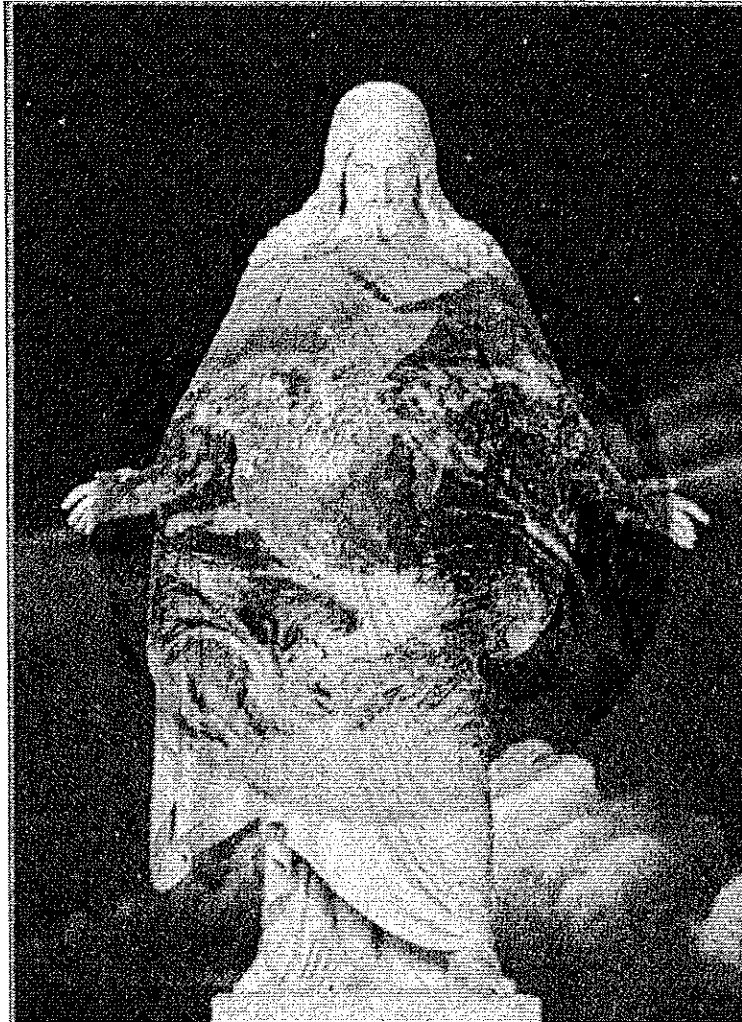


Reformation to Restoration



"The Bible in the hands of the individual brings salvation, reformation and liberty."
~ Joseph Fielding Smith

"Reformation of the world begins with reformation of self."
~Gordon B. Hinckley

Course Description

This course is a scholarly, LDS-oriented, and character-focused exploration of the history of the European Reformation beginning with the Vaudois people as forerunners of the Reformation in France, tenth century A.D., leaping forward to Wycliffe and the Bible in English, 1384, and on to Gutenberg, Luther and other major and minor reformers; the great explorers, who opened the world for the advancement of the Chain of Christianity moving westward, will also be investigated. A study of John Lothrop, the Anglican dissenter, moves the curriculum across the great Atlantic from England to the founding of America. Units cover Jamestown, the Pilgrims at Plymouth, the Establishment Period, 1607 – 1775, to the Declaration of Independence, the Revolutionary War and the Constitutional Convention. The primary focus is to establish the Founders from all units as heroes. The course concludes with a brief study of the Restoration of the Gospel of Jesus Christ in the last dispensation of time. Throughout the course reference and reinforcement are made to the Foundation for American Christian Education's Seven Principles of America's Christian History, Government, and Education. This course will be taught from the perspective of "History – Christ – His Story," the author of history who unfolds His plan and purposes through individuals and nations.

Course Objectives

1. Scholars are expected to study history as the autobiography of God.
2. Scholars are expected to study the rise and fall of nations, their national character and disposition, culture and form of government.
3. Scholars are expected to chart the geographical march of history through the study of main events, persons, writings, and establishments that illustrate a) how men are governed and b) how God uses individual character to forward His story.
4. It is expected that scholars will form a scriptural worldview through the instruction of how to think and reason from truth through leading ideas and Christian principles of government (internal to external, cause to effect, choices to consequences, doctrine to character to government).
5. Scholars are expected to learn and practice the 4R-ing skill of discernment between that which is secular and that which is Christian.
6. Scholars are expected to demonstrate mastery of key memorizations of history.
7. Scholars are expected to master the geography of the curricular areas of Europe as the Continent of Development and of North America as the Continent of Fulfillment.
8. Scholars are expected to master the dates, events and heroes of the Reformation and Restoration.
9. It is expected that each scholar will seek to promote his heritage as a Latter-day American Christian, and to fulfill his divine purpose and place in history as he goes forth to change the world for the glory of God.

Course Texts

1. Scholars will 4R individual readings and primary source documents.
2. Parts of the text *The Story of Liberty* by Charles C. Coffin will be used in teaching the Spanish Inquisition.
3. The text *Founding Fathers, Uncommon Heroes* will be used in teaching the founding period of U.S. History.
4. Each scholar will select a biography on an historical hero/heroine for the Master Project during the second semester.

Course Assignments

1. Scholars will 4R all dates, events and heroes throughout the course.
2. Scholars will memorize statements of those who made history and those who documented history.
3. Scholars will map the geography of historical locations.
4. Scholars will construct T-Charts on major characters of history. Rather than the “external appearance/internal qualities” approach of the elementary grades, seventh grade scholars will chart internal characteristics/external evidence of such.
5. Scholars will create numerous Word Studies, some of which will be assigned, some of which will be selected by the scholars.
6. Scholars will analyze and diagram sentences of historical import; this represents integration of the history curriculum into the language curriculum.
7. Scholars will write sentences, paragraphs, then essays of the truths learned.
8. Scholars will take weekly tests covering their learning in all curricular subjects.

Contact Information

As a 7th Grade teacher at American Heritage School, I am interested in the success of each youngster. I am happy to help in any way possible. Parent or scholar should never hesitate to contact me for clarification or assistance.

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