

THE SEABIRDS TRILOGY
WORLD WAR II COMPANION
CURRICULUM

SAMPLE



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THE SEABIRDS TRILOGY WORLD
WAR II COMPANION
CURRICULUM

INTRODUCTION

The Seabirds Trilogy World War II Companion Curriculum is a comprehensive 36 week high school level World War II learning experience. It includes early 20th century history, social studies, and preparatory college level research writing from a faith-based perspective.

Students will experience the greatest conflict in human history through story, the testimony of those who survived, and award-winning films and documentaries.

THE LAYOUT

- *The Seabirds Trilogy*
- **Discovery**
- **Define**
- **Movie Night**
- **Spiritual Growth**
- **Write**
- **Go Deeper Reflection**

The Seabirds Trilogy

Packed with lively characters, colorful settings, and laugh-out-loud vignettes, students will receive a birds-eye view of the Second World War. Each historically accurate book displays the goodness of God in the darkest moments of the past while instilling hope, faith, and godly values.

Discovery

Dive deep into the years leading up to the war and the war itself by experiencing it through those who lived it. Included are articles by authors like C.S. Lewis and Emile Zola, YouTube tutorials and clips of specific events during the war, music by Mendelsohn and the Andrew Sisters, original recordings by Roosevelt and Churchill, and memoirs by Corrie ten Boom and Eric Liddell.

Define

Learn the WHO, WHAT, WHERE, and WHEN of WWII through flashcards, a timeline, and quizzes.

Movie Night

Film is a powerful educational tool. When properly used, it promotes critical thinking skills and exposes students to new perspectives. Beautiful films evoke emotion and become the catalyst for healthy discussions on worldview, history, and God's plan for His people. A good film makes a student excited to learn.

The Second World War was a devastating period. Anti-Semitism, Japanese internment camps, and the treatment of American POWs in the South Pacific were horrific moments in our past. They cannot be glossed over, but they can be viewed with sensitivity and caution. We take the Scripture “**...whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable — if anything is excellent or praiseworthy — think about such things.**” seriously. Each film is historically important in its own right and was included to promote Godly values and a conservative Christian worldview. Most are appropriate for a family movie night. We recommend gathering once a week to enjoy and learn together through this wonderful medium.

Spiritual Growth

Spiritual growth and formation is an integral part of every student's education. *The Companion Curriculum* is the perfect catalyst to asking deeper questions and diving into Scripture to discover the God of hope in the darkest hours of history. Students will learn from great believers of the past, grow in maturity and wisdom, and apply what they've discovered in everyday life.

Write

Students have the opportunity to prepare for college level research writing. From finding reliable primary and secondary sources, to choosing a research question, to writing a bibliography, students will go from square one to confidently writing a historical research paper.

Go Deeper Reflection

Students are encouraged to explore pivotal moments of the past in the light of the present. Thought-provoking questions, journaling exercises, and creative projects build character and help students make moral decisions under challenging circumstances.

EASY GRADING

Each component is graded on a 1-5 scale with a

teacher's grading key provided for each week. Answers to quizzes are included in the teacher's guide, along with a simple guide to grading research papers.

ACCESSIBILITY

Links to YouTube videos, films, articles, sound clips, and books are listed on the Companion Curriculum page on the HopeHousePress.co website.

PICK AND CHOOSE

While every component (***The Seabirds Trilogy, Discovery, Define, Movie Night, Spiritual Growth, Write, Go Deeper Reflection***) works together for a comprehensive history, social studies, and college prep research writing course, *The Companion Curriculum* is easily tailored to fit your student's needs.

For a simple approach to Social Studies, stick to **Movie Night** and **Discovery**, alongside ***The Seabirds Trilogy***. If you are interested in a simple WWII History class, only include **Define**, **Write**, and ***The Seabirds Trilogy***.

Pick and choose whatever components you feel best fits your week. Some weeks might be a perfect fit for a **Movie Night**. Other weeks, you might only include **Spiritual Growth**. Components can be added or re-

duced based on your student's ability and what you feel meets their educational needs.

ENLIGHTEN, INFORM, PREPARE

It is imperative that students understand the gravity of the Second World War and how it affects our world today more than ever before. According to Newsweek, in 2018, one-third of Americans didn't believe that 6 million Jews were murdered in the Holocaust, nearly half of Americans could not name a single concentration camp, and two-thirds of millennials could not explain what 'Auschwitz' was. White supremacist groups in the United States are on the rise. Neo-Nazi groups increased 20% from 2015 to 2018, and 11% of Americans polled have claimed that it is 'acceptable' to hold Neo-Nazi views.

This is both troubling and revealing.

The further we move away from the Holocaust, the greater we run the risk of forgetting the 20 million Jews, disabled, Eastern Europeans, Soviet prisoners of war, and political prisoners who died at the hand of Nazis. It is imperative that we teach the next generation what is at stake when we turn a blind eye to the oppressed, disenfranchised, and disabled.

We are confident that *The Companion Curriculum* will,

in an age-appropriate learning environment, **enlighten**, **inform**, and **prepare** your student for adulthood. Maturity and wisdom are the product of diligent teaching, careful study, and real-life application in a faith-based environment.

We hope that *The Companion Curriculum* opens your student's heart and mind to what God is doing in the world today and what He has done in recent history. We also hope that through learning about the past, your high schooler will think about what God is calling him or her to do in the present and the future.

**Our content is carefully curated to be what we consider age-appropriate and family-friendly. Nevertheless, we recommend parents review all material to ensure it fits their child's maturity and educational needs.*

WEEK 1



LET'S BACK UP A BIT. EVERYTHING COMES FROM *SOMETHING*. I.E., WHAT LED TO THE SECOND WORLD WAR?

The summer of 1939 is without incident on the shores of Maine. To Piper and her Aunt Edith, the idea of Europe erupting into war seems far-fetched, even absurd. Truth be told, tension has been building on 'The Continent' ever since the Great War ended. It's only a matter of time before shots are fired.

This week, we are going to explore what exactly was happening across the Atlantic that would lead to the greatest conflict in human history. Hitler didn't

just appear out of thin air like a villain in a superhero movie. Rather, he ran for office and was legally elected. What's more, Hitler was popular among many Germans who felt they had been wronged in the Great War. Mussolini and Stalin were also popular leaders.

How could such evil men come to power? Why did so many follow them? The answer lies in the weeks immediately following the close of The Great War.

WEEK #1 SCHEDULES

SUGGESTED 5 DAY SCHEDULE FOR WEEK #1

MONDAY

- **Read** *Sandpiper* Intro
- **Discover:** watch tutorials

TUESDAY

- **Read** *Sandpiper* Chapter 1
- **Define** terms/make flashcards

WEDNESDAY

WEEK #1 SCHEDULES

- **Read** *Sandpiper* Chapter 2
- Review terms

THURSDAY

- **Movie Night:** *Chariots of Fire*, 1981
- **Spiritual Growth**
- Review terms

FRIDAY

- **Read** *Sandpiper* Chapter 3
- Write *Chariots of Fire* **Reflection** essay
- Review terms and place on **Timeline**

SUGGESTED 3 DAY SCHEDULE FOR WEEK #1

MONDAY

- **Read** *Sandpiper* Intro and Chapter 1
- **Discover:** watch tutorials
- **Define** terms/make flashcards

WEDNESDAY

- **Read** *Sandpiper* Chapter 2
- Review terms
- **Movie Night:** *Chariots of Fire*, 1981

- **Spiritual Growth**

FRIDAY

- **Read** *Sandpiper* Chapter 3
- Write *Chariots of Fire* **Reflection** essay
- Review terms and place on **Timeline**

LESSONS AND ASSIGNMENTS

WEEK 1

READ

Voyage of the Sandpiper Introduction-Chapter 3

DISCOVER

WATCH:

Nationalism

<https://www.youtube.com/watch?v=GzCe4qg8K0E>

Did WWI Lead to WWII?

<https://www.youtube.com/watch?v=UBI6ZzaP2Uk>

The Rise of the Nazis

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<https://www.youtube.com/watch?v=yEk6zGYwyhc>

How did Hitler Rise to Power?

<https://www.youtube.com/watch?v=jFICRFKtAc4>

DEFINE

DEFINE TERMS AND REVIEW

Define each term on a flash card, one card per term. Review through the week. (**See definitions in Appendix A**)

**Note: At the end of Part 1, there will be a quiz on Part 1 Terms*

- First World War
- The Fourteen Points Peace Plan
- The Balfour Declaration
- The League of Nations
- The San Remo Convention
- Treaty of Versailles
- 1929 Stock Market Crash
- The Weimar Republic
- Wallace Simpson and Edward

MOVIE NIGHT

Chariots of Fire, 1981

SPIRITUAL GROWTH

“Circumstances may appear to wreck our lives and God's plans, but God is not helpless among the ruins. God's love is still working. He comes in and takes the calamity and uses it victoriously, working out His wonderful plan of love.” --Eric Liddell

“Trust in the LORD with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths.” —Proverbs 3:5-6

Lesson: Change is a shared experience for every human being. Some changes we choose ourselves, like trying a new haircut or joining a new church. Other times, change is forced upon us, like when we grow or move because our parents get work in a new place. When we live through these sorts of changes, the most important thing to God is the attitude of our hearts when we aren't getting everything we want.

Piper has a lot of trouble transitioning when everything around her feels uncertain and shaky--her mother's life, her home, and her hope. Eddie encourages her to trust God to take care of everything. I en-

LESSONS AND ASSIGNMENTS

courage you to do the same: trust God to take care of everything.

Think about the changes you are experiencing right now and how God wants you to approach these changes with your thoughts, heart, and attitude.

GO DEEPER

Journal Entry

Prompt: What does the film *Chariots of Fire* tell you about the years between WWI and WWII? How does the film reflect growing nationalism in Germany and other European countries?

150-300 Words

TIMELINE

This week, make a timeline from 1900-1945. You will use this timeline for the rest of the course.

If you make your timeline on a physical wall, be sure to space each year out by a couple of inches. You also have the option of making a virtual timeline. If you need help figuring out how to make a virtual timeline, check out <https://www.officetimeline.com/make-timeline/google-docs> to help you get started.

LESSONS AND ASSIGNMENTS

TEACHER'S GRADING SCALE

(Complete = 5/ Incomplete = 0)

Reading:

Discover:

Movie Night:

Go Deeper Reflection:

Definitions:

Timeline:

Spiritual Growth:

Weekly Total: () out of 35

WEEK 2



LET'S TALK ABOUT ANTI-SEMITISM. IT DIDN'T BEGIN WITH HITLER, AND IT'S NOT JUST ABOUT GERMANY AND THE NAZIS.

*W*hile Piper and Edie face their fears and learn to swim, on the other side of the ocean, European Jewry is facing the greatest threat to their existence in history. Led by Hitler, the Nazi party ruthlessly seeks to wipe the Jewish people off the face of the earth. That said, it is not the first time the Jewish people have faced imminent death as a group.

Throughout history, the Jews have been targets of abuse, discrimination, and violence. Long before

Hitler came on the scene, the Jews were at risk of racial and religious discrimination. From the Greeks and the Romans, to the Spanish Inquisition, to modern anti-Semitism in the form of the Boycott, Divestment, and Sanction (BDS) of Israel, anti-Semitism HAS BEEN and IS a pressing issue we must be aware of.

WEEK #2 SCHEDULES

SUGGESTED 5 DAY SCHEDULE FOR WEEK #2

MONDAY

- **Read** *Sandpiper* Chapter 4
- **Discover:** read the Book of Esther in the Bible
- **Discover:** read about *The Jews and the Crusades*

TUESDAY

- **Discover:** read about the *Dreyfus Affair*
- **Define** terms/make flashcards

WEEK #2 SCHEDULES

WEDNESDAY

- **Read** *Sandpiper* Chapter 5
- Review terms
- **Write:** learn to choose between primary and secondary sources

THURSDAY

- **Movie Night:** *Fiddler on the Roof*, 1971
- **Spiritual Growth**
- Review terms

FRIDAY

- **Read** *Sandpiper* Chapter 6
- **Discover:** watch *The Birth of Political Zionism*
- Review terms and place on **Timeline**
- Go Deeper **Reflection** journal entry

SUGGESTED 3 DAY SCHEDULE FOR WEEK #2

MONDAY

- **Read** *Sandpiper* Chapter 4
- **Discover:** read the Book of Esther in the Bible

WEEK #2 SCHEDULES

- **Discover:** read about *The Jews and the Crusades*
- **Discover:** read about the *Dreyfus Affair*
- **Define** terms/make flashcards

WEDNESDAY

- **Read** *Sandpiper* Chapter 5
- Review terms
- **Write** (*Choosing Primary and Secondary Sources*)
- **Movie Night:** *Fiddler on the Roof*, 1971
- **Spiritual Growth**

FRIDAY

- **Read** *Sandpiper* Chapter 6
- **Discover:** watch *The Birth of Political Zionism*
- Review terms and place on **Timeline**
- Go Deeper **Reflection** journal entry

LESSONS AND ASSIGNMENTS

WEEK 2

READ

Voyage of the Sandpiper Chapters 4-6

DISCOVER

READ

The Book of Esther in the Bible

The Jews and the Crusades

<https://www.myjewishlearning.com/article/the-crusades/>

LESSONS AND ASSIGNMENTS

The Dreyfus Affair

<https://www.history.com/news/what-was-the-dreyfus-affair>

http://archive.boston.com/bostonglobe/editorial_opinion/oped/articles/2008/03/30/when_zola_wrote_jaccuse/

WATCH

The Birth of Political Zionism

<https://www.khanacademy.org/humanities/world-history/euro-hist/middle-east-20th-century/v/theodor-herzl-and-the-birth-of-political-zionism>

DEFINE

DEFINE TERMS AND REVIEW

Define each term on a flash card, one card per term. Review through the week. (**See definitions in Appendix A**)

**Note: At the end of Part 1, there will be a quiz on Part 1 Terms*

- Romanov Dynasty
- Democracy
- Totalitarianism
- Communism

- Vladimir Lenin
- Joseph Stalin
- Russia
- The USSR
- Jewish
- Anti-Semitism
- Zionism
- Socialism
- Left Wing
- Right Wing
- Theodore Herzl

WRITE

A good history research paper begins with a good question, followed by stellar research. And stellar research begins with great sources, specifically, great **primary sources** and **secondary sources**.

• A **primary source** is a firsthand account of an event, a speech, a diary, a photograph, a newspaper report by a reporter who was at the event, original research, a survey, data, an interview, a letter, a tweet, a post, or artwork. Essentially, if it feels personal, it's probably a primary source.

• A **secondary source** is a scholarly (or other) article on a topic by someone not connected to the topic. They may include or quote primary sources, but the author includes his analysis or interpretation

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of the event. Secondary sources may include books, documentaries, reviews, and articles.

Read the following quotes. Which one is the primary source and which one is the secondary source?

“I love a good piece of pie. Apple pie is my favorite.” (Jessica Glasner, interview by author, 1234 We Sing Lane, February 2, 2019)

“Jessica Glasner loves apple pie. She prefers to use Granny Smith apples and uses a crust recipe developed by her grandmother during the Great Depression. According to many, her pies are the best, but on closer inspection, they are lacking flavor.” (Hope Middlebrook, “Apple Pie and the American Novelist,” *The Best Journal Ever*, 2019.)

If you guessed that the first quote is the primary source and the second quote is the secondary source, you would be correct. That said, sometimes there can be crossover between a source. In other words, a source might be a primary source in one instance and a secondary source in another. A textbook on biology with original research may be a primary source in a biology class, but in a history class, a biology textbook might be considered a secondary source be-

cause you are drawing on the opinions of another discipline.

Practice

Imagine you are setting out to write a research paper. Your topic is ‘America in 1939,’ and the question you’ve set out to answer is, ‘What was America like in 1939?’

Assignment: Find three primary sources and three secondary sources about America in 1939 (preferably scholarly). Use your library or check out the following websites to give you a head start.

- History.com
- <http://www.digitalhistory.uh.edu>
- <https://www.britannica.com>
- <https://www.nationalww2museum.org/the-war>

Keep these sources nearby. **You’ll need them for next week!**

MOVIE NIGHT

Watch *Fiddler on the Roof*, 1971

SPIRITUAL GROWTH

“God is our refuge and strength, a very present help in trouble. Therefore we will not fear though the earth gives way, though the mountains be moved into the heart of the sea, though its waters roar and foam, though the mountains tremble at its swelling. Selah.” —Psalm 46:1-3, ESV.

“Your life will never be exciting if you’re afraid to risk becoming cold and wet. For crying out loud, Piper, you are much too careful! You and I, we throw caution to the wind! We swim to great depths! We face the sea! Now take the plunge and give up control!” she decreed. “Besides,” she added quietly, “your mother would want you to.” And then she added to herself, “She would want me to.” Fear coursed through my body. Control was the last thing I wanted to let go of, imaginary or real. The spray of salt stung my eyes and I couldn’t tell if what I tasted in my mouth was ocean or my tears. Edie’s strong hands grabbed mine and pulled me under. I felt my body suspend, perfectly supported by the water. Then came the shock of not being able to breathe. Panic set in, and I began to thrash about. *Help me,*

God! I prayed fervently, terrified. I'll let it go. I'll let it all go. I want to trust you! I'm sorry. I'm— A hand pulled me up, and sweet sun and air struck my face. I heard Edie's voice telling me to stand. My toes found the solid ground, and suddenly I was standing, breathless and dripping.”—Voyage of the Sandpiper

Lesson: Spend a few moments thinking about where you need to ask God for help. How can you practice trusting God more in your everyday life?

GO DEEPER

Journal Entry

Prompt: Why do you think the Jews have been targets of discrimination throughout history? What other groups of people are targets of discrimination? What can *you* do to protect those who are targets of bullying and abuse?

Isaiah 1:17 “Learn to do good; seek justice, correct oppression; bring justice to the fatherless, plead the widow’s cause.” (ESV)

Philippians 4:8 “Finally, brothers, whatever is true, whatever is honorable, whatever is just,

LESSONS AND ASSIGNMENTS

whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things.” (ESV)

150-300 Words

TIMELINE

Add Week #2 terms to your timeline.

TEACHER’S GRADING SCALE

*When you’ve completed your assignments, return to your teacher for grading.

(Complete = 5/ Incomplete = 0)

Reading:

Discover:

Movie Night:

Go Deeper Reflection:

Definitions:

Timeline:

Spiritual Growth:

Weekly Total: () out of 35

WEEK 3



MEANWHILE, BACK ON THE HOME FRONT...
IS IT RIGHT TO GO TO WAR?

The combination of the First World War and the Great Depression led the American public to embrace a staunch isolationist public policy. Most Americans didn't want another war or more financial upheaval. Essentially, most Americans thought it was wise to put America first.

Even when war broke out in 1939, most Americans were reticent to jump in the fray. "Let Europe deal with her own problems," and "Why put our lives on the line to clean up someone else's mess," was the general attitude of the day.

To Piper, at this point a war in Europe is possible but not likely.

But America joining the war? Completely ridiculous. Her thoughts, along with most Americans, are focused on other, closer issues, like strengthening the economy after the Great Depression, Seabiscuit winning at the Pimlico Racecourse, and the Great New England Hurricane that swept over the coast in September 1938. For her, Hitler is still that strange German man with the mustache who is *Time's* "Man of the Year." And the most she's thought about Germany was when she went to see *Snow White and the Seven Dwarves*, and the thought crossed her mind that the forest looked like the photographs of Bavaria her mother had kept from childhood.

Regardless, Piper will soon have to face whether or not it is right to go to war, a war that is not hers, and whether the isolationist position her country has adopted is one that is right.

This week, we, like Piper, will explore the nature of war and what role we as believers have to protect the vulnerable and fight for truth, justice, and peace.

WEEK #3 SCHEDULES

SUGGESTED 5 DAY SCHEDULE FOR WEEK #3

MONDAY

- **Read** *Sandpiper* Chapter 7
- **Discover:** read C.S. Lewis 'The Conditions for a Just War'

TUESDAY

- **Discover:** watch *Kristallnacht*
- **Write:** analyze one primary source and one secondary source
- **Define** terms/make flashcards

WEEK #3 SCHEDULES

WEDNESDAY

- **Read** *Sandpiper* Chapter 8
- **Movie Night:** *Mr. Deeds Goes to Town*, 1936
- Review Terms
- **Write:** analyze one primary source and one secondary source

THURSDAY

- Go Deeper **Reflection** journal entry
- **Spiritual Growth**
- Review terms

FRIDAY

- **Read** *Sandpiper* Chapter 9
- **Write:** analyze one primary source and one secondary source
- Review terms and place on **Timeline**

SUGGESTED 3 DAY SCHEDULE FOR WEEK #3

MONDAY

- **Read** *Sandpiper* Chapter 7
- **Discover:** read C.S. Lewis 'The Conditions for a Just War'

- **Discover:** watch *Kristallnacht*

WEDNESDAY

- **Read** *Sandpiper* Chapter 8
- **Movie Night:** *Mr. Deeds Goes to Town*, 1936
- Review Terms
- **Write:** analyze two primary sources and two secondary sources

FRIDAY

- **Read** *Sandpiper* Chapter 9
- Go Deeper **Reflection** journal entry
- **Spiritual Growth**
- **Write:** analyze one primary source and one secondary source
- Review terms and place on **Timeline**

LESSONS AND ASSIGNMENTS

WEEK 3

READ

Voyage of the Sandpiper Chapters 7-9

DISCOVER

READ

C.S. Lewis “The Conditions for a Just War”

[https://journals.sagepub.com/doi/pdf/10.](https://journals.sagepub.com/doi/pdf/10.1177/0040571X3903822709)

1177/0040571X3903822709

WATCH

Kristallnacht

LESSONS AND ASSIGNMENTS

<https://www.youtube.com/watch?v=ynypuxgCbH4>

DEFINE

DEFINE TERMS AND REVIEW

Define each term on a flash card, one card per term. Review through the week. (**See definitions in Appendix A**)

**Note: At the end of Part 1, there will be a quiz on Part 1 Terms*

- Fascism
- Nazism
- Anschluss
- German Occupation of Czechoslovakia
- The Molotov Ribbentrop Pact of 1939
- The Spanish Civil War, Mussolini
- Winston Churchill, Roosevelt
- Chamberlain
- The Munich Agreement
- The Bund
- The Sudetenland
- Hitler Youth
- Aryan

MOVIE NIGHT

Watch *Mr. Deeds Goes to Town*, 1936

WRITE

Last week, you found 3 primary sources and 3 secondary sources for your hypothetical paper, “What was America like in 1939?” This week, we are going to learn whether the sources you found are reliable. If your sources are solid, you have a foundation for a great paper. If they are shaky, well, you might as well throw in the towel now. Without reliable sources, your research paper won’t be worth its weight in salt. A good research paper is only as good as the research.

So... how do you know if you’ve found reliable sources?

Simple. You *analyze* your source.

And how do you analyze each source?

By carefully scrutinizing each source to determine if it is historically reliable, accurate, and appropriate for your research topic.

Practice

LESSONS AND ASSIGNMENTS

For each one of your primary and secondary sources that you found last week, answer the following questions. (This process is called ‘analyzing your sources.’)

What kind of document is your source? (An excerpt from a diary? A photograph? An article or book chapter? Etc.)

What is the date of your source?

Is it an original or a photocopy? If it is a copy or reproduction, how might it be different from the original? Is there any possibility that your source might be a fake?

How was your source preserved? Was it published in a book, journal, or magazine? Online or in print? If it is not a printed document, is the source in a museum? A private collection?

What does the source say?

Who is the author of your source? What can you learn about the author to learn more about your source?

- *Could the author be biased one way or another? Is the author trying to argue something? Is he clearly on one side?*
- *What does the author assume you know about the subject?*

- *Under what circumstances did the author produce the document?*
- *Could those circumstances have influenced why the author produced or wrote the way he did? (Did he want to please someone? Argue something? Evade blame?)*
- *Was the document written to be published? Or is it a private document that was only published later, say, after the author's death?*

What makes your source unique?

Who is the source's intended audience? I.e., who did the author intend to read or view it? If it is a photograph, who did the photographer intend to see it?

Is there anything surprising that the document or source leaves out?

What additional research or information would help you understand your source better?

What does the source reveal about the period it was produced in? How might this affect your research?

If you are dealing with an edited source (a slice of film, a portion of text, a translation of a text, etc.), why has it been edited in the way it has? For instance, have parts of the

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original source been cut out? Why do you think the editor chose this slice? Is it possible that the editor has amended the original source to support his personal position? And if so, what is his position?

How might you, the student, read the document or source differently than the original audience? What do you know that they did not?

UNDERLYING LESSON: Did you choose good sources?

It should be pretty obvious (after submitting them to the questions above) if you chose good sources. If your sources stood up to your analysis (if they are from the right period, are from a reliable author or collection, and are pertinent to your subject matter), you are good to go.

However, if your analysis has revealed your sources are shaky (they are fake, tampered with, excessively biased in the case of secondary sources, or simply not relevant), you can throw them into the waste bin and find some brand new, reliable sources to build your research paper on.

GO DEEPER

Journal Entry

Prompt: According to the film *Mr. Deeds Goes to Town*, what was America thinking about in the late 1930s? What do you think of America's isolationist policy in regards to the rise of Hitler and other evil leaders like him?

150-300 Words

SPIRITUAL GROWTH

“No emotion lasts forever...” —Rick Warren

“Hours later, I sat on the deck realizing that, for the first time in months, I did not feel very afraid of the future. It was as though the *Grey Goose* hung suspended in time, like a world unto itself. For us, there was no approaching war, no death, no sadness. Just salt air and, dare I say it, hope.” —*Voyage of the Sandpiper*

“Weeping may tarry for the night, but joy comes with the morning.” (*Psalms* 30:5b, ESV)

LESSONS AND ASSIGNMENTS

One of the good things about life always moving and changing is that hard times don't last forever. Piper begins to hope as the *Grey Goose* sets sail across the Atlantic Ocean. She anticipates for the first time in a long time that things in her life are going to get better.

Remember, God has the power to bring joy, life, and purpose to the most hopeless situations. Think about the possible good resolutions He might work in the midst of your circumstance. Trust Him to bring beauty from ashes.

God has great plans for your life and wants to help you through every emotion and struggle. The resolution may be that the hopeless situation comes to a close all together. It may be that God helps your heart heal and hope in a new direction. One way or another, His ways are higher than ours, and He always has our good in mind.

TIMELINE

Add Week #3 terms to your timeline.

TEACHER'S GRADING SCALE

*When you've completed your assignments, return to your teacher for grading.

LESSONS AND ASSIGNMENTS

Teacher's Grading Scale
(Complete = 5/ Incomplete = 0)

Reading:

Discover:

Movie Night:

Go Deeper Reflection:

Write:

Definitions:

Timeline:

Spiritual Growth:

Weekly Total: () out of 40

