

Uncle Sam and You

Lesson Activity Checklist

Bethany Poore

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by Bethany Poore

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You may make copies of this checklist for each of your children
who is studying *Uncle Sam and You*.

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Activities for Lesson 1

- ❑ **Thinking Biblically** — Copy 1 Timothy 2:1-2 in your notebook, using the translation of your choice.
- ❑ **Literature** — Read “My Country ‘Tis of Thee” in *The Citizen’s Handbook*, page 1.
- ❑ **Creative Writing** — In your notebook, write one or two paragraphs about what you would want to do on your first day back in America if you had been away for a long time.
- ❑ **Picture This!** — Take a photograph or draw a picture of the place your family meets with your church.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 1.

Activities for Lesson 2

- ❑ **Vocabulary** — Find each of these words in a dictionary: elevation, harsh, headwaters, harass, manifest. Copy each word into your notebook with the definition that corresponds to the way it is used in this lesson.
- ❑ **Literature** — Read “We, the People of . . .” in *The Citizen’s Handbook*, page 2.
- ❑ **Creative Writing** — Imagine that you are serving on the committee to write a constitution for a new state. Write a preamble to the constitution describing what you think is important about the origins and goals of governments.
- ❑ **Find Out!** — In what year was the most recent version of your state’s constitution written?
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 2.

Activities for Lesson 3

- ❑ **Thinking Biblically** — Write a paragraph in your notebook or discuss with a parent: What are attitudes that encourage unity in a group of people?
- ❑ **Vocabulary** — Write five sentences in your notebook, using one of these words in each: reconciliation, secede, stupendous, armory, treason. Check in a dictionary if you need help with their definitions.
- ❑ **Find Out!** — What was the month, day, and year that your state joined the Union?
- ❑ **Picture This!** — Take a photograph or draw a picture of your state flag.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 3.

Activities for Lesson 4

- ❑ **Thinking Biblically** — Read Luke 10:25-37 to learn Jesus’ teaching on loving others, even those who are different from us.
- ❑ **Vocabulary** — In your notebook, write each of these words and the letter of the definition that goes with each word: evangelize, census, bureau, gingham, moped.
 - a. an administrative division of the government
 - b. fabric with small checks in white and one other color
 - c. to preach the gospel to a person or group
 - d. a count of the population
 - e. a small motorcycle that sometimes also has pedals
- ❑ **Literature** — Read “You Dreamed Dreams of What America Was to Be” in *The Citizen’s Handbook*, pages 3-4.

- ❑ **Creative Writing** — In your notebook, write a short story of at least one page about an American family making a new immigrant welcome.
- ❑ **Find Out!** — Does your family know anyone who became an American citizen as an adult?
- ❑ **Picture This!** — Take a photograph or draw a picture of something in your house that originates from another culture.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 4.

Activities for Lesson 6

- ❑ **Vocabulary** — Look up each of these words in a dictionary and read their definitions: archives, marshy, humidity, pedestal, pediment.
- ❑ **Literature** — Read “The Archivist’s Code” in *The Citizen’s Handbook*, pages 5-6.
- ❑ **Creative Writing** — Ask a parent about the ways and places that your family keeps records. Make a list in your notebook, titled “Our Family Archives.”
- ❑ **Find Out!** — Which National Archives and Records Administration facility is closest to your home?
- ❑ **Picture This!** — Take a photograph or draw a picture of an important document preserved in your household.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 6.

Activities for Lesson 7

- ❑ **Thinking Biblically** — Discuss with a parent or write a paragraph in your notebook: Do you think that the idea that “all men are created equal” is a Biblical concept? Why or why not?

- ❑ **Vocabulary** — Copy these words in your notebook, each on a separate line: allegiance, varnish, providence, consent, imminent. Look up each word in the dictionary. Next to each word, write what part or parts of speech it is according to the way the word is used in the lesson.
- ❑ **Literature** — Read “Response to an Invitation from the Citizens of Washington” in *The Citizen’s Handbook*, page 7.
- ❑ **Creative Writing** — Choose any one person from the illustrations in this lesson. In your notebook, write a letter of at least one-half page from that person to a family member describing what it was like to experience the event occurring in the illustration.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 7.

Activities for Lesson 8

- ❑ **Thinking Biblically** — Copy Deuteronomy 17:19-20 into your notebook, using the version of your choice.
- ❑ **Literature** — Read “The First Prayer of the Continental Congress” in *The Citizen’s Handbook*, page 8.
- ❑ **Find Out!** — Does your local library have a copy of The Constitution of the United States? What are the call numbers (shelf location)?
- ❑ **Picture This!** — Draw a picture of one of the men involved in the creation of the Constitution mentioned in this lesson. Find a portrait to copy.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 8.

Activities for Lesson 9

- ❑ **Thinking Biblically** — In your notebook, write down ways you practice your faith with freedom and without fear of punishment. Consider with thankfulness the freedom of religion as promised in the Bill of Rights.
- ❑ **Vocabulary** — Write five sentences in your notebook, using one of these words in each: amend, petition, function, accusation, sesquicentennial. Check in a dictionary if you need help with their definitions.
- ❑ **Creative Writing** — Using your freedom of speech, design a poster that protests something you think should be changed in your town, state, or country. Include the reasons for your opinion and how you think the change could be made.
- ❑ **Find Out!** — What is the name of your local newspaper, or a newspaper published nearby?
- ❑ **Picture This!** — Draw a picture or take a photograph of someone exercising a freedom guaranteed in the Bill of Rights.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 9.

Activities for Lesson 11

- ❑ **Thinking Biblically** — Discuss with a parent: Why do you think God created government?
- ❑ **Creative Writing** — In your notebook, write a short story of 2-3 paragraphs about a person interacting with all three levels of government on a single day.
- ❑ **Find Out!** — What is your local sales tax rate?
- ❑ **Picture This!** — Take a photograph or draw a picture of a local government building or vehicle. Be sure you don't get

in the way of government workers doing their jobs.

- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 11.

Activities for Lesson 12

- ❑ **Vocabulary** — In your notebook, make a simple drawing for each of these words that illustrates what it means: philosophy, legislative, executive, judicial, veto. Write the word under the drawing. Check in a dictionary if you need help with their definitions.
- ❑ **Literature** — Read “Three Branches— Excerpts from the Constitution” in *The Citizen's Handbook*, page 9.
- ❑ **Find Out!** — Where is the Federal courthouse nearest to you?
- ❑ **Picture This!** — Take a photograph or make a drawing that illustrates a law your family must obey.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 12.

Activities for Lesson 13

- ❑ **Thinking Biblically** — In your notebook, write a paragraph about ways a civil servant's faith should influence the way he or she serves in government.
- ❑ **Vocabulary** — In your notebook, write your own definition for each of these words: politician, merchant, diplomat, cobbler, tension. Look in the lesson for clues for their meanings. When you are finished writing your definitions, look in a dictionary for comparison.
- ❑ **Literature** — Read “Letter to the Governor of Connecticut” in *The Citizen's Handbook*, pages 10-11.

- ❑ **Creative Writing** — In your notebook, make a list that answers the question, “What did the Founding Fathers give to me?”
- ❑ **Picture This!** — Take a photograph or draw a picture of a place or street named for a Founding Father or a President.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 13.

Activities for Lesson 14

- ❑ **Thinking Biblically** — Write a paragraph in your notebook or discuss with a parent: What are some ways that a Christian can be a positive influence while serving his or her country?
- ❑ **Vocabulary** — Copy the sentences below into your notebook, filling in each blank with one of these words: sector, aeronautics, refurbish, juror, conscientious.
 1. My cousin is majoring in mechanical engineering because he wants to work in the _____ industry.
 2. Alvin C. York was a _____ objector at the start of WWI, but he later changed his mind and became a national war hero.
 3. Dad said there is no reason to buy a new flashlight when we can easily _____ our old one.
 4. My aunt served as a _____ in a trial that made big news across our state.
 5. Three of my close relatives work in the public _____; one is a mayor, one is a policeman, and one is in the Air Force.
- ❑ **Literature** — Read “Mascot of the Marines” in *The Citizen’s Handbook*, page 12.

- ❑ **Creative Writing** — In your notebook, copy the quote by John F. Kennedy on page 72, and underneath write ten ways that you can serve your country.
- ❑ **Find Out!** — Has anyone in your family held a job in the public sector?
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 14.

Activities for Lesson 16

- ❑ **Thinking Biblically** — Flags have been used for thousands of years to represent families and nations. Read Numbers 2:1-2 for an example.
- ❑ **Vocabulary** — Write a paragraph using all of these words: resolution, anthem, devout, agonize, heirloom. Consult a dictionary if you need help with their definitions.
- ❑ **Literature** — Read “The Flag Goes By” in *The Citizen’s Handbook*, page 13.
- ❑ **Creative Writing** — In your notebook, write one or two paragraphs about times you have honored the flag of the United States.
- ❑ **Picture This!** — Take photographs or draw pictures of United States flags around your community.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 16.

Activities for Lesson 17

- ❑ **Thinking Biblically** — Choose one of the Bible references in the lesson that refers to a seal or signet. Read the reference, and then draw a design in your notebook of what you think that seal or signet might have looked like.

- ❑ **Vocabulary** — In your notebook, write your own definition for each of these words: impression, cylinder, talon, vigilance, scalloped. Look in the lesson for clues for the meaning of the words. When you are finished writing your definitions, look in a dictionary for comparison.
- ❑ **Find Out!** — What does the seal of your state look like? Does your town or city have an official seal?
- ❑ **Picture This!** — Take a photograph or draw a picture of the official seal of your town, your state, or the United States.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 17.

Activities for Lesson 18

- ❑ **Vocabulary** — Copy the sentences below into your notebook, filling in each blank with one of these words: enlighten, feminine, encore, caisson, corps.
 1. I am proud of my uncle who is serving in the United States Marine _____.
 2. The artillery unit was slowed down in the rocky terrain that was damaging the _____ wheels.
 3. Samuel, can you _____ me on why there are no more cookies in the jar?
 4. Roberta is the _____ form of the boy's name Robert.
 5. Sara didn't know what to do when her dad yelled, " _____!" after she finished her piece in the piano recital.
- ❑ **Literature** — Read "Newspaper Timeline of the Statue of Liberty" and "Proclamation Number 5547" in *The Citizen's Handbook*, pages 14-17.

- ❑ **Creative Writing**— In your notebook, write a short story of at least one page about Uncle Sam.
- ❑ **Find Out!** — Find and read the complete lyrics of one of the patriotic songs introduced in this lesson.
- ❑ **Picture This!** — Draw a picture of one of the treasured symbols of America mentioned in this lesson.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 18.

Activities for Lesson 19

- ❑ **Thinking Biblically** — Read Romans 13:1-7.
- ❑ **Literature** — Read "Civility, Courage, Compassion, and Character" in *The Citizen's Handbook*, pages 18-19.
- ❑ **Creative Writing** — Write a poem of at least 2-3 stanzas about America's ideals.
- ❑ **Find Out!** — Ask each person in your family, "What is one American ideal?"
- ❑ **Picture This** — Take a photograph or draw a picture of an American living out one of the ideals discussed in this lesson.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 19.

Activities for Lesson 21

- ❑ **Thinking Biblically** — Read Titus 2:2. Think of a person you admire who is over sixty years old and has the traits described in this verse. Write a paragraph about him in your notebook, telling how he shows these traits in his life, or discuss this person with a parent.

- ❑ **Vocabulary** — Copy these words in your notebook, each on a separate line: characteristic, alderman, media, reputation, maturity. Look up each word in the dictionary. Next to each word, write what part or parts of speech it is according to the way the word is used in the lesson.
- ❑ **Literature** — Read chapter 1 in *Lincoln: A Photobiography*.
- ❑ **Creative Writing** — Write a prayer for American candidates and officials who are already serving in elected offices. Pray that they will speak and act kindly and honorably. Pray that they will not fall into the temptations that are particularly dangerous for people who seek political office.
- ❑ **Find Out!** — Ask your parents for whom they have voted in past presidential elections and why they chose those candidates.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 21.

Activities for Lesson 22

- ❑ **Thinking Biblically** — Write a paragraph in your notebook or discuss with a parent: Why do you think Presidents take the oath of office with their hand on a Bible?
- ❑ **Vocabulary** — Look up each of these words in a dictionary and read their definitions: banish, execute, transition, resign, knickers.
- ❑ **Literature** — Read “Letter from Elizabeth E. Hutter” in *The Citizen’s Handbook*, page 20 and chapter 2 in *Lincoln: A Photobiography*.
- ❑ **Creative Writing** — If you were an incoming President visiting an outgoing President, what questions would you

like to ask him? Write at least five questions in your notebook.

- ❑ **Find Out!** — What is the first presidential inauguration your parents remember?
- ❑ **Picture This!** — Take a photograph or draw a picture of the Bible you would use if you were taking the presidential oath of office.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 22.

Activities for Lesson 23

- ❑ **Literature** — Read “Vermont Is a State I Love” in *The Citizen’s Handbook*, page 21, and chapter 3 in *Lincoln: A Photobiography*.
- ❑ **Creative Writing** — If you became President, what special artifacts from your childhood should be in your birthplace museum? Make a list in your notebook of at least 10 items.
- ❑ **Find Out!** — Were any Presidents born in your state or did any Presidents move to your state as their long-term home? Find out the city where they were born and if there is a home open for tourists.
- ❑ **Picture This!** — Take a photograph or draw a picture of the first home where you lived.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 23.

Activities for Lesson 24

- ❑ **Thinking Biblically** — Copy Proverbs 22:1 into your notebook, using the version of your choice.

- ❑ **Vocabulary** — Find each of these words in a dictionary: minimum, polio, parachute, royalty, nobility. Copy each word into your notebook with the definition that corresponds to the way it is used in this lesson.
- ❑ **Literature** — Read “Our Presidents” in *The Citizen’s Handbook*, page 22, and chapter 4 in *Lincoln: A Photobiography*.
- ❑ **Find Out!** — Look at the Timeline of Presidents on page 130. Each President’s life span is represented by a red or blue bar. The gold portions of the bars show their years of service as President. Answer these questions:
 1. Who was the first President born after 1900?
 2. Which pairs of Presidents were born in the same year?
 3. Which Presidents were born after World War II?
 4. What other interesting facts did you learn from the chart?
- ❑ **Picture This!** — Design your own “presidential portrait.” Dress in a nice outfit and choose a background. You might want your background or an object in the portrait to express something about you. Have someone in your family take your photograph.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 24.

Activities for Lesson 26

- ❑ **Thinking Biblically** — Reflect on the scripture you read in this lesson, Deuteronomy 1:9-15. Write a paragraph in your notebook or discuss with a parent: How can you know if a person is wise and discerning and experienced and would make a good leader?

- ❑ **Vocabulary** — Write a paragraph using all of these words: potential, consent, majority, method, strife. Consult a dictionary if you need help with their definitions.
- ❑ **Literature** — Read “The Constitution is Yours” in *The Citizen’s Handbook*, page 23, and chapter 5 in *Lincoln: A Photobiography*.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 26.

Activities for Lesson 27

- ❑ **Vocabulary** — In your notebook, write each of these words and the letter of the definition that goes with each word: incompetent, discrimination, suffrage, favor, influence.
 - a. give support to
 - b. the right to vote
 - c. affect the beliefs or behavior of someone
 - d. not able to function properly; inadequate
 - e. unjust treatment based on race, sex, or any other characteristic
- ❑ **Literature** — Read “Women Here Rejoice Over Right to Vote” in *The Citizen’s Handbook*, pages 24-25, and chapter 6 in *Lincoln: A Photobiography*.
- ❑ **Creative Writing** — Imagine that you have a relative serving as a state or U.S. Representative. Write a letter in your notebook expressing your hopes of how they will vote on a certain issue.
- ❑ **Find Out!** — On average do more men or women vote in presidential elections?
- ❑ **Picture This!** — Draw a picture of a suffragette casting her first vote.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 27.

Activities for Lesson 28

- ❑ **Thinking Biblically** — Copy Acts 10:34-35 into your notebook, using the version of your choice.
- ❑ **Creative Writing** — The debate about who should be allowed to vote continues. Some people believe that all adults living in the U.S. should be allowed to vote whether they are citizens or not. Some believe voting age should be lowered to sixteen. In your notebook, write two or three paragraphs about what you believe about these issues.
- ❑ **Literature** — Read “We Are Not Ready for That in Mississippi” in *The Citizen’s Handbook*, pages 26-28.
- ❑ **Find Out!** — Find out the minimum voting age in two other countries.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 28.

Activities for Lesson 29

- ❑ **Vocabulary** — In your notebook, write your own definition for each of these words: statesman, municipality, ward, eligible, ballot. Look in the lesson for clues for the meaning of the words. When you are finished writing your definitions, look in a dictionary for comparison.
- ❑ **Literature** — Read “To Do Well and Wisely with the Ballot” in *The Citizen’s Handbook*, page 29, and chapter 7, “A Lincoln Sampler,” and “In Lincoln’s Footsteps” in *Lincoln: A Photobiography*.
- ❑ **Find Out!** — Are your parents and any siblings age 18 or over registered to vote? How, where, and when did they register?
- ❑ **Picture This!** — Take a photograph or draw a picture of the polling place where

your family members who are over 18 can vote.

- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 29.

Activities for Lesson 31

- ❑ **Thinking Biblically** — Write a paragraph in your notebook or discuss with a parent: How can and should the Bible influence our political views?
- ❑ **Vocabulary** — Look up each of these words in a dictionary and read their definitions: politics, animosity, faction, economy, symbolize.
- ❑ **Creative Writing** — Most churches are considered non-profit organizations by the Federal government. Therefore, they cannot endorse a candidate for office. They can educate voters about issues and about candidates, encourage them to vote, and pray for the elections. Write a paragraph in your notebook explaining what you think about these rules.
- ❑ **Find Out!** — What do your parents believe is the role of government in the economy?
- ❑ **Picture This!** — The Republican symbol is the elephant and the Democratic symbol is the donkey. Draw a symbol for the Constitution, Green, and Libertarian parties.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 31.

Activities for Lesson 32

- ❑ **Vocabulary** — In your notebook, write your own definition for each of these words: origin, merit, social, enforce, conservative. Look in the lesson for clues

for the meaning of the words. When you are finished writing your definitions, look in a dictionary for comparison.

- ❑ **Literature** — Read “I was born Feb. 12, 1809 . . .” in *The Citizen’s Handbook*, pages 30-31.
- ❑ **Creative Writing** — Pretend that you are living in the 1800s and can make up your own ballot. In your notebook, list these offices down one side of a piece of paper: President, Vice President, Senator, Congressman, Governor, Mayor. Beside each office, write the name of a person you know whom you think would be qualified.
- ❑ **Picture This!** — Look at the Libertarian campaign bus on page 164. Draw a design for a campaign bus.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 32.

Activities for Lesson 33

- ❑ **Vocabulary** — In your notebook, make a simple drawing for each of these words that illustrates what it means: candidacy, precinct, chairman, attendee, proportional. Write the word under the drawing. Check in a dictionary if you need help with their definitions:
- ❑ **Literature** — Read “Candidate Cards” in *The Citizen’s Handbook*, page 32.
- ❑ **Creative Writing** — Think about your family and how each member could help you if you ever ran for a political office. Include not only your immediate family, but grandparents, aunts, uncles, and cousins, too. Make a list of their names and then list the character traits and abilities they could use to help you.
- ❑ **Find Out!** — When was the most recent primary or caucus held in your state? Do

you have to be a registered voter to participate?

- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 33.

Activities for Lesson 34

- ❑ **Thinking Biblically** — Think about some “planks” in a party platform that should be particularly important to Christians. Write down 5-10 Bible verses in your notebook that would influence you if you were writing a party platform.
- ❑ **Literature** — Read “Prepare for the Coming Battle of the Ballots” in *The Citizen’s Handbook*, page 33.
- ❑ **Creative Writing** — Imagine that you are on the planning committee for a major party political convention. Make a list of tasks that need to be done and a list of items you would need to purchase.
- ❑ **Picture This!** — Draw a picture of a presidential candidate accepting his or her party’s nomination, or take a photograph of a family member pretending to do this.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 34.

Activities for Lesson 36

- ❑ **Thinking Biblically** — Read Matthew 18:1-5. Discuss with a parent or write a paragraph in your notebook: What kind of changes is Jesus talking about in verse 3?
- ❑ **Vocabulary** — Write a paragraph using all of these words: convention, conduct, priorities, speechwriter, convince. Consult a dictionary if you need help with their definitions.

- ❑ **Find Out!** — Ask your parents about experiences they have had receiving campaign phone calls and door-to-door campaigners.
- ❑ **Picture This!** — Take a photograph or draw a picture of a place in your community that would be a perfect spot for a presidential candidate to hold a rally.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 36.

Activities for Lesson 37

- ❑ **Vocabulary** — In your notebook, write these vocabulary words and the letter of the sentence that each word completes: lapel, slogan, souvenir, emblazon, embroidered.
 - a. My dad's work shirts have his name _____ above the pocket.
 - b. The Nike _____ is "Just do it."
 - c. I had to wear a white carnation on the _____ of my tuxedo in my sister's wedding.
 - d. David bought a T-shirt as a _____ of the Grand Canyon.
 - e. Wait, guys! Mom said she doesn't want us to _____ "garage sale" on the side of the house!
- ❑ **Literature** — Read "Campaign Songs" in *The Citizen's Handbook*, pages 34-35.
- ❑ **Creative Writing** — In your notebook, write a campaign song for a real or imagined candidate.
- ❑ **Picture This!** — Design a campaign poster in color advertising a real or imagined candidate.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 37.

Activities for Lesson 38

- ❑ **Literature** — Read "And, Folks, Here's My Mamie!" in *The Citizen's Handbook*, pages 36-37.
- ❑ **Creative Writing** — Imagine that you are a newspaper reporter in a small town visited by a major presidential candidate. In your notebook, write a one-page article about his or her visit to your town.
- ❑ **Find Out!** — Have your parents ever seen a presidential candidate in person?
- ❑ **Picture This!** — Design a bumper sticker in color advertising a real or imagined candidate. Use a catchy slogan.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 38.

Activities for Lesson 39

- ❑ **Thinking Biblically** — Read Acts 15:1-35 about a debate in the early church and its resolution.
- ❑ **Vocabulary** — In your notebook, write your own definition for each of these words: journalist, moderator, favorable, prestige, online. Look in the lesson for clues for the meaning of the words. When you are finished writing your definitions, look in a dictionary for comparison.
- ❑ **Creative Writing** — In your notebook, write a list of at least five questions for candidates to discuss in a presidential debate.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 39.

Activities for Lesson 41

- ❑ **Literature** — Read “Reach Out to Potential Poll Workers” in *The Citizen’s Handbook*, pages 38-39.
- ❑ **Creative Writing** — In your notebook, write one paragraph telling your opinion about whether you think the Federal government should require state and local election officials to provide materials and assistance in languages other than English.
- ❑ **Find Out!** — Have your parents ever voted absentee?
- ❑ **Picture This!** — Design a poster or sign that encourages people to vote.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 41.

Activities for Lesson 42

- ❑ **Thinking Biblically** — Read Proverbs 2:1-15.
- ❑ **Vocabulary** — Copy these words in your notebook, each on a separate line: prohibit, corrugated, examine, signature, magnifying. Look up each word in the dictionary. Next to each word, write what part or parts of speech it is according to the way the word is used in the lesson.
- ❑ **Literature** — Read “The High School Tax Election” in *The Citizen’s Handbook*, pages 40-43.
- ❑ **Creative Writing** — Sometimes a state legislature passes a bill and then asks voters to make the final decision. The vote by the voters on this bill is called a referendum. In your notebook, make a list of at least five issues you would like to see on a ballot so that voters could make the final decision.

- ❑ **Picture This!** — Draw a picture or take a photograph of the voter registration card belonging to one of your parents.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 42.

Activities for Lesson 43

- ❑ **Thinking Biblically** — Copy Proverbs 16:11 in your notebook, using the version of your choice.
- ❑ **Vocabulary** — Write a paragraph using all of these words: supervisor, advantage, donation, external, accuracy. Consult a dictionary if you need help with their definitions.
- ❑ **Literature** — Read “Business of the Greatest Moment” in *The Citizen’s Handbook*, page 44.
- ❑ **Find Out!** — Take a poll of your family. Decide on three questions to ask each person privately. Give each question three possible answers. Suggested questions are: What should we have for dinner? Where should we go on a family outing? What should be our next family readaloud? Share the results with the whole family, keeping each person’s votes private.
- ❑ **Picture This!** — Draw a picture or take a photograph of two people in your family posed as if on the news discussing the outcome of an election.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 43.

Activities for Lesson 44

- ❑ **Thinking Biblically** — In your notebook, write a prayer for elected officials. Pray that they would speak and

act kindly and honorably and that they would not fall into the temptations that are particularly hard for people who seek political office.

- ❑ **Vocabulary** — In your notebook, write the vocabulary words and the letter of the definition that goes with each word: elector, profit, official, legal, convene.
 - a. the difference of gain over loss
 - b. according to law
 - c. to come together officially in a group
 - d. a member of the United States electoral college
 - e. authorized and authoritative
- ❑ **Literature** — Read “Lincoln’s Farewell to the Citizens of Springfield” and “Sample Letter from the Archivist to the Governors” in *The Citizen’s Handbook*, pages 45-46.
- ❑ **Creative Writing** — In your notebook, write at least 2-3 paragraphs about a time in your life when you went through a transition, such as moving, going to a different church, or welcoming a new sibling into your home. Which aspects were difficult and which were exciting?
- ❑ **Find Out!** — Ask your parents about a memorable election they remember hearing about in the news.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 44.

Activities for Lesson 46

- ❑ **Thinking Biblically** — In your notebook, make a list of at least five people who held a government position in the Bible.
- ❑ **Vocabulary** — In your notebook, make a simple drawing for each of these words that illustrates what it means: gleaming, logistics, custodian, consecrated, impaired. Write the word under the

drawing. Check in a dictionary if you need help with their definitions.

- ❑ **Literature** — Read “Washington in 1845” in *The Citizen’s Handbook*, pages 47-49, and chapters 1-3 in *A Letter to Mrs. Roosevelt*.
- ❑ **Creative Writing** — If you have ever visited Washington, D.C., write 2-3 paragraphs in your notebook about your visit. If you have not been there, write 2-3 paragraphs about what you would like to see and do on a visit.
- ❑ **Find Out!** — What is the history of the building where your church meets? When was it built?
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 46.

Activities for Lesson 47

- ❑ **Literature** — Read “Brackets, Stairs, and Roofs & c.” in *The Citizen’s Handbook*, pages 50-53, and chapters 4-5 in *A Letter to Mrs. Roosevelt*.
- ❑ **Creative Writing** — In your notebook, write a letter of at least one page to someone in another country describing Washington, D.C. You could describe some of the city’s history that you just read about in this lesson. You could also write about some of the buildings in the city and what happens in them.
- ❑ **Find Out!** — How far is Washington, D.C., from where you live?
- ❑ **Picture This!** — Take a photograph or draw a picture of a construction site in your town.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 47.

Activities for Lesson 48

- ❑ **Thinking Biblically** — Read Psalm 122, a psalm written by King David about Jerusalem, the capital city of Israel.
- ❑ **Vocabulary** — Find each of these words in a dictionary: fled, strategy, fulfill, council, delegate. Copy each word into your notebook with the definition that corresponds to the way it is used in this lesson.
- ❑ **Literature** — Read “The Crows at Washington” in *The Citizen’s Handbook*, page 54, and chapters 6-8 in *A Letter to Mrs. Roosevelt*.
- ❑ **Creative Writing** — Do you think it is important for the Capital of the United States to look fancy? Do you think it is worth the investment of time and money to make it so? Why or why not? In your notebook, write 1-2 paragraphs to tell your opinion.
- ❑ **Picture This!** — Take a photograph or draw a picture of a location in your town that either used to be run-down and has been renewed or is currently run-down and needs some caring attention to make it beautiful again.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 48.

Activities for Lesson 49

- ❑ **Thinking Biblically** — Copy Joshua 4:21-22 in your notebook, using the version of your choice.
- ❑ **Vocabulary** — Write five sentences in your notebook, using one of these words in each: hydrologist, clenched, bronze, landscape, Hispanic. Check in a dictionary if you need help with their definitions.

- ❑ **Literature** — Read chapters 9-12 in *A Letter to Mrs. Roosevelt*.
- ❑ **Find Out!** — Ask your parents about a special monument they have visited and why it was meaningful for them to see it.
- ❑ **Picture This!** — Draw a design for a new monument that you think would be a fitting addition to those that already stand in Washington, D.C. Design your monument to honor a particular American or group of Americans you admire. Look at the photographs in the lesson to get some inspiration.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 49.

Activities for Lesson 51

- ❑ **Thinking Biblically** — In your notebook, write a comparison between the pardons a President is able to give and the pardon Christians receive through the death and forgiveness of Jesus.
- ❑ **Literature** — Read “Proclamation of Pardon” in *The Citizen’s Handbook*, pages 55-56, and chapters 13-14 in *A Letter to Mrs. Roosevelt*.
- ❑ **Creative Writing** — Look at the positions held by members of the White House staff listed in the box on page 266. If you could pick one of these positions for yourself, which would it be? Write a paragraph in your notebook about why you think you would enjoy it.
- ❑ **Find Out!** — How many more stairs are in the Eisenhower Executive Office Building than are inside and outside your house?
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 51.

Activities for Lesson 52

- ❑ **Literature** — Read “General Instructions for the Western Trip” in *The Citizen’s Handbook*, pages 57-58, and chapters 15-16 in *A Letter to Mrs. Roosevelt*.
- ❑ **Vocabulary** — Copy these words in your notebook, each on a separate line: goodwill, press, interior, emphasize, predecessor. Look up each word in the dictionary. Next to each word, write what part or parts of speech it is according to the way the word is used in the lesson.
- ❑ **Creative Writing** — If you or anyone in your family has even seen a President of the United States, write about that experience in your notebook. If no one in your family has, write a one page fictional story in which someone gets to see the President.
- ❑ **Find Out!** — How many methods of transportation have members of your family used to get from one place to another? Count automobiles, boats, animals, skateboards, bicycles, etc.
- ❑ **Picture This!** — Take a photograph or draw a picture of someone in your family pretending to be President. The person could be making a speech, waving to an imaginary crowd, or working at a desk.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 52.

Activities for Lesson 53

- ❑ **Thinking Biblically** — Discuss with a parent: What are ways in which you can use your time each day to serve God even more than you already do?

- ❑ **Literature** — Read chapters 17-19 in *A Letter to Mrs. Roosevelt*.
- ❑ **Creative Writing** — In your notebook, write a detailed account of one day in your life. Write the time and what you do from when you get up until you go to bed.
- ❑ **Picture This!** — Take five photographs or draw five pictures of five routine activities that happen at your house every day.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 53.

Activities for Lesson 54

- ❑ **Thinking Biblically** — Copy Proverbs 15:22 in your notebook, using the version of your choice.
- ❑ **Vocabulary** — Look up each of these words in a dictionary and read their definitions: coordinate, prosecute, transit, solar, consultation.
- ❑ **Literature** — Read “Debt of Gratitude” in *The Citizen’s Handbook*, page 59, and chapters 20-21 and Author’s Note in *A Letter to Mrs. Roosevelt*.
- ❑ **Find Out!** — Who are some people who have given your parents wise advice through the years? What is some of the advice those people gave them?
- ❑ **Picture This!** — Draw a collage of pictures or create a photo collage that includes one item related to each of the executive departments described in this lesson. Here are some ideas with the related department in parentheses: world map (State), money (Treasury), military uniform (Defense), gavel (Justice), nature (Interior), produce (Agriculture), sign for a business (Commerce), tool (Labor), bottle of vitamins (Health and Human Services),

house (Housing and Urban Development), vehicle (Transportation), light fixture (Energy), school supplies (Education), military medal (Veterans' Affairs), bag of sand used to control flooding (Homeland Security).

- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 54.

Activities for Lesson 56

- ❑ **Thinking Biblically** — Read Proverbs 31:10-31. In your notebook, write five attributes listed in the passage that you think should also be attributes of a First Lady.
- ❑ **Vocabulary** — Write five sentences in your notebook, using one of these words in each. Check in a dictionary if you need help with their definitions: salary, prominent, scholar, widower, term.
- ❑ **Literature** — Read "Letter to Mrs. Abraham Lincoln" in *The Citizen's Handbook*, page 60, and the chapters titled "Brighty's World," "A Stranger in the Canyon," and "Blue-Flecked Rocks" in *Brighty of the Grand Canyon*.
- ❑ **Creative Writing** — In your notebook, write 2-3 paragraphs about a cause you think would be worthwhile for a First Lady to choose to emphasize during her husband's presidency.
- ❑ **Picture This!** — Draw a picture or take a photograph of your mom doing something for other people, such as cooking a meal or doing laundry.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 56.

Activities for Lesson 57

- ❑ **Thinking Biblically** — Read 1 Kings 7:1-12, which describes the palace that King Solomon built.
- ❑ **Vocabulary** — In your notebook, write which of the following words belongs in each sentence: landmark, committee, complex, republic, restoration
 - a. My parents are serving on the church playground ____.
 - b. Representative government is a key characteristic of a ____.
 - c. The historic gates were sent to a Pennsylvania blacksmith for ____.
 - d. The Civil War memorial is our town's best-known ____.
 - e. The entire ____ has five buildings and is surrounded by a chain-link fence.
- ❑ **Literature** — Read "Remembering Mr. and Mrs. Madison" in *The Citizen's Handbook*, pages 61-62, and the chapters titled "Good-Bye Old Timer!" "The Sheriff Learns a Lesson," and "A Free Spirit" in *Brighty of the Grand Canyon*.
- ❑ **Find Out!** — How many rooms, bathrooms, doors, windows, fireplaces, staircases, (and elevators!) are in your house?
- ❑ **Picture This!** — Draw a picture or take a photograph of your house.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 57.

Activities for Lesson 58

- ❑ **Literature** — Read "White House Menus" in *The Citizen's Handbook*, page 63, and the chapters titled "Over the Rimtop," "The Fight in the Cave," and "Curious First Aid" in *Brighty of the Grand Canyon*.

- ❑ **Creative Writing** — Imagine that you are in charge of preparing a meal for some special guests at the White House. What will be on the menu? How will the table be set? Will there be flowers or other decorations on the table? What kind? What color will the tablecloth be? Who will be at the dinner? Write a description of the dinner in your notebook.
- ❑ **Find Out!** — What are some tasks your parents have done in their lifetimes that also have to be done at the White House?
- ❑ **Picture This!** — Draw a picture of a room in the White House. You can use one of the images in this lesson as a guide, or you can find a picture in another resource.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 58.

Activities for Lesson 59

- ❑ **Thinking Biblically** — Read Psalm 127:1. Think about the home you hope to have some day. In your notebook, write a list of five God-honoring things you want to take place there.
- ❑ **Vocabulary** — Find each of these words in a dictionary, then find the definition that corresponds to the way the word is used in this lesson. Copy the words and definitions into your notebook: democracy, artifact, prominent, alcove, shrub.
- ❑ **Literature** — Read the chapters titled “On the Mend,” “The Lion Hunt,” and “Brighty Goes to Work” in *Brighty of the Grand Canyon*.
- ❑ **Creative Writing** — Imagine that you have just served eight years as President of the United States. Write 2-3 paragraphs about what you would like to do with your life after leaving the presidency.
- ❑ **Find Out!** — Choose a President who was not mentioned in this lesson and find out what he did after leaving the presidency.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 59.

Activities for Lesson 61

- ❑ **Thinking Biblically** — Copy Hebrews 3:4 in your notebook, using the version of your choice.
- ❑ **Vocabulary** — In your notebook, write your own definition for each of these words: demonstration, brainchild, ferried, gallery, deteriorate. Look in the lesson for clues for the meaning of the words. When you are finished writing your definitions, look in a dictionary for comparison.
- ❑ **Literature** — Read “Field Trip to the Capitol” in *The Citizen’s Handbook*, pages 64-65, and the chapters titled “Within the Black Tunnel,” “Caged Over the Colorado,” and “The Battle Scars o’ Freedom” in *Brighty of the Grand Canyon*.
- ❑ **Find Out!** — How is marble quarried?
- ❑ **Picture This!** — If you were chosen to design another statue from your state for National Statuary Hall, who would you choose to be represented? Draw a statue of the honorable person you choose.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 61.

Activities for Lesson 62

- ❑ **Literature** — Read “The Highest Good of the Country” in *The Citizen’s Handbook*, pages 66-69.
- ❑ **Creative Writing** — Think of someone you know personally who would be a good Senator or Representative. In your notebook, write 1-2 paragraphs about the qualities this person has and why you think he or she would be a good choice.
- ❑ **Find Out!** — Has there ever been a Majority or Minority Leader of the Senate or House of Representatives from your state?
- ❑ **Picture This!** — Draw a picture or take a photograph of someone in your family posing like one of the statues in National Statuary Hall that is pictured in this lesson.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 62.

Activities for Lesson 63

- ❑ **Thinking Biblically** — Read these passages about trusting God: Psalm 31:14, Psalm 25:2, Psalm 52:8, Psalm 56:4, Psalm 62:8.
- ❑ **Vocabulary** — In your notebook, write these vocabulary words and the letter of the definition that goes with each word: undertaking, tolerance, contribute, journal, convict
 - a. to find guilty
 - b. a record of transactions or events
 - c. to give or supply
 - d. a project or enterprise
 - e. respect for beliefs or practices that are different from one’s own
- ❑ **Literature** — Read “A Loyal Kansan” in *The Citizen’s Handbook*, page 70, and the chapters titled “The Carrot Cure,”

“Spider Web of Steel,” “Brighty B.A.” and “A Gift for Uncle Jim” in *Brighty of the Grand Canyon*.

- ❑ **Creative Writing** — In your notebook, list five ways your family can show other American citizens that you trust in God.
- ❑ **Picture This!** — Draw a picture or take a photograph of the workplace of your dad or someone else you know.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 63.

Activities for Lesson 64

- ❑ **Thinking Biblically** — Discuss with a parent: What does it mean to abide by the perfect law of liberty (see James 1:25)?
- ❑ **Vocabulary** — Write a paragraph using all of these words. Consult a dictionary if you need help with their definitions: enact, proposal, preside, testify, amendment.
- ❑ **Literature** — Read the chapters titled “Well Done!” “Battle on the Mesa,” “A New World for Brighty,” and “A Voice from the Past” in *Brighty of the Grand Canyon*.
- ❑ **Creative Writing** — In your notebook, write the details of a bill you think would be a good law for Congress to consider.
- ❑ **Find Out!** — Have either of your parents ever been on a committee for any organization?
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 64.

Activities for Lesson 66

- ❑ **Thinking Biblically** — In your notebook, write a paragraph about why it was important for the young men serving in the king's court to have the attributes listed in Daniel 1:4.
- ❑ **Vocabulary** — In your notebook, make a simple drawing for each of these words that illustrates what it means: publicity, mural, vignette, corridor, defect. Write the word under the drawing. Check in a dictionary if you need help with their definitions.
- ❑ **Literature** — Read "Senate Firsts" in *The Citizen's Handbook*, pages 71-72, and the chapters titled "On to Utah!" "The Deserted Cabin," "Thief's Plunder," and "In the Kaibab Forest" in *Brightly of the Grand Canyon*.
- ❑ **Creative Writing** — In your notebook, write an imaginary conversation between a Senator or Representative and that person's chief of staff. The conversation can be a serious one about a bill or an upcoming meeting, or it can be a humorous one about something funny that happened on the subway between the Capitol and the office building.
- ❑ **Picture This!** — Copy one of the vignettes pictured in this lesson that decorate the Westward Expansion Corridor.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 66.

Activities for Lesson 67

- ❑ **Literature** — Read "Pages of the House" in *The Citizen's Handbook*, page 73, and the chapters titled "The Voice inside the Snowstorm," "Trapped by the Snow," and "Alone with the Night" in *Brightly of the Grand Canyon*.

- ❑ **Creative Writing** — If you could choose a job working for the Architect of the Capitol, what would it be? Look at the pictures in this lesson to get an idea of different jobs that are available. In your notebook, write a short story of at least one page telling about one day's work. Perhaps you could write about famous politicians who walked by you or about an interesting group of tourists you saw.
- ❑ **Find Out!** — Find out what 450 acres of land looks like (the amount of land for which the Architect of the Capitol is responsible). Visit a large farm in your area and have the owner show you, or look at a map or online to see an area of your town that matches that size.
- ❑ **Picture This!** — Draw a picture or take a photograph of your dad doing one of the tasks described or pictured in this lesson.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 67.

Activities for Lesson 68

- ❑ **Thinking Biblically** — In your notebook, copy Philippians 2:3-5, using the version of your choice.
- ❑ **Vocabulary** — In your notebook, write your own definition for each of these words: resign, anesthesia, meaningless, bounded, bust. Look in the lesson for clues for the meaning of the words. When you are finished writing your definitions, look in a dictionary for comparison.
- ❑ **Literature** — Read the chapters titled "Strange Thanksgiving," "Moon-Lily Tea," and "No Escape?" in *Brightly of the Grand Canyon*.
- ❑ **Find Out!** — Has there ever been a Vice President from your state?

- ❑ **Picture This!** — Draw a picture or take a photograph of the person you would choose as your vice presidential running mate if you were running for President.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 68.

Activities for Lesson 69

- ❑ **Thinking Biblically** — Discuss with a parent: Why is the fear of the Lord the most important thing we should learn as we homeschool?
- ❑ **Vocabulary** — Look up each of these words in a dictionary and read their definitions: publication, dismiss, conservator, authorship, proceeding.
- ❑ **Literature** — Read “Moving the Books” in *The Citizen’s Handbook*, page 74, and the chapters titled “Blazing Guns,” “A Score to Settle,” and “The Way Home” in *Brightly of the Grand Canyon*.
- ❑ **Creative Writing** — Choose an interior or exterior photograph of one of the Library of Congress buildings pictured in this lesson and write a description of it in your notebook.
- ❑ **Find Out!** — The Library of Congress maintains about 4,424,640 feet of shelf space. Measure how many feet of bookshelf space are in your house. Divide 4,424,640 by that number. The answer is how many times you would have to multiply your bookshelves to equal the Library of Congress shelves!
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 69.

Activities for Lesson 71

- ❑ **Thinking Biblically** — In your notebook, write three paragraphs that tell what you, your family, and the United States can do to be at peace with all men.
- ❑ **Vocabulary** — In your notebook, write which of the following words belongs in each sentence: amusement, interpersonal, consul, symphony, treaty.
 - a. Deborah and I have been arguing so much, Dad said he’s going to make us sign a peace _____.
 - b. _____ skills are essential to being a good leader of a group.
 - c. The U.S. _____ in Morocco was very helpful when our cousin lost her passport on her vacation.
 - d. After we do our chores, we can play some games for _____.
 - e. One day I would like to hear a _____ orchestra play in person.
- ❑ **Literature** — Read “The Dimensions of a Kind Deed” in *The Citizen’s Handbook*, pages 75-76.
- ❑ **Picture This!** — Create a collage using the art medium of your choice that incorporates the U.S. flag and at least ten flags of other countries around the world.
- ❑ **Find Out!** — When was the United Nations building in New York City built?
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 71.

Activities for Lesson 72

- ❑ **Thinking Biblically** — Read 1 Kings 10:1-13.
- ❑ **Vocabulary** — Write five sentences in your notebook, using one of these words in each: retinue, geographically, recognize, region, conference. Check in a dictionary if you need help with their definitions.

- ❑ **Creative Writing** — Imagine that you are a child living in one of the countries mentioned in this lesson. In your notebook, write a letter to your pen pal in the U.S. about the day you got to see the President of the United States when he came to your country on a visit.
- ❑ **Find Out!** — Choose five of the countries mentioned in this lesson and find out how far the capital of each one is from Washington, D.C.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 72.

Activities for Lesson 73

- ❑ **Thinking Biblically** — In your notebook, copy 2 Corinthians 5:20, using the version of your choice.
- ❑ **Vocabulary** — Find each of these words in a dictionary: condolences, degree, uneasiness, recall, facility. Copy each word into your notebook with the definition that corresponds to the way it is used in this lesson.
- ❑ **Literature** — Read “Whatever May Be Our Wishes” in *The Citizen’s Handbook*, pages 77-79.
- ❑ **Find Out!** — Find out how to say “Hello” in at least five languages that you don’t already know.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 73.

Activities for Lesson 74

- ❑ **Literature** — Read “Diplomat’s Wife” in *The Citizen’s Handbook*, pages 80-81.
- ❑ **Creative Writing** — In your notebook, write at least two paragraphs telling why you think it is important for the United

States to have good relations with other countries.

- ❑ **Picture This!** — Draw a picture copying one of the photographs in this lesson.
- ❑ **Find Out!** — Ask each of your family members: If you could be an Ambassador to the country of your choice, what would it be?
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 74.

Activities for Lesson 76

- ❑ **Thinking Biblically** — Read Numbers 1:1-4 and 1:44-46 to learn about the army of the nation of Israel.
- ❑ **Literature** — Read “A Better Day for Humankind—Here and Everywhere” in *The Citizen’s Handbook*, page 82, and “U.S. Military Code of Conduct,” “High Flight,” and chapter 1 in *Basher Five-Two*.
- ❑ **Creative Writing** — In your notebook, write a paragraph answering the question: What do you think is the motivation of people who serve in the United States military?
- ❑ **Find Out!** — How many members of your extended family have served in the U.S. military?
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 76.

Activities for Lesson 77

- ❑ **Thinking Biblically** — Copy Psalm 33:16-20 into your notebook.
- ❑ **Vocabulary** — In your notebook, make a drawing for each of these words that illustrates what it means: technology, combat, mandatory, auxiliary, chaplain. Write the word under the drawing.

Check in a dictionary if you need help with their definitions.

- ❑ **Literature** — Read “1918 Resolution” in *The Citizen’s Handbook*, pages 83-85, and chapter 2 in *Basher Five-Two*.
- ❑ **Find Out!** — Where is the military base nearest to your home?
- ❑ **Picture This!** — Draw a picture of a person in the U.S. military in training, in combat, giving aid, or being honored for his or her service.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 77.

Activities for Lesson 78

- ❑ **Thinking Biblically** — Read 2 Chronicles 26:11-15 to learn about the training and equipment of Judah’s army.
- ❑ **Vocabulary** — Copy these words in your notebook, each on a separate line: rigorous, scholarship, tolerate, discipline, legendary. Look up each word in a dictionary. Next to each word, write what part of speech it is according to the way the word is used in this lesson.
- ❑ **Literature** — Read “Remembering West Point Years” in *The Citizen’s Handbook*, pages 86-88, and chapter 3 in *Basher Five-Two*.
- ❑ **Creative Writing** — In your notebook, write a journal entry of at least two paragraphs as if you are a new West Point Cadet on Reception Day.
- ❑ **Find Out!** — Find West Point, New York, on a map.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 78.

Activities for Lesson 79

- ❑ **Vocabulary** — Write a paragraph using all of these words: intense, recruit, ammunition, retrieve, emblem. Consult a dictionary if you need help with their definitions.
- ❑ **Literature** — Read “The Service Flag” in *The Citizen’s Handbook*, page 89, and chapters 4-5 in *Basher Five-Two*.
- ❑ **Creative Writing** — In your notebook, write a poem of at least twelve lines about an aspect of the armed forces.
- ❑ **Picture This!** — Draw a picture of Reggie and other recruits doing an activity described in this lesson.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 79.

Activities for Lesson 81

- ❑ **Literature** — Read “A Civil War Letter from Nashville” in *The Citizen’s Handbook*, pages 90-91, and chapters 6-7 in *Basher Five-Two*.
- ❑ **Vocabulary** — In your notebook, write the vocabulary words and the letter of the definition that goes with each word: sustainability, workforce, advantageous, revenue, commissioner.
 - a. beneficial
 - b. one who is given responsibility for a certain task
 - c. the state of being able to be maintained
 - d. money that is earned or taken in
 - e. the group of people who hold jobs or can hold jobs
- ❑ **Find Out!** — What is the population of the capital in your state?
- ❑ **Picture This!** — Draw a plan for an imaginary capital city. Include a state capitol building, plus other buildings for

local, county, state, and Federal government. Include at least one historic site. Think of a name for your capital city and its state.

- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 81.

Activities for Lesson 82

- ❑ **Thinking Biblically** — Copy Psalm 119:72 into your notebook. Think about the value of gold and precious stones and that which has far greater value.
- ❑ **Literature** — Read “Kentucky’s New State Capitol Building Dedicated at Frankfort” in *The Citizen’s Handbook*, pages 92-93 and chapters 8-9 in *Basher Five-Two*.
- ❑ **Creative Writing** — In your notebook, write 1-2 paragraphs about the purpose and value of paintings, statues, and other memorials that help us remember people and events from history.
- ❑ **Find Out!** — When was the state capitol in your state built?
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 82.

Activities for Lesson 83

- ❑ **Thinking Biblically** — In your notebook, list five ways that King David showed integrity and skill as a leader of the Israelite people.
- ❑ **Vocabulary** — In your notebook, write your own definition for each of these words: gubernatorial, budget, pardon, reception, integrity. Look in the lesson for clues for the meaning of the words. When you are finished writing your

definitions, look in a dictionary for comparison.

- ❑ **Literature** — Read “Circular Letter to the State Governors” and “Proclamations by the Governor” in *The Citizen’s Handbook*, pages 94-98.
- ❑ **Creative Writing** — Imagine you are writing your state’s constitution. In your notebook, make a list of what your requirements will be for the Governor’s age, years as a resident, citizenship, term length, and term limits.
- ❑ **Find Out!** — What is the name of your state’s Governor?
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 83.

Activities for Lesson 84

- ❑ **Thinking Biblically** — Copy Psalm 50:10 in your notebook.
- ❑ **Vocabulary** — Write five sentences in your notebook, using one of these words in each: interact, comply, affordable, timber, ambassador. Check in a dictionary if you need help with their definitions.
- ❑ **Literature** — Read chapters 10-12 in *Basher Five-Two*.
- ❑ **Picture This!** — Take a photograph or draw a picture of an example of state government’s presence in your town or the area where you live.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 84.

Activities for Lesson 86

- ❑ **Vocabulary** — Copy these words in your notebook, each on a separate line: amend, county, resident, heritage,

administrator. Look up each word in a dictionary. Next to each word, write what part of speech it is according to the way the word is used in the lesson.

- ❑ **Literature** — Read “Changes and Improvements Made in Boston” in *The Citizen’s Handbook*, pages 99-101, and chapters 1-2 in *Misty of Chincoteague*.
- ❑ **Find Out!** — How is the government organized in your county?
- ❑ **Picture This!** — Draw a picture or take a photograph of your county courthouse.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 86.

Activities for Lesson 87

- ❑ **Thinking Biblically** — Copy Proverbs 11:10-11 in your notebook.
- ❑ **Literature** — Read “Dedication of Weston Town-House” in *The Citizen’s Handbook*, pages 102-103, and chapters 3-4 in *Misty of Chincoteague*.
- ❑ **Creative Writing** — In your notebook, make a list of ten good things about the city or town where you live.
- ❑ **Find Out!** — For what or for whom is your city named?
- ❑ **Picture This!** — Draw a picture or take a photograph of one of your favorite places in your city or town.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 87.

Activities for Lesson 88

- ❑ **Thinking Biblically** — Copy Proverbs 16:19 in your notebook. Write 2 or 3 sentences about what you think the verse means.

- ❑ **Vocabulary** — In your notebook, write which of the following words belongs in each sentence: subdivision, superintendent, intersection, civic, unanimous.

- a. As _____ of schools, my uncle has a lot of phone calls from concerned parents.
- b. On the way home, we passed through an _____ with a broken traffic light.
- c. My grandfather thought it was his _____ duty to run for mayor.
- d. I thought we would argue all night about what game to play, but the vote was _____ for charades.
- e. The Jones live in a _____ on the edge of town, right beside a pasture with cows.

- ❑ **Literature** — Read chapters 5-7 in *Misty of Chincoteague*.
- ❑ **Creative Writing** — Imagine that a stop sign had thoughts about his life and what he sees in a given day. In your notebook, write at least 2 or 3 paragraphs as if a stop sign is talking.
- ❑ **Picture This!** — Draw a picture or take a photograph of a road sign near your house.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 88.

Activities for Lesson 89

- ❑ **Thinking Biblically** — Read Deuteronomy 16:1-20.
- ❑ **Vocabulary** — Look up each of these words in a dictionary and read their definitions: exceptional, commemorate, locality, vision, fundraiser.
- ❑ **Literature** — Read chapters 8-10 in *Misty of Chincoteague*.

- ❑ **Creative Writing** — Think of an idea for a festival that could take place in your town. In your notebook, write one page describing the festival.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 89.

Activities for Lesson 91

- ❑ **Vocabulary** — Write five sentences in your notebook, using one of these words in each: enhance, asset, obligation, dormitory, tribal. Check in a dictionary if you need help with their definitions.
- ❑ **Literature** — Read “Crow Tribe, United States and State of Montana Sign Historic Water Compact” in *The Citizen’s Handbook*, pages 104-106, and chapters 11-12 in *Misty of Chincoteague*.
- ❑ **Creative Writing** — In your notebook, write a paragraph about why the relationship between Native American tribes and the United States government has tensions and what you think should be done to improve it.
- ❑ **Picture This** — Draw a picture that illustrates the mission statement of the Bureau of Indian Affairs.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 91.

Activities for Lesson 92

- ❑ **Thinking Biblically** — Copy Revelation 5:9 into your notebook.
- ❑ **Vocabulary** — In your notebook, write your own definition for each of these words: patriotism, publish, pueblo, forcibly, designate. Look in the lesson for clues for the meaning of the words. When you are finished writing your

definitions, look in a dictionary for comparison.

- ❑ **Literature** — Read chapters 13-14 in *Misty of Chincoteague*.
- ❑ **Find Out!** — How many square miles are in your state? How does it compare to the size of Navajoland?
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 92.

Activities for Lesson 93

- ❑ **Thinking Biblically** — Think of three Biblical figures who were leaders and helpers for their people. Write one or two sentences summarizing what each one accomplished.
- ❑ **Literature** — Read “To Fight for My Down-Trodden Race” in *The Citizen’s Handbook*, page 107, and chapters 15-16 in *Misty of Chincoteague*.
- ❑ **Creative Writing** — In your notebook, make a list of at least ten qualities that a person needs to be a good leader.
- ❑ **Find Out!** — If your state has at least one Federally-recognized or state-recognized tribe, find out the name of the tribe, if the tribe has a reservation, and the name of the reservation.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 93.

Activities for Lesson 94

- ❑ **Vocabulary** - Find each of these words in a dictionary, then find the definition that corresponds to the way the word is used in this lesson: advocate, support, observe, bicentennial, authorize. Copy the words and definitions into your notebook.

- ❑ **Literature** - Read chapters 17-18 in *Misty of Chincoteague*.
- ❑ **Creative Writing** - Imagine that you are in charge of a program for a Native American Heritage Month celebration. Write a paragraph in your notebook of what you would say to begin the ceremony. Include thanks to participants and to the audience.
- ❑ **Picture This!** - Draw a picture of one of the Native American headpieces or garments pictured in this lesson.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 94.

Activities for Lesson 96

- ❑ **Thinking Biblically** — Write a paragraph in your notebook answering the question, “Why is true safety and security found only in the Lord?”
- ❑ **Vocabulary** — In your notebook, make a drawing for each of these words that illustrates what it means: disaster, security, install, inspection, assistance. Write the word under the drawing. Check in a dictionary if you need help with their definitions.
- ❑ **Literature** — Read “The Horse Patrol: Running Neck and Neck with Technology” in *The Citizen’s Handbook*, pages 108-110.
- ❑ **Picture This!** — Take a photograph or draw a picture of something in your home that is there for safety or security.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 96.

Activities for Lesson 97

- ❑ **Vocabulary** — In your notebook, write the vocabulary words and the letter of the definition that goes with each word: counterfeit, currency, smuggle, fraud, spouse.
 - a. to import or export in an illegal manner
 - b. a husband or wife
 - c. produced to appear like something else with the intention of deception
 - d. paper money
 - e. trickery, falsehood or bending truth to gain something
- ❑ **Literature** — Read “Thirty-Six Years in the White House” in *The Citizen’s Handbook*, pages 111-112.
- ❑ **Creative Writing** — Write a short story of at least one page about a Secret Service member.
- ❑ **Find Out!** — Ask your parents if they have ever received an e-mail that was probably an attempt at advance fee fraud.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 97.

Activities for Lesson 98

- ❑ **Thinking Biblically** — Copy Psalm 107:23-24 in the center of a piece of paper. Decorate around the verse with fish, boats, and other things from the sea.
- ❑ **Vocabulary** — In your notebook, write a paragraph that uses all of these words: document, hubcap, tariff, firearm, pedestrian. Consult a dictionary if you need help with their definitions.
- ❑ **Literature** — Read “Record-Breaking Career Ends for San Francisco CBP Canine” in *The Citizen’s Handbook*, page 113.

- ❑ **Find Out!** — Ask your parents if they have ever crossed the U.S. border with Canada or Mexico, and if they remember anything interesting about the experience.
- ❑ **Picture This!** — Take a photograph or draw a picture of something in your house that was imported from another country.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 98.

Activities for Lesson 99

- ❑ **Literature** — Read “Civics Questions for the Naturalization Test” in *The Citizen’s Handbook*, pages 114-118.
- ❑ **Creative Writing** — In your notebook, write a letter to a new citizen of the United States.
- ❑ **Find Out!** — Ask your parents if they know anyone who has become a naturalized citizen of the United States.
- ❑ **Picture This!** — Draw several people from other countries holding American flags.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 99.

Activities for Lesson 101

- ❑ **Vocabulary** — Find each of these words in a dictionary, then find the definition that corresponds to the way the word is used in this lesson: operator, dispatcher, self-sufficient, ethical, implement. Copy the words and definitions into your notebook.
- ❑ **Creative Writing** — In your notebook, write a short story of at least one page about a 9-1-1 call.

- ❑ **Find Out!** — Look in your local phone book for the non-emergency numbers for your local police and fire departments.
- ❑ **Picture This!** — Take photographs or draw pictures of all the telephones in your house.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 101.

Activities for Lesson 102

- ❑ **Thinking Biblically** — EMTs help people they don’t know with their most basic needs. Read about the Good Samaritan who did this in Luke 10:25-37.
- ❑ **Literature** — Read “Presidential Proclamation—Fire Prevention Week” in *The Citizen’s Handbook*, pages 119-120.
- ❑ **Creative Writing** — In your notebook, make a list of 5 skills each that you think EMTs and firefighters should receive in their training.
- ❑ **Picture This!** — Take a photograph or draw a picture of an ambulance or a firetruck.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 102.

Activities for Lesson 103

- ❑ **Thinking Biblically** — Write a paragraph in your notebook about how a Christian law enforcement officer could use his or her position to be a light for Jesus.
- ❑ **Vocabulary** — In your notebook, write the vocabulary words and the letter of the definition that goes with each word: justice, arrest, patrol, flare, criminal.

- a. capture and keep in custody
- b. a device that gives off a blaze of light as a signal
- c. one who breaks the law
- d. to travel an area for the purpose of maintaining security
- e. just dealing, fairness, impartiality
- ❑ **Literature** — Read “A Marine’s Grade-School Dream is Realized” in *The Citizen’s Handbook*, pages 121-122.
- ❑ **Find Out!** — How many people are part of your local law enforcement department?
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 103.

Activities for Lesson 104

- ❑ **Thinking Biblically** — In your notebook, draw a picture of a Bible story related to weather, such as the creation of the sky, the flood of Noah, the famine in Egypt, or Jesus calming the storm.
- ❑ **Vocabulary** — Look up each of these words in a dictionary and read their definitions: mercury, forecast, data, surplus, transmitter.
- ❑ **Literature** — Read “Rain in Summer” in *The Citizen’s Handbook*, page 123.
- ❑ **Creative Writing** — In your notebook, write at least two paragraphs about a memory you have related to weather.
- ❑ **Find Out!** — Where do your parents get their information about the weather?
- ❑ **Picture This!** — Take a photograph or draw a picture of the weather at your house today or another day this week.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 104.

Activities for Lesson 106

- ❑ **Thinking Biblically** — In your notebook, make a list of what God commanded the Israelite officers and judges to do, based on Deuteronomy 16:18-20.
- ❑ **Literature** — Read “Mr. Chief Justice” in *The Citizen’s Handbook*, pages 124-129.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 106.

Activities for Lesson 107

- ❑ **Thinking Biblically** — Write a paragraph in your notebook answering the question, “How are government authorities a minister of God to you for good?” (see Romans 13:1-4).
- ❑ **Vocabulary** — In your notebook, write your own definition for each of these words: bail, reckless, verdict, parole, impartial. Look in the lesson for clues for the meaning of the words. When you are finished writing your definitions, look in a dictionary for comparison.
- ❑ **Literature** — Read chapters “Make Hay While the Sun Shines,” “An Errand to Town,” and “Fall of the Year” in *The Long Winter*.
- ❑ **Creative Writing** — In your notebook, make a list of ten minor offenses (such as parking in a no-parking zone) and what you think the fine should be for each offense.
- ❑ **Find Out!** — When was your county courthouse built?
- ❑ **Picture This!** — Draw a design for decorations on the wall behind a judges bench.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 107.

Activities for Lesson 108

- ❑ **Thinking Biblically** — Imagine that a person in prison asked you who Jesus is and what difference he makes. In your notebook, write one or two paragraphs telling how you would answer.
- ❑ **Vocabulary** — In your notebook, write which of the following words belongs in each sentence: violate, transformation, inmate, suspicious, legislation.
 1. Paula was _____ because the customer came out of a closed check-out lane with bulging pockets.
 2. My dad has been meeting weekly for a Bible study with a former _____.
 3. There are consequences for people who _____ the law.
 4. We hope that the new _____ will make it simpler to file our taxes.
 5. Jesus is the only way to real _____ in a person's life.
- ❑ **Literature** — Read chapters "October Blizzard," "After the Storm," and "Indian Summer" in *The Long Winter*.
- ❑ **Creative Writing** — In your notebook, make a list of at least ten ways that churches and communities can help former inmates after they leave prison.
- ❑ **Find Out!** — Is there a way to give to Angel Tree in your community?
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 108.

Activities for Lesson 109

- ❑ **Vocabulary** — In your notebook, make a drawing for each of these words that illustrates what it means: chamber, contemplation, sheath, frieze, defendant. Write the word under the drawing.

Check in a dictionary if you need help with their definitions.

- ❑ **Literature** — Read "Lighter Side of Life at the United States Supreme Court" in *The Citizen's Handbook*, pages 130-133, and chapters "Indian Warning" and "Settled in Town" in *The Long Winter*.
- ❑ **Picture This!** — Take a photograph or draw a picture of a handshake.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 109.

Activities for Lesson 111

- ❑ **Thinking Biblically** — Jesus used money as an example in his teaching. Read Luke 7:40-50.
- ❑ **Vocabulary** — Write five sentences in your notebook, using one of these words in each: freight, competitive, retirement, fictional, distribution. Check in a dictionary if you need help with their definitions.
- ❑ **Literature** — Read "Plain Bob and a Job" in *The Citizen's Handbook* pages 134-135, and chapters "Cap Garland," "Three Days' Blizzard," and "Pa Goes to Volga" in *The Long Winter*.
- ❑ **Find Out!** — Ask your parents to name all the paying jobs they have had. Write down the list in your notebook.
- ❑ **Picture This!** — Take a photograph or draw a picture of your mom and/or dad at work.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 111.

Activities for Lesson 112

- ❑ **Thinking Biblically** — Copy 1 Timothy 6:10 in your notebook.

- ❑ **Literature** — Read “The Real Riches” in *The Citizen’s Handbook* page 136, and chapters “Alone,” “We’ll Weather the Blast,” and “One Bright Day” in *The Long Winter*.
- ❑ **Creative Writing** — In your notebook, write out a timeline of the life of Dollar Bill, including at least ten highlights.
- ❑ **Find Out!** — Look at ten different bills of currency. Find out to which Federal Reserve Bank they were originally sent.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 112.

Activities for Lesson 113

- ❑ **Thinking Biblically** — Jesus used wheat to tell a parable. Read Matthew 13:24-30 and 36-43.
- ❑ **Vocabulary** — Find each of these words in a dictionary, then find the definition that corresponds to the way the word is used in this lesson: stubble, bushel, conveyor, microscopic, pallet. Copy the words and definitions into your notebook.
- ❑ **Literature** — Read chapters “No Trains,” “Fair Weather,” and “Seed Wheat” in *The Long Winter*.
- ❑ **Creative Writing** — In your notebook, write a poem of at least ten lines about the journey of wheat from kernel to cookie.
- ❑ **Find Out!** — What brands of flour are in the kitchen in your house?
- ❑ **Picture This!** — Take a photograph or draw a picture of three things made from wheat.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 113.

Activities for Lesson 114

- ❑ **Vocabulary** — Copy these words in your notebook, each on a separate line: insurance, payroll, lottery, assessor, efficient. Look up each word in a dictionary. Next to each word, write what part of speech it is according to the way the word is used in this lesson.
- ❑ **Literature** — Read “Supporting the Library” in *The Citizen’s Handbook* pages 137-138, and chapters “Merry Christmas,” “Where There’s a Will,” and “Antelope!” in *The Long Winter*.
- ❑ **Creative Writing** — In your notebook, make a list of fifteen things that government pays for in your town.
- ❑ **Picture This!** — Take a photograph or draw a picture of someone in your family making a purchase that includes sales tax.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 114.

Activities for Lesson 116

- ❑ **Thinking Biblically** — Write a paragraph in your notebook answering the question, “What is the Christian’s responsibility in taking care of the earth?”
- ❑ **Vocabulary** — Look up each of these words in a dictionary and read their definitions: renewable, extract, hydroelectricity, irrigation, contaminated.
- ❑ **Literature** — Read “Rich Gold Strike Made Below Douglas” in *The Citizen’s Handbook*, page 139, and chapters “The Hard Winter,” “Cold and Dark,” and “The Wheat in the Wall” in *The Long Winter*.
- ❑ **Find Out!** — What minerals are extracted in your state?

- ❑ **Picture This!** — Draw pictures of five different natural resources God placed in your state.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 116.

Activities for Lesson 117

- ❑ **Literature** — Read “Change Your Life with Electricity” in *The Citizen’s Handbook*, pages 140-143, and chapters “Not Really Hungry,” “Free and Independent,” and “Breathing Spell” in *The Long Winter*.
- ❑ **Creative Writing** — Write an energy timeline of your day. What do you do every day that uses energy, such as using a water heater when you take a shower, reading by the light of a lamp, or using a computer? List at least ten different activities.
- ❑ **Find Out!** — How is your home heated (natural gas, electricity, wood, or propane)?
- ❑ **Picture This!** — Take a photograph or draw a picture of someone using energy in your home.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 117.

Activities for Lesson 118

- ❑ **Vocabulary** — In your notebook, write which of the following words belongs in each sentence: expanse, invest, endeavor, meteorologist, vendor.
 1. I suppose painting the barn by myself is an unrealistic _____.
 2. Dad is going to _____ in my uncle’s new restaurant.

3. The _____ at our local TV station came and spoke at our co-op about the weather.
4. The stage seemed like a vast _____ when I had to walk across it to get my diploma.
5. Kelly bought a hot dog and soda from a _____ standing on the corner.

- ❑ **Literature** — Read chapters “For Daily Bread,” “Four Days’ Blizzard,” “The Last Mile,” and “It Can’t Beat Us” in *The Long Winter*.
- ❑ **Creative Writing** — Write a poem of at least ten lines about the wind.
- ❑ **Picture This!** — Draw a picture that involves the wind.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 118.

Activities for Lesson 119

- ❑ **Thinking Biblically** — Read the Parable of the Sower in Matthew 13:1-9 and 18-23.
- ❑ **Vocabulary** — In your notebook, write a paragraph that uses all of these words: specialized, dependent, parity, acreage, pesticide. Consult a dictionary if you need help with their definitions.
- ❑ **Literature** — Read “When the Cows Come Home” in *The Citizen’s Handbook*, page 144, and chapters “Waiting for the Train,” “The Christmas Barrel,” and “Christmas in May” in *The Long Winter*.
- ❑ **Find Out!** — What agricultural products are produced in your area?
- ❑ **Picture This!** — Take a photograph or draw a picture of an American farm.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 119.

Activities for Lesson 121

- ❑ **Thinking Biblically** — In your notebook, make a list of ten ways people have used technology to share the message of the gospel.
- ❑ **Literature** — Read “Aim for the Stars” in *The Citizen’s Handbook* pages 145-147.
- ❑ **Find Out!** — Ask your parents when they got their first computer.
- ❑ **Picture This!** — Take a photograph or draw a picture of three kinds of technology your family uses regularly.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 121.

Activities for Lesson 122

- ❑ **Thinking Biblically** — Copy Proverbs 10:19 into your notebook.
- ❑ **Vocabulary** — In your notebook, write your own definition for each of these words: symbol, vibrate, undertaker, interfere, distinctive. Look in the lesson for clues for the meaning of the words. When you are finished writing your definitions, look in a dictionary for comparison.
- ❑ **Literature** — Read “The First Long Distance Telephone Call” in *The Citizen’s Handbook* pages 148-149, and chapters 1-2 in *The Wright Brothers: How They Invented the Airplane*.
- ❑ **Find Out!** — Ask your parents when they got their first cell phone.
- ❑ **Picture This!** — Take a photograph or draw a picture of someone using a telephone or cell phone.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 122.

Activities for Lesson 123

- ❑ **Vocabulary** — In your notebook, make a drawing for each of these words that illustrates what it means: cull, fluorescent, optical, legibly, barcode. Write the word under the drawing. Check in a dictionary if you need help with their definitions.
- ❑ **Literature** — Read chapter 3 in *The Wright Brothers: How They Invented the Airplane*.
- ❑ **Creative Writing** — In your notebook, write a short story of at least one page about a mail carrier who performs an heroic act for his community.
- ❑ **Find Out!** — Where is the post office nearest to your home? What are the days and times it is open?
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 123.

Activities for Lesson 124

- ❑ **Thinking Biblically** — Copy Proverbs 21:28 into your notebook.
- ❑ **Vocabulary** — In your notebook, write the vocabulary words and the letter of the definition that goes with each word: relay, pamphlet, confrontation, reliable, objective.
 - a. a conflict; a clash of powers or ideas
 - b. dependable, performs consistently
 - c. to transmit or pass along
 - d. undistorted by personal feelings or opinions
 - e. brochure, small booklet of information
- ❑ **Literature** — Read chapter 4 in *The Wright Brothers: How They Invented the Airplane*.

- ❑ **Creative Writing** — In your notebook, write one or two paragraphs explaining one aspect of American culture as if you were writing an item to be broadcast on Voice of America to people in other countries.
- ❑ **Picture This!** — Draw a picture of a family in another country listening to Voice of America on the radio.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 124.

Activities for Lesson 126

- ❑ **Thinking Biblically** — Jesus used roads as a teaching example. Copy Matthew 7:13-14 into your notebook.
- ❑ **Literature** — Read “The House by the Side of the Road” in *The Citizen’s Handbook* pages 150, and chapter 5 in *The Wright Brothers: How They Invented the Airplane*.
- ❑ **Creative Writing** — In your notebook, write a short story of at least one page about a journey in America. Involve as many methods of transportation as you would like.
- ❑ **Picture This!** — Take a photograph or draw a picture of the road on which you live.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 126.

Activities for Lesson 127

- ❑ **Vocabulary** — Write five sentences in your notebook, using one of these words in each: absorb, annex, median, vandal, infrastructure. Check in a dictionary if you need help with their definitions.

- ❑ **Literature** — Read chapters 6-7 in *The Wright Brothers: How They Invented the Airplane*.
- ❑ **Find Out!** — For what or for whom is your road named?
- ❑ **Picture This!** — Draw an imaginary “before and after” picture of an area where a new road was built.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 127.

Activities for Lesson 128

- ❑ **Vocabulary** — Copy these words in your notebook, each on a separate line: suburb, streetcar, dismantle, congestion, profitable. Look up each word in a dictionary. Next to each word, write what part of speech it is according to the way the word is used in this lesson.
- ❑ **Literature** — Read “New York Subway Opened” in *The Citizen’s Handbook* pages 151-152, and chapters 8-9 in *The Wright Brothers: How They Invented the Airplane*.
- ❑ **Creative Writing** — In your notebook, make a chart comparing the benefits of mass transit and the benefits of driving personal vehicles. Give each at least 5 benefits for each.
- ❑ **Find Out!** — Are there any options for mass transit in your town (trains, airport, bus, subway, or rail)?
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 128.

Activities for Lesson 129

- ❑ **Thinking Biblically** — Copy Proverbs 22:29 into your notebook.

- ❑ **Vocabulary** — Look up each of these words in a dictionary and read their definitions: accessible, vital, consecutive, supervision, qualification.
- ❑ **Literature** — Read chapter 10 and “About the Photographs” and “Places to Visit” in *The Wright Brothers: How They Invented the Airplane*.
- ❑ **Creative Writing** — In your notebook, make a list of at least 10 transportation workers that serve your family.
- ❑ **Picture This!** — Take a photograph or draw a picture of a transportation worker.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 129.

Activities for Lesson 131

- ❑ **Thinking Biblically** — Make a small poster featuring Galatians 6:10, James 2:15-16, or 1 John 3:17-18.
- ❑ **Literature** — Read “My Father” in *The Citizen’s Handbook*, page 153.
- ❑ **Creative Writing** — Write a poem or song of at least ten lines about helping others.
- ❑ **Picture This!** — Take a photograph or draw a picture of someone volunteering in the service of others.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 131.

Activities for Lesson 132

- ❑ **Vocabulary** — Write five sentences in your notebook, using one of these words in each: motivation, subsidized, potential, lender, premium. Check in a dictionary if you need help with their definitions.
- ❑ **Creative Writing** - In your notebook, write one or two paragraphs answering

the question: What is the government’s responsibility in helping Americans with their basic needs?

- ❑ **Picture This!** - Draw a picture of a family standing in front of their newly-purchased home.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 132.

Activities for Lesson 133

- ❑ **Thinking Biblically** — Read James 2.
- ❑ **Vocabulary** — Find each of these words in a dictionary, then find the definition that corresponds to the way the word is used in this lesson: excessive, clinic, immunization, dilemma, capability. Copy the words and definitions into your notebook.
- ❑ **Creative Writing** — In your notebook, write a short story of at least one page about someone who helped another person.
- ❑ **Find Out!** — Talk to your parents about how they feel about a national healthcare system.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 133.

Activities for Lesson 134

- ❑ **Thinking Biblically** — Read Matthew 5:1-16.
- ❑ **Vocabulary** — In your notebook, write your own definition for each of these words: benevolent, secular, society, criticism, proceeds. Look in this lesson for clues for the meaning of the words. When you are finished writing your definitions, look in a dictionary for comparison.

- ❑ **Literature** — Read “To Love and Care for Our Neighbor” in *The Citizen’s Handbook*, pages 154-157.
- ❑ **Find Out!** — Find out if there are local chapters of the Civitans Club, Habitat for Humanity, Meals on Wheels, or The Salvation Army in your area.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 134.

Activities for Lesson 136

- ❑ **Thinking Biblically** - Copy Proverbs 1:8 into your notebook.
- ❑ **Vocabulary** — Look up each of these words in a dictionary and read their definitions: amateur, nourish, specimen, asthma, lamentably.
- ❑ **Literature** — Read “Work, Study, Exercise, and Play” in *The Citizen’s Handbook*, pages 158-159.
- ❑ **Creative Writing** — In your notebook, make a list of five things you would like to learn about and five things you would like to accomplish in your life.
- ❑ **Picture This!** — Take a photograph or draw a picture of someone in your family doing one of their regular mind-building activities.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 136.

Activities for Lesson 137

- ❑ **Thinking Biblically** — In your notebook, write a paragraph answering the question: What good things can a Christian do with his or her education?
- ❑ **Vocabulary** — In your notebook, write a paragraph that uses all of these words: behavior, emphasis, apprenticeship,

deluder, regulation. Consult a dictionary if you need help with their definitions.

- ❑ **Literature** — Read “The Teacher’s Dream” in *The Citizen’s Handbook*, pages 160-161.
- ❑ **Find Out!** — Ask your parents how they have received formal and informal education in their lives.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 137.

Activities for Lesson 138

- ❑ **Vocabulary** — In your notebook, make a drawing for each of these words that illustrates what it means: breadth, intentional, sanctuary, studio, acquaintance. Write the word under the drawing. Check in a dictionary if you need help with their definitions.
- ❑ **Creative Writing** — Write a short story of at least one page about a visit to an American art museum. The museum can be real or fictional.
- ❑ **Find Out!** — What art museums are in your area?
- ❑ **Picture This!** — Draw a picture of a place in America. Use a photograph to draw from, or draw a picture of a place you can look at in person.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 138.

Activities for Lesson 139

- ❑ **Literature** — Read “The Open-Hearted and Courageous Way” in *The Citizen’s Handbook*, pages 162-166.
- ❑ **Creative Writing** — In your notebook, write one or two paragraphs about an experience you have had with

performing arts, either performing yourself or watching others perform.

- ❑ **Find Out!** — Find out if there is a community band or symphony orchestra in your community or another community nearby. Find out the date of their next scheduled concert.
- ❑ **Picture This!** — Take a photograph or draw a picture of an individual or a group performing.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 139.

Activities for Lesson 141

- ❑ **Thinking Biblically** — Read Joshua 4:1-7 to learn about a way God gave Israel to remember their history.
- ❑ **Vocabulary** — Copy these words in your notebook, each on a separate line: inspire, generation, generosity, conflict, disgruntled. Look up each word in a dictionary. Next to each word, write what part of speech it is according to the way the word is used in this lesson.
- ❑ **Literature** — Read “Vermont’s Old Constitution House” in *The Citizen’s Handbook*, pages 167-168, and chapter 1 in *Lost on a Mountain in Maine*.
- ❑ **Find Out!** — Are there any sites on the National Register of Historic Places in your area?
- ❑ **Picture This!** — Take a photograph or draw a picture of an historically significant place in your town.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 141.

Activities for Lesson 142

- ❑ **Thinking Biblically** — Copy Proverbs 2:7 into your notebook.
- ❑ **Literature** — Read “The Purest Guardians of a National Shrine” in *The Citizen’s Handbook*, page 169, and chapters 2-3 in *Lost on a Mountain in Maine*.
- ❑ **Creative Writing** — In your notebook, write a letter as if you were a Civil War soldier writing to your family after visiting Mount Vernon.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 142.

Activities for Lesson 143

- ❑ **Vocabulary** — In your notebook, write a paragraph that uses all of these words: spectacular, adjacent, venture, survey, nomad. Consult a dictionary if you need help with their definitions.
- ❑ **Literature** — Read “North Head Lighthouse Officially Transferred to Washington State Parks” in *The Citizen’s Handbook*, pages 170-171, and chapters 4-5 in *Lost on a Mountain in Maine*.
- ❑ **Find Out!** — What is the nearest state park to you?
- ❑ **Picture This!** — Draw a picture of a family enjoying a state park in your state.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 143.

Activities for Lesson 144

- ❑ **Vocabulary** — In your notebook, write the vocabulary words and the letter of the definition that goes with each word: maintenance, landscaping, planetarium, remodel, enthusiasm.

- a. a projector that displays celestial images and the room
 - b. or building that houses the projector
 - c. to change the structure and appearance of
 - d. the upkeep of an object or place
 - e. zeal, passion
 - f. the design and maintenance of yards and gardens
- ❑ **Literature** — Read chapters 6-7 in *Lost on a Mountain in Maine*.
 - ❑ **Creative Writing** - In your notebook, write a short story of at least one page about an experience by a tourism worker.
 - ❑ **Find Out** — Ask your parents if your family knows anyone who works in the tourism industry.
 - ❑ **Picture This!** — Take a photograph or draw a picture of a tourism worker.
 - ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 144.

Activities for Lesson 146

- ❑ **Thinking Biblically** — In your notebook, write a paragraph about ways that a Christian can serve others by serving in government positions.
- ❑ **Vocabulary** — Find each of these words in a dictionary, then find the definition that corresponds to the way the word is used in this lesson: appointee, privilege, interpret, chancellor, eulogy. Copy the words and definitions into your notebook.
- ❑ **Literature** — Read “Thoughts on Education” in *The Citizen’s Handbook*, pages 172-173, and chapter 8 in *Lost on a Mountain in Maine*.
- ❑ **Find Out!** — What are the names of the Senators and Congressmen currently representing your state in the U.S. Congress?

- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 146.

Activities for Lesson 147

- ❑ **Vocabulary** - In your notebook, make a drawing for each of these words that illustrates what it means: geology, curator, intern, strategize, multilingual. Write the word under the drawing. Check in a dictionary if you need help with their definitions.
- ❑ **Literature** - Read chapters 9-11 in *Lost on a Mountain in Maine*.
- ❑ **Creative Writing** - Write an article of 2-3 paragraphs as if you were a newspaper reporter covering a civics event.
- ❑ **Picture This!** - Take a photograph or draw a picture of a civics event.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 147.

Activities for Lesson 148

- ❑ **Vocabulary** — In your notebook, write which of the following words belongs in each sentence: public, commence, outskirts, procedure, summons.
 1. What is the established _____ when a fire engine needs maintenance?
 2. We live on the _____ of the city and it takes us forty minutes to drive to church.
 3. Greg received a _____ to serve on a jury.
 4. After three decades of _____ service, the former Governor will begin working as a manager in a large corporation.
 5. The ceremonies will _____ with a prayer by an Army chaplain.

- ❑ **Literature** — Read chapter 12 and the Afterword in *Lost on a Mountain in Maine*.
- ❑ **Creative Writing** — In your notebook, write a fictional story of at least one page in which you encounter several different civics events in your town in a single day.
- ❑ **Find Out!** — What is your mayor's name, office address, and office phone number?
- ❑ **Picture This!** — Take a photograph or draw a picture of a civics event in your town.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 148.

Activities for Lesson 149

- ❑ **Thinking Biblically** — Copy Mark 12:29-31 into your notebook.
- ❑ **Literature** — Read "Makers of the Flag" in *The Citizen's Handbook*, pages 174-175.
- ❑ **Creative Writing** — In your notebook, write a paragraph about what you want to do for your country.
- ❑ **Picture This!** — Draw a picture or ask someone to take a photograph of you holding the flag of the United States of America.
- ❑ **Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 149.