

WORLD HISTORY AND LITERATURE

High School
Bible, History, English, and Geography

MY FATHER'S WORLD[®]

Marie Hazell, M.A.

© Copyright 2007 My Father's World, Inc.

Printed in the United States of America.

All rights reserved for all countries.

No part of this book may be reproduced by any means without the written permission of My Father's World, Inc. However, if you do not sell, give, or loan this book (the original or any copies) at any time, then we grant limited permission to photocopy this book for additional students in your family.

Scripture taken from the HOLY BIBLE, NEW INTERNATIONAL VERSION. Copyright © 1973, 1978, 1984 International Bible Society. Used by permission of Zondervan Bible Publishers.

Maps © 2008 Geography Matters

Published by
My Father's World®
PO Box 2140, Rolla, MO 65402
(573) 202-2000
www.mfwbooks.com
November 2018

World History and Literature

Lesson Overview

	History	Bible	English
Week 1	Ancient Rome	Mark	<i>Julius Caesar</i>
Week 2		Prophecies of Jesus	<i>Julius Caesar</i> Playwriting
Week 3		Names of the New Testament Books	Research Paper
Week 4		Luke	Research Paper
Week 5		Luke, Acts	Research Paper
Week 6		Acts, Philippians	Research Paper
Week 7		<i>More Than a Carpenter</i>	Research Paper
Week 8		Romans	Research Paper
Week 9	The Middle Ages	Romans, 1 Corinthians	Research Paper
Week 10		1 Corinthians	Research Paper
Week 11		1 and 2 Corinthians	<i>Beowulf</i> Essay of Argumentation
Week 12	The Crusades	2 Corinthians, Colossians	<i>Everyman</i> <i>The Canterbury Tales</i> (excerpt) Editorial
Week 13	The Renaissance	1 and 2 Thessalonians, Titus	Medieval/Renaissance Authors
Week 14		Titus, Philemon, Hebrews	Renaissance Authors Poems
Week 15	The Reformation	Hebrews, James	<i>Practicing His Presence</i> Letter to the Editor
Week 16	The Age of Exploration	James, 1 and 2 Peter	<i>Pilgrim's Progress</i>
Week 17		Matthew	<i>Pilgrim's Progress</i> Letter to the Author

Week 18	The Enlightenment – The Age of Reason	Matthew	Enlightenment Authors Personal Essay
Week 19		Matthew	<i>A Tale of Two Cities</i>
Week 20		Matthew	<i>A Tale of Two Cities</i> Speech
Week 21		Galatians, Ephesians	<i>Pride and Prejudice</i> Characters
Week 22		<i>Experiencing God</i>	<i>Pride and Prejudice</i> Characters
Week 23		<i>Experiencing God</i>	<i>Pride and Prejudice</i> Characters
Week 24		<i>Experiencing God</i>	<i>Silas Marner</i> Essay
Week 25		<i>Experiencing God</i>	<i>Silas Marner</i> Writing Questions
Week 26	World Wars I and II	<i>Experiencing God</i>	<i>The Hiding Place</i>
Week 27		<i>Experiencing God</i>	<i>The Hiding Place</i> Interview
Week 28	The Cold War	<i>Experiencing God</i>	<i>Animal Farm</i> Literary Terms
Week 29		1 and 2 Timothy	<i>Animal Farm</i> Literary Analysis
Week 30	Asia	<i>Experiencing God</i>	<i>Hudson Taylor's Spiritual Secret</i>
Week 31	Latin America	<i>Experiencing God</i>	<i>Hudson Taylor's Spiritual Secret</i> Book Discussion
Week 32	Africa	John	<i>Cry, the Beloved Country</i> Plot Summary
Week 33		John	<i>Cry, the Beloved Country</i> Plot Summary
Week 34	Into the 21 st Century	1, 2, 3 John, Jude, Revelation	<i>In His Steps</i> Essay on Current Issues
Week 35		Revelation	<i>In His Steps</i> Cause-Effect Essay
Week 36		Revelation	<i>In His Steps</i> Business Letter and Résumé

Welcome to an exciting year! We hope and pray that you will understand history and the Bible in a new way, and that God's kingdom will be affected by what you learn this year.

World History and Literature is a one-year curriculum for high school that integrates history, English, and Bible. You will need to add science, math, and electives such as foreign language.

Lesson plans are written to the student for parent-guided independent work. On Fridays, the student and the parent/teacher have a conference to discuss the week's topics and review completed work.

Evaluation of student work: Parents assign grades for coursework based on informal discussions, essays for English and history, and daily written questions and quizzes for history. *World History and Literature* does not have formal tests for Bible or literature.

If you have more than one student in high school: Students may share most of the books in this program—this will involve establishing a workable time schedule for when each student may use each book, since the books are used for individual (not group) work. For specific details, refer to the book list on the preceding page. Lesson plans are designed to be written in by the student as a record of the school year; you may photocopy the plans for additional students in your family.



World History and Literature

Bible and History

- Read the entire New Testament as well as challenging books such as *More Than a Carpenter* and *Experiencing God: Student Edition*. Compare the basic beliefs of Christianity to other religions.
- Study world history from Rome to modern times. Church history is integrated with the history studies. Includes reading with comprehension questions, unit quizzes, and map work. Students also create a detailed timeline.
- Participate in service projects chosen and/or developed by the student and the parent/teacher.

Geography

- Complete maps related to history; may earn $\frac{1}{4}$ credit of geography.

English

- Learn how to write a research paper with detailed, step-by-step instructions.
- Enjoy and analyze (from a Christian perspective) literature written during or about historical periods being studied. This includes *The Holy Bible*, *Julius Caesar*, *Beowulf*, *Pilgrim's Progress*, *A Tale of Two Cities*, *Pride and Prejudice*, *Silas Marner*, *The Hiding Place*, excerpts from British literature, and other books.
- Develop composition skills by writing essays on history-related topics.

Other Subjects to Add

(For more information, see the high school section at www.mfwbooks.com.)

Math and Science

- Saxon math with DIVE CDs, Jacobs Geometry, and Apologia science are recommended.

Foreign Language and Other Electives

- Introduction to Logic (see appendix)
- Fine Arts (see appendix)
- *Rosetta Stone*[®] is recommended for foreign language because of its excellent methodology and engaging, interactive format. My Father's World has developed *Foreign Language Lesson Plans* which are helpful for students seeking high school credit. These daily lesson plans provide cultural activities and other helps.

DVDs—Optional

Events in world history are the subject of many films. A list of DVDs is provided in the appendix. You might use these for a weekly or monthly movie night with the family or with other students. Do not expect all the historical details to be accurate—but watching films such as these will help history come alive.

World History and Literature

Daily Lesson Plans (purchase one per student or photocopy for siblings)

Bible

The Holy Bible (not included)
Heroes of the Faith
More Than a Carpenter
Christianity, Cults & Religions
Four Views of the End Times
Experiencing God: Student Edition (purchase one per student; one for parent/teacher recommended)

English

Julius Caesar (Shakespeare Made Easy: Modern English Version Side-by-Side with Full Original Text)
Writers INC (© 2016)
Beowulf (translated by Seamus Heaney)
British Literature
Teacher Guide for British Literature
Practicing His Presence (Brother Lawrence and Frank Laubach)
The Pilgrim's Progress in Modern English
A Tale of Two Cities (abridged edition)
Silas Marner
Pride and Prejudice
Cry, the Beloved Country
Hudson Taylor's Spiritual Secret
The Hiding Place
Animal Farm
In His Steps

History

Timeline Figures—Resurrection to Revolution; Napoleon to Now (photocopy for siblings)
World History Timeline Book (purchase one per student)
History of the World (My Father's World Edition)
World History Map Activities
Rand McNally Historical Atlas of the World

Required but not included:

Exploring World History (2014 Notgrass)
Exploring World History Student Review Pack

Recommended but not required:

Encyclopedia of the Ancient World
Church History in Plain Language, Fourth Edition

Assigning Credits

We recommend giving three full-year credits for completing all assigned work in *World History and Literature*:

1 credit – Bible (“New Testament/Church History”)

1 credit – History (“World History”)

1 credit – English (“World Literature and Composition” or “__th Grade English”—insert correct grade)

You may also give ¼ credit Geography for completion of all maps assigned this year.

Research your state’s requirements for high school graduation and adjust our recommendations as needed. Plan ahead so that you meet all requirements by your projected graduation date.

College Requirements

As you plan your four years of high school, it is important to be aware of college admissions requirements. Even if you are unsure of your future plans, we recommend following a college-prep program so that you have more options at the end of high school.

Colleges and universities vary in what they require for admission. We have listed some examples below. Also look at the admissions requirements for schools you might possibly attend. To be a strong applicant, aim beyond a school’s minimum requirements (i.e., if you are interested in pre-med and a school requires 3-4 years of science, you will be a stronger candidate if you complete 4 or more years). The information below may have been updated since this manual was printed; more complete information is available on each school’s website.

Wheaton College

4 credits – English

3-4 credits – Mathematics

3-4 credits – Science

3-4 credits – Social Studies

2-3 credits – One Foreign Language

Add electives to total a minimum of 18 credits. Health, P.E., choir, driver’s education, etc. do not count toward these 18 credits.

Harvard

4 credits – English (to include world literature classics)

4 credits – Mathematics

4 credits – Science (Biology, Chemistry, Physics, plus an advanced course)

3 credits – History

4 credits – One Foreign Language

“There is no single academic path we expect all students to follow, but the strongest applicants take the most rigorous secondary school curricula available to them.” They also recommend “frequent practice in the writing of expository prose.”

University of Minnesota

4 credits – English

4 credits – Mathematics (3 credits for some majors)

3 credits – Science

3 credits – History

2 credits – One Foreign Language

1 credit – Fine Arts (visual and/or performing arts; including history and interpretation of the art form)

Personal Plan – High School Coursework

(Revise and update yearly.)

9 th Grade	Credits
Bible:	
English:	
History:	
Math:	
Science:	
Foreign Language:	
Electives:	

10 th Grade	Credits
Bible:	
English:	
History:	
Math:	
Science:	
Foreign Language:	
Electives:	

11 th Grade	Credits
Bible:	
English:	
History:	
Government	
Math:	
Science:	
Foreign Language:	
Electives:	

12 th Grade	Credits
Bible:	
English:	
History:	
Economics:	
Geography:	
Math:	
Science:	
Foreign Language:	
Electives:	

Grade Sheets

The following are suggestions for calculating course grades. Modify as needed.

Bible Grade

_____ Week 2 Prophecy Charts (10%)

_____ Week 3 Memorize Names of New Testament Books (10%)

_____ Effort, completion of work, demonstration of higher level thinking in discussions with the parent/teacher, etc. The service project is included in this grade. (80%)

History Grade

_____ Timeline Book—accuracy, overall presentation, and effort (30%)

_____ Review Questions from *Exploring World History*—effort and/or percent correct (10%)

_____ Quizzes from *Exploring World History*—(60%)

_____ Week 4 Unit 10

_____ Week 5 Unit 11

_____ Week 6 Unit 12

_____ Week 9 Unit 13

_____ Week 11 Unit 14

_____ Week 12 Unit 15

_____ Week 14 Unit 16

_____ Week 16 Unit 17

_____ Week 17 Unit 18

_____ Week 19 Unit 19

_____ Week 21 Unit 20

_____ Week 22 Unit 21

_____ Week 24 Unit 22

_____ Week 25 Unit 23

_____ Week 28 Unit 24

_____ Week 29 Unit 25

_____ Week 31 Unit 26

_____ Week 32 Unit 27

_____	Week 33	Unit 28
_____	Week 35	Unit 29
_____	Week 36	Unit 30

English Grade

_____ Research Paper (30%)

_____ Writing Assignments (60%)

_____	Week 2	Play (<i>Julius Caesar</i>)
_____	Week 11	Essay of Argumentation (<i>Beowulf</i>)
_____	Week 12	Editorial (The Crusades)
_____	Week 14	Poems
_____	Week 15	Letter to the Editor (Martin Luther)
_____	Week 17	Letter to the Author (<i>Pilgrim's Progress</i>)
_____	Week 18	Personal Essay (Matthew)
_____	Week 20	Speech (The French Revolution)
_____	Week 23	Characters (<i>Pride and Prejudice</i>)
_____	Week 24	Essay on Marriage
_____	Week 25	Quiz Questions (<i>Silas Marner</i>)
_____	Week 27	Interview
_____	Week 29	Literary Analysis (<i>Animal Farm</i>)
_____	Week 31	Impromptu Book Discussion (<i>Hudson Taylor's Spiritual Secret</i>)
_____	Week 33	Plot Summary (<i>Cry, the Beloved Country</i>)
_____	Week 34	Essay on Current Issues
_____	Week 35	Cause-Effect Essay
_____	Week 36	Business Letter and Résumé

_____ Daily Work—effort, completion of daily work, participation in discussions with parent/teacher, etc. (10%)

Geography Grade

You may earn $\frac{1}{4}$ credit if you complete all the maps this year.

_____ Maps—accuracy, overall presentation, and effort

- | | | |
|-------|---------|---|
| _____ | Week 4 | Ancient Rome |
| _____ | Week 8 | Barbarian Invasions of Rome |
| _____ | Week 9 | Europe in Charlemagne's Time |
| _____ | Week 10 | The Rise of Islam |
| _____ | Week 12 | The Crusades |
| _____ | Week 16 | Latin America: The Indian Cultures |
| _____ | Week 16 | Latin America: The Colonies |
| _____ | Week 21 | Napoleonic Europe, 1812 |
| _____ | Week 21 | Europe, 1815 |
| _____ | Week 22 | Reunification of Italy |
| _____ | Week 22 | Unification of Germany |
| _____ | Week 26 | Europe, 1914: The First World War |
| _____ | Week 27 | The Second World War: Europe and North Africa |
| _____ | Week 27 | The Second World War: Asian and Pacific Theater |
| _____ | Week 28 | The Korean War |
| _____ | Week 28 | The Vietnam War |
| _____ | Week 29 | Europe |
| _____ | Week 30 | Modern Asia |
| _____ | Week 31 | Latin America: The Independent Nations |
| _____ | Week 32 | Africa's Cultures Before European Contact |
| _____ | Week 32 | African Colonies, 1914 |
| _____ | Week 33 | Africa: The Independent States |
| _____ | Week 34 | The Modern Middle East |
| _____ | Week 35 | North America |

Week 10

<input type="checkbox"/> M	<input type="checkbox"/> T	<input type="checkbox"/> W	<input type="checkbox"/> TH	<input type="checkbox"/> F
Christianity, Cults & Religions <input type="checkbox"/> p1-2 Christianity, Cults & Religions and Biblical Christianity	Christianity, Cults & Religions <input type="checkbox"/> Islam (see notes)	Christianity, Cults & Religions <input type="checkbox"/> Judaism (read, think, pray)	Christianity, Cults & Religions <input type="checkbox"/> Hinduism, Hare Krishna, Transcendental Meditation (read, think, pray)	Christianity, Cults & Religions <input type="checkbox"/> Buddhism, Baha'i (read, think, pray)
Bible <input type="checkbox"/> 1 Corinthians 5-6	Bible <input type="checkbox"/> 1 Corinthians 7-8	Bible <input type="checkbox"/> 1 Corinthians 9-10	Bible <input type="checkbox"/> 1 Corinthians 11-12	Bible <input type="checkbox"/> 1 Corinthians 13-14
Church History #14 <input type="checkbox"/> p141 Peter as "Pontifex Maximus"		Heroes of the Faith <input type="checkbox"/> p65 King Alfred; p69 King Wenceslaus Church History #15 <input type="checkbox"/> p150 Somewhere Between Heaven and ...	Heroes of the Faith <input type="checkbox"/> p63 Cyril and Methodius; p71 Olga and Vladimir	
Exploring World History #67 <input type="checkbox"/> p382 The Rise of Islam <input type="checkbox"/> review questions In Their Words <input type="checkbox"/> p99-101 from <i>The Conquest of Egypt</i> <input type="checkbox"/> review questions	History (due today) <input type="checkbox"/> Write a letter to an imaginary friend who attended a Christian church for several years but is now considering becoming a Muslim. How will you share God's truth with him?	Exploring World History #68 <input type="checkbox"/> p389 Alfred the Great <input type="checkbox"/> review questions In Their Words <input type="checkbox"/> p102-104 from the Anglo-Saxon Chronicle and "O God, Our Maker, Throned on High"	Exploring World History #69 <input type="checkbox"/> p393 The Vikings <input type="checkbox"/> review questions In Their Words <input type="checkbox"/> p105-107 from <i>Eirik the Red's Saga</i> <input type="checkbox"/> review questions	Service Project <input type="checkbox"/>
World History Map Activities (see notes) <input type="checkbox"/> p29-32 Rise of Islam	Timeline <input type="checkbox"/> pages 9-10R (see notes)			
History of the World—400-800 <input type="checkbox"/> p81-85 Asia	History of the World—800-1000 <input type="checkbox"/> p96-97 The World; p103 Europe	History of the World—800-1000 <input type="checkbox"/> p104-106 Europe	History of the World—800-1000 <input type="checkbox"/> p107-108 Americas; p100-102 Africa, Asia	
Literature	Literature	Literature	Literature	
Research Paper <input type="checkbox"/> with parent/teacher: <i>Writers INC</i> p427 #6 Checking for Accuracy <input type="checkbox"/> edit your paper for accuracy	Research Paper <input type="checkbox"/> with parent/teacher: <i>Writers INC</i> p428 #7-10 Completing Your Final Copy		Research Paper <input type="checkbox"/> with parent/teacher: final paper is due (see notes)	
Math <input type="checkbox"/>	Math <input type="checkbox"/>	Math <input type="checkbox"/>	Math <input type="checkbox"/>	Math <input type="checkbox"/>
Science <input type="checkbox"/>	Science <input type="checkbox"/>	Science <input type="checkbox"/>	Science <input type="checkbox"/>	
Foreign Language <input type="checkbox"/>	Foreign Language <input type="checkbox"/>	Foreign Language <input type="checkbox"/>	Foreign Language <input type="checkbox"/>	Foreign Language <input type="checkbox"/>
				Parent/Teacher Conference <input type="checkbox"/>

Week 10 Notes

Monday

World History Map Activities

Read the information on pages 29-30 before beginning the map.

To complete the map, use the large map on pages 26-27 in *Historical Atlas of the World*. You will also use *History of the World* for some answers.

Special instructions:

Question 1: Refer to pages 108-109 which have latitude and longitude lines drawn at 15° intervals.

Question 3: Hint: Tours is in France.

Question 4: Refer to the map on page 82 in *History of the World*. You will need to draw the boundaries.

Question 5: Refer to the map on page 82 in *History of the World*.

Question 6: Don't shade the area; instead write "Byzantine Empire" in the general area.

Question 7: Omit.

Question 8: The Danube River is the river on your map that empties into the Black Sea.

Questions 9-10: Omit.

Question 11: Label Persia just above the Persian Gulf. Label Spain in the approximate area of present day Spain. (See page 109, *Historical Atlas of the World*, if needed.)

Tuesday

Christianity, Cults & Religions

Read the section "Islam." As you read, think of how Islam compares to Christianity. Pray for people who believe in Islam. Follow these steps (read, think, pray) all week for each section that you read. You will use this pamphlet again later this year.

Timeline

Page 9, omit Pope Nicholas I, Empress Irene, William the Pious, and Henry the Fowler.

Page 10, omit Canute, Rollo Dunstan, and Hugh Capet.

Thursday

Research Paper

To the parent/teacher: See pages 456-463 in *Writers INC* for a sample MLA research paper. Use the sample as a standard when assessing the student's research paper. Also use the assessment rubric on page 464, and consider the following:

- length (5-10 pages, not including the title page, outline, or works-cited page)
- whether the paper was submitted by the due date
- note cards (required)
- sources (of those cited, at least two must be non-Internet)

Week 11

<input type="checkbox"/> M	<input type="checkbox"/> T	<input type="checkbox"/> W	<input type="checkbox"/> TH	<input type="checkbox"/> F
Bible <input type="checkbox"/> 1 Corinthians 15-16 <i>Heroes of the Faith</i> <input type="checkbox"/> p45 Patrick of Ireland; p51 Columba; p53 (optional) Isidore of Seville Church History #16 <input type="checkbox"/> p162 Bending the Necks of Victors	Bible <input type="checkbox"/> 2 Corinthians 1-2 <i>Heroes of the Faith</i> <input type="checkbox"/> p73 Anselm of Aosta Church History #17 <input type="checkbox"/> p173 God's Consul	Bible <input type="checkbox"/> 2 Corinthians 3-4 <i>Heroes of the Faith</i> <input type="checkbox"/> p77 Bernard of Clairvaux Church History #18 <input type="checkbox"/> p182 The Search for Unity	Bible <input type="checkbox"/> 2 Corinthians 5-6 <i>Heroes of the Faith</i> <input type="checkbox"/> p81 Peter Waldo	Bible <input type="checkbox"/> 2 Corinthians 7-8 <i>Heroes of the Faith</i> <input type="checkbox"/> p85 Clare of Assisi
Exploring World History #70 <input type="checkbox"/> p398 Methods and Motives in Evangelism <input type="checkbox"/> review questions In Their Words <input type="checkbox"/> p108-111 Memorial of the Diffusion of the Illustrious Religion in the Middle Kingdom <input type="checkbox"/> review questions <input type="checkbox"/> Unit 14 Quiz	Exploring World History #71 <input type="checkbox"/> p403 (not p404); p405 A Changing World <input type="checkbox"/> review questions In Their Words <input type="checkbox"/> p112-119 from the Magna Carta and "Lonopuha" <input type="checkbox"/> review questions	Exploring World History #72 <input type="checkbox"/> p412 Feudalism and Rise of Cities <input type="checkbox"/> review questions In Their Words <input type="checkbox"/> p120-127 from <i>The Diary of Murasaki Shikibu</i> and <i>The Jew in the Medieval World</i> <input type="checkbox"/> review questions		Service Project <input type="checkbox"/>
History of the World—1000-1200 <input type="checkbox"/> p110-111 The World; p118-121 Europe	History of the World—1000-1200 <input type="checkbox"/> p115-117 Asia	History of the World—1000-1200 <input type="checkbox"/> p114 Africa; p122-124 Americas	Timeline <input type="checkbox"/> pages 11-12R (see notes)	
Literature <input type="checkbox"/> <i>Beowulf</i> p3-57 (lines 1-851) (see notes)	Literature <input type="checkbox"/> <i>Beowulf</i> p57-113 (lines 852-1631)	Literature <input type="checkbox"/> <i>Beowulf</i> p113-149 (lines 1632-2199)	Literature <input type="checkbox"/> <i>Beowulf</i> p149-213 (lines 2200-end)	
Writing Assignment <input type="checkbox"/> with parent/teacher: <i>Writers INC</i> p105-114 (see notes) <input type="checkbox"/> Essay of Argumentation – <i>Beowulf</i>			Writing Assignment Due <input type="checkbox"/> <i>Beowulf</i>	
Math <input type="checkbox"/>	Math <input type="checkbox"/>	Math <input type="checkbox"/>	Math <input type="checkbox"/>	Math <input type="checkbox"/>
Science <input type="checkbox"/>	Science <input type="checkbox"/>	Science <input type="checkbox"/>	Science <input type="checkbox"/>	
Foreign Language <input type="checkbox"/>	Foreign Language <input type="checkbox"/>	Foreign Language <input type="checkbox"/>	Foreign Language <input type="checkbox"/>	Foreign Language <input type="checkbox"/>
				Parent/Teacher Conference <input type="checkbox"/> (see notes)

Week 11 Notes

Monday

Beowulf

Beowulf, an ancient epic poem written in the 8th century, is significant because it is the first known great work of English literature. In this poem Beowulf, the hero, must fight three evil beings, making this a work dealing with the battle between good and evil.

The poem is an example of Old English poetry, which uses alliteration (words beginning with the same sound) rather than rhyme. It was written in Old English (or Anglo-Saxon), which was spoken by the Anglo-Saxons, a Germanic tribe, from A.D. 500 to 1100. The story is set in Scandinavia—Beowulf is from Geatland (present-day Sweden) and fights Grendel in Denmark.

As you read *Beowulf*, mark with a highlighter sections that show a knowledge of God (the true God of the Bible). This will be helpful in completing the Writing Assignment (see below).

As with other epic poems, you really should read at least parts of *Beowulf* aloud.

For background information, read the following pages from *British Literature*:

The Anglo-Saxons, pages 8-9

Beowulf's poet, page 11

Introduction to Beowulf, pages 13-15

Also glance at the questions on page 192. You will discuss these at your parent/teacher conference on Friday. (You may write the answers ahead of time or just answer them orally.)

Note: Some of you may wonder why we are reading *Beowulf* (the entire book) rather than just the excerpt in *British Literature*. We prefer the entire book because it is the complete text (not just an excerpt), the translation is quite understandable, its writing style is much more beautiful and poetic, and it has retained numerous references to God.

Writing Assignment

You may want to split the reading over two days.

Write a 1½- to 2-page paper with specific examples from *Beowulf* to prove that it was written by people with a knowledge of God. (For the sake of learning to write a persuasive essay, we will assume that this is a debatable topic.) You may select an alternate topic related to *Beowulf* with the approval of your parent/teacher.

Follow steps 1-10 from *Writers INC* as you write and revise your paper this week. Use a 5-paragraph essay format.

- The first paragraph should begin with an attention grabber and end with your thesis statement.
- The next three supporting paragraphs should each begin with a topic sentence, which is supported by quotes from *Beowulf* as well as your discussion of the quotes.
- The final paragraph should have a strong conclusion.

Thursday

Timeline

Page 11, omit Godfrey of Bouillon, Harold I, and Sweyn Forkbeard.

Page 12, omit Peter Abelard and Moses Maimonides.

Parent/Teacher Conference

Beowulf. Discuss the questions in *British Literature*, page 192. Answers can be found in the *Teacher's Guide for British Literature*.

Also discuss the content of the student's *Beowulf* paper. See Monday's notes for Writing Assignment and the assessment rubric in *Writers INC*, page 114, for help in assigning a grade.

Sample