



Trail Guide to Learning Curriculum Series

*Paths of Settlement: Unity Restored Unit*

by Debbie Strayer and Linda Fowler

Copyright 2010, 2017

Second Edition

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission from the publisher in writing.

Published by Geography Matters, Inc.

Complete Six-Book Set ISBN: 9781628630596

Unity Restored ISBN: 9781628630640

Printed in the United States of America

Geography Matters, Inc.

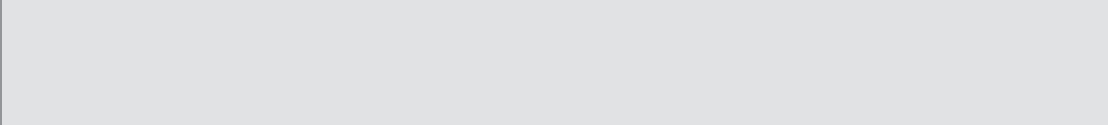
800.426.4650

[www.geomatters.com](http://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



★ TABLE OF CONTENTS ★

**Instructions**

Perforated Pages ..... 7

State Notebook ..... 7

*Paths of Settlement* Web Page ..... 7

Units ..... 7

Enrichment Activities ..... 8

Grade Levels ..... 8

Answers & Appendix ..... 8

Margin Notes ..... 8

Lapbooks ..... 8

Lesson Contents

    Steps for Thinking ..... 9

    Copywork & Dictation/Quotation Notebook ..... 9

    Reader ..... 9

    Read-Aloud, Discussion & Narration ..... 10

    Word Study ..... 10

    History/Science ..... 11

    States ..... 11

    Doing/Cooking/Writing ..... 11

    Independent Reading & Review ..... 11

Student Notebooks ..... 11

Getting Started

    Materials ..... 12

    Master Project Materials List ..... 12

    Student Notebook Pages ..... 12

    Reading Assignments ..... 12

    Updates & Corrections ..... 12

    Support ..... 12

Required Resource List ..... 13

Optional Supportive Resources ..... 13

**Unity Restored Unit**

Lesson 1 ..... 15

Lesson 2 ..... 41

Lesson 3 ..... 67

Lesson 4 ..... 95

Lesson 5 ..... 119

Lesson 6 ..... 141

**Appendix**

Appendix Table of Contents ..... 159

Unity Restored Unit Summary ..... 160

Lessons At A Glance ..... 161

Skills & Topics ..... 167

Steps for Thinking ..... 169

Spelling Words ..... 170

Challenge Spelling Words ..... 170

Vocabulary List ..... 171

Master Project Materials List ..... 173

Game Answers ..... 174

Presentation Feedback Form ..... 178

Self-Evaluation Form ..... 179

Conference Summary ..... 180

State Cards & Game Instructions ..... 181

Native American Profile ..... 183

    “America” ..... 184

World Map ..... 185

Climate Definitions ..... 186

Book Review ..... 187

Rag Rug ..... 188

Whirlygig ..... 190

Rope ..... 191

Growing Crystals ..... 195

Epsom Salt Crystals ..... 196

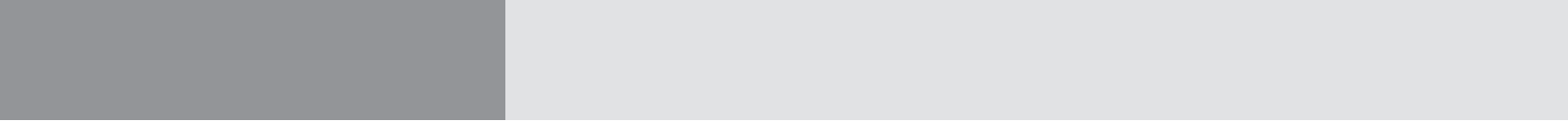
Alum Crystals ..... 198

Sugar Crystals ..... 199

Watercolor Activity ..... 200

Unity Restored Bingo ..... 203

About the Authors ..... 216



## ★ 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](http://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](http://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 5: Unity Restored in *Settlement*.

Unity Restored Student Notebook pages  
*Laura Ingalls Wilder* by Beatrice Gormley  
*Janie's Freedom* by Callie Smith Grant  
*Samuel Francis Smith* by Marguerite E. Fitch  
*Good Ol' Cowboy Stories* published by Harvest House Publishers  
*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](http://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. Moving forward requires an understanding of past events.
2. Consider past events in the light of the times in which they occurred.
3. A vision for progress often begins with the wisdom of elders.

## A. Copywork &amp; Dictation

*Language Skills, Thinking Skills*

Developing thinking skills is a very important part of this curriculum. When you think, you are using your mind to consider information, understand it, and then form opinions or make decisions based on what you have considered. Thinking includes considering information you already know, what you believe, or what you imagine.



To build familiarity with the Steps for Thinking for this lesson, copy them into your Student Notebook.

## B. Reader

*Language Skills, History*

*Laura Ingalls Wilder*: page 11 (“The Letter”) through the top of page 20 (“...belong to them.”)

*Janie’s Freedom*: “A Note to Readers” and page 9 (Chapter 1) through page 12, paragraph 7 (“...embroidered seat cushion.”)

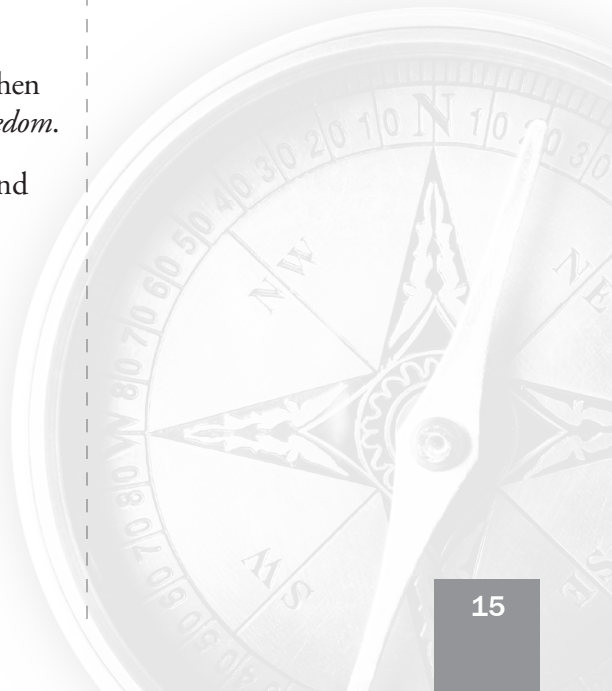
-  Read the above assignment from *Laura Ingalls Wilder* aloud, and then follow along as someone else reads the assignment from *Janie’s Freedom*.
-  Read the above assignment from *Laura Ingalls Wilder* silently, and then read the assignment from *Janie’s Freedom* aloud.

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, or let them read independently. Explain any concept or vocabulary that is not understood.

## ★ MATERIALS ★

- *Laura Ingalls Wilder*
- *Janie’s Freedom*
- *Samuel Francis Smith*
- *Good Ol’ Cowboy Stories*
- *Eat Your Way Through the USA*
- *Watercolor for Young Artists*
- *United States History Atlas*
- *Desk Atlas of the United States*
- *State Notebook with Stickers*
- *National Geographic Pocket Guide to the Weather of North America*
- *Profiles from History, Volume 2*
- *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
- Dictionary
- Ruler
- Weather Watcher tools (made in Unit 1)
- Ingredients for recipe (Part 3)

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



- C. **Read-Aloud & Discussion** *Language Skills, History, Thinking Skills*  
*Samuel Francis Smith*: page 1 (Chapter 1) through page 7,  
 paragraph 3 (“...man jumped aboard.”)

Follow the directions below for your level, and read or listen to the assignment from *Samuel Francis Smith*. Then listen as your teacher reads the following discussion topic. Think about what you know from the story, and answer in your own words. Give any examples you can think of from the story that help show your answer.

Discussion Topic: Two important **themes**, or important ideas that repeat, are present in this opening section—Samuel’s love of our country’s history and his love of music. Give examples of these two themes from the part of the story you just listened to or read.



Listen carefully as your teacher or someone else reads the above assignment.



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

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 for this lesson; 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 “5:1” (for Unit 5: 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.

ferries  
pieces

horizon  
danger

prayer  
plague

prairie  
slavery



apology

adventure

shawl

warehouse

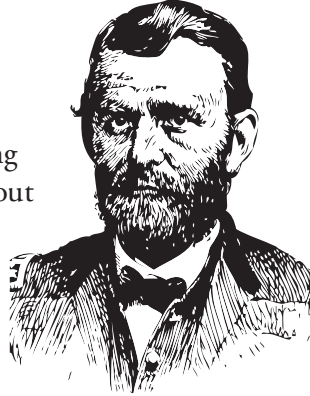


## E. History

*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 Andrew Johnson and Ulysses S. Grant 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.

After the Civil War, America began growing again with a purchase of land that turned out to be a very wise investment. William H. Seward, secretary of state for both President Lincoln and President Johnson, wanted the country to expand westward to take advantage of trading with other countries around the Pacific Ocean. He learned that Russia was interested in selling Alaska and began investigating the possibilities. He began **negotiations**, or talks, aimed at coming to an agreement, even before President Johnson had **authorized**, or given him permission, to do so. When presented with the deal, the president's Cabinet of leaders did not raise strong objections. The Senate did not share the Cabinet's enthusiasm and **ratified**, or gave formal approval to, the treaty with just one vote to spare. The United States officially purchased Alaska on October 18, 1867.



The purchase of Alaska was also known as “Seward’s Folly,” though at two and one half cents an acre for almost 300,000,000 acres, the price of \$7.2 million dollars was actually a **bargain**, or something bought for a better than normal price. At first, the people of America looked at the vast wilderness of Alaska and saw it the same way the Russians had—a great deal of land without much value. But Alaska would prove to be very valuable indeed.

A large deposit of gold was first discovered in southeast Alaska in the 1870s, which was followed by other smaller discoveries nearby. Other gold **strikes**, or large discoveries, followed in Juneau in 1880, then the Klondike and near Nome in the 1890s. Many people came from around the world to search for gold, putting Alaska on the map for good. More recently, oil has become another sort of “strike” for Alaska. Though oil was first found in 1896, large quantities of it were not discovered until later. With improvements in technology and transportation, more oil and gas was discovered and could be taken out of the ground and transported for use or sale. Alaska’s economy continues to be increased by the rich resources found underground.



★ 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 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 *UR* (for Unity Restored) in the upper left corner. This will make it possible to review vocabulary by unit at the end of the year.


E.

Look at the map entitled “U. S. Territory and Leases, 1857-1903” in the *United States History Atlas*. Every place with a date next to it shows a place that belonged to the United States in some way. How does this map show agreement with William Seward’s goal of increasing trade in the area around the Pacific Ocean? Talk with your teacher about your answer.

**Folly**, as used here, means a costly or extravagant mistake in spending that could lead to losing all your money. Read the following statement, and discuss it with your teacher. Then tell whether you agree with it or not. In your Student Notebook, use complete sentences to list the number of reasons assigned below to support your thinking.

Alaska was a wise purchase and not “Seward’s Folly.”

 at least two reasons

 at least three reasons

 at least four reasons




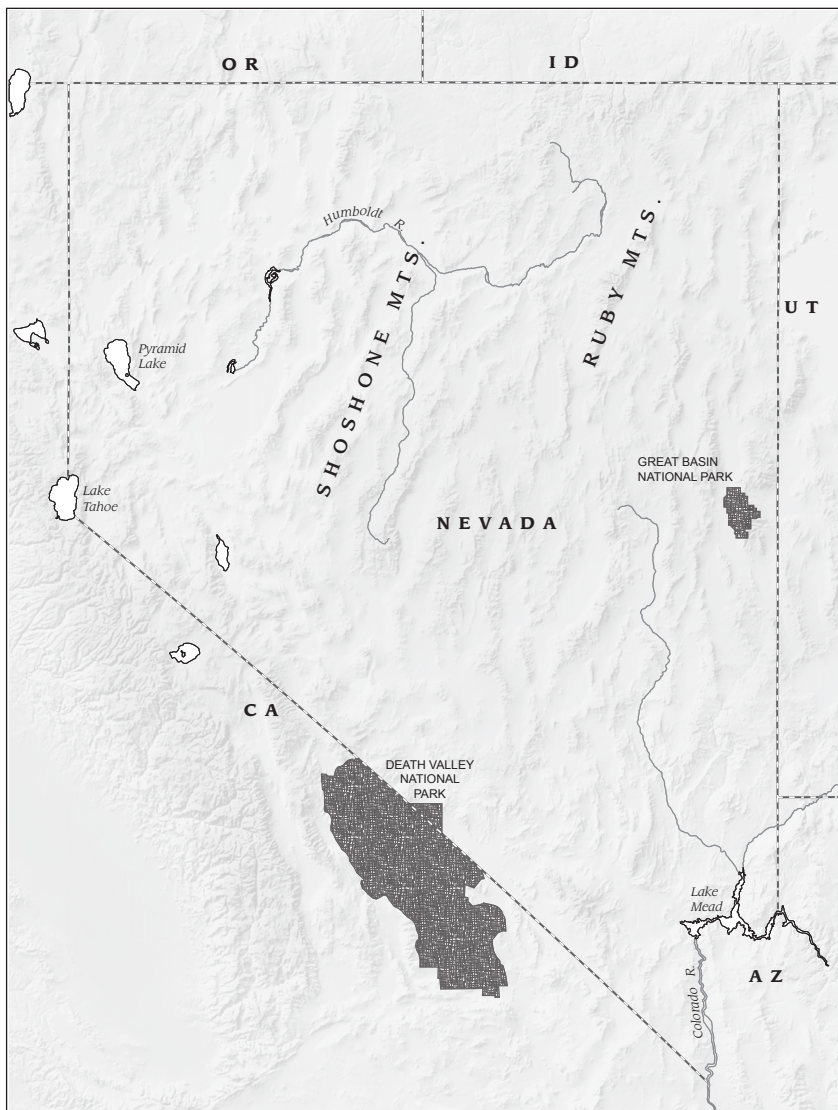
★ LAPBOOK ACTIVITY ★

### *F.* States

*Geography, Thinking Skills, History*

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

- Place a small red star on the spot where Carson City is located, and label it. Carson City is the capital of Nevada.
- Color the lines blue that show the Humboldt and Colorado rivers, and label them.
- Lightly color the areas green where the Shoshone Mountains and the Ruby Mountains are located, and label them.
- Color and label Lake Tahoe, Lake Mead, and Pyramid Lake.
- Color and label the area where Great Basin National Park is located and the small portion of Death Valley National Park that is shown on this map.
-  • Label the five states that border Nevada.



*G.* **Doing**

When the word *perspective* is used in art, it refers to the way many artists draw or paint distant objects so that the viewer can tell which things are farther away.

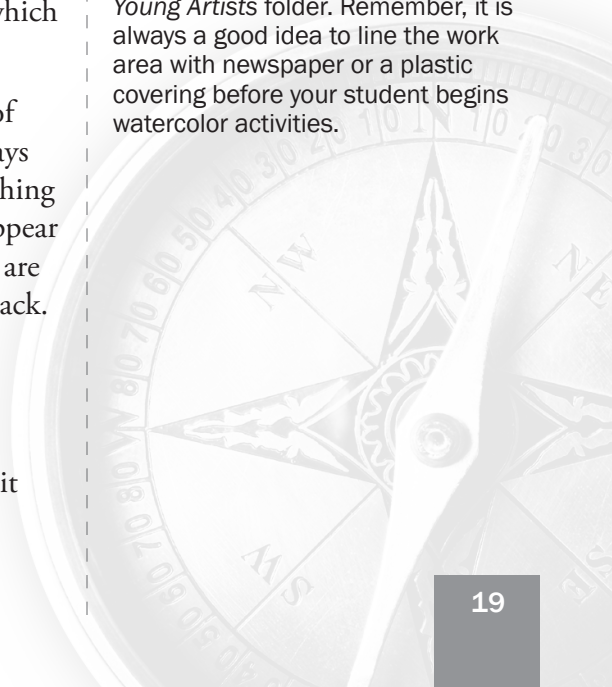
*Art*

In *Watercolor Painting*, read again about perspective at the top of page 18. Tell your teacher what perspective is and one of the ways it is achieved, according to what you read. Another important thing to know about perspective is that things that are closest to us appear larger than things that are far away. Objects that you paint that are supposed to be in the front should be larger than those in the back. Usually, the larger parts are toward the bottom of your picture.

Look again at the landscape painting in *Watercolor Painting* on pages 18 and 19. See how the road is darker and wider at the bottom of the painting, but it becomes lighter and narrower as it

*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.*



goes up the page. Notice how large the trees are, too. This is how the painter achieved perspective. If the painter had added a tree alongside the narrower part of the road, what would you need to change about the tree to continue showing perspective? Tell your teacher what you think you would need to do.

Now, use magazines or the Internet to find two or three photographs or paintings that clearly show perspective. Then trace or sketch the pictures you found, and add them to your Student Notebook.

For more information on perspective and how to achieve it, visit the links page.

### *JL* Independent Reading & Review


*Language Skills*


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

Moving \_\_\_\_\_ requires an understanding of \_\_\_\_\_ events.

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 several verses from the song, “America.” Samuel Francis Smith wrote the words to it in 1832. They consist of phrases, or groups of words that create a picture. This song is also a poem, so practice identifying its rhyme scheme (introduced in Unit 2, Lesson 5: Part 4).

Copy the verse below into your Student Notebook. Then listen to “America” on the *Wee Sing America* CD, and practice reading or singing it aloud.

Beginning of Verse 1:

My country, ‘tis of thee,  
Sweet land of liberty,  
Of thee I sing:

Samuel Francis Smith begins his song with the words, “My country, ‘tis of thee.” *‘Tis* is a poetic way of saying *it is*. So here he is saying, “My country, it is of you that I am singing.” As the author of these words, what position do you think he is taking in regard to America? Do you think he is a citizen of America?<sup>1</sup>

- ✎🐾 Tell your teacher why you think Samuel Francis Smith used the word *sweet* to describe the *land of liberty*?<sup>2</sup>
- 🐾 A colon (:) introduces a list. When Samuel says, “Of thee I sing:” what do you think the list that is being introduced will describe?<sup>3</sup>

## B. Reader

*Language Skills, History*

*Laura Ingalls Wilder*: page 20, paragraph 1 (“Charles, our house...”) through the top of page 29 (“...familiar and comfortable.”)

*Janie’s Freedom*: page 12, last paragraph (“Janie had watched...”) through page 17 (end of chapter)

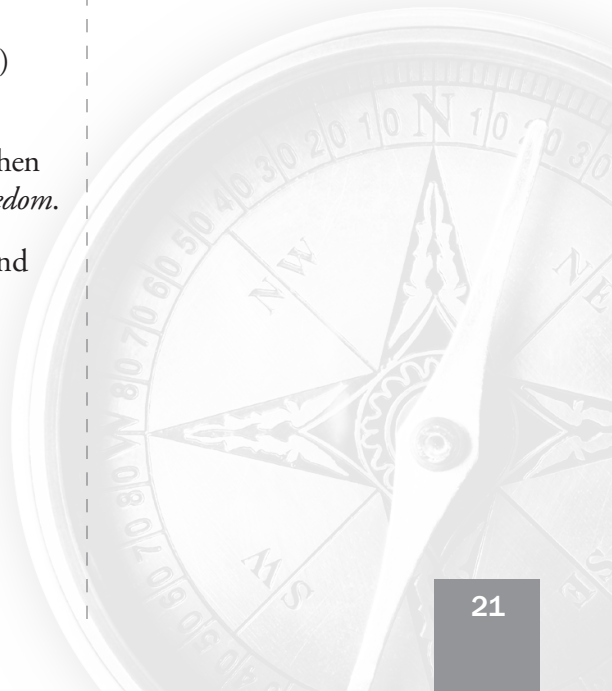
- 🐾 Read the above assignment from *Laura Ingalls Wilder* aloud, and then follow along as someone else reads the assignment from *Janie’s Freedom*.
- ✎🐾 Read the above assignment from *Laura Ingalls Wilder* silently, and then read the assignment from *Janie’s Freedom* aloud.

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.



C.

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, and so forth. 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 another person's point of view.

C.

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

*Samuel Francis Smith*: page 7, paragraph 4 (“Samuel pretended...”) through the middle of page 13 (“...stages of completion.”)

Follow the instructions below for your level. Then, in your own words, tell what happened in the story from Samuel's point of view, or pretend you are Samuel 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.



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

D.

**Mechanics and Editing***Language Skills, Thinking Skills*

Becoming a better writer does not depend on making your writing look like anyone else's. It mostly depends on finding your voice, or writing in a way that reflects your thinking the best. When you **edit**, or read to make sure your writing is clear, focus on choosing words that make sense to you. In this section, you will look at writing to find different parts of speech and the way those words help sentences make sense.

Nouns are the first group in the parts of speech. Nouns are the names of people, places, things, or ideas. Look at pages 6 and 7 in *Good Ole Cowboy Stories*, and find the number of nouns assigned below. List them in your Student Notebook.<sup>4</sup>



at least six nouns



at least eight nouns



at least ten nouns

E.

**Science***Thinking Skills*

In the first few lessons of this unit you will learn about latitude, longitude, climate zones in the United States, and time zones. 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.



★ LAPBOOK ACTIVITY ★

As people settled the East Coast of the United States and then began moving westward, the various weather conditions they **encountered**, or came upon, influenced their lives greatly on a day-to-day basis. However, even more important to a successful settlement was the **climate**, or long-term weather in the area.

For example, a settlement might go through a few seasons of very cold, wet weather—which affected the settlers’ daily lives for a period of time. But if that trend continued for year after year, it would affect the types of plants in the area, the types of animals that lived there, the length of the growing season for crops, and the materials available for building. Settlers might be able to endure the weather for a time, but if they could not **adapt**, or adjust, to the climate over a long period, the settlement would fail.

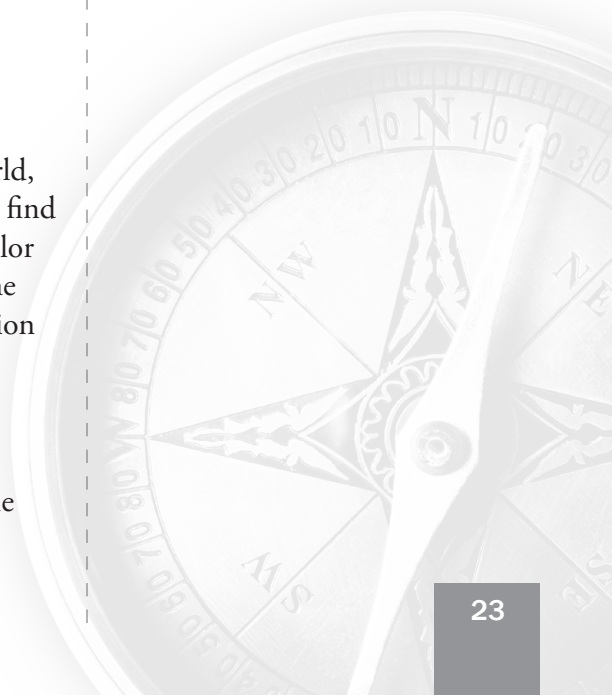
It’s important to remember that although weather and climate are related, they are not the same! Weather is what happens in the atmosphere on a day-to-day basis, while climate describes weather conditions over long periods of time. Together with your teacher, read or re-read and discuss page 13 (“Climate Zones”) in your *Weather of North America* book.

Many **variable**, or changeable, conditions affect climate. The most common are temperature and precipitation, which is moisture that falls to the ground as rain, sleet, snow, or hail. Other variable conditions are wind, air pressure, humidity, amount of sunlight, and so forth—all working together.

One unchangeable condition that has a huge effect on an area’s climate is its location. If the region is close to the Equator, it will be hot. If it is in the mountains, it will tend to be cooler. Its distance away from mountains or a large body of water greatly influences both temperature and rainfall. All in all, climate is very complex, involving many factors that interact with one another.

Look at the Climate Map on page 13 in your *Desk Atlas of the United States*, and notice the different zones. Then check the appendix for definitions of the various climates pictured on the map. There are other types of climate zones throughout the world, but you will concentrate on the ones in the United States. Now find the same Climate Map in your Student Notebook. Choose a color for each climate zone pictured, and lightly shade that area on the map. Add the same colors to the map key, and write the definition of each zone.

Now write the name of each climate zone found in the United States on an index card, and write its definition on another. Lightly draw a box around the name and definition of each zone



in the same color you used on the Climate Map in your Student Notebook. Make sure you can't see the colors when the cards are turned over. Read them over several times until you feel familiar with the names and definitions. Finally, follow the directions in the appendix and play Climate Zone Concentration.

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

When you're finished, follow the instructions in the appendix to make State Cards for Nevada, whose nickname is "The Silver State." Since this is a Rocky Mountain state, be sure to outline your cards with yellow.

**G. Writing** *Language Skills, Thinking Skills*  
When you describe something, you give **details**, or characteristics, about it that come from your senses. This is information that you see, hear, feel, taste, touch, or think about whatever you are describing. When you write a description of something, you want to make people feel like they are there with you and can picture what you are saying. Descriptive writing, then, should be anything but dull! You become the eyes and ears of your reader, so don't scrimp on the **images**, or pictures, you create.

Good descriptive writing also requires that you know a little about your subject. In the following lessons you will read sections from the book, *Good Ol' Cowboy Stories*. Included in each section is a picture or pictures that you are to look at carefully. Take some time to notice the details in each picture. After that, you will complete descriptive writing assignments that focus on different aspects of the pictures.

Read pages 6 and 7 silently, or listen as your teacher reads them aloud. Talk with your teacher about how the title of the story connects to the main ideas. Then look at the picture on page 6, and answer each of the questions below with the number of sentences assigned to your level.

Next, choose two words used in the story that describe some part of cowboy life, such as *range*. Talk with your teacher about each word's meaning. Add it to the Cowboy Word Bank in your Student Notebook.

1. How does the boy look like the other cowboys?
2. How does he look different from the other cowboys?
3. How do you think he feels? Use the look on his face to help you.



 at least two sentences

 at least three sentences

 a paragraph

*H.* **Independent Reading & Review** *Language Skills*

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

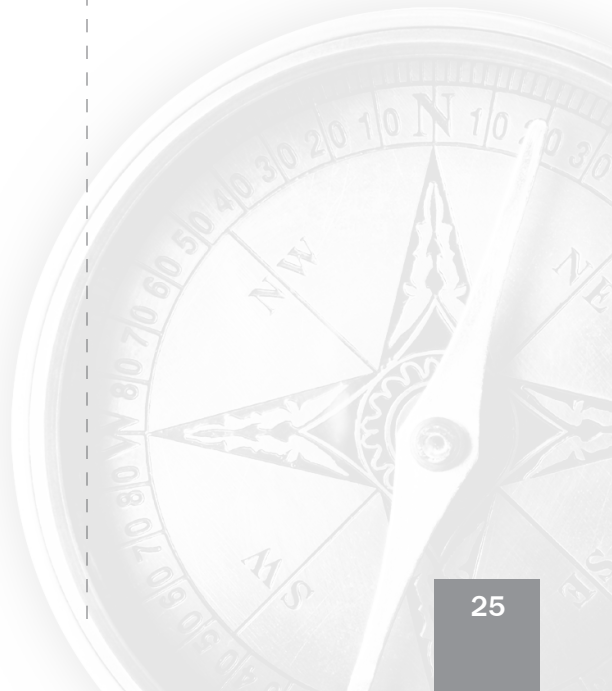
\_\_\_\_\_ past events in the light of the \_\_\_\_\_ in which they \_\_\_\_\_.

Then complete the Spelling Scramble game in your Student Notebook.<sup>5</sup>

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 &amp; Dictation

*Language Skills, Thinking Skills*

Developing thinking skills is very important, because when you think, you are using your mind to consider information, understand it, and then form opinions or make decisions based on what you have considered. Thinking includes considering information you already know, what you believe, or what you imagine.

Reread the Steps for Thinking that you copied into your Student Notebook in Part 1. Then follow the directions below to write one or more of the Steps as your teacher dictates it or them.



Choose one



Choose two



Write all three

## B. Reader

*Language Skills, History*

*Laura Ingalls Wilder*: page 29, paragraph 1 (“Trees and trees and...”) through page 37, paragraph 2 (“...leave Laura alone!”)

*Janie’s Freedom*: page 18 (Chapter 2) through the bottom of page 22 (“...got in here.”)



Read the above assignment from *Laura Ingalls Wilder* aloud, and then follow along as someone else reads the assignment from *Janie’s Freedom*.



Read the above assignment from *Laura Ingalls Wilder* silently, and then read the assignment from *Janie’s Freedom* aloud.

## C. Read-Aloud &amp; Discussion

*Language Skills, History, Thinking Skills*

*Samuel Francis Smith*: page 13, paragraph 1 (“The shop bustled...”) through page 19, paragraph 4 (“...store for him?”)

Follow the directions below, and read or listen to the assigned passage from *Samuel Francis Smith*. Then make up 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 aloud.



Make up one question.



Make up two questions.



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

## From Dr. Beechick

“Speaking is a language skill, and along with reading it forms two-way communication. Reading takes in information and speaking gives out information. That is why curriculums so often follow up reading with discussion question to promote talking about the selection. But the questions and issues that children raise are better triggers for learning and thinking than the book questions. Research has confirmed that. So your informal family conversation is more powerful.”

—A Biblical Home Education, page 106

### D. Vocabulary & Spelling

*Language Skills, Thinking Skills*

Write each vocabulary word on an index card. Tell your teacher what you think the word means, based on the context in which you have read the word. If you are not sure of the word's meaning, use a dictionary to look it up. You may have to remove any endings that have been added, such as an *s* or *ed*, to find the 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.

**horizon      hollow      scruff      glutton      threadbare**



**providence      billeted      sexton      staves      windlass**

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.<sup>6</sup> 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.



Nouns—or the names of people, places, or things that can be seen or touched—are **concrete nouns**. Nouns that cannot be seen or touched are called **abstract nouns**. Abstract nouns are usually concepts or ideas.

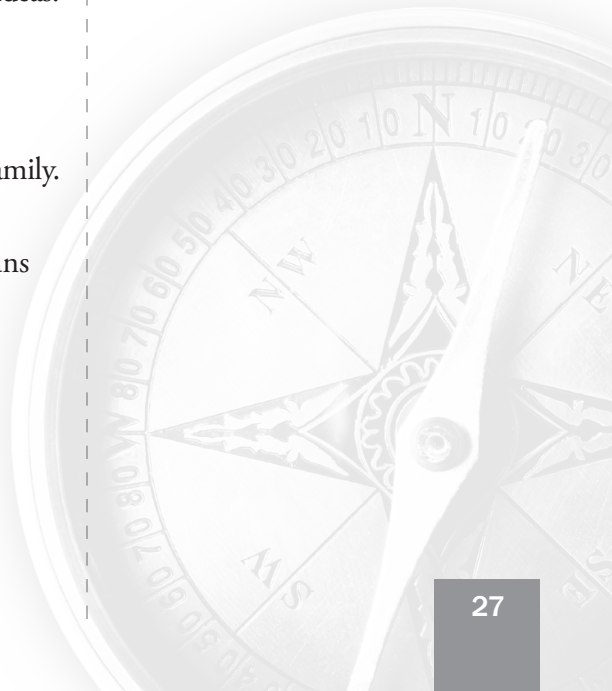
Here are some examples:

Concrete nouns: Laura and Mary went on a picnic with Pa.

Abstract nouns: Pa longed for freedom and happiness for his family.

Look at the list of spelling words you divided into syllables. Underline the concrete nouns with orange and the abstract nouns with green.<sup>6</sup>

-  Find more concrete and abstract nouns from your reading assignment, and add two or more of each type to the list.
-  Find more concrete and abstract nouns from your reading assignment, and add three or more of each type to the list.





## ★ LAPBOOK ACTIVITY ★

## E. History

*Geography, Thinking Skills*

*Music of the Times:* Look at the song entitled “Old Texas” in your *Wee Sing America* songbook, and read the historical note about it in the book. Talk with your teacher about the mood of the cowboy singing the song. “Old Texas” became popular during the period of history that you are studying. 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.

President Abraham Lincoln issued the Emancipation Proclamation in 1863, declaring all those held in slavery to be free. He followed that with an amendment to the Constitution, assuring that the stand taken by the proclamation became the law of the land. Read the 13th Amendment to the Constitution, voted into law on December 6, 1865:

Section 1 - “Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.”

Section 2 - “Congress shall have power to enforce this article by appropriate legislation.”

**involuntary** – something required of someone against their wishes

**servitude** – being ruled over by others as a slave, or as punishment for a crime

**convicted** – found guilty

**jurisdiction** – an area covered by a state or country’s legal authority

Read the following excerpt from Lincoln’s Second Inaugural Address:

With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation’s wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.

Summarize for your teacher what you think Lincoln’s attitude was towards those who had been a part of the Confederacy.

The years of **Reconstruction**, or rebuilding, were not an easy time for the country. The death of President Lincoln changed the way the years of reconstruction went for the states that were once part of the Confederacy. While there were many who tried to bring healing to the country, there were also those who wanted to punish the Southern states for their role in the Civil War. President Lincoln had tried to maintain balance within the government that would

not have allowed such levels of **retaliation**, or revenge, shown against the South. President Johnson attempted to deal fairly with these states and was considered by some to be too **lenient**, or tolerant. Many necessary changes in laws took place immediately, but it took time for more **conservative**, or moderate, governments to be set up in all Southern states.

Though this was a beginning in establishing liberty for all individuals as described in the Constitution, the struggle for equality has taken longer. Other amendments followed to assure the rights of citizens (14th Amendment) and particularly their right to vote (15th Amendment.) This was a good beginning, but as time passed, it became clear that individual rights would require more protection through laws. Such laws passed as recently as 1964.

Look at the map entitled “Reconstruction, 1868-1877” in the *United States History Atlas*. Fill in the chart in your Student Notebook by first listing all of the former Confederate states. In the second column, write what year a more conservative government was established for each state listed. In the third column, subtract 1865, the year the war ended. Write the difference in the fourth column. This number tells a little about the length of time it took each state to move forward in unity.

## *F.* States

*Geography, History, Thinking Skills*

Settlers moving into the Southwest Region encountered some of the driest territory in the United States. The **scarcity**, or shortage, of water made much of this land poor for farming. However, it was good for ranching and raising cattle, and cowboys were common in the area.

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

- Place a small red star on the spot where Austin is located, and label it. Austin is the capital city of Texas.
- Label the Gulf of Mexico.
- Color the lines blue that show the Pecos, Rio Grande, Colorado, Red, Sabine, and Brazos rivers, and label them. If you have trouble finding some of these rivers, three of them form parts of the Texas border.
- Color and label the areas where Guadalupe National Park and Big Bend National Park are located.

## *Connect Learning to Life*

Whenever a new area of the country is studied, make sure to ask students again if they have any knowledge of that area or experience with any friends or family from that area. Don't forget to share your personal experiences and contacts. These personal connections help make learning more memorable.



★ LAPBOOK ACTIVITY ★

- Color and label the Toledo Bend Reservoir.
- 🐾 • Color the area orange where Edwards Plateau is located, and label it. Then look up the word *plateau* in a dictionary, and talk with your teacher about what that type of landform is.
- Label the four states and one country that border Texas.



**Teaching Tip**

Your children may want to make a Family Food Journal—complete with pictures of the hits and misses! Collecting this information about family likes and dislikes can help develop an awareness of what others enjoy and, ultimately, help everyone become more considerate. While keeping track of this information, you may want to prepare for a family game of “Who Am I?” based on food likes and dislikes.

**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 Nevada or Texas, 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:

A vision for \_\_\_\_\_ often begins with the \_\_\_\_\_ of elders.

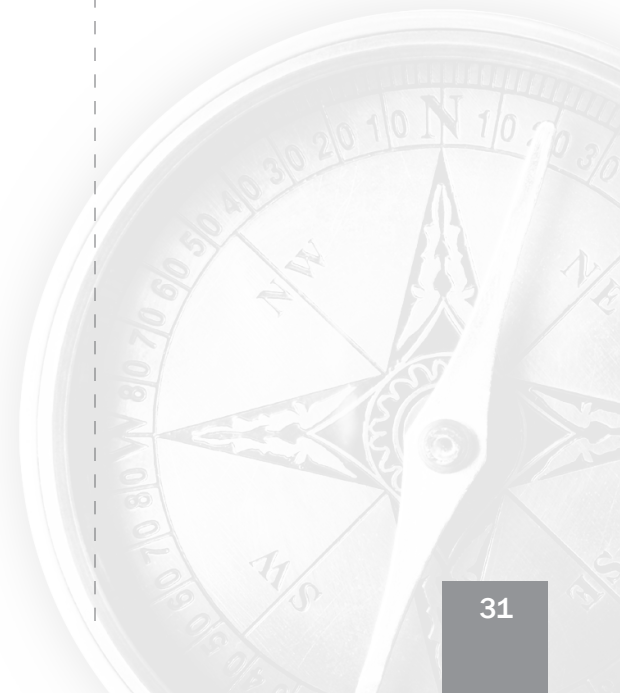
Then complete the Spelling Search game in your Student Notebook.<sup>7</sup>

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.

This activity links several kinds of learning together that support your children's ability to enjoy and connect to the content. Reading, writing, speaking, and music all provide ties for children to this patriotic poetry. After each section is complete, go back and read the previous parts that go together to give students a fuller picture of the author's message.

## a. Quotation Notebook

*Language Skills, Thinking Skills*

In this section you will continue copying parts of "America."

Samuel Francis Smith wrote the words to it in 1832. They consist of phrases, or groups of words that create a picture. This song is also a poem, so practice identifying its rhyme scheme.

Copy this verse into your Student Notebook. Then listen to "America" on the *Wee Sing America* CD, and practice reading or singing it aloud.

Ending of Verse 1:

Land where my fathers died,  
Land of the Pilgrims' pride,  
From every mountain-side,  
Let freedom ring.

Reread the first and second parts of Verse 1. In your Student Notebook, use red to underline the rhyming words at the end of the first two lines that you copied in Part 2. Underline the ending word of the third line in blue. Now underline the rhyming words at the end of the first three lines you copied today in green. Underline the ending word of the last line of the chorus in blue. Notice the rhyming pattern.



Go to the end of each line of this verse, and mark the rhyme pattern with a letter. Begin with *a*, then use *b* and *c*. What is the rhyme pattern of the first verse?<sup>8</sup>



Tell why you think Smith mentioned that America was where his fathers died? How does this connect to the Pilgrims' pride? Do you think he is saying that they are similar?<sup>9</sup>

## b. Reader

*Language Skills, History*

*Laura Ingalls Wilder*: page 37, paragraph 3 ("In springtime, when...") through page 46, paragraph 1 ("No one talked.")

*Janie's Freedom*: page 23 ("Forty miles away...") through page 28, paragraph 8 ("...you can read?")



Read the above assignment from *Laura Ingalls Wilder* aloud, and then follow along as someone else reads the assignment from *Janie's Freedom*.



Read the above assignment from *Laura Ingalls Wilder* silently, and then read the assignment from *Janie's Freedom* aloud.



- C. **Read-Aloud & Narration** *Language Skills, History, Thinking Skills*  
*Samuel Francis Smith*: page 19, paragraph 5 (“The door closed...”) through page 26, paragraph 5 (“...in Samuel’s face.”)

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 above assignment from *Samuel Francis Smith*.
- 👉 Make one prediction.
- 👉 Make two predictions.
- 🐾 Read one or two pages of the assignment from *Samuel Francis Smith* aloud, and listen as your teacher or someone else reads the remainder. Then write down at least three predictions.

- D. **Editing** *Language Skills, Thinking Skills*  
 Reread the Editing section in Part 2 of this lesson to remember what a noun is. There are several types of nouns. Look at the following sentences for examples of two types:

**Proper noun** - A particular person, place, thing, or idea that is capitalized.

Will James was raised by Old-Timer.

**Common noun** - A general kind of person, place, thing, or idea that is not capitalized.

A cowhand works with horses and cattle.

Look at pages 8 through 11 in *Good Ol’ Cowboy Stories*, and find the number of nouns assigned below. List them in your Student Notebook. Then look at the writing assignment you completed in Part 2 of this lesson, and underline all the common nouns with blue.<sup>10</sup>

- 👂 at least six proper nouns and six common nouns
- 👉 at least eight proper nouns and eight common nouns
- 🐾 at least ten proper nouns and ten common nouns

— *From Dr. Beechick* —

“By contrast, many homeschoolers have learned to treat reading as a skill. Children use it almost from the beginning to read storybooks, dinosaur books, biographies, science—all kinds of content. It turns out that they gain all the little skills that reading textbooks want to teach them, and they gain them in greater measure. Their vocabulary and knowledge and thinking skills grow faster. We do not look for them to end up as readers; they already are readers. Homeschoolers excel in large part because of this view of reading.”

—A Biblical Home Education, page 183

**Teaching Tip**

One approach to teaching your child about a difficult task or concept is to break it down into small, manageable pieces. This keeps your child from feeling overwhelmed, yet allows him to access more difficult material that he probably would not attempt if presented all at once or as an independent assignment without assistance.



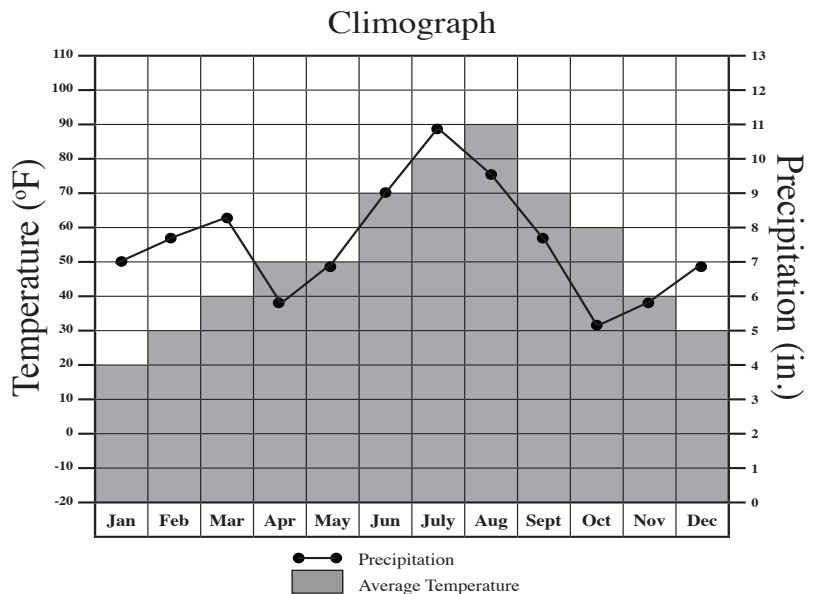
★ LAPBOOK ACTIVITY ★

**E. Science**

*Thinking Skills*

In Part 2 you shaded a Climate Map in your Student Notebook and defined the different zones. Look again at that map, and discuss it with your teacher. Find the area where you live, and mark your town on the map. What is the climate there? Do you agree with what the map says? If you do, tell your teacher why. If you don't, talk about which climate definition you would assign to your area.

A *climograph* is a chart sometimes used by meteorologists to combine data, or factual information, about two different things in one place—average temperatures and average rainfall for an area. Temperatures are shown as a bar graph, by coloring in boxes. Rainfall is shown as a line graph, with lines showing increases and decreases. In this section you will make a climograph for the area where you live.



To begin, look at the sample climograph above, and notice how it is set up. A temperature scale is marked on the left side of the chart, and boxes are colored in to show the average temperature for each month. The right side is marked with a scale of inches to show average precipitation. Then dots were made for each month, showing how much rain or snow fell, and lines were drawn to connect the dots. Discuss the sample chart with your teacher until you feel you understand it. How much rain fell in December? How much in June? What was the coldest month of the year? The warmest?<sup>11</sup>



Now look at the similar chart in your Student Notebook. Label it with your city, state, and the name of the region in which you live. Write your climate zone and its definition on the next line. Then, at the library or on the Internet, find out the average temperatures and

rainfall recorded for each month in your area. If you choose to have your student use the Internet, there is an excellent resource listed on the links page.

When you get to the site, just click on your state and then on the weather station closest to your home. Use the “Average Temperature” and the “Precipitation (inches)” data to fill in the climograph. Remember—record temperatures by coloring in boxes, and precipitation by making dots at the correct places and connecting them with lines.

When you are finished, compare the chart with the definition of your climate zone. Do you think the definition matches the data you have recorded? If not, can you think of any reasons why?<sup>12</sup>

Although you haven’t watched the weather for while, start your weather station again today. Use pictures in the *Weather of North America* book to identify the types of clouds you see, and record your observations on the Weather Watcher pages in your Student Notebook. Also, in this unit you will note whether or not each day’s weather is in keeping with your area’s climate.

-  Choose a city in a different climate zone, and follow the same steps to fill out a climograph for it. Compare its data with the definition for its climate zone. Do you think the definition matches the data?
-  Compare the charts to each other, and discuss what you see with your teacher. How are they similar? How are they different? Based on the climograph, do you think the other city might be a nice place to live? Why, or why not?

### *F.* States

*Geography, Thinking Skills, Drawing*

Find the Texas 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 Texas’ state flower, bird, and tree!

When you’re finished, follow the instructions in the appendix to make State Cards for Texas, whose nickname is “The Lone Star State.” Since this is a Southwest state, be sure to outline your cards with brown.



Weather observation is an ongoing activity begun in Unit 1, during which students made most of the tools necessary for their own weather stations. If your child did not complete that unit, but you would like him or her to participate in this activity, complete instructions for constructing various weather observation tools are posted on the links page.

*E.*

During Unit 6, your student will complete a project about his home state.

You might want to take some time to look ahead and see the types of information he will be asked to include. This information is available from several different sources, including the library, the Internet, and various state agencies. If you prefer having your child write to government offices for literature, now is a good time to do so since it can take several weeks for a response.

*F.*

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

When you describe something, you give details about it that come from your senses. This is information that you see, hear, feel, taste, touch, or think about what you are describing. When you write a description of something, you want to make people feel like they are there with you and can picture what you are saying. Descriptive writing, then, should be anything but dull! You become the eyes and ears of your reader, so don't scrimp on the images you create.

Read pages 8 through 11 in *Good Ol' Cowboy Stories* silently, or listen as your teacher reads them aloud. Talk with your teacher about how the title of the story connects to the main ideas. Then look at the pictures on pages 9 and 10.

One important sense to use when writing descriptively is your hearing. Since you are looking at pictures, you have to use the clues in the pictures to know what sounds you might hear if you were there. Look at each picture carefully for clues about sounds you might hear and what would make the sounds. Then answer each of the questions below with the number of sentences assigned to your level.<sup>13</sup>

When you are finished, choose two words used in the story that describe some part of cowboy life, such as *range*. Talk with your teacher about each word's meaning. Add it to the Cowboy Word Bank in your Student Notebook (Lesson 1: Part 2).

1. What are the cattle doing, and what sounds do you think they are making?
2. What are the cowboys doing, and what sounds do you think they are making?
3. Look at the cowboy who is just sitting on his horse in the picture on page 9. Tell about what you think he hears.

 at least two sentences

 at least three sentences



 a paragraph

**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.



*Connect Learning to Life*

When you discuss the Steps for Thinking with students, you are showing them how to connect details to ideas and concepts to examples. This is powerful modeling, so don't think the children are the only ones who can share what they have observed. When you share what you think, they see that you are still learning. This is a model for life-long learning, not just the academics of school years.

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

**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 this 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 words that you studied from Part 1. Write each word in your Student Notebook as she dictates it. When you are finished, look at your word list and make corrections as needed. Show your teacher how you did.
- Use the United States Political Map that is near the front of your *Desk Atlas of the United States* to find Nevada and Texas. Then, on the large outline map of the U.S., draw a yellow line around Nevada because it is a Rocky Mountain state and a brown line around Texas because it is a Southwest state. Write in the names of the states. Draw small stars to show where their capital cities are located. Next to the stars, write the name of each capital city.  
  
Add to the legend you are making on your outline map by drawing a short brown line under the yellow one. Next to it write *Southwest*.
- Read or listen to the profile about Samuel Clemens in *Profiles from History, Volume 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 Unity Restored Word Search located in your Student Notebook.<sup>14</sup>

**Enrichment Activities***Navigating the Library*

1. A declamation, or speech presented in a formal style, was common during Samuel Francis Smith's school days. You may want to present his declamation, found at the end of Chapter 3 in his biography, or come up with your own. After your speech, ask for feedback from those who watch you. Were you easy to understand? Did you stand still? Did you make your points clearly? Observe someone else giving a speech as well. With your teacher's help, find a suitable speech to watch. You can find these on the Internet, television, or on video at the library. Look in the multimedia section of your library. After you watch the speech, tell what you think were the positives or negatives in the way it was delivered.
2. You may want to read the books written by Laura Ingalls Wilder, or reread them if you have read them before. The section marked *Juvenile Fiction* is where you will find literature written for children and young people at your library. Organization of this section is by the author's last name, so her books are in the *W* section for *Wilder*. Start with the book, *Little House in the Big Woods*. Tell about any similarities you see between her book and her biography.

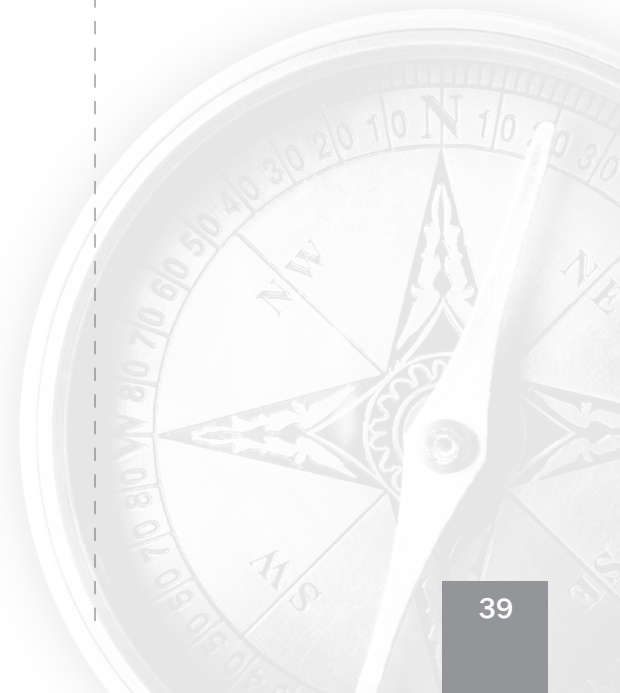
**Additional Resource**

*Cowboys of the Wild West* by Russell Freedman





Enrichment activities are suggestions for ways your child can learn more about a topic of interest, dig deeper into a subject, or gain research skills. Please feel free to use these activities as guides for your child to do as stated, or amend them to better fit his particular abilities, needs, or interests.

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

1. He is saying that America is his country and that he belongs to America as well. Yes, he was a citizen.
2. Answers will vary but may include the fact that he is describing it as beloved, pleasing, or desirable to him.
3. The colon introduces a list of things that describe his country.
4. Possible answers: wagon, Montana, child, love, Will, Bill, youngster, friend, saddle, steer, cowhand, designs, stories, paper pad, movie
5. Spelling Scramble answers are in the appendix.
6. fer'/ries, ho/ri'/zon, prayer, prai'/rie, pie'/ces, dan'/ger, plague, slav'/er/y  
 rev'/er/ie, a/pol'/o/gy, wea'/ther/vane, ad/ven'/ture  
 schol'/ar/ship, shawl, prin'/ci/ples, ware'/house
  - Concrete: ferries, prairie, pieces, weathervane, shawl, warehouse
  - Abstract: prayer, danger, slavery, reverie, apology, adventure, principles
  - Can be either:
    - horizon (concrete: a layer of rock with specific characteristics; abstract: place where sky and land appear to meet)
    - plague (concrete: an actual disease; abstract: a plague of locusts)
    - scholarship (concrete: an award; abstract: academic achievement)
7. Spelling Search answers are in the appendix.
8. a, a, b, c, c, c, b
9. Answers will vary but may include the thought that Smith's forefathers believed in America enough to live and die here and that the Pilgrims did the same. He is saying that they are similar.
10. Possible answers of proper nouns: Proper nouns: Bill Pickett, Mary, Austin, English Bulldogs, Bill, Taylor, Texas, Taylor Baptist Church, Pickett Brothers, Bronco Busters, Rough Riders, 101 Ranch Wild West Show, United States, Mexico, England, South America, West, December, National Rodeo Cowboy Hall of Fame  
  
 Possible answers of common nouns: cousins, cowboy, ranches, chores, bulldog, steer, calf, cow, showcase, children, jobs, slave, rodeo
11. rain in December: 5"; in June: 7"  
 coldest: January; warmest: August
12. Reasons could include a drought, a hurricane, a volcanic eruption, or anything else that might disrupt normal weather patterns in your area.
13. To get your student started:
  1. The cattle are crossing the stream, which would cause splashing sounds. One of the cows appears to be mooing, or bellowing. Other answers will vary.
  2. The cowboy in the picture appears to be yelling, waving his arms and rope, urging the cattle across the stream. Other answers will vary.
  3. Answers will vary.
14. Answers for the Unity Restored Word Search are in the appendix.