



MIDDLE SCHOOL SUPPLEMENT
for *Paths of Exploration* - UNIT I

by Kay Chance
with Debbie Strayer and Linda Fowler

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MIDDLE SCHOOL SUPPLEMENT
for *Paths of Exploration* - UNIT 1
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Instructions

The *Paths of Exploration* textbook is your main teaching resource. Older students should complete the assignment that is appropriate for their level in the textbook. The Middle School Supplement is to be used in conjunction with the text providing:

- Copywork & Dictation passages for Middle School Students selected from their readers. Students should read both the reader and read-alouds from the *Paths of Exploration* text, plus an additional reader for each unit.
- Additional assignments to help older students dig deeper into the topics presented.
- Word Study assignments from their readers.

Additional Resources

There are six additional books for Middle School Students using the supplement. These correspond with each of the six units.

- UNIT 1 - Columbus (*Carry On Mr. Bowditch* by Jean Lee Latham)
- UNIT 2 - Jamestown (*Pocahontas* by Joseph Bruchac)
- UNIT 3 - Pilgrims (*Almost Home* by Wendy Lawton)
- Unit 4 - Daniel Boone (*The Sign of the Beaver*) by Elizabeth George Speare
- Unit 5 - Lewis and Clark (*The Captain's Dog* by Roland Smith)
- Unit 6 - Trails West (*Bound for Oregon* by Jean Van Leeuwen)

Finding Your Way Around

There are three key Bookmarks in this Supplement.

The first Bookmark is **Columbus Lessons**, which is the first unit in Volume 1 of the *Paths of Exploration* Curriculum.

The Bookmark labeled **Student Notebook Pages** is for when an assignment requires pages that aren't provided on the Student Resources CD that came with the *Paths of Exploration* text. If the instructions in your Supplement direct you to a specific Student Notebook Page, this is where you will find it.

- **Drawing Page:** provides a framed box for drawing assignments.
- **Notebook Page:** general page that includes two boxes and lines for drawing and writing.
- **Graph Paper:** grid that provides an easy way to create puzzles and graphs.
- **Lined Paper:** can be used any time you need more writing space or there are multiple paragraphs or questions to be written.
- **Venn Diagram:** helpful, visual organizational tool used in a variety of assignments.

Under the **Appendix** Bookmark, you will find two additional pages.

- **Spelling:** suggestions on how to help your students analyze their spelling mistakes.
- **Assessments:** additional questions to use with the Assessments CD.

Lesson 1, Part 1

A. Copywork/Dictation

Follow the directions for the Copywork/Dictation section in your *Paths of Exploration* text. Write as your teacher dictates the first two paragraphs on page 1 in *Carry On, Mr. Bowditch*. When you are finished, compare your copy to the text and make any needed corrections.

Create a Personal Spelling Notebook to add misspelled words from your dictation passages throughout the year. When you misspell a word, analyze why you made the mistake and then add it to your notebook. It may help you to organize your words by spelling patterns or rules.

As new spelling patterns, spelling rules, and prefixes or suffixes are introduced in the Word Study sections, you will be instructed to add a page to your Personal Spelling Notebook to help you organize your misspelled words.

Memorize the first stanza of the poem, “A Journey of Adventure.”

B. Reader

Read the assignment for *Meet Christopher Columbus* and Chapter 1 of *Carry On, Mr. Bowditch* silently.

C. Read-Aloud and Discussion

Read pages 1-6 in *Christopher Columbus* aloud. Discuss the questions in your *Paths of Exploration* text as well as the following questions. Why was Christopher hesitant to accept the small coin his Father gave him for his birthday? Have you ever felt that way about a gift you received? How can you show your gratitude?

D. Word Study

Follow the directions for the Word Study section in your *Paths of Exploration* text.

You can add a page to your Personal Spelling Notebook for the *igh* sound. Write *igh* at the top of a piece of notebook paper. Then if you misspell a word with this spelling pattern, add it to your list. For example, if you misspell *light* as *lite*, you would add *light* to this page.

Add another page to your Personal Spelling Notebook that lists the prefixes you learn. Title the page “Prefix,” add the prefix *un* to your list, and write what it means.

In the first chapter of your reader, *Carry On, Mr. Bowditch*, Nathaniel Bowditch and his family move from Danvers to Salem, Massachusetts, a port city. At the library or on the Internet, find out more about this port city. What is it known for?¹ When they arrive in Salem, Granny points out a house that has seven gables built by their great-great-great-grandfather, Captain Turner. Find out more about this house and its history.² With your parent’s permission, you can learn more about the city

Materials List

The following materials will be used in section E to make a compass:

1 inch needle
bar magnet
cork
cup of water

A. If your middle school students have not done dictation before, you can start by using the passage as copywork.

In the Supplement Appendix you will find a Spelling document that suggests ways to help you and your students analyze their spelling mistakes.

at: <http://www.salemweb.com/tales/>. Make a travel brochure to share what you have learned with others.

E. Geography

Follow the directions for the Geography section in your *Paths of Exploration* text.

At the library or on the Internet, find out more about the history of the compass. Where were compasses thought to originate?³ Who began using them in navigation and when?⁴ Tell your family what you have learned.

With your parent's permission, read about the Compass Rose at <http://www.gisnet.com/notebook/comprose.php>. The article mentions the word **cartographer**. Find out what a cartographer is and make a vocabulary card for that word.⁵ Add it to your other vocabulary words for this unit.

At the library or on the Internet, find out what orienteering is.⁶ Does this sound like something you think would be fun to do? Write a few sentences that explain what orienteering is and why or why not you would like to try it.

Make your own compass using the following instructions:

What you will need:

- needle (approximately one inch long)
- bar magnet
- cork
- small cup of water

Directions:

1. Rub the need across the magnet several times in the same direction.
2. Carefully cut off the end of a cork and insert the needle through it diagonally (not straight through the center) so that when you put it in the water the needle will be floating parallel to the water.
3. Place the cork and needle in the water and put it on a stable surface.
4. The needle should then point to the nearest magnetic pole, so in the Northern Hemisphere, where will it point?⁷
5. Spend some time experimenting with your compass. Move it around your house and set it in different places. Get a magnet and place it near the water. What happens?

Find out more about how compasses work and use the compass you made to explain it to your family.⁸

F. Writing

Follow the directions for the Writing section in your *Paths of Exploration* text. When you write, you can use a Venn diagram to help you to compare two topics. After you have completed your Venn diagram, use it to write two paragraphs explaining the similarities and differences between your birthday and Christopher's birthday. Write one paragraph explaining the similarities—the list where the circles overlap—and one paragraph about the differences—the lists that don't overlap.

G. Independent Reading

35 minutes

Enrichment Activity

Read about the country of Spain. Prepare a presentation for others, telling them what you have learned. You can give your presentation now or in Part 3 if you choose to prepare some dishes from your *Eat Your Way Around the World* cookbook.

Teaching Tip

The **Enrichment Activities** for *Paths of Exploration* have been scheduled during the week for your older students. The schedule breaks the activities down so that students can work on them each day. If they are really interested in an activity, please don't rush them to keep up with the schedule. Skip some if needed. Allow them to dig deeper into those things that capture their interest. High interest increases learning!

Lesson 1, Part 2**A. Copywork/Dictation**

Follow the directions for the Copywork/Dictation section in your *Paths of Exploration* text. Write as your teacher dictates from page 9, paragraph 3 (“Father grinned...”) through paragraph 5 (ending at “...ship and cargo.”). When you are finished, compare your copy to the text and make any needed corrections. Add any misspelled words to your Personal Spelling Notebook.

Review the first stanza and memorize the second one of the poem, “A Journey of Adventure.”

B. Reader

Read the assignment for *Meet Christopher Columbus* and Chapter 2 of *Carry On, Mr. Bowditch* silently.

C. Read-Aloud and Narration

Read pages 6-10 in *Christopher Columbus* aloud and then retell it in your own words.

D. Word Study

Follow the directions for the Word Study section in your *Paths of Exploration* text.

In *Carry On, Mr. Bowditch*, look through Chapter 2 and find ten words that have *ed* or *d* added to the end to show that something has already happened. In your Student Notebook, write down what the word would be if it was happening now, the **present tense**, and as it is written in the book, the **past tense**. Then find at least five words that show that something has already happened and the entire word has changed. Write down the word in present tense and then in past tense.

When changing a word to show that something has already happened, you are changing a verb to past tense. Sometimes you add *ed* and sometimes you add *d*. Based on the words you have written down or others that you already know, write a rule for when you add *ed* and when you add *d*. Check your answer in a grammar reference book. Add a page to your Personal Spelling Notebook titled “Spelling Rules” that lists rules, like this, that will help you in spelling words correctly. Be sure to include some examples.

Then make another page listing verbs where the entire word changes to show that something happened in the past. These are called **irregular verbs**. Title this page “Irregular Verbs” and add it to your Personal Spelling Notebook.

Find out what each of the following words from your dictation assignment are, and using the Notebook Page in the Student Notebook Pages, draw a sketch and write a brief description of each:

sloop

schooner

square-rigger

privateer

E. Geography

Follow the directions for the Geography section in your *Paths of Exploration* text.

When you are finished, begin designing your own modern-day bazaar. Where would your bazaar be located? Think about the different things you might want to sell. Make a list of the shops you would include. What advantages would there be for someone to shop in your bazaar instead of where they go now? Write down your ideas and in Lesson 2, Part 1, you will draw a map of your bazaar.

With your parent’s permission you can learn more about some old bazaars in the Middle East that are still open today at http://www.allaboutturkey.com/ist_bazaar.htm.

F. Art

Follow the directions for the Art section in your *Paths of Exploration* text.

G. Independent Reading

35 minutes

Enrichment Activity

Learn more about Queen Isabella and King Ferdinand. Tell when they were the rulers of Spain and what happened in Spain during their rule. See if you can find pictures that show how they looked.



Lesson 1, Part 3

A. Copywork/Dictation

Follow the directions for the Copywork/Dictation section in your *Paths of Exploration* text. Write as your teacher dictates from page 20, paragraph 7 (“That night at supper...”) through paragraph 10 (ending at “...a Harvard man.”). When you are finished, compare your copy to the text and make any needed corrections. Add any misspelled words to your Personal Spelling Notebook.

Review the first and second stanzas and memorize the third one of the poem, “A Journey of Adventure.”

B. Reader

Read the assignment for *Meet Christopher Columbus* and Chapter 3 of *Carry On, Mr. Bowditch* silently.

C. Read-Aloud and Discussion

Read pages 11-15 in *Christopher Columbus* aloud. Discuss the questions in your *Paths of Exploration* text as well as the following questions. Although his mother is reluctant to let him go, Christopher is allowed to sail as a hired man on a ship. Why is he allowed to go? What does he learn about sailing while on the ship? How do you think these skills will be useful later on in his life?

Is there something you are interested in doing in the future? What skills would you need to learn in order to do that thing?

D. Word Study

Follow the directions for the Word Study section in your *Paths of Exploration* text.

Write down five words from your reader that have three or more syllables. Divide the words into syllables using a “/” mark and then check a dictionary to see if you are right. For example: buf/fet/ed.

Add the prefix *re* and its meaning to the “Prefixes” page in your Personal Spelling Notebook.

You read in your text, “Good writers don’t add words that are not needed. They just choose words that make the meaning clear.” Read page 15 in *Carry On, Mr. Bowditch* again. List the words or phrases that are used to help readers understand Master Watson and Nat’s reaction to him.⁹

Now think about how the meaning would change with the choice of different words. Rewrite parts of this passage as if he had a completely different demeanor, or manner.

E. Geography

Follow the directions for the Geography section in your *Paths of Exploration* text.

At the library or on the Internet, find out the answers to the following questions about the globe. Write your answers in complete sentences and add them to your Student Notebook.

- What are terrestrial globes?¹⁰
- What are celestial globes?¹¹
- How are globes different than maps?¹²
- Who is Martin Behaim and what did he make in 1492?¹³
- What does that year have in common with Columbus?¹⁴
- What is the size of the largest globe ever made and what is it called?¹⁵

F. Writing

Follow the directions for the Writing section in your *Paths of Exploration* text.

After you have written a journal entry to tell about your day, complete the following assignment. Pretend that you are Nathaniel Bowditch and choose one of the events that you have read about in *Carry On, Mr. Bowditch*. Write a journal entry to tell about this event. Remember to write it as if you were Nat.

G. Independent Reading

35 minutes

Enrichment Activity

Look in the cookbook *Eat Your Way Around the World* and find dishes from Spain to prepare. Share them with others. This activity can be combined with the Enrichment Activity in Part 1.

Lesson 1, Part 4**A. Copywork/Dictation**

Follow the directions for the Copywork/Dictation section in your *Paths of Exploration* text. Write as your teacher dictates page 33, paragraph 5 (“She and Nat went...”) through paragraph 5, sentence 6 (ending at “...trouble down to size.”). When you are finished, compare your copy to the text and make any needed corrections. Add any misspelled words to your Personal Spelling Notebook.

A. If a copywork or dictation passage is too long for your students, read through the entire passage, but choose only part of it to have them write.

Review stanzas one through three and then memorize the fourth stanza of the poem, “A Journey of Adventure.”

B. Reader

Read the assignment for *Meet Christopher Columbus* and Chapter 4 of *Carry On, Mr. Bowditch* silently.

Throughout your reader you will see the idea of “lifting up eyes to the stars” repeated. Write down each reference to this phrase or idea that you come across as you read *Carry On, Mr. Bowditch*. In Lesson 6, you will use your notes to complete an assignment.

C. Read-Aloud and Narration

Read pages 16-22 in *Christopher Columbus* aloud and then retell it in your own words.

D. Word Study

Follow the directions for the Word Study section in your *Paths of Exploration* text.

Divide the words you found in *Meet Christopher Columbus* into syllables using a “/” mark and then check a dictionary to see if you are right.

In your text you learned how details help you get a better picture of what happened in a story. In Chapter 4 of *Carry On, Mr. Bowditch*, there are several paragraphs that explain how prices continue to climb and times don’t get better. Tell your teacher some of the details that the author gives to illustrate that times weren’t improving.¹⁶ Now, write a statement about something you have learned about Columbus or Bowditch and then write three details that illustrate your statement.

E. Geography

Follow the directions for the Geography section in your *Paths of Exploration* text. Using clues from your reader, try to make a simple map of what the area Nat lives in might have looked like. Include the wharf and the streets he mentions. What shape will you use for the homes? What shape could

you use for the ships? Be sure to make a key for your map. (See Lesson 5, Part 3, Section G if you don't know what a map key is.)

F. Writing

Follow the directions for the Writing section in your *Paths of Exploration* text.

When you get to the section that says, “Do you have pictures from a trip you’ve taken recently?” choose four or five pictures and put them in the order they happened. Write at least three sentences that tell what is happening in each picture.

G. Independent Reading

35 minutes

Enrichment Activity

Plan a trip for you and your family. It could be a real trip you will take or an imaginary trip on a long vacation. Make a list of the things you would need, how you would travel, what your schedule would be, and how much you think it would cost. You may want to share this with your family for future consideration!

Lesson 1, Part 5

Complete the activities in your *Paths of Exploration* text and then choose at least two additional activities from the supplement.

- Write a paragraph relating one of the Steps for Thinking to an event or character you have read about in this lesson. Explain how that event or character is an example of, or in some other way relates to, the Step you choose.
- After you have done the mapping on your large outline map of the world, turn it over to the United States side and add Danvers and Salem, Massachusetts.
- Read the first Enrichment Activity for Lesson 3, Part 5 in your text. Since you are using *Carry On, Mr. Bowditch* as your reader, follow the instructions as you go through the book.
- You can learn more about using a map and compass at <http://www.thecompassstore.com/howtousemapa.html>. If you have a compass, try orienteering as a family.
- Continue to memorize or review the first four stanzas of the poem, “A Journey of Adventure.”

Answers

1. Answers will vary but may include its maritime history, the Salem Witch Trials, Nathaniel Hawthorne
2. Granny is referring to what is now known as the House of Seven Gables which Nathaniel Hawthorne named his famous novel after.
3. China-used by Chinese fortune tellers
4. A Chinese sailor by the name Zheng He is considered by some to be the first to use it in navigation in the early 1400's.
5. Cartographers are people who make maps and charts.
6. Orienteering is a sport where participants use maps and a compass to find different points on the map in the shortest amount of time possible. Some walk, hike, bike, or ski over rough terrain in order to find the points.
7. North
8. See <http://adventure.howstuffworks.com/outdoor-activities/hiking/compass.htm>.
9. grouchy, scared, bristled his eyebrows, knees began to shake, snorted, glared
10. a spherical map of the earth
11. a spherical map of the sky
12. A map is a two-dimensional, or flat, representation, while globes are three-dimensional. Although some world maps show the entire world, many show specific areas or regions. Globes show the world.
13. He was a mathematician and astronomer who produced what is considered the oldest surviving terrestrial globe in 1492
14. Columbus began his voyage in 1492
15. 41 feet in diameter; named Eartha
16. Sometimes they only had potatoes to eat three times a day; 100 paper dollars couldn't buy a dollar's worth of food, corn cost twenty-five dollars a bushel in silver and in paper \$2000 would not buy a bushel of corn; Nat had to work in the cooperage from "can-see to can't-see"; Nat is indentured.

Venn Diagram


