

Homeschoolers of Maine presents

Family & Freedom



Family & Freedom



Produced By:

Homeschoolers of Maine

P.O. Box 159, Camden, ME 04843

Telephone: 207.763.2880 Email:

homeschl@midcoast.com

No part of this publication may be reproduced, stored in a retrieval systems or transmitted, in any form and by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of Association of Homeschoolers of Maine.



Table of Contents

Subject/Page Title	Page
Introduction	5
Before You Begin	6
Bible	7
Math	9
Language Arts	10
Social Studies	12
Science	16
Computer/Library Skills	18
Health/Physical Education	19
Fine Arts	20
State Studies	21
Field Trips	23
What I Learned	24
Additional Resources	25

INTRODUCTION

Homeschoolers of Maine (HOME) is a statewide 501(c)3 non-profit, ministry-based organization, and was founded on the belief that all families have a God-given and constitutional right and responsibility to direct the education of their children, regardless of their educational philosophy or religious affiliation.

Our mission is to:

- Preserve** parent-led home education
- Protect** homeschool freedoms, and
- Promote** safe and healthy learning environments.

Thank you for supporting Homeschoolers of Maine by choosing one of our carefully constructed unit studies for your student.

In each unit study, HOME strives to provide at least one question or activity within each of the required subject areas: Math, Language Arts, Social Studies, Science, Health, Physical Education, Maine Studies, Computer, Library Skills, and Fine Arts. Bible is also included, and occasionally Foreign Language, for those who would like to cover those additional areas. This helps to illustrate how a study on a single subject can cover multiple required areas.

This study is not a conclusive study of the subject, but is intended to spark the student's interest by asking them questions and providing them with basic direction in which to begin pursuing their study of the subject. In most cases, it does not contain answers to the questions asked. This is intentional. Our unit studies are designed to help students explore, discover and develop their own perspective on various subjects that are of interest to them.

Students should in no way be confined to the questions and activities contained here. If their level of interest widens or veers off in another direction, encourage them to follow their passion.

IN THIS STUDY

The family has been the foundation of every civilized society since the beginning of time. It is in families that we first learn about the origins and constructs of freedom. Within the confines of the family unit, individuals are molded and formed in the values that embody freedom. In every free society, there is a ruling body whose members were first formed in those values, which then serves to protect the freedoms of its fellow citizens. In this study, your students will begin to explore the foundations of freedom, what it means to be truly free, and what they can do to ensure freedom for future generations.

BIBLE

For you were called to freedom, brothers. Only do not use your freedom as an opportunity for the flesh, but through love serve one another. For the whole law is fulfilled in one word: 'You shall love your neighbor as yourself.'"

Galatians 5:13–14 ESV

What do you think this verse means? _____

According to this verse, and Philippians 2:3, what consideration must be taken before our own personal liberty?

What freedom did the Pilgrims seek when coming to America in 1620? _____

How was this freedom being threatened in England? _____

How is this freedom being threatened today? _____

Why is it important that we fight to protect religious freedom? _____

Can you think of someone in the Bible who stood up for their own religious freedom? _____

What did they do? _____

What consequences did they have to face as a result of their actions? _____

How did God protect them for standing up for this right? _____

Read the Story of Esther in the Bible.

What nationality is Esther? _____

Why is this important to the story? _____

When we think about freedom, what freedom was Esther chosen to help defend? _____

Who was threatening this freedom? _____

How was it being threatened? _____

What was Esther asked to do to protect this freedom? _____

Why was Esther afraid? _____

Before Esther went before the king, what did she do? _____

What impact did Esther's choice to act have on that of her people? _____

MATH

How much food do you need to survive a day? According to survivalfood.com, you should plan to have on hand enough food to provide 2000 calories per day. However, you could get by with 1200 to 1500 calories a day for basic survival.

How many family members do you have? _____

How many calories will it take to feed all members of your family for a day? _____ Week? _____

Plan a menu of basic survival foods that your family could use in an emergency. Be sure the number of calories is at least 1200 for the day.

	Breakfast	Snack	Lunch	Snack	Dinner
Calories					

Based on the menu above, make a list of the foods you will need to have on hand, along with the amounts you will need to feed your family for 5 days. Use another sheet of paper if more space is needed.

1. Food _____ Amount needed _____
2. Food _____ Amount needed _____
3. Food _____ Amount needed _____
4. Food _____ Amount needed _____
5. Food _____ Amount needed _____
6. Food _____ Amount needed _____
7. Food _____ Amount needed _____
8. Food _____ Amount needed _____
9. Food _____ Amount needed _____
10. Food _____ Amount needed _____
11. Food _____ Amount needed _____

LANGUAGE ARTS

Read [Number the Stars](#), [The Diary of a Young Girl](#), [Who Was Anne Frank](#), [Corrie ten Boom](#), [Snow Treasure](#) or another book depicting a totalitarian or tyrannical government and those who showed courage in spite of their fear. Fill out the book report form below.

BOOK REPORT FORM

Date Read: _____

Book Title: _____

Author: _____

Number of Pages: _____

Who were the main characters of the book?

How did the main character show courage?

What does this book have to do with freedom? _____

How has this story inspired you to be courageous? _____

Watch the video at this link: <https://www.youtube.com/watch?v=nu-TQctSu4U>

Memorize the first amendment and write it below from memory.

After watching the video, summarize the meaning of our first amendment rights in your own words.

SOCIAL STUDIES

What is the Bill of Rights? _____

What five freedoms does the first amendment guarantee American citizens?

1. _____
2. _____
3. _____
4. _____
5. _____

Which of these five rights do you believe are being threatened today? _____

In what ways are they being threatened? _____

Does "Freedom of Speech" mean you can say anything you want? Explain. _____

What does the Bible say in Psalm 34:13 about our speech? _____

Can you think of a time when you should not to exercise your right to freedom of speech? _____

As a family, discuss how major institutions (such as media, education, religious and corporate) are influencing culture and freedom today. If freedom is to be preserved, are today's institutions helping or hindering the process? In what ways?

Discuss ways that your family can make a difference in preserving freedom.

Define totalitarianism. _____

Can you name at least one governmental power in history that was considered totalitarian?

What were some of the characteristics of that government? _____

What is tyranny? _____

How did the government discussed above display tyranny? _____

Watch “The Sound of Music.” Write a brief summary of the movie here. How was the family affected by a totalitarian government? What did they do to escape totalitarian rule? How did the family show courage in the face of danger? What sacrifices did they have to make to stand up for what they believed? For older students, read [The Story of the Trapp Family Singers](#) and compare it to the musical.

Watch the video at this link and then answer the questions below.

<https://www.youtube.com/watch?v=8Qu3HFsh4QY>

What is propaganda? _____

Who uses propaganda and for what purpose is it used? _____

Name the 7 types of propaganda and find an example of each that is found in America today.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Choose one of the examples above and analyze it.

Which example did you choose? _____

Who is the target audience? _____

What message is it trying to portray? _____

How does it make you feel? _____

Do you feel this ad/speech was successful? Why or why not? _____

Analyze the posters below. When was it created and for what purpose? Who was the target audience? What message was the creator trying to portray? Did you learn any other interesting facts in your research?



[https://en.wikipedia.org/wiki/Uncle_Sam#/media/File:J._M._Flagg,_I_Want_You_for_U.S._Army_poster_\(1917\).jpg](https://en.wikipedia.org/wiki/Uncle_Sam#/media/File:J._M._Flagg,_I_Want_You_for_U.S._Army_poster_(1917).jpg)



https://en.wikipedia.org/wiki/Rosie_the_Riveter#/media/File:We_Can_Do_It!_NARA_535413_-_Restoration_2.jpg

SCIENCE

Learning to be self-sufficient is one way to ensure your family is prepared for any type of emergency. Discuss this with your children. What are the essentials needed for survival and what you will need as a family. Prioritize the basics, such as shelter, food, heat, clothing, clean water, and community. One way your family can be prepared is by growing your own food.

Plan a garden. Choose which foods you will grow and fill out the chart below. Consider using HOME's unit study [HOME Grown Gardens](#) as a tool when you plan your garden.

Type of food	Where to find seeds	Amount of garden space needed	Germination time	Time 'til harvest

Research the following types of gardening and write what you learned.

Square foot gardening _____

Raised beds _____

Container gardening _____

Which of these methods of growing food will work best for your family? _____

If your family no longer had access to clean drinking water, would you be prepared?

How does nature purify water? _____

Is it possible for your family to duplicate this purification process? If so, how? _____

Using the link below, make your own water filter:

<https://www.youtube.com/watch?v=H1ae2dIVslw>

Filtering your water may not be enough to remove contaminants. What else do you need to do to ensure that your filtered water is safe to drink? _____

Why is it not safe to drink sea water? _____

Is it possible to make sea water safe to drink? If so, how? _____

Why is water necessary for survival? _____

Which does your body need more, food or water? Why? _____

PHYSICAL EDUCATION/HEALTH

In September 2021, a new vaccine mandate was implemented by the Maine state government.

Who does this mandate affect? _____

What happens if families don't comply with the mandate? _____

Why is it important that parents/guardians maintain the right to make medical decisions for the members of their family? _____

What is a reason people use to seek a religious exemption from vaccines? _____

What do they base their reasoning on? _____

In your opinion, should the government have the right to impose vaccine mandates on its citizens? Why or why not? _____

FINE ARTS

Research Norman Rockwell's [Four Freedoms Paintings](#).

What four freedoms did he depict in these paintings?

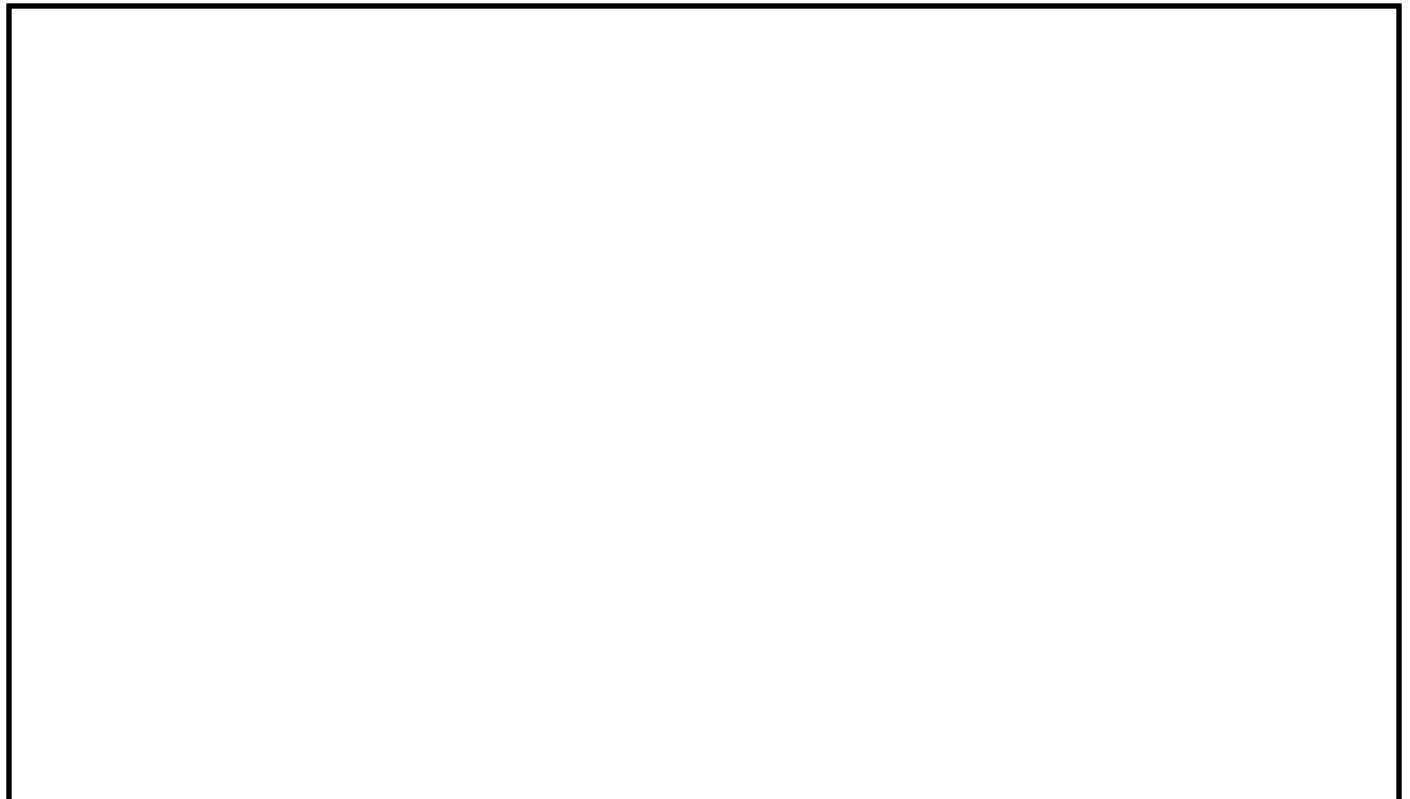
1. _____
2. _____
3. _____
4. _____

Which of these freedoms are directly addressed in the Bill of Rights? _____

Does that mean that the other two are not guaranteed rights of the people? Why or why not?

What inspired Rockwell to paint this series of paintings? _____

Choose one of the rights addressed in the Bill of Rights and create your own drawing or painting depicting that right.



STATE STUDIES

Locate a copy of your state constitution.

What does the tenth amendment of the U.S. Constitution say about the power of individual states?

List two examples of federal laws.

1. _____
2. _____

List two examples of state laws.

1. _____
2. _____

Does your state have laws pertaining to medical freedom that are different from the laws in other states?
If so, give an example. _____

Does your state have laws pertaining to education that are different from the laws in other states?
If so, give an example. _____

Are parental rights protected in your state? _____

What would the process be to add an amendment to your state constitution, or the United States
Constitution protecting parental rights?

Career Focus: Community Living

Community living may not fall under career choices that you are looking to pursue, however, knowing your skills and abilities and those of your neighbors is beneficial in order to build strong and self-reliant communities.

Define community living _____

Make a list of self-reliant skills or talents that you have. Do you build, sew, repair, heal, hunt?

How would your skills be useful during an emergency situation? _____

Make a list of skills or talents that your family members or neighbors have.

What other skills would be necessary for your community to thrive during an emergency situation?

Read Acts 2:44-45, how does this verse reflect communal life? _____

What do you think keeps people from living this way today? _____

Are there any examples of people living in these types of communities in your state today? If so, explain.

FIELD TRIPS

Attend a town meeting with your parents.

What topics were discussed? _____

How are they important to the well-being of your community? _____

Would any of the topics discussed negatively impact your community? If so, how?

Visit the State House and take the opportunity to meet your senator and representative. Building a relationship with your legislators takes time but is vitally important to ensure your rights are represented at the state house. Follow the 3-Step approach below when getting to know your legislators.

The 3-Meeting Approach

- First Meeting: Introduce yourself to your legislator with your name and a tag (homeschooling), and thank them for their service.
- Second Meeting: Introduce yourself again with your name, and a recap of your last meeting.
- Third Meeting: After a brief re-introduction, respectfully share your views on current political issues and request their support.



homeschoolersofmaine.org

Additional Resources

Books

[*We the Kids: The Preamble to the Constitution of the United States*](#) by David Catrow

[*We Have a Constitution*](#) by Ann Bonwell

[*We the People: The Constitution of the United States*](#) by Peter Spier

[*Our Constitution Rocks*](#) by Juliette Turner

[*Square Foot Gardening: With Kids*](#) by Mel Bartholomew

[*Maine Agriculture Collection*](#) by Homeschoolers of Maine

Internet Resources

<https://kids.britannica.com/students/article/totalitarianism/277396>

https://www.ducksters.com/history/us_government/first_amendment.php

Video Classes

[*Constitution Alive*](#) with David Barton and Rick Green

[*Biblical Citizenship*](#) with Rick Green