

CANTERING THE COUNTRY

The Geography Unit Study for Young Learners



Loreé Pettit & Dari Mullins

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Dedication

Cantering the Country is lovingly dedicated to our children, Jason and Aaron Pettit and Artie, Autumn, and Aspen Mullins. The five of you are the biggest blessings in our lives. We are so thankful that God has given us the privilege of being your moms.

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I would like to thank God for enabling me to do more than I ever dreamed possible. Several years ago when I was at the lowest point of my life, You promised to bring beauty from ashes. True to your nature, You have done so abundantly, exceedingly more than I ever thought. To my husband and best friend, Ralph, thank you for being there and encouraging me. God definitely knew what He was doing when He put us together. To my heart sister, Dari, you are one of the “abundantly, exceedingly more than I ever thought” gifts from God. Thank you for all of your hard work on this book. But mostly, thank you for your friendship. — Loreé

I would like to thank the Lord for His providential hand in my life. Thank you for continuing to lead us, even when we can't see or understand the road ahead. To my husband, Allen, for continuing to support, love and encourage me in the most challenging times. To my best friend and sister-in-the-Lord, Loreé, as each year passes the value of your friendship grows. I appreciate your dedication to homeschooling no matter what the circumstances. I also want to thank Josh and Cindy Wiggers for their advice, friendship and prayers during the last several years. — Dari

Cantering the Country

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Objective

Cantering the Country's main objective is to introduce students to the fifty states and District of Columbia. While studying the geography of the states, students will meet various historical figures, leaders, and other important people from each state. They will learn about trees, flowers, birds, rocks/minerals, and various other scientific topics from each state. They will also study traits taken from state mottoes and preambles to help instill noble character qualities. This study is designed for students in the first to sixth grade levels. It can be easily adapted for older children by using a few companion texts.

Brief Overview

This United States unit study is designed to be completed in one to three years. All subjects except math and spelling are covered. The unit for each state includes:

- **General Reference** – General information about the state.
- **Geography** – Geographic terms and physical or topical geographic forms located in the state.
- **History/Biographies** – Historical figures, leaders, authors, artists, and other important people who were born in or have another affiliation with the state.
- **Science** – The major science topics covered are trees, birds, flowers, and rocks/minerals of each state. Also included are other animals native to the state, insects, amphibians, and various science topics related to the state, including: spacecraft, rockets, skyscrapers, bridges, photography, tornadoes, hurricanes, blizzards, thunderstorms, fireworks, hot air balloons, combustion engines, and various ecosystems such as deserts and ponds.
- **Literature** – Lists a variety of quality children's literature that is set in the state, is written by an author from the state, or relates to a topic studied under that state. Also included in this section are books that emphasize a character trait studied.
- **Language Arts** – Suggestions and activities to reinforce language and grammar concepts. The preamble to each state constitution, included in this section, can be used for copywork or vocabulary.
- **Character** – Includes the motto of each state and, when available, the source of the motto. Character traits from these mottoes are studied along with the state flag pledges (if the state has one).
- **Activities** – The main focus of this section is mapping activities and hands-on projects using readily available materials. Also included are fun, easy ideas that relate to topics within the state.
- **Internet Resources** – To enhance your study, Internet links are listed throughout. If a link becomes inactive, do your own search on the topic to find something similar.

Getting Started

Before beginning *Cantering the Country*, please be sure your students have basic map skills. If they do not, take time to teach these necessary skills. A good resource to help students learn these foundational skills is *Discovering Maps* published by Hammond.

An atlas and children's dictionary need to be readily available throughout this study. We also recommend access to a set of encyclopedias, either in book form or on the computer. Most of the books used in this program were found in the authors' local library. Please check your library for these or other compatible resources before purchasing books listed.

While none are mandatory, there are a few resources that you may want to buy since they are utilized throughout the course. Besides the added convenience, most of these can be used for many years. These foundational books are:

- *Desk Atlas of the United States*
- *Geography from A to Z*
- *Earth Science for Every Kid*
- *Eat Your Way Through the U.S.A.*
- *Profiles from History* – Volume 1
- *Profiles from History* – Volume 2
- *Profiles from History* – Volume 3
- *State Notebook with Stickers*
- *Zoo Guide*

Before beginning *Cantering the Country*, please familiarize yourself with the layout of the book. States are listed alphabetically. Within each state are nine categories, which are further broken down into topics. Topics have recommended books, websites, and activities. Read through the topics and resources and decide which items are right for your family. Some states or topics do not have as many selections, as appropriate resources were not readily available.

Books listed under each topic are only suggestions. Your library or personal collection may have other wonderful resources on the subject. In most sections there are more books suggested than necessary. Choose one to three books per topic depending on your children's ages. The symbol (RA) indicates the selection is most likely suitable to be read aloud to younger students or read by older students.

Books listed in *Cantering the Country* have been reviewed by the authors. We tried to be extremely cautious about content, themes, and language in the selections. Every family has different criteria for appropriate literature. Please preview any books listed and decide if they meet your family criteria.

The authors hold to a young earth creation worldview and tried to find resources that were either in line with that view or neutral on the topic of evolution. However, some books and websites may make reference to the earth being millions of years old or other evolutionary statements. In most cases, these are noted beside the resource cited. You may prefer to preview these resources to determine whether they are acceptable for your family.



Activity CD-ROM

The Activity CD-ROM bound in the back of this book includes printable activities and maps for use with your state studies. Select activities appropriate to your students' abilities. Choose from crosswords, word searches, word scrambles, dot-to-dot, and more. For your convenience a thumbnail image of most activities is provided in the text to give you a glimpse of what is available on the disk. It is helpful if you choose the activities, print those pages, and have them ready at the beginning of each state study. The reproducible pages in the appendix and other BONUS pages are also included on the Activity CD-ROM for easy printing from your computer.

The Activity CD-ROM includes PDF files which can be read by Acrobat Reader and are files for viewing and printing only. If your computer does not have Acrobat Reader installed, you can do so from the CD-ROM or you can download the most recent version free online from adobe.com.

Building Student Notebooks

Cantering the Country utilizes the notebook approach. Each child builds a notebook throughout the length of their journey, encouraging him or her to be a producer rather than a consumer. Some of the benefits of notebooking are:

- Provides a permanent record of learning
- Promotes creativity
- Easy access to studies
- Ability to share with others

Notebooks are unique to each family and individual. Set up your notebooks in a way that works for you and your children. We do give suggestions, but they are suggestions only—there is no “right” way to notebook.

The only supplies needed are a notebook (we suggest 3 ring binder) and dividers for each student. The binder size will depend on the age of the child. Older children will have more work to put in their notebooks and will therefore need a larger one. We recommend a 1½” or 2” binder for younger children and a 3” binder for older. You can make your own dividers from cardstock or purchase them at the store. Personally, we like the tabbed plastic dividers that have pockets.

Notebooks can be set up alphabetically, chronologically, or regionally. To set up a notebook chronologically (the order in which the states joined the Union), please see the Order of Statehood chart in the appendix. To set up a notebook regionally, see chart below.

New England States	ME	MA	NH	VT	CT	RI						
Mid-Atlantic States	NY	NJ	PA	WV	MD	DE	Washington DC					
Southern States	NC	VA	KY	TN	SC	GA	AL	MS	FL	AR	LA	
Midwest States	OH	MI	IN	IL	WA	MN	IA	MO	ND	SD	NE	KS
Southwest States	OK	TX	NM	AZ								
Rocky Mountain States	MT	ID	WY	CO	UT	NV						
Pacific Coast States	WA	OR	CA	AK								

As you study a state or subject put the child's work into the appropriate section of the student notebook. Take a picture of any larger project or activity, tape it to a piece of paper, and have the child write or dictate about it. This can be placed into the notebook. Include reproducible pages from the Activity CD-ROM such as maps, puzzles, and notebooking pages for trees, flowers, rocks/minerals, and animals. Many of the websites listed have coloring or activity pages that can be added to your child's notebook.

Teaching Tips by Topic

Geography

This section covers geographic terms and information about geographic features, national parks, and other monuments found within the state. Use a dictionary, an illustrated geographical terms chart, or *Geography from A to Z* by Jack Knowlton to define geography terms listed. These terms make great vocabulary words for the week.

Once the child learns several geographic terms, he can make a salt dough map of an “imaginary place” utilizing all of the terms mastered. The salt dough recipe and a fun alternative cookie dough map recipe are located in the appendix.

A *State Notebook with Stickers* including bird, tree, and flower stickers for each state is a handy resource for this U.S. Geography study. Students can complete the activity pages using the *Desk Atlas of the United States* for reference as they study each state. See Resources for ordering information.

History & Biographies

You will find resources for people or historical events affiliated with the state in this section. The historical figure, leader, author, artist, poet, or musician was born in or lived in the state. If a topic does not have any references listed, search online or refer to an encyclopedia.

Cantering the Country is meant to introduce some of the key people and events from our country, not to give an exhaustive or chronological overview of our history. If you are adapting this course to a middle or high school student, you may want to supplement with additional history. If doing so, we recommend that you study U.S. history rather than ancient, medieval, or renaissance history, to expand upon knowledge gained from *Cantering the Country*. If your children are preschool to fifth grade, they do not need any additional history. We believe that this age should be introduced to real people who did great things rather than try to learn a bunch of dates. As they get older and study specific time periods, they will remember the friends that they studied and learned about in their early years.

Profiles from History, Volumes 1, 2, and 3 have been added to the *Cantering the Country* 2017 revised version. These profiles are compelling biographies which enrich any U.S. history study demonstrating the extraordinary character and sacrifices that were made in founding and growing this country. Each profile also includes crossword and word search games, timeline figures, and other activities to enhance understanding of the content and improve memory retention.

Science

Science covers a tree, bird, flower, and rock/mineral from each state. Many states have the same official state tree, bird, flower, or rock/mineral; therefore, instead of repeating an item we replaced it with another one native to that state. A chart with a complete list of the official tree, bird, and flower for each state is located in the appendix. A broad spectrum of other science-related topics is also included throughout the course.

Some of these fun topics are: space travel, bridges, deserts, animals, skyscrapers, photography, and various weather phenomena. A complete list of science topics included for each state can be found in the appendix. These topics are not studied in depth, but are introduced to the young students in order to whet their appetite for science in later years. If your child becomes interested in a specific area, we encourage you to seek out resources and study that topic in more depth for as long as the child exhibits a genuine desire to learn. If you have a middle or high school student, you will need to study these topics in more depth.



Internet sites that include reproducible pages, crafts, projects, and experiments are listed.

If a topic does not have any references listed, search online or refer to an encyclopedia or field guide.

For your convenience, notebooking pages for science topics are included in the appendix and on the Activity CD-ROM. There are pages that the child can draw or paste a picture of whatever is studied and then write about it. There are also pages that the child can simply draw or paste pictures of the tree or flower studied, with little to no writing required.

Literature

This section includes a wide variety of children's literature, from timeless classics to modern stories, set in the state, written by an author from the state, or relating to a topic studied in the state. Also included are books which emphasize character quality. If a book is about a specific character quality, it is denoted with a (†).

While most of the selections chosen are on an elementary reading level, we have also included several chapter books for older children or reading aloud; these books have an (RA) next to the author's name. Several books also include fun activities related to events which happened in the story. Let your children come up with their own fun ideas which relate to the books they read.

Language Arts

The preambles to the state constitutions are included for historical purposes. Our founding fathers subscribed to biblical principles which today seem to be ignored by a large portion of our society. To fully understand how our nation was established, it is important for students to recognize our forefathers believed so deeply in these sound principles that they are even reflected in the preambles throughout the states.

State preambles can be used for copywork and vocabulary. Most of these are too long to be copied at one sitting. Let the child copy one or two sentences at a time. Some of the vocabulary words are too advanced for younger children. Use your own discretion to decide what your child is able to handle.

The language arts section is not a complete grammar and spelling program. If you have middle or high school students you will need to supplement those subjects. The activities and ideas included in this section introduce and reinforce grammar and language concepts and provide opportunities for composition and creative writing. A master list of language arts activities can be found on pages 8-9. For a comprehensive language arts curriculum we recommend *Learning Language Arts Through Literature*.

Character

The focus of this section is character traits derived from the state motto. The source of the motto, if available, is included, as well as an explanation of why certain traits were chosen. Once again, this is meant to introduce the child to good, moral character qualities, not to provide an in-depth study. After studying a specific trait, have your child fill out the Character Trait Report in the appendix. Select from two Character Trait Reports (for either a younger child or an older child), and add it to their notebook.

Some states also have "state flag pledges" and we have provided a copy of those in this section. These pledges can be used for copywork or for more research and study on character traits. If no pledge is listed, an "official" flag pledge was unavailable for that particular state.

General Activities

This is the fun stuff! This curriculum includes lots of activities and hands-on projects using readily available items. Ideas, websites, projects, and craft ideas are listed with each state. Also remember numerous printable activities and maps are included in the CD-ROM bound in this book. Take a picture of larger completed projects to add to the student notebooks. The following activities can be used for all states:

Mapping Activities

Label the capital, major cities, rivers, mountain ranges, and other land forms on a map of the state. State maps are provided on the CD-ROM included with this book.

Canter the Country

Lay out an enlarged floor map of the United States or the region you are studying and use a stick horse to “canter” from state to state. Check your local teacher supply store for a floor map or floor map puzzle.

Salt Map

Draw, trace, or tape an outline of the state on a piece of cardboard. Cover with salt dough. Form mountain ranges and valleys where appropriate. For coastal states, the elevation will be lower along the coast. Allow map to dry overnight. Paint with tempera paint. A cookie dough alternative is listed in the appendix.

Make a Timeline

A timeline is a fun project to do throughout the course. As you study key figures and events from each state, put pictures on a timeline on your wall, in a notebook, or both. The child can make the figure or you can use premade figures such as ones found on *Historical Timeline Figures* CD-ROM by Liberty Wiggers, available through Geography Matters. To help your child remember which state a person is from, have him write the state abbreviation in the corner of the timeline figure. For more information on creating a timeline notebook, look for timeline articles on www.geomatters.com.

Pledge to the State Flag

Some states have a pledge to their state flag. These can be copied on the bottom or the back of the state flag page that the child colors. If it is your home state, you may want to memorize the pledge. If a state has an official state pledge, it can be found after the Character section for that state. We only included pledges officially recognized by the state.

State Song

Most of the states have an official state song. You can use the lyrics as copywork to add to your child’s notebook. Got to <http://www.50states.com/songs/> for a list of songs and their lyrics. To listen to the state song, click on the state then click on “Listen to MIDI.”

Make a Poster

Our children love to make posters, and character traits make great themes. Posters don’t have to be large; 8½” x 11” paper works just as well and fits into the student notebook.



State Quarters

In 1999 the U.S. Mint began a ten-year program releasing new quarters each year honoring the fifty states. The *Desk Atlas of the United States* includes information about each state's design and why it was chosen. To learn more about the state quarters go to http://www.usmint.gov/mint_programs/50sq_program/?flash=yes.

Cook a Meal – *Eat Your Way Through the USA*

As you study each state, cook a popular meal from the state, or with ingredients readily available in the state. Bring the child into the kitchen with you and work on valuable life skills. This is also a wonderful time to discuss the various and unique cultures that make our country great. Yummy recipes can be found in *Eat Your Way Through the USA*, by Loree' Pettit. See Resources for ordering information.

Travel & Tourism Information

Each state's Tourism Board is listed in the appendix. If you contact them, they will send brochures and other information that can be used as reference material. The brochures can also be cut up and used in the student's notebook. Allow 4-6 weeks to receive the information requested.

Website Resources

The websites included below can be utilized throughout the study. Please check them regularly for new additions.

Enchanted Learning

www.enchantedlearning.com – Has a multitude of useful information, including puzzles, printable books, and other items that can be used in the children's notebooks. This website has a paid member section; however, many of the items can be accessed without a membership.

U.S. 50 States on the Web: 50 State Guide

<http://www.ereferencedesk.com> – A great place to get additional information on the states. It has detailed information on state history and emblems and links to state newspapers and other data. This website will be very useful in obtaining additional information for an older child utilizing this course.

U.S. Mint

www.usmint.gov – A wonderful site to research information on our national currency. It has links for educators with lesson plans, reproducible sheets, and many other helpful items.

Sheppard Software

www.sheppardsoftware.com - A fun site packed with educational games and activities. For an ad-free version you can pay a nominal annual subscription fee.

ABC Teach

www.abcteach.com/directory/theme_units/ – This site is loaded with lesson plans and printable pages for science, history, and geography topics.

Language Arts Guide

- ❑ **Copywork:** Use state preamble, quotes from people you are studying, information about the topic you are studying.
- ❑ **Simple parts of speech:** nouns, verbs, adjectives, adverbs, articles, etc.
 - These can be taken from books that you read. They can also be underlined in copywork. For example, if you are covering verbs, have the child underline all of the verbs in that day's copywork.
 - Figure out the part of speech for the character trait being studied. Can it have more than one function? (Example: Love can be a noun or a verb.) If it can, how does that change the meaning? List the different forms of the word. (Example: creative, creativity, creativeness) Older children can define each form and use it in a sentence.
- ❑ **Abstract and concrete nouns:** Character traits are great for studying abstract nouns and comparing them with concrete nouns.
- ❑ **Subject and Predicate:** Divide sentences from reading or copywork into subject and predicate. (Example: Delaware / was the first state to join the union.)
- ❑ **Types of Sentences:** Learn about the four types of sentences (declarative, interrogative, imperative, and exclamatory)
 - Have children identify the four types of sentences and the end mark used for each as they come across them in their reading.
 - Have children identify the four types of sentences and the end mark used for each in their own writing.
- ❑ **Quotations:** Learn about and practice using quotation marks in reading and creative writing.
 - Change a sentence from a statement to a command, question, or a direct quote and vice versa. Does this change the punctuation? How does it change the wording?
- ❑ **Synonyms and antonyms:** Be sure to include synonyms and antonyms when studying character traits.
- ❑ **Vocabulary:** Use the Dictionary Page in the appendix or a card file system.
 - To utilize the card file system, write the root word, suffix, or prefix on the top of a 3x5 card, along with its meaning. Every time you encounter a vocabulary word that shares that root, suffix, or prefix, write the word and its meaning on that card and file it in a card file box. For example:
 - Astron – star
 - Astronomy – the study of stars and the atmosphere beyond the earth
 - Don't be overwhelmed by finding the root words, suffixes, and prefixes; they are easily located in a good dictionary. F.L.A.G.S. listed below also has an extensive listing of roots, suffixes, and prefixes.



☐ Reading and Writing:

- Cut a picture from a magazine of a state, animal, geographical formation, or anything else that you are studying. Glue it to a piece of colored paper. Have the child write a descriptive sentence or paragraph about the picture.
- Read or write a poem about a flower, insect, bird, or tree that you are studying.
- Write a story about a character trait you are studying.
- Write a play about a character trait or Bible story.
- Write a report on a person, event, or science topic. We really like using the key word approach to writing reports. In this approach, the child makes a list of key words from his reading about a topic, then uses that list to retell, in his own words, what he has read. For example:

On March 6, 1836, the great pioneer and patriot died along with the other brave defenders of the Alamo. He was only forty-nine years old. But in his short lifetime, Davy Crockett carved a legend of skill and courage that will live forever.

Key words: March 6, 1836, died, Alamo, 49 years old, Davy Crockett

Retold as: *Davy Crockett was forty-nine years old when he died on March 6, 1836, defending the Alamo.*

While not as exciting as the original text, all of the important facts are there. As the child gains skill and confidence in his writing ability, his work will improve. Be patient! Learning to write is a skill that takes time and practice.

Resource Suggestions

We recommend purchasing an English handbook to help you with grammar.

For more language arts ideas, see;

- *Learning Language Arts Through Literature* – Debbie Strayer and Susan Simpson
- *A Strong Start in Language* or *The Three R's* – Ruth Beechick
- *Thematic Copywork Lessons: Lessons From Leaders* compiled and arranged by Sandi Queen
- *Writer's, Inc.* – Great Source
- *F.L.A.G.S. (Fundamental Language Arts Game Supplemental)* – Mastery Publications

Teacher Preparation

Every family has its own teaching and learning style. Some families take a more relaxed approach, while others like a lot of structure. Provided below are suggestions that fall somewhere in the middle. Adapt these suggestions to your family and remember there is no “right way” to teach this information.

We recommend using the same atlas throughout the course. Use this to look up information on capital, area, rank, etc. Different sources have different information on the same data; this is why we suggest using the same source consistently. This information will be needed to complete the State Report form located in the appendix.

- Decide approximately how many days you want to spend on a state and break up the activities accordingly. Remember, the younger the child, the more varied the activities should be.
- Before teaching a specific state, decide which activities you will use and plan what the children will include in their notebooks.
- Check the recommended websites listed on page 7 and any websites listed under specific topics. You may want to go ahead and print or copy any printable and reproducible pages from the websites, appendix, and the Activity CD-ROM at this time.
- Make sure that you have all necessary items and ingredients on hand to complete the activities and recipes chosen.
- Gather resources from the library. Remember: if a chosen topic does not have references listed, information can be found online, in an encyclopedia or field guide, or perhaps your local library.
- Read one to three of the literature books on the first day of each state. This will grab the children’s interest and make them curious about that state.
- Locate the state on the map daily. Do other mapping activities daily with older children.
- Keeping in mind your child’s learning style and temperament; vary your activities throughout the day, alternating written activities with reading and hands-on projects.
- Leave plenty of time to do the fun activities. Some families like to do activities on Friday, while others like to do them throughout the week.
- Remember to be flexible! If your child shows interest in a topic or if an unexpected opportunity presents itself, adjust *your* schedule and go with the flow.



Adapting to Older Students

Cantering the Country can be adapted to older students quite easily. By using a few extra texts, the older student can gain a very in-depth, thorough knowledge of our country. We recommend:

- *Trail Guide to U.S. Geography* by Cindy Wiggers – This guide can be used as the teacher’s primary text. Use the suggestions and format provided to give the older student a solid foundation in U.S. geography. Utilize the research ideas listed under each state to include other subjects such as language arts, history, and the arts. Teaching a broad range of ages is very do-able when utilizing *Trail Guide to U.S. Geography* with *Cantering the Country*. *Trail Guide to U.S. Geography* is arranged by region, while *Cantering the Country* covers states in alphabetical order. Simply choose which order you want to study the states and keep all students on the same states together.
- *Facts about the States* by Joseph Kane, Steven Anzovin, and Janet Podell – This is a very detailed book including numerous resources that can be used for the older child. There is a list of fiction and nonfiction titles written on an advanced reading level included for each state. These *are not* necessarily written from a Christian perspective and should be previewed by a parent before the child reads them, if this is important to you. This is a very in-depth book and is available in most library reference sections.
- *America the Beautiful Series* – Published by Scholastic Grolier, this widely read series has one book for each state and contains very in-depth information. It should be available in your local library.
- *All Through the Ages*, by Christine Miller – Provides organized lists of great literature categorized by place, historical period, and grade level. Use to select books for older students to read.

Preview the items mentioned above and decide on the requirements for your older student.

Giddyup

Finally, remember to have fun! Use *Cantering the Country* as a tool and resource to enhance your home-school journey. Don’t be a “slave to the manual,” feeling that you must cover every topic and accomplish every activity. Let *Cantering the Country* work for you, not the other way around.

Have a great year and we hope you’ll join the discussion group at
<http://groups.yahoo.com/group/CanteringTheCountry/>





On December 14, 1819, Alabama became the 22nd state admitted to the Union. The name “Alabama” originates from a Native American tribe which lived in the region. The tribal name, *Alibamu*, means “clearer of thickets.” Alabama is located in the heart of the Deep South, and its capital is Montgomery.

Adopted in 1895, Alabama’s flag displays the red cross of St. Andrew that was the principal feature of the Confederate battle flag.

Alabama’s climate is hot and wet. The northern part of the state has pine forests, hills, and lakes. In the south, the hills give way to rolling grasslands and fertile farmland. Further south are the swamps and bayous of the Mobile Delta. Along the southern tip, sandy beaches border Mobile Bay and the Gulf of Mexico.

Interesting Facts:

- The first electric street cars in the United States were used in Montgomery in 1866.
- The deepest gorge in the United States east of the Rocky Mountains is at Little River Canyon near Fort Payne, Alabama.
- For decades “King Cotton” dominated Alabama’s farm economy. In 1910, boll weevils destroyed the cotton crops, which turned out to be a good thing. The state’s farmers learned to grow other crops and not be so dependent on cotton.
- During the Civil War, a company of Alabama soldiers paraded in uniforms trimmed with bits of yellow cloth. This reminded people of the state bird, which has patches of yellow under its wings. From that day on, Alabama troops were known as Yellowhammers.

General Reference

- ❑ *Alabama* – Anne Welsbacher
- ❑ *Alabama* Facts and Symbols – Emily McAuliffe
- ❑ *Alabama* – Dottie Brown (contains evolution)
- ❑ <http://www.sos.state.al.us/Kids/index.htm>

Geography

- ❑ gulf
 - *Geography from A to Z*, page 22
- ❑ Gulf of Mexico

History & Biographies

- ❑ Helen Keller
 - *Profiles from History* – Volume 3, pages 113-121
- ❑ Booker T. Washington
 - *Profiles from History* – Volume 2, pages 141-150
 - *Booker T. Washington: Leader and Educator* – Patricia and Frederick McKissack
 - *Booker T. Washington* – Thomas Amper
- ❑ George Washington Carver
 - *Pocketful of Goobers* – Barbara Mitchell
 - *A Weed Is a Flower: The Life of George Washington Carver* – Alike
 - *A Picture Book of George Washington Carver* – David A. Adler
 - <http://members.enchantedlearning.com/inventors/page/c/carvercloze.shtml>
- ❑ Robert Goddard
 - *Robert Goddard: Pioneer Rocket Boy* – Clyde B. Moore
 - *Book of Explorers* – Usborne
 - <http://members.enchantedlearning.com/inventors/page/g/goddardcloze.shtml>
- ❑ Jesse Owens
 - *A Picture Book of Jesse Owens* – David A. Adler
 - *Jesse Owens: Olympic Star* – Patricia and Frederick McKissack
 - <http://members.enchantedlearning.com/history/us/aframer/owens/print.shtml>
 - <http://members.enchantedlearning.com/history/us/aframer/owens/cloze.shtml>
- ❑ USS Alabama
 - www.ussalabama.com
- ❑ Civil Rights Movement
 - *The Bridge at Selma* – Marilyn Miller
 - *The Montgomery Bus Boycott* – R. Conrad Stein
- ❑ Rosa Parks
 - *Rosa Parks: Fight for Freedom* – Keith Brandt
 - *Young Rosa Parks: Civil Rights Heroine* – Anne Benjamin
 - *A Picture Book of Rosa Parks* – David A. Adler
 - <http://members.enchantedlearning.com/history/us/aframer/parks/index.shtml>
 - <http://members.enchantedlearning.com/history/us/aframer/parks/cloze.shtml>

Science

- yellow hammer (flicker) (state bird)
- Southern Longleaf Pine (state tree)
- camellia (state flower)
- marble (state rock)
- boll weevil
- rockets & spacecraft
 - *Spacecraft* – Darlene R. Stille
 - *Flying the Space Shuttles* – Don Dwiggins
 - *Let’s Visit a Space Camp* – Edith Alston
 - *Book of Rockets* – Anne Baird
 - *Look Inside Cross-Sections: Space* – Nick Lipscombe & Moira Butterfield
 - *Rocket: How a Toy Launched the Space Age* – Richard Maurer
 - *Space Vehicles* – Anne Rockwell
 - *Book of Explorers* – Usborne
 - <http://www.enchantedlearning.com/devices/spaceshuttle/label/>

Literature

- Judy’s Journey* – Lois Lenski (RA)
- Ma Dear’s Aprons* - Patricia McKissack
- Mousehole Cat* – Antonia Barber (†)
- Cecil’s Story* – George Ella Lyon (†)
- Brave Irene* – William Steig (†)

Language Arts

Preamble to the State Constitution:

We, the people of the State of Alabama, in order to establish justice, insure domestic tranquility, and secure the blessings of liberty to ourselves and our posterity, invoking the favor and guidance of Almighty God, do ordain and establish the following Constitution and form of government for the State of Alabama.

1. Refer to Language Arts Guide starting on page 8.
2. Make a list of “loud” adjectives to describe the sound of rockets.
3. Write a story about how it feels to be treated differently.

Character

The Alabama state motto – *We dare defend our rights* – was adopted in 1939 from a poem by Sir William Jones entitled “What Constitutes a State?” The director of the State Archives, Mary Bankhead Owen, was searching for “a phrase that would interpret the spirit of our peoples in a terse and energetic sentence.” When she came across the poem by Jones and read the stanza “Men who their duties know. But know their rights, and knowing, dare maintain,” she knew that she had found the motto for Alabama. Professor W. B. Saffold of the University of Alabama translated the motto into Latin: *Audemus jura nostra defendere*.

For a people to defend and maintain their rights, they must know what those rights involve and have a love of their country – **patriotism**. They must also be willing to defend those rights, even in the face of opposition – **courage**.

- **Patriotism** – Love of one’s country: the passion which aims to serve one’s country, either in defending it from invasion or protecting its rights and maintaining its laws and institutions in vigor and purity. Patriotism is the characteristic of a good citizen, the noblest passion that animates a man in the character of a citizen.
- **Courage** – Bravery; intrepidity; that quality of mind which enables men to encounter danger and difficulties with firmness or without fear or depression of spirits; valor; boldness; resolution.

State Flag Pledge

Flag of Alabama I salute thee. To thee I pledge my allegiance, my service, and my life.

Other sources:

- *The Book of Virtues* - William Bennett, pages 441-524. These pages have several short stories, poems, and quotes that relate to courage. Please pre-read them and use your own discretion as to which ones to read aloud to your children.
- *The Spirit of America* – William Bennett, “Patriotism and Courage,” pages 25-97. These are short excerpts from letters, quotes, and poems which deal with patriotism and courage as they relate to the founding of our country. Please use your discretion as to which ones you read aloud to your children.

Activities

1. Color or label a map of Alabama.
2. Label the Gulf of Mexico on a map of the United States.
3. Go to <http://www.kidzone.ws/geography/usa/> for printable flag and state symbol coloring pages.
4. Prepare a meal in *Eat Your Way Through the U.S.A.* from the state of Alabama.



5. Make a model rocket.

- Wrap construction paper around a paper towel tube; tape or glue in place.
- On one end of the tube, cut four 2-inch slits. The slits should divide the tube into four equal parts.
- Cut two triangles out of construction paper. Each triangle should be 5 inches long at the base and 4 inches high.
- Cut a slit halfway through each triangle – one from the top and one from the bottom.
- Slip the triangle with the slit in the bottom into the rocket's body in two of the slits.
- Slip the triangle with the slit in the top into the rocket's body in the other two slits. In addition to going onto the rocket, this triangle should also slip into the other triangle. You may have to jiggle the paper a bit to line up the slits. You should now have four "fins" forming a stable base for the rocket.
- Make a circle by tracing a CD onto a piece of construction paper. Cut it out. Cut a slit from the outer edge of the circle to the center.
- Form a cone from the circle; use tape or glue to secure. Tape or glue cone onto rocket.
- Decorate rocket.

6. For instructions on experiments with rockets, go to <http://pbskids.org/zoom/activities/sci/>.

Alabama

Alabama

Across

- _____ is Alabama's neighbor to the west.
- _____ is Alabama's neighbor to the north.
- State flower.
- Highest point in Alabama.
- The capital of Alabama.
- The largest space museum in the world is in _____ Alabama.

Down

- Alabama is known as the "heart of _____".
- _____ is Alabama's neighbor to the east.
- State bird.
- Florida and the Gulf of Mexico border Alabama to the _____.

Alabama

FIND THE TWINS

WHICH TWO ARE EXACTLY ALIKE?

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Alabama

Rockets

MSZYPTAXSOUQZTAVROLA
 EGGUXXQPRPHVVOOBIDTKO
 RCWRZISYOPHVJJSOZBFGD
 CYCDANKOABLGRHRVOTYX
 UUDYAVWVTJLBTPTXSPET
 RFUQAPISOMFOIAGPRGIJ
 YBDKICETIHONCLFLUNAR
 GDOBMRUYRDS TBDCMSOY
 MUOSOSEEPGMPAYLOADI
 DIKGLWRVSSRHSIOFPF
 HFGHUCTTLLSAWTRVSHWV
 LBNSLWBHLHCQUKERWYOV
 KEPTEDOIKUZWBGA SEPPB
 WAIIOVPOKTSPEJTBEPTM
 CEVFRGIFPTXPIBHDCKG
 ROCKETIPOLVERHOVRHLY
 RREIWGQOJEC AOGVNGUNY
 JBOOSTERFHLCEUEVBNQA
 TIKYUPUSROHDGEMINIGC
 ATBVMYLTSKZEYBXPNUM

abort	lunar
apollo	necessary
atmosphere	moderate
booster	orbit
capsule	payload
dock	rocket
gemini	shuttle
gravity	solar

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Alabama

Alabama Map

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