

Combining U.S. History Volumes 1 & 2 For High School Students

If your student is older (upper high school) or advanced, it is possible to get through both volumes of the U.S. History Theme Based writing lessons. This is a rigorous schedule, so if it becomes too much, simply plan to complete Volume 1 in a single year instead.

Since several weeks suggest teaching two lessons, in a class setting it would be ideal to meet twice a week; however, it is not necessary because each pair of lessons works on the same composition (with the exception of the poems).

If you meet once weekly, you will probably need to assign some of the work, such as the vocabulary quizzes and grammar rules, for homework.

IMPORTANT: Elements of style are listed **in blue** with the lessons that teach them. However, if students are new to the IEW method, introduce the elements of style at a slower pace. Just cross elements off checklists if you have not yet taught them.

Don't worry about moving through the units too quickly in Vol 1 because students will have more practice with each in Vol 2.

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U.S. History Volume 1		
Week	Lesson	Notes
1	1-2	Poetry: Native Americans and Explorers <i>Qual Adj; Strong Verbs</i>
2	3-5	UNITS I-II: Jamestown <i>#3, #6 Opener; w/w clause</i>
3	4-6	<i>Mayflower</i> <i>#2 Opener (Skip Voc quiz 1)</i>
4	7-8	UNIT IV: Colonial Life (3 par report); Voc Quiz 2
5	9	French and Indian War
6	10-12	UNIT III: Boston Tea Party <i>3sss, simile/metaphor</i>
7	11-13	Shot Heard Round the World <i>Dialogue; Voc Quiz 3</i>
8	14-16	UNIT VI: Declaration of Independence <i>Dramatic Openers-Closers</i>
9	17-18	Revolutionary War Biography, Body; Voc Quiz 4 <i>www.asia. b/c dress-up-opener</i>
10	19-20	R.W. Biography, Intro-Conclusion; Final Draft Prep. Oral Report <i>Anecdotal Opener (optional)</i>
11	21-22	Present Oral Report Preamble to Constitution <i>Transition words and phrases; Voc Quiz 5 at home</i>
12	23-24	The Constitution <i>#4 Sentence Opener</i>
13	25	UNIT VII: Bill of Rights
14	31-33	(Skip other essays-critique lessons b/c will do in Vol 2) UNIT V: The Oregon Trail <i>Personification</i>
15	32-34	Poetry <i>Dual adj, verbs, -ly; Personification; Final Voc Quiz</i>

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U.S. History Volume 2		
Week	Lesson	Notes
16	2-4	UNIT IV: Slavery Cinquains (Ban <i>really</i> and <i>very</i> from Lesson 1)
17	3-5	The Underground Railroad
18	6-7	UNIT III: Escape on the Underground Railroad Appealing to five-senses and Showing Emotions
19	8-9	UNIT VI: Civil War Biography , Body Voc Quiz 2 (skip Quiz 1)
20	10-11	Unit VIII: Add Intro, Conclusion (Wait for Works Cited) Prepare Oral Reports
21	12	Present oral reports Final draft in MLA Format w/ Works Cited Page (p. 67)
22	14-16	UNIT VII: An Indispensable Invention Thesis Statements
23	15-17	Invention Convention Writing Persuasively Question-Command
24	19	Immigration Timed Essay Begin in class; Finish at home Voc Quiz 4 at home
25	Extra	Try another timed essay Sample Prompt: <i>"True courage is not the brutal force of vulgar heroes, but the firm resolve of virtue and reason."</i> (Whitehead) Do you agree? Write a well-organized essay with a clear thesis statement responding to this quote.
26	21	NOTES FROM LECTURES: World War I *Purchase <i>Animal Farm</i> by George Orwell w/ forward by Russel Baker
27	22	PREPARING FOR A BLUE BOOK EXAM: Communism
28	23-24	UNIT IX: <i>Animal Farm</i> Critique, pt. 1
29	25-26	<i>Animal Farm</i> Critique, pt. 2; Vocab Quiz 5
30	27	UNIT VIII: Super Essay World War II Essay 1 Body Quoting Sources, MLA in-text citations
31	28	Essay 1 Intro and Conclusion (Final Essay 1 w/ pics)
32	29-30	Essay 2 Body
33	31	Essay 2 Intro-Conclusion (Final Essay 2 w/ pics) Final Vocab Test
34	32-33	Final Super-Essay (Add super-intro-conclusion)
35	34	Affirmative Action (Supporting an Opinion)