



Trail Guide to Learning Curriculum Series

Paths of Settlement: Nation Building Unit

by Debbie Strayer and Linda Fowler

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Second Edition

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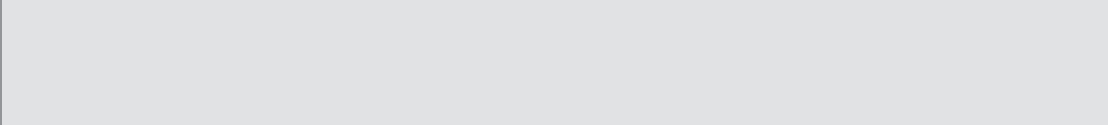
800.426.4650

www.geomatters.com

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 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 3: Nation Building in *Settlement*.

Nation Building Student Notebook pages
The Cabin Faced West by Jean Fritz
Justin Morgan Had a Horse by Marguerite Henry
Francis Scott Key by David Collins
Profiles from History, Volume 2 by Ashley M. Wiggers
Eat Your Way Through the USA by Jamie Aramini
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
Wee Sing America CD and songbook by Pamela Conn Beall & Susan Hagen Nipp
 U.S. Presidents Pocket Flash Cards
USA Activity CD published by Geography Matters
 USA PlaceMap with overlays (from Unit 2)
 Outline map of U.S.
 Rock Study Kit
 Mark-It Timeline of History

★ 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 sixth and seventh 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. Building a new nation required leaders who were committed to sacrifice and hard work.
2. Members of the community had to join in the commitment, sacrifice, and hard work.
3. Success also depended on the children accepting the need for sacrifice and hard work.

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 Cabin Faced West*, page 10, paragraphs 1 and 2 (“We’ve cast our lot...”).
-  Copy or write as your teacher dictates from *Justin Morgan Had a Horse*, the Foreword, paragraph 1 (“This is the story...”).
-  Choose one additional paragraph from today’s assignment in *Justin Morgan Had a Horse* to write from dictation.

B. Reader

Language Skills, History

The Cabin Faced West: page 9 (Chapter 1) to middle of page 14 (“... were stored away.”)

Justin Morgan Had a Horse: page 11 (Chapter 1) through page 18, paragraph 3 (“...cobs like Bub.”)

-  Read the above assignment from *The Cabin Faced West* aloud, and then follow along as someone else reads the assignment from *Justin Morgan Had a Horse*.
-  Read the above assignment from *The Cabin Faced West* silently, and then read the assignment from *Justin Morgan Had a Horse* 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 Cabin Faced West*
- *Justin Morgan Had a Horse*
- *Francis Scott Key*
- *Eat Your Way Through the USA*
- *Watercolor for Young Artists*
- *United States History Atlas*
- *State Notebook*
- *Desk Atlas of the United States*
- *Profiles from History, Vol. 2*
- *Wee Sing America* CD and songbook
- USA PlaceMap with overlays from Unit 2
- Water-based transparency markers
- U.S. Presidents Pocket Flash Cards
- Outline Map of the U.S.
- USA Activity CD
- Printed or online news source
- Newspaper or plastic covering
- Thesaurus and dictionary
- Globe or map of the world (in appendix)
- Activity (Parts 2 and 4)
- Ingredients for recipe (Part 3)

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

Every student should read or listen to all the literature selections for the unit. Reading or hearing the different perspectives adds depth to understanding the events and circumstances of the times.

B.


C.



You may want to encourage your children to make short notes on a piece of scrap paper as they are reading or listening. This will make it easier to remember events and details.


C. Read-Aloud & Discussion *Language Skills, History, Thinking Skills*
Francis Scott Key: page 1 through page 5, paragraph 3 (“...our horses onward.”)

Follow the directions for your level to read or listen to the above assignment from *Francis Scott Key*. When you’re finished, pretend you are a TV news reporter and choose events that you heard or read about today. Think about what you know from the story, and discuss the events you chose with your teacher. Then, in your own words report on each event you chose by answering the following questions. If needed, you may look back at the story to find specific details.

- What took place?
- When did it take place?
- Where did it take place?
- Who were the main people involved?
- How does this event affect Francis Scott Key’s life?
- Why do you think it took place?

 Listen carefully as your teacher or someone else reads the assignment from *Francis Scott Key* aloud.

 Choose one event.  Choose two events.

 Read one or two pages of the assigned passage aloud, and listen as your teacher or someone else reads the remainder. Then choose two events and report on them. When you’re finished, talk with your teacher about how the two events are related. For example, were they both things that happened to family members? Did the events relate to the war? Did they both occur on the farm? Did they have something to do with “The Star Spangled Banner?” Decide what factors are common between the two events you reported.

D.

Read the list of words to your child. If your student 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 need to fold and cut four index cards; older students need to cut six.

D. Spelling *Language Skills, Thinking Skills*

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 “3:1” (for Unit 3: Lesson 1) in the upper right corner of your spelling cards so it will be easy to use them for review later.

Now organize your new spelling word cards by prefixes, suffixes, similar vowel or letter sounds, similar meanings, word lengths, or by any other similarities that you see. Try to find something about

each word that can help you remember its spelling, like unusual spelling patterns (for example, where *ch* makes the /k/ sound,) or a small word in a big word (like Ala-BAM-a). Show your teacher how you organized the words.

	diary	precious	vegetable	disappeared
	impishness	particular	expression	exasperation
👤👤	obliged	porridge	Ebenezer	imagination

Ⓔ. **History**

Geography, Thinking Skills

Nation building, or growth in the size of a nation, happens in many ways. One of the ways of building America was by the signing of treaties. A **treaty**, or formal agreement between more than one country or group, sometimes comes through discussion and agreements, and sometimes it comes after a long fight. When two or more groups sign a treaty, usually all receive something they want. Fighting may stop, or each group may give money or land to the other group.

The Treaty of Paris, signed in 1783, is an example of nation building by treaty. After several years of struggle with the British, and then the Revolutionary War, talks began between the Great Britain and the Americans. Benjamin Franklin led the commission that **negotiated**, or came to agreement through discussion and compromise, a treaty that brought about peace for the United States. It was named the Treaty of Paris because it took place in Paris, France. In it, the King of England said that the thirteen colonies, now considered states, were free of British rule, making them a new and independent country.

The Treaty of Paris also set boundaries for the new country. The United States of America, its new name, now included all the land between the Appalachian Mountains and the Mississippi River. The northern boundary was Canada, and the southern boundary was Florida. Canada still belonged to the English, and Florida belonged to Spain.

After the treaty was signed, the British army sailed home to Great Britain. The American troops, led by General George Washington, marched into New York the winners of a long and difficult struggle for freedom. This was the beginning of the new nation and government of the United States of America.

The frontier, or furthest edge of settlement by pioneers before a greater number of settlers move in, is usually the most difficult place to live. This was certainly true of the land the United States

In order to view history correctly, you have to consider the motives and understanding of the people involved. Evaluate history in the light of context, or what was happening at the time. Sometimes things done in the past are hard for us to understand. Perhaps the people would not have acted in that way if they had our perspective. Remember to evaluate people and their actions based on their knowledge and intentions.



★ LAPBOOK ACTIVITY ★

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.

Each time your students make a vocabulary card for this unit, have them write **NB** (for Nation Building) in the upper left corner. This will make it possible to review vocabulary by unit at the end of the year.

E.

E.

acquired because of this treaty. There were still many Native American Indians living in the newly acquired land, and they did not necessarily recognize the right of the Americans to move in.

The Native Americans wanted to continue the traditions of their culture. Most of the settlers moving west towards the frontier came from traditions that encouraged people to find a place and build a permanent home. This home would be a place to raise a family, grow crops, and raise farm animals. Soon, towns were built where others lived to help support the development of the area through the efforts of individuals like doctors, bankers, and store owners. While both groups made attempts to work together, these often failed and ended in violence. The government tried to make the process peaceful by negotiating treaties with the Indians. In return, the Indians gave over control of large sections of land to the government. For many reasons, these treaties were often broken. The government later made decisions to settle the disputes between Native Americans and settlers. In the end, not everyone was happy. The process of making sure fair dealings occurred still continues to this day.

With the beginning of the new nation of America, even more people wanted to come here to live. Many of the people who already lived here wanted to own their own land, so many pioneers moved to the new lands given to the United States through the Treaty of Paris. Fighting between some of the pioneers and the Native Americans seemed bound to happen.

Think of the literature you have read so far this year. Tell about an example that you can think of where the Native Americans and the pioneer settlers got along. Now think of an example where the Native Americans and the pioneer settlers did not get along. Tell your teacher why you think they got along and why they fought.

Today you will draw another map on the PlaceMap overlays. First, find the map in your *United States History Atlas* entitled “Growth of the United States to 1853.” Notice the area that was added by the Treaty of Paris. Now carefully draw the western boundary of that area directly onto the transparency that is folded over the PlaceMap. Use the water-based pen you used for the 13 colonies map. The eastern boundary runs mostly along the Line of Proclamation, and the western boundary follows the Mississippi River almost all the way to the top, where it is slightly different. You may cross over a bit on the left transparency sheet if needed. Remember, your boundaries do not have to be perfect—just do your best! When you are finished, color and label the Treaty of Paris on the map overlay.




The PlaceMap activity is ongoing, beginning in Unit 2 and continuing through most of this unit. It is intended to show the growth of the United States in historical increments.

If you did not complete Unit 2 but would like to proceed with the PlaceMap overlays, full instructions for getting started can be found on the links page.


Compare your new transparency to the one you made in Unit 2, and notice how the size of America changed because of the Treaty of Paris. You can see by looking at the maps, that this was a great leap forward in the size of our nation.

On this map, you can see the names of the states and their borders shown by dotted lines. These dotted lines show the borders of each state as it is today. In your Student Notebook, make a list of the states that **expanded**, or grew larger, because of the Treaty of Paris.¹

Look at the map in your history atlas again. Now make a list of current states that were established on land that was added to the United States by the Treaty of Paris.²

 Look again at the map transparencies you have made. How much of an increase to the size of America did the Treaty of Paris bring about? You can answer this by estimating or by finding an exact amount.³

Imagine that you are the negotiator of a treaty between the Native Americans and the pioneer settlers. Based on what you have learned through the literature, make a list in your Student Notebook of what you think each group would want. Talk with your teacher about what you would propose to each group. Tell whether you think that your treaty would stop the conflict between the two groups.

 Choose one of the following treaties signed by Native Americans with the United States. Learn more about it, and then choose a statement you agree with for number one and number two. Tell your teacher why you agree with the statement you chose.

- The Treaty of New Echota (1835)
- Treaty with the Florida Tribes of Indians (1823)
- Treaty with the Chickasaw (1832)

- 1) The treaty was a good deal for the Native Americans because:
The treaty was a bad deal for the Native Americans because:
- 2) The treaty was a good deal for the settlers because:
The treaty was a bad deal for the settlers because:





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F. **States**

Geography, History, Thinking Skills

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



- Place a small star on the spot where Little Rock is located, and label it. Little Rock is the capital city of Arkansas.
- Color the lines showing the Mississippi, Arkansas, Buffalo, White, St. Francis, and Red rivers blue, and label them.
- Lightly color the areas where the Ozark, Boston, and Ouachita mountains are located green, and label them.
- Color and label Millwood Lake, Lake Ouachita, Bull Shoals Lake, and Norfolk Lake.



- Label the six states that border Arkansas.

G. **Doing** *Art, Music*
Music of the Times: Look at the song entitled “Blow the Man Down” in your *Wee Sing America* songbook, and read the historical note about it in the book. This type of song was sung by sailors when they were working, and its rhythm helped them do things in **unison**, or at the same time. Now listen to it on the *Wee Sing America* CD. Try to become familiar with the words and music so that you can sing along, or learn to play it on an instrument of your choice. You may want to recite, sing, or play this song during your presentation at the end of this unit.

In *Watercolor Painting*, read pages 18-19, and talk with your teacher about what you learned regarding perspective. Then complete the project on these pages using a half sheet, or smaller if you prefer, of your watercolor paper. If you don’t want to paint the same scene as the one in the book, get some other ideas of what to paint by looking at pictures, going out in your yard (only with your parent’s permission), or thinking of things in nature you have noticed.

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.

Watercolor Painting is the small instruction booklet inside the *Watercolor for Young Artists* folder.

G.



When a student draws or paints a scene, there are many wonderful thinking skills taking place. The student is observing, recording, and categorizing information and then interpreting that information—all accomplished while doing something fun!

H. **Independent Reading & Review** *Language Skills*
 Look back at this lesson’s Steps for Thinking, and complete the following sentence in your Student Notebook:

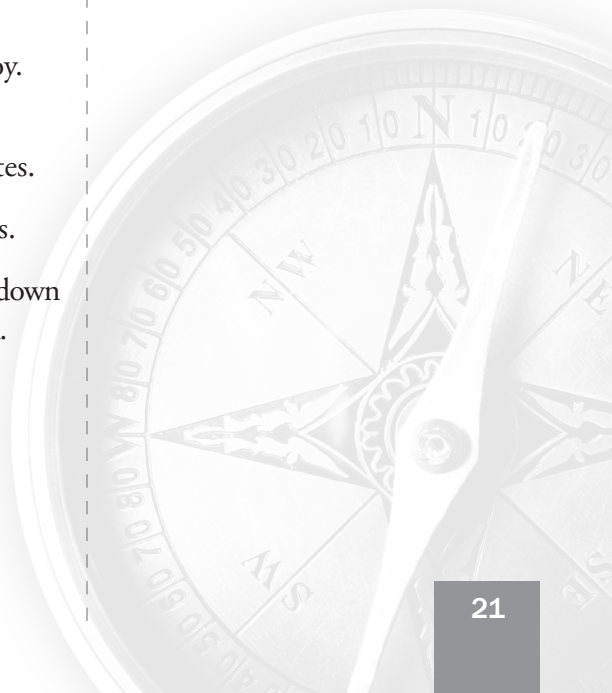
Building a new _____ required leaders who were committed to _____ and hard _____.

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.

Imagery is a picture in your mind, often created by using words. It is very individual, since it depends on your understanding of the words and your experiences. This activity builds imagery. Poetry often uses imagery as an important part of enjoying and understanding the words of others.

Identifying rhyme patterns is an ongoing activity that was introduced in Unit 2. If your child did not complete that unit and is unfamiliar with this concept, you can find information at the library or on the Internet.

If you choose to have your student use the Internet, one good site with downloadable lessons can be found on the links page.

A. Quotation Notebook


History, Language Skills, Music

In this section you will copy verses from the American national anthem, “The Star Spangled Banner.” This song sprang from the experiences of Francis Scott Key during the War of 1812. The events at that time sparked the words he wrote, but they came from the heart of a man who served his country and was deeply patriotic. The words of the song found widespread acceptance and reflected the patriotic feelings of many who heard it. Every American should be familiar with the words and meaning of “The Star Spangled Banner,” though its love of country and freedom will connect with citizens of free and democratic nations everywhere. As you examine the song, consider the imagery created by the words. Since it is also a poem, consider its rhyme pattern as well.

O say, can you see, by the dawn’s early light,
What so proudly we hailed at the twilight’s last gleaming?

Copy the above passage into your Student Notebook. Talk with your teacher about the meaning of the verse and any unknown words. You may want to present the “Star Spangled Banner” to your family at the end of this unit, so listen to it on the *Wee Sing America* CD and follow along with the words in the songbook. Practice reading or singing each section of the song aloud.

In your Student Notebook, there are phrases from this part of the verse that produce an image in your mind. Draw a picture or write a description of each image created in your Student Notebook.



-  Choose two words from the verse, and write at least one synonym for each one. Make sure you find a meaning that goes with its context, or the way it is used in the verse.

B. Reader

Language Skills, History



The Cabin Faced West: page 14, paragraph 1 (“Ann moved...”) to middle of page 19 (“...promise for her.”)

Justin Morgan Had a Horse: page 18, paragraph 4 (“The smaller colt...”) to the top of page 27 (“...I do believe.”)

-  Read the above assignment from *The Cabin Faced West* aloud, and then follow along as someone else reads the assignment from *Justin Morgan Had a Horse*.
-  Read the above assignment from *The Cabin Faced West* silently, and then read the assignment from *Justin Morgan Had a Horse* aloud.

- C. Read-Aloud & Narration** *Language Skills, History, Thinking Skills*
Francis Scott Key: page 5, paragraph 4 (“It was sunset...”) to the bottom of page 8 (“...man before me.”)

Follow the instructions below for your level. Then, in your own words, tell what happened in the story from Francis’ point of view, or pretend you are Francis 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 *Francis Scott Key* aloud.
-  Read one or two pages of the assignment from *Francis Scott Key* aloud, then listen as your teacher or someone else reads the remainder.

- D. Editing** *Language Skills, Thinking Skills*
 Editors are people who correct and improve writing. 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 rules about usage and mechanics that you can use to correct punctuation, words, and sentences.

In this unit you will learn some ways that **pronouns, apostrophes, and hyphens** are used. Pronouns are words that can take the place of nouns, like *I, you, she, it, we, and they*. Apostrophes (’) and hyphens (-) are punctuation marks used to connect words. Even though you won’t learn every rule about these things, this is a good start in thinking about how to use them correctly. Check a grammar handbook if you would like to learn more, or you can use a dictionary or the spell check function on your computer (with your teacher’s permission) to check if you are not sure when writing.

Editor’s Toolkit

M 3.1 – Use an apostrophe (’) to show the missing letters in a contraction.

I don’t (*o* is missing from *not*) want to fall and get hurt.
 They’re (*a* is missing from *are*) going to come with us.

U 5.1 – A pronoun for one person or thing can be the subject of a sentence.

I like ice cream. You will be my friend.
He loves to play football. She likes to read.
It was my favorite present.

Encourage your children to get into character for this assignment. They can narrate, or retell, the passage using the pronoun *I*, stand up to look more impressive, use a deeper voice, etc. By encouraging this creativity, you are also encouraging critical thinking. What would the speaker sound like? What happened to him, and how did he feel about it? This is a natural way to comprehend and express the thoughts of another person.

The Mechanics and Editing section in this unit begins with skills that your child may already know. It is always a good idea to begin instruction with review, so please have your child complete these activities even if he already knows the concepts presented. A great way to enjoy a review with your child is to ask him to be the teacher and present the information to you, the student!

For your convenience, you can also find a link to an online grammar reference on the links page.

C.

D.

D.

U 5.2 – A name and a pronoun for one person can be used together as the subject of a sentence. (Remember the Golden Rule—put yourself last!)

Sam and I will go for a bike ride.

He and Bob play ball together.

Practice these skills by correcting the sentences in your Student Notebook.⁵ The number of errors in each sentence is listed after the sentence in parentheses. To show that a letter needs to be capitalized, make three lines (≡) underneath the letter that should be capitalized. 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.



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E. Science

Geography, Thinking Skills, Art

In the first few lessons of this unit you will learn about the oceans and their water, erosion, the continental shelf, and the continental slope. 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.


Even though most of the states you have studied so far this year are located close to the Atlantic Ocean, you have not yet learned much about that large body of water and others similar to it. So, in this section you will begin a study of oceans and their properties.

Look at a globe or the map of the world in the appendix, and notice how much space water takes up. In fact, the Earth has more than two times as much water as it does land, and most of it is contained in the oceans and seas. See if you can find and point to the five main oceans, and then write their names in your Student Notebook.⁶ How many seas can you find? Write the names of three or four seas in your Student Notebook, and talk with your teacher about what makes a sea different from an ocean.⁷

Notice on your globe or map that all the oceans are connected to one another. Even though different areas have different names, they are really just one continuous body of water. It is surprising that only a small part (about one tenth) of this huge underwater territory has ever been explored. Would you believe that scientists today know less about the ocean floor than they do about the surface of the moon?

But **oceanographers**, or scientists who study the ocean, have still learned many things about it and are learning more everyday. For example, they have used things like sound waves and special satellite measurements to get an idea of what the ocean floor looks like.

After you complete your regular assignments in this section, begin making a 3-D map of a small part of the ocean floor. A 3-D map shows the various heights of the land in an area. Even though your map will not be exact, it will help you **visualize**, or picture in your mind, what the ocean floor looks like. To get started, follow the step-by-step instructions in the appendix for making a 3-D map.

 Talk with your teacher about ways the ocean floor might be similar to or different from the surface of the moon. It might be helpful to start by finding some good pictures of both at the library or on the Internet. Then make a list of the things you come up with on a piece of plain paper. Date and add the list to your Student Notebook.

F. States *Geography, Thinking Skills, History, Drawing*
Find the Arkansas page in your *State Notebook*, and use information from the *Desk Atlas to the United States* to fill it in. Don't forget to add the stickers showing Arkansas' state flower, bird, and tree!

When you're finished, follow the instructions in the appendix to make State Cards for Arkansas, whose nickname is "The Natural State." Since this is a Southern state, be sure to outline the cards in green.

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.

Choose an article from a newspaper, news magazine, or online source of news that is acceptable to your parents that relates to a current event in local, state, or national government. Topics can include an action taken by the president, Congress, or Supreme Court, or a decision made by your governor, mayor, or town council, and so forth. Ask your partner to read the article, and then answer the following questions in your Student Notebook:

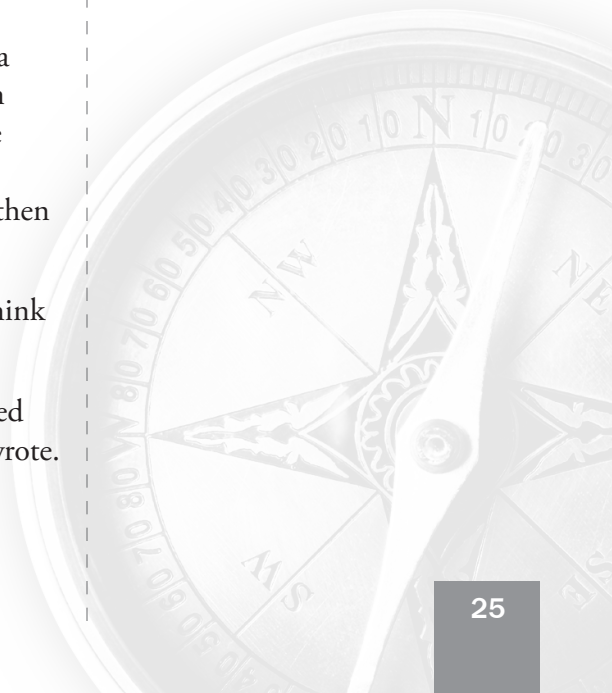
Do you agree with the article; why or why not? What do you think should happen in the future regarding this issue?

Tell about the news story using the number of sentences indicated below. Then tell what you think about the things your partner wrote.

The 3-D map project begun in this section is designed to be completed a little at a time through the next four lessons. It is time well spent because the landscapes of deep ocean areas cannot be observed by most people first-hand, and there are few pictures that document the many different features. With that in mind, this activity offers an interactive, hands-on occasion to gain a far more in-depth understanding of the ocean.

In addition, various stages of the project provide opportunities to practice following directions, sharpen problem-solving skills, express individual creativity, and have fun. Working relationships within the family are naturally built and improved—especially when mom or dad joins in!


E.



Write several sentences in reply, including whether or not you agree with your partner and why. End with a question for your partner.

 at least four sentences

 at least five sentences

 Tell about the news story with at least one paragraph. Then tell what you think about the things your partner wrote with a second 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 the paragraph at or near the beginning of the paragraph. You do not want the reader to read your paragraph for very long without knowing for sure what you think!

JL. Independent Reading & Review


Language Skills


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

_____ of the community had to join in the _____, sacrifice, and hard work.

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.



JL. 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 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.




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 Cabin Faced West*, page 20, paragraph 6 (“She read what...”).
-  Copy or write as your teacher dictates from *Justin Morgan Had a Horse*, page 37, paragraph 2 (“Joel and Bub...”).
-  Choose one additional paragraph from today's assignment in *Justin Morgan Had a Horse* to write from dictation.

B. Reader

Language Skills, History

The Cabin Faced West: page 19, paragraph 1 (“She scuffed...”) to middle of page 24 (“...important to do.”)

Justin Morgan Had a Horse: page 27, paragraph 1 (“Joel's hands...”) through page 33, paragraph 2 (“...amount to much.”)


-  Read the above assignment from *The Cabin Faced West* aloud, and then follow along as someone else reads the assignment from *Justin Morgan Had a Horse*.
-  Read the above assignment from *The Cabin Faced West* silently, and then read the assignment from *Justin Morgan Had a Horse* aloud.

C. Read-Aloud & Discussion

Language Skills, History, Thinking Skills

Francis Scott Key: page 10 (Chapter 2) through page 14 paragraph 5 (“...one that believeth.”)

Follow the directions below to read or listen to the above assignment from *Francis Scott Key*. Then make up the assigned number of questions about the part of the story you just read or heard. Write down your questions, and ask your teacher to answer them. After discussing her thoughts, write 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 *Francis Scott Key* aloud.

Teaching Tip

If your child needs to practice reading aloud to gain fluency but feels that it is babyish for him to have to do so, suggest that he read into a tape recorder by himself. That way, he can read, listen, and practice rereading parts that don't sound smooth. You can listen to the passage without him present to identify areas that need further practice. When you keep the tapes and your child listens to them later, they can be a proof of improvement!



Make up one question.



Make up two questions.



Read one or two pages of the assignment from *Francis Scott Key* 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 on an index card. Then use a thesaurus to find a **synonym**, or word that means almost the same thing, for each word. To find a word in a thesaurus or dictionary, you may need to remove any endings that have been added, such as an *s* or *ed*. If you cannot find a synonym, use a dictionary to look up the meaning of the word. On the back of each card, draw a picture or write a clue so you can remember how each word was used in the story. Write a *D* or *S* by your clue to tell whether you wrote a definition or synonym.

squatters

makeshift

scolded

prowling

mockery



descendant

fledgling

perchance

gangly

awl

Look at the list of spelling words on your Student Notebook page. Divide each word into syllables by drawing a slash line (/) between the syllables, like this: um/brel/la. After you have marked each word, use a dictionary to check your work.⁹ If you don't know what the word means, read the definition while you are checking your syllable markings. Then place a check next to each word to show that you know what it means.

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. Quickly review the meanings of the words, and see how many you remember.

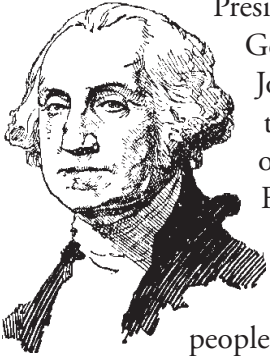
E. History

Geography, Thinking Skills

Presidential Focus: As you learn about nation building, you will hear the names of many different American presidents. Since this unit begins with the end of the Revolutionary War, you will begin with the first president, George Washington. Read the U. S.

Presidents Flash Cards about

George Washington and John Adams. Use the things you learn to fill out the Presidential Focus pages in your Student Notebook.



As you have learned, people whose families came

from other countries **founded**, or set up, the United States. From the beginning, the United States was very unusual in the world. That is because its Constitution allowed **citizens**, or legal residents, to participate in electing the people and making the laws that would govern them.

At first, the laws that explained who was actually a citizen were not perfect, and many people who lived in the United States were not included. But over the years the laws gradually changed, and nowadays everyone born in the United States is automatically a *natural* citizen. In addition, all people who come to America legally and settle here have the opportunity to become *naturalized* citizens.

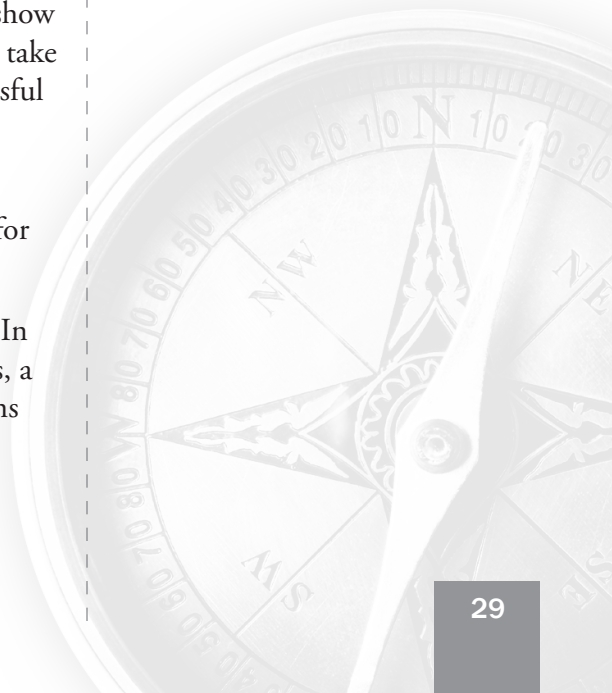
To do that, people first have to live in this country for at least five years and be at least 18 years old. They must have good moral character and be willing to promise their loyalty to the United States. If they meet those requirements, they can fill out applications for citizenship. Then, after a short wait, applicants meet with a government representative for an interview. There, they show that they can understand, speak, and write in English, and they take a test about this nation's history and government. After a successful interview, the final step is to appear before a judge and take the **oath of allegiance**, or promise of loyalty, to the United States.

In your Student Notebook, make a list of the six requirements for naturalization.¹⁰

Natural and naturalized citizens are alike, except for one thing. In order to serve as president or vice president of the United States, a person must be born in this country. Other than that, all citizens



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have the same rights and the same responsibilities. Following are some important rights that make United States citizenship desirable to many people all over the world:

- Freedom of religion;
- Freedom of assembly;
- Freedom to keep and bear arms;
- Freedom of speech;
- Freedom of the press;
- Protection for those accused of crimes; and,
- Opportunity to vote on people and issues.

However, citizenship is more than just enjoying rights—it also involves taking responsibility so that people can keep their rights. For example, if citizens do not take the responsibility to vote, there is a better chance for laws to be passed that go against their values. Or, if they do not take the responsibility to serve on a jury when asked, someone might not receive a fair trial. Following are some of the responsibilities that help protect the freedoms of United States citizens:

- Vote;
- Support and defend the Constitution;
- Serve the country when necessary;
- Pay taxes honestly;
- Respect and obey laws;
- Respect the rights, beliefs, and opinions of others; and,
- Participate on juries or as a witness when asked.

Read and discuss the rights and responsibilities listed above with your teacher. Then choose two from each category that interest you. In your Student Notebook, tell which ones you chose. Then write two or three sentences about each one that explain why that right or responsibility is important.



Use the library or the Internet to find out about the 15th Amendment to the United States Constitution. Then talk to your teacher about what you learned. Be sure to tell her when the amendment was approved and what it was about. Include any problems that surrounded it.



Find out about the 19th Amendment to the United States Constitution. Then talk to your teacher about what you learned. Be sure to tell her when the amendment was approved and what it was about. Include any problems that surrounded it.



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.

F. States

Geography, History, Thinking Skills

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

- Place a small red star on the spot where Baton Rouge is located, and label it. Baton Rouge is the capital city of Louisiana.
- Label the Gulf of Mexico.
- Color the lines showing the Mississippi, Red, Atchafalaya, and Pearl rivers blue, and label them.
- Color and label Lake Pontchartrain.
- Place a dot on the spot where New Orleans is located, and label it.
- Label Toledo Bend Reservoir and Atchafalaya Bay.
- Label the three states that border Louisiana.

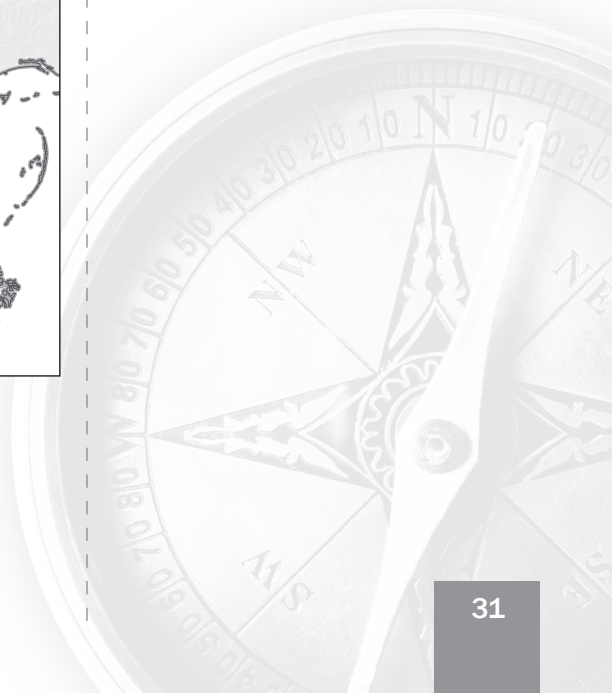


It is important for students to be acquainted with various reference tools, such as an atlas. Since your goal is for students to be lifelong learners, use of reference tools can greatly enhance learning on any topic. Using these tools successfully requires familiarity and the opportunities to use the tools as part of learning that is connected to history, literature, science, and, ultimately, life.

F.



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Connect Learning to Life

Food is a powerful connection between events and memories. When you make a dish that connects the knowledge and understanding gained about a place, event, or literature to an experience, learning becomes more lasting. My children will probably never forget the *Swiss Family Robinson* dinner we made after reading the book. We sat on the floor, ate nothing but island food, and used candles! They loved it and can still tell about it years later.

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 Arkansas or Louisiana, 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:

_____ also depended on the _____ accepting the need for sacrifice and hard work.

Then complete the Spelling Search game in your Student Notebook.¹¹

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.



Lesson 1: Part 4

A. Quotation Notebook


History, Language Skills, Music

Continue copying verses from the American national anthem, “The Star Spangled Banner.” As you examine this song, consider the imagery created by the words. Since it is also a poem, consider its rhyme pattern as well.

Whose broad stripes and bright stars, through the perilous fight,
O’er the ramparts we watched were so gallantly streaming!

Copy the above passage into your Student Notebook, and talk with your teacher about its meaning and any unknown words. Then listen to it on the *Wee Sing America* CD, and follow along with the words in the songbook. Practice reading or singing each section of the song aloud.

Under each phrase printed in your Student Notebook, draw a picture or write an explanation that describes the image it creates in your mind.


-  Choose two words from the verse, and write at least one synonym for each one. Make sure you find a meaning that goes with its context, or the way it is used in the verse.


B. Reader

Language Skills, History

The Cabin Faced West: page 24, paragraph 1 (“As he stepped...”) through page 28 (end of chapter)

Justin Morgan Had a Horse: page 33, paragraph 3 (“This was...”) through page 38 (end of chapter)

-  Read the above assignment from *The Cabin Faced West* aloud, and then follow along as someone else reads the assignment from *Justin Morgan Had a Horse*.

-  Read the above assignment from *The Cabin Faced West* silently, and then read the assignment from *Justin Morgan Had a Horse* aloud.

C. Read-Aloud & Narration

Language Skills, History, Thinking Skills

Francis Scott Key: page 14, paragraph 6 (“Silently, my father...”) through page 18, paragraph 1 (“...kind words often.”)

After reading or listening to the read-aloud assignment, 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

If your child seems uncomfortable with the idea of drawing images, go to the library and look for books about the national anthem that may include artwork. Encourage your child to understand that people create different pictures, or images in their mind, so there is no one correct answer.

a.

Teaching Tip

The skill of predicting what will happen in the story is an important one. It requires your child to remember what has already happened, consider the characters and events, and then come up with a reasonable idea of what may happen in the future. This process involves using critical thinking skills and can be a natural part of any reading your child is doing. Just ask, “What do you think will happen next?”

your predictions in your Student Notebook. 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 above assignment from *Francis Scott Key* aloud. 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 three things that you think will happen in the story.

D. Editing

Language Skills, Thinking Skills

Reread the Editor's Toolkit from Part 2 of this lesson. Be the teacher, and tell what each skill means and how it is used.



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



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

E. Science

Geography, Thinking Skills, Art

Look at your globe or map of the world in the appendix, and notice the many land masses. At first it might seem like there are a lot of them, until you compare the amount of land to the amount of water. It is strange to realize that dry land actually covers a little less than one-third of the Earth!

Notice that there are several very large land areas on the Earth, as well as many smaller ones. The biggest areas are called **continents**, which are defined as large, continuous, separate masses of land, surrounded (or mostly surrounded) by water. How many continents do you see labeled on your map or globe? Do they all match that definition?

You most likely counted seven labeled continents, but two of them definitely do not fit the common definition. Europe and Asia share the same huge land mass, so why are they labeled as separate continents? No one knows for sure, because it has been that way since ancient Greeks drew the first maps of the Old World, almost 3,000 years ago. It has become **traditional**, or a long-established custom, to separate them. Nowadays more and more people—especially geologists, or scientists who study the make-up of the Earth, and those who live in Europe and Asia—are calling the giant area of land that holds those two continents *Eurasia*.

D.


For days with several assignments that require writing, you may want to do some of the assignments verbally or have your student complete some of them by typing. Variety in response can help keep students motivated to do a good job.



★ LAPBOOK ACTIVITY ★

Find and point to the seven continents, and use your finger to outline the large land mass where two of them are located. Then write their names in your Student Notebook.¹¹ How many islands can you find? Write the names of four or five of the larger islands in your Student Notebook.¹²

After you complete the regular assignments in this section, continue working on your 3-D map. In the appendix, follow the instructions for Lesson 1: Part 4.

 At the library or, with your parent's permission, on the Internet find out why ice-covered Antarctica is considered a desert. Then write one or two sentences in your Student Notebook explaining what you learned.

F. **States** *Geography, Thinking Skills, History, Drawing*
Find the Louisiana 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 Louisiana's state flower, bird, and tree!

When you're finished, follow the instructions in the appendix to make State Cards for Louisiana, whose nickname is "The Pelican State." Since this is a Southern state, be sure to outline the cards in green.

G. **Writing** *Language Skills, Thinking Skills*
News stories are important to the citizens of a nation. Since no one can be everywhere, people rely on others to tell them what is happening in other places. They want the person who is telling what happened, or the **reporter**, to tell the truth, as free as possible from bias. **Bias** means to be unfairly for or against something.

When reporters are biased, it means that you cannot depend on their reporting to provide the **facts** fairly. Bias is similar to point of view. However, the goal of reporting in general is to clearly state the facts, or what can be shown to have taken place. Then people can decide for themselves what they believe about something that happened and what is best to do about it. If reporters are biased, they may present the news in such a way that the reader or listener does not get all the facts clearly. It is best to tell your audience if you are stating an **opinion**, or what you think about something.

Here are some examples:

Fact – The sun shines during the daytime.

Opinion – Daytime is better than nighttime because the sun is shining.

Teaching Tip

Rather than look for a new source of articles for each interactive writing assignment, you may want to choose a publication or website and use articles from it regularly.

Unbiased statement – The Tigers won the football game.

Biased statement – The Tigers only won the football game because they were lucky.

News stories tell facts and have many parts. They also tend to be shorter than other stories because they usually have to fit into a smaller space. The first part of a news story is the *headline*, which is a title printed at the top that gives the main idea, or a summary of the story. The *byline* comes right below the headline and tells who wrote the story. Next, the first paragraph of the news story begins with the *lead*, which tells the main idea again and gives the most important facts. After this comes the *body* of the story, which answers the questions who, what, when, where, why, and how the story took place. The *ending* gives a final thought about the story and is a conclusion. Since this is the last part of the story, try to make it something your reader will remember. It makes a story more interesting to add quotes from those who were present, making them primary sources.

Here is a sample news story:

Billy Smith Cleans His Room

by Anna Smith

Yesterday Billy was the talk of the Smith household because he cleaned his room. He picked up his toys, made his bed, straightened his shelves, and cleaned under his bed.

“I’m really glad I cleaned my room,” Billy said. “Not only do I feel better, but I found many toys under my bed that I had completely forgotten about. Now I am excited about playing with them again,” he stated.

The room cleaning did not take long, with Billy starting at about 9 A.M. and finishing by noon. His mom felt that the help he got organizing made a big difference in his success. “The new bins for his toys gave him a place to put everything and really got him going,” she said.

Are you wondering why he cleaned his room now? Grama and Grampa are coming for a visit, and Mom said everyone had to clean up. Billy took this direction to heart and got the job done. Does he plan to keep his room clean in the future?

Billy smiled while he shared, “I’m excited about being able to find things and sit on my bed when I want to. I hope to keep my room this way all the time!”

Think of an event that has happened at your home. It could be a normal, everyday event such as cooking dinner or giving the dog a

bath. Collect information about it as a reporter would. Talk directly to those who were involved. Get the facts straight, and then write a news story about the event you chose. Make sure you have included all the parts listed for a news story. When you are finished, ask the family member or people involved to read it. Consider using their input to make any **revisions**, or changes, that correct the facts or make your story better. You may also want to include photographs, since they are a common part of news stories.

- ✎🐾 Choose a less frequent event such as someone's birthday celebration or the experience of a sick family member. Then follow the directions above to write another news story about the event you chose.
- 🐾 Think about what might happen if a news story reported facts that were not true. What could the effects be? Talk with your teacher about ways that an incorrect news story can be corrected, such as by printing a *retraction*. Look up this word, and tell what it means. News stories are often printed or reported quickly in an attempt to get information to people as soon as possible. How can that make mistakes more frequent? If someone printed a story about you that you did not think was true, what should you do? How would you feel?

IL Independent Reading & Review

Language Skills

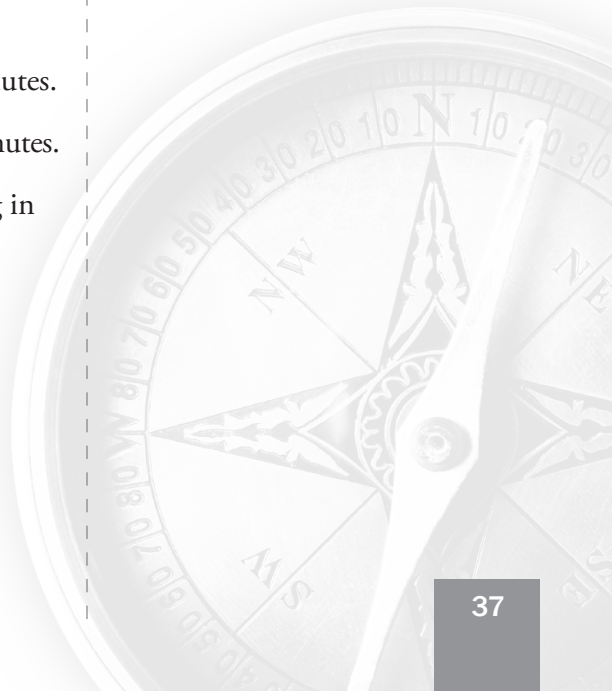
Look back at the Steps for Thinking in Part 1, and discuss them with your teacher. Then follow the directions below to give examples of how the steps were true in your reading, listening, or discussion for this lesson.

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 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 back at your spelling word cards 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 Arkansas and Louisiana. Then, on the large outline map of the U.S., draw green lines around them because they are Southern states. Write in the names of the states, and draw small stars where their capital cities are located. Next to the stars, write the name of each capital city.
- Read, or listen as your teacher reads, the story about Daniel Webster 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 Nation Building Word Search located in your Student Notebook.¹⁴

Enrichment Activities

1. Use the library or the Internet to answer these questions: When did Native Americans begin to vote? Why do you think it took so long? Why couldn't these people become American citizens? Does the United States still consider Indian reservations to be separate nations? Write at least four paragraphs that answer these questions, and include any other information that you

Teaching Tip

Educators have many different feelings about grading. For a child who struggles, grading can be very discouraging. For a child who is competitive grading may seem like a good idea, but not if the child is overly focused on competing with others. It is better to focus on personal improvement than competition with peers. Keep grading in perspective.

Teaching Tip

History is easier to understand when you learn about the lives of real people—not just the events that took place, but what was important to the person. Those who do great things, do so because of their strong beliefs and passion. The passion of others can inspire us to do great things as well!

find interesting. When you are finished, add your report to your Student Notebook.

2. 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.

Additional Resources

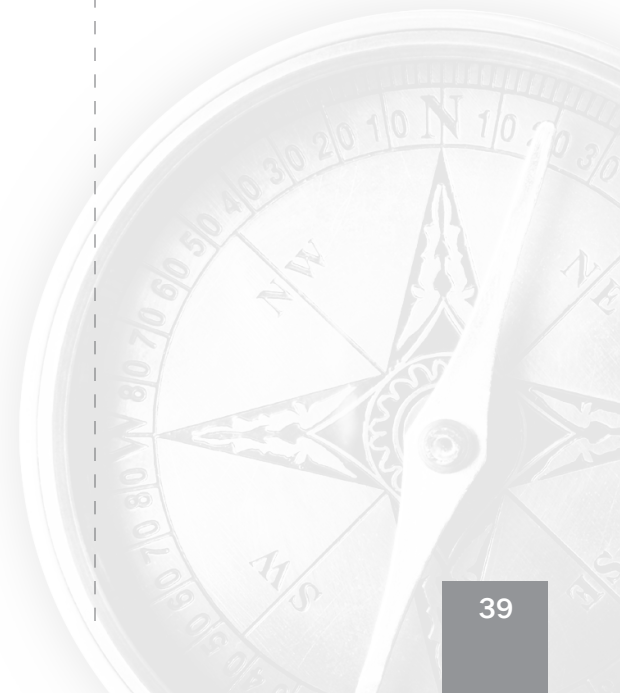
Martha Washington: America's First Lady (Childhood of Famous Americans) by Jean Brown Wagoner

Servant to Abigail Adams: The Early American Adventures of Hannah Cooper by Kate Connell

Visit the links page for information and activities related to the branches of government.



Whenever your student reads a new book, be sure to provide a copy of the Book Review page. The completed Book Review can then be placed in the Student Notebook.



Answers

1. New York, Pennsylvania, West Virginia, Virginia, North Carolina, and Georgia
2. Ohio, Kentucky, Tennessee, Alabama, Mississippi, Illinois, Indiana, Wisconsin, and Michigan
3. The land mass of the United States more than doubled.
4. Answers will vary but may open the door to discuss the area's low sea level and the difficulties New Orleans faces as a result.
5.
 1. George Washington didn't support the British.
 2. He wasn't afraid of great responsibility.
 3. Were she and Margaret still best friends?
 4. There weren't many soldiers left from the days of Valley Forge.
 5. He and Joel went on a trip to Massachusetts.
 6. Wasn't John Key the master of Terra Rubra?
 7. He and Little Bub weren't the property of Farmer Beane anymore.
 8. Did Mrs. Key speak to Mr. Key about the abused slave?
 9. The Hamilton family didn't plan to go back to Pennsylvania.
6. Atlantic, Pacific, Indian, Arctic, Southern (or Antarctic)
7. Answers will vary. Sometimes the word *sea* is used in place of *ocean*, like in the song, "America the Beautiful" ("... from sea to shining sea ..."). But when speaking about the Earth's surface, seas are parts of an ocean but much smaller and are either partially enclosed by land (Mediterranean Sea) or refer to a specific area of ocean associated with a bordering country (East China Sea).
8. Spelling Scramble answers are in the appendix.
9. di/a/ry, pre/cious, veg/e/ta/ble, dis/ap/peared, imp/ish/ness, par/tic/u/lar, ex/pres/sion, ex/as/per/a/tion
o/bliged, por/ridge, Eb/e/ne/zer
i/mag/i/na/tion
10. Must have lived in U.S. for at least 5 years; be at least 18; have good moral character; be willing to promise loyalty; understand, speak, and write English; have knowledge of U.S. history and government
11. Spelling Search answers are in the appendix.
12. Africa, Australia, Antarctica, North America, South America; Asia and Europe are located on Eurasia.
13. Answers will vary.
14. Answers to the Nation Building Word Search are in the appendix.