



Trail Guide to Learning Curriculum Series

Paths of Settlement: House Divided Unit

by Debbie Strayer and Linda Fowler

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Second Edition

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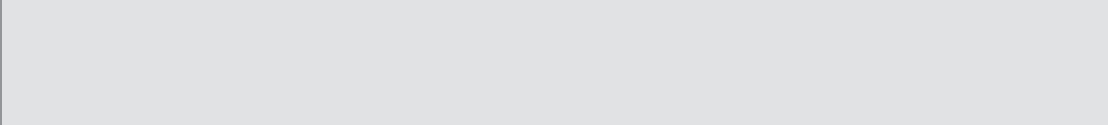
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DEDICATION

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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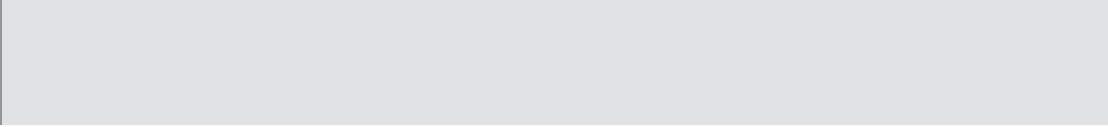
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★ INSTRUCTIONS ★

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 4: House Divided in *Settlement*.

House Divided Student Notebook pages
Robert E. Lee by Lee Roddy
Abraham Lincoln by David Collins
Clara Barton by Augusta Stevenson
Yankee Blue or Rebel Gray? by Kate Connell
Profiles from History, Volume 2 by Ashley M. Wiggers
Eat Your Way Through the USA by Jamie Aramini
National Geographic Pocket Guide to the Weather of North America
National Geographic Kids Ultimate Explorer Field Guide: Rocks & Minerals
Watercolor for Young Artists published by SpiceBox
United States History Atlas published by Maps.com
Desk Atlas of the United States published by Geography Matters
State Notebook with Stickers published by Geography Matters
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
 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. Disagreements about important issues remained from the beginning of our country. Many chose to set aside their differences to achieve unity.
2. It is the duty, or job, of those who represent the people to try to solve problems with discussion and peaceful means.
3. In a republic, those in government must stand for the opinions of those who elected them.

A. Copywork & Dictation

Language Skills, Thinking Skills

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



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

-  Copy or write as your teacher dictates page 12, paragraphs 6 and 7 (“Yes, and this was...”) from *Clara Barton*.
-  Copy or write as your teacher dictates page 5, paragraphs 4 and 5 (“Suddenly I knew...”) from *Abraham Lincoln*.
-  Write as your teacher dictates page 6, paragraphs 6 and 7 (“Young Robert didn’t...”) from *Robert E. Lee*.

B. Reader

Language Skills, History

Clara Barton: page 11 (Chapter 1) to the bottom of page 17 (“You didn’t fool them!”)
Abraham Lincoln: page 1 (Chapter 1) through page 6 (end of chapter)

-  Read the above assignment from *Clara Barton* aloud, and then follow along as someone else reads the assignment from *Abraham Lincoln*.
-  Read the above assignment from *Clara Barton* silently, and then read the assignment from *Abraham Lincoln* aloud.

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

★ MATERIALS ★

- *Robert E. Lee*
- *Abraham Lincoln*
- *Clara Barton*
- *Eat Your Way Through the USA*
- *Watercolor for Young Artists*
- *United States History Atlas*
- *Desk Atlas of the United States*
- *State Notebook with Stickers*
- *Profiles from History, Volume 2*
- *National Geographic Pocket Guide to the Weather of North America*
- *Wee Sing America* CD and songbook
- United States Presidents Pocket Flash Cards
- Outline Map of the U.S.
- *USA Activity CD*
- Newspaper or plastic covering
- Ingredients for recipe (Part 3)

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


When your child reads, make a list of any troublesome words. Look for possible patterns to the mistakes, and review those words with him before your next session. You may read them aloud or ask your child to do so.


B.


- C. **Read-Aloud & Discussion** *Language Skills, History, Thinking Skills*
Robert E. Lee: page 1 (Chapter 1) through page 7, paragraph 1 (“... love his mother.”)

You have already read or listened to this part’s reading assignment in *Abraham Lincoln*. Now, as you read or listen to the above assignment from *Robert E. Lee*, **compare** the two men and think about ways that Abraham and Robert were the same, or similar. You may want to take notes as you listen, or look back at the stories for specific details.

-  Listen carefully to the assigned passage, then tell how Robert and Abraham were similar.

 two similarities

 three similarities

-  Read one or two pages of the assignment from *Robert E. Lee* aloud, and listen as your teacher or someone else reads the remainder. Then tell three ways that Robert and Abraham were similar. Now compare yourself to them, and tell two ways you think you are similar to either man.

- 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 “4:1” (for Unit 4: 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.

happier	berries	worried	buried
bundles	tangled	rifle	shingle

 animals settled normal model

D.

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

Connect Learning to Life

Does that look right? This is the most important sense you can help children develop as spellers. They can place a light pencil line under any word they are unsure of and then ask for the spelling or use the dictionary to verify the spelling. When students do this, encourage them. Much better than just memorizing random words, this is a true life skill!

Ε. History

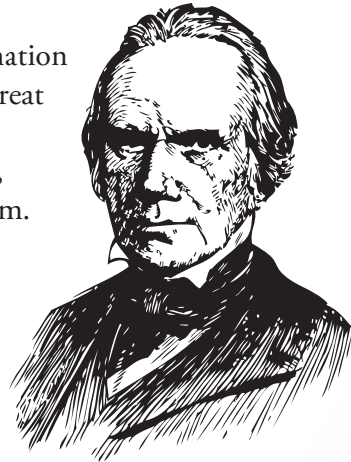
Geography, Thinking Skills

In Units 1, 2, and 3, you learned about the people and events that brought our nation into existence. This unit is entitled “House Divided” because you will learn about the Civil War. During the Civil War, many states formally left the United States of America. You will learn about the causes and effects of these decisions. As you learn about these issues, you will be putting together the pieces of the puzzle of history.

Every **nation**, or group of people bound together by territory and government, has its struggles. Not everyone agrees all the time. America is a republic, which is a form of government made up of elected representatives who vote on issues for those they represent. Discussion and debate take place on issues of disagreement. Then bills are written and voted on that eventually become laws that all citizens must obey.

Since the beginning of the United States, one of the issues of disagreement was the right of citizens to own slaves. The founders of the country knew that this was an area of disagreement, and at times it threatened to keep America from becoming a nation. States allowing the practice of slavery were **slave states**, and their representatives objected to anything in the Declaration of Independence or Constitution that specifically addressed the rights of slave owners. To become a nation, the representatives did not address this difficult issue specifically.

Even though America had grown as a nation in many ways, in 1820 there was still great disagreement over slavery. Henry Clay, a United States senator from Kentucky, wanted to find a solution to the problem. He created the *Missouri Compromise*, which tried to keep a balance between those states that allowed slavery and those that didn't allow it, known as **free states**. An imaginary line was drawn across the United States, with the states to the north of the line considered free states and the states to the south of it considered slave states.



Many of those in free states believed it was wrong to own a person or force someone to work for another person. They believed that, according to the Constitution, all men were created equal and that slavery was not in keeping with that principle. Also, those living in free states felt strongly about the importance of keeping the



★ LAPBOOK ACTIVITY ★

Each word in bold letters is considered a vocabulary word. It is a word that may or may not be new to students. You can write these vocabulary words on index cards and use them for occasional review, but not for memorizing. Give students 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 *HD* (for House Divided) in the upper left corner. This will make it possible to review vocabulary by unit at the end of the year.

Ε.




Union together. When there was talk of some states becoming a new country, many disagreed and said that the country needed to abide by the Constitution that bound it together and work out the problems. Also, much of the **industry**, or businesses, in the free states were related to making things in factories and were not tied to **agriculture**, or farming and raising livestock.

Most businesses in slave states were related to agriculture, and over the years many of those people owned slaves to work the large farms and plantations. Many in slave states also believed that it was not the right of the **federal**, or national, government to decide for a state what its laws should be. If people who lived in a state believed it was acceptable to own slaves, they felt that those from other states should not interfere in their right to do so. Even many Americans who did not believe in slavery agreed that each state should have a right to determine its own laws. For some people, their allegiance, or loyalty, did not relate to these issues but connected them to a slave or free state because it was simply where they had been born and/or raised.

For many years no new states entered the Union, so this disagreement continued as it had since the founding of our country. But the stage was set for future difficulties.

Begin by reviewing the **obstacles**, or problems, the founders overcame to form a nation. Think of two or three difficulties overcome by American patriots. Then think of two or three benefits that came to those who had become citizens of the United States. Discuss both the obstacles overcome and the benefits of citizenship in the United States with your teacher.

Talk with your teacher about why you think the disagreement over slavery was such a difficult issue for America to solve. Pretend you are a representative from a slave state, and discuss what your beliefs about the issue of slavery might be. Then pretend you are a representative from a free state and do the same thing. When you are finished, write the assigned number of beliefs in your Student Notebook that you think people on each side of the issue might have. Be sure to use complete sentences.

-  one belief for each side
-  two beliefs for each side
-  three beliefs for each side

F. States

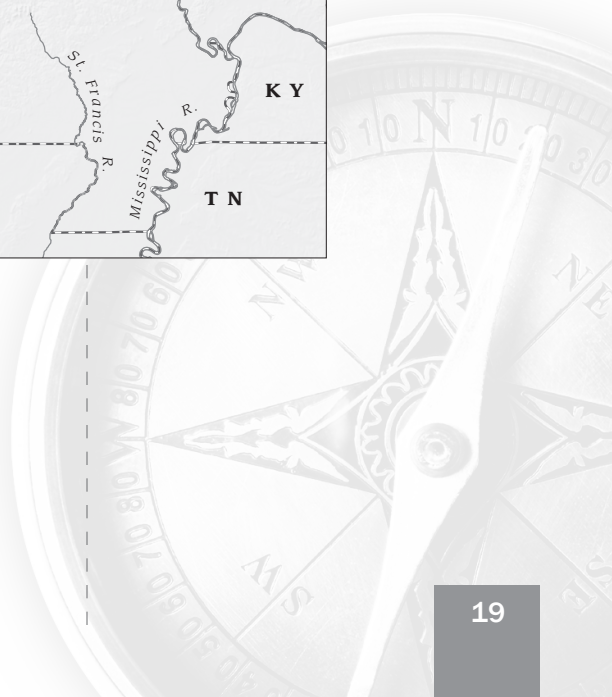
Geography, Thinking Skills, History

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

- Place a small red star on the spot where Jefferson City is located, and label it. Jefferson City is the capital of Missouri.
- Color the lines showing the Mississippi, Missouri, St. Francis, and Osage rivers blue, and label them.
- Color and label Table Rock Lake and Lake of the Ozarks.
- Color and label the Harry S. Truman Reservoir.
- Label the eight states that border Missouri.



★ LAPBOOK ACTIVITY ★





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 22 and 23. Tell your teacher what you can do to create volume when painting objects. Then, complete the project on these pages using a half sheet or smaller of your watercolor paper.

If you find you have extra time after your regular schoolwork is finished, and your parent agrees, try painting objects you find around your house. Remember, your painting doesn't need to be perfect. Have fun, and experiment with the different techniques you have learned!

JL. Independent Reading & Review

Language Skills

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

_____ about important _____ remained from the beginning of our country. Many chose to set aside their differences to achieve _____.

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. Quotation Notebook

Language Skills, Thinking Skills

In this unit you will copy verses from the song, “The Battle Hymn of the Republic.” Julia Ward Howe wrote the words to this song in 1861. She heard Union soldiers singing the melody with other words. She took the melody she heard and gave it new words reflecting her feelings about the war. As you examine this song, consider the imagery created by the words. This song is also a poem, so practice identifying the rhyme pattern.

Copy the verse below into your Student Notebook. Then listen to “The Battle Hymn of the Republic” on your *Wee Sing America* CD, and practice reading or singing it aloud. The word “loos’d” in the verse is just a shortened way of spelling **loosed**, or released, so that it will fit the music.

Verse:

Mine eyes have seen the glory of the coming of the Lord;
He is trampling out the vintage where the grapes of wrath are stored;
He hath loos’d the fateful lightning of His terrible swift sword,
His truth is marching on.


Read the definitions of the following words:

trampling – stepping on something heavily

vintage – wine made from harvesting and pressing grapes

wrath – the anger that results from wrongdoing

This song is a battle hymn. It was supposed to encourage those who were part of a **battle**, which is a large fight that can take a long time. What words in this song sound like fighting words to you?

 Since Julia Ward Howe entitled this song “The Battle Hymn of the Republic,” we know that she supported the idea that the United States should stay together as a republic, or government made up of elected representatives. Most people who believed this were part of the Union. Reread this verse and tell your teacher how you think she feels about the war.

 Tell your teacher what you think Julia Ward Howe meant by “His truth is marching on.”

From Dr. Beechick

“The child copies sentences, proverbs, poems, paragraphs. In doing this writing and the subsequent proofing and correcting, the child gives close attention to numerous details of spelling, capitalization, punctuation and other aspects of writing—thus the learning power in even this simple exercise.”

—*The Language Wars*, page 135

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.

Teaching Tip


Take the opportunities that occur in daily life to illustrate and help students understand point of view. For example, watch or listen to a newscast together or read a newspaper or Internet article that presents an opinion about a current event. Ask your children what their point of view is on the subject, and perhaps share yours. Include as many family members as you think appropriate in the discussion. Are your points of view the same as or different from the authors of the articles or newscasts?


B. Reader

Language Skills, History

Clara Barton: page 18, paragraph 1 (“They wanted to...”) to the bottom of page 23 (“...Saturdays and holidays.”)

Abraham Lincoln: page 7 (Chapter 2) through page 13, paragraph 6 (“...hunt with him.”)

 Read the above assignment from *Clara Barton* aloud, and then follow along as someone else reads the assignment from *Abraham Lincoln*.


 Read the above assignment from *Clara Barton* silently, and then read the assignment from *Abraham Lincoln* aloud.


C. Read-Aloud & Narration

Language Skills, History, Thinking Skills

Robert E. Lee: page 7, paragraph 2 (“Ann Carter Lee...”) to the bottom of page 13 (“...do the shopping.”)

Follow the instructions below for your level. Then, in your own words, tell what happened in the story from Robert’s point of view, or pretend you are Robert and tell what you think happened. Try to remember as many details as possible. Tell what you think is the most important event in the passage.

 Listen carefully to the assignment from *Robert E. Lee*.

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

D. Editing

Language Skills, Thinking Skills

In this lesson you will rewrite paragraphs as if they were happening now, or change them from past tense to present tense. Below are some examples of how to do it:

Original sentence: She knew that the soldiers were fighting battles.

Present tense: She knows that the soldiers are fighting battles.

Original sentence: The captain thought he could capture the flag.

Present tense: The captain thinks he can capture the flag.

Read the assignment for your level, and then rewrite it as if it is happening now, or in present tense. Change only the words that are in the past tense. If the words say that something will happen in the future, you don’t need to change them. When you are finished, check your writing to be sure it makes sense.

 *Clara Barton*, page 12, paragraph 6, first three sentences (“Yes, and this was...”)¹

🐾 *Abraham Lincoln*, page 5, paragraph 4 (“Suddenly I knew...”)²

🐾 *Robert E. Lee*, page 6, paragraph 6 (“Young Robert didn’t...”)³

Ε. Science

Thinking Skills, Geography

In the first few lessons of this unit you will learn about forecasting tools, weather maps and symbols, air masses, global wind systems, and jet streams. 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.

The Midwest states that you are studying are well-known for harsh weather. They are usually very hot in the summer and extremely cold and snowy in the winter. Although there are many hills in some areas, much of the land is flat so there are few natural barriers to block the flow of the wind, which blows strongly most of the time. Severe storms are very common, which made settlement of this territory quite challenging.

In fact, severe weather is always challenging no matter where it occurs, and every region of the United States experiences it to some degree. In units 1 and 2 you used certain tools to watch the weather at your home, and you recorded your observations. In this lesson you will learn about a few tools that will help you observe and understand weather conditions throughout the United States.

Learning about some ways that meteorologists gather information from across the nation and around the world is a first step. Together with your teacher, read and discuss pages 147 through 149 and 151 (“Weather Radar,” “Weather Forecasting,” “Weather Satellites,” and “Ocean Observations”) in *Weather of North America*.

When you’re finished and with your parent’s permission, watch the videos at the site listed on the links page. You’ll be discussing them after, so try to take short notes on scrap paper while you watch (you can pause the video if you need more time to write things down). Even though the middle video tells about something that has already happened, it still has some interesting facts about the GOES-R satellite.

Talk with your teacher about things the GOES-R satellite observes and/or measures, and list at least six of them on the page in your Student Notebook.⁴ Then write at least six steps in the process of turning weather information the satellite collects into a local forecast.⁵



★ LAPBOOK ACTIVITY ★

Much of the science content in this unit is taken from various websites, most belonging to meteorological agencies or companies. This serves a dual purpose for students: allowing them practice in navigating the Internet and providing some of the most up-to-date weather information available.

Should you choose not to use the Internet, weather forecast maps can be obtained from the newspaper, and topics introduced in the lessons can be researched at the library.

Ε.

Try your hand at the weather satellite game on the links page. Although it illustrates the difficulty of accurately and quickly sorting the huge amounts of weather data always coming in, it's mostly just for fun!



List four additional things the GOES-R satellite observes and/or measures.



Look back at page 149 in *Weather of North America* (which you read earlier), and write three or four sentences describing what geostationary means and how this type of satellite (like the GOES-R) is able to collect weather information about the entire world.⁶

F. States

Geography, Thinking Skills, History, Drawing

Find the Missouri 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 Missouri's state flower, bird, and tree!

When you're finished, follow the instructions in the appendix to make State Cards for Missouri, whose nickname is "The Show Me State." Since this is a Midwest state, be sure to outline the cards in blue.

G. Writing

Language Skills, Thinking Skills

In this unit, you will be making lists and observations about the similarities and differences between Robert E. Lee and Abraham Lincoln. When you make your lists, write in complete sentences. When writing several sentences about the same person, you do not have to repeat that person's name many times. After you use the person's name, you can then refer to the person as him or her in the next several references to that person. After one or two sentences, it is good to repeat the person's name again, so that it is clear about whom you are speaking. Here is an example:

My dad is the coach of our baseball team. He has helped the team win many games. During the games, he has taught the guys and me many things about baseball. My dad really enjoys baseball and coaching. I hope he coaches for a long time.

Here is another example:

George Washington was our first president. Many people considered him the father of our country. Like a good father, he always put the needs of the country above his own. George Washington answered the call to serve many different times. He truly deserved the description, "First in war, first in peace, and first in the hearts of his countrymen."

G.

Use meaning to connect grammar skills to use in writing. Show children examples of correct usage, and then practice in a way that connects their own thoughts and experiences to the skill. This natural application reinforces the importance of meaning.

Write paragraphs (at least five sentences) that describe a person as assigned below. Start by making a statement about that person. After that, use pronouns (*he, she, him, her, his, hers*) to refer to him or her several times. Before the end of your paragraph, make another statement about the person, followed by examples that use pronouns.

Describe your mother or father.

✎ Describe another person you know.

🐾 Describe someone you have read about in the literature or history portion of this curriculum.

H. Independent Reading & Review

Language Skills

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

It is the duty, or job, of those who _____ the people to try to solve problems with _____ and _____ means.

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.






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 page 24, paragraphs 1 and 2 (“Stephen taught...”) from *Clara Barton*.
-  Copy or write as your teacher dictates page 13, paragraphs 7, 8, and 9 (“One morning...”) from *Abraham Lincoln*.
-  Write as your teacher dictates page 14, paragraphs 3 and 4 (“Robert’s mother...”) from *Robert E. Lee*.

B. Reader

Language Skills, History

Clara Barton: page 24 (“Stephen taught at...”) through page 31, paragraph 2 (“...do for breakfast.”)

Abraham Lincoln: page 13, paragraph 7 (“One morning...”) through page 18 (end of chapter)




-  Read the above assignment from *Clara Barton* aloud, and then follow along as someone else reads the assignment from *Abraham Lincoln*.
-  Read the above assignment from *Clara Barton* silently, and then read the assignment from *Abraham Lincoln* aloud.

C. Read-Aloud & Discussion

Language Skills, History, Thinking Skills


Robert E. Lee: page 13, last paragraph (“When Robert finished...”) through page 20, paragraph 2 (“...was finishing up.”)

You have already read or listened to this part’s reading assignment in *Abraham Lincoln*. Now, as you read or listen to the above assignment from *Robert E. Lee*, contrast the two men and think about ways that Abraham and Robert were different. You may want to take notes as you listen, or look back at the stories for specific details.

-  Listen carefully to the assigned passage, then tell how Robert and Abraham were different.
-  two differences
-  three differences

B.

Stories about famous people in history are a wonderful way to illustrate important character qualities. Children naturally enjoy the story format and more easily connect to characters and the events surrounding their lives.

-  Read one or two pages of the assignment from *Robert E. Lee* aloud, and listen as your teacher or someone else reads the remainder. Tell three ways that you think Robert and Abraham were different. Then contrast yourself with them, and tell two ways you think you are different from either man.

D. Vocabulary & Spelling *Language Skills, Thinking Skills*

Write each vocabulary word on an index card, and look up its meaning in a dictionary. You may have to remove any endings that have been added, such as an *s* or *ed*, to find that word in a dictionary. Then on the back of each index card, draw a picture or write a clue so you remember the way the word was used in the story.

brier (briar) vittles vain breeches slave

 **creditor debtor gallantry infantry riot**

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. Then add a mark, like this (') to show which syllable to **accent**, or emphasize, when you read the word. After you have marked each word, use a dictionary to check your work.⁸ If you don't know what the word means, read the definition while you are checking your syllable and accent markings. Then place a check next to each word showing 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.

Add at least two words to each of the following categories. To come up with the words, start saying and writing words that you think fit a category on a piece of scrap paper or dry erase board. Then you can check with your teacher or the dictionary to see if your words are spelled correctly. After you come up with a word and check it, write it in your Student Notebook:

Words that end with a *y*, that you change to an *i* to add *ly* or *ed*, like *buried*.

Words that spell the // sound at the end of a word with *le*, like *shingle*.

E.

An **historical map** gives information about history in picture form, making it easy to understand and use. **Historical maps** can give key information about battles and wars, because it is easy to see movement and change between those who are fighting. Give students time to look at these maps, and encourage them to tell you what they notice.



★ LAPBOOK ACTIVITY ★

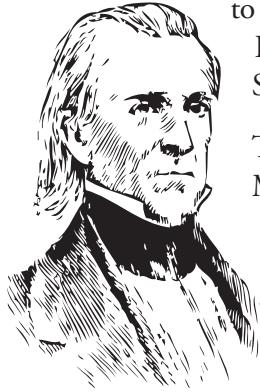
- 🐾 Words that end with the // sound spelled with *al*, like *final*.
- 🐾 Words that end with the // sound spelled with *el*, like *barrel*.

E. History

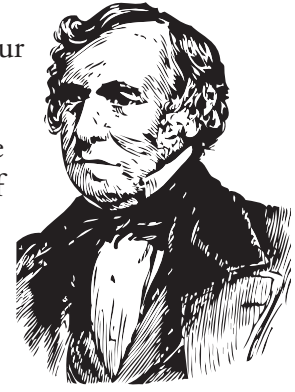
Geography, Thinking Skills

Presidential Focus: As you continue learning about the history of the United States, you will hear the names of many different American presidents. Read about James K. Polk and Zachary Taylor on their U.S. Presidents Flash Cards. Then use the information on the cards

to fill out the Presidential Focus sheets found in your Student Notebook.



Thirty years went by. The Missouri Compromise of 1820 held the country together, but there were continuing signs of trouble. Struggles over slavery




threatened the unity of the Union once again. The nation called upon Henry Clay, the retired Senator from Kentucky, once again to create a compromise that would help the nation avoid war.

Congress passed the Compromise of 1850 with the help of Daniel Webster, a senator from Massachusetts. One of the problems addressed by the compromise was how to handle new states and territories. Six states had joined the Union since 1836, carefully maintaining the balance between slave states and free states. However, maintaining that balance became more difficult as the nation expanded.

One of the greatest problems with the compromise arose because of the Fugitive Slave Law. The slave states supported this law requiring the return of escaped slaves. **Bounty hunters**, or people who tracked down runaways for the reward, looked for escaped slaves. This law required anyone who knew about runaway slaves to help bounty hunters capture them. It was a very unpopular law in the free states and was part of the reason the **Underground Railroad**, a series of people who helped escaped slaves, grew rapidly. In 1854, the Kansas-Nebraska Act passed, which ended the careful balance that had been in place since 1850. This act allowed new states coming into the Union to decide for themselves whether they wanted to allow slavery or not.

People inside and outside of government spent many years trying to find a way to **compromise**, or settle the disputes of slavery by accepting less than they had originally wanted. That was a reflection of how much people wanted to keep peace.

Look at the maps entitled “Slavery in the Territories, c. 1850-1854” in your *United States History Atlas*. After looking at the maps, find where you live. Was the state you live in a slave state or a free state? Tell what you notice about the number of states in each group and the size of the area of each group. From looking at these maps, can you make any predictions about who would win if a war began between the slave states and the free states? (Hints: Consider the size of the states, their locations and populations.) In your Student Notebook, write one or two sentences telling why you think as you do.

 Learn more about the Missouri Compromise, Henry Clay, or Daniel Webster. Discuss what you learn with your teacher. Then, in your Student Notebook, write two or three sentences telling what you think the effects of the action or actions taken were.

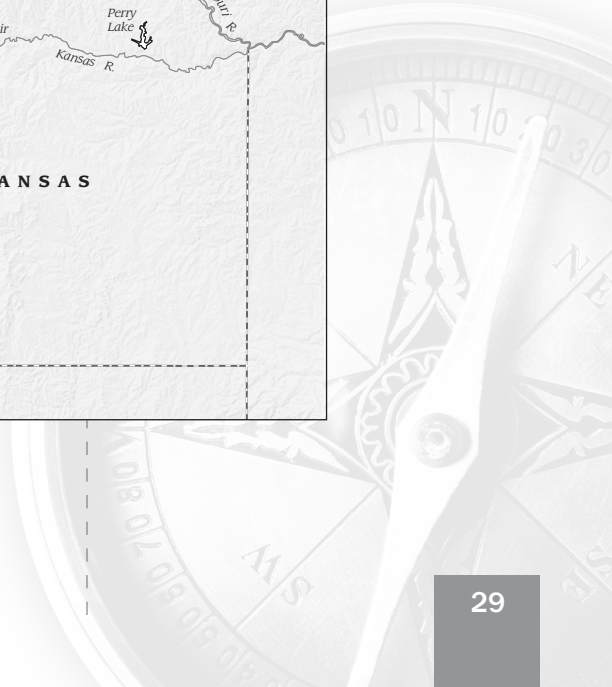
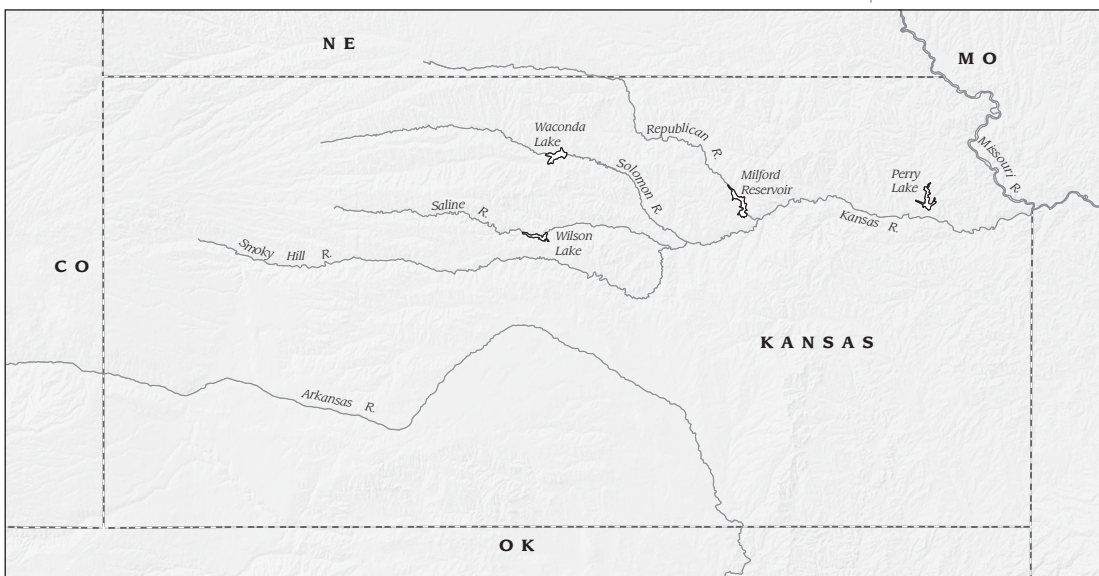
F. **States** *Geography, History, Thinking Skills*

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

- Place a small red star on the spot where Topeka is located, and label it. Topeka is the capital city of Kansas.



★ LAPBOOK ACTIVITY ★



“Why are certain dishes predominant? What does it tell you about that region’s crops, weather, lifestyle, etc.? This can be either a great kick-off for a unit or a memorable conclusion. Field trips unfeasible? How about an ethnic lunch that you and your students prepare yourselves?”

–*The Ultimate Geography and Timeline Guide*, pages 79-80

- Color the lines showing the Kansas, Missouri, Arkansas, Solomon, Saline, Republican, and Smokey Hill rivers blue, and label them.
- Color and label the Wilson, Waconda, and Perry lakes.



- Color and label the Milford Reservoir.
- Label the four states that border Kansas.

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 Missouri or Kansas, 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:

In a _____, those in government must stand for the _____ of those who _____ them.

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.



A reading log is an important part of a portfolio. It documents sequential effort and is a satisfying way for a child to see work completed. You may also want to make a list of books read for this unit, including bibliographical information such as author, publisher, and copyright date. This is an easy way to build awareness of bibliographical information.

Lesson 1: Part 4

A. Quotation Notebook

Language Skills, Thinking Skills

In this part you will continue copying parts of the song, “The Battle Hymn of the Republic.” Julia Ward Howe wrote the words to it in 1861. As you examine this song, consider the imagery created by the words. Since it is also a poem, practice identifying the rhyme scheme.

Copy the chorus into your Student Notebook. Then listen to “The Battle Hymn of the Republic” on your *Wee Sing America* CD, and practice reading or singing it aloud.

Chorus:

Glory, glory, hallelujah!

Glory, glory, hallelujah!

Glory, glory, hallelujah!

His truth is marching on.

Read the definitions of the following words:

glory – a statement of praise

hallelujah – a statement of praise or thanks to God

Look back in your Student Notebook, and reread the verse and chorus you have copied in this lesson. Underline the ending words that rhyme in the first three sentences of the verse in red. Underline the ending word of the fourth sentence in blue. Underline the first three sentences of the chorus in green and the last sentence in blue. Notice the rhyming pattern.

✎🐾 Look at the end of each line of this verse and chorus, and mark the rhyme pattern with a letter. Begin with *a*, since this is the first verse of the song. What is the rhyme pattern of the verse and chorus?¹⁰

🐾 What do you think Julia Ward Howe was giving praise for in this chorus?¹¹

B. Reader

Language Skills, History

Clara Barton: page 31, paragraph 3 (“Evenings! ...”) to the bottom of page 37 (“...he was telling.”)

Abraham Lincoln: page 19 (Chapter 3) through page 25, paragraph 4 (“...our life better.”)

🐾 Read the above assignment from *Clara Barton* aloud, and then follow along as someone else reads the assignment from *Abraham Lincoln*.

✎🐾 Read the above assignment from *Clara Barton* silently, and then read the assignment from *Abraham Lincoln* aloud.

From Dr. Beechick

“Dictation. The child writes short passages, as above, but from dictation. This writing may either follow a study of the passage, or precede it, depending on the passage and the ability of the child. He may also at times write from memory a poem or bible passage of other literature. This requires all the close attention of the preceding level plus additional decision making, such as punctuating on the basis of meaning, or spelling by phonics.”

—*The Language Wars*, page 135

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?”



★ LAPBOOK ACTIVITY ★

- C. **Read-Aloud & Narration** *Language Skills, History, Thinking Skills*
Robert E. Lee: page 20, paragraph 3 (“Robert’s attention to detail...”) through page 27, paragraph 4 (“...that’s rich enough.”)




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 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 assignment from *Robert E. Lee*.
-  Make one prediction.
-  Make two predictions.
-  Read one or two pages of the assigned passage aloud, and listen as your teacher or someone else reads the remainder. Then make at least three predictions.

- D. **Editing** *Language Skills, Thinking Skills*

In this part you will continue rewriting paragraphs as if they are happening now, by changing them from past tense to present tense. Look back at Part 1 of this lesson if you need to see some examples.

Read the assignment for your level, and then rewrite it as if it were happening now, or in present tense. Change only the words that are in the past tense. If the words say that something will happen in the future, you don’t need to change them. When you are finished, check your writing to be sure it makes sense.

-  *Clara Barton*, page 24, paragraph 1 (“Stephen taught...”) ¹²
-  *Abraham Lincoln*, page 13, paragraphs 7 and 8 (“One morning...”) ¹³
-  *Robert E. Lee*, page 14, paragraph 3 (“Robert’s mother...”) ¹⁴

- E. **Science** *Thinking Skills*

If you have ever watched a weather report on television, you’ve probably noticed the big, confusing maps that the weather **forecaster**, or person who predicts weather conditions, uses. However, if you are interested in knowing what kind of weather to expect in your area or observing the weather that is happening in other places, it is a good idea to learn how to read some of the symbols on maps like those.

You already know a good bit about maps from your geography studies, so all you really need is an understanding of the most common symbols used on weather maps. With your teacher's permission, visit the website on the links page and look carefully at the markings.

This map changes on a daily basis (because it's an actual forecast map), so it's impossible to know which symbols will be present and which won't. Hopefully you will be able to see all or most of the basic ones. If not, you might want to try again in a couple of days.

In Unit 2 you learned that a large blue *H* stands for an area of high pressure, which usually indicates good weather. On the other hand, a large red *L* stands for an area of low pressure, which most often signals that not-so-good conditions are on the way.

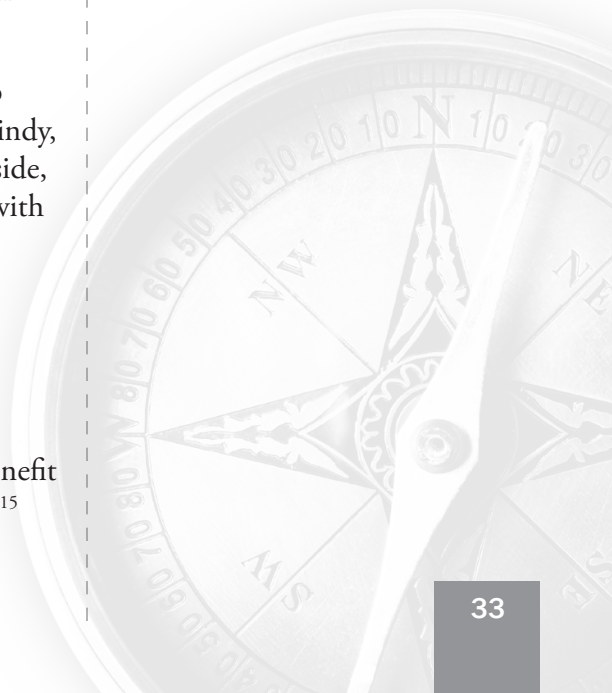
You may remember that air masses form in areas called *source regions*. The longer they sit in one of those regions, the more they take on its characteristics, and the stronger they become. Air masses that form in icy regions are very cold, those that form over deserts are very hot, and those that form over oceans contain a great deal of water vapor.

The edges of those air masses, called *fronts*, are marked in several different ways. For example, the leading edge of a cold air mass is shown by a blue line with blue triangles pointing in the direction it is moving (see page 101 in *Weather of North America*). An advancing warm air mass is marked by a red line with red semi-circles pointing the way it's going (see page 102 in the weather book). A stationary front, showing where cold and warm air masses of similar strength have bumped into each other, with neither mass moving, is designated by red and blue lines with alternating red semi-circles facing the colder air and blue triangles facing the warmer air. Draw and color these symbols, and write what each one means in your Student Notebook.

With your parent's permission, step outside for just a minute to check the weather. What do you observe? Is it sunny, cloudy, windy, calm, warm, cold, clear, rainy, or snowy? When you go back inside, talk to your teacher and try to describe the conditions outside with as many weather words as possible.

Then discuss the following questions with your teacher:

- Did your family expect the kind of weather you are experiencing? Why, or why not?
- Can you think of any jobs in which the workers would benefit from knowing in advance what type of weather to expect?¹⁵



- If your family looks or listens to weather forecasts, do they involve weather maps? Or are they mainly just temperatures and little icons indicating snow, rain, or other conditions (like a phone or computer application)?
- Can you think of any reasons why looking at a map might give you a better idea of what to expect than just having someone summarize the information for your area?¹⁶

Now, with your parent's permission, go back to the link at the beginning of this section, and check out the forecast map once again. This time, focus on some details:

- There are actually three forecasts on this site, one for today, one for tomorrow, and one for the day after. The tabs to change forecast dates are at the top of the map.
- Besides the symbols explained above, there are probably other markings on the forecast map. The only important ones right now are orange lines made of dashes that outline areas where it is possible that important weather events might happen, like severe thunderstorms, flash flooding, heavy snowfall, or a buildup of frozen rain. Also important are written notes that predict what will happen in various areas, like "Heavy Rain," "Snow," "No Precipitation," and so forth.

On the website, click on the "Day 3 Forecast." Then find the blank United States maps in your Student Notebook. Use markers or colored pencils and a pen or pencil to carefully copy all the symbols and notes from the forecast map onto the first blank map. Put your map aside, and plan to go back to this website the day after tomorrow (even if it's on the weekend!).

When you go back, click on "Today's Forecast" and carefully copy all the symbols and notes from that forecast map onto the second blank map in your Student Notebook. Then compare the two, and discuss them with your teacher. How accurate was the forecast on the first map? Did things on the second map happen as predicted?

E.

It may be easier for your students to copy symbols and markings from the forecast map if you print it out for them. Also, if they end up gathering information for the second map on a weekend, it is fine to complete this assignment on the next school day.

F.

Color-coding State Cards gives children another way to retain information. The visual reminder of the states with that color border helps them remember the group to which they belong. As they develop the legend, they are reinforcing the categorization of the states in each group.

F.

States




Geography, Thinking Skills, Drawing

Find the Kansas 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 Kansas' state flower, bird, and tree!

When you're finished, follow the instructions in the appendix to make State Cards for Kansas, whose nickname is "The Sunflower State." Since this is a Midwest state, be sure to outline your cards in blue.

G. Reflective Writing*History, Language Skills, Thinking Skills*

Today you will make lists of the things you have learned that are **similar**, or the same, and things that are different about Robert E. Lee and Abraham Lincoln. These can be character traits, or the way these men behaved or thought, or they can be events that occurred in their lives. Take these qualities from your read-aloud assignments, reading assignments, and discussions. Since you have time to think about and discuss these qualities, make sure the items on your lists are complete sentences.



-  List at least two things that were the same and two that were different.
-  List at least three things that were the same and three that were different.
-  Choose at least one of these qualities or events, and tell how you are the same as one of these men. Then choose another and tell how you are different.

H. 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.

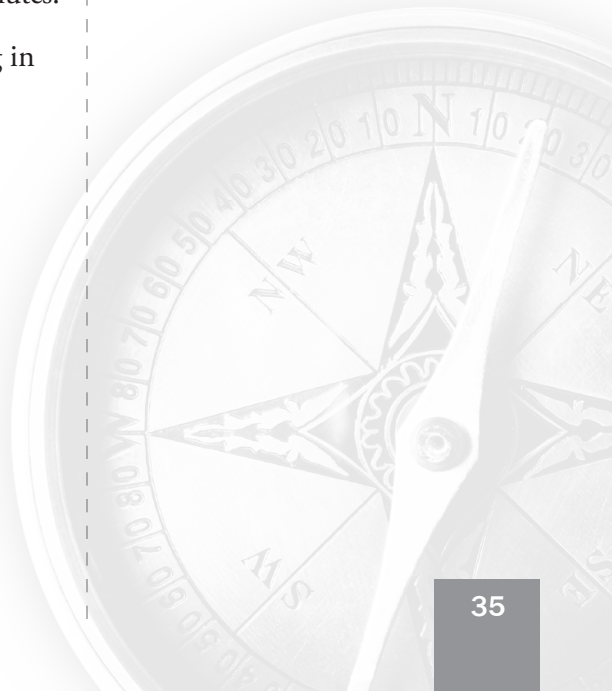
-  Give examples for two Steps for Thinking, then read for 25 minutes.
-  Give examples for all the Steps for Thinking, then read for 30 minutes.

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



Writing is not a separate subject, but rather a set of skills with which to become familiar. Writing is best when it is a response to content learned, new ideas, or as a result of an activity or experience.

G.



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.

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

Teaching Tip

What makes a person memorable? Many history books give only facts and dates, but that doesn't make historical figures seem real. Learning about their hearts—their thoughts and motives, struggles and successes, and ultimately how others remember them—makes them memorable. The purpose of learning about them is for their lives to make an impact on our lives.

- 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. Ask her to show you each word, and then tell her the meaning of the word and how it was used in the story.
- Listen as your teacher reads the spelling 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 correct each word. 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 Missouri and Kansas. Then, on the large outline map of the U.S., draw blue lines around them because they are Midwest 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.
- Read or listen to the profile about Harriet Tubman in *Profiles from History, Vol. 2*. Then complete the activities that your teacher 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 House Divided Word Search located in your Student Notebook.¹⁷

Enrichment Activities

1. Research the use of Doppler Radar in predicting the weather. Find out how it differs from other types of radar and how accurate it is. Then write one or two paragraphs describing what you have learned, and add them to your Student Notebook.
2. At the library or on the Internet, research a Native American tribe from the Midwest region of what is now the United States. If you do not yet 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.

3. Although some first ladies are more well-known than others, each was an important part of her husband’s presidency. At the library or on the Internet, find out at least three facts about the first ladies who shared the White House with the U.S. presidents you studied in this lesson. Add your research to your Student Notebook.

Additional Resources

Across Five Aprils by Irene Hunt

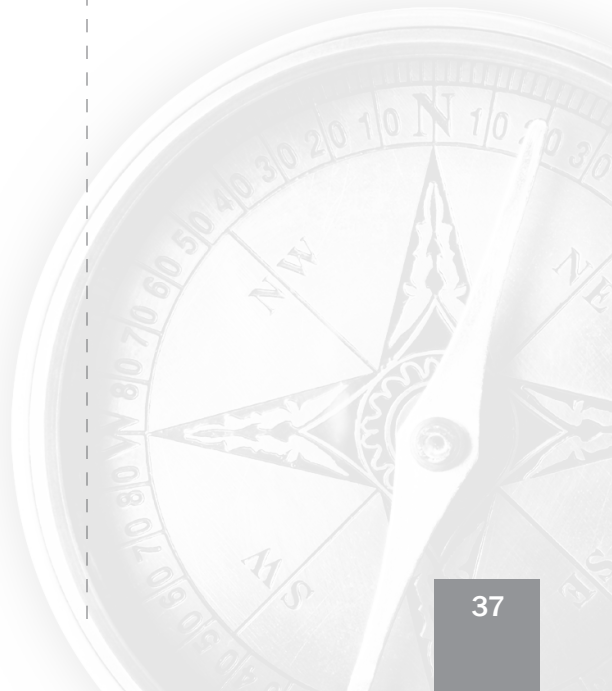
The Story of Harriet Tubman, Conductor of the Underground Railroad by Kate McMullan

Harriet Tubman: Freedom Bound by Janet and Geoff Benge



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.



Answers

- Yes, and this is the way it is. Our troops are on a low ridge. Across a little valley is another low ridge, and that's where the Indians are.
- Suddenly I know what my Pa is doing. Whenever he wants Ma to think the way he does, he gets us on his side. Again the plan works. I am ready to leave tomorrow. I look over at Sarah. Her face wears the same ready look.
- Young Robert doesn't understand, of course. He only knows his mother looks sad much of the time. All the long time that her husband is away, Mrs. Lee says nothing of his absence except things will be better "after his release from his present situation."
- Answers can be any combination of the following:
clouds, snow, smoke, smog, ash, storms, hurricanes, tornadoes, floods,
lightning, distress signals, space weather, energy bursts from the sun (solar storms or flares)
- Answers will vary but might include some of the following:
gather information about weather conditions
send information to satellite antennas on Earth
computers organize and combine the pictures & notes
computers translate pictures & notes into weather map
copy of weather map sent back to weather satellite
copy of weather map split into smaller pieces
map pieces sent for processing
pieces sent (by communications satellite) to National Weather Service forecast offices all over the U.S.
weather satellite sends its map to companies that make it more colorful and better for viewing
maps from NWS offices and the companies sent to local forecasters
local forecasters combine maps with other local information and make predictions
- Answers will vary but should refer to some or most of the following main ideas:
The orbits of geostationary satellites match the speed of the Earth's rotation, so they always stay in one place over the Equator. That means their view is limited to one area. To get a worldwide view, many similar satellites (from other nations) have to establish orbits at different spots, circling the globe.
- Spelling Scramble answers are in the appendix.
- | | | | |
|------------|-----------|-----------|-----------|
| hap'/pi/er | ber'/ries | wor'/ried | bur'/ied |
| bun'/dles | tan'/gled | ri'/fle | shin'/gle |
| an'/i/mals | set'/tled | nor'/mal | mod'/el |
- Spelling Search answers are in the appendix.
- a, a, a, b, c, c, c, b
- Answers will vary.

12. Stephen teaches at a distant school during the week. He comes home only on weekends. Dorothy and Sally are teachers too. Since they teach at nearby schools, they live at home. Both of them help their mother with cooking and housework. All of them are devoted to their pretty little sister.
13. One morning we are working on the cabin. I am helping Pa put mud between the chimney stones. A flock of wild turkey flies over us. Since there is no roof on the cabin, we watch them.
“Here, boy,” Pa says. “Shoot us some supper.”
14. Robert’s mother teaches him to keep house. He does the chores without complaining. But he is also all boy and loves to roam through the hills and woods. He hunts ducks in King George’s Meadow, a marshy area outside of town. Robert shoots partridge in the woods and fishes in the river.
15. Answers will vary but might include any outside jobs like construction workers, farmers, gardeners, lifeguards, coaches, and so forth; public service jobs like police officers, firemen, park rangers, utilities workers; other jobs that involve a lot of driving, and so forth.
16. Answers will vary but might include maps showing a “bigger picture”—what is going on in other nearby areas, which way storms are moving, severity of storms, weather watches and warnings, differences in temperatures, and so forth.
17. Answers to the House Divided Word Search are in the appendix.

