

Trail Guide to Learning Curriculum Series

Paths of Exploration: Jamestown Unit

by Debbie Strayer and Linda Fowler

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Third Edition

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DEDICATION

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

-Debbie Strayer & Linda Fowler

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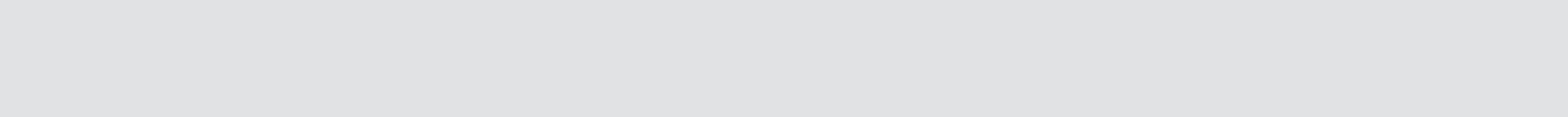
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★ INSTRUCTIONS ★

Welcome to the third edition of *Paths of Exploration*, a six-book unit study curriculum replacing the two-volume set in previous editions. 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.

Paths of Exploration Web Page

One key change is the implementation of a special web page with links to all things related to *Paths of Exploration*. 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/poe.

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.

What follows are the basic instructions on teaching this unit. For more background information about the Trail Guide to Learning Series, detailed instructions for using *Paths of Exploration*, author’s philosophy, and in-depth descriptions of each section, visit the web page above. You can read online or download to computer, mobile, or tablet.

Units

Paths of Exploration is a one-year, multi-level curriculum covering the exploration phase of American history. It is divided into the following six units:

Columbus Jamestown Pilgrims Daniel Boone Lewis & Clark Trails West

Though intended to cover a 36-lesson school year, each six week unit can effectively be studied independently (except Trails West, 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

Every Part 5 contains Enrichment Activities that serve two main purposes. Use them throughout the lesson to help your older students (sixth 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 *Exploration* units target grades 3, 4, and 5. In most assignments, the recommended activity levels are noted with icons: 🐾 for grade 3 🦋 for grade 4 and 🖐 for grade 5. **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 second grade abilities by reducing reading assignments and substituting oral responses for written work. If you prefer more detailed instructions for your younger students, there is a thoroughly scripted younger extension (*Paths of Exploration Junior*), intended for families with additional children in kindergarten through grade 2.

Sixth 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 6 and 7.

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, 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 guide, and be sure to read them all as they appear. Sometimes the margin note is repeated a second time as a helpful reminder for those who may have missed it the first time.

Lapbooks

Lapbooks are optional resources that are available to accompany each unit in *Paths of Exploration*. 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 are designed to 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 on teaching the different subject sections in this unit are provided below. There are more detailed instructions and tips for teaching at 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 *Paths of Exploration* 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

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. Copywork is generally assigned for third and fourth graders and dictation for fourth and fifth grade; however, do what works for your student. Start this

activity 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.

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 people become linked to places and events. In turn, this connection brings character and convictions to light, as well as great adventures and drama. Great 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 **both** literature selections for the unit. Reading or hearing the two 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 two related stories allow students to compare and contrast to find similarities and differences.

C. Read-Aloud, Discussion, Narration, & Reflective Writing

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

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. This 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.

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.

Grammar study in *Paths of Exploration* is approached in the most natural and meaningful way possible—through the children’s literature. As students engage in Grammar Scout searches and activities, they become familiar with fundamental language mechanics in an unthreatening, realistic way. They are given opportunities to see parts of speech modeled in actual stories or through games, which prove far more effective than pages of artificial activities.

E. Geography, Science, & History

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 the study of maps and places, the impact of people who live in those places, and their cultures and worldviews. It is the umbrella under which science and history connect. For example, science in *Paths of Exploration* is mostly (but not entirely) devoted to the study of plants, animals, and habitats the explorers encountered when they journeyed to new areas. 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. Writing, Drawing, Art, & Doing

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 and strengthen thinking skills.

G. Independent Reading

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 regular activities. 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		

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 for each of the six lessons.

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.

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 page from the web page shown below and mentioned at the beginning of these instructions, www.geomatters.com/pages/poe.

★ REQUIRED RESOURCE LIST ★

The following materials are required for use with Unit 2: Jamestown in *Paths of Exploration*.

Jamestown Student Notebook pages
A Lion to Guard Us by Clyde Robert Bulla
Surviving Jamestown by Gail Langer Karwoski
Profiles from History, Volume 1 by Ashley M. Wiggers
North American Wildlife Guide published by Reader's Digest
Eat Your Way Around the World by Jamie Aramini
Classroom Atlas published by Rand McNally
United States History Atlas published by Maps.com
Large-scale U.S. and World Outline Maps

★ OPTIONAL SUPPORTIVE RESOURCES ★

The following materials are not required to complete the curriculum but are valuable additions. You can find more information about these supportive resources on the web page, www.geomatters.com/pages/poe.

Paths of Exploration 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

Paths of Exploration Junior: Six units (for kindergarten through second 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. If you know about a person's background, it's easier to understand what they say and do.
2. People are influenced by the customs and beliefs of their country.
3. All people want to be treated with respect.

A. Copywork & Dictation

Language Skills, Thinking Skills

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

Times were hard for many people in England. There weren't enough good jobs. There weren't enough places to live. If you were not born into a rich family, life was hard in England in 1607.

- 🐾 Copy the above lines into your Student Notebook. When you are finished, compare your copy to the model (word by word), and make any needed corrections.
- 👂 Listen as your teacher dictates the above lines, and write them in your Student Notebook. When you are finished, compare your copy to the model, and make any needed corrections.
- 👉 Copy, or write as your teacher dictates, page 2, paragraph 7 ("I don't want...") through the top of page 4 ("...and grinned") in *Surviving Jamestown*. When you are finished, compare your copy to the text, and make any needed corrections.

B. Reader

Language Skills, Thinking Skills, History

A Lion to Guard Us: Chapter I

- 🐾 Read the above assignment aloud.
- 👂👉 Read the above assignment silently.

Connect Learning to Life

The Steps for Thinking are a great way to connect to real life. As you discuss them with your child, please include any personal examples or illustrations that you can add. Knowing that these concepts have an application in your life will make them even more relevant to your student's understanding!

★ MATERIALS ★




- *A Lion to Guard Us*
- *Surviving Jamestown*
- *Classroom Atlas*
- *Profiles from History, Vol. 1*
- *United States History Atlas*
- Globe
- Index cards/marker
- Newspaper or Internet access
- Student Notebook
- Access to folk tales
- Tracing paper
- Glue
- Tape
- Scissors
- Crayons or colored pencils
- Large U.S. outline map

Additional resources for Enrichment Activities are found in Part 5.




C. Read-Aloud & Narration

Language Skills, Thinking Skills

Surviving Jamestown: page viii (Preface) through page 7, paragraph 2 (“...ourselves soon enough.”)

-  Listen as your teacher reads the assignment aloud.
-  Read at least one or two paragraphs of the assignment aloud, then listen as your teacher reads the remainder.
-  Read at least one or two pages of the assignment aloud, then listen as your teacher reads the remainder.

All Levels: Listen carefully as your teacher reads (or rereads) the part you are to retell. In your own words, tell what happened in your assigned passage below. Try to remember as many details as possible.

-  Listen again to page 2, paragraph 1 (“Sam was...”).
-  Reread page 4, paragraph 4 (“Nathaniel Peacock!...”).
-  Reread page 5, paragraphs 2 (“Sam climbed...”) through 6.

D. Word Study

Language Skills, Thinking Skills

One of the sounds for the letter *g* is *j*, and one of the ways to spell this sound is with the letters *dge*. Look back at page 1 in *A Lion to Guard Us*, and find the word *bridge*. Write this word on a piece of scrap paper, and underline the letters that say *j*. Some other words that have the same sound are *badge*, *judge*, *ledge*, and *dodge*. Read them to your teacher.

Your spelling list for this lesson is:

bridge	edge	ledge	wedge
badge	dodge	judge	fudge

Write the words in your Student Notebook. If you're an older student, add the following words to your list:

grudge	smudge	ridge	drudge
--------	--------	-------	--------

An **apostrophe** (') is a mark that is used to show that letters have been removed from a word or to show that something belongs to someone.

Make a list from page 2 (“A plump, pretty...”) in *A Lion to Guard Us* of all the words that have an apostrophe in them.¹

An apostrophe is used in a **contraction**, which is most often made when two words are joined together. The apostrophe shows that some letters have been left out.

D.

Each word in **bold letters** is considered a vocabulary word. It is a word that may or may not be new to your children. You can write these vocabulary words on index cards and use them for occasional review, but not for memorizing. Give your children the meaning of the words if they don't remember. Try to use the new vocabulary words during conversation, and encourage your students to do the same.

For your convenience, a master list of all the vocabulary words for this unit, along with their locations, is in the appendix.


Definitions are part of the sections where the words are used. Ask your children to write them on the backs of their cards. Also, when your students make a vocabulary card for this unit, have them write *J* (for Jamestown) in the upper left corner. This will make it possible to review vocabulary by unit at the end of the year.

Look at the list of words with apostrophes that you made. Now read page 2 in *A Lion to Guard Us* again, only this time replace each contraction with the two words that combine to make it. Does the story still make sense?


she's = she is	there's = there is
shouldn't = should not	can't = can not
you're = you are	I'm = I am
Freebold's = <i>Not</i> a contraction—read the next part!	

In the word *Freebold's*, the apostrophe does not make a contraction or show that letters have been left out. *Freebold's* has an apostrophe s, ('s) added to the end to show that something belongs to Freebold.

Look back at *Freebold's* on page 2. What word comes right after it? The thing that belonged to James Freebold in the story was his girl, or daughter, Amanda.

 See if you can figure out how to make the following pairs of words into contractions.² Write down your guess. *Hint: Look at the contractions at the beginning of this section.*

he is	where is	would not
could not	they are	we are

 Make two lists of words with apostrophes from page 6 (“A sliver of fear...”) in *Surviving Jamestown*.³ In your Student Notebook, list each word you find under either “contractions” or “words that show belonging.” The word *somebody's* is tricky because the same spelling can make it either a contraction or a word that shows belonging. From reading page 6, in which list do you think it should be written this time?

Geography

Thinking Skills

Those who made the journey to Jamestown started out in England. England is part of the United Kingdom. Look at the Europe Political Map in the *Classroom Atlas*. A **political map** shows country borders that have been established by governments.

With your teacher's help, find the area labeled United Kingdom, which is orange on this map, and trace its outline onto another sheet of paper. If you wish you may use the larger Map J-1 on the next page instead of the one in your atlas. Place a plain piece of paper over the map, and hold it in place with a small piece of tape. Trace around the edges of the United Kingdom with a pencil. Remember to just do your best.

The United Kingdom consists of England, Scotland, Wales, and Northern Ireland.





★ LAPBOOK ACTIVITY ★

Include the (red) boundary lines that divide England, Wales, Scotland, and Northern Ireland. Write the name of each country on or next to it. Add the city of London, and mark it with a star and circle. Also write in the Atlantic Ocean, the North Sea, and the English Channel. A **channel** is a body of water that connects two larger bodies of water.



Add the country of Ireland to your map, as well as St. George's Channel, the Irish Sea, and the Thames River.



Map J-1

England is part of the continent of Europe. All the countries in color on the Europe Political Map are also part of that continent. Point out three or four more countries in Europe to your teacher.



Add these capital cities to your map:

- Scotland – Edinburgh
- Northern Ireland – Belfast
- Wales – Cardiff
- Ireland – Dublin



Also add the Strait of Dover to your map. A **strait** is a narrow waterway linking two bodies of water.

F. Writing*Thinking Skills*

A **tale** can have three different meanings. Tales can be stories you tell about true things that happened. If you tell the story of how you hurt your finger, you are telling that kind of tale. A tale can also be a made up story, such as a fairy tale. The third kind of tale is telling bad things, or things that are not true. This is the kind of tale your parents tell you not to tell. As we read the word *tale*, think about the different kinds of tales there are.

In the reader, *A Lion to Guard Us*, read what the sailor told Amanda about her father. Their conversation starts on the top of page 3 (“I do, and...”) and goes to the bottom. What kind of tale has the sailor told?⁴

Tell your teacher a tale about something true that has happened to you. Think of sentences that tell how your tale begins and how it ends. Then, think of something that happened in the middle.

-  Write a couple of sentences about your tale in each box in your Student Notebook.
-  Think of a tale about something that has happened to you. Above each box in your Student Notebook, write a few words that tell what happened, such as “went to circus,” “saw elephants,” or “ate cotton candy.” Now, write a couple of sentences in the beginning and ending boxes telling more about what you did. Then, go back and write about something interesting that happened in the middle box.

G. Independent Reading & Review*Language Skills*

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

If you know about a person’s _____, it’s easier to _____ what they say and do.

Choose four words from this lesson’s spelling list, and draw a simple picture in your Student Notebook that describes each one.

When you’re finished, with your teacher’s help find something to read that you will enjoy. Find a quiet, comfortable place, and read for the following length of time:

-  20 minutes
-  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.



★ LAPBOOK ACTIVITY ★

Remember, all reading practice is beneficial, even if the material seems easier than your child’s level. Fluency is built by practicing reading on a level that doesn’t require constant decoding. Rereading familiar books is another way to build fluency, since your child already comprehends the story. Allow your child to choose his own reading materials as often as possible, or work with your child to choose materials that present a variety of reading experiences.

G.




Lesson 1: Part 2

A. Copywork & Dictation

Language Skills, Thinking Skills

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

What could make men leave their homes in 1607? The hope of a better life for their families made them risk everything. Hope for them lay across the ocean.

-  Copy the above lines into your Student Notebook. When you are finished, compare your copy to the model (word by word), and make any needed corrections.
-  Listen as your teacher dictates the above lines, and write them in your Student Notebook. When you are finished, compare your copy to the model, and make any needed corrections.
-  Copy or write as your teacher dictates page 12, paragraph 3 (“Calthrop raised...”) in *Surviving Jamestown*. When you are finished, compare your copy to the text, and make any needed corrections.

B.



Every student should read or listen to all literature selections for

the unit. Reading or hearing the different perspectives adds depth to understanding the events and circumstances of the times.

B. Reader

Language Skills, Thinking Skills, History




A Lion to Guard Us: Chapter II

-  Read the above assignment aloud.
-  Read the above assignment silently.

C. Read-Aloud & Discussion

Language Skills, Thinking Skills

Surviving Jamestown: page 7, paragraph 3 (“Sam waited...”) through page 14 (end of chapter)

-  Listen as your teacher reads the assignment aloud.
-  Read at least one or two paragraphs of the assignment aloud, then listen as your teacher reads the remainder.
-  Read at least one or two pages of the assignment aloud, then listen as your teacher reads the remainder.

All Levels: Listen as your teacher rereads page 8, paragraph 4 (“The *Susan Constant*...”) and the following discussion questions. Think

about what you know from the story, and answer in your own words. Give any examples you can think of that help show your answers.

Discussion: Why was the Virginia Company sending these ships to America? How was their mission the same as Christopher Columbus'?

D. Word Study

Language Skills, Thinking Skills

A **word bank** is a collection of words related to the subject you are studying. If you completed Unit 1 on Columbus you saw several examples of word banks that had been made for you, and you used them to help answer questions and write sentences.

In this part, begin your own Jamestown word bank to help when you write during this unit. The first words you will put into it are the names of the places mentioned in your stories. The first three columns in your Jamestown word bank are “America,” “England,” and “Other Places.”

Find the names of places in Chapters 1 and 2 of *A Lion to Guard Us*. List these places under the correct heading.⁵

- ✦ Look at Chapter 1 in *Surviving Jamestown*. Find the places that are named in the chapter, and write them in your Student Notebook under the category where you think they belong.⁶

E. Science

Geography, Thinking Skills

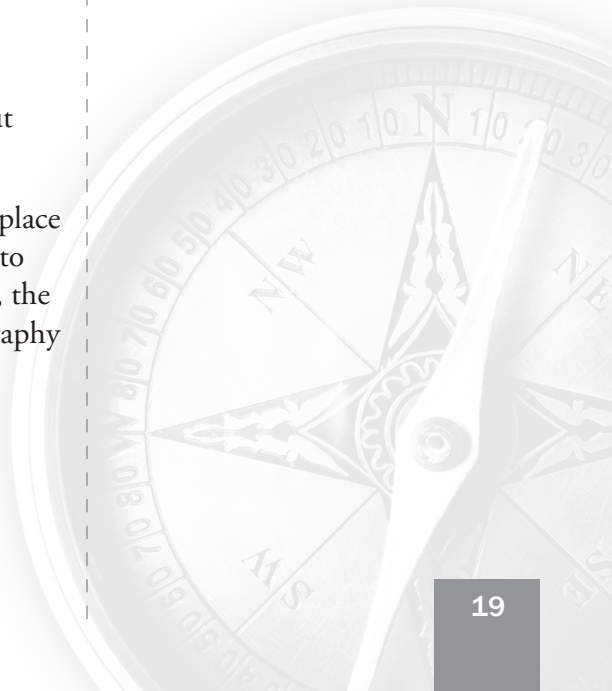
The climate in England is moderate. Climate is the way the weather usually is in a place. The climate of a place includes what the temperature usually is, how much it rains, and how much moisture is usually in the air.

Turn to the Europe thematic maps in the *Classroom Atlas*. Find England on the Climate Map. It is dark green, which means the climate is moderate. **Moderate** means without extremes. It usually does not get very hot or very cold, even though it could occasionally. Look at the key of the map. What does it say about summer weather for the climate in England?⁷

The climate of a place is affected by three things: how close the place is to an ocean, how close it is to mountains, and how close it is to the Equator. When the answers to these three things are similar, the climates of different places are similar. Understanding the geography of a place tells you much about the climate and weather there. Think about how these three factors apply to England:



★ LAPBOOK ACTIVITY ★

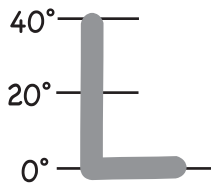




Ocean symbol



Mountain symbol



Latitude symbol

1. England is close to the ocean. Ocean water holds warmth better than land. The closer a place is to an ocean, the warmer its climate will be in the winter, and cooler breezes will blow over it in the summer. In the summer the oceans **absorb**, or soak up, heat, and in the winter oceans help warm the land around them.

In your Student Notebook, cut out the “Ocean” symbol square and glue it in the first box on the climate page. A **symbol** is something that stands for something else.

2. There are no mountains in England to block warm air from the ocean from coming onshore. When there are no mountains, the air from the ocean comes ashore. When mountains are there to block the air, winters will be warmer on the side by the ocean and cooler on the other side. In the summer it is just the opposite—cooler on the side by the ocean and warmer on the other side.

In your Student Notebook, cut out the “Mountain” symbol square and glue it in the second box on the climate page.

You can locate mountains on a **physical map**. A physical map shows you what the land and water on Earth are like. It shows you things like how high or low land is, compared to the level where the ocean meets the land. This is called **sea level**.

Look at England on the Europe Physical Map in your *Classroom Atlas*. Most of England is dark green on this map. When you look at the key in the box on the left side of the page, you see that dark green means the **elevation**, or height of the land, goes from exactly level with the sea up to 650 feet, about the height of the Empire State Building.

3. England is about halfway between the Equator and the North Pole. Look at your globe and find the Equator and the North Pole. Now find England on your globe. The closer you get to the North Pole or South Pole, the colder it gets. Other places that are about the same distance from the equator will have similar climates. Imaginary lines on a globe or map that measure the distance north or south from the Equator are called lines of **latitude**.

In your Student Notebook, cut out the “Latitude” symbol square and glue it into the third box on the climate page.



The climate of England is similar to that of Seattle, Washington, in the United States. In the newspaper or on the Internet, find and write down the high and low temperatures for London, England, and Seattle, Washington, for five days in a row. Are they similar?

- ✎ Look in your *Classroom Atlas*, and compare the maps for London, England, and Seattle, Washington. Make a list of at least two ways that they are similar.⁸ Can you make a list of at least two ways they are different?⁹

F. Drawing

In Part 1 you told a tale about something that happened to you.

Use the three boxes in your Student Notebook to draw illustrations that show the beginning, middle, and end of your tale. You can **illustrate**, or draw pictures, for the tale you already wrote, or you can make up a new tale.

- 🐾 After you draw your illustrations, list the names of the characters shown under their pictures.
- ✎ After you have drawn your illustrations, write a **caption** for each picture. A caption is a short comment that explains what is shown in a picture or illustration.

G. Independent Reading & Review

Language Skills

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

People are influenced by the _____ and _____ of their country.

Complete the Spelling Scramble game in your Student Notebook.¹⁰

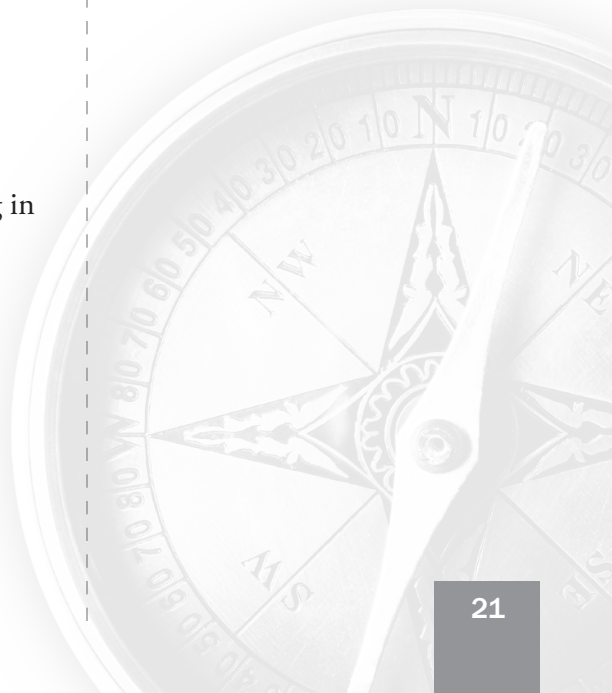
When you're finished, with your teacher's help find something to read that you will enjoy. Find a quiet, comfortable place, and read for the following length of time:

- 🐾 20 minutes
- 🐾 25 minutes
- ✎ 30 minutes

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



★ LAPBOOK ACTIVITY ★





★ LAPBOOK ACTIVITY ★

Teaching Tip

Don't forget to use the Enrichment Activities (at the end of each lesson) to engage your able learner, or motivate your student who struggles to see the purpose of school! Preview Enrichment Activities at the beginning of the lesson to see if there are any that you think would catch your student's attention, or ask your student to review them. Remember that there's no rush with these, and they can be as brief or as lengthy as time and interest allow!

Lesson 1: Part 3

- A. Copywork & Dictation** *Language Skills, Thinking Skills*
 Look carefully at the following passage, and read it silently. Show your teacher any words you don't know, and practice saying them aloud. Read the passage aloud, or ask your teacher to read it to you.

The Virginia Company sent men and ships across the ocean. They sailed from England to America. People came who thought they had nowhere else to turn. The desire for money made some people come to America.

- 🐾 Copy the above lines into your Student Notebook. When you are finished, compare your copy to the model (word by word), and make any needed corrections.
- 👂 Listen as your teacher dictates the above lines, and write them in your Student Notebook. When you are finished, compare your copy to the model, and make any needed corrections.
- 👉 Copy or write as your teacher dictates page 15, paragraph 1 (“At the end...”) in *Surviving Jamestown*. When you are finished, compare your copy to the text, and make any needed corrections.

- B. Reader** *Language Skills, Thinking Skills, History*
A Lion to Guard Us: Chapter III

- 🐾 Read the above assignment aloud.
- 👂👉 Read the above assignment silently.

- C. Read-Aloud & Narration** *Language Skills, Thinking Skills*
Surviving Jamestown: page 15 (Chapter 2) through page 21, paragraph 3 (“...to reach Virginia?”)

- 🐾 Listen as your teacher reads the assignment aloud.
- 👂 Read at least one or two paragraphs of the assignment aloud, then listen as your teacher reads the remainder.
- 👉 Read at least one or two pages of the assignment aloud, then listen as your teacher reads the remainder.

All Levels: Listen carefully as your teacher reads (or rereads) the part you are to retell. In your own words, tell what happened in your assigned passage below. Try to remember as many details as possible.

- 🐾 Listen again to page 15, paragraph 2 (“On February 17...”).
- 🐾 Reread page 15, paragraph 3 (“The *Susan Constant*...”).
- 👉 Reread page 16, paragraphs 1-6 (“As soon as Sam...”).

D. Word Study

Language Skills, Thinking Skills



Remember that an apostrophe is used to show that letters have been left out in a contraction or to show that something belongs to someone. Look at Chapter 3 in *A Lion to Guard Us*, and list the words with apostrophes in your Student Notebook under the correct category.¹¹

- 👉 Look at page 12 (“Calthrop eyed...”) of *Surviving Jamestown*. Find the words with apostrophes, and write them in the correct category in your Student Notebook.¹²

Decide what two words you think have been put together to make each contraction. Then, reread the sentences and use those two words instead of the contractions to make sure they sound right. Next to each contraction you wrote in your Student Notebook, write the two words it replaces.¹³

E. Geography

Thinking Skills

Those who got aboard the *Susan Constant*, *Godspeed*, and *Discovery* in England were headed for the small settlement of Jamestown, in Virginia, on the coast of America. With your teacher’s help, find the future state of Virginia on page 13 of the *United States History Atlas*, “The First Thirteen States, 1779.” Compare this map with the Political Map of the United States in your *Classroom Atlas*.

Notice that the state shown in the History Atlas is much larger than Virginia nowadays. Talk with your teacher about which other states now exist (at least partly) on land that used to belong to Virginia.

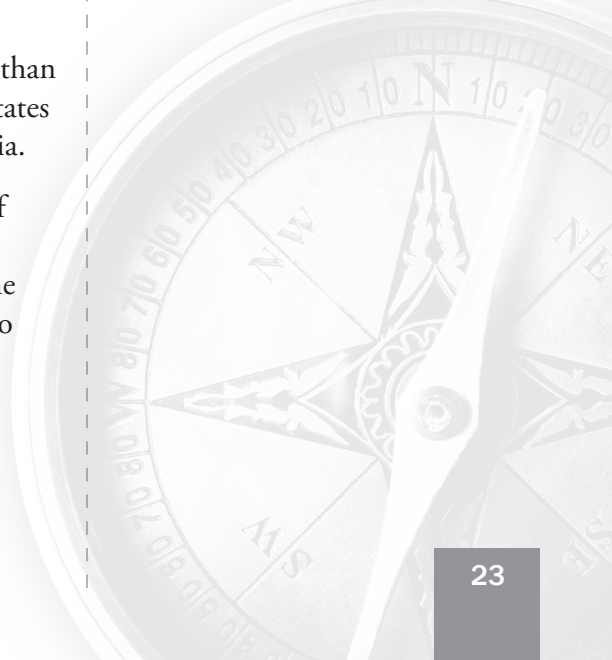
When you’re finished, use Map J-2 below to trace the outline of modern Virginia. Place a plain piece of paper over the map and hold it in place with a small piece of tape. Then trace around the edges of Virginia with a pencil, crayon, or marker. Remember to just do your best.

If you or your child would like to add a greater degree of difficulty to any of the spelling lessons, choose words from the Challenge Spelling List (in the appendix) for the lesson on which you are working. The words on this list are taken from the literature being read.

D.




★ LAPBOOK ACTIVITY ★



With your teacher’s help, look for the following places and things on the maps in your *History Atlas* and *Classroom Atlas*, and add them to the map you’re making:

- draw the James River (it’s the one that runs by Richmond);
- label the Chesapeake Bay;
- mark Jamestown with a dot;
- use a star with a circle around it to show where the modern capital city of Richmond is; and
- use a larger star and circle to mark the United States capital city of Washington, D.C.

When you finish labeling your map, you may color it any way you want. Then date and three-hole punch it, and add it to your Student Notebook.

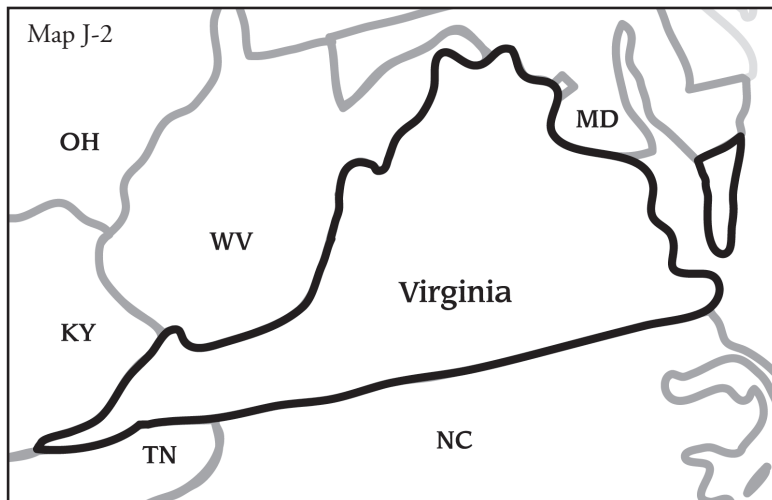
 As you may know, Virginia is part of the United States, which is located on the continent of North America. Notice that other countries are a part of North America as well. In the *Classroom Atlas*, point out three or four of them to your teacher.

On your map, add labels for the states that share a border with Virginia. Those states are Maryland, West Virginia, Kentucky, Tennessee, and North Carolina.

 Mark the following capital cities (use a star and circle):

- | | |
|--------------------------|----------------------------|
| Maryland – Annapolis | West Virginia – Charleston |
| Kentucky – Frankfort | Tennessee – Nashville |
| North Carolina – Raleigh | |

Draw the Roanoke River on your map. At the library or, with your parent’s permission on the Internet find out for whom the Roanoke River and the city of Raleigh were named.¹⁴



- ✎ Add the Chesapeake Bay to your map. Also add the James River, which is the river that runs right by Richmond.

Virginia is part of the United States, which is part of the continent of North America. Look at the North America Political Map in your *Classroom Atlas*. Other countries that are a part of North America are in color. Point out three or four other countries on this continent to your teacher.

- ✎ Add the states that share a border with Virginia to your map. Those states would be Maryland, West Virginia, Kentucky, Tennessee, and North Carolina.

Add these capital cities to your map (mark them with a star with a circle around it):

Maryland – Annapolis

West Virginia – Charleston

Kentucky – Frankfort

Tennessee – Nashville

North Carolina – Raleigh

Add the Roanoke River to your map as well. At the library or, with your parent's permission, on the Internet, find out after what person or people the Roanoke River and the city of Raleigh were named.¹⁴

F. Writing

Thinking Skills

As you know, one kind of tale is a made up story. Fairy tales and folk tales are this kind of tale. For hundreds of years people all over the world have made up these kinds of tales. Sometimes they begin with phrases like “Once upon a time.”

Talk with your teacher and see if you can think of some fairy tales or folk tales that you know. (Hints: *Cinderella*, *Sleeping Beauty*, *Paul Bunyan*, *Grimm's Fairy Tales*, etc.)

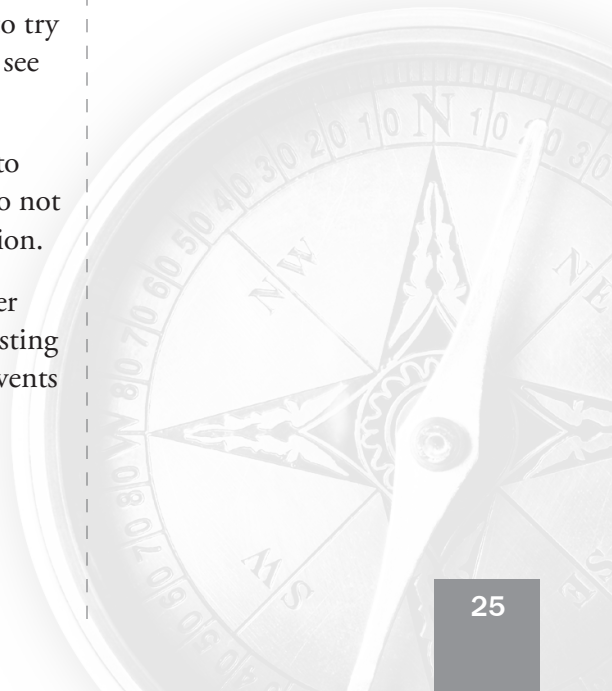
Retell as much of a story as you can remember. You may want to try acting it out. When you're finished, try acting out another, and see if your family can guess what it is.

With your parent's help, choose a fairy tale, folk tale, or tall tale to read or listen to. There are many from which to choose. If you do not have one at home, your library is sure to have an extensive selection.

- ✎ Read another fairy tale, folk tale, or tall tale, and tell your teacher about it. In your Student Notebook, make a list of fun or interesting events from the story that could not happen in real life. These events are called **fiction**, or made up parts of a story.

As with any type of literature, please preview the content of imaginary stories to ensure they're appropriate for your family.

F.




G. Independent Reading & Review*Language Skills*


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


All _____ want to be treated with _____.

Then complete the Spelling Search game in your Student Notebook.¹⁵

When you're finished, with your teacher's help find something to read that you will enjoy. Find a quiet, comfortable place, and read for the following length of time:

 20 minutes

 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. Copywork & Dictation

Language Skills, Thinking Skills

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

The English people did not like change. Many stayed in England even though they were unhappy. A few people found the strength to make a brave choice.

- 🐾 Copy the above lines into your Student Notebook. When you are finished, compare your copy to the model (word by word), and make any needed corrections.
- 👂 Listen as your teacher dictates the above lines, and write them in your Student Notebook. When you are finished, compare your copy to the model, and make any needed corrections.
- 👉 Copy or write as your teacher dictates page 21, paragraph 5 (“Sam stood...”) in *Surviving Jamestown*. When you are finished, compare your copy to the text, and make any needed corrections.

B. Reader

Language Skills, Thinking Skills, History

A Lion to Guard Us: Chapter IV

- 🐾 Read the above assignment aloud.
- 👂👉 Read the above assignment silently.

C. Read-Aloud & Discussion

Language Skills, Thinking Skills

Surviving Jamestown: page 21, paragraph 4 (“As soon as...”) through page 27 (end of chapter)

- 🐾 Listen as your teacher reads the assignment aloud.
- 👂 Read at least one or two paragraphs of the assignment aloud, then listen as your teacher reads the remainder.
- 👉 Read at least one or two pages of the assignment aloud, then listen as your teacher reads the remainder.

All Levels: Listen as your teacher reads the following discussion questions. Think about what you know from the story, and answer

Connect Learning to Life

When I taught 28 second graders, I couldn't know by the look in their eyes whether or not they got something—but you can with your own children! I had to use paper/pencil feedback to make sure everyone was with me. You can use their paper/pencil tasks and activities to reinforce learning that has already taken place through your interactions. Remember the general rule of thumb: in two hours of using a tutorial approach, you can accomplish what it takes about six hours for a group to complete!



★ LAPBOOK ACTIVITY ★

D.

In this part, your child will work on his word bank by adding people mentioned in the literature. From now on through the unit, help him recognize opportunities to personalize it! Entries to the “Things” and “Other Words” sections of the word bank should arise not only from what is read or heard, but also from his thoughts and discussions about Jamestown. Encourage him to add things that he considers important in the stories, as well as action and describing words that help him “see” the people, places, and things in his imagination. In this way, his word bank becomes not only a writing aid, but also an effective lesson in grammar and comprehension.

Grammar Scout:

Explorers often used scouts to travel ahead of the main group and bring back important information. In this study your student becomes a Grammar Scout, searching for various grammar concepts and reporting back. You may choose to award points for each correct item he or she finds, both as an incentive to complete the task, and as a way to make an often tedious subject more enjoyable.



★ LAPBOOK ACTIVITY ★

in your own words. Give any examples you can think of that help show your answers.

Discussion: A **mutiny** is openly disobeying the person in charge of a ship and encouraging others to join in. It is a serious crime on a ship. Do you think John Smith was part of a mutiny? Why do you think he was charged with mutiny?

D. **Word Study***Language Skills, Thinking Skills*

In this part, play Grammar Scout and try to search out some verbs in your reader, *A Lion to Guard Us*. Remember, a verb is a word that tells what a person, place, or thing is doing. Look back at page 14, paragraph 5 (“The servants stood...”) and carefully examine each sentence, one by one. Try to figure out:

- what the main noun is (who or what the sentence is about), and
- what that person or thing is doing.

Don’t worry if this seems hard at first, because grammar scouting is a lot like solving a puzzle. The more you do it, the easier it will be! See if you can find all four verbs in the paragraph, and write them in your Student Notebook. Next to each verb, write the main noun about which it’s telling.¹⁶

When you’re finished, add to the Jamestown word bank you are making for this unit.



Look for the names of people on pages 1 and 2 in *A Lion to Guard Us*, and put them in a list under the heading “People.”¹⁷ These names start with capital letters. Don’t write a name more than once.



Look for the names of people from page 1 through the middle of page 8 in *Surviving Jamestown*, and put them in a list under the heading “People.”¹⁸ These names start with capital letters. Don’t write a name more than once.

E. **Science***Thinking Skills, Geography*

Climate is the way weather usually is in a place. The climate in Virginia is moderate.



Turn to the United States thematic maps in your *Classroom Atlas*, and look at the climate map for the United States. The area of the map that includes Virginia is green. What does this say about Virginia’s climate?¹⁹ Remember to look at the key for the answer.

Humid means damp or moist heat. Do you remember what moderate means?²⁰

In your Student Notebook, look at the first symbol square that you glued to the climate page. Is Virginia near the ocean? If so, which one?²¹ If you can, tell how being near the ocean affects climate. If you can't remember, review the information in Lesson 1, Part 2, Section E.



Look at the second symbol square glued to the climate page in your Student Notebook. Look at the United States Physical Map in your *Classroom Atlas*. Are there mountains in Virginia?²² Where are they?²³ Would the mountains block the breezes from the ocean?²⁴ Look at the key and the color of most of the state of Virginia. What level is the land?²⁵

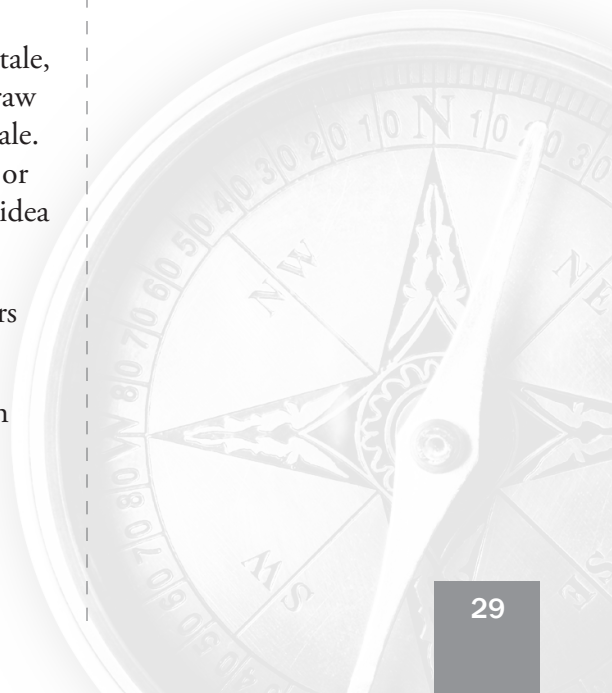
Look at the third symbol square on the climate page in your Student Notebook. Look at your globe and find the Equator and the North Pole. Now find Virginia on your globe. Virginia is a little less than halfway between the Equator and the North Pole. What happens to climate the farther you get away from the Equator?

-  With your teacher's help, look in a newspaper or on the Internet. Find the high and low temperatures for Richmond, Virginia, and write them down each day for five days. Do the same thing for London, England. Also write down the amount of rainfall each city gets for the same five days. At the end of the five days, look at your numbers for both cities. Are they similar? What does this tell you about the climate in each city at this time of the year?²⁶
-  Look in your *Classroom Atlas* and compare the climate, population, economy, and environment maps for London, England, and the place where Richmond, Virginia, is found. With your teacher's help, tell how they are the same and how they are different.²⁷ Though they are not exactly the same, do you think their differences are significant?²⁸

Drawing

In Part 3 you remembered, read, or listened to a fairy tale, folk tale, or tall tale. Use the three boxes in your Student Notebook to draw illustrations that show the beginning, middle, and end of that tale. Illustrations are especially important for stories that are fiction, or not true. They help the person who reads the story get the best idea of what the writer was telling about.

-  After you draw your illustrations, list the names of the characters you drew under their pictures.
-  After you have drawn your illustrations, write a caption for each picture. Remember, a caption is a short comment that explains what is shown in a picture or illustration.



G. 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 choose one or more of the Steps, and give examples of how they 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, with your teacher's help find something to read that you will enjoy. Find a quiet, comfortable place, and read.

 Choose one Step for Thinking, then read for 20 minutes.

 Choose two Steps for Thinking, then read for 25 minutes.

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

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



Lesson 1: Part 5

This part is set aside for completion of any work left undone from the lesson and review of concepts and content. It is also a time to expand the work in the lesson by doing art, timeline activities, or games.

- Review the Steps for Thinking from the beginning of this lesson.
- On the large outline map of the U.S., label the states and capitals covered during this lesson; Washington, D.C.; and Chesapeake Bay.
- Look over your spelling words for this lesson. Then, write a sentence for each one in your Student Notebook, telling how that word is related to the unit. Do your best to spell the word correctly. When you are finished, check your sentences against the list. Don't count off for other words that are misspelled. Remember that your goal is to improve, not necessarily to get them all right immediately.
- Listen to or read the story about John Smith in *Profiles from History*. Complete the timeline activities and any other activities you would like to do.
- Drawing was a crucial skill for an explorer to have so that he could show other people what he had seen. Drawing is also a helpful skill for someone who is going to make observations and then show other people what he has seen. Complete the art lesson in your Student Notebook.

Enrichment Activities

1. Learn about Queen Elizabeth I. She was the Queen of England around the year 1600. She ruled England for quite a while. Learn about her and her effect on England. Why do you think she had such a big impact on the people of England?
2. Sir Walter Raleigh was another Englishman with a love for adventure and exploration. Read about him and tell others what you learn. What happened to him in the end? How was he like Columbus? How was he different? What was the Lost Colony?
3. What was London, England, like in 1600? Make a poster or brochure, showing what the city looked like. Be sure to include famous sights such as Big Ben and London Bridge and what the people looked like. How many people lived in London at that time?

Additional Resources

John Smith of Virginia by Robert Syme

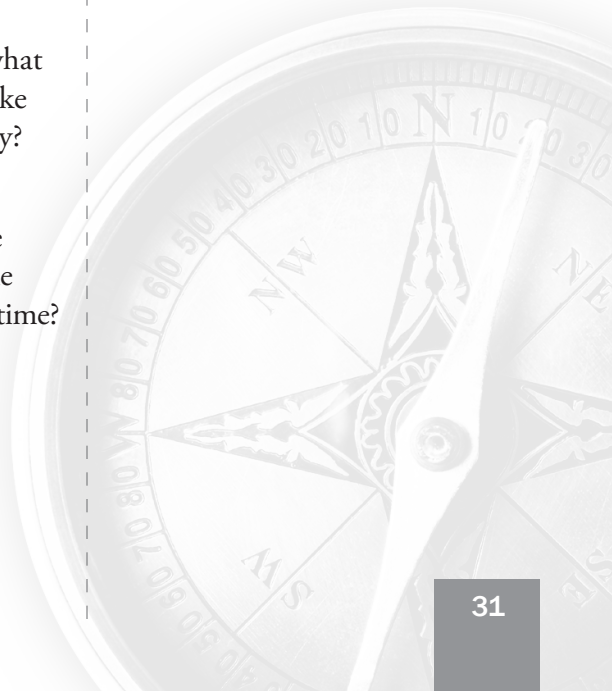
James Towne by Marcia Sewell



Most of the labeling in this activity has already been completed in the Student Notebook during this lesson. Instruct students to use the maps in their Student Notebooks as a reference. When they label the larger map, students will see the “big picture” and gain a broader understanding of their lessons.

How Great Thou Art has a full line of art supplies and curriculum written by Barry Stebbing. We are extremely grateful to Mr. Stebbing for the Nature art lesson found in your Student Notebook. This is a sample of the many materials he has created for teaching art to homeschoolers. You can check out his resources at:

www.howgreatthouart.com



Answers

1. she's, can't, there's, you're, shouldn't, Freebold's, I'm
2. he's, where's, wouldn't, couldn't, they're, we're
3. contractions: don't, It's, We'll, Somebody's, It's, you're, there's; Words that show belonging: Sam's stomach, father's farm, Sam's eyes, man's action
4. the story of what had happened to her father
5. England: London Bridge, Fish Street, London; America: Jamestown, Virginia, New World
6. England: Lincolnshire, Blackwall Port, Thames River, London, English Channel; America: Virginia, Roanoke Island; Other Places: Atlantic Ocean, Canary Islands, Africa, Newfoundland, Transylvania, Orient
7. Summers are rainy.
8. climate: moderate with rainy summers; environment -urban
9. population: over 500 people per sq. mi. for London and 100 to 500 people per sq. mi. for Seattle; economies: manufacturing and commerce for London and forestry and agriculture for Seattle
10. Lesson 1 Spelling Scramble answers are in the appendix.
11. contractions: I'm, it's, I'll, don't, can't, he's, ma'am, that's, wouldn't, I'd, needn't, we're; words that show belonging: cook's face, Mother's place
12. contractions: you're, it's, don't, that's, I'm, it's, won't, what's, didn't; words that show belonging: captain's words, captain's mood, Virginia Company's first venture
13. you're – you are; it's – it is; don't – do not; that's – that is; I'm – I am; won't – will not; what's – what is; didn't – did not
14. Roanoke: for Algonquian people (possibly Algonquian word for shell money); Raleigh: Sir Walter Raleigh
15. Lesson 1 Spelling Search answers are in the appendix
16. Stood tells what the servants did; came tells what Mrs. Trippett did; looked tells what she did; were tells what eyes did.
17. Mistress Freebold, Mistress Trippet, Annie, Amanda, James Freebold, Jemmy, Cook, Father, Meg, Meggie, Dr. Crider
18. John Smith, Nathaniel Peacock, Master Smith, Nate Peacock, Sam Collier, James Brumfield, Master Cathorp, James Thomas, and Anne Collier
19. Virginia's climate is moderate with humid summers.
20. moderate: without extremes, does not get very hot or cold
21. Atlantic Ocean
22. yes
23. far inland
24. no
25. between 0, or sea level, and 656 feet
26. It gets colder.

27. There are no ways they are the same. They are different in all four ways.
28. No. Both climates are moderate with humid or rainy summers. Both economies have business or commerce with nearby agriculture or farming. Populations are different because Richmond is smaller and the environment is different. Richmond is in a swamp area, and London is in an urban, or city, area.

