



Paths of Progress: EXTENSION

VOLUME I

by Kay Chance

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Instructions

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

- Dictation passages selected from classic literature. Note students should read all books assigned in the text as well as the more advanced literature chosen for each unit.
- Additional assignments to help older students dig deeper into the topics presented.
- Vocabulary assignments from their readers.
- Menu Items for further, interest-based learning opportunities.
- Assignments from supplemental resources selected for high school level work.

Finding Your Way Around

There are three key Bookmarks in the *Paths of Progress: EXTENSION* to help you easily find everything you will need while using it.

The first Bookmark is ***Extension Lessons***, which has high school level extensions for the first three units in Volume 1 of *Paths of Progress*. (Literature selected for each unit is noted in parentheses.)

- UNIT 1 - Great Leaps (*The Swiss Family Robinson* by Johann Wyss)
- UNIT 2 - Making Connections (*Twenty Thousand Leagues Under the Sea* by Jules Verne)
- UNIT 3 - Perseverance Pays Off (*The Hound of the Baskervilles* by Sir Arthur Conan Doyle)

The next Bookmark is labeled ***Student Notebook Pages***. It contains the following items for use when an assignment requires pages not included on the Student Resources CD provided with the *Paths of Progress* text. If the instructions in your Extension 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 for drawing and lines for writing.
- **Notebook Page 2:** general page that includes one box for drawing and lines for writing.
- **Graph Paper:** grid that provides an easy way to create puzzles and graphs.
- **Lined Paper:** can be used any time you need to write an assignment, or add written work to another page.
- **Venn Diagram:** helpful, visual organizational tool used in a variety of assignments.
- **Character Web:** graphic organizer for information about characters in literature.
- **Composer Profile:** profile sheet to record information about various composers studied.
- **Notebook Timeline of History:** template to help synthesis information across subjects-lines.

Under the ***Appendix*** Bookmark are:

- **Appendix A:** resources and suggestions to help analyze spelling mistakes.
- **Appendix B:** sample of a completed Notebook Timeline of History with icon key.

Paths of Progress: EXTENSION

When a student fully completes the *Paths of Progress: EXTENSION*, you can award the following high school credits:

- English: 1
- World History: 1/2
- Physical Science: 1/2
- Economics: 1/2
- Humanities (Music): 1
- Anatomy: 1/2

Getting Ready for the Trail

Supplemental Resources

The Gift of Music: Great Composers and Their Influence will provide you an opportunity to learn more about the famous composers you will encounter this year. At the end of each chapter is a Recommended Reading list about the composer featured in that chapter, and a list of Recommended Listening. Many libraries have classical CDs available to borrow.


You will read *Whatever Happened to Penny Candy?* along with the companion study guide *A Bluestocking Guide: Economics* to dig more deeply into the study of Economics. As you know, the economy is in the news almost daily, so try to read and watch news stories and compare what is going on all over the world with what you are learning.

Writers INC is a great resource that you can use throughout your high school and college years (and beyond!) **It is important that you become familiar with the information in this resource and how to find it easily.** Spend some time looking at the Table of Contents and familiarize yourself with the way information is presented in the book.

Your readers, *The Swiss Family Robinson*, *Twenty Thousand Leagues Under the Sea*, and *The Hound of the Baskervilles*, will introduce you to some excellent classic literature. Not only will you read stories that have stood the test of time, but you will also learn how to analyze literature by studying its components.

The Learning Menu

When you go to a restaurant you are given a menu. On it you find all sorts of delicious-sounding foods, from appetizers to desserts. Sometimes it is hard to choose, and at other times you know exactly what you want.

This year, you will have a menu full of learning opportunities. Sometimes you may not know exactly what you want to learn more about, so you may choose to “taste” it by doing a quick search on the Internet or at the library to see if you would like to continue to study the subject. At other times, you may see something on the menu that sparks your interest and you are ready to dive in. Look for the Menu Icon  for ideas for research projects that you can complete to extend your learning in the areas covered in *Paths of Progress*.

Every three lessons choose one of the “Menu Items” to develop into a longer research paper or project. You will then have the next three weeks to work on it. Your first “Menu Item” is due at the end of Unit 1, and then others follow at three week intervals.

Planning Skills

Anyone who has a goal needs a plan to reach it. If a runner wants to compete in a marathon, he doesn't just wake up one morning and think “I'm going to run a marathon tomorrow”, and then crawl back into bed. He has to plan how he will condition his body and mind in order to accomplish his goal. He schedules his conditioning and workouts; he plans a diet of nutritious, energizing foods; and he considers how he will persevere when it is hot, he is tired, and his body is aching—in other words, when he wants to quit.

One goal of this curriculum is to help you become more and more responsible for your own education. The Learning Menu gives you choices, and planning will help you reach your educational goals. Throughout the year you will learn how to stay on track, and to monitor and evaluate your progress. You will be motivated to continue as you record your accomplishments.

Instructions for Setting up your Student Notebook:

Most assignments can be included with your other notebook pages from the Student Resource CD. However, you will need to add two specific sections to your notebook: Economics and World History.

Economics

Make a section in your Student Notebook for an Economics Learning Log. The learning log is explained in your extension lessons.

World History

Create another section in your Student Notebook for World History assignments. Label the top corner of each assignment with either the event and date it took place, or the person's name you are studying and the dates of his or her birth and death. Place the events and people in chronological order in your Student Notebook, and make the following divisions using notebook dividers (except for "The Scientific Age," time periods are taken from *The Ultimate Geography and Timeline Guide* by Maggie Hogan & Cindy Wiggers)*:

1601-1707 A.D. Trade and Empire

You can add the following in parentheses under the main division:

1550-1700 A.D. The Scientific Age or Scientific Revolution

1708-1835 A.D. Revolution and Independence

You can add the following in parentheses under the main division:

c. 1715-c.1789 A.D. Enlightenment

1836-1914 A.D. Unification and Colonization

1914-1949 A.D. World at War

1950-today Modern World

*You will notice that certain time periods are known by different names, and sometimes overlap, depending on the resource you are using. Often the name of an age is based on the subject being emphasized, such as science, art, or philosophy.

Place completed timeline activities into this section, along with a list of any reading you do that pertains to history. This should include biographies of scientists, composers, inventors, and other historical figures, as well as books about about events or inventions. The reading log on your Student Resources CD can be used for this list.

Lesson 1, Part 1

A. Dictation

Write as your teacher dictates from page 8, paragraph 4 (“No doubt they will...”) through the top of page 9 (“... with wine and biscuits.”) in *The Swiss Family Robinson*. When you are finished, compare your copy to the text and make any needed corrections. Add any misspelled words to your Personal Spelling Notebook.

B. Reader

Follow the directions for the Reader section in your *Paths of Progress* text.

Then read page 1 (Chapter 1) through page 20, paragraph 6 (“...in jest and earnest.”) in *The Swiss Family Robinson*.

Literary analysis is a process by which you evaluate and respond to literature in order to understand it better. It may sound intimidating, but you have already done it if you ever discuss books with your teacher and/or siblings. This year you will study some of the elements of literature such as theme, characterization, plot, setting, and style. Begin by reading the introduction to the section entitled “Writing a Literary Analysis” in *Writers INC*.

Then look up the term *characterization*. Tell your teacher what it is and discuss some ways that you think an author might do this.

Then, print three Character Webs from your Student Notebook Pages. In each circle, print the name of one of the following characters from *The Swiss Family Robinson*: Father, Mother, Fritz, Ernest, Jack, and Franz. As you read, write down descriptive words or phrases about each character on the lines that come out from the name. Beside the words or phrases note the page number that you are referencing. For example, you could write “brave” on the line for Mother, and “page two.” On that page, it says that she “began to cheer and encourage [her children] with calm and loving words” as the ship was tossed in the storm, despite the fact that it seemed like they had no chance of surviving.

C. Read-Aloud & Discussion

Follow the directions for the Read-Aloud & Discussion section in your *Paths of Progress* text.

Read the assignment aloud; and then retell the entire passage.

D. Vocabulary

Read the directions for making vocabulary cards in your *Paths of Progress* text. Then choose three to five words from the list in the text that have meanings you are unsure of or don't know, and make an index card for each.

A. One way your students can improve their spelling skills is to keep a Personal Spelling Notebook. In it they can list words they have trouble spelling, including words that they have missed during dictation and other writing assignments. If your students began a Personal Spelling Notebook during *Paths of Exploration* and/or *Paths of Settlement*, they can continue using that one. If not, encourage them to create one for *Paths of Progress*.

B. *The Swiss Family Robinson* is full of the family's discoveries on the Island. Whenever your students come across something, like an animal or plant, that sounds interesting, encourage them to make a note of it, and look it up later.

Look up *Vocabulary Skills* in the index of *Writers INC* and read the sections “Improving Your Vocabulary Skills”, “Building Your Vocabulary”, and “Using Context.” Tell your teacher about some of the different ways you can build your vocabulary. Then follow the directions in the “Now You Try It” section. Tell your teacher what you think the words printed in blue mean, based on the context of the sentence(s).

As you read *The Swiss Family Robinson* in this lesson, find five to seven words that either have meaning you don’t know, or are used in an unfamiliar way. Based on the context, tell your teacher what you think each word means as it is used in its sentence. Then, make an index card for each of the words. When you are finished, you should have at least ten vocabulary cards for this lesson (three to five words from your text and five to seven words from your reader.)

E. Science

Follow the directions for the Science section in your *Paths of Progress* text.

When you are finished, complete the 4 Door Book for Activity 4 (see Enrichment Activity below.)

F. Writing

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

Find the section “Writing Complete Sentences” in *Writers INC* and read it. On Lined Paper from your Student Notebook Pages, write a definition for each of these common sentence errors: fragments, comma splices, rambling sentences, and run-on sentences. Then identify which error each of the following sentences exemplifies, and correct the mistakes by rewriting each one correctly (feel free to add your own interesting details.)

1. My dog greeted me with a slobbery kiss he jumped on me and wagged his tail.¹
2. We visited the zoo during our vacation this year, I asked my mom if we could count it as a school day, since zoo trips can be considered field trips.²
3. At breakfast my sister spilled the milk and the dog jumped into the middle of it and then ran down the hall leaving milky footprints all the way into the schoolroom where I had left out my paper which he ate so I told my mom that the dog did eat my homework and it was my sister’s fault.³
4. Enjoying the fresh air. My brother ran through the backyard instead of doing his math. Although I hate being a tattletale. I feel it is my duty to inform my mother.⁴

G. Music

Follow the directions for the Music section in your *Paths of Progress* text.

When you are finished, read the Foreword and the Prelude sections in *The Gift of Music: Great Composers and Their Influence*. When you are finished, discuss the answers to the following questions with your teacher:

- Why does Francis Schaeffer believe that Christians should listen to and appreciate classical music?⁵ Do you agree with him? Why or why not?
- What does Betty Carlson say is the purpose of this book?⁶
- Have you studied many composers or listened to classical music? Tell your teacher what you know about some classical composers and/or their music? Are you interested in learning more? Why or why not?

1. Find out more about Francis Shaeffer and L'Abri Fellowship (<http://www.labri.org>).
2. Read *How Should We Then Live?: The Rise and Decline of Western Thought and Culture* by Francis A. Schaeffer. Write a personal response in the form of a letter to the author, a dialogue, or by keeping a reader-response journal as you read the book (see the chapter, “Personal Responses to Literature” in *Writers INC* for explanations of each of those, including a list of ideas for journal entries.)
3. Share what you have learned with your family. You may want to make a poster board or Power Point Presentation about Francis Shaeffer and L'Abri Fellowship. Then tell them about the book, *How Should We Then Live?* including what you thought about the information presented.



H. Independent Reading, Record Keeping, and Planning

Independent Reading/Record Keeping:

Follow the directions for the Independent Reading/Record Keeping section in your *Paths of Progress* text. Read for 40 minutes.

Planning:

Look up *planning skills* in the index of *Writers INC* (or you can find the “Improving Classroom Skills” section in the Table of Contents.) Read about Planning Skills and Completing Assignments on the next page. Then, discuss the following questions with your teacher:

- Do you already follow any of these suggestions? Which ones?
- Which tips do you think will be the most helpful, and why?
- Is there anything you need to change in your attitude or environment in order to be able to plan and complete your studies? Is there something your teacher can do to help you accomplish these goals?

Enrichment Activity

Use the library or Internet to complete Activity 4 in Lesson 1 of *The World of Tools and Technology*. When you have finished researching James Prescott Joule and recorded things you learned in the 4 Door Book, glue it onto a piece of paper and add it to your Student Notebook. You can continue to work on this activity in Part 2.

Teaching Tip

The **Enrichment Activities** for *Paths of Progress* have been scheduled during the lesson 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. Dictation

Follow the directions for the Dictation section in your *Paths of Progress* text.

When you are finished, look back at the dictation passage from Part 1. On Lined Paper from your Student Notebook Pages, write several sentences explaining which Step(s) for Thinking you think were supported or exemplified by the dictation passage and why.

B. Reader

Follow the directions for the Reader section in your *Paths of Progress* text.

Then read page 20, paragraph ⁷ (“Fritz then told us how..”) through page 41, paragraph 6 (“...all together in safety.”) in *The Swiss Family Robinson*.

Continue to work on your Character Webs.

C. Read-Aloud & Discussion

Follow the directions for the Read-Aloud & Discussion section in your *Paths of Progress* text.

D. Word Building

Follow the directions for the Word Building section in your *Paths of Progress* text.

In your *Writers INC* book, read about Using Word Parts in the “Improving Vocabulary Skills” section. Tell your teacher the differences between prefixes, suffixes, and roots.⁷ Then find the word part geo- and tell your teacher whether it is a prefix, suffix, or root.⁸ Next, choose four of the words listed in your text and, on Lined Paper from your Student Notebook Pages, write a sentence for each using one of the six context clues that you read about in Part 1 in *Writers INC* (see *Writers INC*, “Using Context”).

Teaching Tip

There are many ways students can share what they have learned. Here are just a few ideas: Write a research paper, newspaper article, or “graphic novel”; create a display; make a poster; give a speech; make a book that includes illustrations; make graphs, charts, and drawings to illustrate a concept; do a demonstration; or use technology such as Power Point or movie making software like iMovie.

Throughout the year have your students use a variety of both writing and projects to share what they have learned.

1. Research the development of the English Language.
2. Find out who Noah Webster was and how he wrote the first American dictionary. Consider reading a biography about him such as *Noah Webster: Master of Words* (Sower Series) by David R. Collins. Then, look up words in the 1828 version of his dictionary at: <http://1828.mshaffer.com/> Compare the definitions of words in this dictionary with ones in a modern dictionary (for example, look up the words *education*, *teach*, and *learn*.)
3. Discuss ideas with your teacher about how you can present what you have learned, and then make your presentation.



E. Economics & History

Follow the directions for the Economics & History section in your *Paths of Progress* text.

Economics:

In your *Writers INC* book, read the introduction to the “Writing to Learn” section and the information on keeping a learning log. Using Lined Paper from your Student Notebook Pages, begin an Economics Learning Log. In *Writers INC* you read a list of ideas for writing in this type of log, but you do not have to do them all each time! Choose the idea that works best for the type of reading assignment you have done, or one that you find the most interesting. For your Economics Learning Log you will include specific questions or assignments from the *Bluestocking Guide: Economics*.

Read the following articles in your *Bluestocking Guide* and make a learning log entry for each one.

- “The Wondrous Toy Store or Why Study Economics?” (pp. 16-19)
- “I, Pencil” (pp. 20-23)
- “Letter to His Grandson” (pp. 24-25)
- “The Cow in the Apartment” (pp. 26-27)

A Day in the Life...

Follow the directions for “*A Day in the Life...*” in your *Paths of Progress* text.

Whether the subject is history or economics, what happens in America affects the world; and what happens in the world affects America. As you read in your text, “The knowledge that a revolution against the King of England was successful in America” gave common people in other countries hope. Many historians believe that the American Revolution, in part, helped lead to the French Revolution. During the next few lessons you will learn about and compare the American and French Revolutions.

Begin by telling your teacher what you know about the American Revolution. If you need to, learn more about it at the library or on the Internet; or, review the Freedom Decided Unit in your Student Notebook from *Paths of Settlement*. Then, pretend that the war is over and you are a **British reporter** writing a newspaper article about the Revolution. Newspaper reporters (who have to be good researchers!) begin by asking the “5 W’s and an H” type questions—who, what, when, where, why, and how. You may want to create a graphic organizer to take notes (see “Using Graphic Organizers in *Writers INC*.”)

Asking these types of questions is always a good place to begin when doing research. For example, to learn more about the American Revolution you might ask:

- Who was involved in the revolution? Who was the King and/or Queen of England at the time of the American Revolution?

Teaching Tip

When an assignment says to find information “at the library or on the Internet,” encourage your students to use a variety of resources. Sometimes it may seem easier to sit and do a search on the Internet, but students need to learn the skill of gathering information from a variety of sources. Your personal library of reference books is a great place to start, and planning regular public or church library visits is worthwhile.

Writers INC includes a chapter on “Searching for Information” that is very helpful. It covers the different types of information that are available, and sections on using the Internet and library. There is also a page titled “Viewing Websites” that will help students discern the reliability of a website.

- What was life like in England and America before the Revolution took place? What were its causes? What were some of the most famous battles of the Revolution? What type of government was set up in America after the Revolution?
- When did the Revolution begin? When did it end?
- Where did it take place?
- Why did the British have colonies in America?
- How did the revolution begin? How did the British refer to the war? How did it end?

You may not find answers to every question you come up with, but that is fine. You will probably find some interesting facts that you didn't think to ask about, too. Remember, writing is always a process, so be flexible.

Writing Tip: The titles to newspaper articles have to be concise, but interesting enough to capture readers' attention. Look through a newspaper and decide which titles sound the most interesting. Talk to your teacher about why they are good, and then create a catchy title for your article!

When you finish, add your newspaper article about the American Revolution to the World History section in your Student Notebook. Be sure to label the top right hand corner with "American Revolution" (or the British name for it) and the dates of it.

PLANNING: You can continue to work on the assignments for economics and history in Part 4. Decide how you want to divide the work up so that you can finish it in that part, or whenever you and your teacher decide (see Part 1H for hints about planning.)

Write your own "Profile from History" about King George III, the king of England during the American Revolution. Model your profile after the ones in your Profiles from History, Volume 3 and include an article about King George, questions, and puzzles. Be sure to create an answer key!



F. Editing

Follow the directions for the Editing section in your *Paths of Progress* text.

When you are finished, read the section titled "A Guide to Editing and Proofreading" in *Writers INC*. Look through the two sections, "10 Common Errors to Watch For" and "Editing in Action," and notice the proofreading marks that are used when correcting mistakes. At the library or on the Internet, see if you can discover other commonly used proofreading marks. Then on an index card, make a key for the most common proofreading marks. Use your card as a quick reference when editing your writing.

G. Music

Follow the directions for the Music section in your *Paths of Progress* text.

H. Independent Reading, Record Keeping, and Planning

Independent Reading/Record Keeping:

Follow the directions for the Independent Reading/Record Keeping section in your *Paths of Progress* text. Read for 40 minutes.

Planning:

Today you spent time planning how you will complete your work in Economics & History. Write out your plan to help you remember!

Enrichment Activity

Complete the Enrichment Activity from Part 1.



Lesson 1, Part 3

A. Dictation

Write as your teacher dictates from page 36, paragraphs 4 through 7 (“So saying he began...”) and page 42, paragraphs 4 and 5 (“The words were scarcely...”) in *The Swiss Family Robinson*. 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. Ask if and how, the dictation passage relates to a Step(s) for Thinking.

B. Reader

Follow the directions for the Reader section in your *Paths of Progress* text.

Then read page 41, paragraph 7 (“Now we want to hear...”) through page 61, paragraph 1 (“...we made toward it.”) in *The Swiss Family Robinson*.

Continue to work on your Character Webs.

C. Read-Aloud & Narration

Follow the directions for the Read-Aloud & Narration section in your *Paths of Progress* text.

D. Vocabulary

Follow the directions for the Vocabulary section in your *Paths of Progress* text.

Choose five of the words listen in Part 1D and, on Lined Paper from your Student Notebook Pages, write a sentence for each using one of the six context clues that you read about in *Writers INC* (see “Using Context”).

E. Science

Follow the directions for the Science section in your *Paths of Progress* text.

When you get to the section EXPERIENCES, INVESTIGATIONS, AND RESEARCH, complete all four activities. You may choose whatever format you like best to present what you learn to your family. Following are some ideas to help you:

- Make a chart,
- Give a presentation using Power Point,
- Use a graphic organizer (see graphic organizers in *Writers INC*),
- Use an idea from the learning log list in *Writers INC*.

F. Writing

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

1. At the library or on the Internet, find out more about the Scientific Method. Learn about Francis Bacon's role in its development, and how scientists came to their conclusions before they began using it.
2. Create a display about the Scientific Method using a Project Display Board (for example: <http://shop.hobbylobby.com/products/project-display-board-508861/>) You can include short biographies of key scientists and their pictures; a report about the history of the Scientific Method, and charts or graphs to show any concepts that you learned about during your research.
3. When you are finished, set up your display and share what you have learned with your friends and family. Include this as part of your Unit Presentation at the end of the Great Leaps Unit.



G. Music

Follow the directions for the Music section in your *Paths of Progress* text.

When you are finished, read the Introduction, "Psalms in Western Music History" in *The Gift of Music: Great Composers and Their Influence*. On Lined Paper from your Student Notebook Pages, copy either your favorite Psalm or a hymn and add it to your Student Notebook. You may decorate the borders if you wish.

1. In the first paragraph of the Introduction, "Psalms in Western Music History," you learned that several hymns that are still sung today are based on or inspired by the Psalms. Read both of the Psalms and the hymns mentioned, and tell your teacher how each pair is related. Then copy both of the Psalms and the hymns. Decorate the borders of your copywork, or illustrate it. Then see if you can find a modern praise song that is based on a Psalm. If you can, copy it and the Psalm. Put them together in either a book or on a poster board that you can display during your Unit Presentation at the end of the Great Leaps Unit.
2. Learn about a hymn composer, and the background story about a hymn he or she wrote. On Notebook Page 2 from your Student Notebook Pages, write one or more paragraphs about what you have learned. Then draw a picture or symbol that represents that composer or hymn. There are several resources with this type of information including: *Then Sings My Soul: 150 of the World's Greatest Hymn Stories* by Robert J. Morgan.



H. Independent Reading, Record Keeping, and Planning

Independent Reading/Record Keeping:

Follow the directions for the Independent Reading/Record Keeping section in your *Paths of Progress* text. Read for 40 minutes.

Planning:

Have you been able to finish your work in Parts 1 through 3 in a reasonable amount of time? If not, what do you think might be the problem? Often time-management problems can be solved, or at least alleviated, by spending some time planning.

Talk to your teacher about how your school day schedule is going. Are you working together with siblings, and do they have to wait while you finish an extended assignment for that section? Are you the one finishing and waiting for the others? Consider doing all the work that can be done together during the morning and then use the afternoon for individual and extended assignments.

You can use one of the following forms to make a daily schedule with your teacher:

<http://donnayoung.org/household/fullsize/timers.htm>

You may have to change it as you go through the school year and learn what does and doesn't work, but starting with a plan can be very helpful.

Enrichment Activity

Learn more about steam. Are there any appliances in your home that use steam? With your parent's supervision, make steam by boiling water. What do you observe about it? What benefits could you see to using steam, and what problems could you imagine? Talk with your family, especially older family members, about the uses of steam during their lifetimes. Would you want to use steam in the future? Why or why not? You can continue to work on this activity in Part 4.

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

Choose a passage from this lesson's reading assignments in *The Swiss Family Robinson* that exemplifies or supports one of the Steps for Thinking for Lesson 1. It should be at least eight sentences long. Then, write the passage as your teacher dictates it. When you are finished, compare your copy to the text and make any needed corrections. Add any misspelled words to your Personal Spelling Notebook. Tell your teacher why you chose the passage.

B. Reader

Follow the directions for the Reader section in your *Paths of Progress* text.

Then read page 61, paragraph 2 ("We had not entirely...") through page 80, paragraph 5 ("...to the donkey's load.") in *The Swiss Family Robinson*.

Continue to work on your Character Webs.

C. Read-Aloud & Discussion

Follow the directions for the Read-Aloud & Discussion section in your *Paths of Progress* text.

D. Word Building

Follow the directions for the Word Building section in your *Paths of Progress* text.

If you did not have time to complete other assignments in the Word Building sections of Lesson 1, do so now

E. Economics

Follow the directions for the Economics section in your *Paths of Progress* text.

Continue to work on your assignment for Part 2.

F. Spelling

Follow the directions for the Spelling section in your *Paths of Progress* text.

Choose twelve words from your vocabulary or word building lists and six Challenge Spelling words. Be sure to review any words in your Personal Spelling Notebook.

G. Art

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

At the library or on the Internet, find out more about the history of sculpting. What are some of the major civilizations in which people created sculptures? What are some of the materials that have been used? Tell your family about what you have learned.

H. Independent Reading, Record Keeping, and Planning

Independent Reading/Record Keeping:

Follow the directions for the Independent Reading/Record Keeping section in your *Paths of Progress* text. Read for 40 minutes.

Planning:

Explore the following websites about time-management:

<http://www.collegeboard.com/student/plan/college-success/116.html>

<http://www.collegeboard.com/student/plan/college-success/118.html>

<http://www.collegeboard.com/student/plan/high-school/extracurriculars/150225.html>

http://www.d.umn.edu/kmc/student/loon/acad/strat/time_man_princ.html

About Websites:

1. Please supervise students using the Internet. Some websites have advertisements that change over time and others may no longer be available. At the time of publication however, suggested sites are active and appropriate for most students. However, family preferences vary, and we have no control over a site's peripheral content or continued existence.
2. If a suggested link becomes inactive, you can do a search for the same topic to find another one. Sometimes it helps to include the word "kid" or "student" in the search to find age appropriate content.

Then review the Planning Skills you read about in Part 1 in *Writers INC*.

Tell your teacher the best tips you have learned and how you might implement them into your school year.

Enrichment Activity

Complete the Enrichment Activity from Part 3.

Lesson 1, Part 5

Follow the directions for Lesson 1, Part 5 in your *Paths of Progress* text. Then complete the following assignments.

Economics:

Look at the “Thought Questions” on page 9 in your *Bluestocking Guide* and discuss your answers to the questions with your teacher. (You do not have to write an essay.)

Read “Author’s Disclosure” in *Whatever Happened to Penny Candy?* Tell your teacher what Juris Naturalism means. Then read through the “Discussion/Essay/Assignment” section on page 8 in your *Bluestocking Guide* and, along with your teacher, choose two or three of them to complete. You can continue to work on this assignment in Lesson 2, Part 5.

Literature:

Father in *The Swiss Family Robinson* often has advice for his boys, like on page 20 when he tells Fritz, “stick to the truth in jest and earnest.” Scan the pages you read in this lesson and, on Lined Paper from your Student Notebook Pages, list phrases and sentences he says to instruct his boys in how they should live. Is there any advice you don’t agree with? Why? Tell you teacher what you think. Then, choose one instruction you do agree with and write a paragraph explaining why, and giving an example from a story or something in your life that illustrates the lesson.

Physical Science:

At the library or on the Internet, find out what physical science means. What types of subjects are studied in Physical Science? Tell your teacher what you learn.

In this lesson you defined **physics** and **motion**. Learn more about these topics at

http://www.physics4kids.com/files/motion_intro.html.

Read the “Overview” (you do not need to click on any of the links; you will cover them in later assignments), and make vocabulary cards for the following words: mechanics, speed, velocity, acceleration, mass, simple movements, and complex movements. Add drawings or symbols to the definitions if that will help you understand and remember the meanings.

If you do not have Internet access or prefer not to use it, have your students research the topic at the library and take notes from other resources.

World History:

At the library or on the Internet, find out more about the French Revolution and write a newspaper article about what you have learned. Newspaper reporters begin by asking the “5 W’s and an H” type questions—who, what, when, where, why, and how.

Asking these types of questions is always a good place to begin when doing research.

For example, to learn more about the French Revolution you might ask:

- Who was involved in the revolution? Who was the King and/or Queen of France at the time?
- What was life like in France before the revolution took place? What type of government was set up there after it ended?
- When was this war fought?
- Where did it take place?
- Why did it occur? (What were the causes?)
- How did the revolution begin? How did it turn out for the monarchy and the commoners?

You may not find answers to every question you come up with, but that is fine. You will probably find some interesting facts that you didn’t think to ask about, too. Remember, writing is always a process so be flexible.

You can continue to work on this assignment in Lesson 2, Part 5.

Additional Resources

Economics: A Free Market Reader edited by Jane A. Williams and Kathryn Daniels. (Several suggestions for further reading in *A Bluestocking Guide: Economics* come from this book.)

Then Sings My Soul: 150 of the World’s Greatest Hymn Stories by Robert J. Morgan

Answers

1. Run-On; possible answers: My dog greeted me with a slobbery kiss. He jumped on me and wagged his tail. OR - My dog greeted me with a slobbery kiss, and he jumped on me and wagged his tail.
2. Comma Splice; possible answer: We visited the zoo during our vacation this year. I asked my mom if we could count it as a school day, since zoo trips can be considered field trips.
3. Rambling Sentence; Answers will vary, but should be similar to this: At breakfast my sister spilled the milk. Then, the dog jumped into the middle of it. Next, he ran down the hall leaving his milky footprints all the way into the schoolroom. Unfortunately, I had left out my paper, which he ate! I told my mom that the dog ate my homework, but it was my sister's fault.
4. Fragment; possible answer: Enjoying the fresh air, my brother ran through the backyard instead of doing his math. Although I hate being a tattletale, I feel it is my duty to inform my mother.
5. He says that classical music is a source of joy in this life, it gives people the opportunity to speak to others they might want to communicate with, and it is an area that affirms life.
6. Classical music is a gift from God to help us through life's difficulties; to encourage us to listen to good music "with understanding and pleasure and to stretch one's imagination"; to help us desire the good instead of the ugly; to help us understand how an artist's life affects his music and his legacy.
7. Prefixes, suffixes, and roots are all word parts, but prefixes come before the root, suffixes come at the end of a word, and roots are the base from which other words are built.
8. root