



Trail Guide to Learning Curriculum Series

Paths of Exploration: Pilgrims 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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★ 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 3: Pilgrims in *Paths of Exploration*.

Pilgrims Student Notebook pages
Stories of the Pilgrims with Answer Key by Margaret B. Pumphrey
Squanto, Friend of the Pilgrims by Clyde Robert Bulla
Sarah Morton's Day by Kate Waters
Samuel Eaton's Day by Kate Waters
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. It takes strong motivation to cause someone to leave the place he considers his home. When someone does leave his home, it gives you insight into the strength of his convictions or the difficulty of his situation.
2. There is a strong connection between the geography of the land and the lifestyle of the people.

A. Copywork & Dictation

Language Skills, Thinking Skills

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

Life in England in 1600 was quite different from life in America today. People were ruled by kings and queens and did not have the freedom we hold so dear. King James ruled over how people in his kingdom could worship God.

- 🐾 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 9, paragraph 5 (“It seemed...”) in *Stories of the Pilgrims*. When you are finished, compare your copy to the text, and make any needed corrections.

B. Reader

Language Skills, Thinking Skills, History

Squanto, Friend of the Pilgrims: page 5 (“A Ship from Far Away”) through page 10, paragraph 6 (“...women must cook it.”)

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

★ MATERIALS ★

- *Squanto, Friend of the Pilgrims*
- *Stories of the Pilgrims*
- *Stories of the Pilgrims Answer Key*
- *Classroom Atlas*
- *North American Wildlife Guide*
- Access to King James version of the Bible and one other translation
- Student Notebook
- Index cards and markers
- Scissors
- Materials for hands-on spelling such as dry erase board and markers, colored chalk, modeling clay, or water-based paint and paper
- Composition or notebook
- Small plastic bag
- Old or “extra” family pictures
- Glue
- Colored pencils or crayons
- Large world outline map

Additional resources for Enrichment Activities are found in Part 5.

C.

Answers to Comprehension Questions are in the *Stories of the Pilgrims Answer Key*.

C. Read-Aloud & Discussion

Language Skills, Thinking Skills

Stories of the Pilgrims: pages 1 (“At Scrooby Inn”) through 12

- 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 Comprehension Questions at the end of “At Scrooby Inn” in *Stories of the Pilgrims*. Talk with your teacher about what you think the answers are. Try to give examples for why you think as you do.

When you’re finished, make up a question from this part’s assignment, and ask your teacher to answer. Discuss her answer, and see if you agree.

D. Word Study

Language Skills, Thinking Skills

In this unit, you will make some new tools to help with your spelling and writing. First, use a composition book or notebook to create your own personal dictionary. Label one or two pages with each letter of the alphabet. Then, as you work through your study of the Pilgrims, write the following types of words in the personal dictionary, on the pages with the correct beginning letters:

- important words from your reading,
- spelling words you master, and
- words you have trouble spelling when you write.

Don’t worry about alphabetizing or finding definitions for these words—their purpose is to help you when you write!

Next, make a set of letter cards for spelling practice. Just cut index cards in half, and make the following number of each letter:

- ten copies of each vowel (a, e, i, o, and u),
- six copies of the most frequently used consonants (b, c, d, f, g, h, k, l, m, n, p, r, s, t, w),
- three copies of the less frequently used consonants (j, q, v, x, y, z).

Then, read the following words to your teacher:

question	quick	quart	queen
quilt	squeak	squat	Squanto

These are your spelling words for this lesson, so write them in your Student Notebook. Remember to use your new letter cards for spelling practice! If you're an older student, add the following words to your list:

squander square squire squeeze

When you're finished, read the following terms and see if you can spell them. Write them (and any other important words you noticed in your reading) in your personal dictionary.

Separatists
King James
Scrooby Inn

E. Geography

Thinking Skills, History

The story of the Pilgrims begins in England, which is part of the British Isles. Part of understanding why people move from place to place is understanding where they have come from. The sacrifice that the Pilgrims made would not seem so great if you did not know that they loved their homes in England, and the only reason they could not stay there was because of the struggle they had with the laws of King James.

Look at Map P-1 of the British Isles, and find England. Notice that it is a country that is surrounded by water. Water played an important role in the lives of the Pilgrims. Find the following bodies of water in and around England:

Atlantic Ocean Irish Sea
North Sea Thames River

Label these bodies of water on the map in your Student Notebook.

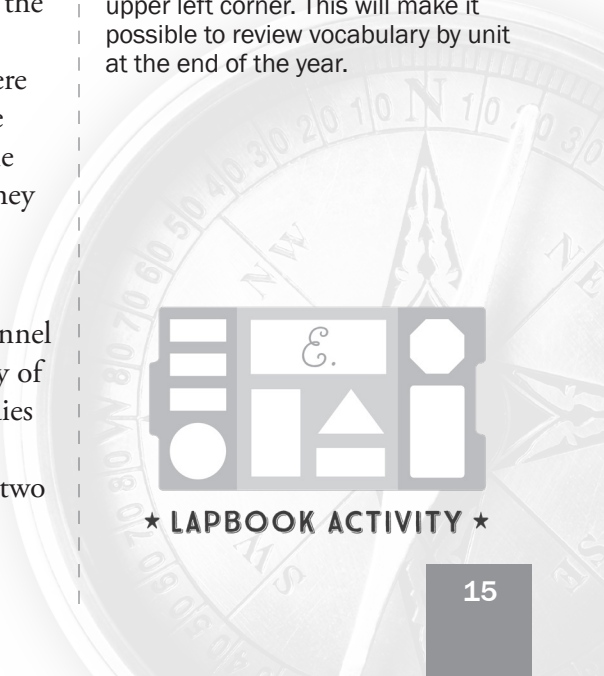
Larger bodies of water, such as oceans and seas, have a name for the place where the land and the water meet. This place is called the **shore**. Use your finger to trace around the map of England, where the land meets the ocean and sea. Notice how long the shoreline is in England. There were long stretches of shore not far from the homes of the Pilgrims. This fact became important to them as they started to consider ways to leave their homeland.

Two important, but smaller, bodies of water that are close to England are the English Channel and the Strait of Dover. A channel is a wide waterway that goes between an island and a larger body of land, and a **strait** is a narrow waterway that joins two larger bodies of water. Find these on the map of the British Isles. What island and body of land does the English Channel go between?¹ What two bodies of water does the Strait of Dover connect?²

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



★ LAPBOOK ACTIVITY ★

Label this channel and strait on the map in your Student Notebook.

- 👁️ Look at the Physical Map for each continent in the *Classroom Atlas*. Try to find at least two other channels and two other straits. Write the names of the channels and straits that you find in your Student Notebook.
- 👁️ Look at the Physical Map for each continent in the *Classroom Atlas*. Try to find a channel and a strait on each continent's map. These types of waterways may not exist on every continent, but list those you find in your Student Notebook. Remember the definitions of these terms when you are looking at the maps.



Map P-1

✍️ Writing

Thinking Skills, History

Home is the place where you live and the people who make it special. People in your read-aloud story (the Separatists) and in your reader (Squanto) left their homes for extremely different reasons. The Separatists were looking for freedom, and Squanto was

taken against his will. Both the Separatists and Squanto loved their homes, and leaving made them both sad.

Have you ever had to move to a new home? It was probably very difficult. Think about your home and things that make it special to you. For example, Squanto loved his mother and father and also his other relatives who lived nearby. He enjoyed the forests where he had played and hunted for many years. Talk with your teacher about the things you enjoy about your home.

- 🐾 Make a list of at least three things you love about your home, and write them in your Student Notebook. Tell one reason why you think it would be hard to move to another place, and add it to your list.
- 👤 Make a list of at least four things you love about your home, and write them in your Student Notebook. Tell two reasons why you think it would be hard to move to another place, and add them to your list.
- 👉 Make a list of at least five things you love about your home, and write them in your Student Notebook. Tell two reasons why you think it would be hard to move to another place, and add them to your list. Talk with your teacher about any possible reasons for moving that might be exciting. Choose one, and add it to your list.

G. Independent Reading & Review

Language Skills

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

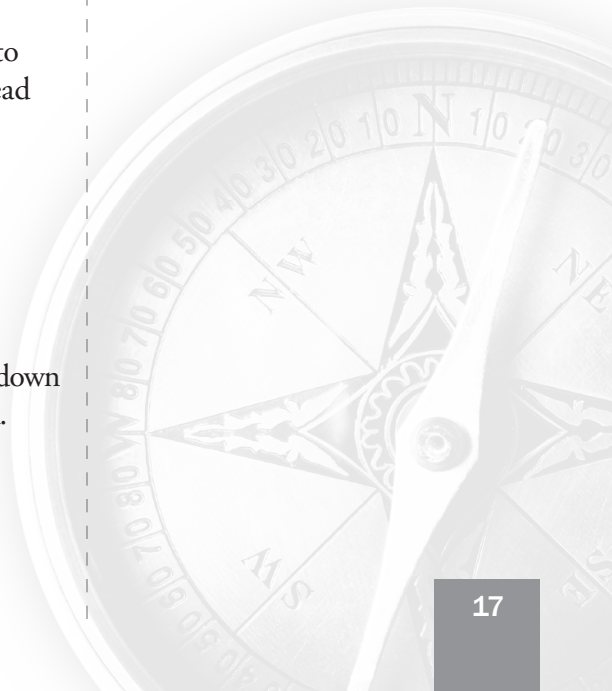
It takes strong _____ to cause someone to leave the place he considers his _____.

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.






Lesson 1: Part 2

A. Copywork & Dictation

Language Skills, Thinking Skills

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



When men refused to attend the King's Church in England, they could be sent to prison. Some people did not agree with the beliefs of the Church of England and separated themselves in order to worship freely. These people were called Separatists.

-  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 13, paragraph 1 ("For a time...") in *Stories of the Pilgrims*. When you are finished, compare your copy to the text, and make any needed corrections.

B. Reader

Language Skills, Thinking Skills, History




Squanto, Friend of the Pilgrims: page 10, paragraph 7 ("There was great...") through page 15, paragraph 1 ("...saw the white men.")

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

C. Read-Aloud & Narration

Language Skills, Thinking Skills

Stories of the Pilgrims: pages 13 ("Meeting in Secret") through 20

-  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.

B.

The reading assignments occur in real literature, and there are several reasons why this is important. Real literature is more interesting, and the language used is more natural. A willingness to read is built as your student experiences the success of reading a real book.

All Levels: As you listen or read, think about important things that are happening. Then, follow the directions below to retell one or more of them. Be sure to include as many details as you can remember.

- 🦋 Retell one thing that happened in the chapter your teacher read today from *Stories of the Pilgrims*.
- 🦋 Retell three things that happened in the chapter your teacher read today from *Stories of the Pilgrims*.
- 🦋 Retell the chapter your teacher read today from *Stories of the Pilgrims*.

D. Word Study

Language Skills, Thinking Skills

In this unit, you will review some parts of speech you already know, and learn about a few others that are new to you. You'll be asked to scout out many of them in your reader and to report on them in your Student Notebook. Plan to give yourself one point every time you find or make up an example of a part of speech that you're studying. Keep track of your score from lesson to lesson, and be sure to tell others about it during your Unit Presentation.

As you know, a word that names a person, place, or thing is a noun. Sometimes, however, it is awkward to use something or someone's name over and over when you're speaking or writing. For example, look at the following sentence:

The *Pilgrims* moved the *Pilgrims'* meetings to various members' houses so the *Pilgrims* could worship as the *Pilgrims* believed God wanted the *Pilgrims* to.

It sounds strange, doesn't it? The English language has a perfect grammar solution! To make the sentence read more smoothly, you may substitute other words for "the Pilgrims," like this:

The Pilgrims moved *their* meetings to various members' houses so *they* could worship as *they* believed God wanted *them* to.

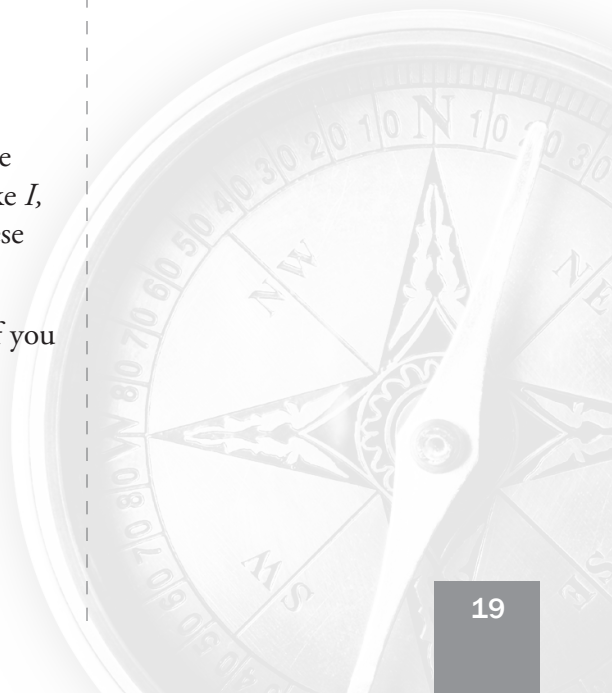
The italicized words are **pronouns**, whose only job is to take the place of nouns in sentences. Some other pronouns are words like *I*, *you*, *he*, *she*, *it*, *we*, *me*, *him*, *her*, and *us*. There are more, but these are a good start.

Talk with your teacher about the following sentences, and see if you can think of pronouns to substitute for the italicized nouns.³

King James was serious about *King James'* new law.
Patience enjoyed playing with *Patience's* sister.

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.



D.

For your convenience in helping your student identify pronouns, there is a list of the most commonly used ones in the appendix.

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.

E.

Have your student make two Animal I.D. cards for each animal: write the animal's name at the top of both index cards; add important or interesting information to the cards—and a picture if he or she wants; put the animal's category at the bottom.

Each time your student makes an Animal I.D. card for this unit, have him write a *P* (for Pilgrims) in the upper left corner. This will make it possible to review the animals studied by unit at the end of the year.



★ LAPBOOK ACTIVITY ★

“*The child* saw the queen,” said the child.
Holland is not far, and *Holland* is a safe place.

When you're finished, look at page 16, paragraphs 3, 4, and 5 (“No doubt they are...”) in *Stories of the Pilgrims*. Play Grammar Scout, and find as many pronouns as you can. Give yourself a point for each one you locate, and write them on the page in your Student Notebook (but be sure to list each word only one time).³

Look over your spelling list for this lesson. Say each word and tell your teacher how many syllables, or word parts, you hear. Write the number of syllables you hear in each word next to it.

Choose a way to practice your spelling words from the list below:

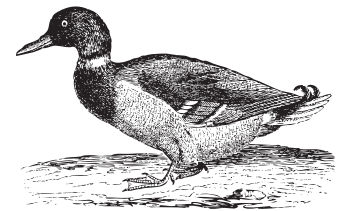
- Dry erase board and markers
- Colored chalk and chalkboard *or* sidewalk
- Modeling clay
- Water-based paint and paper
- Letter cards

E. Science*Thinking Skills, Geography*

Hunting, in the time of the Pilgrims, was a primary way of obtaining food. Because of the many ponds, lakes, and rivers in the area, ducks were plentiful. Some of the ducks that are commonly found in England are also commonly found in North America. While not a primary source of food today, wild ducks are still enjoyed in Europe and North America as a vital part of nature.

The mallard is a common duck. Look on page 90 in your *North American Wildlife Guide*. Draw or trace and color the male and female in your Student Notebook. Tell how big the mallard is, where it lives, and what it eats.⁴

The northern pintail, also found on page 90 in the *North American Wildlife Guide*, is a “dabbling” or “tip-up” eater like the mallard. That means they both tip their heads down to search for food on the bottom of the pond, causing their tails to stick up. Draw or trace and color the male and female northern pintail in your Student Notebook. Tell how big it is and where it lives.⁵



Make Animal I.D. cards for each of these birds.



The common goldeneye is also found in both Europe and North America. Draw or trace and color the male and female in your Student

Notebook. Tell how big it is and where it lives.⁶ Tell what unusual sound it makes.⁷ Make Animal I.D. cards for the common goldeneye.

- ✦ The green-winged teal can be smaller than the other birds, but its colors make it very noticeable. Draw or trace and color the male green-winged teal in your Student Notebook. Tell how big it is and where it lives.⁸ Make Animal I.D. cards for the green-winged teal.

Do further research on the waterfowl (including ducks) that are found in England, either at the library or on the Internet. With your parent's permission, a terrific place to do research is online at the Royal Society for the Protection of Birds. Use the links page to visit this site. Tell your teacher what you found out.

F. Art

Thinking Skills

Yesterday you wrote about your home. By sharing the things you love about it and what you would miss, you created a picture with words. Today you will add more meaning to your words by creating a collage of pictures or drawings that show what you love about your home. With your parent's permission, gather together photographs of anything or anyone that makes it special for you, such as holiday celebrations, birthdays, pets, relatives, or friends. Arrange these pictures around the words you wrote yesterday, and glue them in place.

G. Independent Reading & Review

Language Skills

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

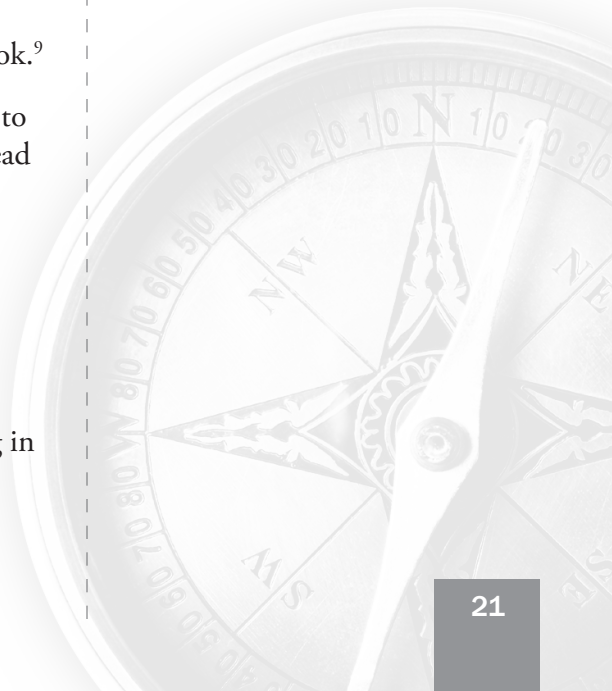
When someone does leave his home, it gives you _____ into the strength of his _____ or the _____ of his situation.

Complete the Spelling Scramble game in your Student Notebook.⁹

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 3

A. Copywork & Dictation

Language Skills, Thinking Skills



With your teacher's help, choose a passage from your reader or another book that you enjoy reading. Copy or write as your teacher dictates the passage you chose. When you are finished, compare your copy to the text, and make any needed corrections. Follow the guidelines below for the minimum assignment:

-  At least 3 sentences
-  At least 4 sentences
-  At least 5 sentences

B. Reader

Language Skills, Thinking Skills, History




Squanto, Friend of the Pilgrims: page 15, paragraph 2 (“There were nine...”) through page 19 (“...path to the village.”)

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

C. Read-Aloud & Discussion

Language Skills, Thinking Skills

Stories of the Pilgrims: pages 21 (“Pilgrims”) through 30

-  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 Comprehension Questions at the end of “Pilgrims” in *Stories of the Pilgrims*. Talk with your teacher about what you think the answers are. Be sure to give examples for why you think as you do.

When you're finished, make up a question from this part's assignment, and ask your teacher to answer. Discuss her answer, and see if you agree.

C.

Discussion is vital in developing your child's ability to organize his

thoughts. This, in turn, builds the ability to think and write. The goal of the discussion questions is not just to find a particular answer, but also to create a situation where thoughts about the question and its answer are shared and considered in a detailed way. Do not rush this activity, but encourage your student to share his ideas relating to the topic and any additional ideas that may come to mind. You can also share your own thoughts and questions as an example for your students.

D. Word Study*Language Skills, Thinking Skills*

In the last part you learned about *pronouns* and how their job is to replace certain nouns in a sentence. A pronoun does not make sense if you don't know, or can't figure out, which noun it replaces. For example:

The children were hiding among the cows, but now *they* are gone.

Do you see a problem with this sentence and the pronoun *they*? Notice that *they* might refer to "children," or it might refer to "cows." It's not possible to tell exactly which of them are gone. To solve this problem, you could write the sentence a little differently. For example:

The children who were hiding among the cows are gone.

The cows that the children were hiding among are gone.

The noun to which a pronoun refers is its **antecedent**, and every pronoun that is used properly has one that you can recognize. Look at page 21, paragraphs 3 and 4 ("On a wooden box..."), and page 22, paragraph 1 ("One by one...") in *Stories of the Pilgrims*. Play Grammar Scout, and find at least six pronouns. Write them, along with their antecedents, in your Student Notebook. Be sure to give yourself a point for each one!¹⁰ You do not need to write the same pronoun more than once for the same antecedent.

When you're finished, tell your teacher what you think each spelling word for this lesson means and how it might relate to the Pilgrims. In your Student Notebook, fill out a Pilgrims word bank entry for each word that relates to this study, and include that information. If some words don't seem to relate at all, just try to make up sentences using them correctly.

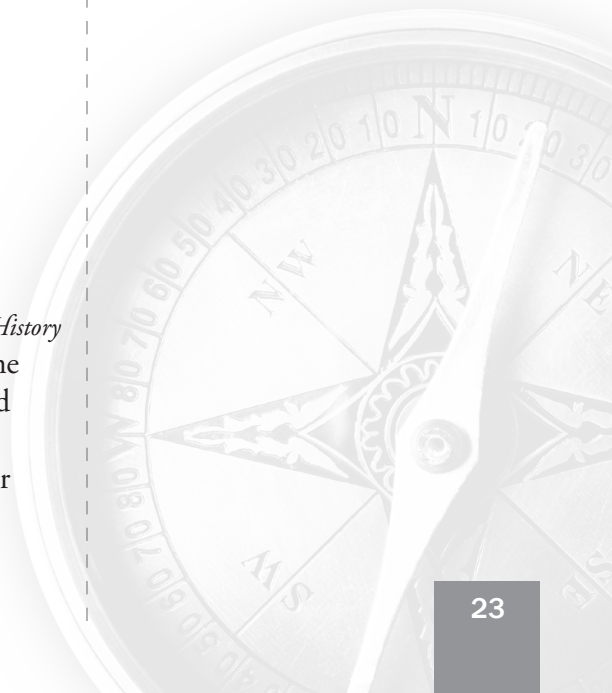
Practice your spelling words by using one of the following:

- Dry erase board and markers
- Colored chalk and chalkboard *or* sidewalk
- Modeling clay
- Water-based paint and paper
- Letter cards

E. Geography*Thinking Skills, History*

At the time the Pilgrims' story began, King James required everyone to go to the same church. This was a result of many things that had happened in the country, and King James felt it was best for his people. The Pilgrims did not agree, and they began to meet in their own churches in secret. Breaking King James' law was hard for the

The Grammar Scout game can be changed to include fewer individual parts of speech, based on the level of success enjoyed by your students.

D.

Pilgrims to do, but they felt they had to obey the laws of God as they understood them. Though they were law-abiding people, they could not obey the laws about church because it would mean going against their **conscience**, or sense of right and wrong. It is because of this sense of conflict that the Pilgrims thought of leaving their beloved homes.



William Brewster was one of the **elders**, or leaders, of the Pilgrims. He owned and operated the Scrooby Inn, in the town of Scrooby, England. Find Scrooby on the Map P-2. Notice that it is close to the town of Lincoln. Lincoln was near the childhood home of John Smith, explorer and leader of Jamestown. Find Lincoln on the map. Add these two towns to the map in your Student Notebook.



Map P-2

A landmark is a place that is well known to people. There is a landmark near the town of Scrooby that is known to most people who love great stories. It is Sherwood Forest, the home of the character Robin Hood. In the book *The Adventures of Robin Hood*, the main character and his band of followers broke laws, made by the ruler of England, that went against their consciences. Talk with your parents about how to deal with rules that disagree with your conscience.

Find Sherwood Forest on the map. Add it to the map in your Student Notebook.

-  Find the cities of London and Plymouth. Both of these cities will be important to the events told about in your readers. Add them to your map. Plymouth is a **port**, which is a city that has a harbor. A **harbor** is a place of safety where ships come and go, loading and unloading cargo.
-  On Map P-2, look at the water around the city of Plymouth. You will see numbers there. These numbers tell the depths of the water in **fathoms**. A fathom is six feet. Which measurement shows the most shallowest water?¹¹ Which measurement shows the deepest water?¹²
- To figure out the depth in feet, multiply the number of fathoms by six. Figure out the depth of water in feet for each fathom measurement shown, and write it on your map.
- Why is the depth of water around a harbor important?¹³ Who would need this information in order to be safe?¹⁴

F. Writing

Language Skills, Thinking Skills

Many times you will be asked to answer a question with a complete sentence. This is not a difficult thing to do. The key is to use the words in the question as a word bank. Here is an example:

Question – What was the name of the explorer who became the leader of Jamestown?

Answer – The explorer who became the leader of Jamestown was John Smith.

As you can see, the beginning of the answer was taken from the question. The explorer's name is all that was added. All the words you need may not always be in the question, but the words you need to start your answer will be. Look at the next example:

Question – Why do you think the Jamestown Colony had so many struggles?

Answer – I think the Jamestown Colony had so many struggles because the people were not prepared for such a hard life.




Using words from the question will help you make sure your answer is a complete thought. In this unit you will be answering questions contained in *Stories of the Pilgrims*. Remember to answer these questions with complete sentences. You may use the personal dictionary you are creating, as well as the words in the questions, to help you with your answers.



★ LAPBOOK ACTIVITY ★

Answers to *Stories of the Pilgrims* questions are in the *Stories of the Pilgrims* Answer Key.

F.

-  Read question 1 at the end of “Meeting in Secret” in *Stories of the Pilgrims*. Go back to the beginning of the chapter and find the paragraph that tells about two strangers. Listen as your teacher rereads this paragraph, and then write the answer in your Student Notebook. Be sure to use a complete sentence.
-  Read questions 1-3 at the end of “Meeting in Secret” in *Stories of the Pilgrims*. Go back to the beginning of the chapter and find the paragraphs that relate to each question. **Skim**, or look at without reading all the words, through these paragraphs to find the information you need to answer each question with a complete sentence. Write the answers in your Student Notebook.
-  Read questions 1-5 at the end of “Meeting in Secret” in *Stories of the Pilgrims*. Go back to the beginning of the chapter and find the paragraphs that relate to each question. **Skim**, or look at without reading all the words, through these paragraphs to find the information you need to answer each question with a complete sentence. Write the answers in your Student Notebook.



Independent Reading & Review

Language Skills

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

There is a strong _____ between the _____ of the land and the _____ of the people.

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 whatever passage you are assigned, and read it silently. Show your teacher any words you don't know, and practice saying them aloud. Then read the passage aloud, or ask your teacher to read it to you.

A group of Separatists met and worshiped at Scrooby Inn, owned by Elder William Brewster. After being treated badly again and again, the Separatists decided to leave England, even though they loved their homes and way of life.

- 🐾 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 31, paragraph 3 (“They peered...”) in *Stories of the Pilgrims*. When you are finished, compare your copy to the text, and make any needed corrections.

B. Reader

Language Skills, Thinking Skills, History

Squanto, Friend of the Pilgrims: page 20 (“Squanto and the Englishmen”) through page 24, paragraph 4 (“...talk for the white men.”)

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

C. Read-Aloud & Narration

Language Skills, Thinking Skills

Stories of the Pilgrims: pages 31 (“In Holland”) through 41

- 🐾 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.

Learning Foundations

Make sure your words are important to your children. An old trick I used in the classroom to get my students' attention was to whisper. After a few seconds of my whispering, the room would quiet down so that everyone could hear what I was saying. I used a quiet voice as often as possible so that hearing me took some effort. The louder you speak, the less effort it takes to hear you. When teaching, make sure it is clear to your children that your words are important!

All Levels: As you listen or read, think about important things that are happening. Then follow the directions below to retell one or more of them. Be sure to include as many details as you can remember.

- 🐾 Retell one thing that happened in the chapter your teacher read today from *Stories of the Pilgrims*.
- 🐾 Retell three things that happened in the chapter your teacher read today from *Stories of the Pilgrims*.
- 👉 Retell the chapter your teacher read today from *Stories of the Pilgrims*.

D. Word Study

Language Skills, Thinking Skills

Look over your spelling words for this lesson. Then, in your Student Notebook write a sentence using each word. Do your best to write the spelling words correctly.

When you're finished, check your sentences against the list in your Student Notebook and see how many spelling words you wrote correctly. Don't count off for other words that are misspelled. Remember, your goal is to improve, not necessarily to get them all right immediately.

E. Science

Thinking Skills, Geography

On the map of British Isles in your Student Notebook, you have labeled Sherwood Forest. This forest, or large area of trees growing close together, was used by royalty long ago as a place for hunting. Now, it has been set aside as a park. Many different types of trees can be found there, but the most famous are the oak trees. There are many different types of oak trees in North America as well.



Read, or listen as your teacher reads, about oak trees on pages 304 to 306 in your *North American Wildlife Guide*. Then talk with your teacher about the various oaks that live in North America. Do any of these trees grow near where you live?

When you're finished, pick two types of oak trees and trace or sketch their leaves in your Student Notebook. Write at least two facts about each one.

- 🐾 Write at least one additional fact about each oak you chose to include in your Student Notebook. Write answers to the following questions:

1. How do the acorns of white oaks differ from those of red oaks?
2. What are the three ways you can identify different species of oak trees?



Answers to the questions in this section are included in the introduction to Oaks, on page 304 of the *North American Wildlife Guide*.

F. Art*History, Thinking Skills*

Look over the words you have added to your personal dictionary during this lesson. Illustrations can help you remember what words mean and the way they are used. Use your reader or read-aloud book for ideas, and draw a small picture to illustrate each of these words. Your drawing can show what the word means or something that reminds you of it, like a crown for King James. Use colored pencils or crayons to complete your illustrations.



★ LAPBOOK ACTIVITY ★

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 and then read for 20 minutes.
- 👤 Choose two Steps for Thinking and then read for 25 minutes
- 👋 Give examples for all the Steps for Thinking and 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 world, label North Sea; Irish Sea; Straits of Dover; Ireland; Northern Ireland; Scotland; Scrooby, England; and Plymouth, England.
- Review your spelling words for this lesson by covering each one with your hand, spelling it aloud, and checking to see if you were correct.

When you feel you are ready, write the words as your teacher dictates. Once you have done that and your teacher gives you permission, write your word study words in your personal dictionary.

Look through your dictionary and choose three or four other words to spell aloud for your teacher.

- Do the Pilgrims Word Search in your Student Notebook.¹⁶
- King James is best remembered for commissioning the first English translation of the Bible. Talk with your parents about the difference between this translation of the Bible and other translations. What do you notice the most about the King James translation? If it is available to you, read a well-known Scripture in this translation, such as Psalm 23. If possible, now read this passage in another version and compare the two.

Enrichment Activities

1. In this lesson, you read about Sherwood Forest, home of the legendary figure, Robin Hood. Read the book, *The Adventures of Robin Hood* by Howard Pyle, or with your parent's permission, watch one of the many video versions of this story. Tell what you like best about the story and any connections you see between the story of Robin Hood and the Pilgrims.
2. King James followed a successful ruler in England who had recently passed away. Queen Elizabeth I ruled England from 1559 to 1603, and her rule was called the Golden Age. Learn about her, and prepare a presentation to share what you learn.

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.

Additional Resources

The Adventures of Robin Hood by Howard Pyle

Video versions of *Robin Hood*

Visit the links page to learn about Sherwood Forest Park and Sherwood Forest Trust.

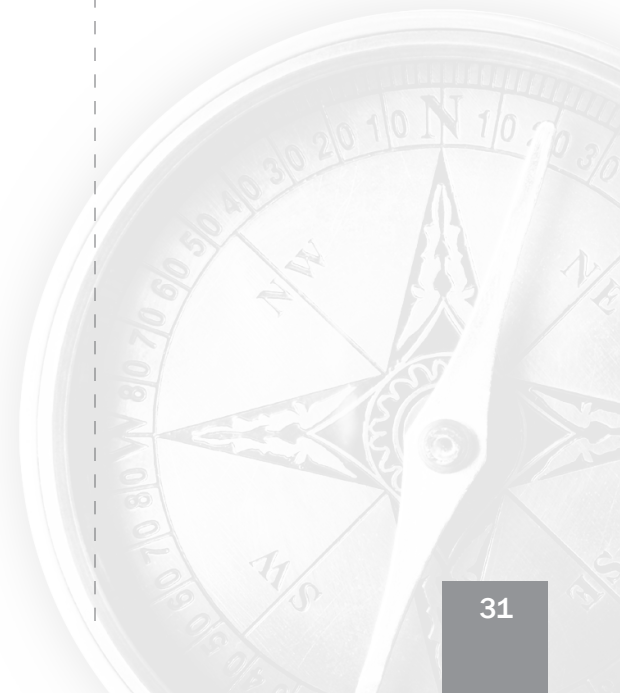
Books or videos about Queen Elizabeth

Visit the links page to learn about Queen Elizabeth I.

Who's That Stepping on Plymouth Rock? by Jean Fritz



Consider previewing suggested videos to ensure they are appropriate for your family.



Answers

1. England is the island, and Europe is the larger body of land.
2. the English Channel and the North Sea
3. Substitutions: *his* new law, *her* sister, “*I* saw the queen,” *it* is a safe place
Grammar Scout: they, we, I, their, him, he, who
4. mallard: 16 to 24 inches; lives in shallow ponds and marshes, eats plants and animals at the bottom of the pond or marsh, grain
5. northern pintail: 20 to 30 inches; lives in lakes, ponds, and marshes
6. common goldeneye: 15 to 20 inches; lives in rivers, lakes, and bays
7. They make a ringing sound when they fly.
8. green-winged teal: 23 to 26 inches; lives in shallow ponds, lakes, streams, and marshes
9. Lesson 1 Spelling Scramble answers are in the appendix.
10. her → mother; They → older children; themselves → older children; They → Others [of the company]; them → Others [of the company]; their → Others [of the company]; their → the children
11. four
12. 42
13. The larger a ship is, the deeper the water needs to be so it can travel safely in and out.
14. the captain or navigator
15. Lesson 1 Spelling Search answers are in the appendix.
16. Answers to the Pilgrims Word Search are in the appendix.