

UP FROM SLAVERY

Booker T. Washington's story begins in a Virginia slave hut and ends with worldwide recognition and a life of incredible accomplishments. In this fascinating autobiography, Booker T. Washington tells his own story with skillful, engaging writing. Not only does the book give insights into a remarkable man, but it also shares profound messages about persistence, education, hard work, humility, strength, service, and sacrifice.

This very worthy autobiography should be on the reading list of every teenager and adult. Booker T. Washington rose from difficult circumstances, and through hard work and perseverance he accomplished more during his lifetime than many people accomplish in three lifetimes.



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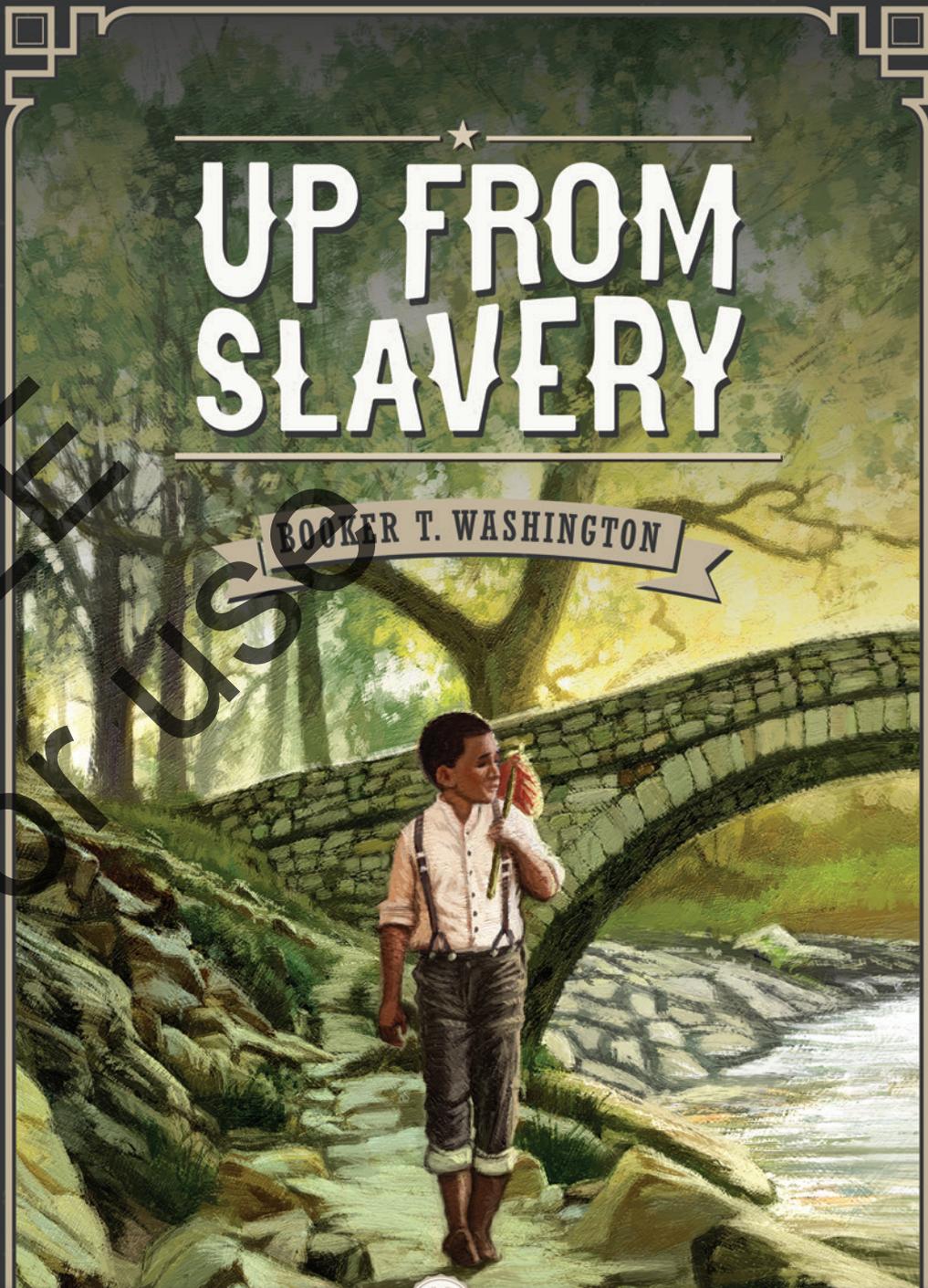
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UP FROM
SLAVERY

UP FROM SLAVERY

BOOKER T. WASHINGTON



CLEAN CLASSICS

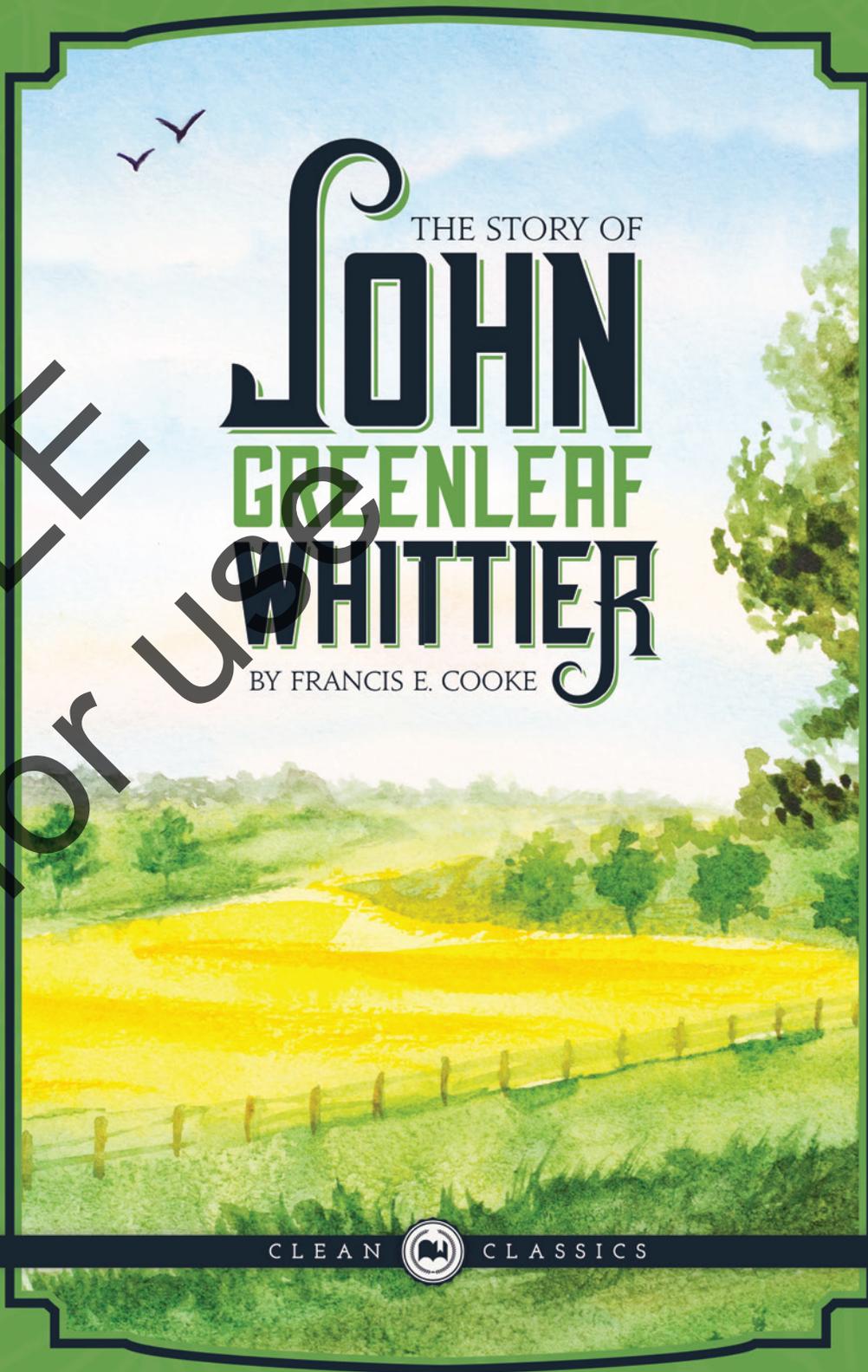
THE STORY OF
**JOHN
GREENLEAF
WHITTIER**

John Greenleaf Whittier worked tirelessly on his father's farm, making sure he finished the day's work before allowing himself to pen the lines of poetry that filled his mind. Eventually, though a difficult choice, John Greenleaf Whittier risked his budding career as a successful poet, editor, and politician—and his life—to join the unpopular anti-slavery movement. As difficult as the decision was, Whittier knew that "the right must win and that duty must be done at all costs." He dedicated the majority of his life to fighting slavery, and as a result, he lived in poverty most of his life and struggled to care for those he loved. Little did he know the poetry and legacy he left behind would touch the lives of thousands of people for decades after his death.

"This book, with its vivid description and engaging writing style, transported me back to New England in the 1800s. There, I followed the story of a simple farm boy who grew into a courageous and noble man. This book is 'good and beautiful' literature at its best and is not to be missed!" — Jenny Phillips

LEVEL

THE STORY OF
JOHN GREENLEAF WHITTIER



THE STORY OF
**JOHN
GREENLEAF
WHITTIER**
BY FRANCIS E. COOKE

CLEAN CLASSICS



PATTERNS ON THE WALL



Things are not easy for Jared Austin, but with hard work and indomitable perseverance, he turns his life into something beautiful, just like the walls that he stencils. This historical fiction novel features fascinating character development, an engaging and unpredictable plot, and wonderful insights into life in New England during the early 1800s, including the “frozen year” of 1816. Elizabeth Yates has woven in moving messages of kindness, gratitude to God, faith, appreciation of nature, hard work, love of learning, self-improvement, optimism, humility, long-suffering, and patience.

"The best books are ones that not only entertain, but also teach you and inspire you. This book does just those things! You won't view your trials or your enemies the same after reading PATTERNS ON THE WALL!" — Jenny Phillips



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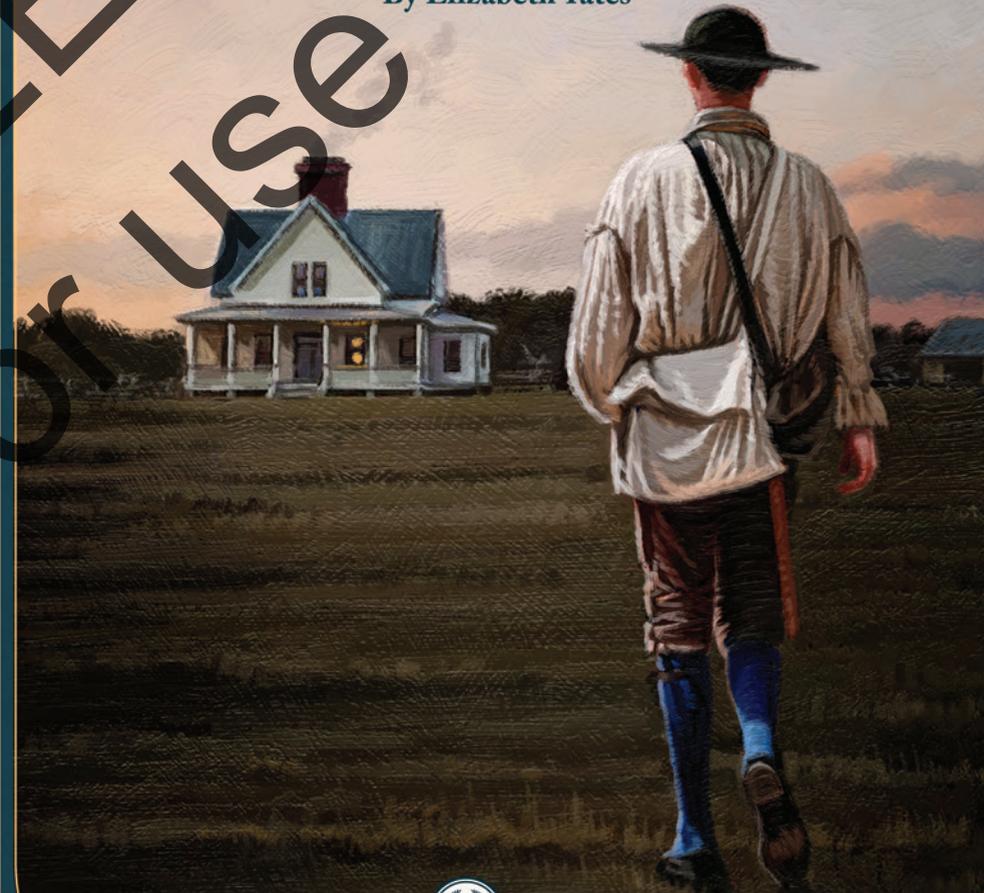
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PATTERNS
ON THE WALL



PATTERNS ON THE WALL

By Elizabeth Yates



CLEAN CLASSICS

\$7.99

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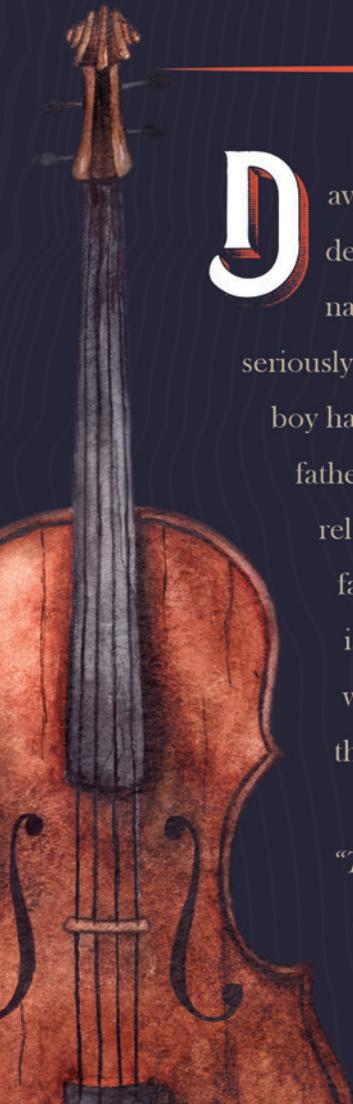
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FROM THE AUTHOR OF POLLYANNA
COMES AN ABSOLUTE TREASURE: *JUST DAVID*.

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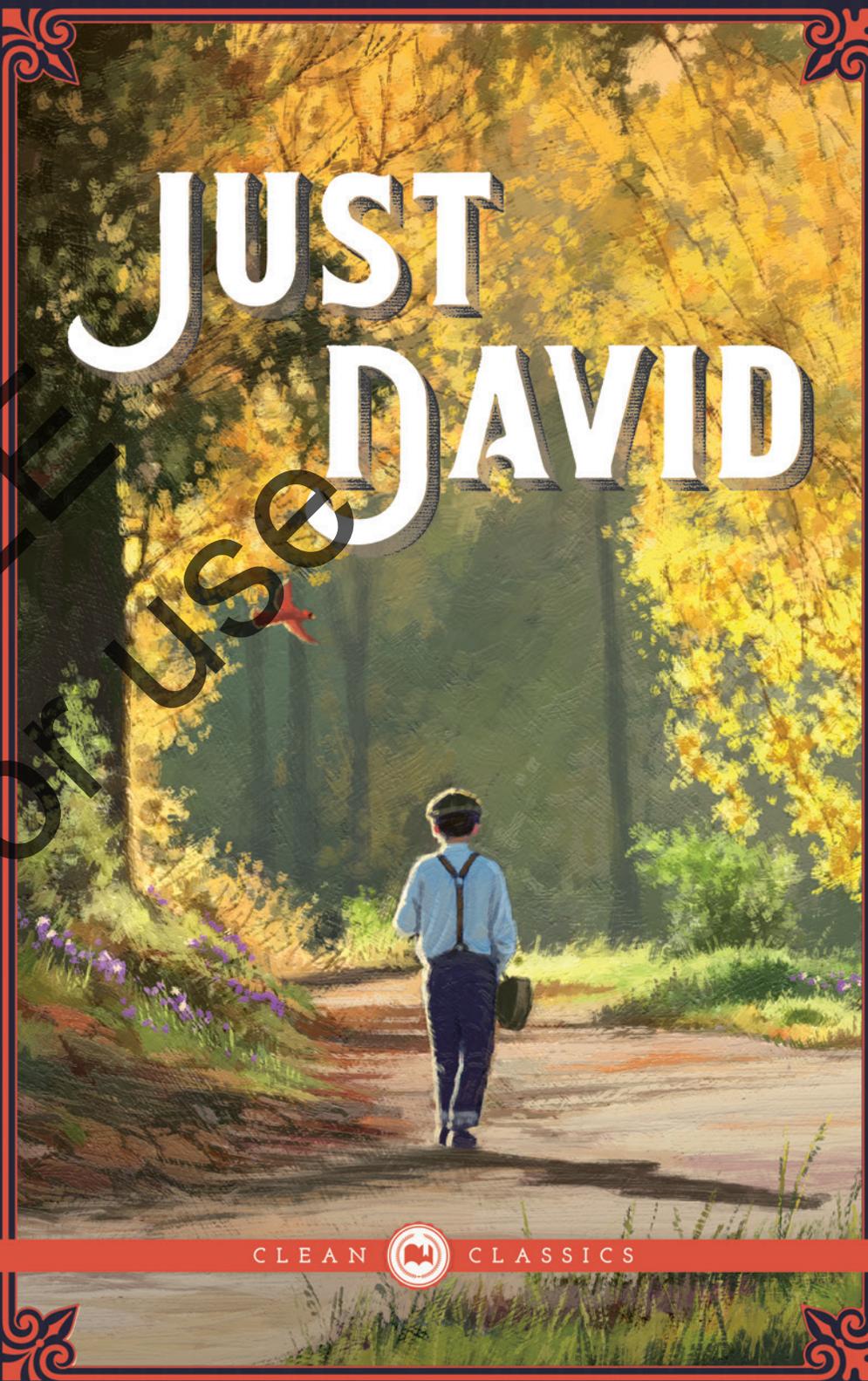


David was raised in an isolated mountain cabin by a devoted father who taught David to love beauty, nature, and music. When David's father becomes seriously ill, he decides to take David to relatives that the boy has never met. But partway into the journey, his father dies. David does not know the names of his relatives or even the name of his father, which his father had a reason for not telling him. This story is not just about what happens to David, but also what happens to all those who enter his life after this tragic event.

"This is literature at its very best: beautifully written, complete wholesome, delightfully engaging, and intensely inspiring." —Jenny Phillips

JUST DAVID

JUST DAVID




The Good AND THE Beautiful

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CLEAN CLASSICS

INTO THE UNKNOWN



They had all gone on before, and I was standing and pushing at the upstanders of my sledge, when the block of ice I was using as a support slipped from underneath my feet, and before I knew it, the sledge was out of my grasp, and I was floundering in the water. I did the best I could. I tore my hood from off my head and struggled frantically. My hands were gloved, and I could not take hold of the ice.

The adventures of three Arctic explorers—Fridtjof Nansen, Robert Edwin Peary, and Matthew A. Henson—are told in this compilation of biographical and autobiographical stories. These fascinating and inspiring accounts are packed with excitement and educational value. Why will the explorers die if they eat the snow when they are thirsty? Why was it sometimes necessary to blow up the ice to save their lives? What explorer lost all of his toes except for one due to frostbite?



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9
LEVEL

INTO THE
UNKNOWN



INTO THE UNKNOWN

by Matthew A. Henson, Jacob Bull, and Bernadine Bailey



CLEAN CLASSICS

HIGH SCHOOL 1 UNIT BOOKLETS

1ST EDITION

Written by Jenny Phillips

with contributions from Jennifer D. Lerud, Mary Beyer,
Majonna Madsen, and Katie Powell

A special thanks to artist Kate Hall and Cascia Lutes
for their art lessons.



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ITEMS NEEDED

THE GOOD AND THE BEAUTIFUL PRODUCTS USED FOR HIGH SCHOOL COURSES 1-4

- *The Good and the Beautiful Grammar and Writing Guide*
- High School Geography & Poetry Cards

THE GOOD AND THE BEAUTIFUL PRODUCTS USED FOR HIGH SCHOOL 1 ONLY

- High School 1 Unit Booklets
- Required “Clean Classics” Books
The following “Clean Classics” books are integrated with the course:

–*Just David* (by Eleanor H. Porter)
–*Into the Unknown* (compilation)
–*Up From Slavery* (by Booker T. Washington)
–*Patterns on the Wall* (by Elizabeth Yates)

- Access to the course videos
You will be directed to watch videos during the course on www.jennyphillips.com/hs1. No password is needed. Anyone can access and watch the videos, but they will mainly be helpful to those watching them as a part of this course.

ART SUPPLIES

- **Drawing Set** (eraser, graphite pencil, tortillion art blender)
Suggestions from Amazon.com: search for RSET-KCSS or 497BP
- **A watercolor set** (dry cakes—not tubes, brushes,)
Suggestions from Amazon.com: search for JQ-124, JQ-118, H-P45
- **Paintbrushes and palette** (or a white plate)
- **Watercolor paper** (9”x12”, at least 140 lb paper, at least 10 sheets)

COURSE INSTRUCTIONS

To help prepare students for higher learning and more responsibility, the high school courses are not broken down into individual lessons. Rather, there are 10 units to complete. Students are urged to use a calendar/planner to create a schedule for completing each unit.

First Day:

Watch [How to Complete This Course](http://www.jennyphillips.com/hs1) on www.jennyphillips.com/hs1 and organize your materials.

Completing the Course:

The student is guided through each of the 10 units through unit booklets.

1. When a unit booklet is completed, the student turns in the unit booklet to the parent or teacher with the unit’s accompanying writing or other assignment(s). The parent or teacher grades/checks the packet.
2. The parent or teacher administers a unit check for the unit and follows instructions on the unit check to have the student watch review videos for any concepts with which the student struggles. The student then begins the next unit packet.

Regular Path—Finish in One School Year

1. Decide if you are doing a four or five day school week.

If you are doing school four days a week, each unit should be completed in 11 school days. The average time needed to complete a unit is 45–70 minutes a day + time spent on the High School 1 Reading Challenge (which you and your teacher determine). On the 12th day, you should take the unit check.

If you are doing school five days a week, each unit should be completed in 14 school days. The average time needed to complete a unit is 35–60 minutes a day + time spent on the High School 1 Reading

Challenge (which you and your teacher determine). On the 15th day, you should take the unit check.

2. Print and fill out the Year-at-a-Glance schedule available on www.jennyphillips.com/hs1. (Optional)

3. Use a weekly planner.

In your planner, mark when you plan to start and end a unit. The day after you finish the unit, plan for one day to take the unit check.

4. Set the amount of time you will work each day (or week).

For your first unit, decide how much time to spend a day, based on the average times given in #1 above. If you are a fast reader, have a good background in grammar, and tend to be focused, start with less time. If you are a slower reader, do not have a lot of experience with grammar, and tend to need extra time for assignments, choose more time. See how long the first unit takes you to complete, and then adjust the daily time spent on the course once you have an idea of how many hours it takes you to complete a unit. For example, if you are doing a 4-day school week, and it took you 13 days to complete the unit, plan on spending more time daily on the next unit.

Honors Path—Finish in Less Than One Year and Complete One or More Honors Book Studies

Choose a daily amount of time to spend on the course each day and do it consistently. (Note: if you are doing school four days a week, you should spend more daily time with the course.)

- If you are doing school four days a week, each unit should be completed in nine or fewer school days.
- If you are doing school five days a week, each unit should be completed in 12 or fewer school days.

If you are not able to finish units in that amount of time, either 1) choose to take the regular path OR 2)

increase the daily time spent on the course.

Once you have finished the course, work on The Good and the Beautiful Honors Book Studies (completing as many studies as desired) or The Good and the Beautiful High School Creative Writing course before starting High School 2.

For more information, watch the video [How to Plan Your Units and Complete the Course](#) on www.jennyphillips.com/hs1.

Course Reading Challenge

In addition to the reading books integrated with the course, read books for the Course Reading Challenge found on www.jennyphillips.com/hs1. The Course Reading Challenge pushes you to read books of the highest moral and literary merit in several different genres.

1. Go to www.jennyphillips.com/hs1. Download and print out the High School 1 Course Reading Challenge.
2. Choose and gather the books you would like to read.
3. Parents or teachers and the student should decide how much time is spent on the Course Reading Challenge during each unit. It is suggested that students spend at least 2–3 hours per unit on the Course Reading Challenge. However, slow readers, or those that need to get through the course quickly, may choose to skip the Course Reading Challenge altogether.

High School Geography & Poetry Cards

You will use these cards in conjunction with the “Memorization” section of each unit. Watch the video [How to Practice Memorization](#) on www.jennyphillips.com/hs1.

Spelling Dictation

Each unit contains a sheet for spelling dictation.

1. You will listen to six sentences at www.jennyphillips.com/hs1 and write them down on the sheet. You may listen to each sentence as many times as needed.
2. After the six sentences are written down, correct them using the answer key available at the same web page. Circle what you got wrong, including spelling, capitalization, and punctuation. Evaluate the errors using the tips and rules listed after the sentence. Practice the words you misspelled. Cross out any sentences that contained no mistakes at all. You will not need to complete those sentences again.
3. On a second day, repeat Steps 1–2 for any sentence that you did not get 100% correct the last time.
4. On a third day, repeat Steps 1–2 for any sentence that you did not get 100% correct the last time.

Unit Checks

After you complete and turn in each unit, your parent or teacher should administer to you the unit check. The answer key of the unit check suggests you watch certain videos for areas in which you need help. Watch these videos before starting the next unit.

Creative Writing

High School Language Arts 1–4 covers minimal fiction, personal narrative, and poetry writing. Students especially interested in fiction writing should consider taking The Good and the Beautiful course titled High School Creative Writing.

Art and Geography

Art history and geography are thorough and designed to not need supplementation. One art project is included for each unit for a total of 10 art projects during each course. Students interested in pursuing more than basic art skills will likely want to supplement with extra art courses.

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SAMPLE
not for use

Unit 1

GRADING SHEET

To be filled out by the teacher after the unit is completed and turned in.

Student Name: _____

Unit Total: _____/250

Unit Percentage: _____

Divide the total points earned by 250 to get the percentage.

_____/200 Unit Completed

50 points = 25% complete, 100 points = 50% complete, 150 points = 75% complete,

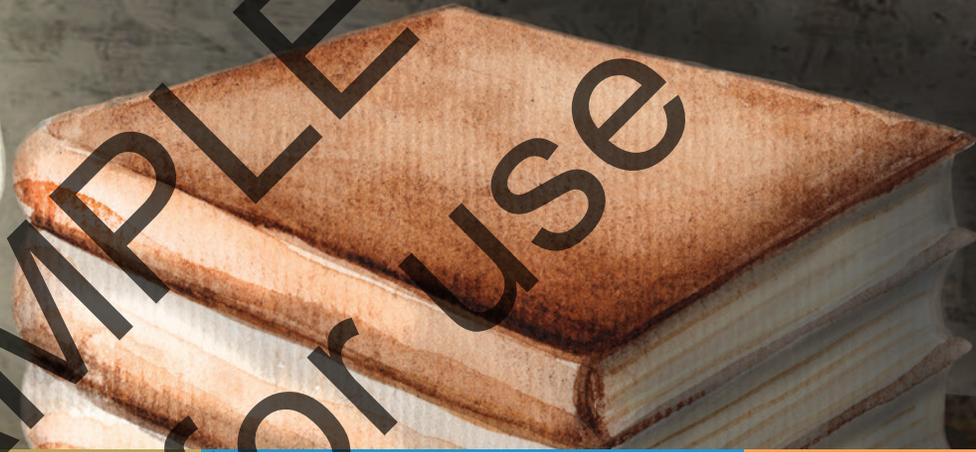
_____/50 Insights Journal Entry

The grading sheet is in the booklet.

_____/+5 Extra Credit—Unit Completed with Neat Handwriting

Items that should be turned in with this unit:

- Two maps on tracing paper
- Insights Journal Entry



THE GOOD AND THE BEAUTIFUL

GRAMMAR & WRITING GUIDE



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