



Trail Guide to Learning Curriculum Series

Paths of Settlement: Sea to Shining Sea 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

Sea to Shining Sea ISBN: 9781628630657

Printed in the United States of America

Geography Matters, Inc.

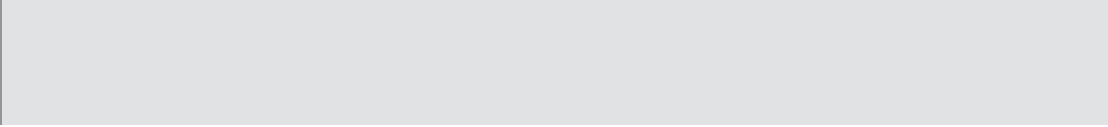
800.426.4650

www.geomatters.com

DEDICATION

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

—Debbie Strayer & Linda Fowler



★ 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

Appendix

Appendix Table of Contents 135

Sea to Shining Sea Unit Summary 136

Lessons At A Glance 137

Skills & Topics..... 143

Vocabulary List..... 144

Master Project Materials List..... 145

Game Answers..... 146

Presentation Feedback Form..... 152

Self-Evaluation Form 153

Conference Summary..... 154

Game Instructions 155

Native American Profile..... 157

Book Review..... 158

Editor’s Toolkits Rules & Examples 159

Pressing Flowers..... 162

Enlarging A Map..... 164

Salt Dough 166

Venn Diagrams 167

Sea to Shining Sea Bingo..... 171

About the Authors..... 184

Sea to Shining Sea Unit

Lesson 1..... 15

Lesson 2..... 35

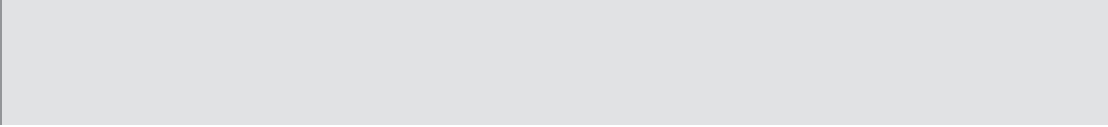
Lesson 3..... 55

Lesson 4..... 75

Lesson 5..... 95

Lesson 6..... 115





★ 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.

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 6: Sea to Shining Sea in *Settlement*.

Sea to Shining Sea Student Notebook pages
The Klondike Gold Rush (Munford) by Jamie Aramini
Theodore Roosevelt by Janet & Geoff Benge
Profiles from History, Volume 2 by Ashley M. Wiggers
Eat Your Way Through the USA by Jamie Aramini
Watercolor for Young Artists published by SpiceBox
Desk Atlas of the United States published by Geography Matters
Wee Sing America CD and songbook by Pamela Conn Beall & Susan Hagen Nipp
 U.S. Presidents Pocket Flash Cards
 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

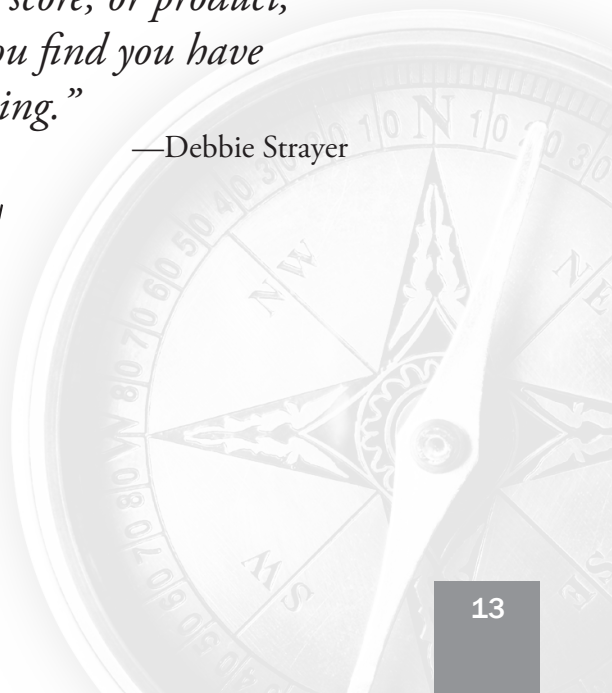
Older Extension: Lessons for six units (for sixth and seventh grades) and readers

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 REVIEW

(Growing Pains Unit, Lesson 1)




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

Together with your teacher, read the Steps for Thinking that you are reviewing today. Tell your teacher what you think each step means, and:

-  Choose two of the steps, and give an example of how each one was true for any of the units.
-  Give an example of how each step was true for any of the units.
-  Think of a time when one of the above Steps for Thinking applied to your life or to the life of someone else in your family. Share it with your teacher.



A. Dictation*Language Skills*

Together with your teacher, follow the directions below and choose a passage from today's reading assignment in either *The Klondike Gold Rush* or *Theodore Roosevelt*. Read the passage silently, and show your teacher any words you don't know. Practice saying those words aloud until you are familiar with them. Then write the passage while your teacher dictates it.

-  at least three sentences
-  at least four sentences
-  at least five sentences

B. Reader*Language Skills, History*

The Klondike Gold Rush: page 7 (Chapter One) through page 12 (“...talk to grandpa.”)

-  Read the assigned passage aloud.
-  Read the assigned passage silently.

As you discuss the Steps for Thinking with your child, feel free to share the examples that have come to your mind during the lesson. Share the steps you went through in your thinking as well as your outcomes. Modeling is a very effective type of instruction, and your child will gain insight into connecting concepts and examples by hearing your thinking.

★ MATERIALS ★

- *The Klondike Gold Rush*
- *Theodore Roosevelt*
- *Watercolor for Young Artists*
- *Eat Your Way Through the USA*
- *Desk Atlas of the United States*
- *Profiles from History, Vol. 2*
- *Wee Sing America* CD and songbook
- *USA Activity CD*
- Newspaper or plastic covering
- Calculator
- U.S. Presidents Flash Cards
- State Project (Part 2)
- Ingredients for recipe (Part 3)
- Vocabulary Cards from Unit 1
- Spelling Cards from Unit 1

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

C.

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.

C. Read-Aloud & Discussion *Language Skills, History, Thinking Skills*
Theodore Roosevelt: page 9 (Chapter 1) through the bottom of page 18 (“...it to you.”)

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

- What took place?
- When did it take place?
- Where did it take place?
- Who were the main people involved?
- How does this event affect Theodore Roosevelt's life?
- Why do you think it took place?



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



Choose one event.



Choose two events.



Read one or two pages of the assigned passage aloud, and listen as your teacher or someone else reads the remainder. Then choose two events, and report on them. When you're finished, talk with your teacher about how the two events are related. For example, were they both things that happened to family members? Did they relate to things going on outside the family? Did they occur in similar places? Decide what factors are common between the two events you reported.

D. Spelling Review *Language Skills, Thinking Skills*

Gather together the cards you made for your Unit 1 spelling words. On each card, certain letter combinations are highlighted to show the spelling of a key sound in the word. Sort the cards into stacks by the spelling of the key sounds. Then review the words in each stack by covering a card with your hand and trying to spell the word on it aloud. Lift your hand, and see if you were correct. If you were, set the card aside; if you weren't, put the card on the bottom of the stack and try again later.

After you have gone through the stacks and practiced spelling each word, mix all the cards together. Then follow the directions in the appendix to play Go Spell with at least one other family member or friend.

E. Growing Pains History Review *Thinking Skills*

Look at the Unit Review Graphic Organizer in your Student Notebook, and discuss the questions it asks with your teacher. Then fill in the boxes in the Growing Pains column as best you can.

When you are finished, discuss what you wrote with your teacher, and explain why you answered as you did.

F. State Review *Geography, Thinking Skills*

Look at the State Review Page in your Student Notebook. Draw a line from the map of each state to its name. On the lines at the bottom, assign each state to the correct region, and list its abbreviation and capital city. If you have trouble remembering, and your teacher agrees, it's fine to use your maps and State Pages to complete this activity.¹

G. Doing *Art, Thinking Skills*

In *Watercolor Painting*, read and talk with your teacher about the glazing project on pages 20 and 21. Then follow the instructions, and create your own abstract composition. Remember, your picture doesn't have to look anything like the one in the book. Have fun and experiment with different shapes and colors!

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

G.

H. Independent Reading *Language Skills*

Choose something to read that you will enjoy. Then, find a quiet, comfortable place and read for the following length of time:

 25 minutes  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

STEPS FOR THINKING REVIEW

(Growing Pains Unit, Lesson 2)

1. Many times, settlers came to America in families.
2. Being part of a family helped settlers endure hard times.
3. All members of a family had a role to play and were important.

Together with your teacher, read the Steps for Thinking that you are reviewing today. Tell your teacher what you think each step means, and:

-  Choose two of the steps, and give an example of how each one was true for any of the units.
-  Give an example of how each step was true for any of the units.
-  Think of a time when one of the above Steps for Thinking applied to your life or to the life of someone else in your family. Share it with your teacher.

a. Quotation Notebook*Language Skills, Thinking Skills*

In this section you will begin copying verses from one of America's most beloved patriotic songs, "America the Beautiful." Like many songs you have looked at this year, its words were originally written as a poem. Katherine Bates wrote it in 1893 to celebrate the beautiful countryside she saw while visiting Pike's Peak in Colorado. Some years later it was set to music that had been written in 1882 by Samuel Ward, and it was a perfect fit! As you write the verses, consider their rhyme patterns and the imagery they create in your mind.

Verse 1:

O beautiful for spacious skies,
 For amber waves of grain,
 For purple mountain majesties
 Above the fruited plain!

Copy the above passage into your Student Notebook. Talk with your teacher about its meaning and any words you don't

a.

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

Identifying rhyme patterns is an ongoing activity that was introduced in Unit 2 and practiced in Units 3, 4, and 5. If your child did not complete at least one of those units and is unfamiliar with this concept, you can find information at the library or on the Internet.

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

understand. Then, on the page provided, draw and color a picture of the image this passage creates in your mind.

Listen to “America the Beautiful” on your *Wee Sing America* CD, and follow along with the words in the songbook. Try to become familiar with the words and music so that you can sing along, or learn to play it on an instrument of your choice. You may want to recite, sing, or play this song during your presentation at the end of this unit.


B. Reader *Language Skills, History*
The Klondike Gold Rush: page 13, paragraph 1 (“When we arrived...”) through the bottom of page 15 (“...Grandpa sighed.”)


 Read the assigned passage aloud.

 Read the assigned passage silently.

C. Read-Aloud & Reflective Writing *Language Skills, History, Thinking Skills*
Theodore Roosevelt: page 19, paragraph 1 (“Even though it...”) through page 27, paragraph 4 (“...signs of mourning.”)

Follow the directions below to write a summary of events in the read-aloud passages for parts 1 and 2 of this lesson. Try to choose main events, or happenings that make changes in the story. Also, tell what you learned about Teddy’s character or attitude from the assigned readings. Be sure to use complete sentences, and check your spelling by looking back at the story. By the end of this unit, you will have a written record of the main ideas you read or listened to, from Lesson 1 through Lesson 6.

 Listen carefully as your teacher or someone else reads the assigned passage. Then write about three events in the story and one thing you learned about Teddy’s character or attitude.

 Read one or two pages of the assignment from *Theodore Roosevelt* aloud, and listen as your teacher or someone else reads the remainder. Then write about four events in the story and two things you learned about Teddy’s character or attitude.

D. Editing Review *Language Skills, Thinking Skills*
 You will need the Editor’s Toolkit 1 and 2 cards for this review. Use the ones you made in Unit 1.

Read over all the cards, and mix them up. Then follow the instructions in the appendix to play Editor’s Toolkit Concentration.

For your convenience, a master list of all the Editor’s Toolkit rules and examples are in the appendix.

D.

E.

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 SS (for Sea to Shining Sea) in the upper left corner. This will make it possible to review vocabulary by unit at the end of the year.



★ LAPBOOK ACTIVITY ★

F.

If your student uses the Internet to research your state, there are several good sites listed on the links page.

E. Growing Pains Science Review

Thinking Skills

Complete the Earth Science Matching review in your Student Notebook.² When you are finished, tell your teacher what you remember about each thing named in the activity. If you need help remembering and your teacher agrees, you can look back at Unit 1 in your textbook and Student Notebook.

F. State Project

Geography, Thinking Skills, History

When the people of a territory decide they want their homeland to become one of the United States, there are specific steps that must be taken. The first is to send a **petition** to the United States Congress. A petition is a formal request that is usually signed by as many residents as possible. If Congress votes to accept their application, then the leaders of the territory write a constitution for the new state, and people living there vote on it.

Once the new state constitution is approved, it is sent back to Congress where a committee closely examines it. If everything is found to be in order, Congress votes to approve admission and the president issues a proclamation that the territory is now part of the Union.

For this unit, pretend that the United States government has somehow misplaced its records, and all 50 states now have to re-apply for admission to the Union. This time, however, the Congress would like to see more than just signatures on a petition. It would like to see evidence about what makes each area special and unique—its history, population, famous people, topography, products, and anything else you can think of!

You have been put in charge of the project, which means it's your job to gather and present all types of information about your state. You will compile and show your research in a "Petition for Statehood" booklet, as well as on a poster and a state float.

There are several ways to get the information you will need—by writing to state agencies, going to the library, or looking on the Internet. Whichever way you choose is fine, but it's important to know that the library and Internet are much faster than getting information back from a state office.

To get started, punch three holes in nine pieces of construction paper, and place them in a folder with prong fasteners. You can make your pages all one color, or you can use a variety. With markers, colored pencils, letter-stickers, or something else of your choice, write "Petition for Statehood" and the name of your state on the front of the folder. At the bottom, put your name. Then

decorate the cover with drawings, pictures, or stickers that you think might remind people of your state.

When you are finished, open your booklet and number the pages, front and back. In all, you should have 18 pages.

G. Writing

Language Skills, Thinking Skills

Spend some time thinking about your state and things you would like to include in the Petition for Statehood that you're creating. These things might be very specific, like the types of crops grown or items manufactured—or they might involve questions for which you would like to find answers, like how and from where the first settlers arrived in your area.

In your Student Notebook, make a list of things you would like to include. Then use complete sentences to write down questions for which you'd like to find answers. You don't have to complete the lists all at once, because as you research your area you may discover new topics or questions that you hadn't thought of before. If that happens, be sure to add them to the lists and check them off when they are covered or answered.

Also in your Student Notebook, right after the page you just worked on, is a **bibliography** page. A bibliography is simply a list of all the books and other resources used when writing a report. Since you will be doing a good bit of research as you put together your Petition for Statehood, it's a good idea to keep track of where you found the information you included. If you just look at a resource but don't actually use its information, you don't have to list it.

You can usually get all the bibliography information you need from the title page of a book, the "About" or "Contact" page of a website, or the heading of an article. If you have trouble finding any parts of the information requested, don't worry too much about it in this activity. This is practice and will become more important in the future. Although there are several different ways to list resources in a bibliography, you will use the following forms:

Book:

Author's last name, first name. (followed by a period)

Title of the book, (underlined, followed by a comma)

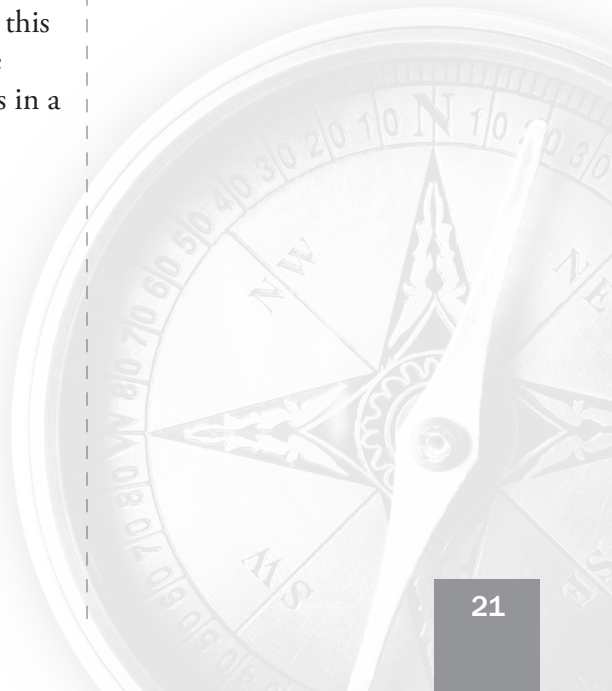
Where it was published: (followed by a colon)

Name of publisher, (followed by a comma)

Copyright Date. (followed by a period)

Encyclopedia:

"Article title," (in quotation marks, with a comma)



Title of Encyclopedia, (underlined, followed by a comma)

Edition. (followed by a period)

Website:

Title of the site, (followed by a comma)

Date that you got on (no punctuation)

Complete web address. (followed by a period)

Pamphlet or Brochure:

“Title of pamphlet,” (in quotation marks, with a comma)

Publisher, (followed by a comma)

Place of publication, (followed by a comma)

Date of publication. (followed by a period)

Although you are recording information on the bibliography page in a column so it is less confusing, you will normally write it in a straight line when you actually add the information to the end of your report. For example, your read-aloud book for this unit is *Theodore Roosevelt*. It has two writers, and their names should be listed as they appear in the book with a semi-colon between them. You would write that book in an actual bibliography as shown:

Benge, Janet; Benge, Geoff. Theodore Roosevelt, An American Original, Lynnwood, Washington: Emerald Books, 2005.

Be sure to come back to the bibliography page and add to it whenever you use information from a new resource.

IL Independent Reading

Language Skills

Choose something to read that you will enjoy. Then, find 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

STEPS FOR THINKING REVIEW

(Growing Pains Unit, Lesson 3)

1. Trust is the feeling of confidence that others will do good things for you or do what they say they will do.
2. You trust another person based on what you know of that person or what he has said or done in the past.
3. It takes courage to decide for yourself if someone is trustworthy.




Together with your teacher, read the Steps for Thinking that you are reviewing today. Tell your teacher what you think each step means, and:

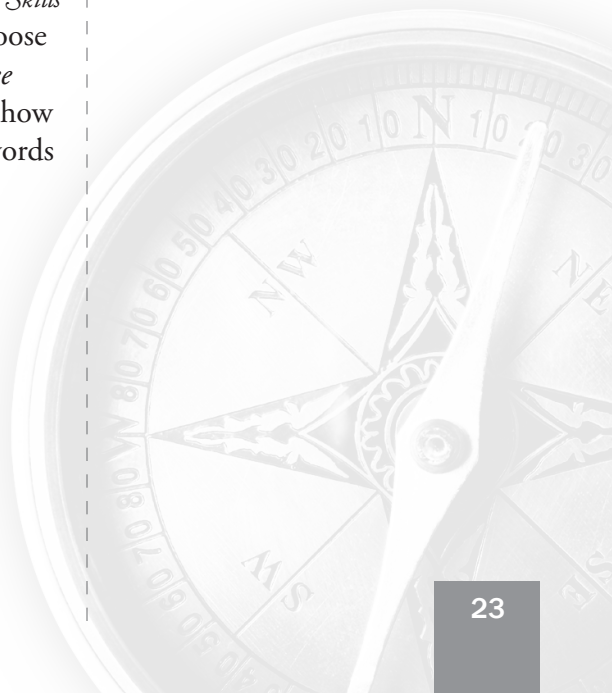
-  Choose two of the steps, and give an example of how each one was true for any of the units.
-  Give an example of how each step was true for any of the units.
-  Think of a time when one of the above Steps for Thinking applied to your life or to the life of someone else in your family. Share it with your teacher.

a. Dictation

Language Skills

Together with your teacher, follow the directions below and choose a passage from today's reading assignment in either *The Klondike Gold Rush* or *Theodore Roosevelt*. Read the passage silently, and show your teacher any words you don't know. Practice saying those words aloud until you are familiar with them. Then write the passage while your teacher dictates it.

-  at least three sentences
-  at least four sentences
-  at least five sentences



— *From Dr. Beechick* —

“In any one project children will not use all thinking skills but maybe only one or two, or more. Reading books can be active learning too, and can exercise the thinking skills. It all depends on what happens in the brain. If interest is high, if children are finding out answers to their questions, their brains are just as active while reading as while working on a fish pond.”

—*You Can Teach Your Child Successfully*, page 330

B. Reader

Language Skills, History

The Klondike Gold Rush: page 16, paragraph 1 (“Forty-niners...”) through page 22, paragraph 7 (“...sold his socks!”)



Read the assigned passage aloud.



Read the assigned passage silently.

C. Read-Aloud & Discussion

Language Skills, History, Thinking Skills

Theodore Roosevelt: page 27, paragraph 5 (“The children watched...”) through page 34 (end of Chapter)

Follow the directions below, and read or listen to the assigned passage from *Theodore Roosevelt*. 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 assigned passage.



Make up one question.



Make up two questions.



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

D. Vocabulary Review

Language Skills, Thinking Skills

Look back at the vocabulary cards you made in Unit 1. You can tell which ones they are because you wrote *GP* in their upper left corners. Go through them, and see if you can remember any of the definitions. Then try using each one correctly in a sentence.

When you are finished reviewing, choose five cards and try to act out each word so that others can guess what it is. Have other players choose five words, and take turns acting them out and guessing. You get a point for guessing a word or having a word guessed. See who can get the most points.

E. Growing Pains History Review*History, Thinking Skills*

In Unit 1 you had an opportunity to learn about people and events from the time of the French and Indian War to the period shortly after. Find the history review in your Student Notebook, and answer the “Who or What Am I?” questions.³ (Each person and event listed in the Word Bank will be used to answer more than one question.)

Then follow the directions below for your level, and make up your own questions for the additional topics listed in your Student Notebook. When you are finished, discuss your answers with your teacher.

 one question for each topic  two questions for each topic

F. Region Review*Geography, Thinking Skills*

In this section you will use the data, or factual information, that you have recorded throughout the year on the Regional Summary Pages to compare the states in each region.

To begin, look at the Regional Summaries for New England and the Mid-Atlantic states. Highlight the state with the greatest land area and the one with the largest population in each of those regions. Then write the names of those states in your Student Notebook.⁴

Use the information on your Regional Summary Pages, and write the populations and land areas for the New England and Mid-Atlantic states on Data Worksheets 1A and 2A in your Student Notebook. Then, with a calculator, divide each state’s population by its land area.

The answer you get is very interesting. If each state was divided into one-square-mile sections and the population was divided equally among those sections, the number you get by dividing population by land area tells you how many people would be assigned to each square mile. Of course, people don’t really live in assigned clumps, but that number helps you understand how densely a state is populated.

Write the results in the spaces provided on the worksheets. Then round each answer off to the nearest ten, hundred, or thousand.⁵ When you are finished, complete the Population Density Chart that follows in your Student Notebook. Do this by coloring in the blocks above each state’s abbreviation to the height that shows the rounded number you calculated for it. Use blue to mark New England’s data and green to mark the Mid-Atlantic’s.

Next, use the Regional Summary Pages to add the heights of the highest points in those regions to Data Worksheets 1B and 2B in

Although the land areas of states stay the same from year to year, the population of the United States is constantly changing. For that reason, the population statistics in the *Desk Atlas of the United States* may not be completely accurate. Even so, they are close enough to make a comparison between states.

The *Desk Atlas of the United States* has done some rounding-off of its own!

This just means you will see most state population numbers expressed in decimal form (like 6.7 million in Massachusetts). Please explain to your child that to use these decimals on a calculator, simply enter the numbers shown without the decimal point, and add five zeroes. For example, Massachusetts’ 6.7 million people should be entered as 6,700,000.

You may need to remind your child how to round off numbers:

1. Since the answers to most calculations in this activity have decimals, begin by rounding off to the nearest whole number: if the decimal is under 5, round down; if the decimal is 5 or more, round up.
2. Round the whole number to the nearest 10, 100, or 1000. For example, Massachusetts’ land area is 8,257, and its population is 6.7 million.
 - a. Divide the population by the land area: $6,700,000$ [divided by] $8,257 = 811.4$ people per square mile.
 - b. The decimal .4 is less than 5, so round it down, leaving the whole number of 811.
 - c. 811 is closer to 800 than it is to 900, so round it to 800.

E.

F.

Teaching Tip

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

your Student Notebook, and round each one off to the nearest hundred, thousand, or ten thousand.⁶ Then mark the rounded numbers on the Highest Points Chart in your Student Notebook. Use each region’s color to chart its data.

Talk with your teacher about both of the charts you completed in this section. Do any of the results surprise or interest you? Can you think of any reasons why some states are more densely populated than others in their region? How about why some have higher points than others? Write your thoughts in your Student Notebook.

G. Cooking

Language Skills, Thinking Skills, Drawing

With your parent’s permission and supervision, look in *Eat Your Way Through the USA* and choose a recipe that comes from one of the states in the New England or Mid-Atlantic regions of the United States. Try to choose a dish that you have not made before, 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  at least four sentences

H. Independent Reading

Language Skills

Choose something to read that you will enjoy. Then, find 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

STEPS FOR THINKING REVIEW

(Growing Pains Unit, Lesson 4)

1. Everyone has feelings of fear sometimes.
2. If you have a plan for responding to your fears, they will not seem as powerful. Then you may be able to help someone else when he is afraid.
3. People you admire can show you how to handle your fears.

Together with your teacher, read the Steps for Thinking that you are reviewing today. Tell your teacher what you think each step means, and:

-  Choose two of the steps, and give an example of how each one was true for any of the units.
-  Give an example of how each step was true for any of the units.
-  Think of a time when one of the above Steps for Thinking applied to your life or to the life of someone else in your family. Share it with your teacher.

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

Continue copying passages from “America the Beautiful.” As you write the verses, consider their rhyme patterns and the imagery they create in your mind.

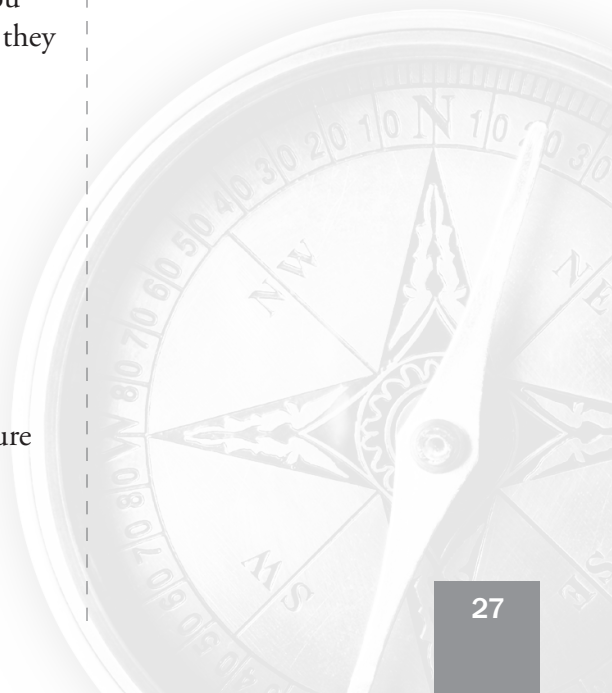
Chorus:

America! America!
 God shed His grace on thee,
 And crown thy good with brotherhood
 From sea to shining sea!

Copy the above passage into your Student Notebook. Talk with your teacher about its meaning and any words you don't understand. Then, on the page provided, draw and color a picture of the image this passage creates in your mind.

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 lifelong learning, not just the academics of school years.



Teaching Tip

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

Listen to “America the Beautiful” on your *Wee Sing America* CD, and follow along with the words in the songbook. Try to become familiar with the words and music so that you can sing along, or learn to play it on an instrument of your choice. You may want to recite, sing, or play this song during your presentation at the end of this unit.


B. Reader *Language Skills, History*
The Klondike Gold Rush: page 22, paragraph 8 (“The store clerk posted...”) through page 26 (end of Chapter)


 Read the assigned passage aloud.

 Read the assigned passage silently.




C. Read-Aloud & Reflective Writing *Language Skills, History, Thinking Skills*
Theodore Roosevelt: page 35 (Chapter 4) through page 42, paragraph 1 (“...he did not.”)

Follow the directions below to continue writing a summary of events that take place in the read-aloud passages. Choose main events from the assignments in parts 3 and 4 of this lesson. Remember—main events are happenings that make changes in the story. Then write what you learned about Teddy’s character or attitude from the assigned readings. Be sure to use complete sentences, and check your spelling.

 Listen carefully as your teacher or someone else reads the assigned passage. Then write about three events in the story and one thing you learned about Teddy’s character or attitude.

 Read one or two pages of the assignment from *Theodore Roosevelt* aloud, and listen as your teacher or someone else reads the remainder. Then write about four events in the story and two things you learned about Teddy’s character or attitude.

D. Editing Review *Language Skills, Thinking Skills*
 Look again at the Editor’s Toolkit 1 and 2 cards you reviewed in Part 2 of this lesson, and explain each one to your teacher. When you are finished, follow the directions below and find sentences in your reader or read-aloud book that demonstrate each rule. Write them in your Student Notebook.


 two sentences  three sentences  four sentences

E. History*Thinking Skills*

Music of the Times: Look at the song entitled “We Love the U.S.A.” in your *Wee Sing America* songbook. This song was written by John Philip Sousa during the period of history that you are studying, and you will learn more about him in Part 5 of this lesson. Now listen to the song on your *Wee Sing America* CD. Try to become familiar with the words and music so that you can sing along, or learn to play it on an instrument of your choice. You may want to recite, sing, or play this song during your presentation at the end of this unit.

Throughout this unit, you will learn about an important part of America’s system of electing people to serve in its government: political parties. A political party is an organization that stands for certain beliefs relating to government. Currently, there are many political parties in the United States. Some are larger or have been around longer than others. In your U.S. Presidents Pocket Flash Cards are two cards entitled “Evolution of the Two-Party System.”

Read, or listen as your teacher reads, these two cards. Discuss the history of political parties in the United States with your teacher. Then talk with members of your family about their beliefs concerning political parties.

 Write a paragraph telling what you learned about your family’s beliefs.

F. State Project*Geography, Thinking Skills*

Use your *Desk Atlas of the United States* and other sources to fill in the Government and General Information charts in your Student Notebook. When you are finished, cut them out and paste them on page 3 of your Petition for Statehood booklet.



★ LAPBOOK ACTIVITY ★

G. Writing*Language Skills, Thinking Skills*

Earlier this year you learned how to write one type of business letter. In this part you will review by writing a letter to Congress and giving reasons why you think your state should be re-admitted to the Union.

Look back at Unit 3, Lesson 4: Part 4, and review the parts of a formal letter. Address your letter to the United States Congress, Washington, D. C. 20081. Use “To Whom It May Concern,” for the salutation because it is a useful greeting when you don’t know exactly who will be reading your letter.

Spend some time talking to your teacher about reasons a territory might want to become a state, and then follow the directions below for your letter to Congress. Begin by writing a rough draft in your






★ LAPBOOK ACTIVITY ★

Connect Learning to Life

Writing skills are preparation for real life, not just a school-time activity. Whenever you do an activity that equips students for life, such as learning how to write a formal letter, point it out to them. Take time to think about the connections you see between what you are teaching your children and the way they might actually use the knowledge or skills in their daily life. Doing this regularly will help you answer that age-old question, “Will I ever use what I’m learning?”

Student Notebook. When you are finished and satisfied that you said what you wanted to say, carefully copy or type and print your letter on clean paper. You can use nice stationery if you want. Trim the edges so it will fit neatly in your Petition for Statehood, and then paste it onto page 2. If your letter has more than one page, staple them together in the upper corners, and paste the back of the last page into the booklet.

-  Include at least one reason.
-  Include at least two reasons.
-  Include at least three reasons.

JL. **Independent Reading***Language Skills*

Choose something to read that you will enjoy. Then, find 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 5

STEPS FOR THINKING REVIEW

(Growing Pains Unit, Lesson 5)

1. A man, woman, or child can be a strong or brave person.
2. In times of need, people can show strength or bravery that they didn't think they had within them. They can also encourage those around them to be brave.
3. People you admire can inspire you to be brave by setting the example of acting bravely.

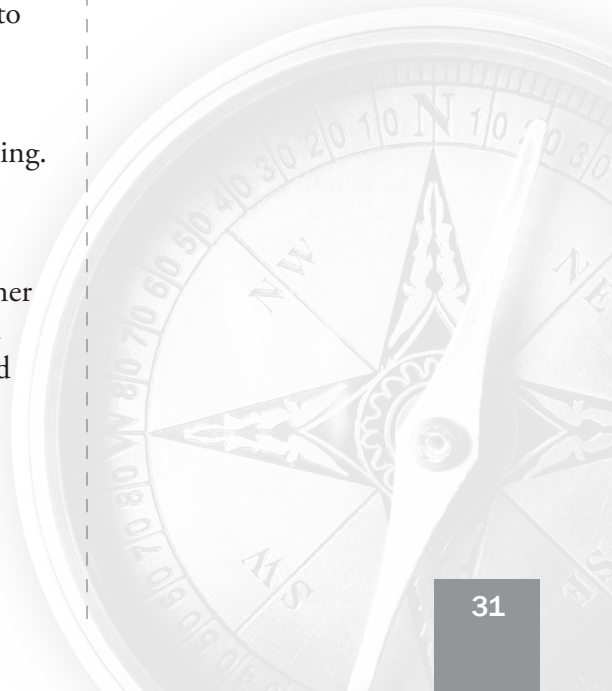
Together with your teacher, read the Steps for Thinking that you are reviewing today. Tell your teacher what you think each step means, and:

-  Choose two of the steps, and give an example of how each one was true for any of the units.
-  Give an example of how each step was true for any of the units.
-  Think of a time when one of the above Steps for Thinking applied to your life or to the life of someone else in your family. Share it with your teacher.

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.

- Give your teacher your stack of vocabulary cards for Unit 1, Growing Pains. As she shows you each word, tell her its meaning. Then see if you can use it correctly in a sentence.

When you are finished reviewing, choose five cards and try to act out each word so that others can guess what it is. Have other players choose five words, and take turns acting them out and guessing. You get a point for guessing a word or having a word guessed. See who can get the most points.





Teaching Tip

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

An activity like a word search, crossword, word scramble, or bingo 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!

- Review your Growing Pains spelling words. Then ask your teacher to choose the number of words indicated below for your level. 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.

 12 words

 16 words

 20 words

- Use your *USA Activity* CD to print at least one activity for the states you studied in Unit 1. Then add any that you complete to your Student Notebook.
- Read or listen to the profile about John Philip Sousa in *Profiles from History, Vol. 2*. Then complete the activities that your teacher assigns.
- Complete the Sea to Shining Sea Word Search located in your Student Notebook.⁷
- Follow the directions in the appendix, and play Growing Pains Bingo.

Enrichment Activities

1. There were two major gold rushes on the North American continent during the period of history you have studied this year—in California and in the Klondike. Research both of them at the library or on the Internet, and find out what was similar and what was different about these events. When did they occur? How many people “rushed” to find gold? How much gold was mined during each one? What areas did they open for settlement? In addition to those questions, make up at least two more of your own and find the answers. Then copy a Venn diagram from the appendix, and use it to compare and contrast the information you have learned.
2. At the library or, with your parent's permission, on the Internet research a Native American tribe from either Canada or the New England 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*. Copy and fill out a Native American Profile Sheet, found in the appendix, for the tribe(s) about which you choose to learn more.

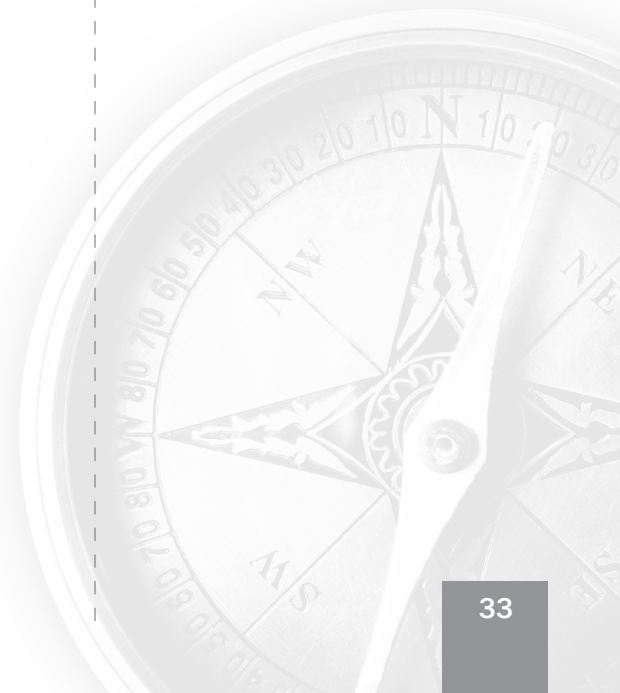
Place the new profile sheet and picture in your Native American Notebook, or add them to your Student Notebook.

3. Learn more about rodeos. Does a rodeo ever come to the area where you live? Would you like to see one? If you would, what do you think your favorite event would be? After learning about rodeos, choose one of the following positions and give some points that support it, or come up with your own point:

Rodeos are good because they help preserve part of American history, or rodeos are bad because the events are not fair to animals.

Additional Resource:

A Tale of the Western Plains by G. A. Henty



Answers

1. Answers for the Growing Pains State Review are in the appendix.
2. Answers for the Growing Pains Earth Science Matching review are in the appendix.
3. Answers for the Growing Pains Who or What Am I? game are in the appendix.
4. New England – land area: Maine; population: Massachusetts
Mid-Atlantic – land area: New York; population: New York

Please note: The population, land area, and elevation data used for these answers are from the 2014 printing of the *Desk Atlas of the United States*. If you have the 2019 printing, please visit the Updates page (geomatters.com/pages/pos-updates) to download the answers corresponding to that publication. If you are not using the *Desk Atlas* as the source for the data, the answers may vary from these.

5. MA: 811.4 → 811 → 800
CT: 743.0 → 743 → 700
VT: 67.7 → 68 → 70
NH: 144.9 → 145 → 100
RI: 1,052.6 → 1,053 → 1,000
ME: 39.1 → 39 → 40
PA: 285.6 → 286 → 300
NY: 417.2 → 417 → 400
NJ: 1,199.9 → 1,200 → 1,200
DE: 467.0 → 467 → 500
MD: 148.5 → 149 → 100
WV: 78.9 → 79 → 80
6. MA: 3,487 → 3,500
CT: 2,380 → 2,400
VT: 4,393 → 4,400
NH: 6,288 → 6,300
RI: 812 → 800
ME: 5,267 → 5,300
PA: 3,213 → 3,200
NY: 5,344 → 5,300
NJ: 1,803 → 1,900
DE: 448 → 400
MD: 3,360 → 3,400
WV: 4,861 → 4,900

7. Answers for the Sea to Shining Sea Word Search are in the appendix.