



MIDDLE SCHOOL SUPPLEMENT
for *Paths of Settlement* - VOLUME I

by Kay Chance
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for *Paths of Settlement* - VOLUME I
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Instructions

The *Paths of Settlement* textbook is your main teaching resource. Older students should complete the assignment that is appropriate for their level in the textbook. The Middle School Supplement is to be used in conjunction with the text providing:

- Copywork & Dictation passages for Middle School Students selected from their readers. Students should read the intermediate reader from the *Paths of Settlement* text, as well as the more advanced reader chosen for each unit.
- Additional assignments to help older students dig deeper into the topics presented.
- Vocabulary assignments from their readers.

Finding Your Way Around

There are three key Bookmarks in the Middle School Supplement to help you easily find everything you will need while using it.

The first Bookmark is ***Middle School Lessons***, which has the Supplement lessons divided into the first three units in Volume 1 of the *Paths of Settlement* Curriculum. (Readers used for each unit are in parentheses.)

- UNIT 1 - Growing Pains (*Calico Captive* by Elizabeth George Speare)
- UNIT 2 - Freedom Decided (*Johnny Tremain* by Esther Forbes)
- UNIT 3 - Nation Building (*Once on this Island* by Gloria Whelan)

The next Bookmark is labeled ***Student Notebook Pages***. The following Notebook Pages are provided for your Middle School Student when an assignment requires pages that aren't provided on the Student Resources CD that came with the *Paths of Settlement* text. If the instructions in your Supplement direct you to a specific Student Notebook Page, this is where you will find it.

- **Drawing Page:** provides a framed box for drawing assignments.
- **Notebook Page:** general page that includes two boxes and lines for drawing and writing.
- **Graph Paper:** grid that provides an easy way to create puzzles and graphs.
- **Lined Paper:** can be used any time you need more writing space or there are multiple paragraphs or questions to be written.
- **Road to Revolution Chart:** used in the Freedom Decided Unit to keep track of events leading up to the American Revolution.
- **State Climate Chart:** used in the Freedom Decided Unit to record data for an ongoing project.
- **Venn Diagram:** helpful, visual organizational tool used in a variety of assignments.

Under the ***Appendix*** Bookmark, you will find two additional pages.

- **Spelling:** suggestions on how to help your students analyze their spelling mistakes.
- **Assessments:** additional questions to use with the Assessments CD.

Lesson 1, Part 1

A. Copywork & Dictation

Follow the directions for the Copywork & Dictation section in your *Paths of Settlement* text.

Write as your teacher dictates page 10, paragraph 2 (“A dull summer...”) in *Calico Captive*. When you are finished, compare your copy to the text and make any needed corrections.

Create a Personal Spelling Notebook to add misspelled words from your dictation passages throughout the year. When you misspell a word, analyze why you made the mistake and then add it to your notebook. It may help you to organize your words by spelling patterns or rules.

B. Reader

Read the assignment from *Ambush in the Wilderness* and Chapter 1 from *Calico Captive* silently.

C. Read-Aloud & Discussion

Follow the directions in your *Paths of Settlement* text.

D. Spelling

Follow the directions for the Spelling section in your *Paths of Settlement* text.

Now look at the two paragraphs that you wrote for dictation in Section A. List any words that you find that contain the *ow* sound.¹ Highlight the letters in those words that make the *ow* sound. What are the two letter pairs that say *ow*?²

E. History

Follow the directions for the History section in your *Paths of Settlement* text.

Write a paragraph naming the group you would fit into and why. Then write a paragraph about how your group might respond to the challenges of being in the New World.

F. States

Follow the directions for the States section in your *Paths of Settlement* text.

In your reader, *Calico Captive*, Miriam Willard and her family were also from Massachusetts. Phineas Whitney planned on attending Harvard College located in Boston, Massachusetts. When Miriam learned that her family was going to return to her home in Northfield, Massachusetts, from New Hampshire, she was thrilled. Add Northfield, Massachusetts, to your map.

Teaching Tip

Have your middle school students copy or type the Steps for Thinking to post nearby for the family to refer to throughout the lesson. Let them have fun decorating it if they want.

A. Use the spelling sheet in the Supplement Appendix file for ways to help students analyze their spelling mistakes.

If your middle school students have not done dictation before, you can start by using the passage as copywork.

D. Have students review words from their Personal Spelling Notebook on a consistent basis. If they need more challenging words for Spelling, add some words from the Challenge Spelling List found in the *Paths of Settlement* Appendix A.

G. Doing

Follow the directions for the Doing section in your *Paths of Settlement* text.

Then at the library or on the Internet, find out more about John James Audubon. Who was he? When did he live? Why did he devote his life to painting the birds of America?³ Try to find examples of his work and then tell your family about what you have learned.

H. Independent Reading

35 minutes

Enrichment Activity

This week you are studying Massachusetts and Connecticut. In your *United States Atlas* scan the sections entitled “The Way It Was...” and choose a person, place, or thing from one of those sections to research. Use the library or the Internet and try to find out more than what is written in the atlas.

Now, pretend you work for a newspaper, and you have just met the person, seen the landmark, or found out about the object. Newspaper reporters always try to answer the questions *who, what, when, where, and how* when they write, so that readers have all the important information.

Today, research and write out the answers to the “who, what, when, where, and how” questions.

Teaching Tip

The Enrichment Activities for *Paths of Settlement* have been scheduled during the week for your older students. The schedule breaks the activities down so that students can work on them each day. If they are really interested in an activity, please don't rush them to keep up with the schedule. Skip some if needed. Allow them to dig deeper into those things that capture their interest. High interest increases learning!

Lesson 1, Part 2**A. Quotation Notebook**

Copy all three rules listed in the *Paths of Settlement* text in your Student Notebook and write what each one means to you. Give an example of each rule from a story, someone's life, or your own life.

Behavior rules or advice can be found in literature, proverbs, and often in your own home. (Your parents can be very wise!) Choose a quote from a person or book that you think is a good rule about how you should behave and add it to your quotation book. Write why you think this is a good rule.

B. Reader

Read the assignment from *Ambush in the Wilderness* and Chapter 2 from *Calico Captive* silently.

C. Read-Aloud & Narration

Follow the directions in your *Paths of Settlement* text.

D. Mechanics and Editing

Follow the directions for the Mechanics and Editing section in your *Paths of Settlement* text.

You will be adding to your Mechanics and Editing Toolbox throughout the year. Create a page for your Student Notebook so that you can keep track of any editing marks that you learn about. Check over your own work, such as dictation assignments or paragraphs you write, for each of the rules you learn and start editing before showing them to your teacher.

E. Science

Follow the directions for the Science section in your *Paths of Settlement* text. Then, at the library or on the Internet learn more about meteorologists. What is a meteorologist? How much education do meteorologists need? What careers are available in this field?⁴ Is there a career in meteorology that you are interested in exploring more? Share what you learn with your family.

Look at a climate map in an atlas or on the Internet and find out what the climate is for your area. Compare that to the climate in other areas of the world. Do you like the climate in your area? If not, what type of climate would you like to live in? Tell your family what you have learned.

F. States

Follow the directions for the States section in your *Paths of Settlement* text. Compare your home state with one of the states you are studying in this lesson, Massachusetts or Connecticut. Print the Venn Diagram from your Student Notebook Pages. Use it to record at least three differences for each state, and three similarities between the two. Add the diagram to your Student Notebook.

G. Interactive Journal

Follow the directions for the Interactive Journal section in your *Paths of Settlement* text. Answer the question with a paragraph, and then write another paragraph telling what you think about what your partner has written. End with a question you want to ask your partner so he or she can write back to you.

H. Independent Reading

35 minutes

C. If you have multiple students who are to read the assignment aloud, you can have them either take turns reading or assign each student a different day to read the entire passage for the day. Another option is to have your middle school students read aloud from another assignment for the day.

Enrichment Activity

Using answers from your research in Part 2, write a short article about what you learned.

Lesson 1, Part 3**A. Copywork & Dictation**

Follow the directions for the Copywork & Dictation section in your *Paths of Settlement* text.

Write as your teacher dictates from page 35, paragraph 3 (“But James...”) through the end of paragraph 5 (“...to ransom their prisoners”) in *Calico Captive*. When you are finished, compare your copy to the text and make any needed corrections. Add any misspelled words to your Personal Spelling Notebook.

B. Reader

Read the assignment from *Ambush in the Wilderness* and Chapter 3 from *Calico Captive* silently.

C. Read-Aloud & Discussion

Read the assignment from *Abigail Adams* aloud. Then make up four questions about the part of the story you just read. Write down your questions and ask your teacher to answer them. After discussing her thoughts, write down the best possible answers to your questions. Be sure to use complete sentences.

D. Vocabulary & Spelling

Follow the directions in your *Paths of Settlement* text for the following vocabulary words found in *Calico Captive*. (Chapter numbers are provided in parentheses.)

boisterous (1)

emboldened (1)

disdainfully (2)

mortification (2)

quiescent (3)

derision (3)

vexation (3)

privation (3)

Follow the directions in your text for the Spelling section.

Look at your dictation passage. Find the word that contains the *ou* sound.⁵ Highlight the letters in the word that contains the *ou* sound.

E. History

Complete the assignment in the History section of your *Paths of Settlement* text, then read from the third paragraph on page 34 (“Suspect what?...”) through paragraph five on page 35 (“‘Aye’, admitted James...”) in *Calico Captive*.

Miriam is relieved at first when she hears that James believes the Indians will keep them alive because they intend to sell them to the French. On page 35 the last sentence of the second paragraph says, “Suddenly she was struck by a sharp new fear.”

Look back at the passage you wrote for dictation that explains this “new fear.” How does she describe the word *slavery*? What does she say they are not afraid of? What condition, though, did she say helped them not be afraid of those things?⁶

Considering this passage and the discussion on slavery you had with your teacher, think about what it would be like to be a slave. How would it feel? What would your life be like? What things would you have to give up? Now write one or more paragraphs explaining your answers.

F. States

Follow the directions for the States section in your *Paths of Settlement* text.

G. Cooking

Complete the assignment in the Cooking section. In your Student Notebook, draw a picture of the dish you chose to make. Write two or three sentences explaining what you liked or didn't like about the dish as well as at least four sentences about your family's reaction to it

H. Independent Reading

35 minutes

Enrichment Activity

In the *United States History Atlas*, look again at the map entitled "Early Voyages of Exploration." Choose two or three of the explorers named on the map to find out more about. Be sure to include the countries they came from, the areas they explored, and if possible the reasons for each exploration. Share the things you find out with your family.

Lesson 1, Part 4**A. Quotation Notebook**

Copy all three rules listed in the *Paths of Settlement* text in your Student Notebook and write what each one means to you. Give an example of each rule from a story, someone's life, or your own life.

Behavior rules or advice can be found in literature, proverbs, and often in your own home. (Your parents can be very wise!) Choose a quote from a person or book that you think is a good rule about how you should behave and add it to your quotation book. Write why you think this is a good rule.

B. Reader

Read the assignment from *Ambush in the Wilderness* and Chapter 4 from *Calico Captive* silently.

C. Read-Aloud & Narration

Follow the directions in your *Paths of Settlement* text.

D. Mechanics and Editing

Follow the directions for the Mechanics and Editing section in your *Paths of Settlement* text. After you have found two examples of each of these rules in your reader, write a silly sentence that shows examples of all of the rules in the same sentence.

E. Science

Follow the directions for the Science section in your *Paths of Settlement* text.

The five layers of the Earth's atmosphere are divided into two more general layers called the **homosphere** and the **heterosphere**. At the library or on the Internet, find out more about these two layer divisions. What layers are included in each of these divisions? What do the prefixes *homo* and

hetero mean? What is the main difference between the air of the homosphere and the heterosphere, then?⁷ Explain what you learn to your family. You may want to draw a chart to help when you explain it.

F. States

Follow the directions for the States section in your *Paths of Settlement* text. Compare Massachusetts and Connecticut. Print the Venn Diagram from your Student Notebook Pages. Use it to record at least three differences for each state, and three similarities between the two. Add the diagram to your Student Notebook.

G. Writing

Follow the directions for the Writing section in your *Paths of Settlement* text.

Look at the dialogue that you wrote in your dictation passage in Lesson 1, Part 3. Tell your teacher what you notice about punctuating dialog when placing **the attribution tag**, which tells who says something (in the example *she cried*), in the middle of the speaker's sentence. Do you capitalize the second part of the sentence following the attribution tag?⁸ What punctuation is used before and after the attribution tag?⁹

Rewrite at least three sentences your partner wrote, and three sentences you wrote, as dialogue. At least one of these sentences should be written with the attribution tag written in the middle of the sentence.

H. Independent Reading

35 minutes

Enrichment Activity

Find out more about the ozone layer, and why it is newsworthy. Try to look at different opinions before you decide what may or may not be true. Talk with your parent about the things you learn, and then share your research with your family.



Lesson 1, Part 5

Complete the activities in your *Paths of Settlement* text and then choose additional activities from this supplement. If there is an activity for spelling and/or vocabulary in both the text and supplement, choose the one that works best for you.

- Write a paragraph relating one of the Steps for Thinking to an event or character you have read about in this lesson. Explain how that event or character is an example of, or in some other way relates to, the Step you choose.
- If you completed *Paths of Exploration*, you studied one thread of American history: The explorers and their exploration of America. You looked at different groups of people over several hundreds of years that had a common purpose. This year you will follow another thread of history: The settlement of America.

Make a timeline of the events and people studied in *Paths of Exploration* and *Paths of Settlement*:

Start by taping pieces of typing or construction paper together horizontally at their ends. That way you can fold your timeline at the taped seams and put it in a sheet protector in your Student Notebook. Use one piece of paper for each century: 1400s, 1500s, 1600s, 1700s, 1800s, and 1900s. Choose a color to draw a line across the paper about 1/3 of the way down. Divide the line of each century into increments of 25 years. Now draw a horizontal line parallel to the first one you drew in a different color 2/3 of the way down. Divide this line into increments of 25 years, also.

On the first line you will include the following people and events from *Paths of Exploration* and any other details you would like. You can just write the names and dates or draw small pictures to go with them.

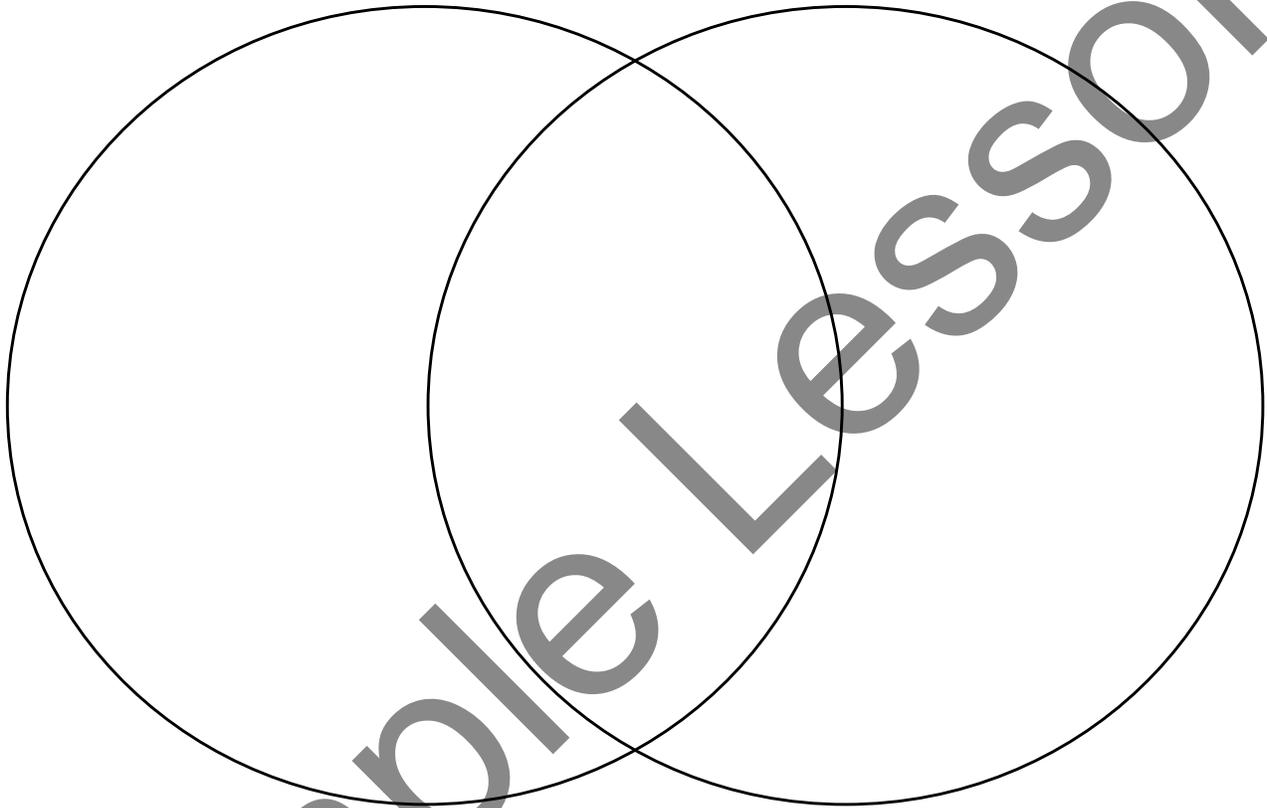
Columbus's Voyage to the New World (1492)
Jamestown Founded (1607)
Pilgrims Landing in Plymouth (1620)
Daniel Boone and the Wilderness Road (1775) or Daniel Boone (1734-1820)
Lewis and Clark Expedition (1804-1806)
The Oregon Trail (1841-1869)
Johnny Appleseed (1774-1845)

On the second line you will add the people and events that you study in *Paths of Settlement* at the end of each unit. You do not have to add every person/event that you read about, though. For example you might want to add the French and Indian War and Abigail Adams for your first unit.

Answers

1. how, down, Charlestown, stout
2. *ow* and *ou*
3. John James Audubon was a naturalist, painter, and ornithologist who lived from 1785-1851. He wanted to publish a collection of life-sized paintings of American birds
4. Meteorologists are scientists who study weather and weather processes; The minimum educational requirement is a Bachelor's degree from college with a major in meteorology or a closely related field with courses in meteorology. Some jobs require graduate degrees; Answers about careers in meteorology will vary. Here is a good list: http://www.theweatherchannelkids.com/weather_ed/careers_in_meteorology/.
5. found
6. slavery was “the most dreaded word.” She says they were not afraid of work, privation, or hostile Indians. But they had to be their own masters.
7. Homosphere includes the troposphere, stratosphere, and mesosphere. The Heterosphere includes the thermosphere and the exosphere; homo means “same” and hetero means “different”; The composition of the air of the homosphere is the same while in the heterosphere gases in the air vary according to the altitude.
8. Don't use a capital letter when you are finishing the quote after the attribution.
9. ,” she cried, “

Venn Diagram



Sample Lesson
