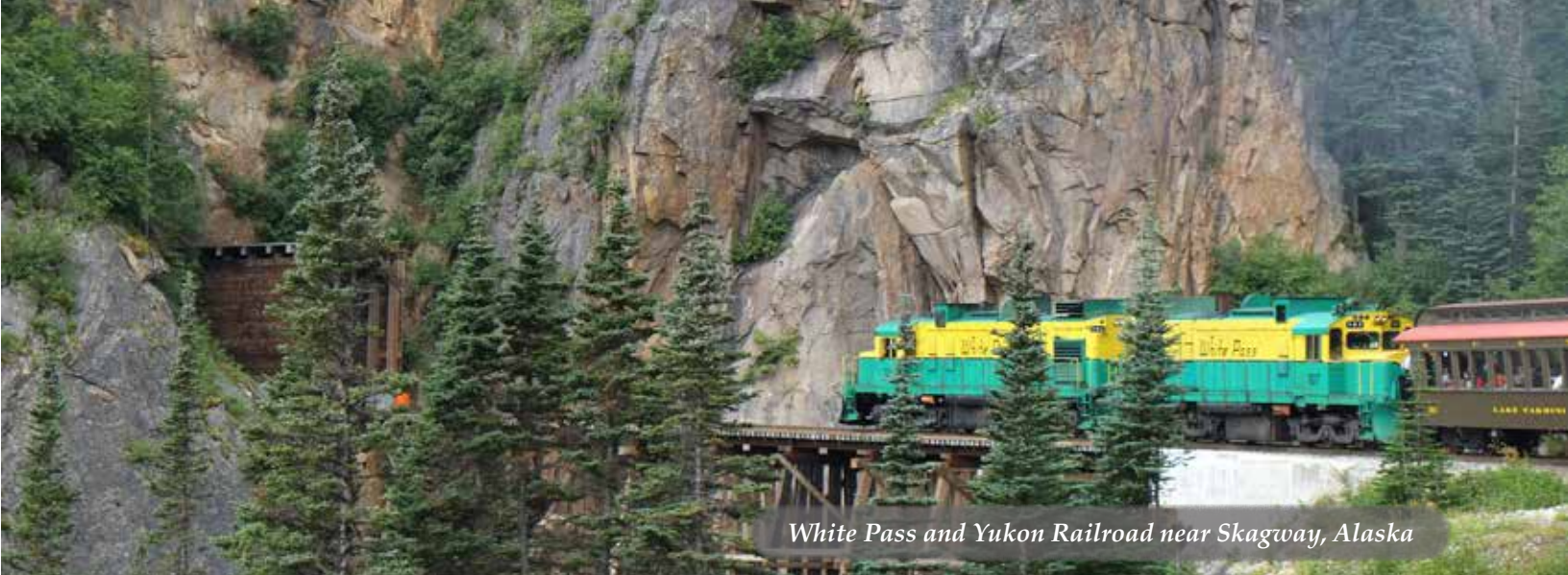
If you have more than one child in grades five through eight, you may enjoy reading the lessons aloud as a family. Afterward, you can give each child different assignments, depending on his or her age and skill level. If you have carefully observed your child and prayed about the direction to take, then you can look back at the end of the school year and know you have accomplished the goal of completing *America the Beautiful*.

Some Reminders So That You Don't Feel Overwhelmed

Remember that God gave you your children and your daily responsibilities. A homeschooling mother who has one child can complete more *America the Beautiful* activities than a homeschooling mother who has seven children and an elderly grandparent living in her home. God will use the efforts of both of these mothers. God does not expect you to do more than you can do. Be kind to yourself. He knows exactly what you and your children need this year. Remember that out of all the parents in the world to whom He could have given your children, He chose you. He is the one who put your family together. He knows what He is doing. Relax and trust in His choice. God created our beautiful country. God created you. He created your children. Relax and remember that this is the day that the Lord has made. Rejoice and be glad in it.

We are here to help you. When you need encouragement, send us an email (help@notgrass.com) or give us a call (1-800-211-8793).

Charlene Notgrass



Thanks, Team!

I am grateful to my husband, Ray. For 46 years, God has blessed me with my own personal human encyclopedia, concordance, and dictionary; his name is Ray Notgrass. We have enjoyed America and its history for all these years, beginning with our honeymoon trip to the Chattanooga Choo Choo and the Lookout Mountain battlefield. Ray has assisted in this project in many ways, especially with proofreading, editing, and being a sounding board. I owe him much gratitude.

I am grateful to our son, John. Many years ago the two of us drove home from a homeschool convention in Virginia. We talked excitedly about a concept for a new American history curriculum for children in grades five through eight. We explored the idea of a study that emphasized a different aspect of America on each day of the week. In 2010 that idea grew into *America the Beautiful*.

We at Notgrass History decided it was time for a second edition. John went through the laborious process of transferring the 2010 files from the original obsolete design software into Adobe InDesign, helped me design the style for the individual pages, found many photographs, compiled end matter, and graciously answered my “Hey, John, . . .” questions.

I am grateful to our daughter Mary Evelyn, who used her creative abilities to design the covers for each of the books in the curriculum set. She was an extremely helpful proofreader.

I am grateful to our son-in-law Nate McCurdy, who created the color maps inside *America the Beautiful Part 1* and *Part 2* and made important updates and additions to *Maps of America the Beautiful*.

I am grateful to my excellent assistants, Dena Russell and Ella Boureston. Dena, thank you for being my right hand and proofreader-in-chief. Thank you, Ella, for being super helpful in so many ways. I’ve enjoyed our many hours on Zoom.

Thank you, Donna Ellenburg, for designing and illustrating several Family Activities and for your research assistance. Thank you, Titus Anderson, for your work on recording the songs from *We the People*, for performing many of them, and for the other ways you helped on this project. Thanks, too, to Josh Voorhees and Olive Wagar for their assistance.

I am grateful to my friend Jo Carr who gave me permission to use her mother's painting on page 564. While working on Lesson 75, I kept remembering this painting that we saw so often from 1985 to 1993 when visiting the Carr home while our family and theirs lived in the same town. Jo was kind to send me a photograph so I could include it in *America the Beautiful*.

I am grateful to God who created this wonderful place, America the Beautiful.

I dedicate *America the Beautiful* to God.

May He use it to instruct the hearts of children.

I also dedicate *America the Beautiful* to my husband, Ray,
and to our children, our children-in-law, and our grandchildren.

May you continue to contribute beautiful stories to America the Beautiful
and may we all live forever in heaven.



Euharlee Creek Covered Bridge, Georgia