

WRITE LIKE A Patriot

Master Books Penmanship: A Whole-Child Approach



Practicing Cursive with Patriotic Passages

MASTERBOOKS[®]
— CURRICULUM —



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Master Books is a trusted publisher dedicated to providing academically sound, biblically faithful educational resources for families and classrooms. With a focus on integrating faith and learning, Master Books offers engaging, easy-to-use curriculum that encourages critical thinking while affirming a Christian worldview. Each resource is thoughtfully designed to equip students with knowledge, strengthen character, and inspire a lifelong love of learning grounded in truth.

Quick Navigation

Course Description	7
Master Supply List	10
Suggested Daily Schedule	11
Lessons	19
Teaching Resources	181
Answer Key	203

Scope and Sequence

21	Lesson 1	America’s Christian Foundations—Patrick Henry (1736–1799) 21 ▶ Develops cursive letter formation and stroke sequencing through large, controlled movements that reinforce muscle memory and writing fluency. George Washington—First in the Hearts of His Countrymen (1732–1799) 23 ▶ Strengthens hand muscles and finger coordination to support controlled pencil grip and consistent cursive writing.
25	Lesson 2	Samuel Adams—The Voice of Liberty (1722–1803) 25 ▶ Builds finger isolation and dexterity through targeted pinching motions, improving precision for detailed letter formation. John Hancock—Bold Faith (1737–1793) 27 ▶ Enhances finger extension and hand stability, promoting balanced grip and smooth, continuous cursive strokes.
29	Lesson 3	John Witherspoon—Pastor and Patriot (1588–1649) 29 ▶ Improves shoulder mobility and alignment, supporting proper posture and reducing fatigue during writing tasks. Robert Treat Paine—Defender of Justice (1731–1814) 31 ▶ Increases grip strength and bilateral coordination through repetitive squeezing, aiding in controlled and sustained writing.
33	Lesson 4	Francis Hopkinson—Musician of Liberty (1737–1791) 33 ▶ Refines grasp patterns through tool-based activities that mirror proper pencil positioning and control. John Hart—The Farmer Patriot (1713–1779) 35 ▶ Develops core stability and posture, enabling sustained focus and effective writing endurance.
37	Lesson 5	Roger Sherman—The Peacemaker (1721–1793) 37 ▶ Promotes coordinated hand use and pressure control, supporting consistent pencil movement and legibility. Francis Lewis—Faith Under Fire (1713–1802) 39 ▶ Strengthens fine motor coordination through rolling and cutting tasks, enhancing precision for cursive writing.
41	Lesson 6	William Williams—Steadfast and True (1731–1811) 41 ▶ Improves finger strength and rotational control through twisting motions, supporting refined pencil manipulation. Benjamin Franklin—“The First American” (1706–1790) 43 ▶ Builds lower body and core stability to maintain proper seated posture during extended writing activities.
47	Lesson 7	The Mayflower Compact (1620) 47 ▶ Reinforces cursive stroke patterns through repeated large-motor practice that supports smooth and automatic writing. Declaration of Independence (1776) 49 ▶ Expands hand strength and coordination to improve endurance and control during writing tasks.

51	Lesson 8	The Constitution (1787) 51
		▶ Encourages independent finger movement, increasing accuracy and control in letter formation.
		The Preamble “We the People” 53
		▶ Develops controlled finger extension, contributing to fluid and balanced cursive writing movements.
55	Lesson 9	The Bill of Rights 55
		▶ Supports upper body alignment and movement control for improved writing posture and stamina.
		The Emancipation Proclamation (1862) 57
		▶ Builds sustained grip strength and coordination for consistent and controlled writing performance.
61	Lesson 10	The Prayer at Valley Forge (George Washington) 61
		▶ Strengthens functional grasp through hands-on tool use, improving writing precision and control.
		The Continental Congress Calls for Prayer 63
		▶ Enhances postural control and endurance, allowing for longer periods of focused writing.
65	Lesson 11	Lincoln’s Call to National Humility 65
		▶ Improves bilateral coordination and pressure regulation for smoother and more consistent handwriting.
		James Madison (1751–1836) 69
		▶ Develops coordinated hand movements that support accuracy and control in fine motor writing tasks.
71	Lesson 12	John Quincy Adams (1767–1848) 71
		▶ Strengthens rotational hand movements, improving dexterity and writing efficiency.
		Abraham Lincoln (1809–1865) 73
		▶ Reinforces full-body stability to support attention, posture, and writing endurance.
75	Lesson 13	Ulysses S. Grant (1822–1885) 75
		▶ Builds fluidity in cursive strokes through repeated, controlled movement patterns.
		Benjamin Harrison (1833–1901) 77
		▶ Increases hand strength and coordination for improved writing control and endurance.
79	Lesson 14	Theodore Roosevelt—Preserving Beauty (1858–1919) 79
		▶ Refines finger isolation skills, supporting detailed and accurate letter formation.
		Ronald Reagan (1911–2004) 81
		▶ Enhances hand stability and extension control for fluid cursive connections.
83	Lesson 15	George H. W. Bush (1924–2018) 83
		▶ Promotes efficient upper body movement and posture for sustained writing tasks.
		Martha Washington—A Woman of Steadfast Faith (1731–1802) 87
		▶ Strengthens grip and coordination to support consistent writing pressure and control.
89	Lesson 16	Abigail Adams—Faithful Counselor (1744–1818) 89
		▶ Develops refined grasp patterns that transfer directly to pencil control.
		Dolley Madison—Courage and Compassion (1768–1849) 91
		▶ Supports core engagement and posture for improved writing focus and stamina.
93	Lesson 17	Sarah Polk—The Prayerful First Lady (1803–1891) 93
		▶ Improves coordinated hand movements for steady and legible handwriting.
		Julia Grant—A Faithful Supporter (1826–1902) 95
		▶ Strengthens fine motor planning and execution for precise writing tasks.

97	Lesson 18	Lou Hoover—Service with a Smile (1874–1944) 97 ▶ Builds finger control and dexterity through repeated rotational movements. Patrick Henry’s Famous Words 101 ▶ Enhances postural endurance to maintain effective writing positioning.
103	Lesson 19	Gettysburg Address—Abraham Lincoln (1863) 103 ▶ Reinforces cursive fluency through repeated large-motor stroke practice. Free at Last—Martin Luther King Jr. (1963) 105 ▶ Develops consistent hand strength and coordination for controlled writing.
107	Lesson 20	Unshaken Foundations—President George W. Bush (2001) 107 ▶ Improves finger independence, supporting precision in cursive letter formation. Betsy Ross (1752–1836) 109 ▶ Strengthens controlled extension movements for smooth writing flow.
111	Lesson 21	Paul Revere (1735–1818) 111 ▶ Encourages proper shoulder alignment and mobility for writing endurance. Ethan Allen (1738–1789) 113 ▶ Builds sustained grip strength for consistent handwriting performance.
115	Lesson 22	George Washington Carver (1864–1943) 115 ▶ Refines fine motor control through tool-based precision tasks. Harriet Tubman (1822–1913) 117 ▶ Supports core stability and posture for focused and sustained writing.
119	Lesson 23	Clara Barton (1821–1912) 119 ▶ Enhances coordination and pressure control for improved handwriting consistency. Frederick Douglass—Voice for Freedom (1818–1895) 121 ▶ Develops fine motor coordination for accurate and controlled writing movements.
125	Lesson 24	Jonathan Edwards (1703–1758) 125 ▶ Strengthens finger dexterity and control for precise pencil handling. George Whitefield (1714–1770) 127 ▶ Promotes full-body stability to support attention and writing stamina.
129	Lesson 25	John Wesley (1703–1791) 129 ▶ Develops efficient cursive stroke patterns through repeated, controlled practice. Peter Cartwright (1785–1872) 131 ▶ Builds hand strength and coordination for improved writing endurance.
133	Lesson 26	Dwight L. Moody (1837–1899) 133 ▶ Refines finger control and isolation for detailed handwriting accuracy. Billy Graham—Living with Purpose (1918–2018) 135 ▶ Enhances extension and stability for smooth cursive connections.
139	Lesson 27	“The Army Goes Rolling Along” (U.S. Army) 139 ▶ Supports shoulder mobility and posture for reduced fatigue during writing. “Anchors Aweigh” (U.S. Navy) 141 ▶ Strengthens grip and coordination for consistent pencil control.

143	Lesson 28	<p>“The Marines’ Hymn” (U.S. Marine Corps) 143</p> <p>▶ Improves functional grasp patterns for precise writing movements.</p> <p>“Off We Go into the Wild Blue Yonder” (U.S. Air Force) 145</p> <p>▶ Develops core strength to support posture and sustained focus.</p>
147	Lesson 29	<p>“Semper Supra” (U.S. Space Force) 147</p> <p>▶ Enhances coordinated hand use and pressure consistency in writing.</p> <p>“Semper Paratus” (U.S. Coast Guard) 149</p> <p>▶ Builds fine motor precision through controlled movement activities.</p>
153	Lesson 30	<p>“The Star-Spangled Banner” (1814)—Part 1 153</p> <p>▶ Strengthens rotational control and dexterity for efficient writing.</p> <p>“The Star-Spangled Banner” (1814)—Part 2 155</p> <p>▶ Promotes posture and endurance for extended writing performance.</p>
157	Lesson 31	<p>“America the Beautiful” (1895)—Part 1 157</p> <p>▶ Reinforces fluent cursive movement through repeated stroke practice.</p> <p>“America the Beautiful” (1895)—Part 2 159</p> <p>▶ Develops strength and coordination for controlled, sustained writing.</p>
161	Lesson 32	<p>“My Country ’Tis of Thee” (1831) 161</p> <p>▶ Improves finger independence for precise and accurate letter formation.</p> <p>“Yankee Doodle” (~1755) 163</p> <p>▶ Enhances hand stability and extension for fluid writing motion.</p>
165	Lesson 33	<p>“God Bless America” (1918) 165</p> <p>▶ Supports upper body control and posture during writing tasks.</p> <p>“Home on the Range” (1870s) 167</p> <p>▶ Builds grip strength and coordination for consistent handwriting.</p>
169	Lesson 34	<p>“God of Our Fathers” (1876) 169</p> <p>▶ Refines grasp and control through functional hand activities.</p> <p>Remembering God’s Hand in America 171</p> <p>▶ Strengthens postural stability for improved writing focus and endurance.</p>
173	Lesson 35	<p>Gratitude for Freedom 173</p> <p>▶ Enhances bilateral coordination and pressure control in writing tasks.</p> <p>Honor for Those Who Served 175</p> <p>▶ Develops coordinated fine motor movements for writing accuracy.</p>
177	Lesson 36	<p>One Nation Under God 177</p> <p>▶ Strengthens finger dexterity for refined pencil control.</p> <p>A Prayer for America 179</p> <p>▶ Promotes full-body stability and endurance for sustained writing success.</p>
181	Teaching Resources	
203	Answer Key	



Course Description

Write Like a Patriot takes students on a journey through American history and the words that impacted our freedom and culture. By copying famous quotes, document excerpts, and patriotic song selections, students gain an appreciation for the men and women who followed God's lead in establishing a free country. Copy work allows a student to slow down and absorb the words as they carefully craft each one. In addition to copy work, lessons develop hand and core strength through a rotation of physical exercises, improve fine and gross motor skills with warm-ups, and build writing stamina as the amount of writing increases. Fun activities like mazes, step-by-step drawings, picture searches, and tracing make this an enjoyable course that students will look forward to.

Features



Target Level

Targeted for grade 4; may be used for grades 3 and up



Flexible 180-Day Schedule

Approximately 30 minutes per exercise, 2 days a week; includes a 1-semester option



Open & Go

Convenient schedule, well-designed lessons



Engaging Application

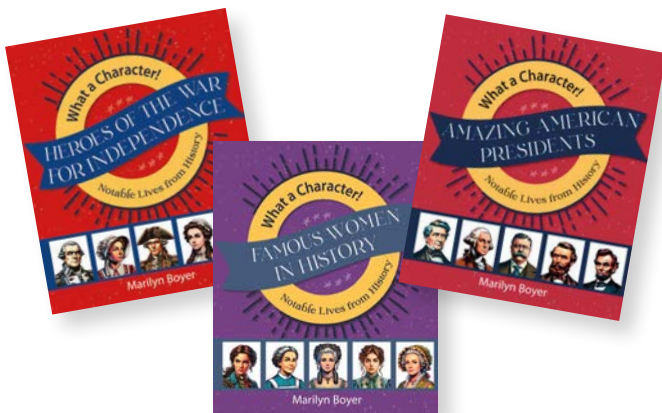
Activities that inspire patriotism and build skills

Objectives

- ▶ Develop legible, consistent cursive handwriting with correct letter formation and spacing.
- ▶ Build stamina and muscle memory in writing. Improve attention to detail through proper alignment, size, and spacing.
- ▶ Connect handwriting practice with history by engaging with stories of American patriots.
- ▶ Encourage discipline and consistency through regular, structured writing practice.

Companion Books

Optional Recommendation:



Inspire students to learn more about American Patriots, satisfy their curiosity, and enrich their education with exciting books from the *What A Character* series!

Available from MasterBooks.com

Placement

Write Like a Patriot is designed for students who already have a basic understanding of handwriting and are ready to build cursive fluency. Before beginning this level, students should be able to correctly form all lowercase and uppercase manuscript (print) letters, write simple words and sentences with proper spacing, and demonstrate good pencil control and posture. Students should also have had a basic introduction to cursive letters and how to form them. Familiarity with basic phonics and the ability to read simple sentences will support success. Students entering this level should be prepared to focus on refining cursive letter formation, connecting letters smoothly, and improving writing speed and consistency.

Supply List

Recommended prerequisite: *Catch on to Cursive*. See the complete Supply List on page 10.

★ Course Information

Note to the Parent

A student's handwriting is a personal expression. As parents, we take joy in seeing our young ones develop this expression as their skills increase. When we find a note they wrote for us or see a card they made for a family member, our hearts rejoice. Using *Write Like a Patriot*, your student will not only enhance their writing ability but will also build confidence in communication skills. The copy work will give them an appreciation for beautifully crafted quotes, songs, and statements. The exercises will provide very important muscle and coordination development. We hope you enjoy watching your student flourish throughout this course.

Why Teach Cursive?

Cursive is more than just a style of handwriting; it is an important skill that helps your student grow academically and personally. As students learn cursive, they begin to write more smoothly and efficiently because the letters are connected, which helps improve overall writing fluency.

Cursive also strengthens fine motor skills by developing the small muscles in the hand that are needed for clear, controlled writing. At the same time, it engages the brain in unique ways, supporting memory, focus, and language development.

As your student practices cursive, they will build confidence in their ability to communicate through writing. They will also learn to pay attention to neatness, spacing, and organization—skills that carry over into all areas of learning.

In addition, cursive gives students access to history. From reading original documents to recognizing signatures, cursive helps connect them to the past in a meaningful way.

With consistent practice, cursive becomes a valuable lifelong skill that encourages discipline, creativity, and clear communication.

Course Overview

► Unit 1, Days 1–29: Faith of the Signers

Students will explore the lives and beliefs of the men who signed America's founding documents. Through cursive copy work, they will engage with quotes and writings that reflect the faith and convictions that helped shape the nation.

► Unit 2, Days 32–44: Historical Documents

Students will practice cursive while interacting with excerpts from important American documents. This unit emphasizes careful handwriting while helping students understand the meaning and significance behind these foundational texts.

► Unit 3, Days 47–52: Prayers That Shaped America

This unit introduces students to meaningful prayers from American history. As they write these in cursive, students will reflect on the role of faith and dependence on God throughout the nation's development.

► Unit 4, Days 54–72: Faithful Presidents

Students will study presidents who demonstrated strong faith and character. Cursive practice will include quotes and reflections that highlight leadership, integrity, and trust in God.

► Unit 5, Days 74–87: First Ladies

This unit highlights influential First Ladies and their contributions to American society. Students will strengthen cursive skills while learning about service, leadership, and historical impact.

► Unit 6, Days 89–114: Great American Figures

Students will explore the lives of notable Americans who made significant contributions to the country. Through cursive writing, they will engage with inspiring stories of courage, perseverance, and faith.

► Unit 7, Days 117–129: Faithful Preachers

This unit focuses on influential preachers who helped shape American spiritual life. Students will copy meaningful excerpts that reflect biblical truth and the spread of the gospel.

► Unit 8, Days 132–144: Military Songs

Students will practice cursive through the words of traditional military songs. This unit encourages appreciation for service, sacrifice, and patriotism while reinforcing writing fluency.

► Unit 9, Days 147–179: Patriotic Songs and Reflections

In the final unit, students will write and reflect on well-known patriotic songs and themes. This unit brings together cursive skills, national appreciation, and thoughtful written expression.



Read: The reading portion at the beginning of each exercise introduces the person, document, song, or reflection featured in the writing selection. This introduction gives the student context for the words they are about to copy and provides snippets of American history and the people who followed God to establish the freedoms we enjoy.



Exercise: Exercises are provided to increase core and hand strength, improve posture, strengthen fine motor skills, and develop visual tracking ability. These skills are essential for developing good handwriting as they build the strength and coordination needed to grip and maneuver writing tools effectively.



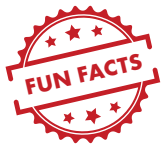
Warm Up: The warm-up activity serves as a transition between exercise and writing features. During warm-up, the student practices using pencils and crayons through line and object tracing, maze solving, coloring, step-by-step drawings, and spot-the-differences activities to get them “warmed up” to writing.



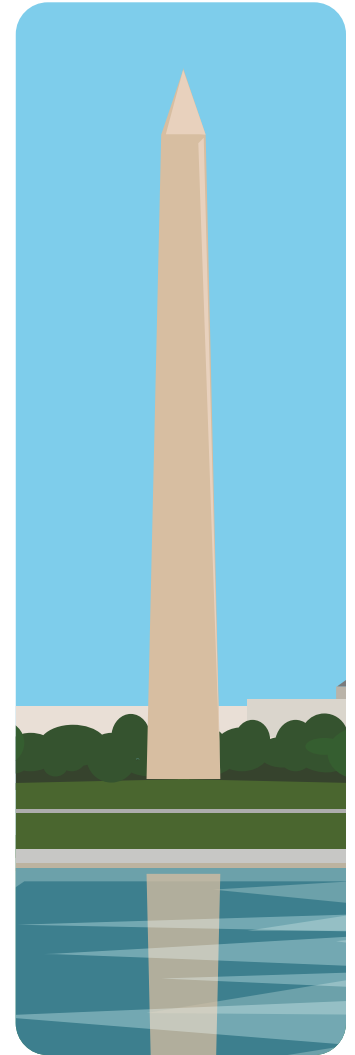
Write: Inspiring quotes, patriotic songs, and portions of important documents provide copy work in the main writing portion of this course. Students use their best cursive handwriting to copy some of the most important words in our nation’s history.



Get Creative: The final activity in each exercise is a chance to let creativity flourish. In keeping with the theme of the exercise, the student uses their imagination to create mini posters, draw American symbols, decorate words, write thank-you notes, and express creativity in many other ways.



Fun Facts: Each exercise closes with some fun facts related to the person, song, or document featured.



A Whole-Child Approach

A whole-child approach to cursive recognizes that handwriting is more than forming letters—it engages the mind, body, and heart. Students build fine motor strength and coordination while strengthening memory, reading fluency, and spelling through the connected flow of cursive writing. This method encourages focus and patience, helping learners slow down and develop attention to detail. It also nurtures confidence, creativity, and personal expression through engaging, low-pressure activities. Incorporating Scripture adds spiritual growth, allowing students to reflect on truth as they write. By supporting physical, cognitive, emotional, and spiritual development, this approach creates a richer, more lasting cursive learning experience.

★ Master Supply List

The lessons in this course are designed for easy completion at home. Below is a Master Supply List showing materials needed throughout the course.

Daily Supplies: Number 2 pencils are used in each lesson. Colored pencils are also used frequently. Provide these supplies to your student alongside this book before beginning each lesson.

Whiteboard Writing

- Dry-erase board
- Dry-erase markers

Note: If needed, this activity can be done with paper taped to the wall and a pencil.

Lesson 1, Exercise 1
Lesson 7, Exercise 1
Lesson 13, Exercise 1
Lesson 19, Exercise 1
Lesson 25, Exercise 2
Lesson 31, Exercise 1

Playdough Roll and Squeeze

- Playdough

Lesson 1, Exercise 2
Lesson 7, Exercise 2
Lesson 10, Exercise 1
Lesson 13, Exercise 2
Lesson 19, Exercise 2
Lesson 31, Exercise 2

Bubble Wrap Popping

- Bubble wrap

Lesson 2, Exercise 1
Lesson 8, Exercise 1
Lesson 14, Exercise 1
Lesson 20, Exercise 1
Lesson 26, Exercise 1
Lesson 32, Exercise 1

Rubber Band Stretch

- Rubber band

Lesson 2, Exercise 2
Lesson 8, Exercise 2
Lesson 14, Exercise 2
Lesson 20, Exercise 2
Lesson 23, Exercise 2
Lesson 26, Exercise 2
Lesson 32, Exercise 2

Washcloth Wringing

- Washcloth or sponge

Lesson 3, Exercise 2
Lesson 9, Exercise 2
Lesson 15, Exercise 2
Lesson 21, Exercise 2
Lesson 27, Exercise 2
Lesson 33, Exercise 2

Tong Pick-Ups

- Tongs
- Blocks or small objects
- Bowl

Lesson 4, Exercise 1
Lesson 10, Exercise 1
Lesson 16, Exercise 1
Lesson 22, Exercise 1
Lesson 28, Exercise 1
Lesson 34, Exercise 1

Paper Stapling

- Handheld stapler
- Scrap paper

Lesson 5, Exercise 1
Lesson 11, Exercise 1
Lesson 17, Exercise 1
Lesson 23, Exercise 1
Lesson 29, Exercise 1
Lesson 35, Exercise 1

Playdough Cutting

- Playdough
- Scissors

Lesson 5, Exercise 2
Lesson 11, Exercise 2
Lesson 17, Exercise 2
Lesson 24, Exercise 1
Lesson 29, Exercise 2
Lesson 35, Exercise 2

Pencil Sharpening

- Handheld pencil sharpener
- Short pencil

Lesson 6, Exercise 1
Lesson 12, Exercise 1
Lesson 18, Exercise 1
Lesson 24, Exercise 2
Lesson 30, Exercise 1
Lesson 36, Exercise 1

Shopping List

- | | |
|--|--|
| <input type="checkbox"/> Number 2 pencils | <input type="checkbox"/> Dry-erase board |
| <input type="checkbox"/> Colored pencils | <input type="checkbox"/> Dry-erase markers |
| <input type="checkbox"/> Bubble wrap | <input type="checkbox"/> Tongs |
| <input type="checkbox"/> Handheld pencil sharpener | <input type="checkbox"/> Blocks or small objects |
| <input type="checkbox"/> Playdough | <input type="checkbox"/> Bowl |
| <input type="checkbox"/> Rubber band | <input type="checkbox"/> Handheld stapler |
| <input type="checkbox"/> Washcloth | <input type="checkbox"/> Scissors |

Playdough Ropes

In addition to the exercises above, the following lessons call for thin ropes made out of playdough:

Lesson 10, Exercise 1
Lesson 3, Exercise 2

Suggested Daily Schedule

This schedule is based on a two-semester year (18 weeks, 180 days). The course is designed to take place twice a week. For an alternative one-semester schedule, see pages 193–196.

Calendar	Assignment	Due Date	✓	Grade
► First Semester-First Quarter				
Week 1	Day 1			
	Day 2	Lesson 1, Exercise 1, Pages 21–22		
	Day 3			
	Day 4	Lesson 1, Exercise 2, Pages 23–24		
	Day 5			
Week 2	Day 6			
	Day 7	Lesson 2, Exercise 1, Pages 25–26		
	Day 8			
	Day 9	Lesson 2, Exercise 2, Pages 27–28		
	Day 10			
Week 3	Day 11			
	Day 12	Lesson 3, Exercise 1, Pages 29–30		
	Day 13			
	Day 14	Lesson 3, Exercise 2, Pages 31–32		
	Day 15			
Week 4	Day 16			
	Day 17	Lesson 4, Exercise 1, Pages 33–34		
	Day 18			
	Day 19	Lesson 4, Exercise 2, Pages 35–36		
	Day 20			
Week 5	Day 21			
	Day 22	Lesson 5, Exercise 1, Pages 37–38		
	Day 23			
	Day 24	Lesson 5, Exercise 2, Pages 39–40		
	Day 25			
Week 6	Day 26			
	Day 27	Lesson 6, Exercise 1, Pages 41–42		
	Day 28			
	Day 29	Lesson 6, Exercise 2, Pages 43–44		
	Day 30			

★ Suggested Daily Schedule

Calendar	Assignment	Due Date	✓	Grade
Week 7	Day 31			
	Day 32	Lesson 7, Exercise 1, Pages 47–48		
	Day 33			
	Day 34	Lesson 7, Exercise 2, Pages 49–50		
	Day 35			
Week 8	Day 36			
	Day 37	Lesson 8, Exercise 1, Pages 51–52		
	Day 38			
	Day 39	Lesson 8, Exercise 2, Pages 53–54		
	Day 40			
Week 9	Day 41			
	Day 42	Lesson 9, Exercise 1, Pages 55–56		
	Day 43			
	Day 44	Lesson 9, Exercise 2, Pages 57–58		
	Day 45			

PARENT REFLECTION

How has your student shown effort and care in learning cursive?



Suggested Daily Schedule

Calendar	Assignment	Due Date	✓	Grade
► First Semester-Second Quarter				
Week 1	Day 46			
	Day 47	Lesson 10, Exercise 1, Pages 61–62		
	Day 48			
	Day 49	Lesson 10, Exercise 2, Pages 63–64		
	Day 50			
Week 2	Day 51			
	Day 52	Lesson 11, Exercise 1, Pages 65–66		
	Day 53			
	Day 54	Lesson 11, Exercise 2, Pages 69–70		
	Day 55			
Week 3	Day 56			
	Day 57	Lesson 12, Exercise 1, Pages 71–72		
	Day 58			
	Day 59	Lesson 12, Exercise 2, Pages 73–74		
	Day 60			
Week 4	Day 61			
	Day 62	Lesson 13, Exercise 1, Pages 75–76		
	Day 63			
	Day 64	Lesson 13, Exercise 2, Pages 77–78		
	Day 65			
Week 5	Day 66			
	Day 67	Lesson 14, Exercise 1, Pages 79–80		
	Day 68			
	Day 69	Lesson 14, Exercise 2, Pages 81–82		
	Day 70			
Week 6	Day 71			
	Day 72	Lesson 15, Exercise 1, Pages 83–84		
	Day 73			
	Day 74	Lesson 15, Exercise 2, Pages 87–88		
	Day 75			

★ Suggested Daily Schedule

Calendar	Assignment	Due Date	✓	Grade
Week 7	Day 76			
	Day 77	Lesson 16, Exercise 1, Pages 89–90		
	Day 78			
	Day 79	Lesson 16, Exercise 2, Pages 91–92		
	Day 80			
Week 8	Day 81			
	Day 82	Lesson 17, Exercise 1, Pages 93–94		
	Day 83			
	Day 84	Lesson 17, Exercise 2, Pages 95–96		
	Day 85			
Week 9	Day 86			
	Day 87	Lesson 18, Exercise 1, Pages 97–98		
	Day 88			
	Day 89	Lesson 18, Exercise 2, Pages 101–102		
	Day 90			

PARENT REFLECTION

How has your student grown in confidence and skill this quarter?



Suggested Daily Schedule

Calendar	Assignment	Due Date	✓	Grade
▶ Second Semester-First Quarter				
Week 1	Day 91			
	Day 92	Lesson 19, Exercise 1, Pages 103–104		
	Day 93			
	Day 94	Lesson 19, Exercise 2, Pages 105–106		
	Day 95			
Week 2	Day 96			
	Day 97	Lesson 20, Exercise 1, Pages 107–108		
	Day 98			
	Day 99	Lesson 20, Exercise 2, Pages 109–110		
	Day 100			
Week 3	Day 101			
	Day 102	Lesson 21, Exercise 1, Pages 111–112		
	Day 103			
	Day 104	Lesson 21, Exercise 2, Pages 113–114		
	Day 105			
Week 4	Day 106			
	Day 107	Lesson 22, Exercise 1, Pages 115–116		
	Day 108			
	Day 109	Lesson 22, Exercise 2, Pages 117–118		
	Day 110			
Week 5	Day 111			
	Day 112	Lesson 23, Exercise 1, Pages 119–120		
	Day 113			
	Day 114	Lesson 23, Exercise 2, Pages 121–122		
	Day 115			
Week 6	Day 116			
	Day 117	Lesson 24, Exercise 1, Pages 125–126		
	Day 118			
	Day 119	Lesson 24, Exercise 2, Pages 127–128		
	Day 120			

★ Suggested Daily Schedule

Calendar	Assignment	Due Date	✓	Grade
Week 7	Day 121			
	Day 122	Lesson 25, Exercise 1, Pages 129–130		
	Day 123			
	Day 124	Lesson 25, Exercise 2, Pages 131–132		
	Day 125			
Week 8	Day 126			
	Day 127	Lesson 26, Exercise 1, Pages 133–134		
	Day 128			
	Day 129	Lesson 26, Exercise 2, Pages 135–136		
	Day 130			
Week 9	Day 131			
	Day 132	Lesson 27, Exercise 1, Pages 139–140		
	Day 133			
	Day 134	Lesson 27, Exercise 2, Pages 141–142		
	Day 135			

PARENT REFLECTION

How has your student taken pride in their work?



Suggested Daily Schedule

Calendar	Assignment	Due Date	✓	Grade
▶ Second Semester-Second Quarter				
Week 1	Day 136			
	Day 137	Lesson 28, Exercise 1, Pages 143–144		
	Day 138			
	Day 139	Lesson 28, Exercise 2, Pages 145–146		
	Day 140			
Week 2	Day 141			
	Day 142	Lesson 29, Exercise 1, Pages 147–148		
	Day 143			
	Day 144	Lesson 29, Exercise 2, Pages 149–150		
	Day 145			
Week 3	Day 146			
	Day 147	Lesson 30, Exercise 1, Pages 153–154		
	Day 148			
	Day 149	Lesson 30, Exercise 2, Pages 155–156		
	Day 150			
Week 4	Day 151			
	Day 152	Lesson 31, Exercise 1, Pages 157–158		
	Day 153			
	Day 154	Lesson 31, Exercise 2, Pages 159–160		
	Day 155			
Week 5	Day 156			
	Day 157	Lesson 32, Exercise 1, Pages 161–162		
	Day 158			
	Day 159	Lesson 32, Exercise 2, Pages 163–164		
	Day 160			
Week 6	Day 161			
	Day 162	Lesson 33, Exercise 1, Pages 165–166		
	Day 163			
	Day 164	Lesson 33, Exercise 2, Pages 167–168		
	Day 165			

★ Suggested Daily Schedule

Calendar	Assignment	Due Date	✓	Grade
Week 7	Day 166			
	Day 167	Lesson 34, Exercise 1, Pages 169–170		
	Day 168			
	Day 169	Lesson 34, Exercise 2, Pages 171–172		
	Day 170			
Week 8	Day 171			
	Day 172	Lesson 35, Exercise 1, Pages 173–174		
	Day 173			
	Day 174	Lesson 35, Exercise 2, Pages 175–176		
	Day 175			
Week 9	Day 176			
	Day 177	Lesson 36, Exercise 1, Pages 177–178		
	Day 178			
	Day 179	Lesson 36, Exercise 2, Pages 179–180		
	Day 180			

PARENT REFLECTION

How is your student showing responsibility as a young citizen?



UNIT
1



*Faith of the
Signers*

Optional Coloring Page



Name: _____



America's Christian Foundations— Patrick Henry (1736–1799)

READ

Patrick Henry is famous for saying, “Give me liberty or give me death.” He believed that freedom comes first from God. This belief helped shape our nation. During the American Revolution, Patrick Henry helped inspire people to be brave and stand up for their freedom.

EXERCISE

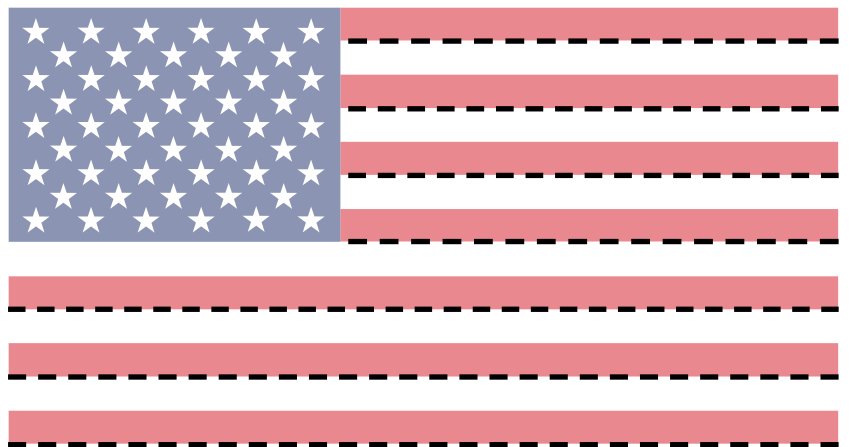
1. Stand at a whiteboard with a marker (or a wall with paper taped to it).
2. Focus on having a tall posture, relaxing the shoulders, and making controlled strokes.
3. Write the following song lyrics:



*You're a grand old flag,
You're a high-flying flag¹*

Trace along the stripes of the American flag.

**WARM
UP**



*But thanks be to God, which giveth us the victory through
our Lord Jesus Christ.—1 Corinthians 15:57*



WRITE

“The Bible is worth all the other books which have ever been printed.”²

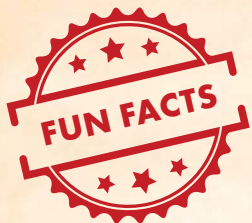
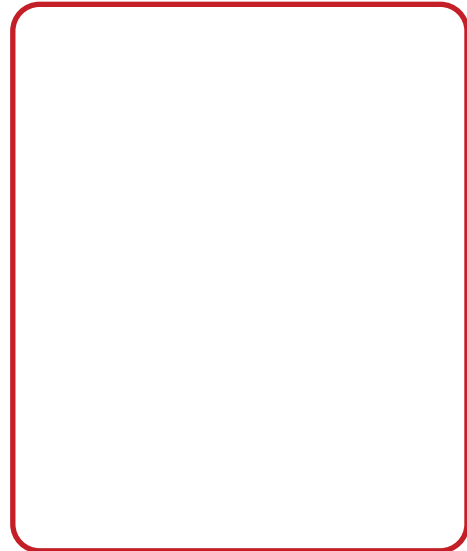
Copy the quote by Patrick Henry.

The Bible



GET CREATIVE

Draw a Bible. You can copy the picture below or draw your own. Then color it with colored pencils.



- ★ Patrick Henry is known as the “Voice of the American Revolution.”
- ★ He was the first governor of Virginia and served 5 terms. He had 17 children.



Name: _____



George Washington—First in the Hearts of His Countrymen (1732–1799)

READ

George Washington was the first President of the United States. He trusted God, and he was fair and honest. He believed the Bible should be the source of truth. Washington's faith in God made him a great leader.



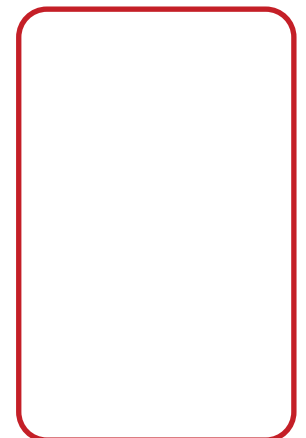
EXERCISE

1. Use the palms of your hands to roll a ball of playdough.
2. Hold a ball of playdough in the middle of one hand.
3. Squeeze hard until the playdough comes out between the fingers.
4. Repeat for a total of 10 times per hand.



WARM UP

Follow the steps in blue to draw the Washington Monument in the red box. Color it with a colored pencil.



And He has made from one blood every nation of men to dwell on all the face of the earth and has determined their preappointed times and the boundaries of their dwellings.—Acts 17:26



WRITE

“It is the duty of all Nations to acknowledge the providence of Almighty God.”³

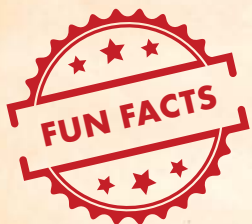
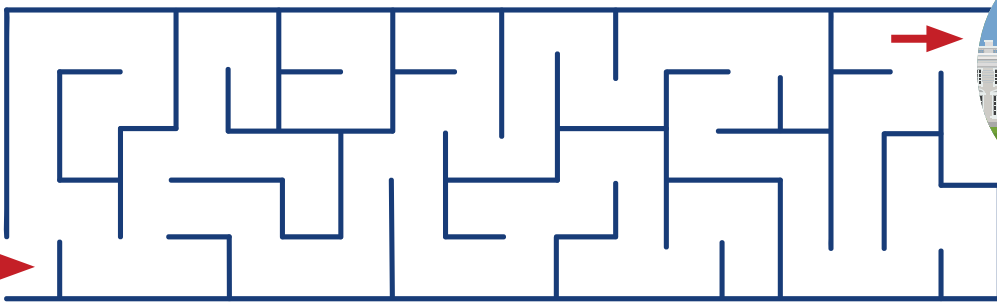
Copy the quote by George Washington.

It is the



GET CREATIVE

These landmarks are both located in Washington, D.C. Find the path from the Washington Monument to the White House.



- ★ George Washington fought bravely in the French and Indian War.
- ★ Our nation's capital, Washington, D.C., is named in his honor.



Name: _____



Samuel Adams—The Voice of Liberty (1722–1803)

READ

Samuel Adams believed that liberty came from God, not government. He called for public prayer and fasting during the Revolution. He helped organize the Boston Tea Party and urged the colonies to unite in faith and freedom.



EXERCISE

Spend 5–7 minutes popping bubble wrap to strengthen your fingers. Pop one bubble at a time, pinching each one between your thumb and another finger. Rotate between using your pointer finger, middle finger, ring finger, and pinky.



**WARM
UP**

Solve the maze by helping the ship reach the dock.



Where the Spirit of the Lord is, there is liberty.—2 Corinthians 3:17



WRITE

“The liberties of our country, the freedom of our civil Constitution, are worth defending against all hazards.”⁴

Copy the quote by Samuel Adams.

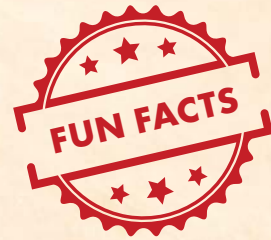
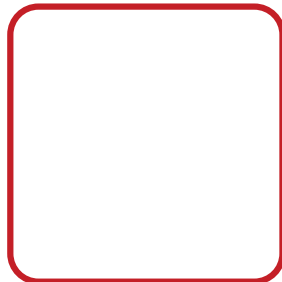
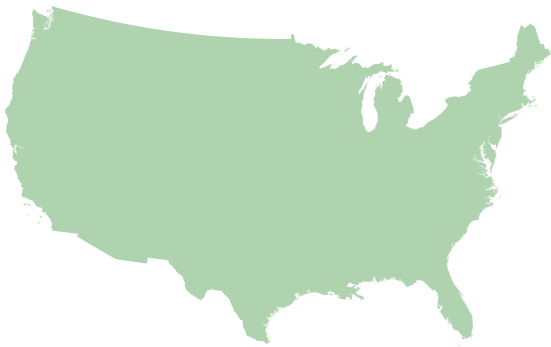
The liberties

Handwriting practice lines with a dashed midline for tracing.



GET CREATIVE

Massachusetts is marked with a star on the U.S. map below. Draw a small tea cup in the red box to remember the Boston Tea Party. Color it with a colored pencil.



- ★ Samuel Adams was the leader of the Sons of Liberty.
- ★ He was the second cousin of John Adams.



READ

John Hancock—Bold Faith (1737–1793)

John Hancock was the first to sign the Declaration of Independence. Hancock signed his name in large letters so the king could read it without his glasses. He often used his own money to buy food and clothes for soldiers during the Revolutionary War.

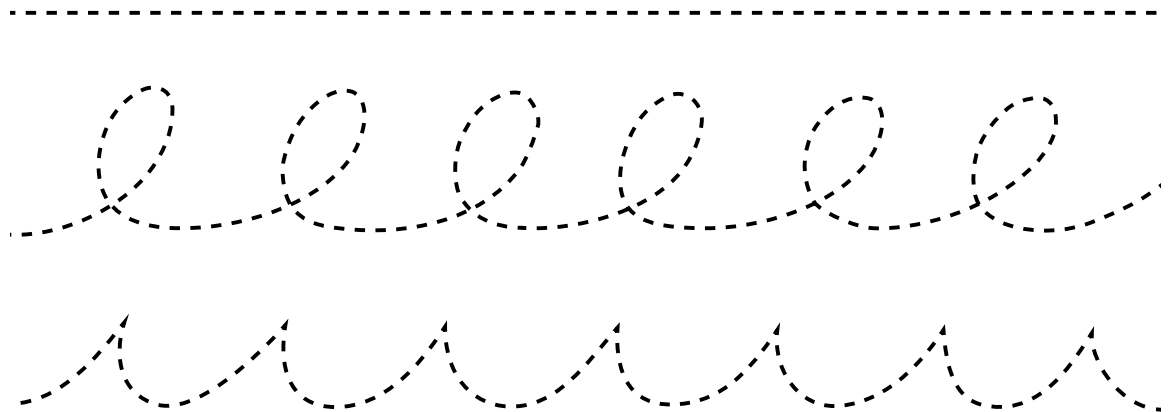


EXERCISE

1. Pinch the tips of your fingers and thumb together.
2. Slip a rubber band or two over your fingers as shown.
3. Open your hand slowly to stretch the rubber band. Then slowly close your hand, without allowing the rubber band to fall off.
4. Repeat 5 times, and then switch hands.

WARM
UP

Trace the lines below.



Be strong and courageous.—Joshua 1:9



WRITE

“Let us humbly commit our righteous cause to the great Lord of the universe . . . who loveth righteousness and hateth iniquity.”⁵

Copy the black portion of the quote by John Hancock.

Let us

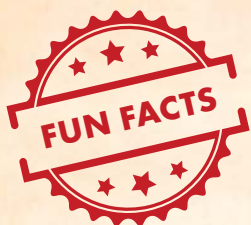
Handwriting practice lines with a dashed midline and solid top and bottom lines.



GET CREATIVE

Practice writing your own name neatly, then decorate it with stars and stripes to symbolize courage.

Large red-bordered box containing handwriting practice lines for a name.



- ★ “John Hancock” is slang for one’s signature.
- ★ Paul Revere’s warning helped John Hancock escape from being captured by the British.





Answer Key

Grading

It is always the option of an educator to assess student grades however he or she might deem best. For example, the teacher may evaluate whether a student has mastered a particular skill or whether the student needs additional experience. A teacher may rank these on a five-point scale per the system below.

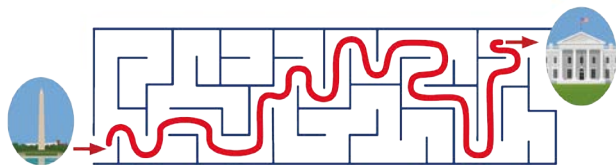
Skill Mastered Needs Experience

5 (equals an A) 4 (B) 3 (C) 2 (D) 1 (equals an F)

- A — Student shows complete mastery of concepts with no errors.
- B — Student shows mastery of concepts with minimal errors.
- C — Student shows partial mastery of concepts. Review of some concepts is needed.
- D — Student shows minimal understanding of concepts. Review is needed.
- F — Student does not show understanding of concepts. Review is needed.

Answer Key

Lesson 1, Exercise 2, Day 4, Page 24



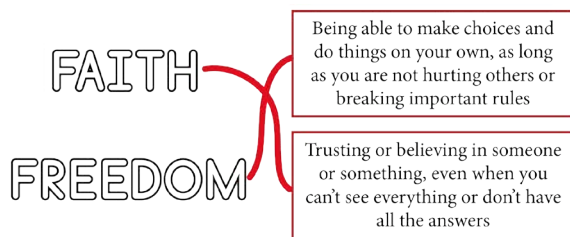
Lesson 2, Exercise 1, Day 7, Page 25



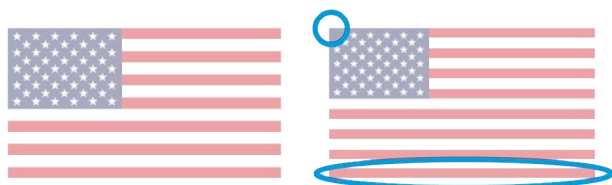
Lesson 4, Exercise 2, Day 19, Page 35



Lesson 5, Exercise 1, Day 22, Page 38

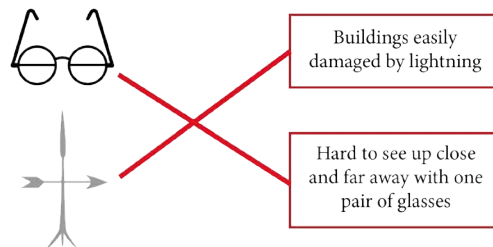


Lesson 6, Exercise 1, Day 27, Page 41

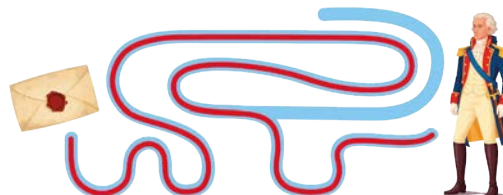


Write Like a Patriot

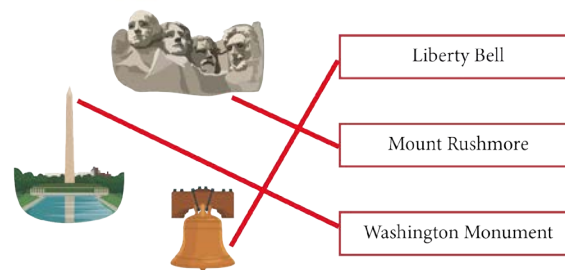
Lesson 6, Exercise 2, Day 29, Page 43



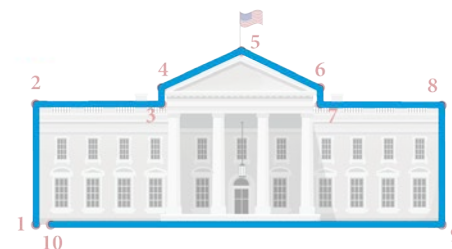
Lesson 8, Exercise 1, Day 37, Page 51



Lesson 11, Exercise 2, Day 54, Page 69



Lesson 12, Exercise 1, Day 57, Page 71



Lesson 13, Exercise 2, Day 17, Page 77

