



TAN ACADEMY

GRADE

9

Lesson Plan

St. Robert Bellarmine, Pray for Us!



NINTH GRADE LESSON PLAN

St. Scholastica, Pray for Us!

TAN Books
Gastonia, NC

Ninth Grade Religion Lesson Plan © 2022 TAN Books

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Why TAN Academy?

“There are those who seek knowledge for the sake of knowledge; that is Curiosity. There are those who seek knowledge to be known by others; that is Vanity. There are those who seek knowledge in order to serve; that is Love.”

—ST. BERNARD OF CLAIRVAUX

With a carefully selected and comprehensive curriculum, the TAN Academy High School program presents an essential blend of classical and traditional courses created or vetted in fidelity to the truths of our Catholic faith. We believe our unique blend of these two essentially Catholic educational philosophies best prepares 9th through 12th grade students, with the assistance of their parents, to pursue their God-given vocation.

TAN Academy, covering K-12, encourages students to desire the highest things: the good, beautiful, and true. Our high school courses emphasize training in the liberal arts and the moral, natural, and theological sciences. Compelling content combined with rigorous training in writing, discussion, and practical application, prepares them for the next stage in their education, whatever that may be.

Whether used in a schoolhouse model or individual instruction, our program provides flexibility and support at an affordable price for families of all sizes. Steeped in the rich tradition of Holy Mother Church, TAN Academy strives to support a joyful high school experience and foster a desire for lifelong learning.

May your *Ecclesia Domestica* (Domestic Church) be enriched this school year.

St. Scholastica, *ora pro nobis!*

Religion Introduction

Welcome to TAN Academy's one-year theology course for ninth grade.

Students choose between two tracks: preconciliar or postconciliar. Our **preconciliar program** uses the Fr. John Laux texts, written prior to the Second Vatican Council, and is ideal for families following the traditional liturgy and calendar. This track emphasizes mastery through oral discussion and writing short-form and long-form papers. Our **postconciliar program** is a great option for those following the liturgical norms and ecclesiastical law implemented since the Second Vatican Council. This option uses TAN's full course, incorporating video and workbook exercises.

This lesson plan contains a week-by-week course schedule for both options. Choose the option that best suits your family's preference and student needs.

For students wishing to enhance their learning further, we offer two supplemental options to complement the recommended course material. Each supplemental offering covers approximately 8 weeks and can be used in tandem with the preconciliar or postconciliar tracks. We recommend adding a supplement in for the second semester.

If you would like assistance in discerning the best track for your student or how to incorporate a supplement, please consult your TAN Academy coach and we will be happy to discuss your choices.

Recommended Course Materials

*Denotes materials available through TAN Books.

Preconciliar

[Baltimore Catechism Three*](#)

[Chief Truths of the Faith by Fr. John Laux*](#)

[Mass and the Sacraments by Fr. John Laux*](#)

Postconciliar

[Baltimore Catechism Three*](#)

[Formed in Christ: Evidence of Things Unseen \(textbook and workbook\)*](#)

[Formed in Christ: The Word Became Flesh \(textbook and workbook\)*](#)

Supplemental Course Materials

[TAN Courses: The God of the Old Testament Streaming Course*](#)

[TAN Courses: The God of the Old Testament Course Guide*](#)

[TAN Courses: The Christ Streaming Course*](#)

[TAN Courses: The Christ Course Guide*](#)

Course Schedule: Preconciliar

This course includes a 29-week daily assignment schedule for the recommended books: *Chief Truths of the Faith*, *Mass and the Sacraments*, and *Baltimore Catechism Three* (Lessons 1-19). To make the most of this important course, we suggest the following approach:

1. Follow the schedule to complete the material in a timely fashion. Although there are no tests in this course, you should answer the “Suggestions for Study and Review” after every chapter. This may be an oral or written exercise. Doing so will help you check your own understanding of the faith.
2. As this is a high school course, we recommend that you take notes as you read. Outlining the chapters is the best way to clearly grasp the arguments for each point of doctrine.
3. All papers and essays are optional. If you choose to write them, you should outline your papers, whether short or long, and write a rough draft based on the order of that outline. Fr. Laux’s outlines may need re-working to make the most sense to you as a writer. Edit your drafts for grammar, spelling, and punctuation, using skills you are learning in your composition classes. Always discuss your paper with a parent or tutor for additional guidance and to make sure you are presenting the topic clearly. Aim for the suggested word count as a practice in writing concisely while also answering questions completely.
4. When you read unfamiliar or confusing words, write them down with the correct definition.
5. At the end of this coursework, you might like to continue learning about our faith. If so, choose an additional course from the list of Supplement Course Materials.
6. For tips on customizing this course, be sure to talk to your parents about scheduling a consultation with your TAN Academy coach.

Week 1: Chief Truths of the Faith
Day 1: Read the introduction of <i>Chief Truths of the Faith</i> : “Our Life’s Purpose.”
Day 2: Optional: Outline and draft a short paper based on Fr. Laux’s suggestion (p. xviii, #1).
Day 3: Review your paper for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts.
Day 4: Read Section I, Chapter I: “Our Knowledge of God.” Outline as you read.
Day 5: Review Chapter I. Do the Suggestions for Study and Review in writing or orally with a parent. Discuss the “Arab’s Proof” on p. 4.
Week 2: Chief Truths of the Faith
Day 1: Read Chapter II. Do the Suggestions for Study and Review orally.
Day 2: Read Chapter III, pp. 9-16. Outline as you read.
Day 3: Read Chapter III, pp. 17-18. Finish outlining the chapter.
Day 4: Review your notes for Chapter III. Do the Suggestions for Study and Review orally with a parent.
Day 5: Preview next week’s work by reading through the table of contents in your family’s Bible. Review the books of the Old and New Testaments.
Week 3: Chief Truths of the Faith
Day 1: Read Chapter IV, pp. 20-34. Outline as you read.
Day 2: Read Chapter IV, pp. 34-41. Outline as you read.
Day 3: Review Chapter IV. Do the Suggestions for Study and Review, #1 and 2, orally.
Day 4: Read Chapter V. Outline as you read.
Day 5: Do the Suggestions for Study and Review. Make a chart in your notebook of the four Gospel writers comparing their identities, education, chosen audiences, and any other information you learn about them from the selected passages in #4. <i>Baltimore Catechism #3 (BC3)</i> : Read the Note and prayers section, pp. 1-4.
Week 4: Chief Truths of the Faith
Day 1: Read Chapter VI. Outline as you read and do the Suggestions for Study and Review orally.
Day 2: Read Chapter VII. Outline as you read and do the Suggestions for Study and Review orally.
Day 3: Optional: Write a short paper (300-500 words) on one of the following topics: A Response to #3a or #3b on p. 59, or #4 on p. 59.
Day 4: Review your paper for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts.
Day 5: Read Chapter VIII. Outline as you read and do the Suggestions for Study and Review orally. <i>BC3</i> : Read the Lord’s Prayer section, pp. 5-9.
Week 5: Chief Truths of the Faith
Day 1: Read the Introduction to Section II. Outline as you read and do the Suggestions for Study and Review orally. <i>BC3</i> : Read the Apostle’s Creed section, pp. 14-20.
Day 2: Read Section II, Chapter I. Outline as you read and do the Suggestions for Study and Review orally.
Day 3: Read Chapter II. Outline as you read and do the Suggestions for Study and Review orally.
Day 4: Optional: Outline and write a short paper (300-500 words) on #2, p. 78.

Day 5: Review your paper for corrections to grammar, punctuation, and spelling. Read it through with your parent and make any changes needed for clarity in your content. BC3: Read the Angelical Salutation section, pp. 10-13.
Week 6: Chief Truths of the Faith
Day 1: Read Chapter III. Outline as you read and do the Suggestions for Study and Review orally.
Day 2: Read Chapter IV. Outline as you read and do the Suggestions for Study and Review orally.
Day 3: Read Chapter V. Outline as you read and do the Suggestions for Study and Review orally.
Day 4: Research #3, p. 90. Using parent-approved resources, identify at least one classical painting of each of the archangels. Optional: create your own depiction of the archangels using symbolism from classical art (e.g., the sword for Michael, the thurible for Raphael, the lily for Gabriel).
Day 5: BC3: Read and pray the Confiteor Prayer section, pp. 21-22.
Week 7: Chief Truths of the Faith
Day 1: Read Chapter VI. Outline as you read.
Day 2: Do the Suggestions for Study and Review orally.
Day 3: Optional: Outline a long paper (700-1000 words) using #1-7, pp. 94-95.
Day 4: Write half of your paper. Also, read Chapter VII. Do the Suggestions for Study and Review.
Day 5: Finish writing your paper. BC3: Read and pray the Act of Faith, p. 23.
Week 8: Chief Truths of the Faith
Day 1: Review last week's paper and edit for grammar, punctuation, and spelling. Read it aloud with a parent and make any adjustments for clarity of content.
Day 2: Read Chapter VII. Outline as you read and do the Suggestions for Study and Review orally.
Day 3: Read Chapter VII. Outline as you read and do the Suggestions for Study and Review orally.
Day 4: BC3: Read and pray the Acts of Faith, Hope, and Charity, pp. 23-26.
Day 5: BC3: Read and pray the Act of Contrition and the Blessings of Meals, pp. 27-29.
Week 9: Chief Truths of the Faith
Day 1: Read Chapter X. Outline as you read and do the Suggestions for Study and Review orally.
Day 2: Read Chapter XI. Outline as you read and do the Suggestions for Study and Review orally.
Day 3: Finish the Suggestions for Study from yesterday, paying particular attention to the Scripture verses listed in #3. Take notes on #3.
Day 4: Optional: Outline a short paper (300-500 words) on at least three types of Christ found in the Old Testament (refer to your notes from yesterday and #4 on p. 113).
Day 5: Write your paper. BC3: Read about Baptism in Case of Emergency, pp. 30-32.
Week 10: Chief Truths of the Faith
Day 1: Review last week's paper and edit for grammar, punctuation, and spelling. Read it aloud with a parent and make any adjustments for clarity of content.
Day 2: Read Chapter XII, pp. 114-118. Outline as you read.
Day 3: Finish Chapter XII. Outline as you read and do the Suggestions for Study and Review orally.
Day 4: Read Chapter XIII. Outline as you read and do the Suggestions for Study and Review orally.

Day 5: Read St. John Henry Newman's Prayer on pp. 124-125. BC3: Read Lesson 1, pp. 35-40.
Week 11: Chief Truths of the Faith
Day 1: Read Chapter XIV. Outline as you read and do the Suggestions for Study and Review orally, #1-5.
Day 2: Make a chart in your notebook giving at least three examples of each category of devotion to Mary listed in #6, p. 130.
Day 3: Read Chapter XV. Outline as you read and do the Suggestions for Study and Review orally.
Day 4: BC3: Read Lesson 2, pp. 41-44.
Day 5: BC3: Read Lesson 3, pp. 45-48.
Week 12: Chief Truths of the Faith
Day 1: Read Chapter XVI. Outline as you read.
Day 2: Do the Chapter XVI Suggestions for Study and Review orally.
Day 3: Read Chapter XVII. Outline as you read.
Day 4: Do the Chapter XVII Suggestions for Study and Review orally.
Day 5: BC3: Read Lesson 4, pp. 49-52.
Week 13: Chief Truths of the Faith
Day 1: Read Chapter XVIII. Outline as you read and do the Suggestions for Study and Review orally.
Day 2: Optional: Outline a long paper (500-700 words) using #2 on p. 149.
Day 3: Read Chapter XIX. Outline as you read and do the Suggestions for Study and Review orally. Write your paper.
Day 4: Read Chapter XX. Outline as you read and do the Suggestions for Study and Review orally. Finish writing your paper.
Day 5: Review your paper and edit for grammar, punctuation, and spelling. Read it aloud with a parent and make any adjustments for clarity of content. BC3: Read Lesson 5, pp. 52-60.
Week 14: Chief Truths of the Faith
Day 1: Read Chapter XXI. Outline as you read and do the Suggestions for Study and Review orally.
Day 2: Read the excerpts from the saints on heaven from p. 161. If you have the <i>Imitation of Christ</i> , read the suggested passage from Fr. Laux: Book III, Chapters 47-49. What descriptions of heaven are surprising to you? Discuss with a parent.
Day 3: Read Chapter XXII. Outline as you read and do the Suggestions for Study and Review orally.
Day 4: Read Chapter XXIII. Outline as you read and do the Suggestions for Study and Review orally.
Day 5: BC3: Read Lesson 6, pp. 61-66.
Week 15: Chief Truths of the Faith
Day 1: Read Chapter XXIV. Outline as you read.
Day 2: Do the Chapter XXIV Suggestions for Study and Review, #1-5 orally. Read the Scripture passages for #8 and discuss them with a parent.
Day 3: Do the Chapter XXIV Suggestions for Study and Review, #6-7 in writing. Write in complete paragraphs.
Day 4: BC3: Read Lesson 7, pp. 67-76.
Day 5: BC3: Read Lesson 8, pp. 77-86.

Week 16: Chief Truths of the Faith (Review Week)
Day 1: With a parent, review the Suggestions for Study and Review from each chapter in Section I in <i>Chief Truths of the Faith</i> . Ask your parent to pick and choose only those questions you most need to review.
Day 2: With a parent, review the Suggestions for Study and Review from Section II, Chapters I-V in <i>Chief Truths of the Faith</i> .
Day 3: With a parent, review the Suggestions for Study and Review from Section II, Chapters VI-IX in <i>Chief Truths of the Faith</i> .
Day 4: With a parent, review the Suggestions for Study and Review from Section II, Chapters X-XV in <i>Chief Truths of the Faith</i> .
Day 5: With a parent, review the Suggestions for Study and Review from Section II, Chapters XVI-XXIV in <i>Chief Truths of the Faith</i> .
Week 17: Chief Truths of the Faith (Final Paper - optional)
Day 1: Choose one of the following topics and outline a long paper (700-1000 words) summarizing the chapters indicated. <ul style="list-style-type: none"> • The existence and nature of God (Section I, Chapter I and Section II, Chapters I-II) • Jesus Christ, the Redeemer (Section II, Chapters VII-XI and XV) • The Four Last Things (Section II, Chapters XXI-XXIV)
Day 2: Write your paper.
Day 3: Finish your first draft.
Day 4: Review your paper for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts.
Day 5: BC3: Read Lesson 9, pp. 87-92.
Week 18: Mass and the Sacraments
*Here we begin a second Fr. Laux theology text. For this second semester, students will not be required to write at the same pace as in the first semester. With the additional time, you might consider adding in one of the supplemental texts or courses suggested at the beginning of this lesson plan. Please contact your TAN Academy coach if you have questions.
Day 1: Read Chapter I in <i>Mass and the Sacraments</i> . Outline as you read.
Day 2: Do the Chapter I Suggestions for Study and Review orally. Optional: Outline a short paper (250-300 words) using Fr. Laux's outline in the Study and Review.
Day 3: Write your paper.
Day 4: Review your paper for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts.
Day 5: BC3: Read Lesson 10, pp. 93-98.
Week 19: Mass and the Sacraments
Day 1: Read Chapter II in <i>Mass and the Sacraments</i> . Read the Rite of Baptism, p. 21. Outline as you read and do the Suggestions for Study and Review orally.

Day 2: Optional: Outline a short paper (250-300 words) on #5, p. 34. Write your first draft.
Day 3: Review your paper for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts.
Day 4: Read Chapter III in <i>Mass and the Sacraments</i> . Read the Rite of Confirmation, p. 32. Outline as you read and do the Suggestions for Study and Review orally.
Day 5: BC3: Read Lesson 11, pp. 99-106, and Lesson 12, pp. 107-118.
Week 20: Mass and the Sacraments
Day 1: Read the introduction to Chapter IV, pp. 35-37 in <i>Mass and the Sacraments</i> . Outline as you read. <i>If possible, make time this week or next to make a Holy Hour of Eucharistic Adoration at your parish.</i>
Day 2: Read Section A of Chapter IV, pp. 38-48 in <i>Mass and the Sacraments</i> . Outline as you read.
Day 3: Read Section B, I and II, of Chapter IV, pp. 49-52 in <i>Mass and the Sacraments</i> . Outline as you read.
Day 4: Read Section B, III, of Chapter IV, pp. 53-82 in <i>Mass and the Sacraments</i> . Outline as you read.
Day 5: BC3: Read Lesson 13, pp. 119-130.
Week 21: Mass and the Sacraments
Day 1: Begin the Suggestions for Study and Review for Chapter IV orally. Do half of them today.
Day 2: Finish the Suggestions for Study and Review for Chapter IV orally.
Day 3: Optional: Outline a long paper (500-750 words) on the following: "What is a Sacrifice"? <ul style="list-style-type: none"> • Use the chapter on the Holy Eucharist to demonstrate that the Eucharist is a sacrifice, the same sacrifice as the sacrifice of the Cross, and the source of all grace. (Be sure to address all points given on p. 50, #1a - e.) • Write the rough draft today.
Day 4: Review your paper for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts.
Day 5: BC3: Read Lesson 14, pp. 131-142.
Week 22: Mass and the Sacraments
Day 1: Read Chapter V, pp. 95-101, in <i>Mass and the Sacraments</i> . Outline as you read.
Day 2: Finish Chapter V in <i>Mass and the Sacraments</i> . Outline as your read.
Day 3: Do the Chapter V Suggestions for Study and Review orally.
Day 4: BC3: Read Lesson 15, pp. 143-148.
Day 5: BC3: Read Lesson 16, pp. 149-154.
Week 23: Mass and the Sacraments
Day 1: Read Chapter VI in <i>Mass and the Sacraments</i> . Outline as you read.
Day 2: Read the Rite of Extreme Unction in <i>Mass and the Sacraments</i> . Do the Chapter V Suggestions for Study and Review orally.
Day 3: BC3: Read Lesson 17, pp. 155-162.
Day 4: BC3: Read Lesson 18, pp. 163-168.
Day 5: Review <i>Baltimore Catechism 3</i> , Lessons 1-5.
Week 24: Mass and the Sacraments

Day 1: Read Chapter VII in <i>Mass and the Sacraments</i> . Outline as you read.
Day 2: Do the Chapter VII Suggestions for Study and Review orally.
Day 3: Review <i>Baltimore Catechism 3</i> , Lessons 6-10.
Day 4: Review <i>Baltimore Catechism 3</i> , Lessons 11-15.
Day 5: Finish your review of the Baltimore Catechism.
Week 25: Mass and the Sacraments
Day 1: Read Chapter VIII, pp. 129-132 in <i>Mass and the Sacraments</i> . Outline as you read.
Day 2: Read Chapter VIII, pp. 133-136 in <i>Mass and the Sacraments</i> . Outline as you read.
Day 3: Do the Chapter VIII Suggestions for Study and Review <i>in writing</i> .
Day 4: Optional: Outline a short paper (250-500 words) summarizing the marriage laws of the Church (Chapter VIII, Section 3). Be very precise in your language, and if you have any confusion, consult a parent for more resources.
Day 5: Write your rough draft.
Week 26: Mass and the Sacraments
Day 1: Review last week's paper for grammar, punctuation, and spelling corrections. Read it with a parent and make any adjustments to clarify your arguments or thoughts.
Day 2: Read Chapter IX in <i>Mass and the Sacraments</i> . Outline as you read.
Day 3: Do the Chapter IX Suggestions for Study and Review orally.
Day 4: Optional: Research the origins and uses of three sacramentals (or your choice) using parent-approved resources. Examples include: <ul style="list-style-type: none"> • The Brown Scapular • The Rosary • The Green Scapular • Icons (choose a specific icon)
Day 5: Optional: Write a short summary of each of your chosen sacramentals (250-300 words per sacramental).
Week 27: Mass and the Sacraments
Day 1: Review last week's summaries for grammar, punctuation, and spelling corrections. Read them with a parent and make any adjustments to clarify your arguments or thoughts.
Day 2: Read the first quarter of the Ordinary of the Mass in the Appendix.
Day 3: Read the second quarter of the Ordinary of the Mass in the Appendix.
Day 4: Read another quarter of the Ordinary of the Mass in the Appendix.
Day 5: Finish reading the Ordinary of the Mass.
Week 28: Mass and the Sacraments (Review)
Day 1: With a parent, review the Suggestions for Study and Review from Chapters I-III in <i>Mass and the Sacraments</i> . Ask your parent to pick and choose only those questions you most need to review.
Day 2: With a parent, review the Suggestions for Study and Review from Chapter IV in <i>Mass and the Sacraments</i> .

Day 3: With a parent, review the Suggestions for Study and Review from Chapter V in <i>Mass and the Sacraments</i> .
Day 4: With a parent, review the Suggestions for Study and Review from Chapters VI-VII in <i>Mass and the Sacraments</i> .
Day 5: With a parent, review the Suggestions for Study and Review from Chapters VIII and IX in <i>Mass and the Sacraments</i> .
Week 29: Mass and the Sacraments (Final Paper - optional)
Day 1: Optional: Choose one of the Sacraments to summarize for your final paper (500-750 words). Following your original outline of your chosen chapter and the Suggestions for Study and Review, write a complete outline for your rough draft.
Day 2: Write your paper.
Day 3: Finish writing your paper.
Day 4: Review your paper for grammar, punctuation, and spelling corrections. Read them with a parent and make any adjustments to clarify your arguments or thoughts.
Day 5: Complete any final edits.

Course Schedule: Postconciliar

This course includes a 33-week daily assignment schedule for the recommended *Formed in Christ* books: *Evidence of Things Unseen* and *The Word Became Flesh*. This course also recommends *Baltimore Catechism Three*. To make the most of this important course, we suggest the following approach:

1. The following schedule incorporates the recommended textbooks, workbooks, and accompanying streamed videos. Prior to beginning the course, familiarize yourself with each resource.
2. To check for mastery of the concepts in each chapter, students should answer the review questions and take the chapter quiz. Also, be familiar with the key terms for each chapter to better understand the concepts presented. A final quiz is included at the end of the *Formed in Christ* books.

Week 1: Formed in Christ: Evidence of Things Unseen - How Do We Know About God?
Day 1: Read Part I, Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1. Answer the review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers.
Week 2: Formed in Christ: Evidence of Things Unseen
Day 1: Read Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers.
Week 3: Formed in Christ: Evidence of Things Unseen
Day 1: Read Chapter 3. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5. Take the chapter quiz. Check your answers. Watch the video for Part I.
Week 4: Formed in Christ: Evidence of Things Unseen - - What is Sacred Scripture?
Day 1: Read Part II, Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1. Answer the review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers.
Week 5: Formed in Christ: Evidence of Things Unseen
Day 1: Read Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers.
Week 6: Formed in Christ: Evidence of Things Unseen
Day 1: Read Chapter 3. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5. Take the chapter quiz. Check your answers. Watch the video for Part II.
Week 7: Formed in Christ: Evidence of Things Unseen: Interpreting Scripture
Day 1: Read Part III, Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1. Answer the review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers.
Week 8: Formed in Christ: Evidence of Things Unseen
Day 1: Read Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers.

Week 9: Formed in Christ: Evidence of Things Unseen
Day 1: Read Chapter 3. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5. Take the chapter quiz. Check your answers. Watch the video for Part III.
Week 10: Formed in Christ: Evidence of Things Unseen - Overview of the Bible
Day 1: Read Part IV, Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1. Answer the review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers.
Week 11: Formed in Christ: Evidence of Things Unseen
Day 1: Read Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers.
Week 12: Formed in Christ: Evidence of Things Unseen
Day 1: Read Chapter 3. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5. Take the chapter quiz. Check your answers. Watch the video for Part IV.
Week 13: Formed in Christ: Evidence of Things Unseen - The Gospels
Day 1: Read Part V, Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1. Answer the review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers.
Week 14: Formed in Christ: Evidence of Things Unseen
Day 1: Read Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers.
Week 15: Formed in Christ: Evidence of Things Unseen
Day 1: Read Chapter 3. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5. Take the chapter quiz. Check your answers. Watch the video for Part IV. Study for the final exam of this textbook to be taken Week 16.

Week 16: Baltimore Catechism Three (BCT)
Day 1: Read the intro prayers and the Lord's Prayer, pp. 1-9. Study for the final exam.
Day 2: Read the Angelical Salutation section and Apostle's Creed section, pp. 10-20. Study for the final exam.
Day 3: Read and pray the Confiteor Prayer section, pp. 21-22. Study for the final exam.
Day 4: Read and pray the Acts of Faith, Hope, & Charity, p. 23-26. Study for the final exam.
Day 5: Read and pray the Act of Contrition, pp. 27. Take the final exam for <i>Evidence of Things Unseen</i> from <i>Formed in Christ</i> . Check your answers; make necessary corrections.
Week 17: Baltimore Catechism Three
Day 1: Read and pray the blessings of meals, pp. 28-29.
Day 2: Read about Baptism in Case of Emergency, p. 30-32.
Day 3: Read Lesson 1, pp. 35-40.
Day 4: Read Lesson 2, pp. 41-44.
Day 5: Read Lesson 3 & 4, pp. 45-51.
Week 18: Baltimore Catechism Three
Day 1: Read Lesson 5, pp. 52-60.
Day 2: Read Lesson 6, pp. 61-66.
Day 3: Read Lesson 7, pp. 67-76.
Day 4: Read Lesson 8, pp. 77-86.
Day 5: Read Lesson 9, pp. 87-92.
Week 19: Baltimore Catechism Three
Day 1: Read Lesson 10, pp. 93-98.
Day 2: Read Lesson 11, pp. 99-106.
Day 3: Read Lesson 12, pp. 107-118.
Day 4: Read Lesson 13, pp. 119-130.
Day 5: Read Lesson 14, pp. 131-142.
Week 20: Baltimore Catechism Three
Day 1: Read Lesson 15, pp. 143-148.
Day 2: Read Lesson 16, pp. 149-154.
Day 3: Read Lesson 17, pp. 155-162.
Day 4: Read Lesson 18, pp. 163-168.
Day 5: Read Lesson 19, pp. 169-180.
Week 21: Formed in Christ: The Word Became Flesh - God and Revelation
Day 1: Read Part I, Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1 and answer review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers.

Week 22: Formed in Christ: The Word Became Flesh
Day 1: Read Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers.
Week 23: Formed in Christ: The Word Became Flesh
Day 1: Read Chapter 3. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5. Take the chapter quiz. Check your answers. Watch the video for Part I.
Week 24: Formed in Christ: The Word Became Flesh - Jesus Christ's Revelation About God
Day 1: Read Part II, Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1 and answer review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers.
Week 25: Formed in Christ: The Word Became Flesh
Day 1: Read Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers.
Week 26: Formed in Christ: The Word Became Flesh
Day 1: Read Chapter 3. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5. Take the chapter quiz. Check your answers. Watch the video for Part II.
Week 27: Formed in Christ: The Word Became Flesh - The Mystery of the Incarnation
Day 1: Read Part III, Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1 and answer review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers.
Week 28: Formed in Christ: The Word Became Flesh
Day 1: Read Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers. Watch the video for Part III.

Week 29: Formed in Christ: The Word Became Flesh - Jesus Christ Teaches Us About Ourselves
Day 1: Read Part IV, Chapter 1. Study key terms and memory verse.
Day 2: Review Chapter 1 and answer review questions.
Day 3-4: Complete the exercises for Chapter 1.
Day 5. Take the chapter quiz. Check your answers.
Week 30: Formed in Christ: The Word Became Flesh
Day 1: Read Chapter 2. Study key terms and memory verse.
Day 2: Review Chapter 2 and answer review questions.
Day 3-4: Complete the exercises for Chapter 2.
Day 5. Take the chapter quiz. Check your answers.
Week 31: Formed in Christ: The Word Became Flesh
Day 1: Read Chapter 3. Study key terms and memory verse.
Day 2: Review Chapter 3 and answer review questions.
Day 3-4: Complete the exercises for Chapter 3.
Day 5. Take the chapter quiz. Check your answers.
Week 32: Formed in Christ: The Word Became Flesh
Day 1: Read Chapter 4. Study key terms and memory verse.
Day 2: Review Chapter 4 and answer review questions.
Day 3-4: Complete the exercises for Chapter 4.
Day 5. Take the chapter quiz. Check your answers. Watch the video for Part IV.
Week 33: Formed in Christ: The Word Became Flesh
Day 1: Read the Appendix (Challenges). Discuss with a parent. Study for the final exam for the textbook <i>The Word Became Flesh</i> .
Day 2-4. Study for the final exam.
Day 5. Take the final exam. Check your answers. Make corrections, if necessary.

Literature Introduction

Welcome to TAN Academy's one-year American Literature course.

These five classic works focus on the culture of American life in years past, broadening our perspective when reflected upon in the light of historical relevance and our Catholic faith. As you read this selection of great American novels, take notice of each author's background, historical time frame, and his or her particular emphasis on character development, narrative style, literary devices, and moral and thematic elements. Ideal for ninth grade, this course is integrated with American History.

Literature Materials

Recommended

The Scarlet Letter by Nathaniel Hawthorne

The Adventures of Huckleberry Finn by Mark Twain

The Red Badge of Courage by Stephen Crane

Death Comes for the Archbishop by Willa Cather

The Old Man and the Sea by Ernest Hemingway

Alternative

Of Mice and Men by John Steinbeck

The House of Seven Gables by Nathaniel Hawthorne

Moby Dick by Herman Melville

The Last of the Mohicans by James Fenimore Cooper

To Kill a Mockingbird by Harper Lee

Little Women by Louisa May Alcott

The Adventures of Tom Sawyer by Mark Twain

The Call of the Wild by Jack London

My Antonia by Willa Cather

Gone with the Wind by Margaret Mitchell

Literature Schedule

This course includes a week-by-week assignment schedule for the recommended books. To make the most of this important course, we suggest the following approach:

1. Read daily from the recommended novel. Summarize each chapter. When you read unfamiliar or confusing words, write them down with the correct definition.
2. Following a 28-week schedule, the lesson plan dictates a select number of weeks to complete recommended books.
3. After completing each book, the student will write an essay of at least 750 words based on the essay prompt. There will be a total of 5 essays for the course. You should plan to complete these essays within one week. Make time to preview the grading rubric, outline your essay, write a rough draft, and edit your draft into its final form before submission. Students should verify examples with citations and practice using a standard citation method (MLA is the preferred format for humanities papers and essays).
4. Instructions for writing and rubrics for grading essays are included in this guide in the section entitled “How to Write an Essay.”
5. TAN Academy recommends reading a total of 10 classic books, plays, and/or collections of short stories for the year (5 of your choice in addition to those scheduled below). For advanced readers, we encourage you to read more if your schedule allows. We have provided a list of alternative classic books appropriate for this literature track. We have not provided essay prompts for these; however, you may consider using our rubric to write an essay analyzing one literary aspect (novel’s theme, motif, symbolism, plot, character, or other important aspect).
6. The following schedule may be altered for flexibility to encourage additional reading of supplemental books from this literature track.

The Scarlet Letter: Background

Nathaniel Hawthorne has long been considered the father of American Literature. Born in Salem, Massachusetts, Hawthorne gained fame with his novel *The Scarlet Letter* published in 1850. The novel was written in just six months after the death of his mother. Grief provided an emotional framework for the book’s main characters in a

powerful narrative of guilt, sin, and suffering. Set in mid-1600s Boston, a town settled by English Protestants called Puritans, Hawthorne’s tale introduces a young woman by the name of Hester Prynne who has been found guilty of adultery. Because Puritans were strict in their moral convictions and punishment, Hester receives the sentence that she has to wear on her chest a scarlet letter “A” for the duration of her life. Weaving American culture into an iconic novel, Hawthorne explores the era’s harsh penalties when societal norms are broken in communities. The story’s vivid characters also include Pearl, Hester’s wise young daughter; Mr. Chillingworth, Hester’s vengeful husband; and Dimmesdale, a well-liked pastor who hides his guilt. Hawthorne’s ability to capture psychological human conflict is why *The Scarlet Letter* is considered one of the greatest American novels ever written.

Week 1: The Scarlet Letter
Day 1: Read the Introduction. Summarize in your notebook.
Day 2: Read Chapter 1. Summarize in your notebook.
Day 3: Read Chapter 2. Summarize in your notebook.
Day 4: Read Chapter 3. Summarize in your notebook.
Day 5: Read Chapter 4. Summarize in your notebook.
Week 2: The Scarlet Letter
Day 1: Read Chapter 5. Summarize in your notebook.
Day 2: Read Chapter 6. Summarize in your notebook.
Day 3: Read Chapter 7. Summarize in your notebook.
Day 4: Read Chapter 8. Summarize in your notebook.
Day 5: Read Chapter 9. Summarize in your notebook.
Week 3: The Scarlet Letter
Day 1: Read Chapter 10. Summarize in your notebook.
Day 2: Read Chapter 11. Summarize in your notebook.
Day 3: Read Chapter 12. Summarize in your notebook.
Day 4: Read Chapter 13. Summarize in your notebook.
Day 5: Read Chapter 14. Summarize in your notebook.
Week 4: The Scarlet Letter
Day 1: Read Chapter 15. Summarize in your notebook.
Day 2: Read Chapter 16. Summarize in your notebook.
Day 3: Read Chapter 17. Summarize in your notebook.
Day 4: Read Chapter 18. Summarize in your notebook.
Day 5: Read Chapter 19. Summarize in your notebook.

Week 5: The Scarlet Letter
Day 1: Read Chapter 20. Summarize in your notebook.
Day 2: Read Chapter 21. Summarize in your notebook.
Day 3: Read Chapter 22. Summarize in your notebook.
Day 4: Read Chapter 23. Summarize in your notebook.
Day 5: Read Chapter 24. Summarize in your notebook.
Week 6: The Scarlet Letter
Day 1: Review your summaries. Review the rubrics in the essay guide for writing a solid essay from the prompt. Select a writing prompt to complete this week (use the prompt below or one of the generic prompts from the essay guide).
Day 2: Outline your essay (we suggest aiming for 750 words). Find 2-3 examples (direct quotes) to cite for references in each paragraph.
Day 3: Write the rough draft based on your outline.
Day 4: Review your essay using the rubrics and make improvements. If you have access to Institute for Excellence in Writing (IEW) materials, we recommend using “dress-ups” from that program to improve your style.
Day 5: Turn in the assignment. Locate the next recommended book in preparation for reading next week.

The Scarlet Letter: Essay Prompt

The Scarlet Letter is often characterized as the story of a woman who has committed the sin of adultery and is forced to wear the scarlet letter A. However, it is not only the story of sin: many actually consider it a story of redemption. The question is: by the end of the novel, are the sins of Hester and the man who is the father redeemed? If they are redeemed, what actions or events allowed redemption for the characters?

The Adventures of Huckleberry Finn: Background

Mark Twain’s great American novel about a young boy’s adventures offers an historical perspective of a Southern society’s cultural norms in the mid-1800s. The premise of *The Adventures of Huckleberry Finn* portrays how Huck averts the intentions of Huck’s caretakers, Widow Douglas and Miss Watson, who wish to teach him the finer points of faith and manners. Widow Douglas’ slave, Jim, escapes to a free state with the help of young Huck, and this story tells of their adventures traveling along the Mississippi River. Mark Twain’s classic work, written in the first person narrative, presents the reality of humanity, its strengths and weaknesses through characters who are distinguishable by their native dialects. Writing under the pen name of Mark Twain, realist Samuel Longhorn Clemens depicts the harsh facts of life in an era of American history cradled in controversy.

Week 7: The Adventures of Huckleberry Finn
Day 1: Read Chapter 1 & 2. Summarize in your notebook.
Day 2: Read Chapter 3. Summarize in your notebook.
Day 3: Read Chapter 4. Summarize in your notebook.
Day 4: Read Chapter 5. Summarize in your notebook.
Day 5: Read Chapter 6. Summarize in your notebook.
Week 8: The Adventures of Huckleberry Finn
Day 1: Read Chapter 7 & 8. Summarize in your notebook.
Day 2: Read Chapter 9. Summarize in your notebook.
Day 3: Read Chapter 10. Summarize in your notebook.
Day 4: Read Chapter 11. Summarize in your notebook.
Day 5: Read Chapter 12. Summarize in your notebook.
Week 9: The Adventures of Huckleberry Finn
Day 1: Read Chapter 13 & 14. Summarize in your notebook.
Day 2: Read Chapter 15. Summarize in your notebook.
Day 3: Read Chapter 16. Summarize in your notebook.
Day 4: Read Chapter 17. Summarize in your notebook.
Day 5: Read Chapter 18. Summarize in your notebook.
Week 10: The Adventures of Huckleberry Finn
Day 1: Read Chapter 19 & 20. Summarize in your notebook.
Day 2: Read Chapter 21. Summarize in your notebook.
Day 3: Read Chapter 22. Summarize in your notebook.
Day 4: Read Chapter 23. Summarize in your notebook.
Day 5: Read Chapter 24. Summarize in your notebook.
Week 11: The Adventures of Huckleberry Finn
Day 1: Read Chapter 25 & 26. Summarize in your notebook.
Day 2: Read Chapter 27. Summarize in your notebook.
Day 3: Read Chapter 28. Summarize in your notebook.
Day 4: Read Chapter 29. Summarize in your notebook.
Day 5: Read Chapter 30. Summarize in your notebook.
Week 12: The Adventures of Huckleberry Finn
Day 1: Read Chapter 31 & 32. Summarize in your notebook.
Day 2: Read Chapter 33. Summarize in your notebook.
Day 3: Read Chapter 34. Summarize in your notebook.
Day 4: Read Chapter 35. Summarize in your notebook.
Day 5: Read Chapter 36. Summarize in your notebook.
Week 13: The Adventures of Huckleberry Finn
Day 1: Read Chapter 37 & 38. Summarize in your notebook.
Day 2: Read Chapter 39. Summarize in your notebook.

Day 3: Read Chapter 40. Summarize in your notebook.
Day 4: Read Chapter 41. Summarize in your notebook.
Day 5: Read Chapter 42 & “Chapter the last.” Summarize in your notebook.
Week 14: The Adventures of Huckleberry Finn
Day 1: Review your summaries. Review the rubrics in the essay guide for writing a solid essay from the prompt. Select a writing prompt to complete this week (use the prompt below or one of the generic prompts from the essay guide).
Day 2: Outline your essay (we suggest aiming for 750 words). Find 2-3 examples (direct quotes) to cite for references in each paragraph.
Day 3: Write the rough draft based on your outline.
Day 4: Review your essay using the rubrics and make improvements. If you have access to IEW materials, we recommend using “dress-ups” from that program to improve your style.
Day 5: Turn in the assignment. Locate the next recommended book in preparation for reading next week.

Adventures of Huckleberry Finn: Essay Prompt

The Adventures of Huckleberry Finn is sometimes called the great American novel. Like America, it prominently features the idea of promise. Specifically, one theme in the novel is the promise and innocence of youth. In your essay, show, by using comparison, Huckleberry Finn’s innocence and how its antithesis is illustrated by adult characters in the novel through the grudges, corruption, and biases he encounters.

The Red Badge of Courage: Background

American writer Stephen Crane published *The Red Badge of Courage* in 1895, and today this classic is considered one of the most influential novels portraying the harrows of war. The main character, young Henry Fleming, finds the prospect of fighting in the American Civil War exciting and romantic. However, his courage wanes as he lives through actual battles and observes his own and others’ actions or lack of action under extreme duress. Crane’s treatment of psychological warfare helps readers understand the brutal realities of war—physical and emotional—as the fear of possible death in battle is personalized through Henry Fleming. In hopes of a “red badge,” he must essentially face his internal fears and recover some courage as war finds him a much-changed man.

Week 15: The Red Badge of Courage
Day 1: Read Chapter 1. Summarize in your notebook.
Day 2: Read Chapter 2. Summarize in your notebook.
Day 3: Read Chapter 3. Summarize in your notebook.
Day 4: Read Chapter 4. Summarize in your notebook.
Day 5: Read Chapter 5. Summarize in your notebook.
Week 16: The Red Badge of Courage
Day 1: Read Chapter 6. Summarize in your notebook.
Day 2: Read Chapter 7. Summarize in your notebook.
Day 3: Read Chapter 8. Summarize in your notebook.
Day 4: Read Chapter 9. Summarize in your notebook.
Day 5: Read Chapter 10. Summarize in your notebook.
Week 17: The Red Badge of Courage
Day 1: Read Chapter 11. Summarize in your notebook.
Day 2: Read Chapter 12. Summarize in your notebook.
Day 3: Read Chapter 13. Summarize in your notebook.
Day 4: Read Chapter 14. Summarize in your notebook.
Day 5: Read Chapter 15. Summarize in your notebook.
Week 18: The Red Badge of Courage
Day 1: Read Chapter 16. Summarize in your notebook.
Day 2: Read Chapter 17. Summarize in your notebook.
Day 3: Read Chapter 18. Summarize in your notebook.
Day 4: Read Chapter 19. Summarize in your notebook.
Day 5: Read Chapter 20. Summarize in your notebook.
Week 19: The Red Badge of Courage
Day 1: Read Chapter 21. Summarize in your notebook.
Day 2: Read Chapter 22. Summarize in your notebook.
Day 3: Read Chapter 23. Summarize in your notebook.
Day 4: Read Chapter 24. Summarize in your notebook.
Week 20: The Red Badge of Courage
Day 1: Review your summaries. Review the rubrics in the essay guide for writing a solid essay from the prompt. Select a writing prompt to complete this week (use the prompt below or one of the generic prompts from the essay guide).
Day 2: Outline your essay (we suggest aiming for 750 words). Find 2-3 examples (direct quotes) to cite for references in each paragraph.
Day 3: Write the rough draft based on your outline.

Day 4: Review your essay using the rubrics and make improvements. If you have access to IEW materials, we recommend using “dress-ups” from that program to improve your style.
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Day 5: Turn in the assignment. Locate the next recommended book in preparation for reading next week.

The Red Badge of Courage: Essay Prompt

It is no surprise that the main theme of *The Red Badge of Courage* by Stephen Crane is the virtue of courage. In a letter, the author described the novel as “a psychological portrayal of fear”: it examines the internal struggle of a soldier, Henry Flemming, who tries to find his courage during the external conflict of battle. Show how Henry Flemming develops in regards to bravery through the novel.

Death Comes for the Archbishop: Background

Set in the vast desert territory of the American Southwest in the mid-1850s, *Death Comes for the Archbishop* is Willa Cather’s best-known novel. The main character is a French priest, Father Jean Marie Latour, who arrives to take his next assignment as the Apostolic Vicar to New Mexico. This epic forty-year tale follows Fr. Latour where he cultivates the faith among different cultures: American, Mexican, and Native American. The author’s diligent research captures a turbulent era in great detail through the experiences of this lonely, gentle vicar as he shepherds his flock in an unrelenting landscape surrounded by apathetic priests.

Week 21: Death Comes for the Archbishop
Day 1: Read the Prologue. Summarize in your notebook.
Day 2: Read half of Chapter 1. Summarize in your notebook.
Day 3: Read the remaining narrative of Chapter 1. Summarize in your notebook.
Day 4: Read half of Chapter 2. Summarize in your notebook.
Day 5: Read the remaining narrative of Chapter 2. Summarize in your notebook.
Week 22: Death Comes for the Archbishop
Day 1: Read half of Chapter 3. Summarize in your notebook.
Day 2: Read the remaining narrative of Chapter 3. Summarize in your notebook.
Day 3: Read Chapter 4. Summarize in your notebook.
Day 4: Read half of Chapter 5. Summarize in your notebook.
Day 5: Read the remaining narrative of Chapter 5. Summarize in your notebook.
Week 23: Death Comes for the Archbishop
Day 1: Read half of Chapter 6. Summarize in your notebook.
Day 2: Read the remaining narrative of Chapter 6. Summarize in your notebook.
Day 3: Read half of Chapter 7. Summarize in your notebook.
Day 4: Read the remaining narrative of Chapter 7. Summarize in your notebook.
Day 5: Read half of Chapter 8. Summarize in your notebook.
Week 24: Death Comes for the Archbishop

Day 1: Read the remaining narrative of Chapter 8. Summarize in your notebook.
Day 2: Read half of Chapter 9. Summarize in your notebook.
Day 3: Read the remaining narrative of Chapter 9. Summarize in your notebook.
Week 25: Death Comes for the Archbishop
Day 1: Review your summaries. Review the rubrics in the essay guide for writing a solid essay from the prompt. Select a writing prompt to complete this week (use the prompt below or one of the generic prompts from the essay guide).
Day 2: Outline your essay (we suggest aiming for 750 words). Find 2-3 examples (direct quotes) to cite for references in each paragraph.
Day 3: Write the rough draft based on your outline.
Day 4: Review your essay using the rubrics and make improvements. If you have access to IEW materials, we recommend using “dress-ups” from that program to improve your style.
Day 5: Turn in the assignment. Locate the next recommended book in preparation for reading next week.

Death Comes for the Archbishop: Essay Prompt

Death Comes for the Archbishop centers on a portrait of Catholicism in the New World. It follows Bishop Jean Marie Latour, the first bishop of a new diocese in New Mexico. Using the protagonist and various characters he encounters, Willa Cather paints a picture of nascent Catholicism in the Americas. Is this portrait of Catholicism favorable towards the Church or is it critical of it?

The Old Man and the Sea: Background

The Old Man and the Sea (1952) is a heroic tale that earned the Nobel Prize in Literature for author Ernest Hemingway. Hemingway’s tale is of one old man’s perseverance, bravery, and hope in the midst of struggle against nature and self. An old Cuban fisherman named Santiago is determined to catch an enormous fish. In his simple quest, he experiences all the emotions possible for the human condition. Hemingway, a former reporter, mastered the craft of minimalist storytelling to impart deep, underlying themes and Christian imagery. The novel is a classic allegory which gives honor to this literary great of the twentieth century.

Week 26: The Old Man and the Sea
Day 1: Read the Introduction. Summarize in your notebook.
Day 2: Read pages 1-10. Summarize in your notebook.
Day 3: Read pages 11-25. Summarize in your notebook.
Day 4: Read pages 26-38. Summarize in your notebook.
Day 5: Read pages 39-50. Summarize in your notebook.
Week 27: The Old Man and the Sea

Day 1: Read pages 51-60. Summarize in your notebook.
Day 2: Read pages 61-70. Summarize in your notebook.
Day 3: Read the remaining pages of the narrative. Summarize in your notebook.
Week 28: The Old Man and the Sea
Day 1: Review your summaries. Review the rubrics in the essay guide for writing a solid essay from the prompt. Select a writing prompt to complete this week (use the prompt below or one of the generic prompts from the essay guide).
Day 2: Outline your essay (we suggest aiming for 750 words). Find 2-3 examples (direct quotes) to cite for references in each paragraph.
Day 3: Write the rough draft based on your outline.
Day 4: Review your essay using the rubrics and make improvements. If you have access to IEW materials, we recommend using “dress-ups” from that program to improve your style.
Day 5: Turn in the assignment. Locate the next recommended book in preparation for reading next week.

The Old Man and the Sea: Essay Prompt

The Old Man and the Sea by Earnest Hemingway is the story of a fisherman who is down on his luck and so goes out onto the sea to turn that luck around. In the effort, he contests with nature and the sea itself to wrest back his fortune. Though he is simple, he is a man of great virtue and prowess. Write an essay that identifies and explains the Old Man’s greatest virtue or quality.

Essay Guide

Essays

The student will write five short essays for our ninth grade American Literature course. These essays will be approximately 750 words long (for ninth graders new to classical education, 300-500 words will be a rigorous goal; adjust according to your needs and background). We provide essay prompts for the recommended books the student will read. The student should write an essay in response to the specific essay prompt found in the lesson plan. However, if a student selects a book from the alternative book list, please refer to our generic essay prompts for consideration.

Generic Essay Prompts for Alternative Reading Options

The following generic essay prompts may be used for our list of alternative reading options or for the recommended literature if preferred.

Essay Prompt 1: A good story shows character development. It will highlight full character arcs of the primary characters or at least the protagonist. How has the book's protagonist, or even one of the primary cast, changed throughout the course of the book's narrative?

Essay Prompt 2: Almost every story has themes. They run beneath the surface giving meaning to the text and to our lives with their subtext. What is one of the primary themes of the story, how has the author demonstrated it, and what conclusion does it offer?

Essay Prompt 3: Many stories have subtle style elements which contribute to the story. These style elements include specific types of prose, tone, illusion, metaphor, imagery, or allegory. Please explain how the author's use of one of these elements has heightened the story. Explain which part of the book highlights literary elements citing specific instances in the book and tell how it elevates the story.

Essay Prompt 4: Many stories are written to demonstrate or contain a moral lesson or warning to the reader. Authors can subtly show such lessons through illustrations of virtues or vices that characters experience. Sometimes authors use symbolism, metaphor, allegory, satire, or overt dialogue and events to express intended moral lessons. Write how moral themes or lessons were expressed in the book and what you think the author's purpose was in enveloping lessons or warning in the narrative.

Content Guide for Recommended Essay Prompts

The Scarlet Letter

By the end of the novel, are the sins of Hester and the man who is the father redeemed? If they are redeemed, what actions or events allowed redemption for the characters?

Textual evidence:

1. Hester is ostracized by her puritanical society.
2. Hester must stand on a scaffold, spends time in jail, and wears an A.
3. Hester never tells the identity of the father.
4. Hester is a good mother and kind to the poor.
5. The father has an A burned into his skin.
6. The father becomes ill perhaps from the stress of his guilt.
7. The father confesses his sin.

Possible conclusions or insights:

1. Only Hester is redeemed since she had to live with the shame.
2. Only the father is redeemed since he died and let himself be shamed even though he did not have to.
3. Both characters are redeemed by the end of the novel.
4. Neither are redeemed.

The Adventures of Huckleberry Finn

In your essay, show, by using comparison Huckleberry Finn's innocence and how its antithesis is illustrated by adult characters in the novel through the grudges, corruption, and biases he encounters.

Textual evidence:

1. Huck is friends with Jim despite Jim being a slave.

2. Huck tries to help get Jim free.
3. A number of adults are corrupt, such as the Duke.
4. Huck's father is an alcoholic and a violent man.
5. An entire family is killed, including a child, in a long blood feud.

Possible conclusions and insights:

1. Mark Twain is suggesting that as we age, we are influenced by society to accept evils which are not natural to man.
2. Mankind is naturally good and innocent.
3. Huck is not naturally good. He shows this when he steals early in the book and is always up to no good.
4. Mankind is naturally corrupt. It constantly acts in perverse and evil ways, our only salvation is from outside ourselves.

The Red Badge of Courage

Please show how Henry Flemming develops in regards to bravery throughout the novel.

Textual evidence:

1. Henry Fleming has romanticized battle and wonders if he will be brave or not.
2. Fearing that the Union soldiers have lost, Henry deserts.
3. In shame, Henry escapes to a forest where he sees a dead body and then a group of injured soldiers, including his dying friend, Jim.
4. Henry encounters a column of other Union troops and is injured by a rifle butt held by a panicked soldier.
5. He returns to camp and the next day returns to battle and fights well.
6. He fights in another battle and carries the flag unarmed. They are shot at with little cover and Henry leads a charge on the Confederate ranks and wins the fight.

Possible conclusions and insights:

1. Henry goes from having romantic notions to finding war to be horrific which causes him to flee, but he finds courage to return after he is injured by a panicked soldier. Upon returning, he fights with extreme bravery.
2. Henry is able to hide his shame because he believes it was unseen and it allows him to have a second chance at bravery.
3. It is possibly through his encounters with other fleeing men, a body in the forest, and the death of Jim Conklin, that Henry found his courage.
4. This may be because he found the cowardice of others to be detestable.
5. Or he may have had the time to process the shock of battle and was able to face it now. Or he realized that the battle could be no worse than the forest where Henry sees a corpse, a friend die, soldiers panic, and receives an injury, all the normal things one might encounter in battle.

Death Comes for the Archbishop

Is *Death Comes for the Archbishop's* portrait of Catholicism favorable towards the Church or is it critical of it?

Textual evidence:

1. To help the Church, Bishop Latour journeys to New Mexico through many hardships.
2. Another character, Father Vaillant, works hard to provide the sacraments.
3. The priests in New Mexico are corrupt, drunk, greedy, lustful, or gamblers.
4. The Mexican priests charge extreme sums to marry the natives.
5. Padre Jesus de Baca lives in poverty serving the natives.
6. There is a friar called Montoya who forces the natives to work hard for him because they fear his power. At one point, he kills a boy in anger.
7. Padre Antonio Jose Martinez encourages a revolt, then the people who rebelled are killed and he is not incriminated, so he is able to take their property, making him wealthy. He also has children despite being a priest. He tries to form a new church

when he is taken from his position and excommunicated.

8. Bishop Latour excommunicates and replaces Father Martinez with a better priest.
9. Bishop Latour raises money for and begins to build a cathedral.
10. Father Vaillant works tirelessly to help the Church in various places in the New World, like Colorado.

Possible conclusions or insights:

1. The Church is shown as a good institution, which has sometimes corrupt people as ministers, the evil priests, but it works hard to correct its wrongs and always be better, shown by the holy work of Bishop Latour and Father Valliant.
2. Without a strong hand to guide individuals, people often become corrupt, but that is not necessarily the fault of the institution that the individuals are corrupt.
3. As in any place, the Church has good people and bad people, as illustrated by the numerous good and evil priests Bishop Latour encounters. The corruption of those few is not a condemnation of the Church since there are good men shown as well, only that bad men sometimes exist.
4. The author is not trying to illustrate the state of the Church as a whole, only the individual struggles of the people, lay or consecrated, in the New World.
5. The author feels the Catholic Church is corrupt but it is becoming better.

The Old Man and the Sea

Write an essay to explain the Old Man's greatest virtue or quality.

Textual evidence:

1. The old man has hope even though he has gone eighty-four days without a catch.
2. The old man holds the line and his whole boat is pulled for two days and nights.
3. The old man sees the fish as a companion even though he is his adversary.
4. The old man kills five sharks.
5. Brings back the bones of the fish even though sharks eat it.

Possible conclusions or insights:

1. The old man is honorable. He does not kill for sport or pleasure nor does he kill from necessity. He honors the fish after it is dead, seeing it as a companion, not an enemy.
2. In perseverance, the old man does not give up. Without a catch for over eighty days, he still persists. When he does have a possible great catch, he does not release the line even as he fights the great fish for two days.
3. Exhibiting patience, the old man waits hours during his arm wrestle. He holds the line for days fighting the fish. He works patiently for months without a catch.

Example Essay

Essay prompt: Please explain how *The Little Prince* by Antoine de Saint Exupery illustrates the modern world's need for innocence and simplicity.

The Little Prince by Antoine de Saint Exupery is a story filled with the simple wisdom of innocence in a world mired by modern thinking. According to the narrator, there is a profound lack of depth in the modern world and true understanding only comes with childlike innocence. The author explains that if a child made a new friend and mentioned it to adults, the adults would become preoccupied with questions about figures. The narrator states “grown-ups love figures. When you tell them that you have a new friend, they never ask you questions about essential matters” (16). Adults are blind to important things. Only children can see what is truly valuable because they have not lost their innocence to the world.

Because children have not lost their innocence to the world, they can enjoy the simple pleasures of life. The Little Prince once encountered a salesman who sold pills that made drinking water unnecessary. The salesman said one could save approximately fifty-three minutes every week. The Little Prince responds, “If I had fifty-three minutes to spend as I liked, I should walk at my leisure towards a spring of fresh water” (90). The Little Prince understands the value of enjoying simple pleasures like getting a drink of water. Adults would be caught up in efficiency, only a child in his simplicity understands the beauty of getting a glass of water.

Children understand what is essential and cannot be seen or calculated. The Little Prince says, “It is only with the heart that one can see rightly; what is essential is invisible to the eye. . . . Men have forgotten this truth” (87). The most important things in our lives are those we cannot see: love, virtue, values, and innocence. A child is not blinded by all the figures, facts, and concerns which make men forget this truth. A child, because of his innocence, can still see what is essential, still make true friends, ask the right questions, and enjoy a drink of water.

Essay Grading

For this course, we provide two rubrics to help assign a grade to a written essay. Choose from the simple rubric or the expanded version. While both offer the same criteria and points, the expanded rubric provides more details for extra grading guidance.

If you read a book from the recommended book list for this course, we provide a specific reading prompt in the course schedule of the lesson plan. We have included content guides to help grade the essay properly. For each specific essay prompt, we offer textual evidence and possible conclusions or insights for the essays. It must be noted, however, on account of the nature of literary analysis, the student may or may not draw these same conclusions or use these specific points of evidence. The important element is not so much their conclusion, but the quality of the evidence they bring to bear defending their chosen position.

Simple Rubric

How to use: This rubric is simple and straightforward and ideal for those familiar with grading essays. This guide offers the three elements of a good essay: organization, content, and clarity. The main components and point values are located in the middle column. We recommend reading the essay and then assigning point values from the middle column. Tally up the totals of each category for the right column. Add the points in the right column to score the essay based on 100 points.

Category	Description and point allotment	Points earned
Organization	<p>Thesis - there is a thesis statement providing the main argument of the essay (5 points)</p> <p>Body - there are at least three primary points of evidence with analysis, each is a full paragraph (15 points)</p>	___ / 20
Content	<p>Textual evidence - there are quotes from the text being examined, or descriptions of evidence (30 points)</p> <p>Analysis - the quotes are explained and an argument as to why they support the thesis is made (30 points)</p>	___ / 60
Clarity	<p>Paragraph unity - every paragraph has a main idea, expressed as a topic sentence, which is maintained through the whole paragraph (5 points)</p> <p>Topical unity - the entire paper stays on topic and addressed the thesis (5 points)</p> <p>Transitions - the transitions between sentences is smooth as well as between paragraphs (2 points)</p> <p>Spelling and grammar - every sentence is a full sentence, names are properly capitalized, there are no tense issues, etc. (8 points)</p>	___ / 20
Total Points Earned: ____ /100		

Expanded Rubric

How to use: This expanded rubric is essentially the same as the simple rubric, only with more detail. It is ideal for those who prefer to grade essays with components broken down even more. The left column lists each component of the essay, while the next column offers the description of each component with allotted points. Additional columns detail which elements of the essay are done well or poorly. The far right column provides the placement of points the student earned for each component of their essay. Add all the points to determine the student's score based on a total of hundred points.

Category	Description and point allotment	Good	Poor	Points earned
Thesis	There is a thesis statement providing the main argument of the essay. (5 points)	The thesis is clear, fully explains the argument, and takes a position.	The thesis is unclear, fails to relay the whole argument, and does not take a stance.	-- /5
Body	There are at least three paragraphs outlining the primary points of the argument. (15 points)	Each paragraph, three body paragraphs in total, takes an idea, illustrates it in a topic sentence, expands upon it with evidence and explanation, then concludes with how it supports the thesis.	The paragraphs do not explore the main topic well. The writer goes on tangents or provides unrelated information, and they do not support the thesis statement. Fundamentally, they do not articulate their arguments clearly.	-- /15
Textual evidence	There are quotes from the text being examined, or descriptions of evidence. (30 points)	The quotes are correctly taken from the text and are in their proper context. The events, character descriptions, or other details are accurately depicted. Ideally, there is at least one piece of evidence supporting each part of the argument made in the essay: one per paragraph.	The quotes are out of context. Details from the story are poorly articulated, or key information ignored to make the information suggest something that it does not support.	-- /30

Category	Description and point allotment	Good	Poor	Points earned
Analysis	The quotes, or other details, are explained and an argument as to why they support the thesis is made. (30 points)	The quote, or detail, is restated. Then the important and relevant characteristic is noted. Afterwards, that piece of information is analyzed. Finally, an argument as to why this information supports the thesis is made.	The quote, or detail, is left without an interpretation. Or a conclusion is drawn from the evidence without showing the rationale behind the conclusion.	__ /30
Paragraph Unity	Every paragraph has a main idea, expressed as a topic sentence, which is maintained through the whole paragraph. (5 points)	Every paragraph is at least five sentences long. The paragraph has a topic sentence. Every other sentence in the paragraph relates to the topic sentence. The ideas progress from sentence to sentence, expanding as it goes until the paragraph is concluded.	There is no clear point to the paragraph. It has unrelated sentences. It lacks a topic sentence. The main idea does not progress.	__ /5
Topical Unity	The entire paper stays on topic and addressed the thesis. (5 points)	Every paragraph in the essay relates to the thesis and supports the argument it makes. With the progression of the essay, the position is made clear, then it is supported with evidence and analysis, and finally it is concluded and inferences and insights are drawn.	There are multiple ideas which are not related back to the thesis. There could be a tangent of an idea which adds nothing to the overall scheme of the essay. Ideas or details from the text are explored which are not relevant.	__ /5
Transitions	The transitions between sentences is smooth as well as between paragraphs. (2 points)	Between sentences, the ideas are easy to follow and the flow makes sense. Between paragraphs, the move from one main idea to another is logical. This is often performed by having the last sentence of one paragraph and the start of the next share terms and a similar or related idea and why those two ideas are related.	Sentences are disjointed. The point of one sentence does not appear relevant to the next. Paragraphs are jarring in how much they shift from one idea to the next idea, usually with no explanation why the two are linked.	__ /2

Category	Description and point allotment	Good	Poor	Points earned
Spelling and Grammar	Every sentence is a full sentence, names are properly capitalized, there are no tense issues, etc. (8 points)	Each sentence starts with a capital letter and the proper nouns are also capitalized. Every sentence has subject-verb agreement as well as tense agreement across the whole essay. There are no run-on or fragment sentences. Every punctuation is correctly used, and there are no comma splices. All words are correctly spelled.	Lack of capitalization. Lack of subject verb agreement. Changing tenses. Run on sentences and fragment sentences. Incorrect punctuation. Misspelled words and typos.	__ /8
Total Points Earned: __ /100				

A note on letter grades:

Each essay is graded on a 100-point scale. Corresponding letter grades will be at the discretion of each individual parent. Traditionally, the scores and their associated letter grades are as follows:

Score:	Letter Grade:
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

History Introduction

TAN Academy's American History course for high school students offers invaluable and in-depth coverage of the significant events and players of North America from prehistoric to modern times. Students will appreciate learning history, including that of Central and South America, from a Catholic perspective. For assistance in customizing this course, please consult your TAN Academy tutor.

Ideal for students in ninth grade.

This course is integrated with American Literature.

History Materials

Recommended

*Denotes materials available through TAN Books.

[*Christ and the Americas, textbook and workbook**](#)

Supplemental

Columbus and Cortez: Conqueror for Christ

Shadows on the Rock

The Last of the Mohicans

The Autobiography of Benjamin Franklin

Miracle at Philadelphia: The Story of the Constitutional Convention

Bold Journey West with Lewis and Clark

From Slave to Priest: The Inspirational Story of Father Augustine Tolton

Red Badge of Courage

Voices from the Civil War

The Virginian

History Schedule

This lesson plan includes a daily assignment schedule covering 28 weeks. To make the most of this important course, we suggest the following approach:

1. **Schedule:** This course is based on a 4-day study schedule to read the text, complete the workbook exercises, watch the accompanying lecture, and review. Consider using the fifth day for review, catching up, or supplemental reading from the list above. We highly recommend that if you have a mini-essay assigned, you re-read it on the fifth day with a parent to make editorial corrections or improve its style.
2. **Workbook Exercises:** You may choose to answer open book or closed book. Strive for an 80 percent or better for each chapter exercise in the workbook. (This will indicate mastery of the material.) Ask a parent to score your work, and then use your textbook or notes to make corrections. These exercises will help prepare for the midterm and final exams.
3. **Mini-Essays:** Each chapter includes a prompt for a short paper. We highly recommend that you choose at least four per semester to complete (300-500 words). Outline your paper first and then write a draft following the outline. Writing is one of the primary ways to actively engage with the material and communicate your own thoughts on history to others. Your goal is to complete these essays within 45 minutes.
4. **Exams:** We include midterm and final exams to help you assess your mastery of the subject matter. When you take the exams, study first and then complete without reference to your notes or books. The exams are based on the workbook exercises, so be sure to keep on schedule with those exercises throughout the semester. Once you have completed the exams, ask a parent to grade them. You should then make any corrections necessary using the course texts. Your goal is to make 80 percent to indicate mastery of the material.
5. **Rigor Option:** We highly recommend choosing additional books from the Supplemental Materials list to further appreciate and understand concepts taught in this course. These works of literature provide a foundation in the thought, culture, morality, and adventure of the Americas.
6. **Supplemental Reading:** In addition to TAN Academy's American Literature course, we encourage students to select texts from the above-listed Supplemental Reading list. Many of these are available through local libraries or used. For a personalized source reading list, set up a consult with your TAN Academy coach.

Week 1: Chapter 1 - The New World Meets the Old

Day 1: Read the foreword in the textbook and the “Message to the Student” in the workbook. Read Chapter 1. Highlight important people, places, and dates or write them in your notebook.

Day 2: Review the chapter. Complete exercises for Chapter 1 in the workbook. Make corrections.

Day 3: Review all notes and workbook answers for the chapter. Outline your response to the mini-essay question.

Day 4: Write your mini-essay (your goal is to follow your outline and finish within 45 minutes of either typing or writing).

Week 2: Chapter 2 - Two Heroes

Day 1: Read Chapter 2. Highlight important people, places, and dates or write them in your notebook.

Day 2: Review the chapter. Complete exercises for Chapter 2 in the workbook. Make corrections.

Day 3: Review all notes and workbook answers for the chapter. Outline your response to the mini-essay question.

Day 4: Write your mini-essay (your goal is to follow your outline and finish within 45 minutes of either typing or writing).

Week 3: Chapter 3 - Missionaries and Conquistadors

Day 1: Read Chapter 3. Highlight important people, places, and dates or write them in your notebook.

Day 2: Review the chapter. Complete exercises for Chapter 3 in the workbook. Make corrections.

Day 3: Review all notes and workbook answers for the chapter. Outline your response to the mini-essay question.

Day 4: Write your mini-essay (your goal is to follow your outline and finish within 45 minutes of either typing or writing).

Week 4: Chapter 4 - Bringing Christ to the New World

Day 1: Read Chapter 4. Highlight important people, places, and dates or write them in your notebook.

Day 2: Review the chapter. Complete exercises for Chapter 4 in the workbook. Make corrections.

Day 3: Review all notes and workbook answers for the chapter. Outline your response to the mini-essay question.

Day 4: Write your mini-essay (your goal is to follow your outline and finish within 45 minutes of either typing or writing).

Week 5: Chapter 5 - France in the New World

Day 1: Read Chapter 5. Highlight important people, places, and dates or write them in your notebook.

Day 2: Review the chapter. Complete exercises for Chapter 5 in the workbook. Make corrections.

Day 3: Review all notes and workbook answers for the chapter. Outline your response to the mini-essay question.

Day 4: Write your mini-essay (your goal is to follow your outline and finish within 45 minutes of either typing or writing).

Week 6: Chapter 6 - From England to America

Day 1: Read Chapter 6. Highlight important people, places, and dates or write them in your notebook.

Day 2: Review the chapter. Complete exercises for Chapter 6 in the workbook. Make corrections.

Day 3: Review all notes and workbook answers for the chapter. Outline your response to the mini-essay question.

Day 4: Write your mini-essay (your goal is to follow your outline and finish within 45 minutes of either typing or writing).

Week 7: Chapter 7 - The Eve of the American War for Independence

Day 1: Read Chapter 7. Highlight important people, places, and dates or write them in your notebook.

Day 2: Review the chapter. Complete exercises for Chapter 7 in the workbook. Make corrections.

Day 3: Review all notes and workbook answers for the chapter. Outline your response to the mini-essay question.

Day 4: Write your mini-essay (your goal is to follow your outline and finish within 45 minutes of either typing or writing).

Week 8: Chapter 8 - The United States' War for Independence

Day 1: Read Chapter 8. Highlight important people, places, and dates or write them in your notebook.

Day 2: Review the chapter. Complete exercises for Chapter 8 in the workbook. Make corrections.

Day 3: Review all notes and workbook answers for the chapter. Outline your response to the mini-essay question.

Day 4: Write your mini-essay (your goal is to follow your outline and finish within 45 minutes of either typing or writing).

Week 9: Chapter 9 - The Birth of the American Government
Day 1: Read Chapter 9. Highlight important people, places, and dates or write them in your notebook.
Day 2: Review the chapter. Complete exercises for Chapter 9 in the workbook. Make corrections.
Day 3: Review all notes and workbook answers for the chapter. Outline your response to the mini-essay question.
Day 4: Write your mini-essay (your goal is to follow your outline and finish within 45 minutes of either typing or writing).
Week 10: Chapter 10 - Catholics in the New Nation
Day 1: Read Chapter 10. Highlight important people, places, and dates or write them in your notebook.
Day 2: Review the chapter. Complete exercises for Chapter 10 in the workbook. Make corrections.
Day 3: Review all notes and workbook answers for the chapter. Outline your response to the mini-essay question.
Day 4: Write your mini-essay (your goal is to follow your outline and finish within 45 minutes of either typing or writing).
Week 11: Chapter 11 - The French Revolution and the New World
Day 1: Read Chapter 11. Highlight important people, places, and dates or write them in your notebook.
Day 2: Review the chapter. Complete exercises for Chapter 11 in the workbook. Make corrections.
Day 3: Review all notes and workbook answers for the chapter. Outline your response to the mini-essay question.
Day 4: Write your mini-essay (your goal is to follow your outline and finish within 45 minutes of either typing or writing).
Week 12: Chapter 12 - Spain is Driven from Latin America
Day 1: Read Chapter 12. Highlight important people, places, and dates or write them in your notebook.
Day 2: Review the chapter. Complete exercises for Chapter 12 in the workbook. Make corrections.
Day 3: Review all notes and workbook answers for the chapter. Outline your response to the mini-essay question.
Day 4: Write your mini-essay (your goal is to follow your outline and finish within 45 minutes of either typing or writing).
Week 13: Chapter 13 - Manifest Destiny
Day 1: Read Chapter 13. Highlight important people, places, and dates or write them in your notebook.
Day 2: Review the chapter. Complete exercises for Chapter 13 in the workbook. Make corrections.
Day 3: Review all notes and workbook answers for the chapter. Outline your response to the mini-essay question.
Day 4: Write your mini-essay (your goal is to follow your outline and finish within 45 minutes of either typing or writing).
Week 14: Chapter 14 - No Irish Need Apply
Day 1: Read Chapter 14. Highlight important people, places, and dates or write them in your notebook.
Day 2: Review the chapter. Complete exercises for Chapter 14 in the workbook. Make corrections.
Day 3: Review all notes and workbook answers for the chapter. Outline your response to the mini-essay question.
Day 4: Write your mini-essay (your goal is to follow your outline and finish within 45 minutes of either typing or writing).
Week 14: Midterm Exam
Day 1-3: Study Chapters 1-14. Review all notes.
Day 4: Take the midterm exam (closed book). Ask a parent to score your exam (the goal is 80%).
Day 5: Make corrections to your exam using your notes, workbook, and text.
Week 16: Chapter 15 - The Coming of the Civil War
Day 1: Read Chapter 15. Highlight important people, places, and dates or write them in your notebook.
Day 2: Review the chapter. Complete exercises for Chapter 15 in the workbook. Make corrections.
Day 3: Review all notes and workbook answers for the chapter. Outline your response to the mini-essay question.
Day 4: Write your mini-essay (your goal is to follow your outline and finish within 45 minutes of either typing or writing).

Week 17: Chapter 16 - The Civil War
Day 1: Read Chapter 16. Highlight important people, places, and dates or write them in your notebook.
Day 2: Review the chapter. Complete exercises for Chapter 16 in the workbook. Make corrections.
Day 3: Review all notes and workbook answers for the chapter. Outline your response to the mini-essay question.
Day 4: Write your mini-essay (your goal is to follow your outline and finish within 45 minutes of either typing or writing).
Week 18: Chapter 17- Traditionalists in Latin America
Day 1: Read Chapter 17. Highlight important people, places, and dates or write them in your notebook.
Day 2: Review the chapter. Complete exercises for Chapter 17 in the workbook. Make corrections.
Day 3: Review all notes and workbook answers for the chapter. Outline your response to the mini-essay question.
Day 4: Write your mini-essay (your goal is to follow your outline and finish within 45 minutes of either typing or writing).
Week 19: Chapter 18 - The U.S. in the Gilded Age
Day 1: Read Chapter 18. Highlight important people, places, and dates or write them in your notebook.
Day 2: Review the chapter. Complete exercises for Chapter 18 in the workbook. Make corrections.
Day 3: Review all notes and workbook answers for the chapter. Outline your response to the mini-essay question.
Day 4: Write your mini-essay (your goal is to follow your outline and finish within 45 minutes of either typing or writing).
Week 20: Chapter 19 - The Age of Theodore Roosevelt
Day 1: Read Chapter 19. Highlight important people, places, and dates or write them in your notebook.
Day 2: Review the chapter. Complete exercises for Chapter 19 in the workbook. Make corrections.
Day 3: Review all notes and workbook answers for the chapter. Outline your response to the mini-essay question.
Day 4: Write your mini-essay (your goal is to follow your outline and finish within 45 minutes of either typing or writing).
Week 21: Chapter 20 - Woodrow Wilson and the First World War
Day 1: Read Chapter 20. Highlight important people, places, and dates or write them in your notebook.
Day 2: Review the chapter. Complete exercises for Chapter 20 in the workbook. Make corrections.
Day 3: Review all notes and workbook answers for the chapter. Outline your response to the mini-essay question.
Day 4: Write your mini-essay (your goal is to follow your outline and finish within 45 minutes of either typing or writing).
Week 22: Chapter 21 - Viva Cristo Rey!
Day 1: Read Chapter 21. Highlight important people, places, and dates or write them in your notebook.
Day 2: Review the chapter. Complete exercises for Chapter 21 in the workbook. Make corrections.
Day 3: Review all notes and workbook answers for the chapter. Outline your response to the mini-essay question.
Day 4: Write your mini-essay (your goal is to follow your outline and finish within 45 minutes of either typing or writing).
Week 23: Chapter 22 - Boom, Depression and the New Deal
Day 1: Read Chapter 22. Highlight important people, places, and dates or write them in your notebook.
Day 2: Review the chapter. Complete exercises for Chapter 22 in the workbook. Make corrections.
Day 3: Review all notes and workbook answers for the chapter. Outline your response to the mini-essay question.
Day 4: Write your mini-essay (your goal is to follow your outline and finish within 45 minutes of either typing or writing).
Week 24: Chapter 23 - The United States in World War II
Day 1: Read Chapter 23. Highlight important people, places, and dates or write them in your notebook.
Day 2: Review the chapter. Complete exercises for Chapter 23 in the workbook. Make corrections.
Day 3: Review all notes and workbook answers for the chapter. Outline your response to the mini-essay question.

Day 4: Write your mini-essay (your goal is to follow your outline and finish within 45 minutes of either typing or writing).
Week 25: Chapter 24 - The Birth and Death of Anti-Communism
Day 1: Read Chapter 24. Highlight important people, places, and dates or write them in your notebook.
Day 2: Review the chapter. Complete exercises for Chapter 24 in the workbook. Make corrections.
Day 3: Review all notes and workbook answers for the chapter. Outline your response to the mini-essay question.
Day 4: Write your mini-essay (your goal is to follow your outline and finish within 45 minutes of either typing or writing).
Week 26: Chapter 25 - Communists vs. Christians in Latin America
Day 1: Read Chapter 25. Highlight important people, places, and dates or write them in your notebook.
Day 2: Review the chapter. Complete exercises for Chapter 25 in the workbook. Make corrections.
Day 3: Review all notes and workbook answers for the chapter. Outline your response to the mini-essay question.
Day 4: Write your mini-essay (your goal is to follow your outline and finish within 45 minutes of either typing or writing).
Week 27: Chapter 26 - The Moral Decline of America
Day 1: Read Chapter 26. Highlight important people, places, and dates or write them in your notebook.
Day 2: Review the chapter. Complete exercises for Chapter 26 in the workbook. Make corrections.
Day 3: Review all notes and workbook answers for the chapter. Outline your response to the mini-essay question.
Day 4: Write your mini-essay (your goal is to follow your outline and finish within 45 minutes of either typing or writing).
Week 28: Final Exam
Day 1-3: Study Chapters 15-26. Review all notes.
Day 4: Take the final exam (closed book). Ask a parent to score your exam.
Day 5: Correct your exam using your notes, workbook, and text.

Midterm Exam

Exam for Chapters 1-14

Multiple Choice. (2 points each/40 points total)

Pick the best answer.

1. Quetzalcoatl was:
 - A. a Spanish port near Seville from which Columbus sailed on his first voyage
 - B. one of the greatest Inca emperors ruling in AD 1438
 - C. Toltec leader who abolished human sacrifice and reformed religion for a time.
 - D. Aztec warrior/ruler who supported human sacrifice
2. Vasco Nunez de Balboa was:
 - A. the first to reach India in 1498 by an all-water route around Africa.
 - B. the first European to see the Pacific Ocean.
 - C. the first European to reach a continental landfall at Newfoundland.
 - D. none of the above.
3. The staple crop grown in the New World but not known in the Old World was:
 - A. wheat.
 - B. corn.
 - C. sweet potatoes.
 - D. potatoes.
4. Serrano was:
 - A. a Spaniard who fought Cortes in Mexico in 1520.
 - A. a Spaniard who killed the Aztec general at the Battle of Otumba.
 - A. the captain of the *Santiago* who helped find the Straits of Magellan (*paso*).
 - A. none of the above.
5. _____ defeated the Incas at Cuzco and founded the capital city, Lima in Peru.
 - A. Hernando de Soto
 - B. Francisco Vasques de Coronado
 - C. Francisco Pizarro
 - D. Pedro Mendoza

6. _____ bilocated to the New World to teach Native Americans about Christ until priests arrived to evangelize them.
 - A. St. Peter Claver
 - B. St. Rose of Lima
 - C. Ven. Mary of Agreda
 - D. St. Francis Solano
7. The Father of New France who promoted colonization is:
 - A. King Francis I.
 - B. Samuel Champlain.
 - C. Isaac Jogues.
 - D. Jacques Cartier.
8. _____ three voyages resulted in the discovery of Labrador, the Gulf of St. Lawrence, the St. Lawrence River, and Quebec.
 - A. Samuel Champlain's
 - B. Jacques Cartier's
 - C. Giovanni Verrazzano's
 - D. none of the above
9. _____ is the name of Lord Baltimore, who established the colony of Maryland.
 - A. William Penn
 - B. William Bradford
 - C. Roger Williams
 - D. George Calvert
10. _____ was England's first explorer to the New World, where he landed in Newfoundland but was lost without a trace.
 - A. John Cabot
 - B. Sir Francis Drake
 - C. George Calvert
 - D. none of the above
11. _____ was the leader of the Sons of Liberty in Boston during Revolutionary era.

- A. John Adams
 - B. Samuel Adams
 - C. Patrick Henry
 - D. none of the above
12. _____ was the first state to ratify the Constitution to form the United States.
- A. Rhode Island
 - B. Massachusetts
 - C. New York
 - D. Delaware
13. The Constitution divided power among and between which branches of government?
- A. legislative, executive, and judiciary branches
 - B. national and state governments only
 - C. legislative, executive, judiciary branches, and national and state governments
 - D. none of the above
14. America's first native-born saint who was canonized in 1975 is:
- A. St. Elizabeth Ann Seton.
 - B. St. Rose Philippine Duchesne.
 - C. St. Kateri Tekakwitha.
 - D. St. John Neumann.
15. _____ was ratified at the close of the War of 1812 and made assurances that the British would not try and reconquer America.
- A. The Sedition Act
 - B. The Peace of Ghent
 - C. The Barbary Compact
 - D. None of the above
16. Which general experienced defeat under Sam Houston after the Texas battle at San Jacinto and described himself as the "Napoleon of the West"?
- A. Senor Castro
 - B. Santa Anna
 - C. General Andrew Jackson
 - D. None of the above

17. _____ died after one month in office in 1841.
- A. Andrew Jackson
 - B. Martin Van Buren
 - C. William Henry Harrison
 - D. James K. Polk
18. The idea that God's will was for the US to expand to the Pacific Coast and control all of North America was called:
- A. the Nullification Controversy.
 - B. the Monroe Doctrine.
 - C. the Abolitionist Movement.
 - D. Manifest Destiny.
19. The adherents to the Anti-Catholic movement which attacked Irish Catholicism in the name of defending native American values were known as:
- A. Know-Nothings.
 - B. Nativists.
 - C. Republicans.
 - D. none of the above.
20. The inventor of the telegraph was:
- A. Samuel Morse.
 - B. Thomas Edison.
 - C. Albert Einstein.
 - D. none of the above.

True or False (2 points each/60 points total)

Circle the letter T if the statement is true or F if the statement is false.

1. T F Columbus made a total of four voyages from Spain to the New World.
2. T F Ponce de Leon searched for the "Fountain of Youth" and discovered Florida.
3. T F Mayan civilization was an advanced civilization that abolished human sacrifice.
4. T F Panfilo Narvaez's march against Cortez was motivated primarily by Aztec gold.

5. T F Magellan dedicated his trip to Our Lady of Good Success as he was commissioned to find a water route through South America to the East Indies.
6. T F Before the Spanish arrived, there were no horses in the New World.
7. T F Francisco Pizarro collected a ransom of Inca gold and silver and unjustly ruled Peru while oppressing and abusing the natives.
8. T F The government of England did not allow Native Americans to be bought and sold as slaves because they believed they should be protected.
9. T F Franciscans built many churches in New Mexico to help the natives.
10. T F The Black Legend falsely claims that the Spanish killed millions of Indians or enslaved and oppressed them
11. T F St. Martin de Porres and St. Rose of Lima cared for and healed the sick. They made no distinction between races or illnesses.
12. T F Isaac Jogues and his companions were killed with tomahawks by the Mohawks.
13. T F Louis Joliet and Fr. Jacques Marquette journeyed down the Missouri River.
14. T F The first missionaries to New France were the Franciscans.
15. T F The Mayflower Compact was a written agreement in support of self-governance showing a reliance on the written word as law.
16. T F The Toleration Act introduced by Lord Baltimore granted freedom of worship to all Christians in Maryland.
17. T F The Puritan doctrine that man is corrupt and government was the purifier of nations came from John Calvin.
18. T F The Treaty of Paris was responsible for peace between the colonies and England and ensured North America would be Catholic.
19. T F The Townshend Act and the Stamp Act threatened the right to self-government because it levied taxes on goods imported into the colonies.
20. T F John Adams was actually the one who wrote the Declaration of Independence.

21. T F Patrick Henry was the radical Virginian who stated, "Give me liberty or give me death."
22. T F Louis XVI signed a treaty of alliance with the Americans which showed that France recognized the US as an independent nation.
23. T F The Federalist Papers were written to encourage states to ratify the Constitution.
24. T F The writers of the Constitution set up a system called the Electoral College to elect the president and vice president of the United States.
25. T F The First Amendment of the Bill of Rights prohibits Congress from using tax money to support a particular religion.
26. T F The strange election of 1800 resulted in Congress passing the Constitution's Twelfth Amendment for separate balloting for president and vice president.
27. T F Bolivar had a tricolor flag representing religion, independence, and union.
28. T F President Andrew Jackson introduced the Spoils System which replaces the government's employees with one's own friends.
29. T F The fortress known as the Alamo was besieged by the Mexicans on March 6, 1836, and all Texan soldiers inside were killed.
30. T F The Americanist Heresy was condemned by Pope Leo XIII.

Final Exam

Exam for Chapters 15-26

Multiple Choice. (2 points each/50 points total)

Pick the best answer.

1. As a result of the Missouri Compromise of 1820, _____ and _____ were admitted to the union.
 - A. Missouri and Massachusetts
 - B. Missouri and Maryland
 - C. Missouri and Maine
 - D. Missouri and Mississippi
2. Which state was delayed in its annexation to the US until 1845 because abolitionists knew it would be a slave state?
 - A. California
 - B. Texas
 - C. Missouri
 - D. none of the above
3. The Compromise of 1850 tightened fugitive slave laws to please the South, and to please the North, slavery was abolished in:
 - A. the District of Columbia.
 - B. the state of Texas.
 - C. the state of Missouri.
 - D. none of the above.
4. The Mississippi congressman elected president of the Confederacy was:
 - A. James Buchanan.
 - B. John C. Calhoun.
 - C. Jefferson Davis.
 - D. Stephen Douglas.
5. Which large and wealthy Confederate city was captured by the Union Admiral David Faragut?
 - A. Richmond

- B. Charleston
 - C. New Orleans
 - D. Vicksburg
6. Which dignified general met General Grant in Appomattox to sign surrender papers on April 9, 1864?
- A. General Johnston
 - B. General Pickett
 - C. General Robert E. Lee
 - D. none of the above
7. This prudent Ecuadorian president signed a concordat with the Vatican in 1863 and achieved a balanced budget without raising taxes or borrowing money.
- A. Santa Anna
 - B. Benito Juarez
 - C. Gabriel Garcia Moreno
 - D. none of the above
8. President Andrew Johnson fought to restore rights to Southerners that President Lincoln had planned by issuing what?
- A. Reconstruction Proclamations
 - B. Jim Crow Laws
 - C. American Labor Laws
 - D. none of the above
9. Where did French Bishop Lamy build chapels and churches and establish schools, colleges, a hospital, orphanage, and a seminary?
- A. Utah
 - B. New Mexico territories
 - C. North and South Dakota
 - D. none of the above
10. The _____ ended with treaty between Spain and the US where the US gained new territories including Puerto Rico and Guam.
- A. Civil War
 - B. Spanish American War
 - C. Mexican American War
 - D. none of the above

11. This president served for two terms and promoted the idea of “Big Government” in which the government has all of the solutions for its problems.
 - A. Grover Cleveland
 - B. William McKinley
 - C. Theodore Roosevelt
 - D. Woodrow Wilson
12. This president urged Congress to permit and pass federal income taxes in the Sixteenth Amendment.
 - A. Grover Cleveland
 - B. Theodore Roosevelt
 - C. William Howard Taft
 - D. Woodrow Wilson
13. The principle of Pragmatism which Woodrow Wilson embraced leads to a rejection of:
 - A. absolute moral values.
 - B. absolute socialist values.
 - C. absolute communist values.
 - D. none of the above.
14. The Allied Forces of World War I included:
 - A. Great Britain, France, and Serbia.
 - B. Great Britain and France.
 - C. Great Britain, France, Italy, and Serbia.
 - D. none of the above.
15. In World War I, this military leader was commander-in-chief of the American Expeditionary Force in Europe, helping bring an end to war.
 - A. General John J. Pershing
 - B. General William Shafter
 - C. General Dwight D. Eisenhower
 - D. none of the above

16. Franklin Delano Roosevelt pledged which policy program aimed at fixing the nation's economic problems?
 - A. Share Our Wealth Movement
 - B. Gold Repeal Joint Resolution
 - C. The New Deal
 - D. none of the above
17. World War II began when the Nazis attacked which country?
 - A. Austria
 - B. France
 - C. Poland
 - D. none of the above
18. The Japanese bombing of Pearl Harbor which led to the US Congress to declare war occurred on what date?
 - A. December 8, 1942
 - B. December 8, 1941
 - C. December 8, 1943
 - D. none of the above
19. The three world leaders who met at the Yalta Conference were:
 - A. Roosevelt, Churchill, and Stalin.
 - B. Roosevelt, Churchill, and Hitler.
 - C. Roosevelt, Churchill, and Mussolini.
 - D. none of the above.
20. This world leader conquered Peking in 1949 and set up a brutal dictatorship slaughtering millions and outlawed the practice of religion.
 - A. Chiang Kai-shek
 - B. Stalin
 - C. Mao Tse-tung
 - D. Hitler
21. This American fought against Communism because he knew it was the enemy of the Faith, yet he received criticism from the liberal leadership elite of America.
 - A. General MacArthur
 - B. Joseph McCarthy
 - C. Dwight Eisenhower
 - D. none of the above

22. Fidel Castro became a Communist dictator of:
- A. Haiti.
 - B. the Philippines.
 - C. Cuba.
 - D. Venezuela.
23. The Cuban Missile Crisis in 1962 involved which two world leaders who reached a compromise to withdraw missiles?
- A. Castro and Eisenhower
 - B. Khrushchev and Kennedy
 - C. Juan Peron and Kennedy
 - D. none of the above
24. One of America's greatest leaders who began the Civil Rights Movement and promoted nonviolent, passive resistance and moral pressure to end discrimination was:
- A. Martin Luther King Jr.
 - B. Malcolm X.
 - C. John F. Kennedy.
 - D. Ronald Reagan.
25. _____ was issued to affirm the Church's solid position that contraception is intrinsically immoral.
- A. Evangelium Vitae
 - B. Humanae Vitae
 - C. Veritatis Splendor
 - D. none of the above

True or False (2 points each/50 points total)

Circle the letter T if the statement is true or F if the statement is false.

26. T F John Brown was an abolitionist who was hanged because he murdered pro-slavery men and seized the federal arsenal at Harpers Ferry.
27. T F The capital of the Confederacy was Richmond, Tennessee.
28. T F Lincoln violated the Constitution when he denied the right of habeas corpus without Congress' consent.

29. T F General Robert E. Lee is considered one of the greatest generals because of his outstanding leadership in the Revolutionary War.
30. T F John Wilkes Booth, an American stage actor, assassinated President Lincoln shortly before the war.
31. T F Union General William Sherman marched his army through the South slashing, burning, and destroying cities.
32. T F Benito Juarez promulgated the Laws of the Reform in 1859 which confiscated Church property and money.
33. T F Emperor Maximilian I ruled over Mexico and executed Benito Juarez for treachery on the Hill of the Bells.
34. T F The Civil Rights Act granted citizenship to blacks and civil rights to all persons born in the United States except Native Americans.
35. T F Carpetbaggers were white Southerners who approved of black voting rights and the Fourteenth Amendment.
36. T F Civil War veteran General George Armstrong Custer and his army lost their lives in the attack against Native Americans in the Second Sioux War.
37. T F Americans were generally hostile to the purchase of Alaska until gold was found there in 1896.
38. T F Supreme Court Justice Oliver Wendell Holmes Jr. did not believe in basing decisions on moral principles but on what is understood to be convenient.
39. T F Mexican Catholics formed the National League for Religious Defense in 1925 to help defend the Church against the anti-Catholic government.
40. T F Grant lost to Horace Greeley in the presidential election in 1872 because of the corruption of Grant's administration.
41. T F The Industrial Revolution resulted in men moving from farms to cities, becoming financially dependent on businessmen and factory owners.
42. T F The main goal of the Progressives was to give people more participation in government, and their efforts led to the Seventeenth Amendment, requiring direct election of senators.

- 43. T F Wilson believed that there is nothing private in America, as everything belongs to the united energy of the nation.
- 44. T F The two events that persuaded Wilson to enter the war were the Zimmerman Telegram and the sinking of the Lusitania.
- 45. T F Padre Pro used disguises so he could bring the sacraments to the people of Mexico City.
- 46. T F Eager for peace after World War I, the US was one of the first nations to join the newly formed League of Nations to ensure freedom.
- 47. T F WWII began with Britain and France aiming to protect Poland's independence, but Churchill and Roosevelt cooperated in allowing Communists to absorb eastern Poland.
- 48. T F The first atomic bomb dropped over Hiroshima; the second on Nagasaki.
- 49. T F The documents of the Second Vatican Council were orthodox, but because of some ambiguity, liberals spread their own ideas as "The Spirit of Vatican II."
- 50. T F The push for legal abortion was the result of the sexual revolution, the moral decline of America, and the Women's Liberation Movement.

Answer Key

Midterm and Final Exams

Midterm Exam Answers

Multiple Choice. Pick the best answer. 40 Points.

1D, 2A, 3B, 4D, 5C, 6C, 7B, 8B, 9D, 10B, 11A, 12D, 13A, 14B, 15B, 16B, 17C, 18D, 19B, 20A

True or False. 60 Points.

1T, 2T, 3F, 4T, 5F, 6T, 7T, 8F, 9T, 10T, 11T, 12T, 13F, 14T, 15T, 16T, 17T, 18F, 19T, 20F, 21T, 22T, 23T, 24T, 25T, 26T, 27F, 28T, 29T, 30T

Final Exam Answers

Pick the best answer. 50 points

1C, 2B, 3A, 4C, 5C, 6C, 7C, 8A, 9B, 10B, 11D, 12C, 13A, 14A, 15A, 16C, 17C, 18B, 19A, 20C, 21B, 22C, 23B, 24A, 25B

True or False. 50 points

26T, 27F, 28T, 29T, 30T, 31T, 32T, 33F, 34T, 35F, 36T, 37T, 38T, 39T, 40F, 41T, 42T, 43T, 44F, 45T, 46F, 47T, 48T, 49T, 50T



CERTIFICATE of COMPLETION

is presented to

NAME _____

on the completion of

GRADE _____

Conor Gallagher

CEO OF TAN ACADEMY

DATE _____