



Trail Guide to Learning Curriculum Series

Paths of Settlement: Growing Pains Unit

by Debbie Strayer and Linda Fowler

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Second Edition

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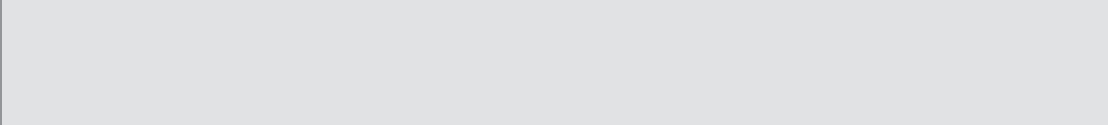
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DEDICATION

We dedicate this book to all those who have bravely chosen to follow the path that the Lord laid before them, in spite of the time, sacrifice, and faith it takes to do so. Most especially—to every mom who picks it up and breathes a sigh of relief. May it be a blessing to your family!

—Debbie Strayer & Linda Fowler



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★ INSTRUCTIONS ★

Welcome to the second edition of *Paths of Settlement*, a six-book unit study curriculum replacing the two-volume set in the previous edition. In addition to improvements in games (color, tear-out game pages), ease of use (separate books rather than two heavy volumes), and updated layout design, we have simplified some aspects for the user.

Perforated Pages

This 2nd edition of *Settlement* includes game cards and project instructions in color, perforated pages for easy removal. Tear out the games and cover them with contact paper or laminate them for extended durability. Cut out the cards after the sheet has been covered. Store the game cards and project instructions in sheet protectors placed in a three-ring binder. Most games played in this unit are used again during Unit 6, *Sea to Shining Sea*.

State Notebook

In *Settlement* students learn about each of the fifty states. The 2nd edition makes use of a State Notebook with adhesive illustrations for all state birds, trees, and flowers, which can be attached to corresponding state pages. Be sure all your students get their own copy of this consumable resource.

Paths of Settlement Web Page

Another key change is the implementation of a special web page with links to all things related to *Settlement*. This page includes:

- Detailed instructions
- Corrections and updates (check here for updates before starting the unit)
- Links to Facebook and user groups
- Links associated with lessons in this book

The web address for this page is: www.geomatters.com/pages/pos

When the curriculum text or margin notes refer you to the “links page,” this is where you go to access those supplementary sites. From there, simply find the lesson and part associated with the unit you are teaching, and visit a website that enhances your study. Be sure to bookmark this page for easy access throughout the unit.

The basic instructions on teaching this unit follow. For more background information about the Trail Guide to Learning Series, detailed instructions for using *Settlement*, authors’ philosophy, and in-depth descriptions of each section, visit the website above. You can read online or download it to a computer or mobile device.

Units

Settlement is a one-year, multi-level curriculum covering the settlement phase of American history. It is divided into the following six units:

1. Growing Pains

2. Freedom Decided

3. Nation Building

4. House Divided

5. Unity Restored

6. Sea to Shining Sea

Though intended to cover a 36-lesson school year, each six-week unit can effectively be studied independently (except *Sea to Shining Sea*, which includes reviews of each of the previous five units). Units are arranged in six lessons with five parts each and are designed to take about a week—but we encourage you to adjust the curriculum’s schedule to fit the needs of your students. Even though one part generally takes one day to complete, with one lesson taking a week, do what works for you. Keep in mind that this curriculum is your servant, not your master.

Enrichment Activities

Most Part 5 sections contain Enrichment Activities that serve two main purposes. Use them throughout the lesson to help your older students (seventh grade and up) go deeper with the subject matter. Younger students who complete the lessons quickly, or who simply enjoy learning on a more in-depth level, can use the Enrichment Activities as well.

Grade Levels

All six *Settlement* units target grades 4, 5, and 6. In most assignments, the recommended activity levels are noted with icons: 🐾 for grade 4, 🖊 for grade 5, and 🐾 for grade 6. **If there is no icon (or trail marker) present, the activity is intended for all levels.** You can flex within these levels to customize assignments according to your students' interests and abilities.

This curriculum can be easily adapted for third grade abilities by reducing reading assignments and substituting oral responses for some written work. If you prefer more detailed instructions for your younger students, look for our thoroughly scripted younger extension (*Settlement Junior*) intended for families with additional children in grades 1 through 3.

Seventh graders can be accommodated and challenged through increased reading and writing and through the provided Enrichment Activities mentioned above. For more specific guidance and instruction, there is an older extension intended for families with additional students in grades 7 and 8.

Please note that both the younger and older extensions require the use of the main teacher guides and do not work independently.

Answers & Appendix

Answers to questions asked within the lesson text are marked with a superscript number and are located on the last page of each lesson. Answers to games are found in the appendix. The appendix also contains teacher aides, such as the Unit Summary, Lesson At A Glance planners, master spelling and vocabulary lists, skills and topics charts, and instructions for games and projects.

Margin Notes

Margin notes appear in the text for several reasons, including to offer encouragement, expand or recall instructions, and explain teaching strategies. Think of them as your teacher's guide, and be sure to read them all as they appear. Sometimes the margin note is repeated as a helpful reminder for those who may have missed it before.

Lapbooks

Lapbooks are optional resources that are available to accompany each unit in *Settlement*. The lapbooks were created to build and review the concepts and content taught by the curriculum, with hands-on reinforcement. If you use lapbooks, those activities can replace any corresponding Student Notebook assignments, particularly for younger students. They may also be beneficial to many older students who prefer a more hands-on approach to learning, or for review. Assignments that have corresponding lapbook activities are indicated by the symbol shown on this page.



★ LAPBOOK ACTIVITY ★

★ LESSON CONTENTS ★

Basic instructions for teaching the different subject sections in this unit are provided below. There are more detailed instructions and tips for teaching on the website provided on page 7.

Steps for Thinking

Since a primary focus of the Trail Guide to Learning Series is to develop and sharpen your student's ability to think, each lesson in *Settlement* begins with several **Steps for Thinking**. These are the big ideas demonstrated through the reading, discussion, and other activities of the lesson. Explain each step to your child, and discuss any ideas or questions he may have. You will revisit the steps regularly, so look for opportunities to connect examples to the concepts whenever possible.

A. Copywork & Dictation/Quotation Notebook

Copywork and dictation activities provide a consistent method for students to see, hear, and write language correctly. It is a simple, natural first step in learning language skills. Unless your student has been successful in this type of exercise before, you should plan to begin with copywork, regardless of the level at which she is working. Start slowly, and don't rush it! Be aware that meeting your child's individual need to successfully complete the assignment is more important than rushing to keep up with a suggested schedule. As your student becomes proficient in correctly copying passages, begin a slow transition to dictation—a few words at first, then one or two sentences, and finally the entire assignment. Dictation can be overwhelming to people of any age, but achieving success in small increments can inspire most children to continue.

Parts of this section use passages from the students' literature to accomplish learning goals. Other parts, however, are devoted to copying quotes from famous American documents, speeches, songs, and the founders' personal writings. In these ways, students not only progress in their abilities to see, write, and edit language correctly, they are also exposed to the heart of the times through primary source materials and artistic expression. Beyond that, this exposure provides excellent opportunities to engage students in meaningful discussion and reflection.

If handwriting is particularly frustrating and difficult for a student, try different writing tools and surfaces. If your student continues to experience difficulty, it is perfectly acceptable to allow him to type the passages. This is also an acceptable approach for the older student who prefers typing to handwriting. The goal is for your student to see the words, hear the words, and write the words. Know this: it is more important for students to learn the reading, grammar, and spelling mechanics that result from dictation and copying than it is to write the passage by hand.

B. Reader

The natural method of learning continues in this section with the reader assignments. Each reader is coordinated with the unit and provides a ready-made history lesson. The lives of real and made-up people become linked to places and events. In turn, this connection brings character and convictions to light, as well as great adventures and drama. Excellent examples of mechanics and word usage flow naturally from the readings, and phonics principles, spelling patterns, and vocabulary come from the wellspring of literature.

Younger students are instructed to read their assignments aloud in order to build reading fluency. Fluency, or the ability to read something effortlessly, is also an important part of comprehension. If a student can read a passage aloud with expression, correct phrasing, and attention to punctuation, it is much more likely that he will understand the meaning of the passage.

Every student is to read or listen to **all** literature selections for the unit. Reading or hearing the various perspectives adds richness to the stories and depth to the understanding of the events and circumstances of the times. Critical thinking skills build as the related stories allow students to compare and contrast to find similarities and differences.

C. Read-Aloud, Discussion & Narration

Most parents agree that it is beneficial to read aloud to young children to develop pre-reading skills. But the benefits don't stop there. Reading aloud to children of all ages is one of the easiest, most enjoyable, and most effective ways to share ideas and begin thoughtful conversations. Since students do not have to worry about decoding during read-aloud time, they can focus totally on the meaning of what they are hearing. This allows them the opportunity to think about the ideas and information being presented and to formulate their own thoughts. It prepares them to respond to what they have heard through discussion, retelling, or reflective writing. These skills form a natural way for teachers to see what their students have understood from passages read aloud.

D. Word Study (Spelling/Vocabulary/Editing)

This section exists to equip students with strategies to gain meaning from unfamiliar words and to begin gently introducing the basic elements of language mechanics. This information must be connected to other learning in order to remain with children on a long-term basis. For that reason, the best time to teach them about phonics, word usage, mechanics, vocabulary, spelling, and grammar is when they read a word or hear it used in a story. Word study activities occur in every lesson, taking advantage of the opportunities presented in the literature to connect meaning and structure for your students.

Vocabulary is a focus of this curriculum as students make and collect cards with words and meanings listed. The purpose of this activity is not memorization or dictionary skills, but understanding. By building an awareness of new or unusual words, you are teaching your students an important strategy for understanding what they have read or heard. New vocabulary words are in **bold** type throughout the curriculum and appear in the context of a lesson or story. This helps students recognize the connection between the way a word is used and its meaning. It is an important reading strategy called *using context clues*. Completing the vocabulary activities reinforces the importance of learning and using new words as students read, write, discuss, and retell. There is a master vocabulary list in the appendix that includes all vocabulary words assigned in this unit.

Spelling is a skill that has several components, such as perceptual ability and memory. Some individuals are naturally talented at spelling, and some are not. The goal of the spelling assignments is to help your students make connections to meaning, phonics, and word patterns. Memorizing a list is not as valuable to students as increasing their ability to comfortably write words that express their understanding and opinions. The goal, then, is to increase their ability to recognize and spell more words correctly—not just to be able to spell a new word correctly for a week or two and then forget it. There is a master spelling list in the appendix that includes all vocabulary words assigned in this unit.

Grammar study in *Settlement* is approached in very natural and engaging ways—primarily through games and editing. As students expand their skill of finding mistakes both in Copywork & Dictation and the Word Study sections, or participate in Editor's Toolkit searches and activities, they become familiar with fundamental language mechanics in an unthreatening, enjoyable way. They are given opportunities to search out parts of speech modeled in actual stories or through games, which proves far more effective than pages of artificial activities.

E. History/Science

Making connections is an important part of this curriculum, and the studies of geography, science, and history are naturally connected. The knowledge of one area contributes to knowledge in the other areas. By considering the linkage of subjects in real life, connections readily occur for the students. This helps them add to what they know when they encounter new information. It also helps students remember what they have learned.

Geography is much more than a study of maps and places. It also involves examining the impact of people who live in those places, along with their cultures and worldviews. That said, even though geography is not a named subject in this book, it is the entire focus of the State study in Section F and the umbrella under which science and history connect in this section. For example, science in *Settlement* is a study of Earth—its weather, cycles, topography, and geological factors—and how those things influenced the settlement of the United States. Likewise, events in history come alive within the context of geography—the places where things happened, the people who lived there, how worldviews impacted events, and how cultures changed.

F. States

Since *Settlement* focuses on the establishment and growth of the United States, a study of the individual states fits naturally into its format. Lessons in the first five units investigate each of the 50 states by region, through mapping, state profiles, State Cards, and preparation of recipes from the specific areas. The study culminates with development of a home-state project in Unit 6, along with charting, comparing, and contrasting the various geographical regions of our country.

G. Doing/Cooking/Writing

Learning new concepts should inspire a response. Since you are not limited to conventional school-type methods, you can employ an array of effective and enjoyable ways to gain and respond to information. Hands-on activities and projects are powerful teachers, and those included in this section naturally reinforce various themes in the lessons as well as strengthen thinking skills.

H. Independent Reading & Review

This is an important part of each student's daily schedule. It provides regular practice for word study, thinking skills, and, of course, reading ability. Though you may be tempted to skip this activity to save time, please don't!

★ STUDENT NOTEBOOKS ★

This book is your teacher guide with scripted lessons for your children. However, each student also needs a set of Student Notebook pages to complete his or her assignments. Maps, charts, and other activities assigned in the textbook are included in the notebook pages in an easy, ready-to-use format for the student. The Student Notebook pages are available in your choice of printable digital files or grade level, ready-to-use printed pages.

Bear in mind that the Student Notebook is not only a vital part of the curriculum, but it also provides a **portfolio** of your student's work. A portfolio is often the best possible written measure of student achievement, and completion of the Student Notebook creates an excellent, consecutive record of student work in reading, writing, geography, history, science, and art.

★ GETTING STARTED ★

Materials

Before beginning a lesson, look at the Materials List in Part 1 to be sure you have what you will need to complete the assignments. Besides the required books and other key resources, many lessons require the use of additional items you should keep on hand:

highlighters	scissors	glue	tape	ruler
dictionary	thesaurus	index cards	colored chalk	construction paper
three-hole punch	colored pencils	timing device		

Master Projects Material List

Projects are assigned throughout the unit that enhance student understanding, increase interest, and improve memory retention. These use additional materials that you may obtain from your local craft store or discount store. They are not listed on the Part 1 Materials Lists. Instead, for your convenience a master list of materials needed for all projects for this unit is included in the appendix.

Student Notebook Pages

If you are using digital files for the Student Notebook, either print all the pages for your child's level before you begin the unit, or print lesson by lesson. Give students the notebook pages they need at the beginning of each lesson or week. Organize the Student Notebook in a three-ring binder with tabs either for each of the six lessons or by sections.

Reading Assignments

Because various editions of the same book often have different page numbers, the reading assignments in this unit include the first and last words of each passage. Mark reading assignments ahead of time in pencil so that the flow of your school is not interrupted with finding beginning and ending points.

Updates & Corrections

Occasionally, a reader or other required resource goes out of print. When this happens, we locate a suitable substitute and write new lessons for that section. Sometimes, when a book is reprinted by the publisher, the newer edition page numbers no longer match up to our assignments. When this happens, we create an updated sheet with new page numbers. All corrections and updates are located on the web page below.

Check the updates page before you begin this unit to see if there are any changes that you may need to incorporate:
www.geomatters.com/pages/pos

Support

The Trail Guide to Learning Series Yahoo! user group gives you an opportunity to be a part of the community of those who are traveling the Trail. Post questions, share experiences, and read the thoughts of others who are using our materials with their families.

Facebook is a great place to connect with us for news and info about the curriculum or to just post a comment about your experience using the Trail Guide to Learning Series.

You can connect to the group and Facebook pages from the website above.

★ REQUIRED RESOURCE LIST ★

The following materials are required for use with Unit 1: Growing Pains in *Settlement*.

Growing Pains Student Notebook pages
Abigail Adams by Evelyn Witter
Ambush in the Wilderness by Kris Hemphill
The Courage of Sarah Noble by Alice Dalgliesh
The Matchlock Gun by Walter D. Edmonds
Profiles from History, Volume 2 by Ashley M. Wiggers
Eat Your Way Through the USA by Jamie Aramini
National Geographic Pocket Guide to the Weather of North America
National Geographic Kids Ultimate Explorer Field Guide: Rocks & Minerals
Watercolor for Young Artists published by SpiceBox
United States History Atlas published by Maps.com
Desk Atlas of the United States published by Geography Matters
State Notebook with Stickers published by Geography Matters
Discovering America's Founders Drive Thru History DVD
USA Activity CD published by Geography Matters
 Outline map of U.S.
 Rock Study Kit

★ OPTIONAL SUPPORTIVE RESOURCES ★

The following materials are not required to complete the curriculum, but they are valuable additions. You can find more information about these supportive resources on the web page: www.geomatters.com/pages/pos

Settlement assessments: Coupled with your daily observations and interactive discussions and games, assessments provide ample material upon which to base an accurate evaluation.

Light for the Trail Bible supplement: This optional Bible supplement is designed to enable students to make real-life connections between the content of the curriculum and the lessons of Scripture.

Lapbooks: Creative, hands-on, notebooking project folders

Older Extension: Lessons for six units (for seventh and eighth grades) and readers

Younger Extension: *Settlement Junior* for first through third grade with associated resources

*“Don’t measure learning by the grade, score, or product,
 measure it by the heart. That way you find you have
 lifelong partners in learning.”*

—Debbie Strayer

Enjoy the Journey!

Lesson 1: Part 1

STEPS FOR THINKING

1. People want to be free to do what they think is right.
2. People came to America for different reasons.
3. When people have an important goal, it is easier to endure hard times.

A. Copywork & Dictation

Language Skills, Thinking Skills

Look carefully at your assigned passage below, and read it silently. Show your teacher any words you don't know, and practice saying them aloud. Now read the passage aloud, or ask your teacher to read it to you.

When you are finished copying or writing from dictation, compare your copy to the text and make any needed corrections.

- 👣 Copy, or write as your teacher dictates, page 1, paragraph 2 (“The spring night...”) in *The Courage of Sarah Noble*.
- 👣👣 Copy, or write as your teacher dictates, page 2, paragraph 1 (“Patrick watched...”) in *Ambush in the Wilderness*.

B. Reader

Language Skills, History

The Courage of Sarah Noble: pages 1-5 (Chapter 1)

Ambush in the Wilderness: page 1 to the bottom of page 3 (“...said his father.”)

- 👣 Read the above assignment from *The Courage of Sarah Noble* aloud, and then follow along as someone else reads the assignment from *Ambush in the Wilderness*.
- 👣👣 Read the above assignment from *The Courage of Sarah Noble* silently, and then read the assignment from *Ambush in the Wilderness* aloud.

The **Steps for Thinking** section gives you the main ideas about the topics presented. Understanding these helps you to have productive discussions with your children so they, too, understand the bigger ideas. This forms more permanent learning, contrary to just learning facts, which tends to be temporary. These steps are useful prior to instruction, and they are also useful for review at the end of the lesson. For your convenience, there is a list of the Steps for Thinking in the appendix.

★ MATERIALS ★

- *The Courage of Sarah Noble*
- *Abigail Adams*
- *Ambush in the Wilderness*
- *Desk Atlas of the United States*
- *State Notebook*
- *Eat Your Way Through the USA*
- *United States History Atlas*
- *National Geographic Pocket Guide to the Weather of North America*
- *Profiles from History, Vol. 2*
- *Watercolor for Young Artists*
- *USA Activity CD*
- Newspaper or plastic covering
- Paper towel
- Outline map of U.S.
- Outdoor thermometer
- Road map
- Globe or map of the world (in the appendix)
- Materials for weather instrument (Part 2)
- Ingredients for recipe (Part 3)

Reminder: A master project materials list is in the appendix.

Copywork and dictation assignments go from an easier level (designated by 👣) to harder levels (designated by 👣👣 and 👣👣👣). Take two days for the copywork if that is more comfortable for your child. Please adapt instructions to your child's individual needs. Your child should be **consistently successful** at one level before progressing to the next, **regardless of grade**.

a.

C.

Discussion is very important in developing your child's ability to organize his thoughts. This, in turn, builds the ability to think and write. The goal of the discussion questions is not just to find the answer to a particular question, but also to create a situation where thoughts about the question and its answer are shared and considered in a detailed way. Do not rush this activity, but encourage your student to share his ideas relating to the topic and any additional ideas that may come to mind. You can also share your own thoughts and questions as an example.

D.

Read the list of words to your child. If he would rather spell the words aloud than write them, it is perfectly acceptable. As you dictate each word, put small dots beside any that are misspelled. Then have your child copy them onto the Student Notebook page.

The small superscript numbers that appear after some of the questions in this lesson refer to answers found in the answer key, which is located immediately after Part 5.



★ LAPBOOK ACTIVITY ★

C.

Read-Aloud & Discussion

Language Skills, History, Thinking Skills

Abigail Adams: page 1 through top of page 6 (“...could really read.”)

Follow the directions for your level, and read or listen to the assignment from *Abigail Adams*. Then ask your teacher to read the discussion questions. Think about what you know from the story, and answer in your own words. Give any examples you can think of from the story that help show your answer.

Discussion Questions: Tell about Abigail's birthday. Who were the special visitors, and what did they bring? What made Father's gift special? Tell about your favorite birthday. What things were the same for you and Abigail? What things were different?



Listen carefully as your teacher or someone else reads the above assignment from *Abigail Adams* aloud.



Read one or two pages of the assignment aloud, then listen as your teacher or someone else reads the remainder.

D.

Spelling

Language Skills, Thinking Skills

Look at the four words below. Then, in your Student Notebook, highlight or underline the letters in each word that say *ow*.

town spout down loud¹

Look over the words below. As your teacher reads them aloud, spell each word as best you can, either aloud or by writing it in your Student Notebook. When you're finished, fold and cut four or six index cards (depending on your level) in half. Then cut out the Word Slips in your Student Notebook, and glue one on each of the halves. Write “1:1” (for Unit 1: Lesson 1) in the upper right corner of your spelling cards so it will be easy to use them for review later.

louder howl house mountain
ground count brown around



bounce pound scowl gunpowder

E.

History

Geography, Thinking Skills

Over 500 years ago, Christopher Columbus had a dream. More than anything else, he wanted to find a water **route**, or way to get from one place to another, to the East Indies. For a number of reasons, he had trouble convincing anyone to supply ships and money for the voyage. But he didn't give up trying, and finally his waiting paid off. At last, he was able to begin his exploration!

At the time of Columbus' voyage, Europe had been settled for hundreds of years. People who lived there thought they already knew about all the land on Earth. Imagine how surprised they were when Columbus brought back news of a large, beautiful piece of land that no other European had ever seen before. His discovery shook up everyone's ideas about what the Earth was like, and America soon became known as the "New World." Other explorers were especially excited, and they hurried to investigate America's coastal areas. In the *United States History Atlas*, look at the map entitled "Early Voyages of Exploration." Notice how many explorers sailed to and around the New World after Columbus.



The explorers were impressed with what they saw and sent word back to Europe that there were many opportunities in this wonderful new place. After that, it wasn't long before people who were looking for opportunity began to arrive on the shores of the New World. These **newcomers**, or people who had only recently arrived at a place, came for many different reasons. Most of them were not like Columbus and other **explorers**, who were usually the first newcomers to arrive in an area. Explorers loved the adventure of finding and investigating new places. They could hardly wait to see what was around the corner or over the next hill, and they always enjoyed the mystery of not knowing exactly what they would find. Explorers were usually not interested in building permanent homes in the places they visited.

Instead of being like explorers, most of the people who traveled to America were settlers like Sarah Noble's family. A **settler** is a person who goes to a new place to make a home. The first settlers in America were brave, but in a different way from the explorers. They were brave because they chose to make homes in the New World even though they knew that there were no towns, or stores, or crops, or even roads. They knew that the land was wilderness and that the Native Americans might not be friendly. For them, coming to America was a chance to carve out new lives for themselves and their families. It was a chance to enjoy much more freedom than they had in their homelands. These settlers looked forward to the adventure of building towns and roads, opening stores, and planting crops. Individuals, families, and groups of people with similar beliefs came to settle in America.

Each word in **bold letters** is considered a vocabulary word. It is a word that may or may not be new to your children. You can write these vocabulary words on index cards and use them for occasional review, but not for memorizing. Give your children the meaning of the words if they don't remember. Try to use the new vocabulary words during conversation, and encourage your students to do the same.

For your convenience, a master list of all the vocabulary words for this unit, along with their locations, is in the appendix.

Each time your student makes a vocabulary card for this unit, have him write *GP* (for Growing Pains) in the upper left corner. This will make it possible to review vocabulary by unit at the end of the year.



Other people who traveled to America were **entrepreneurs**, whose main interest was organizing and operating businesses. Entrepreneurs were a little like explorers and a little like settlers, because they often went into new areas to find out what was there, and they usually built homes. Their businesses were built around harvesting the **natural resources**, or things of value found in nature, from this rich land to sell. Sometimes European nations helped them come to America because they knew there was great wealth and were anxious to claim as much of it as possible. In *Ambush in the Wilderness*, Patrick's father was an entrepreneur whose business was fur trading.

Usually, **soldiers** came along with the groups of settlers and entrepreneurs for protection. Sometimes these soldiers worked for the groups who hired them, and sometimes they were part of a European army. Those who were part of an army were there to defend their country's claims in the New World. If you remember the story of the Pilgrims, Captain Myles Standish was a soldier who was hired to come along with them for protection. Also, later in *Ambush in the Wilderness*, you will read about many soldiers who were in America as part of the English army.

Think about the different types of people who came to the New World. Do you think you would have been more like an explorer, a settler, an entrepreneur, or a soldier? Talk with your teacher about why you feel as you do.

In your Student Notebook, name the group that you think you would fit into, and then write two sentences explaining why.

- ✎ Write another sentence about how your group might respond to the challenges of being in the New World.
- 🐾 Write two more sentences about how your group might respond to the challenges of being in the New World.



★ LAPBOOK ACTIVITY ★

The addition of lapbook pages to regularly assigned work can be overwhelming to some students. The lapbook activities are designed to **replace** the corresponding Student Notebook assignments, particularly for younger students. They may also be beneficial to many older students who prefer a more hands-on approach to learning, or for review.

ℱ. States

Geography, Thinking Skills, History

This year you will take an exciting journey around the United States and learn important things about each state you pass through. Then, in Unit 6, you will create a special project about your home state and present it to your family.

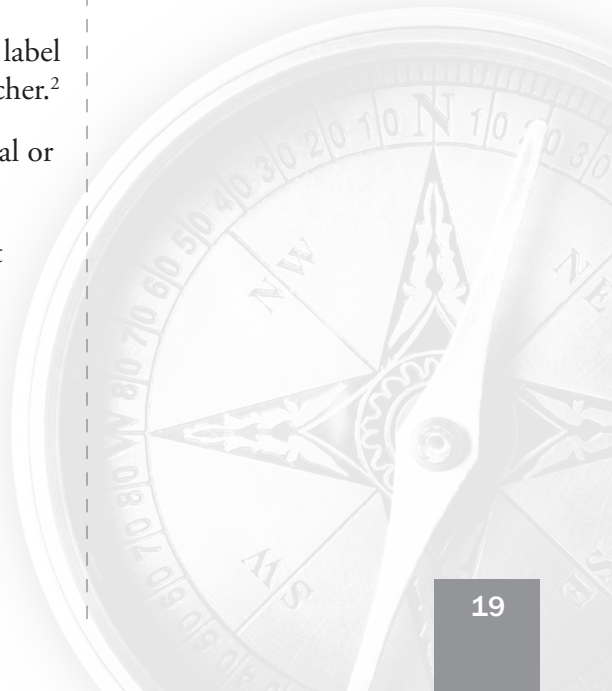
Since the characters in both *The Courage of Sarah Noble* and *Abigail Adams* came from Massachusetts, that is a good place to begin your journey. Massachusetts is located in the far northeast region of the United States, which is called New England.

In your *Desk Atlas of the United States*, read the pages about Massachusetts. When you are finished, find the blank map of Massachusetts in your Student Notebook, and complete the following assignments:

- Place a small star on the spot where Boston is located, and label it. Boston is the capital city of Massachusetts.
- Label the Atlantic Ocean, Boston Bay, and Massachusetts Bay.



- Color the lines showing the Charles, Concord, Merrimack, and Connecticut rivers with a blue crayon, marker, or colored pencil, and label them.
- Lightly color the area where the Berkshire Hills are located with a green crayon, marker, or colored pencil, and label them.
- Find the town of Plymouth, mark its location with a dot, and label it. Discuss anything you know about Plymouth with your teacher.²
- Color and label the Quabbin Reservoir. A **reservoir** is a natural or manmade pond or lake used to store water.
- Find Cape Cod, Cape Cod Bay, Buzzards Bay, and Nantucket Sound, and label them.
- Label the five states that border Massachusetts.



G. Doing*Art, History*

From the earliest times in American history, English explorers and mapmakers often used watercolors to show what the places they visited looked like and to describe the wildlife they found there. Probably the most famous examples of this were done a little later by John James Audubon, who devoted his life to painting the birds of America.



At the library or, with your parent's permission, on the Internet, look at some of John James Audubon's paintings. Then find some examples of landscapes painted in watercolor by other artists. A **landscape** painting is one that shows the natural scenery in an area. This year you will learn some watercolor techniques that will help you paint landscapes from different regions in America.

Together with your teacher, read the introduction on pages 5-7 in *Watercolor Painting*. This is the small lesson book included in your *Water Color for Young Artists* kit. There are instructions for stretching watercolor paper on page 8, but this is not necessary right now. When you're finished reading, carefully tear out a blank sheet of watercolor paper from the pad provided with your kit and experiment with your brushes and paint. (You may want to line your work area with newspaper or a plastic covering to protect the surface.) Just relax and have fun with this activity! You do not have to complete it all today. Over the next few days, if you find you have extra time and your parents agree, play with your paints on other watercolor paper. After every painting session, rinse your brush in clear water and blot it with a paper towel. Be careful to smooth the bristles out straight with the paper towel before you put the brush away.

Ideas for experimenting with your brushes and paint:

- Use each of your brushes to practice making different sizes of lines—long, short, wide, and thin.
- Use each of your brushes to make different types of lines—squiggles, waves, loops, zig-zags, curly cues.
- Use each of your brushes to make different types of shapes—dots and circles, triangles, squares, cones, etc.
- Hold each brush perpendicular to your paper, dip in paint, and gently dab your paper.
- Dip each brush in paint, and gently press it down so that it makes a triangle or circle of bristles. “Walk” your brush across paper to make paint brush tracks.
- Dip each brush in paint, and vary the amount of pressure you use to brush it across the paper.
- Now try some of your own ideas!

JL. Independent Reading & Review



Language Skills

Look back at this lesson’s Steps for Thinking, and complete the following sentence in your Student Notebook:

People want to be _____ to do what they think is _____.

Then follow the directions below to choose words from your spelling list, and draw a simple picture in your Student Notebook that describes each one.

When you’re finished, find something to read that you will enjoy. Relax in a quiet, comfortable place and read.

-  Choose four spelling words to illustrate, then read for 25 minutes.
-  Choose six spelling words to illustrate, then read for 30 minutes.

Over time, it’s fun to see how much you have read. Be sure to write down what you read today on the Reading Log in your Student Notebook.



Reading fluency is developed through having frequent silent reading opportunities that continue for the length of time suggested here. Since a primary focus of this activity is to nurture your child’s enjoyment of reading, help him to choose reading materials that interest him and are at a level that allows him to read with understanding by himself. You can incorporate this activity into your school day whenever it is most convenient.

If the suggested length of time is too long for your child to continue reading by himself, start with an amount of time he can accomplish successfully, and make the suggested time a goal.

JL.

Lesson 1: Part 2

A. Quotation Notebook

Language Skills, Thinking Skills

In the 1700s, students used behavior rules for handwriting practice. A writing book of George Washington's was found that had thirty rules in it, so people know that he copied them too. Below are some shortened and modernized samples that will still work well today.



Copy the first rule listed below into your Student Notebook, and then tell or write what it means to you.



Copy the first two rules listed below into your Student Notebook, and then tell or write what each one means to you.



Copy all three rules listed below into your Student Notebook, and then tell or write what each one means to you. Give an example of each rule from a story, someone's life, or your own life.

1. Think before you speak, and then say your words clearly and carefully.
2. It is always good manners to give a place to the last person to arrive and try not to speak louder than ordinary.
3. Speak words that build others up, because that shows your good nature. Take time to think things through when you are upset.

B. Reader

Language Skills, History

The Courage of Sarah Noble: page 6 (Chapter 2) through page 10, paragraph 4 (“‘My father is with me,’ Sarah said.”)

Ambush in the Wilderness: page 3, last paragraph (“Patrick’s face...”) to the bottom of page 6 (“...his friend again.”)



Read the above assignment from *The Courage of Sarah Noble* aloud, and then follow along as someone else reads the assignment from *Ambush in the Wilderness*.






Read the above assignment from *The Courage of Sarah Noble* silently, and then read the assignment from *Ambush in the Wilderness* aloud.

Teaching Tip

The combination of history and language skills is a natural one. Children learn history content and the specifics of reading, writing, and speaking at the same time by studying the lives and events of the past. This is an important part of the unified approach.

C. Read-Aloud & Narration *Language Skills, History, Thinking Skills*
Abigail Adams: page 6, paragraph 1 (“At first Father...”) through page 9, paragraph 7 (“...of their friend.”)

Follow the directions for your level to read or listen to the above assignment from *Abigail Adams*. Then, in your own words, tell what happened in your assigned passage below. Try to remember as many details as possible. You may reread the passage, or listen as your teacher rereads the part you are to retell.

-  Listen carefully, then retell page 7, paragraph 4 (“Tell us, Grandmother...”) through paragraph 9 (“...before we lost her”).
-  Listen carefully, then retell page 8, paragraph 6 (“Clearing the way...”) through page 9, paragraph 8 (“...of the story”).
-  Read one or two pages of the assignment aloud, and listen as your teacher or someone else reads the remainder. Then retell the whole passage in your own words.

D. Editing *Language Skills, Thinking Skills*

Grammar helps you know how to put sentences together. When you study grammar, you learn about parts of speech like nouns, verbs, adjectives, and adverbs. You also learn how sentences should be put together using those parts. **Usage** refers to choosing the correct word for a sentence, and **mechanics** are the rules of capitalization, punctuation, and spelling.

When you write, it is important to get your thoughts down on paper first. You don't have to try to make it perfect. Then, when you have written down what you want to say, you can **edit**, or correct and improve, your writing.

Editors are people who do just that! They are good at fixing writing mistakes or just helping to make it better. This year *you* will be an editor. You will have a toolkit with special tools—rules about usage and mechanics—that you can use to correct punctuation, words, and sentences.

Grammar Review: Words that name general people, places, or things are called **common nouns** (or just plain **nouns**), like *brother*, *park*, or *cookie*. When the noun names a particular person, place or thing, it is a **proper noun** and is always capitalized, like *Sam*, *Royal Park*, or *Oreos*.

The skill of narration is gained over time. If your child has never retold a story, start with the assignment for the lower level, no matter what grade he is in. Work up from there, being careful to allow him to stay at the level of success for a while before going to a longer section.

This text refers to mechanics and usage rules as *tools an editor uses* so that students can relate these concepts to the process of writing. Why teach it this way? Because research indicates that studying grammar apart from reading and writing does not improve writing skills. Emphasize how these rules help to improve writing by making it clear.

The Grammar Review will go over some of the parts of speech students learned in *Paths of Exploration* as they relate to the Editor's Toolkit. In Unit 5, students will review the basic parts of speech. Here, some of the rules of mechanics and usage will be emphasized in terms of how words function.

Rules of mechanics will be listed with an *M* in front of the number. Rules of usage will be listed with a *U* in front of the number. You can find a list of all the rules in the Editor's Toolkit Overview on the links page.

C.

D.

Editor's Toolkit

M 1.1 – Capitalize the first word in every sentence.

My favorite food is pizza.

The dogs are out in the yard.

M 1.2 – Capitalize names when they mean particular people and places (proper nouns).

My mother's name is Mary.

We are going to visit Florida.

U 1.1 – Use the word *a* in front of a word that starts with a consonant sound.

I am going to eat a banana.

He likes to play with a football.

U 1.2 – Use the word *an* in front of a word that starts with a vowel sound.

We got an apple for our snack.

An otter swam around the pond.

Practice these skills by correcting the sentences in your Student Notebook.³ The number of errors you're looking for is shown in parentheses after each sentence. If a letter needs to be capitalized, make three lines (≡) under it. To replace an incorrect word with a correct word, draw a line through the incorrect word and write the correct word above it. Add any needed punctuation.



★ LAPBOOK ACTIVITY ★

E. Science

Thinking Skills, Geography

The success of any settlement in the New World depended on how well the settlers were able to **adapt**, or change their way of living or thinking, to its location. For example, the first settlers in New England were the Pilgrims, who arrived during winter. They had a very difficult time right away because of the extreme cold. Later they found out that the soil around their settlement was not very rich. They had trouble growing food until a friendly Native American named Squanto taught them how to fertilize their crops. All in all, they had to adapt a great deal to their surroundings in order to survive.

An area's **topography**, or what it looks like on the surface, along with its climate, the people and things that live there, and whether or not its soil is good for planting crops are some of the things that were very important to settlers. These important things are related to **geography**, which is the study of all the natural features of a land and the people who live there. These things are also related to another

area of study called **Earth Science**, which explores the natural features of the Earth, and why they are the way they are. This year you will learn about Earth Science so that you can better understand geography and its connection to the settlement of America.

Since the Pilgrims' first problem in New England involved weather, that is a good place to begin your study of Earth Science. Together with your teacher, read the section entitled "Weather" on page 6 and the top of page 8 in your *Weather in North America* book.

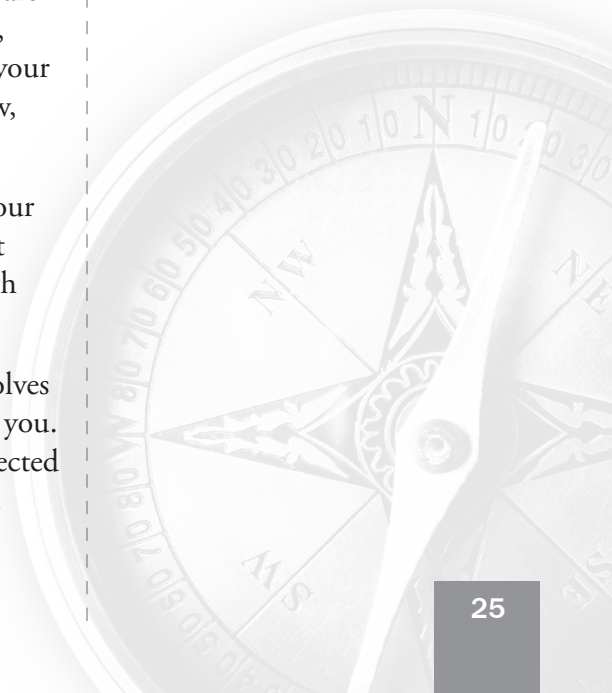
All that heating and cooling you just read about in your weather book takes place in the **atmosphere**, which is the huge mass of air surrounding Earth. This air mass extends upward about 250 miles from Earth's surface. With your teacher's help, check a road map and see how far you could travel before you reached 250 miles. Some people call the atmosphere an ocean of air, because like an ocean it is always moving and changing. And every change that happens in the atmosphere—wind, storms, clouds, rain, sunshine, snow, and so forth—is called *weather*.

Read about "Climate Zones" on page 13 in *Weather of North America*. Notice that although weather and climate are different, they are closely related. The difference between them is that weather is what happens in the atmosphere at any given moment, but climate describes weather conditions over long periods of time. For example, winter might be mild one year but extremely cold the next. A dry season might be followed by heavy rains the next year. Climate considers the averages of these conditions over many years.

Talk with your teacher about the differences between weather and climate, and then write down the definition of both words in your Student Notebook.⁴ Now find the word meteorologist in a dictionary, and write its definition.⁵ When you are finished, look up barometer, hygrometer, and anemometer, and write down the part of weather each one measures.⁶ Perhaps you know, or can guess, what rain gauges and thermometers measure, so write them in your Student Notebook along with the other tools. If you don't know, look these items up in a dictionary.

Take a few minutes, and think about how the weather affects your everyday life. How many things can you think of? Does it affect different things in different seasons of the year? Discuss this with your teacher, and then list as many things as you can.⁷

This year you will become a *weather watcher*, which simply involves paying attention to things that are happening in the air around you. When you think about the many things in your life that are affected by weather, becoming a weather watcher seems like a very good





idea. Through the next few lessons you will make a weather station and begin recording the things that you observe.

The first tool you will make for your weather station is an outdoor **thermometer**. Hang it someplace where it is not in direct sunlight. This will allow your thermometer to get a more accurate measurement of the temperature of the air. Then follow the directions below to make a rain gauge. **Rain gauges** are simple tools used to measure the amount of rainfall in an area.

To make your rain gauge, use a jar that has as wide an opening as possible. It can be either glass or plastic. If you want, you can glue an inexpensive six-inch ruler to the outside of the jar, or you can use a regular ruler and a permanent marker to draw the measurements on the jar itself. If the jar is glass, stick a piece of masking tape on its side, and draw your marks on the tape. That's all there is to it! To measure rainfall at your house, be sure to place your rain gauge in an open space, a little off the ground and away from trees if possible.

On the Weather Watcher page in your Student Notebook, write down today's date and the temperature. Do the same thing tomorrow. If it rains, be sure to record how much rain falls at your house.



F. States

Geography, Thinking Skills, History, Drawings

Find the Massachusetts page in your *State Notebook*, and use information from the *Desk Atlas of the United States* to fill it in. Add the stickers showing Massachusetts' state flower, bird, and tree!

When you're finished, follow the instructions in the appendix to make State Cards for Massachusetts, whose nickname is "The Bay State." Since this is a New England state, be sure to outline the cards in purple.

G. Interactive Journal*Language Skills, Thinking Skills*

This writing activity is for you and another person, your partner, to complete. Most of the time, your partner will be your teacher, but it could also be a parent, brother, sister, or other family member.


It is your partner's job to write first, then you will answer a question with the number of sentences assigned below. After that, write what you think about what your partner has written. Make sure to end with a question you want to ask your partner, so he or she can write back to you.

Topic for your partner: Tell your student about the time he or she was born. Include your thoughts and feelings as well as details and events.

Your question: What is the first thing you remember?

 at least four sentences

 at least five sentences

 at least one paragraph


H. Independent Reading & Review*Language Skills*


Look back at this lesson's Steps for Thinking, and complete the following sentence in your Student Notebook:

People came to _____ for different _____.

Then complete the Spelling Scramble game in your Student Notebook.⁸

When you're finished, find something to read that you will enjoy. Relax in a quiet, comfortable place and read for the following length of time:

 25 minutes

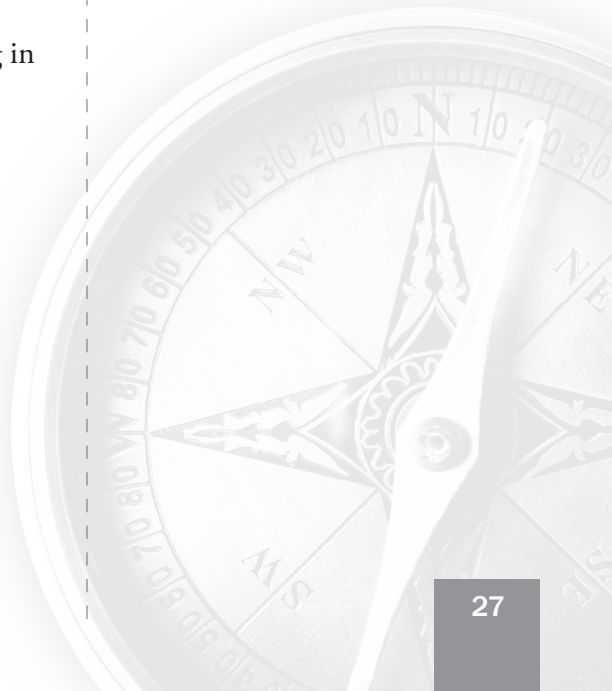
  30 minutes

Be sure to write down what you read today on the Reading Log in your Student Notebook.



There is no assigned follow-up for the question your student is instructed to ask you. It is, however, intended to be an opportunity for further communication, either written or discussed.

G.



a

The dictation method enables your child to hear language and correctly write down what he hears. It involves building two different skills. First, he learns the ability to listen and understand what is heard, and second, he learns the ability to transfer what is heard into written language. This process takes time and practice, so begin as gradually as needed to successfully reach the goal of getting the words the child hears on the paper correctly.

1. Read the whole passage, then reread one sentence at a time, giving your child time to write what he hears.
2. After he has finished, reread the passage again, allowing him to double check what he has written.
3. After steps 1 and 2, ask him to compare his writing to the model. As his skill builds, you can move more quickly through the steps, maintaining his level of success.

B

The readers used in this unit describe things that could have taken place. Since this time in history included violent or difficult events, you may wish to prepare your children for certain realities of the times that seem harsh. Alternatively, you can edit the content that you read aloud or that your children read independently.



Lesson 1: Part 3

A. Copywork & Dictation

Language Skills, Thinking Skills

Look carefully at your assigned passage below, and read it silently. Show your teacher any words you don't know, and practice saying them aloud. Now read the passage aloud, or ask your teacher to read it to you.



When you are finished copying or writing from dictation, compare your copy to the text and make any needed corrections.

-  Copy, or write as your teacher dictates from page 18, paragraph 1 (“Mistress Robinson...”) in *The Courage of Sarah Noble*.
-  Copy, or write as your teacher dictates from page 13, paragraph 4 (“Looking at his friend...”) in *Ambush in the Wilderness*.

B. Reader

Language Skills, History

The Courage of Sarah Noble: page 10, paragraph 5 (“The children’s eyes...”) to the bottom of page 13 (“We are coming home.”)
Ambush in the Wilderness: page 6, last paragraph (“Gwayo held ...”) to page 12, paragraph 2 (“It was over.”).




-  Read the above assignment from *The Courage of Sarah Noble* aloud, and then follow along as someone else reads the assignment from *Ambush in the Wilderness*.
-  Read the above assignment from *The Courage of Sarah Noble* silently, and then read the assignment from *Ambush in the Wilderness* aloud.


C. Read-Aloud & Discussion

Language Skills, History, Thinking Skills

Abigail Adams: page 9, paragraph 8 (“Did you...”) through the end of the chapter

Follow the directions for your level, and read or listen to the assignment from *Abigail Adams*. Then make up questions about the part of the story you just read or heard. Write your questions, and ask your teacher to answer them. After discussing her thoughts, write down the best possible answers in your Student Notebook. Be sure to use complete sentences.

-  Listen carefully as your teacher or someone else reads the above assignment from *Abigail Adams*.
-  Make up one question.  Make up two questions.

-  Read one or two pages of the assignment from *Abigail Adams* aloud, and listen as your teacher or someone else reads the remainder. Then make up three questions.

D. Vocabulary & Spelling

Language Skills, Thinking Skills

Write each vocabulary word listed below on an index card. Use a dictionary to look up the meaning of each word, and write it on the card. Then, on the back of each card, draw a picture or write a clue so you can remember how the word was used in the story.

courage wilderness musket settlement cloak

 **parchment transfixed outsized permeate outnumbered**

Look at the words below. Then, in your Student Notebook, highlight or underline the letters in each word that say *ow*.

scout brown powder bound⁹

Use the cards you made in Part 1 to practice this lesson's spelling list. Cover each word with your hand and try to spell it aloud—then uncover it and see if you were correct. When you feel comfortable with the words, ask your teacher to read each one aloud, and write it in your Student Notebook without looking. Check your spelling against the cards, and correct it if necessary.

E. History

Geography, Thinking Skills

The early settlers in America came from several different European countries, but mostly France, Spain, and England. In your *United States History Atlas*, look at the map titled “French, Spanish, and English Settlements to 1776.” Notice the large areas that each country claimed. Now look at the map titled, “Settlement by Ethnic Groups, c. 1755.” The word **ethnic** refers to groups of people who come from the same place and have similar backgrounds. This map shows that settlers from a few other countries—Germany, the Netherlands (Dutch), Scotland (Scots-Irish), and Africa—brought their own customs, tastes, and religions to various parts of the **territory**, or area of land, controlled by England.

Different ethnic groups, with their different customs and beliefs, made the colonies that were built in English territories quite different from one another. Each group of people, even those that came from the same country, built their settlements around the ideas that were most important to them. For example, the English people who built the colony of Plymouth had very different

One of the most important ways to develop comprehension is to build vocabulary. Becoming familiar with new words by reading, writing, speaking, and listening to them helps the new words become part of your student's functional vocabulary. Understanding the meaning and being able to use each word correctly is more important than merely memorizing the definition.

D.

Additional resources for Enrichment Activities are found in each Part 5.

E.



★ LAPBOOK ACTIVITY ★

— From Dr. Beechick —

“A technique to use often is to help children write questions they want to find answers for. Who really did reach the Mississippi first; was it the man our textbook says or the man this other book says? Who is the explorer to be admired the most? What sort of end did each cruel gold-seeker come to? Who profited from their searches? Who were the Aztecs, and where did they come from? Save the questions and write each answer as it is found or agreed upon. Some questions may be unanswerable or at least unanswerable in the time you allot for the unit. You can decide whether those are worth pursuing or whether they should be laid aside for now. Children who learn to ask questions are far ahead educationally from when they had experience only in answering questions, particularly in the fields of history and other social studies.”

—You Can Teach Your Child Successfully, page 299

interests from the Englishmen who built Jamestown. The Pilgrims in Plymouth, more than anything else, wanted to worship God the way they felt was right, without interference from the government. On the other hand, most of the colonists in Jamestown, who were also English, were there to make their fortunes.

Many historians say that in the early years of settlement in America, over half of the **immigrants**, or people who leave one country to settle permanently in another, came to the New World as indentured servants. An **indentured servant** was a person who signed a contract with a company or another person. The contract was an agreement to work in exchange for food, a place to live, and in this case transportation to America. These servants belonged to the people they worked for. But they were different from slaves because their agreement lasted for a specific length of time, usually around seven years. After that time, they were released and often given a small piece of land.



Although a few Africans came to America willingly as indentured servants, most were brought here against their will. They were sold as **slaves** to people who wanted inexpensive workers. Slaves had no rights and were considered the property of those who bought them. Their owners provided food, clothing, and housing in exchange for work. The practice of buying and selling slaves was not unusual at that time, even though many people believed it was wrong to own another person.

Talk with your parent about your family’s ethnic background. Then look at a globe or the map of the world in the appendix, and locate the country or countries from which your family came. Do you know why or when your relatives came to America? In your Student Notebook, write two or three sentences about the things you discussed with your teacher.

Together with your teacher, cut out The Newcomer Game cards found in the appendix.



Many settlers who arrived in America were people who could not afford to buy their own tickets on the ships that would bring them across the ocean. They were poor people who were willing to become indentured servants and give up their freedom for a period of time, in exchange for opportunity. Discuss this practice with your teacher.

Do you think it would ever be worthwhile to give up parts of your personal freedom in order to achieve your goals or dreams?¹⁰

- 🐾 Discuss the issue of slavery with your teacher. What was different about slaves that made some people from Europe think that they were not entitled to any rights?¹¹

F. **States**

Geography, History, Thinking Skills

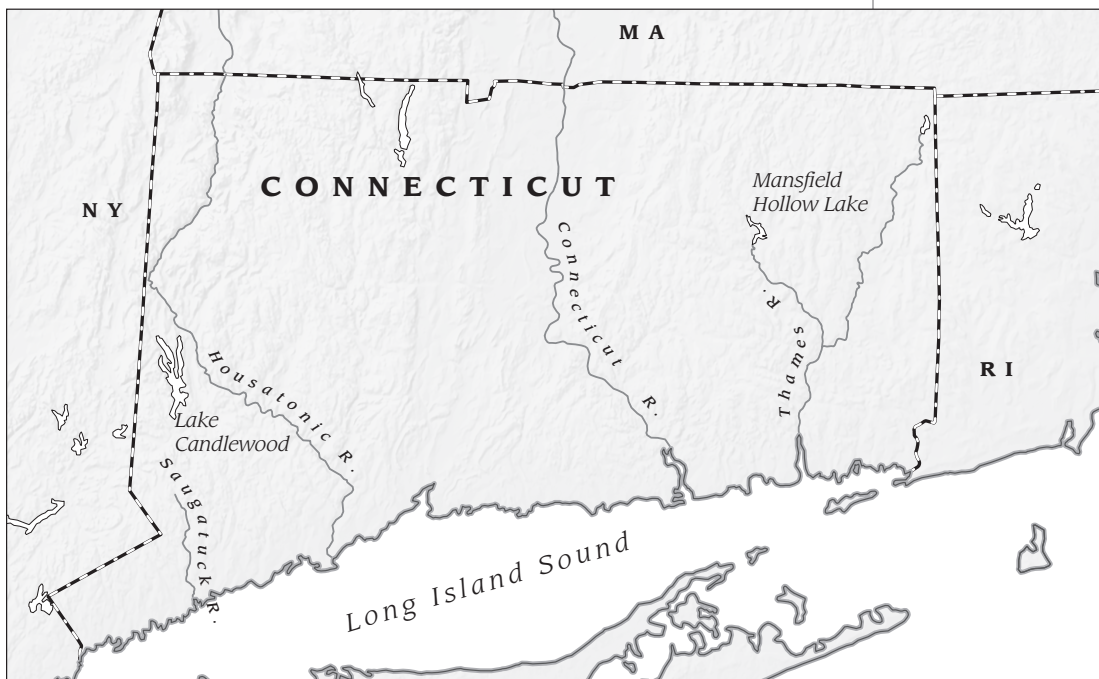
Sarah Noble was helping her father make a new home for their family in Connecticut, which is another New England state.

In the *Desk Atlas of the United States*, read the pages about Connecticut. When you are finished, find the blank map of Connecticut in your Student Notebook, and complete the following assignments:


- Place a small star on the spot where Hartford is located, and label it. Hartford is the capital city of Connecticut.
- Color the lines showing the Connecticut and Thames rivers with a blue crayon, marker, or colored pencil, and label them.
- Find the town of New London, mark its location with a dot, and label it.



★ LAPBOOK ACTIVITY ★



Notice the name of the river that runs next to New London. Talk with your teacher about the names of these two things (the river and the city) and how you think they might have gotten their names.¹²

-  • Color the lines showing the Housatonic and Saugatuck rivers with a blue crayon, marker, or colored pencil, and label them.
- Color and label the Candlewood and Mansfield Hollow lakes.
- Label the three states that border Connecticut.

-  • Find and label Long Island Sound.




Use a dictionary to find the definitions of a sound and a bay, and write them in your Student Notebook. Since both of these words have many definitions, be sure to choose the ones that relate to bodies of water.

G. **Cooking**

Language Skills, Thinking Skills, Drawing

With your parent’s permission and supervision, look in *Eat Your Way Through the USA*, choose a recipe that comes from either Massachusetts or Connecticut, and prepare it for your family. After everyone has had a taste, find out who liked it and whether anyone would like to have it again. What did you think about it?

In your Student Notebook, draw a picture of the dish you chose to make, and write the following number of sentences about your family’s reaction to it:

-  two sentences  three sentences  four sentences

JL. **Independent Reading & Review**

Language Skills

Look back at this lesson’s Steps for Thinking, and complete the following sentence in your Student Notebook:

When people have an important _____, it is easier to _____ hard _____.

Then complete the Spelling Search game in your Student Notebook.¹³

When you’re finished, find something to read that you will enjoy. Relax in a quiet, comfortable place and read for the following length of time:

-  25 minutes   30 minutes




Be sure to write down what you read today on the Reading Log in your Student Notebook.



JL Independent reading provides regular practice for word study and reading skills, as well as time for practice of thinking skills. Quiet time to consider ideas and tie new information with old is essential in building new understandings.

Lesson 1: Part 4



A. Quotation Notebook *Language Skills, Thinking Skills*

-  Copy the first rule listed below into your Student Notebook, and then tell or write what it means to you.
-  Copy the first two rules listed below into your Student Notebook, and then tell or write what each one means to you.
-  Copy all three rules listed below into your Student Notebook, and then tell or write what each one means to you. Give an example of each rule from a story, someone's life, or your own life.
 1. Be not quick to believe rumors.
 2. Do not compare people to one another.
 3. Do not find fault with a person who tries his hardest, even if he fails.

B. Reader *Language Skills, History*

The Courage of Sarah Noble: page 14 (“She put...”) through page 18 (end of chapter)


Ambush in the Wilderness: mid-page 12 (“That night Gwayo...”) through page 15, paragraph 1 (“... Uncle Friedrich’s farm.”)

-  Read the above assignment from *The Courage of Sarah Noble* aloud, and then follow along as someone else reads the assignment from *Ambush in the Wilderness*.
-  Read the above assignment from *The Courage of Sarah Noble* silently, and then read the assignment from *Ambush in the Wilderness* aloud

C. Read-Aloud & Narration *Language Skills, History, Thinking Skills*

Abigail Adams: page 15 (Chapter II) through page 20, paragraph 2 (“Follow me.”)

Follow the directions for your level to read or listen to the above assignment from *Abigail Adams*. Then, in your own words, tell what happened in your assigned passage below. Try to remember as many details as possible. You may reread the passage, or listen as your teacher rereads the part you are to retell.

-  Listen carefully, then retell page 16, paragraph 9 (“Mary shook her head ...”) through page 18, paragraph 7 (“...if a need comes.”).

Teaching Tip

Use the time your child spends reading aloud to encourage him to read with expression. Reading with expression shows an understanding of ideas as well as understanding of punctuation and mechanics. If your child does not read expressively, take the time to model reading with expression for him.

Since students do not have to worry about decoding during read-aloud time, they can focus totally on the meaning of what they are hearing. This allows them the opportunity to think about the ideas and information being presented and to formulate their own thoughts.

C.

✎ Listen carefully, then retell page 17, paragraph 8 (“By this time ...”) through page 18, paragraph 9 (“...that was wrong”).

🐾 Read one or two pages of the assignment aloud, and listen as your teacher or someone else reads the remainder. Then retell the whole passage in your own words.

D. Mechanics & Editing

Language Skills, Thinking Skills

Reread the Editor’s Toolkit in Part 2 of this lesson. Be the teacher, and tell when you are supposed to capitalize a word. Then tell when you are supposed to use *a* before a word and when you are to use *an*.

Use your readers to find examples of each rule, and either show them to your teacher or write them in your Student Notebook.

Find a sentence that starts with a capital letter.

Find a sentence with the names of particular people or places capitalized.

Find a sentence that uses *a* before a word that starts with a consonant.

Find a sentence that uses *an* before a word that starts with a vowel sound.

✎🐾 Find an additional sentence for each of the above categories.

E. Science

Thinking Skills

You know that weather affects your life in many ways, but do you know what causes the air around you to change from windy to calm, from hot to cold, or from dry to wet? Most settlers in the New World became very good weather watchers, because they needed to be. Sometimes their lives depended on making the right preparations when changes in the weather were coming. Also, there were no **meteorologists**, or scientists who study the weather, to help them predict the changes.

Nowadays, scientists have found that several things work together to cause changes in the weather. These things all happen in the atmosphere, which is the mixture of gases that surround the Earth. There are three things in the atmosphere that **interact**, or affect each other, to cause different types of weather: heat energy, air pressure, and moisture. Along with your teacher, read and discuss the section entitled “Atmosphere & Water” on pages 8 and 9 in *Weather of North America*, to get an idea of how important water is in creating Earth’s weather.

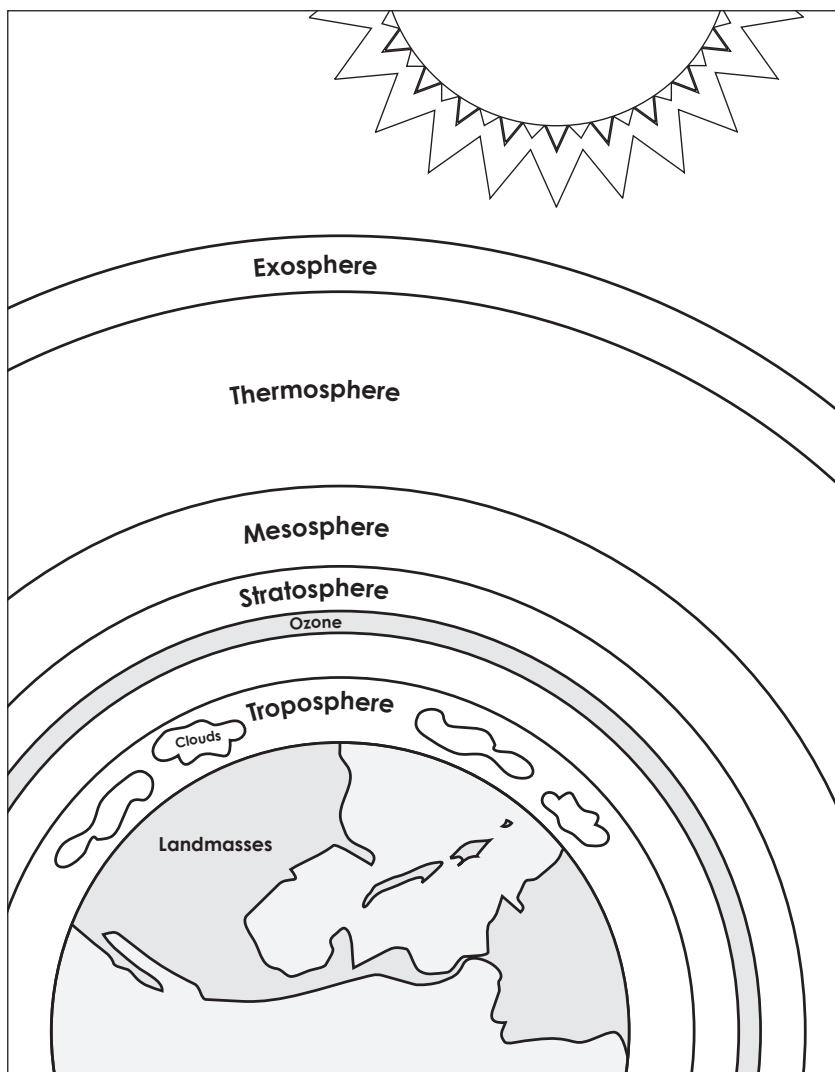
That’s a beginning, but now, in order to better understand how heat energy and air pressure work along with water, you first need to



★ LAPBOOK ACTIVITY ★

know a few basic things about the atmosphere itself. Look carefully at the Atmosphere Chart in this section, and discuss it with your teacher. Notice that Earth's atmosphere has five main layers.

The bottom layer, called the **troposphere**, is where almost all weather happens. Not only that, but it is also especially important to life on Earth. This is mainly because it contains a thick, heavy mixture of gases, including the ones that humans, animals, and plants need to live. In other words, it is the air that you breathe—and in most places it contains just the right amount of oxygen for your body. As a person goes higher in the troposphere, the thinner and colder the air gets, and the less oxygen there is. That is why it is usually cooler, and often harder to catch your breath, at the top of a mountain.



The **stratosphere** is the next layer, and it is very calm. For that reason, this is where jet aircraft usually fly. The air is extremely thin, so people need to have their own supply of oxygen if they travel into this layer. But the stratosphere contains something

very important to life on Earth, the ozone layer. Ozone is an unusual type of oxygen molecule that forms its own layer inside the stratosphere. The ozone layer absorbs energy from the sun that could damage the Earth.

The layer above the stratosphere is called the **mesosphere**. Scientists know less about it than any other part of the Earth's atmosphere. This is because it is too high for weather balloons and planes to reach and too low for the satellites that **orbit**, or circle, Earth. That makes it very difficult to measure and study the mesosphere. One thing scientists do know is that many meteors and other objects that enter Earth's atmosphere from space burn up in this layer. This is true even though the top of the mesosphere is the coldest part of the atmosphere. Temperatures there have been measured at more than 160 degrees colder than the freezing point of water!

The **thermosphere**, which is above the mesosphere, is also sometimes called the ionosphere. It is the area where satellites and the International Space Station orbit, and it has so little air that it is considered the beginning of outer space. Because of this, it has almost no protection from the sun and is very hot, especially during the day. The higher you go in the thermosphere, the hotter it gets—from time to time over 3,000 degrees during the daylight hours.

Finally, the outer edge of Earth's atmosphere is called the **exosphere**. It has **traces**, or barely measurable amounts, of various gases, and it is the region where atoms and molecules of those gases escape into space.

Use the chart in this section to label the layers of the atmosphere on the blank chart in your Student Notebook. Then color the various layers with colored pencils as follows:

troposphere – light blue	stratosphere – light purple
ozone layer – red	mesosphere – darker blue
thermosphere – darker purple	exosphere – dark gray

When you are finished, write down one fact about each layer in the spaces provided on the next page of your Student Notebook.¹⁴

Be sure to record your weather observations for each of the next few days on the Weather Watcher pages in your Student Notebook.



Write an additional fact about each layer of the atmosphere.



Write two additional facts about each layer of the atmosphere. Then use the library or, with your parent's permission, the Internet to find two or three sayings about the weather that people made up long ago, based on their observations of the air around them. Find out



If you decide to have your student use the Internet to find weather sayings, a good site can be found on the links page.

what each one means and whether or not it actually helps predict the weather. When you are finished, write the sayings in your Student Notebook, and share what you have learned with your family.

F. States

Geography, Thinking Skills, Drawing

Find the Connecticut page in your *State Notebook*, and use information from the *Desk Atlas of the United States* to fill it in. Don't forget to add the stickers showing Connecticut's state flower, bird, and tree!

When you're finished, follow the instructions in the appendix to make State Cards for Connecticut, whose nickname is "The Constitution State." Since this is a New England state, be sure to outline the cards in purple.

G. Writing

Language Skills, Thinking Skills

Dialogue is a helpful addition to writing a story. **Dialogue** is the words spoken by a person or character in writing, in a movie, a play, or a book. Using dialogue every now and then gives your story variety and makes it more interesting. It is important to know how to use punctuation when you are writing the words that someone spoke, which is called a **direct quotation**.

Here is an example of telling what someone said:

Bob said he was going to the store.

Here is how to rewrite that phrase in his words:

Bob said, "I am going to the store."

When you write dialogue, you can tell who is speaking and then use words like said, asked, or told. Start with these, though there are many other words you could use as well.

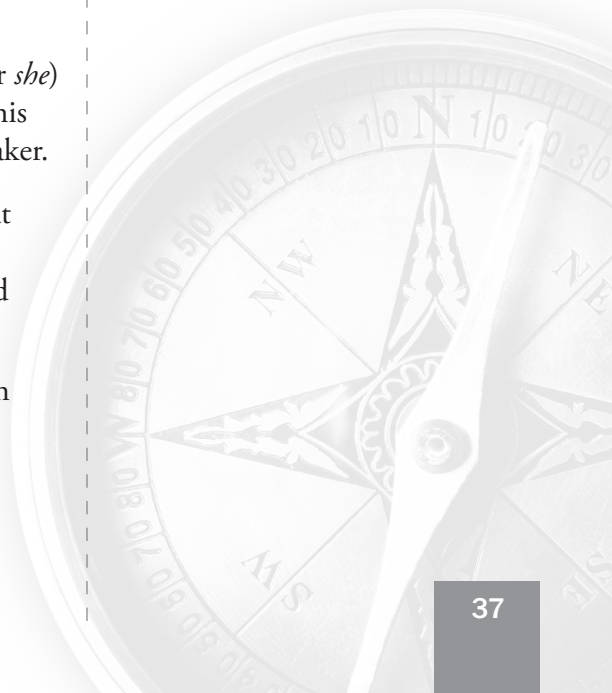
Step 1: After you say who is speaking (a person's name, or *he*, or *she*) and what they are doing (*said*, *told*, *asked*) you put a comma. This tells the reader that the next words will be the words of the speaker.

Step 2: Quotation marks ("") are used to let the reader know that what is inside them are the exact words the person said, so put quotation marks before the place where the words that they said begin. Use a capital letter to start what the person has said.

Step 3: When you get to the end of what the person said (which may be more than one sentence) finish it with the punctuation mark needed, like a period or question mark. The punctuation mark is part of what the person said.

Connect Learning to Life

Since your child has learned how to identify and write dialogue, take the opportunity to reinforce this learning naturally by pointing out dialogue in books you or he may read. Look for it in newspapers, magazines, or anywhere your child encounters print. Don't pass up natural opportunities to reinforce learning.




Step 4: Close up the quotation with quotation marks. This lets the reader know that the words the person spoke are now finished.


Now, look back at the Interactive Writing you and your partner did in Part 2, and follow the instructions below for your level:

 Rewrite at least two sentences as dialogue. Here is an example:

My mom said, “You were the cutest baby in the world.”

 Rewrite at least two sentences your partner wrote and two sentences you wrote as dialogue. Here are some examples:

My dad said, “The day you were born was the happiest day of my life.” I said, “The first thing I remember was when I got gum stuck in my hair.”

 Rewrite at least three sentences your partner wrote and three sentences you wrote as dialogue. Above are some examples.

JL Independent Reading & Review

Language Skills

Look back at the Steps for Thinking in Part 1, and discuss them with your teacher. Then follow the directions below to give examples of how the steps were true in your reading, listening, or discussion for this lesson.

Try writing or typing your spelling words as your teacher or someone else dictates them. Check the list to see how you did, and spend some time reviewing any words not spelled correctly.

When you're finished, find something to read that you will enjoy. Relax in a quiet, comfortable place and read.

 Give examples for two Steps for Thinking, then read for 25 minutes.

 Give examples for all the Steps for Thinking, then read for 30 minutes.

Be sure to write down what you read today on the Reading Log in your Student Notebook.



Lesson 1: Part 5

This part is set aside for completion of any work left undone from the lesson and review of concepts and content. It is also a time to expand the work of the lesson with other activities.

- Look back at the Section H Steps for Thinking review you completed in Part 4, and listen as your teacher rereads this lesson's Steps. Then discuss the examples you wrote down. Add any new ideas you or your teacher come up with.
- Give your teacher your stack of vocabulary cards for the lesson. Ask her to show you each word, and then tell her the meaning of the word and how it was used in the story.
- Tell your teacher what two letters go together to say *ow*.¹⁵

Then listen as she reads the words that you studied in this lesson, and write each one in your Student Notebook as she dictates it. When you are finished, look at your word list and make any corrections needed. Show your teacher how you did.

- Use the United States Political Map that is near the front of your *Desk Atlas of the United States* to find Massachusetts and Connecticut. Then, on the large outline map of the U.S., draw lines around them with a purple crayon, marker, or colored pencil. Write in the names of the states, and draw small stars to show where their capital cities are located. Next to the stars, write the name of each capital city.

In the middle, far-right side of your outline map, begin making a **legend**, or **key**, for the colors you use to outline the states. A map's legend, or key, tells what its symbols and markings mean. To start your map legend, make a short purple line and next to it write *New England*.

- Read, or listen as your teacher reads, the story about Thomas Paine in *Profiles from History, Volume 2*. Talk about the discussion question with your teacher, and then complete any other activities that she assigns.
- Use your *USA Activity* CD to print at least one activity for the states you studied in this lesson. Then add any that you complete to your Student Notebook.
- Lay The Newcomer Game cards out and discuss them with your teacher. Notice that four of the cards name different types of newcomers—Explorers, Settlers, Entrepreneurs, and Soldiers—and

Each Step for Thinking is a concept related to the content of the unit. As you review the reading, discussions, and activities from the lesson, look for examples of the concepts, and encourage your child to do the same. You may want to post the lesson's Steps for Thinking nearby for easy reference.

One of the most important ways to develop comprehension is to build vocabulary. Becoming familiar with new words by reading, writing, speaking, and listening to them helps the new words become part of your student's functional vocabulary. Understanding the meaning and being able to use each word correctly is more important than merely memorizing the definition.

Teaching Tip

Success is encouraging. Look for gains and improvement made when evaluating your child's work. Record the number of questions or words completed successfully on student work, not the number missed. Your child understands what he missed when he looks at his paper. To encourage in a realistic manner, point to gains made as a reminder of the importance of continued effort.

the rest of them name character traits that these newcomers often had. After you have talked about each type of newcomer, follow the instructions in the appendix to play The Newcomer Game.

Enrichment Activities

1. In your *Desk Atlas of the United States*, look again at the states you have studied in this lesson. Scan the short descriptions of important people, places, or things in each state, and choose one of them to research. Use the library or, with your parent's permission, the Internet and try to find out more than what is written in the atlas.

Then pretend you work for a newspaper and you have just met the person, seen the landmark, or found out about the object. Write a short article about what you have learned. Newspaper reporters always try to answer the questions *who*, *what*, *when*, *where*, and *how* when they write, so that readers have all the important information. Try to answer those questions in your article, and then add it to your Student Notebook.

2. In the *United States History Atlas*, look again at the map entitled "Early Voyages of Exploration." Choose two or three of the explorers named on the map to find out more about. Be sure to include the countries they came from, the areas they explored, and, if possible, the reasons for their explorations. Share the things you find out with your family.
3. Find out more about the ozone layer and why it is newsworthy. Try to look at different opinions before you decide what may or may not be true. Talk with your parent about the things you learn, and then share your research with your family.

Additional Resource

Sign of the Beaver by Elizabeth George Speare



Use one or more of the Enrichment Activities if your child completes his assigned work and has the time or desire to learn more. These activities are flexible, so choose the one(s) that seem most interesting to your student. Allow him to work at a level that is appropriate for him, and remember that the learning process is more important than the product.

Be sure to copy a Book Review page from the appendix for any additional book that you read in this unit. Fill it out and add it to your Student Notebook.

Answers

1. town, spout, down, loud
2. Answers will vary but should include a connection to Plymouth being the colony that the Pilgrims built when they first arrived in America.
3. 1. Many settlers came to America with their families. (2)
 2. Sarah went on a long trip. (2)
 3. It was a cold day when Abigail was born. (3)
 4. Patrick's mother died when he was a young boy. (2)
 5. A tribe of friends to the English were the Iroquois. (3)
 6. Grandmother Quincy brought Abigail a birthday present. (4)
 7. After a battle, many English soldiers were injured. (3)
 8. The Smith family lived in a house in New England. (5)
 9. Settlers from England and Germany came to America with a purpose. (5)
4. weather: the condition of the air at a particular place and time, including how it moves and what it is carrying (like clouds, rain, lightning, snow, etc).
 climate: what the weather is like in a certain place over a long period of time
5. meteorology: the science of weather
 meteorologist: a scientist who studies the weather
6. barometer: air pressure
 thermometer: temperature
 hygrometer: humidity (moisture in the air)
 rain gauge: amount of rain
 anemometer: wind speed
 weather vane: wind direction
7. Answers will vary but may include specifics about the type of clothes worn, the foods that are available or preferred, activities that are available or postponed, length of days, chores, and so forth.
8. Spelling Scramble answers are in the appendix.
9. scout, brown, powder, bound
10. Answers will vary but might include things like staying at a lowly job to earn advancement, devoting all one's time to study in order to earn a degree in a difficult or demanding profession, stepping away from a career or occupation for a period of time to raise children, and so forth.
11. Answers will vary but might include thoughts like: Africans and Europeans were very different from one another in appearance and worldview; since Europeans didn't see things they recognized as "civilized" in African culture, some Europeans might have considered their way of life to be superior to that of the Africans; and so forth.
12. Make a connection between the English city of London, which is located beside the Thames River, and New London which was built beside a river the people named Thames. The people who named these things were definitely from England, perhaps from the London area, and perhaps homesick for the things they had left behind.
13. Spelling Search answers are in the appendix.
14. Answers will vary but can be found in the information presented in this section.
15. ow, ou

