



Trail Guide to Learning Curriculum Series

Paths of Settlement: Freedom Decided Unit

by Debbie Strayer and Linda Fowler

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Second Edition

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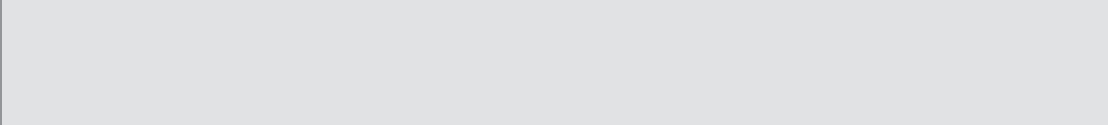
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DEDICATION

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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Freedom Decided Unit

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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 the 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 2: Freedom Decided in *Settlement*.

Freedom Decided Student Notebook pages
The American Revolution (Munford) by Jamie Aramini
Guns for General Washington by Seymour Reit
George Washington by Norma Cournow Camp
The Eve of Revolution by Barbara Burt
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
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
Wee Sing America CD and songbook by Pamela Conn Beall & Susan Hagen Nipp
USA Activity CD published by Geography Matters
 USA PlaceMap
 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. The connections of heritage, or where your family comes from, are strong.
2. The people in your family and community shape your first beliefs about the world. You take on their outlook because of your strong connection to them.
3. You must feel very strongly to disagree with those who are part of your heritage.

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 *The American Revolution*, page 11, paragraph 1 (“It is all a little...”).
-  Copy or write as your teacher dictates from *Guns for General Washington*, page 5, paragraph 1 (“As he hurried to join...”).
-  Write as your teacher dictates from *Guns for General Washington*, page 4, paragraph 2 (“Behind him, Will heard...”).

B. Reader

Language Skills, History

The American Revolution: page 7, (Chapter 1) through page 11, paragraph 1 (“...about the colonies.”)

Guns for General Washington: pages 1 through 5 (Chapter 1)

-  Read the above assignment from *The American Revolution* aloud, and then follow along as someone else reads the assignment from *Guns for General Washington*.
-  Read the above assignment from *The American Revolution* silently, and then read the assignment from *Guns for General Washington* aloud.

You may want to post the Steps for Thinking somewhere nearby for easy reference. For your convenience, there is a list in the appendix. Read these with your students, or have the students read them independently. Explain any concept or vocabulary that is not understood.

★ MATERIALS ★

- *The American Revolution* (Munford)
- *Guns for General Washington*
- *George Washington*
- *The Eve of Revolution*
- *Desk Atlas of the United States*
- *State Notebook*
- *Profiles from History, Vol. 2*
- *Eat Your Way Through the USA*
- *Watercolor for Young Artists*
- Outline Map of the U.S.
- *USA Activity CD*
- Newspaper or plastic covering
- Cup of sugar
- Modeling clay
- Clear glass or plastic bowl
- Ingredients for recipe (Part 3)

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

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

C.

Preview, or point out, the questions your child is to answer before reading aloud. This sets the stage for active listening and better comprehension.

D.

Suggested words provide study that focuses on an aspect of language such as phonics, word roots, or affixes. These lists include words taken from the readers. Please feel free to substitute up to five words each lesson that are particular to your child's needs. If you choose to do this, cross out the words being replaced on the word slips in your child's Student Notebook, and write your substitutions on blank slips.

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 he misspells. Then have your child copy them onto the Student Notebook page.

Younger students will need to fold and cut four index cards; older students will need six.

C. Read-Aloud & Discussion *Language Skills, Thinking Skills, History*
George Washington: page 1 through page 4, paragraph 7 (“...manage Father’s plantations.”)

Follow the instructions below for your level. When you are finished, discuss what is happening in this section from the British point of view. Then talk about what is happening from the colonists’ point of view. How are their viewpoints different? Who do you think is right? Think about what you know from the story, and discuss the passage in your own words. Give any examples you can think of from the story.



Listen carefully as your teacher or someone else reads the above assignment from *George Washington* 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 prefix *un* at the beginning of each word and tell what the word means. A prefix is a group of letters added to the beginning of the word to change its meaning. The prefix *un* means not, something is missing, or the opposite. For example, if you are unhappy, that means you are not happy.

unfold unmoved uncover uncut¹

Look over the list of 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 a “2:1” (for Unit 2: Lesson 1) in the upper right corner of your spelling cards so it will be easy to use them for review later.

unlikely unloaded unrolled unaware
 unable uncertain unfortunate unkind



undecided uncomfortable unhappily unhitched

E. History

Geography, Thinking Skills


Today you will begin reading *The Eve of Revolution*. Even though the main characters in this book are **fictional**, or made up, their stories can help you understand the times leading up to the Revolutionary War. The events written about by the Wilcox family in *The Eve of Revolution* begin just six years after the end of the French and Indian Wars.

Together with your teacher, read from the Introduction through page 7 in *The Eve of Revolution*. This book uses the words *Britain* and *British* a great deal. Remember that these words refer to people from the countries on the island of Great Britain—England, Wales, and Scotland.

In Lesson 5 of the last unit, you read that the French and Indian Wars were very expensive to fight and that neither France nor England could afford to go into battle once again. Can you think of any reasons why Britain, which is another name for England, would begin to charge new taxes on things sold in the colonies?² Look back at the second paragraph on the Introduction page in *The Eve of Revolution*. What reason does that paragraph give for the new taxes?³ Do you think the French and Indian Wars were really fought for that reason?⁴

Talk with your teacher about the effects of Britain’s new taxes on colonial farmers. In your Student Notebook, write two or three sentences that explain how these taxes affected colonists. Be sure to include how the people felt about the taxes. Remember to use complete sentences.

 Does your family pay taxes? Talk with your teacher about some of the taxes your family pays.

 Pick one type of tax, and research it at the library or on the Internet. When you are finished, write the tax you chose in your Student Notebook, and tell how the government uses it. Does your family benefit from this tax? Remember to use complete sentences.

F. States

Geography, History, Thinking Skills

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

- Place a small star on the spot where Annapolis is located, and label it. Annapolis is the capital city of Maryland.

For background information that may help during discussions, read the section entitled Background in the Reader’s Guide located on the inside front cover of *The Eve of Revolution*.

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

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



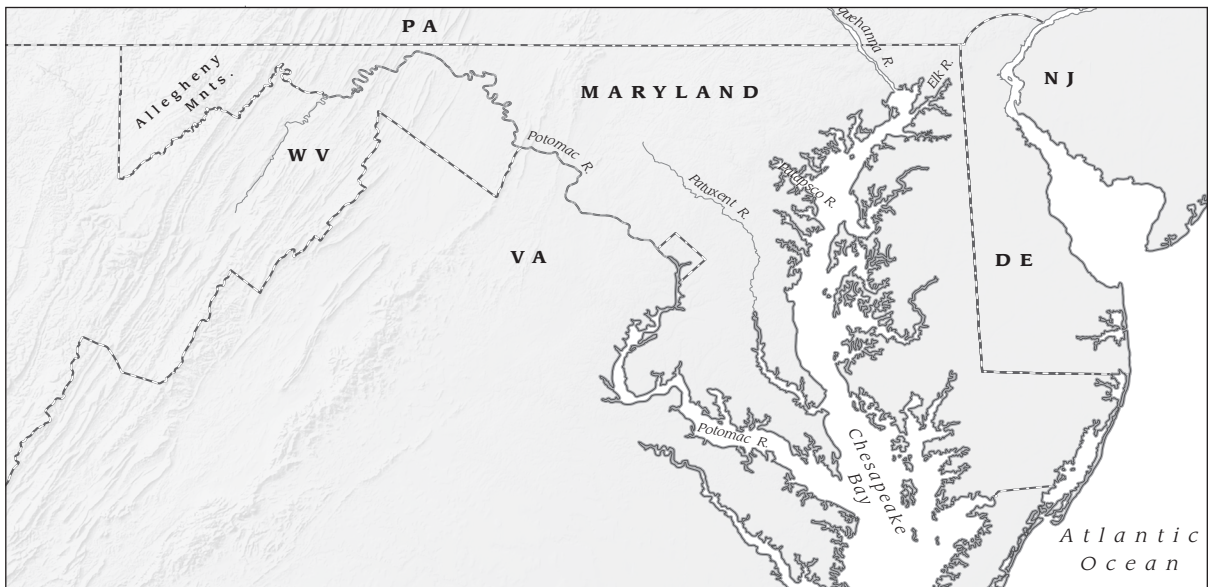
★ LAPBOOK ACTIVITY ★

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.



★ LAPBOOK ACTIVITY ★

- Place a small star with a circle around it on the spot where Washington, D.C., is located, and label it. Washington, D.C., is the capital of the United States.
- Label the Atlantic Ocean and the Chesapeake Bay.
- Color the lines showing the Potomac, Patuxent, and Susquehanna rivers blue, and label them.
- Lightly color the area where the Allegheny Mountains are located green, and label them.
- Color the lines showing the Patapsco and Elk rivers blue, and label them.
- Label the four states that border Maryland.



G.

Watercolor Painting is the small instruction booklet inside the *Watercolor for Young Artists* folder. Remember, It is always a good idea to line the work area with newspaper or a plastic covering before your student begins watercolor activities.

G.

Doing

Art

In *Watercolor Painting*, read pages 16 and 17. Talk with your teacher about warm and cool colors. Then complete the project on page 17 using a half sheet, or smaller if you prefer, of your watercolor paper. You will notice in the instructions on page 17 that it says to “Imagine a scene that has a warm area and a cool area.” You do not have to paint the scene of the planets used in the book as an example, but you may if you would like. What other scenes can you think of that might include warm and cool colors?

If you find you have extra time after your regular schoolwork is finished, and your parent agrees, try painting something you can see outside your window. Experiment with different color combinations.


H. Independent Reading & Review*Language Skills*


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

The connections of _____, or where your family comes from, are _____.

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.



Lesson 1: Part 2

a.

The words spoken by a person in a speech or a copy of an original document are both considered **primary sources**. That means they did not come from a third person but directly from the original source. Primary sources give you a unique look at history because you can judge it for yourself, rather than seeing or hearing it through the thinking of someone else.

a.

This passage contains words that are not normally capitalized today. The author did this to emphasize the importance of these words.

Teaching Tip

Point out to your child that chapter titles and headings are tools to identify main ideas. After your child reads a section or chapter, ask him to tell you how the title, or heading, relates to what he read.

A. Quotation Notebook

Language Skills, History, Thinking Skills

In this section, you will copy statements from famous American documents. These documents were the result of the **principles**, or basic beliefs, of the American Revolution. Many people believed in these principles so much that they gave all that they had, including their lives, so that these standards would become the basis for their new government.

The first document quoted is the Declaration of Independence. This document told the world what the colonists believed and why they believed it. Any definitions included beneath the passage are to help you understand the meaning. Do not copy them as part of the quotation.

Copy the following quotation into your Student Notebook, and then talk with your teacher about its meaning. You may want to include parts of the Declaration of Independence in your presentation at the end of this unit, so practice reading this section aloud.

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another,

Definition (as used in this document):

dissolve – to bring a relationship to an end



Draw or create a **symbol**, or picture, that helps you remember this part of the Declaration. Put it beneath the quotation.

B. Reader

Language Skills, History

The American Revolution: page 11, paragraph 2 (“I wasn’t sure...”) to the top of page 18 (“...my next adventure.”)

Guns for General Washington: pages 6 through 11 (Chapter 2)



Read the above assignment from *The American Revolution* aloud, and then follow along as someone else reads the assignment from *Guns for General Washington*.




Read the above assignment from *The American Revolution* silently, and then read the assignment from *Guns for General Washington* aloud.


C. Read-Aloud & Narration

Language Skills, Thinking Skills, History

George Washington: page 4, last paragraph (“One afternoon...”) to the bottom of page 10 (“...not leave him.”)

Follow the instructions below for your level. Then, in your own words, tell what happened in the story from George’s point of view, or pretend you are George and tell what you think happened. 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 as your teacher or someone else reads the above assignment from *George Washington* aloud.

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

D. Editing

Language Skills, Thinking Skills, History

In this section, you will read and discuss parts of a famous speech attributed to Patrick Henry. This speech took place before the delegates of the Virginia colony on March 23, 1775. These delegates were discussing whether they should join Massachusetts in declaring themselves part of the war to break free from the control of the government of England.

Not only does this speech show the beliefs of a great American patriot, it also shows how to express your thoughts well. Though some of the language used will seem old-fashioned to you, when you understand the meaning of the words he chose you will understand his thoughts and beliefs even better.

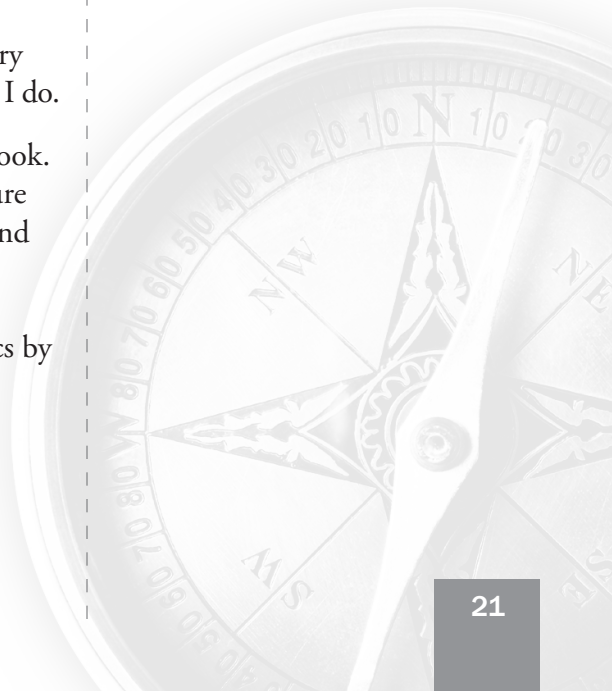
Then you will practice taking his thoughts and putting them into your own words, or paraphrasing. Here is an example:

“No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House.”

A paraphrase:

The fine gentlemen who just spoke to us are devoted to our country and have many abilities. No one thinks more highly of them than I do.

Read the section of the speech included in your Student Notebook. One word in the passage is underlined and in italics. Try to figure out the meaning of that word using the **context**, or words around it. Then use a dictionary to look up definitions of the words underlined in the paragraph and any other words you do not understand. Did you get the right meaning of the word in italics by using the context?





★ LAPBOOK ACTIVITY ★

— From *Dr. Beechick* —

“Asking questions is crucial to science, so children need to practice that habit.

Their first questions may not be on the frontiers of science, and they may find answers to them in books or by observing nature, but they should learn the questioning habit, anyway.

Before school age, most children do have a natural questioning habit, but our answer-oriented schooling system too often snuffs it out. As children grow older, questions should be more sophisticated. They should not be just the three-year-old’s ‘Why?’ but should be based on much knowledge. Questions should take into account all that a child knows and lead toward the next layer of knowledge.”

— *You Can Teach Your Child Successfully*, page 328

Use a highlighter or yellow crayon to highlight or underline the appropriate sentence(s). Then paraphrase by rewriting in your own words underneath the passage.

🐾 the first sentence 🖐 the second sentence 🍄 both sentences

Ⓔ. **Science**

Thinking Skills

In the first few lessons of this unit you will learn about molecules and atoms, the water cycle, and some types of clouds. Take a few minutes to discuss what you already know about these things with your teacher. When you are finished, and before reading further in this section, make a list of questions or things you would like to find out about these subjects. There is a page provided in your Student Notebook for the list. Later, you will have an opportunity to look back and see if your questions have been answered.

Munford, the main character in *The American Revolution*, introduced himself to you as a water molecule. You may already know about molecules, and if you do this will be a good review. If you have not yet learned about them, this is a perfect time to do so.

First of all, **molecules** are the building blocks that make up matter, and matter makes up everything around you. The chair you are sitting on, the book in front of you, and the tree outside your window are all different types of matter, containing different types of molecules. Things that describe matter, and help you to tell one type from another, are called **properties**. An object’s properties include its color, shape, smell, taste, and what it feels like to the touch.

The official definition of **matter** is anything that takes up space and has mass. That is a good definition, because one property of all objects is that they take up space. For instance, you are taking up space on your chair, the book in front of you is taking up space on the table, and the tree outside your window is taking up space in the yard. Another property that all objects share is that they have **mass**. *Mass* is a measurement of how much matter an object contains and how much the force of gravity pulls on it. When an object is close to the surface of the Earth, its mass is very similar to *weight*, but it is not quite the same thing. Think about an astronaut floating in his space capsule—his mass is the same as it was on Earth, but you know his weight has changed because he can now float. This is because the farther you travel upward into the atmosphere, the less pull gravity has on you.

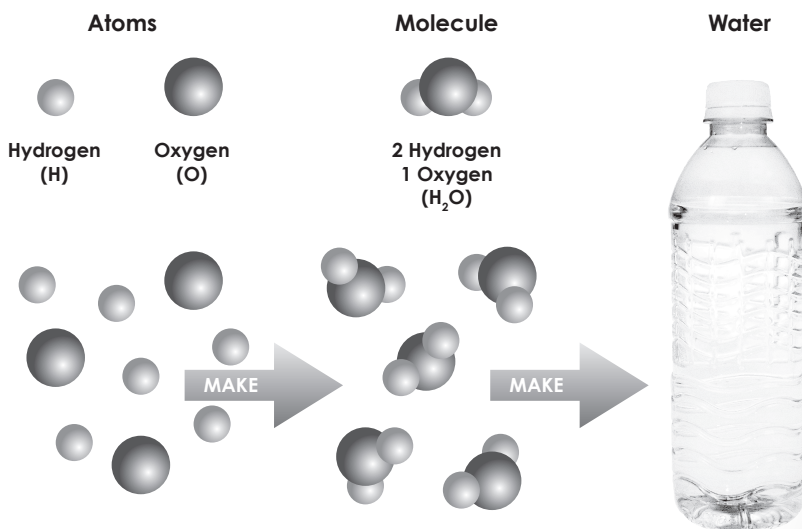
Another important property of matter that can easily be observed is its state, or phase. Everything on Earth is a solid, a liquid, or a gas—which are the three most common states, or phases, of matter.

The rocks in your Rock Study Kit are good examples of solid matter. Water is liquid matter, and the air you are breathing is a gas.

The molecules that make up matter are extremely small and cannot be seen without a microscope. To get a better idea of Munford's size, look at one drop of water. Even though it is small, that single drop of water is made up of millions of water molecules just like Munford. It is hard to imagine a million of anything, so if possible compare a cup of sugar to your drop of water. Now consider this: if each grain of sugar represents one water molecule, it will take at least 1,000 cups of sugar like the one you are looking at to represent your tiny drop of water!

As small as molecules are, however, they are made up of even smaller pieces, called atoms. An atom is the tiniest piece of anything. So far, scientists have named over 100 different types of atoms, and they suspect there are more that have not yet been discovered. These atoms join together in different ways to make different types of molecules.


For example, Munford the water molecule, like all water molecules, is made of three atoms. He has one oxygen atom and two hydrogen atoms. This particular combination of atoms gives water all its special properties. It is also why you might sometimes hear water referred to as H_2O —because it has two *H* (hydrogen) atoms and one *O* (oxygen) atom. No other combination of atoms will look, feel, taste, or act exactly like water.



Use modeling clay to roll a ball about the size of a ping pong ball. Choose another color and roll two balls, each about one-half the size of the first one. Use a toothpick to mark the larger ball with an *O* and each of the smaller balls with *H*. Now look at the diagram above, and press the smaller balls into the larger one. This is a model of a water molecule like Munford.

Use the diagram on the previous page to label the flow chart in your Student Notebook.

Talk with your teacher, about the states of matter, and think of some examples of solids and liquids. Write three examples of each in your Student Notebook. Then list as many properties, or things that describe each one, as you can.⁵

 Talk with your teacher and explain as much as you can about matter, mass, and weight. Then write at least one sentence in your Student Notebook that tells about each one.⁶

F. **States** *Geography, History, Thinking Skills, Drawing*
Find the Maryland page in your *State Notebook*, and use information from the *Desk Atlas of the United States* to fill it in. Add the stickers showing Maryland's state flower, bird, and tree!

When you're finished, follow the instructions in the appendix to make State Cards for Maryland, whose nickname is "The Old Line State." Since this is a Mid-Atlantic state, be sure to outline the cards in red.

G. **Interactive Writing** *Language Skills, Thinking Skills*
This writing activity is for you and another person, your partner, to complete. Most of the time, your partner is 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 several sentences telling 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: Has there ever been a time when you regretted, or were sorry, you had committed to do something? Tell about it. How did it turn out?

Your question: Do you think it is hard to do what you promise you will do? Why do you think so?

 at least four sentences

 at least five sentences

 at least one paragraph

Remember that a **paragraph** is a group of sentences that relate to one topic, or main idea. State the topic or main idea of a paragraph

at or near its beginning. You do not want others to read for very long without knowing for sure what you are talking about!

H. Independent Reading & Review

Language Skills

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

The people in your family and _____ shape your first _____ about the world. You take on their outlook because of your strong _____ to them.

Then complete the Spelling Scramble game in your Student Notebook.⁷

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.



Teaching Tip

The process of copywork and dictation gives a teacher a great deal of information. Not only does it show what your child is missing, it shows what he is getting! Reading or hearing language and then writing it down is a multi-step process that shows understanding, processing of information, and translating that information into writing. Many times over my years as an educator, just giving a student a passage to copy or write from dictation has provided great insight into the student's ability to read, write, and comprehend. Make sure to take notice of all your child does correctly when using this process, and encourage him accordingly!

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 *The American Revolution*, page 19, paragraphs 5 and 6 (“Samuel nodded...”).



Copy or write as your teacher dictates from *Guns for General Washington*, page 19, paragraph 1 (“Slowly the general...”).



Write as your teacher dictates from *Guns for General Washington*, page 18, paragraph 1 (“Both sides had...”) and page 19, paragraph 1 (“Slowly the general...”).

B. Reader*Language Skills, History*

The American Revolution: page 18, paragraph 1 (“The sun had...”) through page 22, paragraph 2 (“...in angry voices.”)

Guns for General Washington: pages 12 through 19 (Chapter 3)



Read the above assignment from *The American Revolution* aloud, and then follow along as someone else reads the assignment from *Guns for General Washington*.




Read the above assignment from *The American Revolution* silently, and then read the assignment from *Guns for General Washington* aloud.


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

George Washington: bottom of page 10 (“Easter came...”) through page 19, paragraph 2 (“The decision was final.”)

Follow the directions for your level, and read or listen to the above assignment from *George Washington*. Then make up the assigned number of 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 assigned passage.

 Make up one question.  Make up two questions.

 Read one or two pages of the assigned passage 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.

sauntered rebellious glimpse landlocked precipitate

 **amateur electrify cobbler bumpkin treachery**

Look at the words below. Then, in your Student Notebook, highlight or underline the prefix *un* at the beginning of each word and tell what the word means.

unfair unimportant uneven untrained⁸

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 list, and correct it if necessary.

Look through this unit's literature (or other books), and find words beginning with *un-* that are new to you. Write them in your Student Notebook, along with their meanings.

 four words  six words  eight words

E. History

Thinking Skills

Together with your teacher, read page 8 ("From Benjamin's journal...") through page 12 in *The Eve of Revolution*.

Most of the people you have read about so far in *The American Revolution* and *The Eve of Revolution* were part of groups called Sons of Liberty and Daughters of Liberty. They were **patriots**. Even though most patriots were not newcomers to the area, they had adopted a totally new attitude that set them apart from others.

From Dr. Beechick

"How do you teach a new word to your child? First of all, you put enough context around it to make it memorable. Memorizing a definition is usually a poor way to do this. Let's say you are teaching the word *compass* in its meaning of 'an instrument for showing direction by a swinging magnetic needle pointing north.' A child who doesn't know what a compass is will still not know much about a compass after he learns the definition. Will he picture a needle like his mother sews with? Will he picture something swinging like a pendulum or like a baseball bat? He may have an inkling of the purpose of a compass, but not understanding of how or why it works or who it might be useful to. The bare, unadorned meaning he gets, whether more wrong or more right, certainly is not easy to remember, and especially so if this is just one in a list of words he is learning out of their natural context."

— You Can Teach Your Child Successfully, page 12

There is a Glossary on the last page of *The Eve of Revolution* that defines all the words in bold print throughout the book.

The Internet can be a useful tool for research, but we suggest that your child use it only with your permission and supervision and while following your family's rules.

Many of them had been born in America, to parents who had also been born in America. Because of that, their ties to England seemed very distant and loose. As a matter of fact, most had never even visited the country that ruled them. American patriots were proud of their self-sufficiency, or ability to supply their own needs, and loved their independence. They felt that England did not have the right to take advantage of their hard work and believed that those who lived in the country should be the ones to rule it.

At the library or on the Internet, research the Sons and Daughters of Liberty. Find out at least three things about each group, and list them in your Student Notebook. Do you agree with the things they did? Why, or why not? Write two or three sentences in your Student Notebook telling what you agree with and why, or what you disagree with and why. Be sure to use complete sentences, and include what you learn about these groups in your presentation at the end of this unit.

🐾 If you lived during the colonial period in America, and the things you have been reading about were happening, how do you think you might react? Why? What would you do? Write two or three paragraphs in your Student Notebook that explain your thoughts.

F. **States**

Geography, History, Thinking Skills

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



★ LAPBOOK ACTIVITY ★

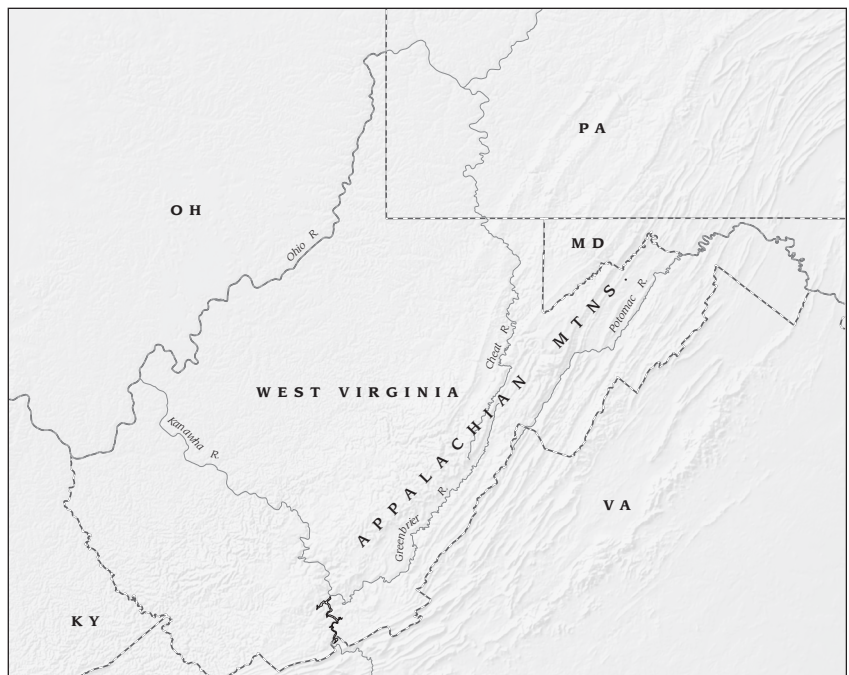


★ LAPBOOK ACTIVITY ★

— *From Dr. Beechick* —

“Also use maps frequently in studies of history, missionaries, and current events. Maps are sometimes thought of as visual aids that help to make a Bible story or other learning ‘come alive,’ but the reverse is more probably true: the story helps to make a spot on the map come alive. In any case, map reading is complex and children need repeated practice with maps during their school years.”

— *You Can Teach Your Child Successfully*, page 27



- Place a small red star on the spot where Charleston is located, and label it. Charleston is the capital city of West Virginia.
- Color the lines showing the Ohio, Potomac, Cheat, and Greenbrier rivers blue, and label them.
- Lightly color the area where the Appalachian Mountains are located with a purple crayon, marker, or colored pencil, and label them.
- 👤🐾 • Color the line showing the Kanawha River blue, and label it.
- Label the five states that border West Virginia.

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 Maryland or West Virginia, 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

H. Independent Reading & Review

Language Skills

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

You must feel very _____ to _____ with those who are part of your _____.

Then complete the Spelling Search game in your Student Notebook.⁹

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:

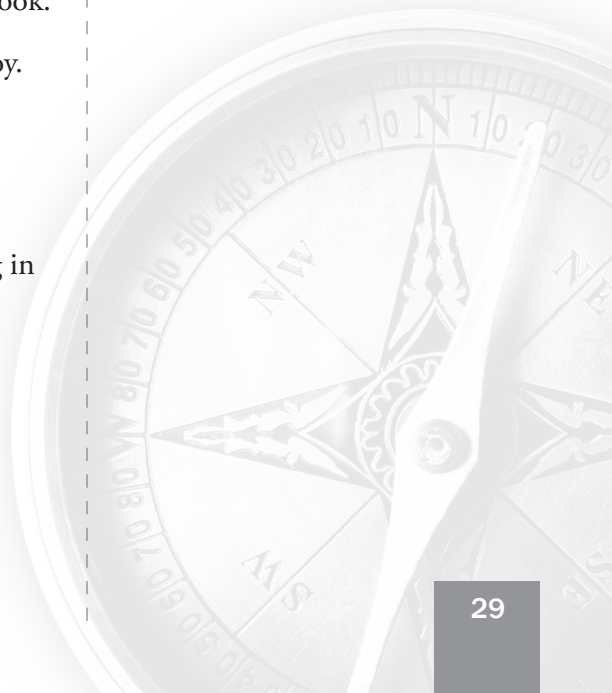
🐾 25 minutes 👤🐾 30 minutes

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



The cooking activities are a very important part of connecting meaning and context to geography learning. When a particular style of cooking or ingredient is associated with the culture or resources of a state, it makes another connection to the information learned about that state. Many aspects of geography such as culture, history, economics, and climate, help students connect products with places, which relates new learning with previous learning. Plus, it's fun!

G.



Lesson 1: Part 4

A. Quotation Notebook *Language Skills, History, Thinking Skills*

In this section, you will continue copying statements from the Declaration of Independence. This document told the world what the colonists believed and why they believed it. Any definitions included beneath the passage are to help you understand the meaning. Do not copy them as part of the quotation.


Copy the following quotation into your Student Notebook, and then talk with your teacher about its meaning. You may want to include parts of the Declaration of Independence in your presentation at the end of this unit, so practice reading this section aloud.

and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them,

Definitions (as used in this document):


assume – to take on a particular role


station – the position one holds among others like him

-  Draw or create a symbol that helps you remember this part of the Declaration. Put it beneath the quotation.

B. Reader *Language Skills, History*

The American Revolution: page 22, paragraph 3 (“There was Samuel...”) to the bottom of page 28 (“...promptly handed over.”)
Guns for General Washington: pages 20 through 29 (Chapter 4)

-  Read the above assignment from *The American Revolution* aloud, and then follow along as someone else reads the assignment from *Guns for General Washington*.

-  Read the above assignment from *The American Revolution* silently, and then read the assignment from *Guns for General Washington* aloud.

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

George Washington: page 19, paragraph 3 (“George was ...”) to the bottom of page 24 (end of chapter)

After reading or listening to the read-aloud assignment in *George Washington*, talk with your teacher and try to predict what will happen in the future, based on what you know of the characters and events. Write down your predictions in your Student Notebook.

Teaching Tip

Since many children are reading the assignments silently, it would be good to occasionally ask your student to tell you about what he read. You may also want him to choose his favorite part of the passage and read it aloud to you. If he finds a part that is particularly dramatic or funny, ask him to read it for you expressively. If anything happens in the story that he dislikes, ask him to make sure and tell you about it, too. These are small, natural ways to do comprehension checks.

Later you will look back and see if they were accurate. Try not to peek ahead!

- 👁️ ✎ Listen carefully as your teacher or someone else reads the assigned passage. Then write down something that you think will happen in the story.
- ✎ Write down another thing that you think will happen in the story.
- 👁️ Read one or two pages of the assigned passage aloud, and listen as your teacher or someone else reads the remainder. Then write down at least three things that you think will happen in the story.

D. Editing

Language Skills, Thinking Skills, History

Continue reading and discussing parts of the famous speech attributed to Patrick Henry. Read the section of the speech included in your Student Notebook. One word in the passage is underlined and in italics. Try to figure out the meaning of that word using the **context**, or words around it. Then use a dictionary to look up definitions of the words underlined in the paragraph and any other words you do not understand. Did you get the right meaning of the word in italics by using the context?

Use a highlighter or yellow crayon to highlight or underline the appropriate sentence(s). Then paraphrase those sentences by rewriting them in your own words underneath the passage.

👁️ two sentences ✎ three sentences 👁️ four sentences

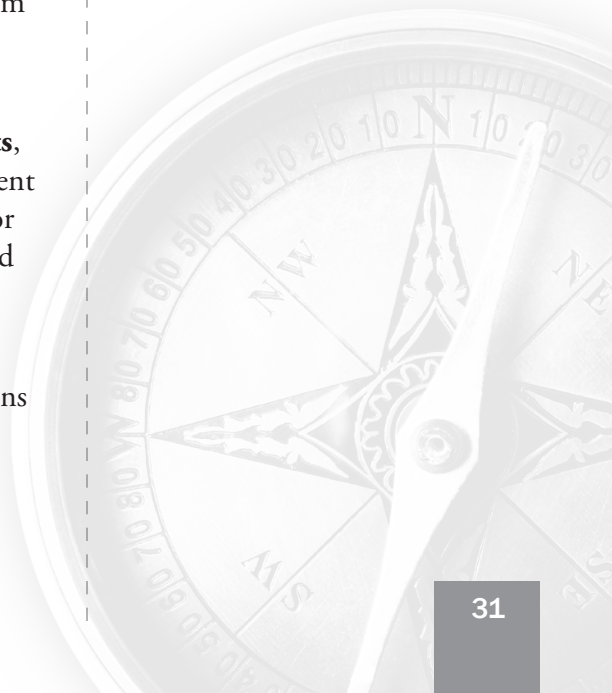
E. Science

Thinking Skills

You know that matter is made of molecules, and molecules are made of even smaller pieces called atoms. In this part you will find out a little more about atoms and the things that make them different from one another.

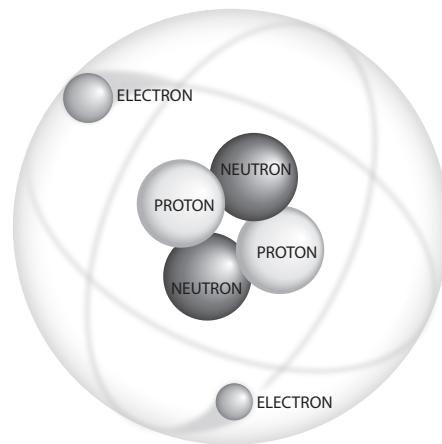
To begin, look at the Periodic Table of the Elements in the appendix. The Periodic Table is a chart showing all the **elements**, or types of atoms, that have been discovered so far. Every element has a chemical symbol, which is an abbreviation of its name. For example, you already know that the symbol for oxygen is *O*, and the symbol for hydrogen is *H*.

The center, or **nucleus**, of an atom is made of particles called protons and neutrons. In addition, other particles called electrons circle the nucleus. These three things in various combinations are what make one type of atom different from another. Look



at the example at the top of your Periodic Table. The box pictured there is an enlargement of the atomic information for carbon.

Notice the arrow pointing to carbon's atomic number in the upper left corner of the box. The atomic number of an atom tells how many protons are in its nucleus and how many electrons circle around the nucleus—which are the same. In carbon atoms, there are six protons in the nucleus and six electrons circling.



Now look at carbon's atomic weight in the upper right corner of the box. An atom's atomic weight is the number of protons plus the number of neutrons in its nucleus. The atomic weight of carbon is 12, and you already know that it has 6 protons. The difference between 12 and 6 is the number of neutrons in carbon's nucleus. Since you have all the information you need, tell your teacher how many protons, neutrons, and electrons make up one atom of carbon.¹⁰

Notice that the elements are arranged on the chart in order by their atomic numbers. Find the element that has an atomic number of 5. Tell your teacher its name and its chemical symbol.¹¹ Judging by its atomic number, how many protons are in its nucleus? How many electrons circle its nucleus?¹² When you subtract boron's atomic number from its atomic weight, how many neutrons can you tell it has?¹³

Now find helium, which has an atomic number of 2, and follow the directions below to make a model that shows what a helium atom looks like. To do that, you first have to decide how many protons, neutrons, and electrons are in this type of atom. Tell your teacher how many particles of each kind make up helium.¹⁴


Choose three colors of modeling clay. Make two marble-sized balls from the first color and two from the second color. Press these four balls together to represent the protons and neutrons in helium's nucleus. Now make two pea-sized balls out of the third color, and stick them to the inside of a clear glass or plastic bowl. Turn the bowl over on top of the nucleus you just made. The balls that are stuck to the bowl represent the electrons that circle helium's nucleus.


Talk with your teacher about each of the elements listed in your Student Notebook. Then write down the number of protons,

E.

After the lesson's end, (maybe when Dad comes home), ask your child to use the models he has made and explain what he learned to someone not present at the lesson. Listen as he shares to find out what he has learned and areas you may need to reinforce in the next lesson. You can encourage your child by restating what he says, just to clarify it for your understanding and his. This is an excellent way to review a lesson and allow your child to share what he learned in his own words. Using the objects from the lesson provides additional support for memory and sharing.

neutrons, and electrons found in each.¹⁵ Choose two more elements, and do the same thing.

 Look at the list of elements in your Student Notebook, and fill in the blanks for each one.¹⁶

 At the library or on the Internet, find out what type of electrical charges protons, neutrons, and electrons usually have. Write your answers on the lines provided in your Student Notebook.¹⁷

F. States

Geography, History, Thinking Skills, Drawing

Find the West Virginia 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 West Virginia's state flower, bird, and tree!

When you're finished, follow the instructions in the appendix to make State Cards for West Virginia, whose nickname is "The Mountain State." Since this is a Mid-Atlantic state, be sure to outline the cards in red.

G. Writing

Language Skills, Thinking Skills

Persuasion means to encourage someone to do something or to think a certain way. One approach you can take to **persuade**, or convince, people is by giving them **reasons**, or causes, to change what they think or do. Another way is to explain the effects their decisions or beliefs will have on others. A third way is to appeal to that person's **emotions**, or feelings, to get them to change their thoughts or actions. Writing or speaking persuasively can include one or all of these approaches.

Another part of persuasion is to consider the person giving his **opinion**, or thoughts and beliefs. If someone who is famous or well-known gives his opinion, it sometimes seems like his or her thoughts are more important than those of people who are not famous.

During this time in history, people in the colonies had strong opinions about the decisions made by the British government that concerned them. There are many examples of persuasive writing in our readers, read-aloud book, and other literature.

Look at this paragraph from the book *The American Revolution*:

There was Samuel Adams! He was standing at the front of the room, doing his best to talk over the voices of the other men. "The new Tea Act gives the East India Company control over who can sell tea in the colonies. It is an outrage! Parliament

Connect Learning to Life

This activity began in the Growing Pains Unit. It is an excellent way to build writing skills in a natural way, using a conversational tone. For many students, just getting words on paper is the most difficult task. The questions asked are relevant to reading, thinking and discussion activities done, and allows the student to take previously considered ideas and apply them to real life concerns. Parent modeling is a powerful tool to show a purpose for writing skills in the real world—to tell someone how you feel and respond to the thoughts and feelings of others!

should have no say over who can sell to the colonies. For now it is tea, but soon they will control everything we do. We must put a stop to it.”

This paragraph describes Samuel Adams talking with some men. He is trying to persuade them to destroy the tea that has arrived by ship from Britain. Reread the passage, and tell about the ways he tries to persuade them.¹⁸


 one way


 two ways


 three ways

One way of speaking or writing persuasively is to give someone reasons for doing something you want him to do. An example is “I think you should buy me an ice cream sundae because I have worked hard doing schoolwork and deserve a reward.” Think of what you would tell your parent if you wanted to persuade him or her to buy you something expensive or let you do something not usually allowed.

Make a list in your Student Notebook of the reasons, or explanations, you would give your parent. List at least the number of reasons as indicated below. Then talk with your parent about the effectiveness of your reasons.

 two reasons

 three reasons

 four reasons

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 in 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 reads 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. As she shows you each word, tell her the meaning of the word and how it was used in the story.
- Listen as your teacher reads the words that you studied from Part 1. Write each word in your Student Notebook as she dictates it. When you are finished, look at your word list and make corrections as 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 Maryland and West Virginia. Then, on the large outline map of the U.S., draw red lines around Maryland and West Virginia because they are Mid-Atlantic states. 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.
- Listen to or read the story about John Adams 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.
- Complete the Freedom Decided Word Search located in your Student Notebook.¹⁹

Enrichment Activities

1. There are differences of opinion about the role Samuel Adams played in United States' history. Research Samuel Adams at the library or on the Internet. See if you can find out what the different opinions are, and write down which one you think is probably true. Then tell why you feel as you do. When you are

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.

Teaching Tip

Stories help us remember the lives of real people. They help us remember the beliefs and actions that took place. It is not as important to remember details such as dates of events, as it is to place a character in a time period. With the general time period comes context for what the character did or experienced. This, in turn, reinforces the connection to the unique qualities or events of the character's life. History, literature, and thinking skills form a great partnership.

An activity like a word search, crossword, or word scramble contributes to the seeing, hearing, and understanding of a word. It provides a fun way to review learning and gives the student another chance to encounter each word, adding to the likelihood that the child will use it again in speaking or writing. It also happens to be fun!

During this unit, your child has opportunities to research and learn about different Native American tribes as Enrichment Activities. Your student can make a Native American Notebook with the information he finds. Place the finished profiles in a separate binder, or add them to your child's Student Notebook. Teachers can find one copy of this profile sheet in the appendix. You will want to make additional copies of this before it is used.

Be sure to provide your student a copy of the Book Review page from the appendix for any additional book he has read in this unit.

finished, find one or two quotes by Samuel Adams and write them down along with what you think each one means.

2. At the library or on the Internet, research a Native American tribe from either the Mid-Atlantic or Southern regions of what is now the United States. If you do not have a tribe in mind that you would like to find out more about, choose one from the map entitled "Native American Nations, c. 1750" in your *United States History Atlas*. Fill out a Native American Profile Sheet, found in the appendix, for the tribe(s) about which you choose to learn more.

Place the new profile sheet and picture in your Native American Notebook, or add them to your Student Notebook.

Additional Resources

The *Will Northaway* series by Susan Olasky



Answers

- unfold – not folded or opened; unmoved – not having an emotional reaction; uncover – to remove the cover; uncut – not cut.
- Answers will vary but might include the thought that they'd help pay for the French and Indian Wars.
- The new taxes were to help pay for colonial defense.
- Answer might include the thought that they were fought partly for defense of the colonies, but mostly to expand Britain's territories and power in America.
- Answers will vary.
- Answers are contained in the second and third paragraphs of this section.
- Spelling Scramble answers are in the appendix.
- unfair – not trained; unimportant – not important; uneven – not even; untrained – not trained.
- Spelling Search answers are in the appendix.
- 6 of each
- boron, B
- 5 of each
- 6
- 2 of each
- sodium, Na, 11, 11, 12, 11, 23
 - nitrogen, N, 7, 7, 7, 7, 14
 - aluminum, Al, 13, 13, 14, 13, 27
 - iron, Fe, 26, 26, 30, 26, 56
 - Answers will vary.
 - Answers will vary.
- calcium, Ca, 20, 20, 20, 20, 40
 - silicon, Si, 14, 14, 14, 14, 28
 - silver, Ag, 47, 47, 61, 47, 108
 - gold, Au, 79, 79, 118, 79, 197
- protons – positive charge
 neutrons – no charge
 electrons – negative charge
- First, Samuel Adams **explained the effects** the Tea Act gave the East India Company. It meant they would have control over who could sell tea in the colonies. Then he gave his opinion—that it was an outrage, or something very insulting. This would **appeal to their emotions**. No one wants to feel like others are insulting him! He did not believe that Parliament, or the English government, should be able to decide who could sell things in the colonies. Then he **gave a reason, or cause**, for his outrage. He thought that they would not stop with controlling the sale of tea but would soon control everything. Finally, he **gave his opinion** that it had to stop, which may have influenced people since he was a leader in Boston and many people thought his opinion was important.
- Answer key is in the appendix.

