

Lesson 1: Why Is His Story Important to Me?, Part 1

In this first lesson, some basic principles will be reviewed so that children will have a clearer understanding of the purpose of studying the scriptures and the history of the world.

Materials needed for this lesson:

Gospel Art kit pictures, #240 *The Savior*, #600 *The World*; Parent Supplement, *The First Article Of Faith, His Story, The Scientific Method*; Recall Cards, *The First Article Of Faith, 1 Nephi 19:23, Moses 1:39; Scientific Method, God's World, God's Care*; video *Called To Serve* (available from your meetinghouse library); handwriting books; Science Journals.



History & Religion

Welcome the children and express your enthusiasm at the opportunity to learn more about the gospel together.

 Read together, *The First Article of Faith*

(Memorization of this Recall Card earns one Mastery sash rhinestone.)



Sing: *The First Article of Faith*; Children's Songbook, pg. 122

This song is known as *The First Article of Faith*. It states that as members of the Church, we believe in who? (Heavenly Father, Jesus Christ and the Holy Ghost)


These three men are known as The Godhead.

? Who is God the Eternal Father? (He is the father of our spirits.)

? Who is Jesus Christ? (He is the Son of God in the Spirit and the flesh)

? What do they do? Why are they there for us? (Encourage all answers)

We read about the Lord's purpose in the scriptures.

 Read together Moses 1:39. *For behold this is my work and my glory, to bring to pass the immortality and eternal life of man. Moses 1:39.*

(Memorization of this Recall Card earns one Mastery sash rhinestone.)

Heavenly Father and Jesus love us and are there to show us how to return to heaven and become like them.

? How do we know these things about Heavenly Father and Jesus? (We learn from parents, primary teachers, the scriptures)

Most of what we know about Heavenly Father, we learn from the scriptures. Other things we have learned from living prophets.

? How did we get the scriptures?

The scriptures are a record kept by prophets and other people of the earth. These records are passed


down from father to son, or from generation to generation so that we will have a history of God's (or Heavenly Father's) communication to man on the earth.

Show the picture of Jesus Christ.

? What does the word **history** mean? (It is His story, the story of God's plan for man on the earth. (Direct an older student to look up the word in the dictionary)

? Why is it important to know history? (Lead discussion toward learning from other people's experiences, avoiding some dangers, emulating successes)

? How can studying the scriptures help us? (We can apply it to our lives and follow the teachings.)

 Read together, Recall Card; *For I did liken all scriptures unto us, that it might be for our profit and learning. 1 Nephi 19:23 .*

(Memorization of this Recall Card earns one Mastery sash rhinestone.)

? What does **liken** mean? (Applying it to our lives, learning from the past)

? Would your children and grandchildren like to know about you and what you learned as a child? Why?

? How can you create a history or record for your children and grandchildren? (by keeping your own journal with writing and pictures)

We will be keeping a journal this year to help us remember what we have learned and to measure our own progress.



Journal Entry

Level 1: Direct students to dictate their response to "Jesus was sent here to help me return to Heavenly Father. He helps me by. . ." Have them illustrate their answers.

Level 2: Direct students to write their response to "Jesus was sent here to help me return to Heavenly Father. He helps me by. . ." Have them illustrate their answers. Encourage good handwriting. Do not correct grammar or spelling.

Levels 3 & 4: "Jesus' mission is to help me return to Heavenly Father. I will help Him in His mission by. . ."

Levels 5 - 8: Read Moses 1:39. Explain the Savior's mission in your own words. How does His mission apply to you?

Parent: Encourage good handwriting. Do not correct grammar or spelling for journal writing..

Levels 5 - 8: Student Directed Learning:

A History of God's World and Your Place In It; Prologue; Elaine A. Cannon

Students should begin reading this book independently.

Read pages 3-9 and answer the questions at the end of the chapter.

(Note: If you have not purchased a paper edition of this book, provide a journal for your student to record his/her thoughts and respond to questions at the end of each chapter.)

The Holy Ghost:

We have the opportunity as a family, to learn. There are many fun ways to learn and we are going to enjoy many of them throughout the year. There are also many people who can teach us.

? Who are they? (Encourage and praise all responses - parents, primary teachers, friends, family members, people in our community)

These are all important people in our lives, especially our parents, who are given to us to be an example and show us how to return to our Heavenly Father. Did you know that there is one special person that Heavenly Father has given us who can also help us learn? We cannot see him. He doesn't even have a mortal body of flesh and bones as we have, but he is a spirit being who loves us and is ready to teach us the truths that we need to know. He is the third member of the Godhead.

? Can you tell me who he is? (Allow time for response).

He is the Holy Ghost. He does not have a physical body. His purpose is the same as The Father and The Son, to help us return to live with them. Because he does not have a body of flesh and bones, he can dwell in our hearts, give us peace, and teach us truths.

? Have you ever had a warm feeling inside while you were singing a hymn or hearing someone bear testimony?

That warm feeling was the Holy Ghost testifying to you that the things you heard or felt are true. He not only helps us in church, but he can also help us learn in school. The things we learn with the Spirit stay with us and we are able to remember them more easily. He teaches us by speaking to our minds and our hearts. He is sacred (explain word) and does not stay where there is unkindness or criticism. We want his help to learn and we want to invite him into our home.

? Does anyone know what we need to do to invite the Spirit of the Holy Ghost into our home?

Parent: This is an excellent opportunity to remind children about the importance of being kind and respectful. You may also want to share some homeschool rules. They will then understand that rules are not set down without reason. Their purpose is to create feelings of love and cooperation so that the Spirit can be present.

Introduce Bandalos: This year as we learn about the creation of our world and the prophets and people of the Old Testament. We will memorize several scriptures and poems, and will enjoy many fun activities. We will also memorize the thirteen **Articles of Faith**. You will also be given a bandalo. As you learn and memorize, you will be given special buttons and diamonds to put on your bandalo. At the end of the year, our bandalos will be a fun reminder of all the things we learned together and we will have a greater knowledge of our world around us and Heavenly Father's plan for us on the earth.

Memorization: Review the Recall Cards from this lesson with the children. Encourage children to recite the scriptures they have memorized, as they feel ready. Remind them of the awards they will earn on their bandalos as they commit these to memory.



Language Arts & Grammar

Heavenly Father also gave the gift of language to His children. Moses 6:5-6 says,

“And a Book of Remembrance was kept - in the language of Adam, for it was given unto as many as called upon God to write by the spirit of inspiration, and by them their children were taught to read and write, having a language which was pure and undefiled.”

This language is called the pure **Adamic** language because it was the language used by Adam, Eve and their children to communicate not only with each other, but with Heavenly Father. It was a very simple language that was easily understood. We learn from the Old Testament that Heavenly Father later gave men different languages so that they would scatter throughout the earth. This is why we have different languages today.

In the millennium, it seems, according to Zephaniah 3:9 (direct children to turn to the scripture) that the Lord will turn to the people a pure language that they may all call upon the Lord to serve him *with one consent*.

- ? How many different languages can we name in the world today?
- ? How many different languages might be spoken in the world today?
- ? Are there languages that are no longer spoken? (Latin, the Adamic language, etc.)

Languages that are no longer spoken are called *dead languages*.



List the children’s suggestions on a large sheet of paper.

In a moment you will see people singing the same song in different languages.



Show video clip *Called to Serve* (available from Church Distribution or Meetinghouse Libraries) where missionaries are singing the song in different languages.

- ? Why is it important for missionaries to learn other languages?
(The people of the world need to hear the gospel in their own language so they can understand the truths of the gospel. Missionaries need to be prepared to present the gospel as clearly as possible.)

We will be discussing the **English** language.

- ? Why is it important for us to understand our own language. (We need to know how to use it well so that we can express to people around us, what is in our hearts and minds. We will also have opportunities to share the word of God.)



Reading & Literature

We are grateful to our Heavenly Father for the beautiful Earth He created for us to live on. Our world was given to us so that we could come down from heaven and receive bodies. Here we have the opportunity to prove ourselves - that we can obey the commandments away from father’s presence.

Many men and women through history have written stories and poems expressing their gratitude to Heavenly Father for the Earth. We will memorize a poem to show our gratitude to the Lord for what He has given us. Let's read the poems and find the words that rhyme.

Parent: Share the following poems according to your children's' ages and abilities. Memorization cards are provided. Distribute rings for memorization cards. Help children commit the poem to memory. These will earn a jewel on their bandalo.

Levels 1, 2, 3, 4:

GOD'S CARE

God is near me every day,
In my work and in my play,
Loving me in every way.
He cares for me!

God is near me all the night
When the stars are shining bright;
Keeps me safe till morning light.
He cares for me.

God is near me when I pray,
Hearing every word I say;
I will love Him, and obey.
He cares for me!

Levels 5, 6, 7, 8:

GOD'S WORLD

I'm glad I am living this morning
Because the day is so fair,
And I feel God's presence so keenly
About me, everywhere.


The heavens declare His glory,
The trees seem to speak of His power,
And I see His matchless beauty
In each small, growing flower.

The rocks all tell of His wonder;
In the hills His strength I see;
And the birds are singing His praises
In the songs that they sing to me.

Oh, I'm glad to be living this morning
In a world of beauty so rare
Where the God of Heaven is hovering
About me, everywhere.

 **Handwriting**

All Levels: Direct the children to complete the first lesson in their handwriting books.

 **Science & Technology**

Introduction: *What is Science?*

Vocabulary:

science scientist The Scientific Method

Show the picture, *Our World*.

Science is the study of the world in which we live. Why is it important to study our world? In Moses 1:39 we read:

“For behold this is my work and my glory, to bring to pass the immortality and eternal life of man.”

Our purpose for coming to Earth is to become like our Heavenly Father and Jesus Christ by experiencing agency, or making choices. These experiences give us knowledge, knowledge that we can use after we leave this life. Our bodies were given to us to help us gain more knowledge. With mortal bodies we can have experiences we could not have as spirits. Our Father in Heaven created Earth, the planet on which we live, as a temporary home for our mortal bodies.

Heavenly Father wants us to learn about our earthly home. Each of us has a built-in desire within us to ask questions and seek answers. When we ask questions and search for answers about our world, this is called **science**. A **scientist** is a man or woman who spends much of his time learning about our world. You can become a scientist too. Whenever you ask questions about something you don't understand you're on the road to doing just what a scientist does. Can you think of a question related to science that you just can't figure out? Why is the sky blue? Why does the ocean have salt in it? What makes a volcano erupt? What are some of the questions you would like to know the answer to?

Scientists use a special way of getting the answers to their questions. It is called **The Scientific Method**. It consists of five simple steps that will lead us to the answer to our questions.

These are the five steps:

1. Select a **QUESTION** to investigate.
2. Make a **HYPOTHESIS** (an educated guess)
3. Create an **EXPERIMENT** to test the hypothesis.
4. Record the **RESULTS** of your experiment.
5. Draw a **CONCLUSION** about your experiments.

This year we will be asking lots of questions and we will answer them using the steps that are outlined in *The Scientific Method*. (Show *Scientific Method* Parent Supplement.)

Discussion Questions:

1. What is science?
2. What is a scientist?
3. Why is it important to learn about our world?
4. What are the five steps to the **scientific method**?

Hands-On Activity:

Distribute the card “The Scientific Method.” Direct students to place it on their **memorization ring**. Repeat the steps aloud together, three times, while changing the volume of their voice each time they repeat the steps. (This exercise helps the child memorize the information.) Allow students a few minutes to memorize the steps on their own.

Science Journal

Levels 3-8: Direct students to write the five steps of The Scientific Method.

Levels 5-8: Memorize the five steps of the Scientific Method.



End of Lesson 1

Lesson 2: Why Is His Story Important To Me, Part 2


Materials needed for this lesson:

Children's Songbook and Music CD; Parent Supplement, *The First Article of Faith*, Recall Cards: *The First Article of Faith*, *Moses 1:39*, bandalos; supplies for the Science Activity.

 Review *The First Article of Faith*

(Memorization of this article earns Article of Faith Mastery sash emblem one; number 1)

Allow time for children to recite and pass off scriptures later in the day. Record progress in a log book.

 Sing *I Am a Child of God*, Children's Songbook, pg. 2

? Ask how many of the children remember their last birthday, then the previous birthday, until they have regressed to birth. Ask how many remember being an infant in mother's arms. Ask how many remember being in another place before being born.

We learn in the Book of Abraham, that long ago before coming to earth, we were *intelligences*.

 Write **intelligence** on the Board.

 Let's read Abraham 3:22

Now the Lord had shown unto me, Abraham, the intelligences that were organized before the world was; and among all these there were many of the noble and great ones.

? What do you think **intelligence** means. (Direct children to look in the Dictionary)

(The power of knowing or understanding)

Intelligence is the thinking part of us that makes us who we are. As intelligences, we had no body or spirit. Perhaps we watched Heavenly Father, or Elohim, as he is called, and we wanted to be like him. Heavenly Father and Mother loved us so they took the intelligences who wanted to be like them and provided spirit bodies. In this way, we became their sons and daughters. This was our first step in becoming as God is.

? Do you remember God's purpose?


 Review together Moses 1:39:

For behold this is my work and my glory, to bring to pass the immortality and eternal life of man.

His purpose is to help us become as He is.

In Church we refer to our teachers and adults as *brother* and *sister*.

? Why do we do this? (As children of Father, we are spiritual brothers and sisters.)

 Write the word **divinity** on the board. (write the definition)

Let's look up the word divinity. (The character of being Godly or divine.)



Write the word **divine** on the board. (write the definition)

? Is God divine? If we are His spirit children, are we divine? Let's see what the dictionary says about divine. (the nature of, proceeding from, or pertaining to God; sacred , heavenly, excellent)
If we proceed (or come) from God, aren't we then sacred, heavenly and excellent!

Earlier we sang *I Am A Child Of God*. This song tells us that we are His children and He has sent us here to learn how to become like Him.

? What do we have to do here on earth to have Heavenly Father's love?



Encourage many responses. List as many as possible on the board. When the chalkboard is full, quickly erase all responses and explain:

We do not have to do anything to have Heavenly Father's love. He loves us no matter who we are or what we do. Of course He is happy when we do all the things we have just listed. He wants us to obey the commandments because He knows it will bring us the greatest happiness, but there is NOTHING we need to do to earn His love. We call this kind of love unconditional love, or *charity*. We might also call it *No Matter What* love. It is the same love Jesus Christ has for us. That is why He died for us. No matter what mistakes we might make, Heavenly Father and Jesus Christ will always love us because we are what? _____ (sacred, heavenly, & excellent)

Let's think of some people in our family circle that show us *No Matter What* love? Do we know other people that show us this type of love.



Sing *I Feel My Savior's Love*, page 74, The Children's Songbook

In our Learning Journals, let's write our feelings about what we have discussed in class.



Journal Entry

Level 1: Direct students to dictate to *Journal Buddies* their response to "What did I do in Heaven before I came to earth?" Have them illustrate their answers.

Level 2: Direct students to write their response to "What did I do in Heaven before I came to earth?" Have them illustrate their answers. Encourage good handwriting. Do not correct grammar or spelling.

Levels 3-4: Direct students to write about someone they know who shows them "No Matter What" love. Encourage good handwriting. Do not correct grammar or spelling.

Levels 5-8: What is *unconditional love*? What does it mean to you to have *divine nature*. How can you demonstrate divine nature in your own life?

Levels 5-8: *A History of God's World and Your Place In It; Prologue; Elaine A. Cannon*

Student: Read pages 11-20 and answer questions at the end of the chapter.

(Note: If you do not have a paper edition of this book, write in your history journal.)

Inductive Thinking Exercise: *I'm thinking of...*

Gather children on the floor in front of the bulletin board. Post the *Lesson 1 Word Cards* to the side of the bulletin board or on a table. Students will create a categorical list based on the clues given by the parent. Encourage discussion and theories.

Example 1: “*I’m thinking of a yes group that contains the words Holy Ghost and Godhead, but not the words pencil or journal.*”

Students will list words that have a spiritual meaning.

Example 2: “*I’m thinking of a yes group that contains the words teacher and chair, but not the word history.*”

Children will list objects that belong in a classroom.

Allow them to label or name the groups.

Note: The *no* group does not need to be a category of like words. Some words like *journal* may fit either side. Have children defend their theories.

Yes	No
The Holy Ghost	Journal
godhead	pencil
creator	history
sacred	desk
Heavenly Father	chair
Jesus Christ	teacher

Instruct one or two children to create their own list and have you or their siblings guess the category.



Reading & Literature

All: In our last lesson, we were introduced to a poem about Heavenly Father and the world He created for us. There is a pattern in the poem. Do you know what it is? Some of the words **rhyme**.

Levels 1-2: Which words rhyme? What is the poem about? Let’s recite it together. Direct students to complete the rhyming exercise in their workbooks.

Levels 3 -8:

? Do we notice any other patterns in the poem? (Accept all answers. Guide them to notice the four line stanzas.) There are four groups of phrases in this poem. Each set of four lines is called a stanza. A stanza creates a rhythm and movement for the poem.



Write the word **stanza** on a white board or sheet of paper. Invite a child to read the first stanza; the second.



Write the word **limerick**. Not all poems are written in four line stanzas. Some are written in five lines and are called limericks. Listen to the following **limerick**:

There was a young farmer from Leeds
Who swallowed six packets of seeds.
It soon came to pass
He was covered with grass,
And couldn’t sit down for the weeds.



Notice that the last words in lines one and two rhyme, the last words in lines three and four rhyme, and then the last word in line five rhymes with lines one and two. Let’s create our own limer-

ick on the board together. (Teacher: Younger students may need help coming up with ideas to create the limerick.) Here are two more limericks you may want to share.

A mouse in her room woke Miss Doud
Who was frightened and screamed very loud
Then a happy thought hit her
To scare off the critter
She sat up in bed and just meowed

There once was a man from Peru,
Who dreamed of eating his shoe,
He awoke with a fright,
In the middle of the night,
And found that his dream had come true!

Levels 3-6: Your assignment is to write your own limerick in your Learning Journal.

Levels 7-8: Write two limericks in your Writing Journal.



Handwriting

Direct the child to complete the next lesson in the Handwriting book.



Spelling & Vocabulary

Levels 1-4: Sometimes it is easier to read a difficult word if we break it up into parts. The word *stanza* can be broken into two parts:



stan za (*write the word*)

Each of these parts is called a syllable. Repeat it with me - *syllable*.

There are several ways to determine how many syllables are in a word. We can clap the word and count the claps. We can place our hand under our chin and feel the syllables. We can divide the word on paper and read the syllables. For now we will only hear and feel the syllables. Let's count the syllables in our new vocabulary words. As we read the words, you may choose either method of counting the syllables.



Say these words and count the syllables together.

spirit (2) divine (2) stanza (2) Elohim (3) rhyme (1)
heavenly (3) intelligence (4) together (3)

(Give more practice with additional words until all students understand the concept.)



Science & Technology - Process Skills for Scientific Inquiry

Scientists use process skills to do research. You will use process skills when you study and learn more about our world. When you test something, you use process skills. When you collect data or informa-

tion, you use process skills. When you make conclusions and tell what you learn, you use process skills. Here are six of the process skills you will use as a young scientist. (*Parent: Be prepared to demonstrate each of the processes briefly. Use charts; show brief demonstrations, introduce and demonstrate some of the tools that would be used in each of the skills.*)

Observing

Use your five senses to find out about objects or things that happen.

Communicating

Use words, pictures, charts, and graphs to share what you learn.

Classifying

Sort or group objects by their properties.

Estimating and Measuring

Estimate or guess what an object's measurement is; then measure the object.

Inferring

Make a conclusion or guess from what you observe or from what you already know.

Predicting

Tell what you think will happen.

Discussion Questions:

1. Why is it important to learn about our world?
2. How do you think using these processes will help us learn?

Levels 7 & 8: Explain in your own words what each of these processes mean and how they can answer questions about our world. Write your responses in your Science Journal. Share them with your family. Date your journal entry



Art Connection

Levels 1 - 4: Using a picture of yourself, cut out your face and glue it near the top of a blank sheet of paper. Draw a body and clothing for yourself as you would have looked if you had grown up in during the Renaissance, in Italy.

Levels 5 - 8: Most children will discover they can draw if they are given some direction. Direct the students to their Learning Journals and allow them time to sketch some elements of the Renaissance Period.



End of Lesson 2

Lesson 3: The World Prepares For A Restoration Of the Gospel

1350-1550

Materials needed for this lesson: Supplies for *Science and Technology*, clean, small-mouthed glass bottle (approx. one-inch diameter), hard boiled egg (peeled), matches.



Recite with the children, *The First Article of Faith; Moses 1:39*



Sing: *My Heavenly Father Loves Me*; The Children's Songbook, pg. 228



History & Religion

Note: This lesson is a review of material you may have studied the previous year. There is a lot of information so, if it is new to your family, you may want to present it over two days.

We have learned about our purpose for being on the Earth and why it is important to know about this world Heavenly Father created for us.

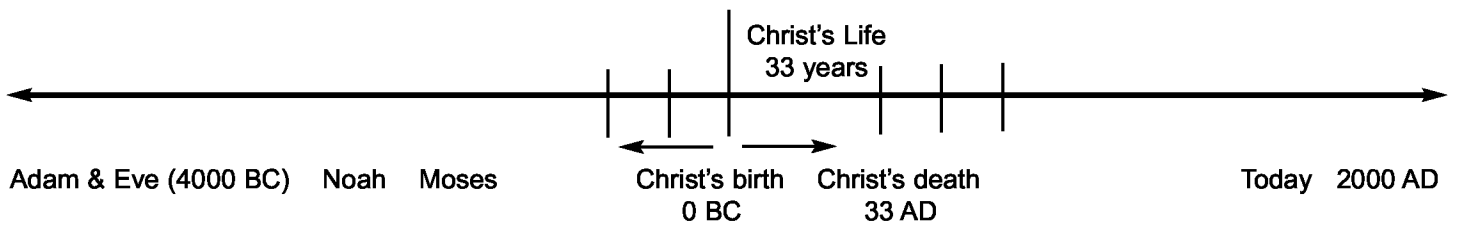
? Why did Heavenly Father create Earth? (Because He loves us.)

Because He loves us, as part of the plan to help us return to Him, He sent His Son to show us the way. This great event happened over two thousand years ago. While Jesus was on the earth he showed men how to live.

? Think of some of the parables or stories that Jesus taught. Can you think of some of the things He taught to the people through these stories? Let's make a list of all of His teachings we can remember.

We sometimes use a timeline, a picture of history, to get a clearer picture of when things happened in time. Jesus Christ's life was in the middle of time. We call it the **meridian of time**. Everything before His life is said to be **before Christ**. We write **B.C.** after these events. At the year of Christ's birth we write **A.D.**, which means *anno domini* in Latin, and *year of our Lord* in English. Everything after Christ's birth is also followed by the letters A.D., although we don't usually write this following every time we write the current year. The years in our modern calendar are numbered based on the life of Jesus Christ. All history before His birth is dated BC and the years are in descending order (or backwards). When Christ was born, the years began to be numbered forward, as we know them.

Parent: Draw the following time line for the children. Direct the children to draw their own time line. Have them write out the words *before Christ* and *anno domini*. You may also want to create a permanent, wall size timeline that the children can refer to often during their study of history. Make room for artwork, pictures, scriptures, and famous quotes.



Our look at His Story will begin many years after Christ lived on the earth. We will begin in the late 1400s. That's one thousand, four hundred years after the birth of Jesus Christ. All of the apostles have been killed and the priesthood is not on the earth. The Nephites living on the American continent have been killed and the children (and grandchildren) of the Lamanites are living in the land.

Just a few decades earlier, in the mid-1300s, a Great Plague hit Europe, brought over from Asia by rats that had stowed away on trading ships. This terrible plague killed more than one third of the people living in Europe. It hit especially hard in the region known today as Italy, because of its major trading port cities.

However, shortly after the plague, great things begin happening in Europe and Asia. Asia and Muslim countries are making discoveries in Math and Science. Discoveries are being made in Europe too. The time is called the **Renaissance**, which means *awakening*, or *new birth*.

Note: Parent - write the word **Renaissance**. Add it to this week's spelling list for older children.

Artists like **Michelangelo** and **Leonardo DaVinci** are bringing new life to art. Music is beginning to be written in harmony - more than one voice singing different notes in together with the melody. Science discoveries are being made every day as men and women ask more questions about the world they live on. Because of the devastating plague, men want to know more about how the human body works, so that they can hopefully find ways to heal people of their illnesses. Universities are created for men wanting to share ideas with others. Women, however, were not allowed to study there.

More and more men became curious about the rest of the world. They courageously boarded ships and sailed the oceans, discovering new lands and people.

In 1459, the printing press was introduced and began to be used to spread information. This was especially important to religion. Before this time, only priests and very wealthy families could read the Bible. Hardly anyone knew how to read, and if they could read, the handwritten Bibles were too expensive to buy anyway.

Johann Gutenberg introduced what was later called the Gutenberg Press. More and more people began to read the Bible. They became confused by how the words and teachings of the Bible were often different from what the Church was teaching. Many people became angry that priests, monks, and nuns were no longer living lives of poverty, and the popes and bishops were highly interested in money. One man who was especially disturbed by the Church's teaching was Martin Luther.

Martin Luther

Martin Luther was born in Germany, in 1483. He was a sensitive young man who was serious about the religious teachings of the day. One day, while traveling home from the university, Martin was caught in a thunder storm and feared for his life. As he walked he was almost struck by lightning. In desperation

he cried out to the local saint, saying “Help me, St. Anne, and I'll become a monk!” Martin Luther finished his journey safely, and true to his promise to St. Anne, he left his university studies and entered the monastery a month later.

When he was 27, Martin was assigned to travel to the holy city of Rome to represent his monastery. The trip turned out to be very disappointing for him. He was shocked by the behavior he saw in the Roman priests there and returned very troubled. The fact that he had always been taught to be afraid of God made things even more difficult for him. He worried constantly about his position in Heaven and confessed his sins constantly. His leader, Johann von Staupitz, tried to counsel Martin to relax, stop worrying, and just love God, but Martin could not. He had been taught to be afraid.

Father Staupitz suggested he go to the university and pursue a degree in theology. Maybe this would answer some of his questions. This move was good for Martin. He enjoyed his studies and he spent much time reading and studying the scriptures. His studies gave him a greater understanding about Jesus Christ. One scripture especially changed Martin's life: he read in Psalms, the words Christ had cried out on the cross: "My God, my God, why have you forsaken me?" Luther realized with amazement that Jesus Christ had been a mortal man who had feelings much like Martin had. This discovery comforted Martin and he saw Jesus Christ in a new way. He began sharing some of his newly discovered truths with his students in his university lectures.

Meanwhile, in Rome, Pope Leo X needed funds to build St. Peter's Basilica (a large cathedral). Fortunately for him, the Church had as a major source of income at its disposal - the sale of indulgences. The sale of *indulgences* meant that sins could be forgiven in exchange for money. So, in 1517, Leo announced new indulgences. If a person bought them, he would help build the cathedral, and would receive merit or mercy in the next life.

A Dominican monk named John Tetzel was assigned to sell the new indulgences in Saxony, Germany. Tetzel was a good salesman and told the people anything he needed to sell the indulgences. He promised total forgiveness of sins and that a person would be made perfect if he bought the indulgences. He also promised that if someone gave more money, he could get his dead relatives out of Purgatory, and that no repentance was necessary. This was a great advertising campaign. He even had a slogan for the things he promised,

“As soon as the coin in the coffer rings, a soul from Purgatory springs.”

In other words, as soon as you pay us, your dead loved ones will be let out of heavenly prison.

Martin Luther heard about this ridiculous plan. He decided to make a list of all the things he had observed over the years that the Catholic Church was doing, that went against the teachings of the scriptures. There were ninety-five things on Martin's list, including the practice of indulgences. On October 31, 1517, he nailed his 95 Theses to the door of the castle church in Wittenburg, Germany. The real title of the famous theses is *Disputation on the Power and Efficacy of Indulgences*, but it has become known as the 95 Theses. Luther wrote them in Latin and had planned to share them with his university colleagues to begin a discussion among them. But his action started much more than he could have ever dreamed. He could not have imagined the impact they would have on Christianity and on Europe.

His theses were translated into German, and using Guttenberg's newly-invented movable-type printing press, copied were quickly made and sent out all over Germany. The Pope even received a copy, but he was not happy with what he read. He said, “What drunken German monk wrote these?” He asked one

of his men, Augustinian to deal with the situation.

Luther was invited to meet with Augustinian in April, 1518. Martin feared for his life. He was being accused of heresy, which meant speaking out against the teachings of the church. The punishment was death and he had known many others who had met this fate. But to his surprise, Luther found that many of the friars in attendance agreed with him.

Later Martin was asked by Cardinal Cajetan to repent from his ways and take back what he had written. Martin Luther said he would do so if the Cardinal could show him in the scriptures where the practices of the Catholic church were true. Of course the Cardinal could not. Martin learned that he was going to be arrested and fled in the night.

Martin spent the next couple of years writing his ideas. He was officially excommunicated (cast out) by the Pope on January 3, 1521.

Later that month, Martin was summoned to the **Diet of Worms** to answer to charges of heresy. When asked to withdraw his writings and recant (take back) his beliefs, he thought carefully and then said:

“Unless I am convicted by Scripture and plain reason — I do not accept the authority of popes and councils, for they have contradicted each other — my conscience is captive to the Word of God. I cannot and will not recant anything, for to go against conscience is neither right nor safe.”

“Here I stand. I can do no other. God help me. Amen.”

Private conferences were held to determine Luther's fate. Before a decision was reached, Luther left Worms. During his return to Wittenberg, he was kidnapped and disappeared. The Emperor issued the Edict of Worms on May 25, 1521, declaring Martin Luther an outlaw and a heretic and banning his literature.

Luther's kidnapping and disappearance after the **Diet of Worms** was planned by his supporters to keep him safe. Frederick the Wise arranged for Luther to be seized on his way from the Diet by a company of masked horsemen, who carried him to Wartburg Castle at Eisenach, where he stayed for about a year. Here he worked hard translating the New Testament.

Martin Luther died of heart failure on February 18, 1546.

Martin Luther began a work and legacy that spread all throughout Europe and lasted for centuries. He set out to make changes and succeeded in leading people in studying the scriptures and seeking the truth. After Martin Luther's death, his followers formed a new church. It came to be called the Lutheran church, in Martin Luther's honor. Other religious leaders also disagreed with the leaders of the Catholic church. One of these men was **John Calvin**. He and his followers established the **Reformed** churches. A follower of Calvin later started the **Presbyterian** church. Some of these new churches were called **Protestant** churches, because their followers *protested* against some of the teachings and ways of the Catholic church.

Although some men left the Catholic church, there were others who remained in the church and worked hard to improve it. One of the great men who helped the Catholic church at this time was **Ignatius**

Loyola. He had been a Spanish soldier. While he was recovering from a wound, he read books on the lives of the saints. His reading inspired him to give his life to the service of the church.

To educate and train loyal followers of the church, he formed the **Society of Jesus**. The men in this society later became known as the Jesuits. The Jesuits became great missionaries of the church. Not only did they spread the Catholic faith to many lands, but they won back to the church some of the people who had left it.

Today most of the people of Italy, France, Spain, Portugal, Ireland, Belgium, southern Germany, and Poland are Catholic. Most people of England, Holland, northern Germany, and the Scandinavian countries are Protestant. Yet they are all Christians because they believe in the life and atonement of Jesus Christ.

Although this became a time of scriptural study and investigation, it also became a time of confusion, as people wondered - with all the new churches being created - which one had the truth? The Roman Catholic Church was the official church over Italy and many other European countries. It held great power, religiously and politically - meaning that church leaders used their power and influence over heads of government. If people disagreed with the Church, they were accused of heresy and punished.

You will remember that Henry VIII left the Catholic Church because the pope would not let him divorce his first wife. He then created the Church of England. This became the official church of the British kingdoms. It too had much power over the affairs of the land.

This was the religious setting at the beginning of the seventeenth century. Some people were discovering new truths, but most people were under rule and *oppression* of the large churches.

Parent: Older children might enjoy watching “Luther,” a movie about Martin Luther’s life. Released in 2003, it is rated PG13 for some mild violence. The movie is inspiring and tells Luther’s story well.



Journal Entry

Levels 1 & 2: Who is Martin Luther? Write (or dictate) what you know about him.

Levels 3 & 4: Who is Martin Luther? Write what you know about him. What did he do for the people of his day?

Levels 5 - 8: What happened in the 1300s that made people search for answers in medicine and religion. Why were people frustrated with church leaders? What did Martin Luther do for the people of his day - and for our day.

Levels 5 - 8: *A History of God’s World and Your Place In It; Prologue; Elaine A. Cannon*

Student: Read pages 21-26 and answer questions at the end of the chapter.

(Note: If you do not have a paper edition of this book, write in your History Journal.)



Handwriting

? Does anyone know the meaning of the word **penmanship**? Let’s divide the word into three part or syllables.

? What do we notice about the word? (It is actually three words together. Some children will recognize it as a triple-compound word.)

Penmanship is the way we write. Good penmanship is good handwriting.

? Why would good penmanship be important? (Other people are able to read the things we write about.)

So far we have practiced writing some of our vocabulary words. In this lesson, we will begin making different lines, circles, curves, and strokes so that we can develop good penmanship.



Language Arts & Grammar

We have learned that Heavenly Father gave us the gift of language. We use this language to communicate with our family, our friends, and people in our community. When we use this language well, people will be able to understand clearly what we are trying to say.

Level 1: What is a sentence? A sentence tells what someone or something did.

The fish swims. The train went fast.

Who swims? What did the fish do? What went fast? What did the train do?

Level 2: What is a sentence? A sentence is a group of words that tells a complete thought. It tells who, what, and it tells what happens.

My dad gave me a dog. The dog barks all night.

These groups of words are sentences. They tell who or what, and what happens.

These groups of words are not sentences:

Gave me a dog. (We do not know who gave the dog)

My dad. (What does dad do?)

Which of the following groups of words are sentences?

A furry tail. He sleeps all day. Eats dog bones. My dog is brown and white.

Levels 3 - 4: When you were younger you used simple sentences to tell your family what you needed or to ask questions. Now that you are older your questions are more interesting. When you write in your journal, you use sentences to tell what you think or feel. Remember that a sentence is a group of words that tells a complete thought. In order to tell a complete thought, a sentence must tell *who* or *what* and it must tell *what is* or *what happens*.

Which groups of words are sentences? Which are not sentences?

1. A great place for a vacation. 2. My family camped at Bear Lake. 3. As fast as he could.

Level 4: A sentence that does not tell a complete thought is called a **sentence fragment**.

Identify which words are **complete sentences** and which are **sentence fragments**.

1. A storm was coming. 2. Behind the pine tree. 3. Surprised by a loud noise.

Levels 5 -7: Kinds of Sentences

Level 8: Nouns - Singular and Plural Nouns, and Possessive Nouns



Reading & Literature

Fiction and non-fiction. Writers sometimes tell stories that are make-believe; they did not really happen. This type of writing is called **fiction**.

? Can you name some fiction stories?

Stories that tell about true events are called **non-fiction**.

Teacher: Read the following excerpts. Discuss whether each is fiction or non-fiction.

1. After he was presented as a newborn at the temple in Jerusalem, the city of David and the city of the birth of his earthly father, the boy Jesus lived in the town of Nazareth with his parents. For the most part, his boyhood was quiet and secluded. (non-fiction)

2. James awoke in the morning and remembered he was in the tent, camping with his father. He heard a noise outside. Slowly and carefully he unzipped the tent door. He was surprised to discover that the noise was coming from a six-foot grasshopper, grazing on a tree nearby. (fiction)

3. All of the planets in our solar system orbit or rotate around the sun. The sun not only gives light to our Earth, it also provides warmth to our planet. (non-fiction)

4. I saw a woman selling yellow roses outside the store. I knew my mother liked yellow roses. The sign said that the roses cost one dollar a piece. I had three dollars left, so I bought three of them. Boy, was my mother happy when I arrived home!

We do not know if number 4 is fiction or non-fiction. Sometimes the author can write a story that is believable, or that could really happen, but it is make-believe. Sometimes we must find out from the author whether he made up the story, or whether it really happened.

Parent: Instruct child to complete supporting review in their Learning Journals.

Inductive Thinking Exercise: *Review*

Ask the children to list on the board, their favorite summer places or activities. Encourage unusual ideas to make the game more challenging. Have the children help transfer the list to blank word cards and ask the children to place the words in categories (younger children might like to add pictures to their cards). Ask them to label or name the categories and post them on the bulletin board. Play *I'm thinking of* . . . as outlined in Lesson 1. Use your own ideas and invite the children to use their ideas by taking turns directing the game for their classmates.

Example: 1. swimming, water park, the beach, running through sprinkler, (in water)

2. Ice skating, inline skating, riding a bicycle, go cart, (on wheels)

3. Computer, book, television, hobby, drawing (indoor activities)

Some students may disagree with another's suggestion. Allow children to explain their theories.



Science & Technology - Process Skills for Scientific Inquiry (cont'd)

We are learning about the different tools available to us that will help us learn about our world. Let's learn about six more process skills. (*Parent: Be prepared to demonstrate each of the processes briefly.*)

Use chart; show brief demonstrations, introduce and demonstrate some of the tools that would be used in each of the skills.)

Making Definitions

Use what you already know, to show what you know about something.

Making and Using Models

Make a statement you can test, to answer a problem or question.

Collecting and Interpreting Data or Information

Record what you observe and measure. Use graphs, charts, pictures, or words. Use what you learned to solve problems or ask questions.

Identifying and Controlling Variables.

Change one factor (or thing) that may affect what happens. Keep everything else the same.

Experimenting

Plan and do an investigation to test a hypothesis, or to answer or solve a problem. Then make or form a conclusion.

Discussion Questions:

1. Which process did you enjoy learning about most?
2. How do you think using these processes will help us learn?

Science Activity

Today we're going to discover the word, **opinion**. How many syllables does it have?

? Who can share with us what an opinion is? (a view or judgement held)

Everyone has an opinion about something. Ask children how they would describe a perfect day and tell why they would want to spend it that way.

We all have different likes and dislikes. We have feelings about things or situations. We might dislike something that someone else enjoys very much. These thoughts or feelings are called **opinions**. I like hearing your opinions. When we share our opinions, we learn from each other.

Scientists have opinions about why things happen in our world based on their experience. These opinions are called **theories**. A scientist will observe a situation or perform an experiment and form an opinion or theory based on what he sees.

Parent: Prepare the following experiment. Tell the children you want to get the egg into the jar without breaking it.

Ask the children to briefly write in their Science Journal how this might be accomplished. Remind them to date their entry.

Items: Clean, small-mouthed glass bottle (approx. one-inch diameter)

Hard boiled egg, peeled

Matches

Process: Place the egg, small end down, over the mouth of the jar. Light a match and drop it in the jar. Put the egg over the mouth of the jar, sealing the opening until the egg is sucked down into the jar. Allow the children time to comment on why they felt the egg fell when it was too large to fit inside.

Before you begin, ask the students to share their opinions or ideas about what might happen and why. Discuss some of the theories. Have the children vote on which theory they think might work. You might want to try some of their ideas. Perform the demonstration.

Discuss: Why did the egg fall into the jar? Everyone had different ideas about how to get the egg in the jar. We tried some of our ideas and were able to prove which ones worked and which ones did not by experimenting. We will learn many things about our world this year through theories and experiments.

Levels 1 - 4: When we want to learn about our world, we ask questions. Questions are good. They cause us to learn about things we don't already know. Let's think of some questions about our world that we might want to find answers to this year. (Prompt thinking with: Why does it rain? Where does the water go when the sun comes out? Why do we breathe? Why do leaves change color in the Fall? Children of this age ask many questions. You might want to create a ???Question??? bulletin board to post children's questions for later research.)

Levels 5 - 8: Discuss the egg in the bottle experiment. Have students write their thoughts in their Science Journals if they have not already done so. Remind them to date their entries.

? What happened and why? What were you expecting to happen?

Each of us probably had a theory about what would happen. A scientific theory is also called a **hypothesis**. How many syllables are in the word? (4) Let's read what the dictionary says about the word *hypothesis*.

When we study the world around us, we use what we call the **scientific method**. The scientific method is a way for us to organize our research and come to an accurate conclusion. We can use the following steps to organize our research and test our hypothesis. Show word Chart 6.

1. State the question to be solved
2. Form a hypothesis
3. Experiment and observe
4. Explain the results
5. Draw a conclusion

Let's say the five steps together several times. Now let's write them in our science journals. We will work on memorizing them. (Have students place the card on their memorization rings.)



End of Lesson 3

Lesson 4: Changes In the Land Of Russia

1462-1613

Materials needed for this lesson: Parent Supplement, *The Kremlin; a world globe, Cyrillic Alphabet chart.*



Sing: *I Thank Thee , Dear Father*; The Children’s Songbook, pg. 7.



History & Religion

The 1200s were a difficult time for the people living in the land known today as Russia. There were small principalities throughout the land. Some of these were Novgorod, Smolensk, Kiev, and Vladimir. These principalities fought amongst themselves for power and the civil wars made the country weak.

? What is a **civil war**? Let’s look it up in the dictionary.

In 1238, the Mongols, under Butu Khan, attacked the weak land. They burned Moscow and damaged Kiev. The Mongols forced the eastern communities into the Mongol empire. Poland and Lithuania conquered the western part of Russia. Knights from the Holy Roman Empire (modern Germany) invaded too.



The Mongols, or Tartars as they were sometimes called, were harsh with the people living in Russia, and demanded money and soldiers. The Russians cooperated to avoid trouble. But then the great plague hit Russia, killing many of its people. Many of the Mongols also died, which weakened their power. The Muscovites finally defeated the Mongols in 1380.

However, the Mongols continued to raid the towns and settlements of the Muscovites, and demanded they pay tribute with money and goods. But in 1462, a man named **Ivan the Great** began to lead the people of Russia. He was able to drive the Mongols out for good. He expanded Moscow and gave the people pride in their growing country. Ivan brought law to Moscow and declared himself the “ruler of all”. He married Sophia, the niece of the last Byzantine emperor, and also declared himself protector of the Eastern Orthodox Church.

Ivan worked hard to build Russia. He brought Novgorod under his control and rebuilt Moscow’s famous Kremlin city in Moscow. When he died in 1505, his son Vasili III took over. In 1547, Vasili’s three-year-old son, Ivan IV became king. Ivan IV was raised harshly. Because of this, he often ruled with a violent or unpredictable temper. He later became known as **Ivan the Terrible**, but not because of his temper. His nickname meant “awe inspiring”. He improved the country’s legal system and promoted trade with England and other countries.

Ivan the Terrible wanted the same level of power that the Caesars had had in the days of the great Roman Empire. For this reason, he began to call himself *Caesar*, or **Czar** (Tzar). From that time on, Russian rulers were called czars.

Ivan the Terrible continued taking control of more and more cities. He ruled strictly over the people. In 1581, in a fit of anger, he killed his son and heir to the throne, Ivan, and so his second son Fyodor, who was mentally unstable, took over the throne. He was assisted in his rule by a man named Boris Gudunov. When Fyodor died, Boris made himself the new czar. When Boris died, the boyars, local town rulers, began to fight amongst themselves as to who would have power. Finally, in 1613, Ivan IV's great nephew, Mikhail Romanov gained the throne, starting the Romanov dynasty that ruled Russia for the next three hundred years.

Learn more about Russia and its history by going to this website:
<http://www.pbs.org/weta/faceofrussia/>



Journal Entry

Levels 1 & 2: Write or dictate what you know about Ivan the Terrible

Levels 3 & 4: Write what you know about Ivan the Great and Ivan the Terrible.

Levels 5 - 8: What influences helped the Russians push out the Mongols? Write what you know about Ivan the Great and Ivan the Terrible. What kind of rulers were they? Where did the name **czar** come from?

Levels 5-8: *A History of God's World and Your Place In It; Prologue; Elaine A. Cannon*
Student: Read pages 27-36 and answer questions at the end of the chapter.
(Note: If you do not have a paper edition of this book, write in your History Journal.)



Handwriting

Direct students to complete next handwriting lesson.



Language Arts & Grammar

Level 1: The Naming Part of a Sentence

Mary went to church. The cat ran away. Mike rides a bike.

Who went to church? What ran away? Who rides a bike?

The naming part of a sentence tells who or what.

Level 2: Statements and Questions

The first word of every sentence begins with a capital letter. There are four kinds of sentences. Statements and questions are two kinds.

1. A sentence that tells something is a **statement**. It ends with a period.

Statements: Matt runs fast. He rides his bike too.

2. A sentence that asks something is a **question**. It ends with a question mark. ?

Questions: How fast can Matt run? Where does he ride his bike?

Level 3: Statements and Questions

Different kinds of sentences have different jobs. A sentence that tells something is a **statement**. A statement ends with a **period** (.). A sentence that asks something is a **question**. A question ends with a **question mark** (?).

A sentence always begins with a capital letter.

Statements

The airport was crowded .

Her plane landed on time.

She bought a ticket.

Questions

Was the airport crowded?

When did her plane land?

Did she buy a ticket?

Level 4: Four Kinds of Sentences

There are four kinds of sentences. Each kind does a different job. All four kinds begin with a capital letter. The end mark may change.

Declarative: A declarative sentence tells something. It ends with a period.

Deserts are dry.

Interrogative: An interrogative sentence asks something. It ends with a question mark.

Do you like deserts?

Imperative: An imperative sentence gives an order. It ends with a period.

Always carry water in the desert.

Exclamatory: An exclamatory sentence expresses strong feeling. It ends with an exclamation point.

It was so hot!

Levels 5 -6: Complete Subjects and Complete Predicates

Level 7: Sentences and Sentence Fragments

Level 8: Concrete and Abstract Nouns



Spelling & Vocabulary

The people in Russia speak Russian. Russian is a **slavic** language which uses the **Cyrillic alphabet**. Some letters look like the English alphabet, but most are different. There are many different languages that have been based on the slavic language. Slavic languages are spoken in Eastern Europe, in much of the Balkans, parts of Central Europe, and in the northern part of Asia. These languages include Russian, Ukrainian, Belarusian, Rusyn, Czech, Slovak, Polish, Slovenian, Croatian, Bosnian, Serbian, and more.

On your world globe, find the areas of the world where slavic languages are spoken. Name some of the countries where they are spoken?

Complete your Learning Journal activity.

How do Russian children live? Do they speak English?

Discover the life of a Russian ten-year old by going to this site:

<http://library.thinkquest.org/CR0212302/russia.html>



Reading & Literature

Spend a few minutes with the children helping them memorize their poems. Allow children who are ready to recite the poem to do so in front of the other children.



Geography Connection

We know that Heavenly Father created our world as a home for our mortal bodies, where we could be born into families who love us and take care of us. Our world is round and is called a **sphere**. When we make a round map of our world, we call it a **globe**. The large pieces of land are called **continents**. The Large bodies of water are called **oceans**.

Parent: Direct students to complete the geography activities in their Learning Journals.



End of Lesson 4

Lesson 5: *The Fall of the Book of Mormon People* 1460-1600

Materials needed for this lesson: A current issue of *The Friend* ; Gospel Art picture kit # 319, 320



Sing: *Book Of Mormon Stories*; The Children's Songbook, pg. 118



History & Religion

Before we move ahead to the history of the people on American continent, let's jump back in time for a moment, to the people of the Book of Mormon. We know that the Lord made a covenant with his people, that whosoever would possess the land of promise would be blessed if they were obedient to the commandments. But if they would not repent, they would be swept off the face of the land.

Over many years the Nephites and Lamanites became more and more disobedient to the Word of God. Because of their wickedness, their hatred for each other grew so strong that they sought to destroy each other. We read at the end of the Book of Mormon that the prophet Mormon knew that his people were about to be destroyed by the Lamanites. He also knew that they were past help from the Lord because of the many chances they had been given to repent, but had not.

The Nephites marched against the Lamanites. Mormon wrote an epistle, or a letter, to the king of the Lamanites, and asked him to gather all the people to the land of Cumorah, by a hill called Cumorah, so that they could battle. The king of the Lamanites agreed so the Nephites marched to the land of Cumorah, and pitched their tents near the hill Cumorah. There were many lakes, rivers, and fountains near the hill and Mormon hoped these might help him gain advantage over the Lamanites.

All the Nephites were finally gathered in the land of Cumorah. Mormon knew he was getting old and knew that this was the last struggle or battle of his people. He had been commanded of the Lord that he should not allow the sacred records which had been handed down by his fathers to fall into the hands of the Lamanites. He knew that the Lamanites would destroy the records. So he hid all the records in the Hill Cumorah. But a few of the records which he himself had been writing, he gave to his son Moroni so that Moroni could finish the record.

Now all of the people of Mormon, even their wives and children, were gathered together. When they saw that the armies of the Lamanites were marching towards them, they were filled with a great fear of death because of their wickedness. And when the Lamanites began to attack, every soul was filled with terror because there were so many Lamanite soldiers.

The Lamanite army attacked the Nephites with every kind of weapon they could imagine. The Nephite men quickly began to fall in battle. Mormon's ten thousand were killed and Mormon was wounded, but the Lamanites passed by him and did not kill him.

The Lamanites killed all ten thousand of Mormon's part of the army except twenty-four of them, which included Mormon and his son Moroni. The next morning these remaining Nephites looked out over the battlefield and could see from the top of the hill Cumorah, the ten thousand of Mormon's army that had been killed. They also saw the ten thousand that had served under his son Moroni, that they had been killed. They saw the ten thousand of Gidgiddonah, and Lamah with his ten thousand men; and Gilga with his ten thousand men; and Limhah with his ten thousand; and Jeneum with his ten thousand; and Cumenihah, and Moronihah, and Antionum, and Shiblom, and Shem, and Josh, had fallen with each of their groups of ten thousand men. And they were all dead.

All of the Nephites had been killed in battle, even the women and children; except this small group of twenty-four, a few who had escaped in the south countries, and some who had deserted over to the Lamanites so they would not be killed. All the bodies of the Nephites lay dead upon the earth.

Mormon knew his people did not have to die. His soul was deeply grieved because his people had been slain and had gone to their God without repentance. Mormon wrote these words to his people:

“O ye fair ones, how could ye have departed from the ways of the Lord! O ye fair ones, how could ye have rejected that Jesus, who stood with open arms to receive you! Behold, if ye had not done this, ye would not have fallen. But behold, ye are fallen, and I mourn your loss.”

“O ye fair sons and daughters, ye fathers and mothers, ye husbands and wives, ye fair ones, how is it that ye could have fallen!”

“But behold, ye are gone, and my sorrows cannot bring your return. And the day soon cometh that your mortal must put on immortality, and these bodies which are now moldering in corruption must soon become incorruptible bodies; and then ye must stand before the judgment-seat of Christ, to be judged according to your works; and if it so be that ye are righteous, then are ye blessed with your fathers who have gone before you.”

“O that ye had repented before this great destruction had come upon you. But behold, ye are gone, and the Father, yea, the Eternal Father of heaven, knoweth your state; and he doeth with you according to his justice and mercy.” *Mormon 6: 17-22*

The battles fought between the Nephites and Lamanites were fierce. After the great battle at Cumorah had ended, the Nephites who had escaped into the south country were hunted by the Lamanites until they were all destroyed. Mormon was killed too, and his son Moroni was left alone, hiding from the Lamanites so that he could finish the writing his father had commanded him to do.

Moroni writes, “and I even remain alone to write the sad tale of the destruction of my people. But behold, they are gone, and I fulfill the commandment of my father. And whether they will slay me, I know not. Therefore I will write and hide up the records in the earth; and whither I go it mattereth not.”

Moroni knew that his father wanted him to complete the record on the plates. There were some teachings that Mormon wanted his son to include in the writings. But Moroni could not include everything that was in his heart because there was not much room left on the plates. Moroni said at the time that because he was alone, he had no way to get more ore to make plates.

He adds, “for I am alone. My father hath been slain in battle, and all my kinsfolk, and I have not friends not whither to go; and how long the Lord will suffer that I may live I know not.”

It must have been very sad for Moroni to be left alone, having seen all of his family and friends killed by the Lamanites, but the Lord must have preserved his life so that he could complete his mission here on the earth.

Four hundred years had passed since the Savior had visited the Nephite people. And because of the wickedness of the Nephites who refused to repent, they had been hunted by the Lamanites from city to city and from place to place, until they had all been killed.

Moroni said, “and great has been their fall; yea, great and marvelous is the destruction of my people, the Nephites. And behold, it is the hand of the Lord which hath done it. And behold also, the Lamanites are at war one with another; and the whole face of this land is one continual round of murder and bloodshed; and no one knoweth the end of the war.”

“And now, behold, I say no more concerning them, for there are none save it be the Lamanites and robbers that do exist upon the face of the land. And there are none that do know the true God save it be the disciples of Jesus, who did tarry in the land until the wickedness of the people was so great that the Lord would not suffer them to remain with the people; and whether they be upon the face of the land no man knoweth. But behold, my father and I have seen them, and they have ministered unto us.”

Moroni testified that even though he did not know where the three Nephite disciples had gone, he and his father had seen them and spoke to them, and the disciples blessed them.

“And whoso receiveth this record, and shall not condemn it because of the imperfections which are in it, the same shall know of greater things than these. Behold, I am Moroni; and were it possible, I would make all things known unto you.”

“Behold, I make an end of speaking concerning this people. I am the son of Mormon, and my father was a descendant of Nephi.”

This end of the Nephite people occurred in about 421 A.D. The people could have remained in the Promised Land if they had lived the gospel of Jesus Christ. But they would not and were destroyed. The Lamanites who were left on the land were spread out all over South, Central, and North America. They changed the traditions of their fathers. Many lived a very primitive lifestyle and worshiped false gods. Some even offered human sacrifice to their false gods. As the Lord promised, the wicked Lamanites would one day pay the consequences of not following His gospel.



Journal Entry

Levels 1 - 2: Write what you know about the end of the Nephites.

Levels 3 - 4: Describe what you remember about the final battles of the Nephites. Tell about Mormon and Moroni.

Levels 5 - 8: What promises were made to the people who lived in the Promised Land? Why were the Nephites destroyed? What happened to the Lamanites who were left on the land?

Levels 7-8: Student Directed Learning: In your *History Journal* answer these questions:

1. Do you think the promise applies to the people who live in the Promised Land today?
2. What does this mean? How does it apply to you and your life?



Handwriting

Direct students to complete next handwriting lesson.



Language Arts & Grammar

Level 1: Action Part

The action part of a sentence tells what is happening. What is Mark doing?

Mark reads. Mark tells stories.

Add an action word to make a sentence.

A horse _____. My mother _____. Our teacher _____.

Levels 2 & 3: Commands and Exclamations

You have learned about two kinds of sentences, statements and questions. Two other kinds of sentences are commands and exclamations. Remember that a sentence begins with a capital letter.

1. A **command** is a sentence that tells someone to do something. It ends with a period.

Commands: Please hold my bat. Watch the ball.

2. An **exclamation** is a sentence that shows strong feeling, such as excitement, surprise, or fear. It ends with an **exclamation point (!)**.

Exclamations: She hit a home run! Our team won the game!

Which of these sentences are commands and which are exclamations?

Please play with us. Pick up the bat. Here comes the ball! He hit it over the fence!

Level 4: Complete Subjects and Complete Predicates

Every sentence has two parts - a **subject** and a **predicate**. The **subject** tells whom or what the sentence is about. The **predicate** tells what the subject is or does.

Subject	Predicate
My brother	plays the piano.
Five men	moved the sofa.

All of the words in the subject make up the **complete subject**. All the words in the predicate make up the **complete predicate**. The complete subject may be either one word or more than one word.

My brother plays the piano.

My brother and sister play the piano.

Sister Smith plays the piano.

The complete predicate may also be more than one word.

Five men moved the sofa.

Five men lifted and moved the sofa.

Identify the complete subject and the complete predicate.

The capital city of Italy is Rome.

The capital city of Italy *complete subject*

is Rome. *complete predicate*

Teacher: Provide more examples if necessary.

Levels 5-6: Simple Subjects and Simple Predicates

Level 7: Subjects and Predicates

Level 8: Proper and Common Nouns; Collective Nouns



Reading & Literature

Allow children to read aloud the article in the current issue of *The Friend* that spotlights an apostle or general authority (these are found in nearly every issue). Discuss with the children what this man must have done and what choices he must have made in order to have been worthy to receive and accept such a call. What significant things did he do as a young boy? We may not be called to serve as he has been but what can we do to be ready and worthy to serve the Lord? How will personal worthiness help us as we make choices about what we will do as we become adults? Invite children to record some of their thoughts about this in their Writing Journals.



Spelling & Vocabulary

All: Let's take a few minutes to see if we remember the difference between the two types of letters in our alphabet. The letters **a, e, i, o, and u** are called _____. (vowels) The rest are called _____? (consonants). Let's write the vowels on our chalkboards. Let's recite the alphabet saying only the consonants.

Levels 3 & 8: When a word with two syllables has double consonants together, we divide the word between the consonants.

dis/solve chan/nel al/ley fuz/zy but/ton mir/ror slip/per

This rule can apply to words containing consonants that are not the same. For example:

en/sign car/pet mis/ter is/land car/go

Let's think of more words that use this rule. Can we think of three, four, or even five syllable words that use this rule?

in/no/cent al/li/ga/tor va/nil/la hur/ri/cane com/mer/cial go/ril/la

Parent: Review the word **Renaissance**. Assign weekly spelling page and spelling list in the Learning Journal. Tell the students they will have six days to study their words. They will have a test.



Social Studies Standards

All Levels: Not everything in our world is made by Heavenly Father. Many times "man" takes the things that Heavenly Father creates and makes new things. When something is made by Heavenly Father, we say it is **nature made**. When it is made by man we say it is **man made**. Let's name some things that are nature made. Let's name some things that are man made.

1. If you see a field that has weeds and grass growing, is it nature made or man made? 2. If you see a cornfield growing, is it nature made, or man made? (Nature made. Even though the corn was planted by man, Heavenly Father made the corn grow.)
3. If you see a fence around the cornfield to keep animals from eating the corn, is it nature made or man made? (man made)

Levels 5 - 8: At some time in the future you may be asked to take a standardized test to see how much you know. These tests may be given by your parent, by a school, or for entrance to college. In your Learning Journal there is a review exercise that will allow you to see how you might respond to questions you would find in a standardized test.

Parent: Assign students to complete the support activity in their Learning Journal.



End of Lesson 5

Additional Items Needed

Parent Supplement

Print pages 3 to 10

Lesson 1

The First Article Of Faith

His Story

The Scientific Method

Images

#240 *The Savior* – link from <http://www.lds.org/hf/art/print/picture/0,16989,4218-1-2-83,00.html>

#600 *The World* – link from <http://www.lds.org/hf/art/print/picture/0,16989,4218-1-6-19,00.html>

Recall Cards:

Blue - *The First Article Of Faith,*

Red - *1 Nephi 19:23,*

Moses 1:39;

Green - *Scientific Method,*

Yellow - *God's World – levels*

God's Care;

video *Called To Serve* (available from your meetinghouse library);

handwriting books – you download and print

Lesson 2 –

Word cards – located in the parent Supplement materials. These can be printed on reg paper, cut into separate cards

Materials needed – Science, measuring items, meter stick, yard stick, ruler, measuring cups

Art – Renaissance Images, Photograph of each child that they can cut up, glue, colored pencils or crayons

Lesson 3 –

Supplies for Science, clean, small-mouthed glass bottle (approx. one-inch diameter), hard boiled egg (peeled), matches.

Lesson 4 –

Cyrillic Alphabet Chart - in this supplement

Picture of the Kremlin - in this supplement

A world globe

Lesson 5 –

A current issue of *The Friend* -

<http://www.lds.org/portal/site/LDSOrg/menuitem.762c3be9d041440923320a07942826a0/?vgnnextoid=ae20e975d2a2b010VgnVCM1000004d82620aRCRD&locale=0>

Gospel Art picture kit # 319 - <http://www.lds.org/hf/art/print/picture/0,16989,4218-1-3-106,00.html>

Gospel Art picture kit # 320 - <http://www.lds.org/hf/art/print/picture/0,16989,4218-1-3-107,00.html>

Recall Card, Promise of America – in RC-Red-Scriptures



The First Article of Faith

**We believe in God, the Eternal Father,
and in His Son, Jesus Christ,
and in the Holy Ghost.**



For behold this is my work and my glory,
to bring to pass the immortality
and eternal life of man.

Doctrine & Covenants - **Moses 1:39**



History is His Story

What does the word **history** mean?

It is ***His*** story, the story of God's plan for man on the earth.



For I did liken all scriptures unto us,
that it might be for our profit
and learning. .

Book of Mormon - **1 Nephi 19:23**

The Scientific Method

These are the five steps:

1. Select a **QUESTION** to investigate.
2. Make a **HYPOTHESIS** (an educated guess)
3. Create an **EXPERIMENT** to test the hypothesis.
4. Record the **RESULTS** of your experiment.
5. Draw a **CONCLUSION** about your experiments.