

The World's Story Volume 3 High School Plan (1 year, 1 world history credit, and optional 0.5 world lit credit)

Please read the notes after the chart first.

Week	The World's Story 3 Follow the lesson plan provided in the WS 3 TG* check off here when completed	Optional: Modern World Literature Journal	Writing Assignments**
1		Sergeant York and the Great War [reading/vocab box assignments 1 - 5]	Turn the Written Narration Prompt on page 44 of the TG into a full-page character sketch.
2		Sergeant York and the Great War [reading/vocab box assignments 6 - 10]	
3		Sergeant York and the Great War [literary analysis, final summary]	
4		Catch up on any literature assignments or do special projects.	Do a page-long compare and contrast between Christianity and Hinduism
5		Quiet on the Western Front [reading/vocab box assignments 1 - 5]	Turn the Written Narration Prompt on page 59 into a skit. Create a video of yourself doing it or present it live to your family.
6		Quiet on the Western Front [reading/vocab box assignment 6 and literary analysis]	
7		Catch up on any literature assignments or do special projects.	
8		The Road from Home [reading/vocab box assignments 1-5]	
9		The Road from Home [reading/vocab box assignments 6-8]	Optional: Watch <i>Les Misérables</i> AFTER reading the note about it in the Ch. 9 Dig Deeper
10		The Road from Home [literary analysis]	
11		Catch up on any literature assignments or do special projects.	
12		Parallel Journeys [reading/vocab box assignments 1-5]	
13		Parallel Journeys [reading/vocab box assignments 6-9]	
14		Parallel Journeys [literary analysis]	

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15		Catch up on any literature assignments or do special projects.	Optional: write a 3-5 page paper about the Age of Enlightenment, outlining everything you have learned. Include the good things that it accomplished and the negative effect it had on the world culture.
16		After the War [reading/vocab box assignments 1 - 5]	
17		After the War [literary analysis]	
18		Catch up on any literature assignments or do special projects.	Research the term armistice. How is it different from surrender?
19		Cry, the Beloved Country [reading/vocab box assignments 1-5]	
20		Cry, the Beloved Country [reading/vocab box assignments 6-10]	
21		Cry, the Beloved Country [literary analysis]	
22		Catch up on any literature assignments or do special projects.	Over the next 3 weeks, do some additional research (use trustworthy resources) about the link between Darwinian evolution and Nazism. Write a paper, create a video, or give an oral presentation about what you find. If you have a sibling or friend doing this course, try to work together as a team to create an interesting and well-rounded presentation.
23		Children of the River [reading/vocab box assignments 1 - 5]	
24		Children of the River [reading/vocab box assignments 6-7 and literary analysis]	
25		Catch up on any literature assignments or do special projects.	
26		God's Smuggler [reading/vocab box assignments 1-4]	
27		God's Smuggler [reading/vocab box assignments 5-8]	
28		God's Smuggler [literary analysis]	
29		Catch up on any literature assignments or do special projects.	
30		Roll of Thunder, Hear my Cry [reading/vocab assignments 1-4]	

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31		Roll of Thunder, Hear my Cry [reading/vocab assignments 5-8]	
32		Roll of Thunder, Hear my Cry [literary analysis]	
33		Catch up on any literature assignments or do special projects.	
34		Dark Game [reading/vocab box assignments 1-4]	***In these three weeks, work on your end-of-the-year presentation showing everything you have learned this year.
35		Dark Game [reading/vocab box assignments 5-8]	
36		Dark Game [literary analysis]	

*For The World's Story 3, I recommend that a high school do all of the activity pages. The provided lesson plan in the front of the TG is a good place to start.

**Please note: your high school student should be completing all of the extra projects outlined in the Appendix and assigned throughout the course in the Dig Deeper section, as well as all index card timeline assignments. I have also assigned a few extra writing projects in the schedule above. You may want to use the Review Sheets in the appendix as quizzes if your state requires test grades.

*** Final Presentation: A high school student should be prepared to organize and give a 20-25 minute presentation of what they learned during this course. During their preparation weeks, they should go through their notes and activity pages to review what they have learned. Please allow them to create a presentation that reflects their learning style. For example, a high schooler may enjoy creating a powerpoint to go along with their oral presentation, or they might want to record themselves in a video and play it for their family. The idea is to allow them some creative license inside of the required prerequisites.

Note about assigning credits: If you have your student do all of the writing and literature assigned, as well as the writing assigned in the TG, you may assign a full English credit instead of the 0.5 literature credit. For most students in 9th or 10th grade, they will also need to have some type of writing instruction to be able to complete the writing assignments well.

Note about documentaries and movies:

I do not feel comfortable giving formal suggestions for this time period. I have found some decent ones created by Ken Burns, but please preview them!

Other Notes:

