



Trail Guide to Learning Curriculum Series

*Paths of Exploration: Trails West 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](http://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](http://www.geomatters.com/pages/poe).

**★ REQUIRED RESOURCE LIST ★**

The following materials are required for use with Unit 6: Trails West in *Paths of Exploration*.

Trails West Notebook pages

*Trouble for Lucy* by Carla Stevens

*Johnny Appleseed* by David R. Collins

*If You Traveled West in a Covered Wagon* by Ellen Levine

*Profiles from History, Volume 1* by Ashley M. Wiggers

*Eat Your Way Around the World* by Jamie Aramini

*Classroom Atlas* published by Rand McNally

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](http://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**

(Columbus Unit, Lesson 1)

1. Journeys are made for a reason.
2. Knowing the reason for a journey helps you understand the decisions people make along the way.
3. Planning ahead and making preparations are essential for a successful journey.




Listen or follow along as your teacher reads the Steps for Thinking that you are reviewing for today. Tell your teacher what you think each step means, and:

-  Choose one of the steps and give an example of how it was true for any of the units.
-  Choose two of the steps and give an example of how each was true for any of the units.
-  Give an example of how each step was true for any of the units.

Challenge Question: Can you think of a time when one of today's Steps for Thinking applied to your life or to the life of someone else in your family? Share it with your teacher.

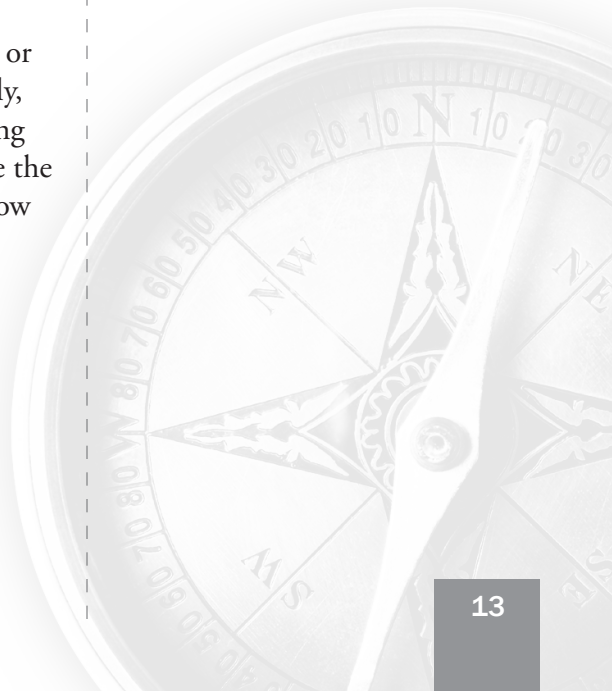
**A. Dictation***Language Skills*

Together with your teacher, choose a passage from any of this part's reading assignments in *Trouble for Lucy*, *Johnny Appleseed*, or *If You Traveled West in a Covered Wagon*. Read the passage silently, and show your teacher any words you don't know. Practice saying those words aloud until you are familiar with them. Then, write the passage while your teacher dictates it. Follow the guidelines below for the minimum assignment:

-  At least 2 sentences
-  At least 3 sentences
-  At least 4 sentences

**★ MATERIALS ★**

- *Trouble for Lucy*
- *Johnny Appleseed*
- *If You Traveled West in a Covered Wagon*
- *Profiles from History, Vol. 1*
- *Classroom Atlas*
- *Eat Your Way Around the World*
- *Student Notebook*
- Dictionary
- Index cards/marker
- Colored pencils, crayons, or markers
- Ingredients for recipe (Part 4)
- Ingredients for recipe (Part 5)
- Activity (Part 5):  
Large shoebox, cardboard, 8 brads or paper fasteners  $\frac{3}{4}$ " long, stiff wire 4-6 feet long, masking tape, twine 2-3 feet long, white fabric (old pillowcase or sheet works fine)
- Large U.S. outline map






## ★ LAPBOOK ACTIVITY ★


**B. Reader** *Language Skills, Thinking Skills, History*  
*Trouble for Lucy*: pages 7 (Foreword) through 8 (end of Foreword)


 Read the above assignment aloud.

 Read the above assignment silently.



**C. Read-Aloud and Discussion** *Language Skills, Thinking Skills*  
*Johnny Appleseed*: Introduction through page 6 (end of chapter)


 Listen as your teacher or someone else 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:** After listening or reading, follow the directions below to make up questions about this part's assignment. Write your questions in your Student Notebook, and ask your teacher to answer them. After discussing her thoughts, write down the best possible answer. Be sure to use complete sentences.

  Make up one question.

 Make up two questions.

**D. Westward, Ho!** *Thinking Skills, History*  
 Together with your teacher, read pages 5 (Introduction) through 11 (“...the grassy green waves.”) in *If You Traveled West in a Covered Wagon*. Then, think about the “How It Was...” situation below, and discuss your thoughts with your teacher. Try to come up with examples that help explain your ideas.

***How It Was...***

Many, many people decided to move west after Louis and Clark's expedition, but it was never an easy decision for families! Imagine you are living back then, and your parents just announced that you would all be traveling west in a few months. Your mom has tears in her eyes. They will have to sell the house and just about everything else they own, and use the money to gather supplies for the trip and to start over in Oregon. The trip will take five or six months. How do you feel about all that? How do you think they feel?

When you're finished, begin exploring the wisdom of the west. In this activity you will be shown some sayings that have been passed

down through the years—some from person to person and some in books. No matter how they were passed down, they were always meant to help others grow in wisdom and knowledge.

To get started, if you completed Unit 5 think about all the American Indian tribes that Lewis and Clark met when they were sent to explore the Louisiana Territory. Quite a few of those were Sioux, like the Teton Sioux, the Yankton Sioux, and the Dakota Sioux. Then, together with your teacher, read the following wise saying from the Dakota Sioux Tribe:

*We will be known forever by the tracks we leave.*

Talk with your teacher about what you think it means. Consider your study this year in *Paths of Exploration*, and see if you can think of any examples that demonstrate the wisdom of this saying. Do you think it could possibly apply to your own life? How?

Ⓔ. **Word Study** *Spelling, Phonics, Vocabulary*  
Look back at the lists of spelling words you studied in Unit 1, Columbus. Do you think you can still spell them? Ask your teacher to choose ten or twelve, and see if you can write them in your Student Notebook as she dictates them. Give yourself a point—and a pat on the back—for each one you remember!

So far this year you have read and studied quite a few books. In this lesson, you will look more closely at another way stories can be presented—as **dramas**, or plays. When a story is presented in the form of a play, it is easy to see the importance of each *character* (the people in the play), the *setting* (where the story takes place), and the *dialogue* (what characters say to each other).

**Reader's Theater** is a type of play that is read by different people and which usually involves a **narrator** (a person who acts as the storyteller). It often involves several **scenes**, or divisions in the play that focus on what happens at one specific time or place. A regular play adds movement, scenery, and props to help tell the story. **Stage directions** are a part of the **script**, or written story that contains lines to be spoken by specific actors. These directions usually appear in parentheses and give information about the way characters should say their lines or suggest an action that can be added to make the story more understandable to those who are watching and listening.

Locate the Reader's Theater script entitled *The Hidden One* in the appendix, and print or copy it. Then, listen as your teacher reads the introduction (everything before the beginning of the script). This Reader's Theater script tells a **folktale**, or story passed down




We are grateful to Aaron Shepard of Shepard Publications for allowing us to use his adaptation of a Native American folktale, *The Hidden One*. Mr. Shepard has a full range of Reader's Theatre scripts available on his website. Visit the links page to access his site.



from one person to another, that comes from the Micmac tribe of Nova Scotia, New Brunswick, and Prince Edward Island, Canada.

Look at the first scene, or section of action, in *The Hidden One* (the section from the beginning of the play to the star). Point out any words you don't know to your teacher. If possible, ask different people to read the parts of Father, Sister, and the Narrators. Be sure to include yourself! If you don't have enough people for all the Narrator parts, you can have the same person read them all, or divide them up however you want.

After you finish reading this section, tell what you think of Sister. Read Sister's parts again, in a way that reflects what you think of her, and following any stage directions. Then, think of words that describe this character, and write them in your Student Notebook.

-  List three words that describe Sister.
-  List four words that describe Sister.
-  List five words that describe Sister.

F.

If you did not teach any of the previous *Paths of Exploration* units you may skip the F.

Review sections that do not apply.



★ LAPBOOK ACTIVITY ★

F.

### Columbus Review

*History, Thinking Skills*

If you studied Columbus you learned about several people who either influenced Columbus or lived around the same time that he did. Play the Who Am I?: Columbus Unit matching game in your Student Notebook. Read each statement, and match it to one of the names listed at the top of the Student Notebook page. Then, write your answer in the space provided.<sup>1</sup>

-  Make up one additional question about each of the people listed.

G.

### Independent Reading

Choose 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

### STEPS ~~FOR~~ THINKING

(Columbus Unit, Lesson 2)

1. The best way to learn something new is to start with what you already know about the subject.
2. When you learn something new, think about ways to apply it to your life.
3. The key to understanding the actions of others is to understand their thoughts.

Listen or follow along as your teacher reads the Steps for Thinking that you are reviewing for today. Tell your teacher what you think each step means, and:

- 🐾 Choose one of the steps and give an example of how it was true for any of the units.
- 👣 Choose two of the steps and give an example of how each was true for any of the units.
- 👇 Give an example of how each step was true for any of the units.

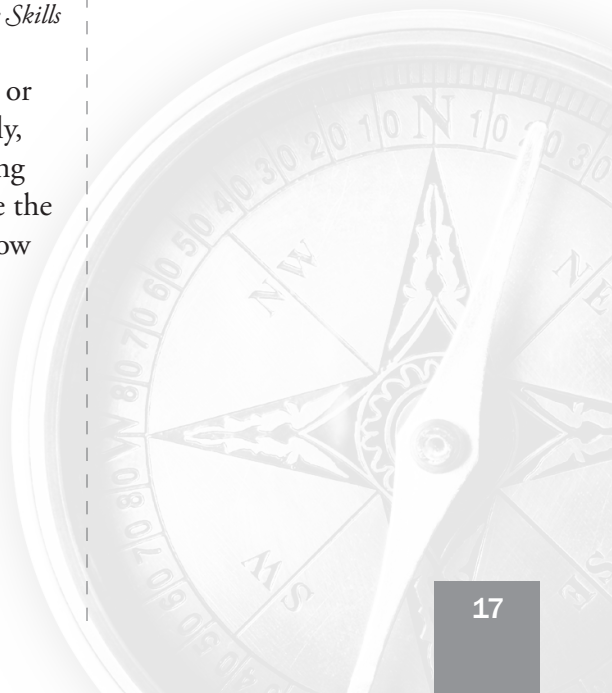
Challenge Question: Can you think of a time when one of this part's Steps for Thinking applied to your life or to the life of someone else in your family? Share it with your teacher.

#### a. Dictation


*Language Skills*


Together with your teacher, choose a passage from any of this part's reading assignments in *Trouble for Lucy*, *Johnny Appleseed*, or *If You Traveled West in a Covered Wagon*. Read the passage silently, and show your teacher any words you don't know. Practice saying those words aloud until you are familiar with them. Then, write the passage while your teacher dictates it. Follow the guidelines below for the minimum assignment:

- 🐾 At least 2 sentences
- 👣 At least 3 sentences
- 👇 At least 4 sentences




**B. Reader** *Language Skills, Thinking Skills, History*  
*Trouble for Lucy*: page 9 (Chapter 1) through page 11, paragraph 2  
 (“...other horses and mules.”)


 Read the above assignment aloud.

 Read the above assignment silently.

**C. Read-Aloud & Reflective Writing** *Language Skills, Thinking Skills*  
*Johnny Appleseed*: page 7 (Chapter 2) through the top of page 12  
 (“...when the feet are bare.”)


 Listen as your teacher or someone else 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:** In this lesson, you will begin writing a summary of events that take place in your reader or read-aloud book, little by little. By the end of this unit, you will have a written record of the main ideas you read or listened to, from Lesson 1 through Lesson 6.

As you decide what to write about, be sure to choose happenings that you think made changes in the story. These are called main events. Use complete sentences, and look back at the story to find out how to spell any words you don't know.

 Write about two things that you read about in Parts 1 and 2 in *Trouble for Lucy*.

 Write about two things that you read about or listened to in Parts 1 and 2 of either *Trouble for Lucy* or *Johnny Appleseed*. Then, depending on the book you chose, write a sentence telling one thing you learned about Lucy or John's character or attitude from these readings.

 Write about three things that you read about or listened to in Parts 1 and 2 of *Johnny Appleseed*. Then, write a sentence telling one thing you learned about John's character or attitude from these readings.

**D. Westward, Ho!** *Language Skills, History*

All the people in America, except for the Native American Indians, came from someplace else. As more and more people arrived looking for a better life, they spread out and eventually settled what

is now the entire United States. America is made up of people from all over the world!

In this part, begin conducting interviews of your mom, dad, grandparents, and some of their friends. To interview, you will ask questions. Avoid questions that can be answered by yes or no. Instead, try to think of questions that create conversation and require more thought than one-word answers. It helps to use the five W questions: Who? What? When? Where? Why? Another helpful word when interviewing is How? Write out a list of questions to get started and then ask any other questions that come to mind as you hear what the person has to say.


Find out from what countries their families came, why they made the journey to this new land, and where they settled when they got here. Did they move around after that? Try making videos or recordings of the interviews, and include them in your Unit Presentation.

### Ε. Word Study

*Spelling, Phonics, Vocabulary*

With your teacher's help, choose words you don't know from any of the reading assignments for Parts 1 and 2 in *Trouble for Lucy*, *Johnny Appleseed*, or *If You Traveled West in a Covered Wagon*. Then follow the directions below to make vocabulary cards for them.

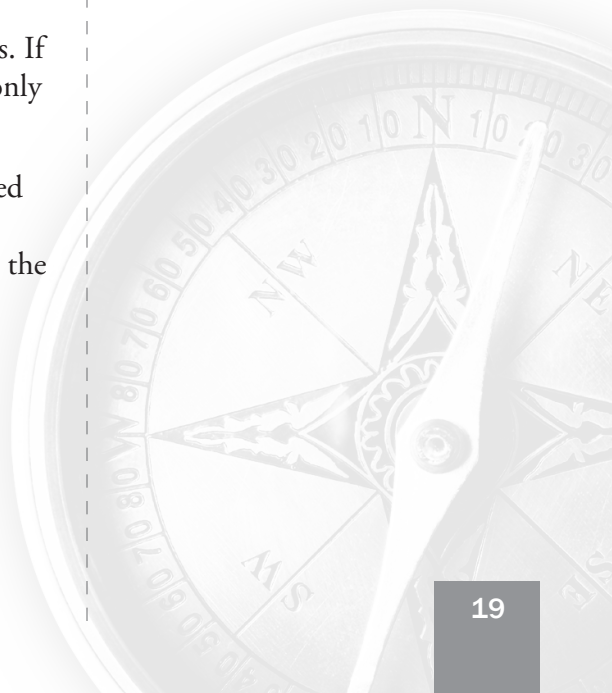
1. Write each vocabulary word you choose on an index card. Read the sentence in which you found it.
2. Look up the word in a dictionary. If you can't find a particular word it may have an ending added—so look for it without the ending. Find the meaning that best relates to the way the word is used in the story, and write that definition on a second index card.
3. On the bottom of the card with the word on it, write the word as it is shown in the dictionary, divided into syllables. If the word is shown as a connected unit with no spaces, it only has one syllable.
4. After copying the word, its definition, and how it is divided into syllables, write down whether it is a noun, a verb, an adverb, or an adjective. This information is abbreviated in the dictionary as *n*, *v*, *adj*, or *adv*.

 Choose three words that are new to you or hard to remember.

 Choose four words that are new to you or hard to remember.

Each time your students make a vocabulary card for this unit, have them write TW (for Trails West) in the upper left corner. This will make it possible to review vocabulary by unit at the end of the year.

Ε.





**All Levels:** Continue to read and discuss the Reader's Theater tale, *The Hidden One*. In this part you will see an example of **irony**, which is when the words and actions in a story do not match up, and something unexpected happens.

Look at the second scene, or section of action, in *The Hidden One* (from the star to the square). Point out any words you don't know to your teacher. If possible, ask different people to read the parts of Patient One, Sister, Hidden One, and the Narrators. Don't forget to include yourself! If you don't have enough readers for all the parts, you can have one person read several of them, or divide them up however you want.

After you finish reading this section, tell what you think of Sister now. Read Sister's parts again, in a way that reflects what you think of her and following any stage directions.

Remember, irony is when the words and actions of a story do not match. Reread the last line of the Patient One in this section. Tell your teacher what you think *patient* means. Use a dictionary to look it up if you do not know. Then, read the stage directions for the Patient One. Do you think her actions go together with the meaning of her name? Patient One called Sister a liar. Tell your teacher what you think the word *liar* means. Use a dictionary to look it up if you do not know.



In your Student Notebook, write down the exact words that Sister used one time when she was behaving like a liar.

-  Write another example from the script of Sister behaving like a liar.
-  Write a third example from the script of Sister behaving like a liar.

### Unit Reviews

*Thinking Skills, History*

Look at the Unit Review Graphic Organizer for this activity in your Student Notebook.

-  Talk with your teacher, and fill in each box. You may refer back to books or your Student Notebook to find answers. You will fill in the boxes for Trails West during Lesson 6 of this unit. When you are finished, talk about the following discussion questions with your teacher.
-  Fill in each box of the Unit Review Graphic Organizer. You may refer back to books or your Student Notebook to find answers. You will fill in the boxes for Trails West during Lesson 6 of this unit. When you are finished, talk about the following discussion questions with your teacher.

*F.*

The purpose of many activities during this unit is to review and solidify what

has been learned. Understanding the ideas taught is more important than merely remembering names and dates. Review activities are for everyone, so remember, where no level is indicated, an activity is to be completed by all students.


Remember, if you did not teach any of the previous *Paths of Exploration* units you may skip the review sections that do not apply.


Discussion Questions:


1. What answers were similar? Why do you think they were similar?
2. Was there at least one hardship every group faced? Why do you think that was the case?
3. Was there at least one character quality that every group shared? Why do you think they shared that quality?

### *G.* Independent Reading

Choose 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

**STEPS FOR THINKING**

(Columbus Unit, Lesson 3)

1. When you learn about people, it helps you learn about things.
2. Observation is a key skill needed for learning about things in our world. It is the basis for success in science.
3. The goal of reading is to gain understanding. Hopefully, it is also a source of enjoyment.




Listen or follow along as your teacher reads the Steps for Thinking that you are reviewing for today. Tell your teacher what you think each step means, and:

-  Choose one of the steps and give an example of how it was true for any of the units.
-  Choose two of the steps and give an example of how each was true for any of the units.
-  Give an example of how each step was true for any of the units.



Challenge Question: Can you think of a time when one of today's Steps for Thinking applied to your life or to the life of someone else in your family? Share it with your teacher.

**a. Dictation***Language Skills*




Together with your teacher, choose a passage from any of this part's reading assignments in *Trouble for Lucy*, *Johnny Appleseed*, or *If You Traveled West in a Covered Wagon*. Read the passage silently, and show your teacher any words you don't know. Practice saying those words aloud until you are familiar with them. Then, write the passage while your teacher dictates it. Follow the guidelines below for the minimum assignment:

-  At least 2 sentences
-  At least 3 sentences
-  At least 4 sentences



**B. Reader** *Language Skills, Thinking Skills, History*  
*Trouble for Lucy*: page 11, paragraph 3 (“Lucy, ...”) through the top of page 16 (“...one of the oxen.”)

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

**C. Read-Aloud & Discussion** *Language Skills, Thinking Skills, History*  
*Johnny Appleseed*: page 12, paragraph 1 (“Some folks...”) through page 16 (end of chapter)

-  Listen as your teacher or someone else 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:** After listening or reading, follow the directions below to make up questions about this part’s assignment. Write your questions in your Student Notebook, and ask your teacher to answer them. After discussing her thoughts, write down the best possible answer. Be sure to use complete sentences.

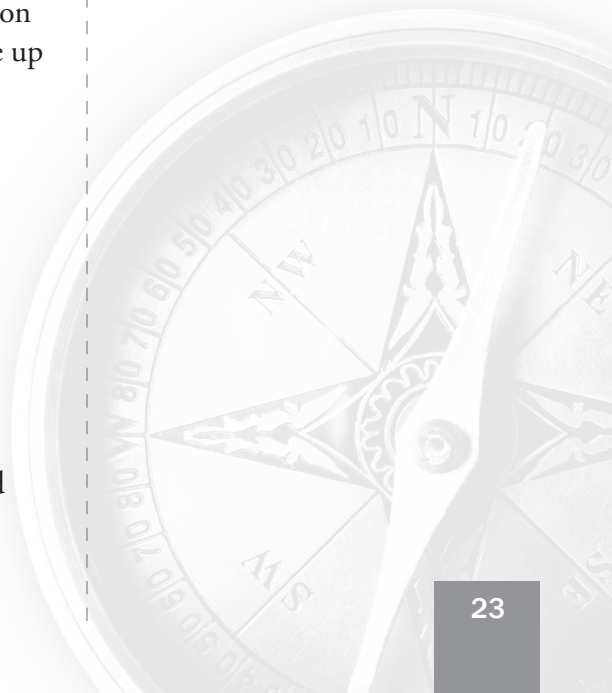
-  Make up one question.
-  Make up two questions.

**D. Westward, Ho!** *Thinking Skills, History*  
 Together with your teacher, read pages 12 (“What was a wagon train?”) through 17 (“...and they made it!”) in *If You Traveled West in a Covered Wagon*. Then, think about the “How It Was...” situation below, and discuss your thoughts with your teacher. Try to come up with examples that help explain your ideas.

***How It Was...***

There were positive and negative views about moving west. For example, on the positive side, people believed they might be able to get rich or own a nice farm on fertile land for free. On the other hand, they were leaving behind loved ones and everything familiar and making the long, dangerous trip to get there. So much to consider!

Have you ever been in a situation that was partly good and partly bad? Did it make you feel uneasy or afraid? What did you do? How did it turn out?



Wisdom of the West: In this part, continue exploring some of the sayings that have been passed down through the years to help others grow in wisdom and knowledge. Together with your teacher, read the following wise saying:

*Better is a neighbor that is near than a brother far off.*

Then, talk with your teacher about what you think it means. Consider your study this year in *Paths of Exploration*, and see if you can think of any examples that demonstrate the wisdom of this saying. Do you think it could possibly apply to your own life? How?

### Ⓒ. Word Study

*Spelling, Phonics, Vocabulary*

Gather the vocabulary cards that you made during the Columbus Unit. You can tell which ones they are because there is a “C” on the upper left corner. Go through them, and see if you can remember any of the definitions.

Separate the ones you know from the ones you’re not sure of. Review the meanings of the ones you didn’t know. Then, pick five of those cards and see if you can act out the word well enough so that others can guess what it is. Have other players choose five words and take turns acting them out and guessing. You get a point for guessing a word or having a word guessed. See who can get the most points.

When you’re finished, look at the next scene (from the square to the triangle) in *The Hidden One*. Each scene, or division, in a play is built upon the last one the same way that one chapter of a book continues the story told in the chapter before it.

Point out any words you don’t know to your teacher. If possible, ask different people to read the parts of Little Scarface, Sister, Boy, Young Man, Old Woman, Young Woman, and the Narrators. Don’t forget to include yourself! If you don’t have enough people, you can have one person read more than one part.

*Figurative language* uses words to create an **image**, or picture, in your mind. A simile is a type of figurative language that uses the words *like* or *as* to compare two things. Here are some examples:

“Some might say Sister was as mean as a snake.”

“Little Scarface was as quiet as a mouse.”

“The Hidden One seemed like everyone’s Prince Charming.”

You know that Sister wasn’t really a snake, but thinking of how mean a snake seems and how mean Sister was, this picture in your mind helps you understand how Sister was acting. The same is true



of Little Scarface being as quiet as a mouse. You know that Little Scarface wasn't a mouse, but if you think of how quiet and unseen mice are, it can help you understand how quiet Little Scarface was.

After you finish reading this section, tell what you think of Little Scarface in this part. Read Little Scarface's parts again, in a way that reflects what you think of her and following any stage directions. Then, think of words that describe this character and write them in your Student Notebook.

- 🐾 List three words that describe Little Scarface.
- 🐾 List four words that describe Little Scarface.
- 👉 List five words that describe Little Scarface. Do you think the Narrators are telling this story in a fair way? Talk to your teacher about how this story would be different if the Narrators approved of Sister's behavior.

### F. Columbus Review

*Thinking Skills, History*

If you studied Columbus in the first unit, use the Ocean and Continent Concentration cards and play the game with your family.

### G. Independent Reading

Choose 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


**STEPS FOR THINKING**

(Columbus Unit, Lesson 4)

1. Look for relationships between things you are studying. This will help you understand how new things fit into what you already know. For instance, there is a relationship between climate and what you choose to wear or do. Now you can understand why knowing about climate is important when you travel.
2. The purpose of writing is to communicate. When someone else understands what you know or think, that means you are writing clearly.

Listen or follow along as your teacher reads the Steps for Thinking that you are reviewing for today. Tell your teacher what you think each step means, and:

 Choose one of the steps and give an example of how it was true for any of the units.

 Give an example of how each step was true for any of the units.

Challenge Question: Can you think of a time when one of today's Steps for Thinking applied to your life or to the life of someone else in your family? Share it with your teacher.

*a.* **Dictation***Language Skills*



Together with your teacher, choose a passage from any of this part's reading assignments in *Trouble for Lucy*, *Johnny Appleseed*, or *If You Traveled West in a Covered Wagon*. Read the passage silently, and show your teacher any words you don't know. Practice saying those words aloud until you are familiar with them. Then, write the passage while your teacher dictates it. Follow the guidelines below for the minimum assignment:

 At least 2 sentences




 At least 3 sentences

 At least 4 sentences




**B. Reader** *Language Skills, Thinking Skills, History*  
*Trouble for Lucy*: page 16, paragraph 1 (“What did I...” through page 18 (end of Chapter 1)

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

**C. Read-Aloud & Reflective Writing** *Language Skills, Thinking Skills*  
*Johnny Appleseed*: pages 17 (Chapter 3) through 23 (end of chapter)

-  Listen as your teacher or someone else 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:** Continue writing a summary of events that take place in your reader or read-aloud book. As you decide what to write about, be sure to choose main events that you think made changes in the story. Use complete sentences, and look back at the story to find out how to spell any words you don't know.

-  Write about two things that you read about in Parts 3 or 4 in *Trouble for Lucy*.
-  Write about two things that you read about or listened to in Parts 3 or 4 of either *Trouble for Lucy* or *Johnny Appleseed*. Then, depending on the book you chose, write a sentence telling one thing you learned about Lucy or John's character or attitude from these readings.
-  Write about three things that you read about or listened to in Parts 3 or 4 of *Johnny Appleseed*. Then, write a sentence telling one thing you learned about John's character or attitude from these readings.

**D. Westward, Ho!** *Thinking Skills, History*  
 As families began to consider what foods they should pack for the trip west, it became clear that anything they brought along would have to be fairly quick and easy to cook and eat, and the ingredients would have to last a long time without a refrigerator or freezer. Things like flour and sugar were always included, because they don't spoil in hot weather. However, fruits, vegetables, and meats don't last more than a few days in the heat—and the journey would take months!

### Teaching Tip


Whenever possible, find multimedia presentations about the topics you have studied. Adding the additional images and explanations can be a great help to solidifying concepts and vocabulary. Examples build a child's ability to use vocabulary correctly and with understanding. The library and the Internet can be rich sources of supportive materials to extend understanding.

Throughout this unit, you and your teacher will have opportunities to make and taste some of the foods that **pioneers**, or people who were some of the first to settle in an area, ate on the trail.

Drying fruits and vegetables was one way to make them last longer. Together with your teacher, follow the directions in the appendix to dry apples like families moving west used to do.

### **Word Study** *Spelling, Phonics, Vocabulary*

With your teacher's help, choose words you don't know from any of the reading assignments for Parts 3 and 4 in *Trouble for Lucy*, *Johnny Appleseed*, or *If You Traveled West in a Covered Wagon*. Then, follow the directions in Part 2 to make vocabulary cards for each one.

 Choose three words that are new to you or hard to remember.

 Choose four words that are new to you or hard to remember.


**All Levels:** Even though the play you've been reading is a Native American folktale passed down from one person to another in the Micmac tribe, it is about a subject that is common in stories told by people who live in many different parts of the world. When you finish reading the script, talk with your teacher about its main subject, or **theme**.

Look at the fourth scene in *The Hidden One* (from the triangle to the end). Point out any words you don't know to your teacher. If possible, ask different people to read the parts of Patient One, Little Scarface, Hidden One, and the Narrators. Don't forget to include yourself! If you don't have enough people, you can have one person read more than one part.

Tell your teacher what you think the theme, or subject, of the story is, and why you think so.<sup>2</sup> Think of examples from the story that show the theme. What happened in the story to show the beauty in Little Scarface's heart? How did Sister and others mistreat her? If you have read or seen the story of Cinderella, tell how she and Little Scarface are alike.



Now that you have completed the story, think about the names given to each of these characters: Patient One, Hidden One, and Lovely One. Talk with your teacher about how each character was like his or her name.<sup>3</sup>

You may want to present *The Hidden One* during your presentation at the end of this unit. Talk with your teacher about the best way to share this story with your family.

 Draw a detailed picture or write a description of one character, including as much information as you can from the story.



If your child does not understand theme or is not able to identify it, go ahead and share the answer with him. Explain how the parts of the story reflect the theme and then see if you can come up with other stories that are further examples of the same theme. Be sure to include stories that are watched and listened to as well.



-  Draw detailed pictures or write descriptions of two characters, including as much information as you can from the story.
-  Draw detailed pictures or write descriptions of three characters, including as much information as you can from the story.

### *C.* Columbus Review

*Geography, Thinking Skills*

If you completed Unit 1, Columbus, you learned about how to find directions by using a compass. Look at the United States Political Map in your *Classroom Atlas*. Use the compass rose in the lower right corner of that map and answer the following questions in your Student Notebook:

- What ocean is east of the United States?<sup>4</sup>
- What state is south of Georgia?<sup>5</sup>
- What three states are on the western coast of the United States?<sup>6</sup>
- What state is north of Missouri?<sup>7</sup>
- What state is east of Lake Michigan?<sup>8</sup>

-   What body of water is southeast of Texas?<sup>9</sup>
- What state is on Mexico's northeast side?<sup>10</sup>
- What state is southwest of Wyoming?<sup>11</sup>
- What state is northwest of West Virginia?<sup>12</sup>
- What city in Canada is northwest of Vermont?<sup>13</sup>

**All Levels:** When you're finished, use the page in your Student Notebook to compare and contrast Christopher Columbus with one of the other adventurers you have learned about this year. Tell how they were alike and how they were different. Do you think you might have liked this man? Why or why not?

Write a short letter thanking Christopher for his part in American history and summarizing what you know about his successes.

### *G.* Independent Reading

Choose 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

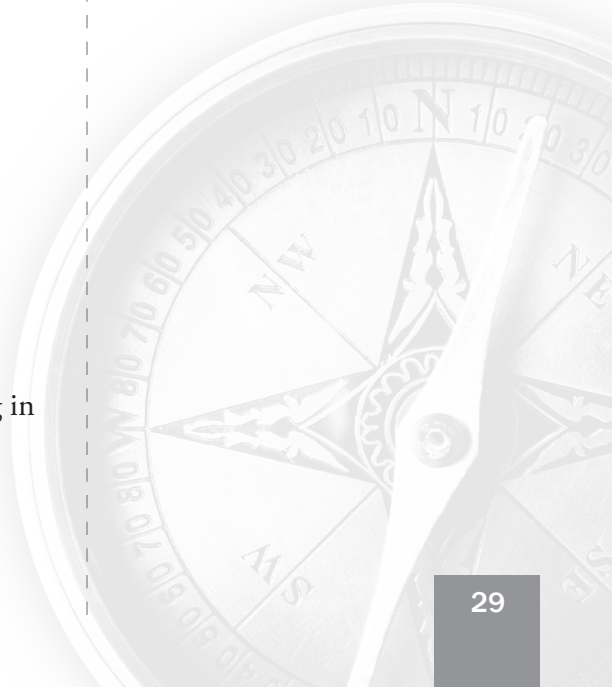
Be sure to write down what you read today on the Reading Log in your Student Notebook.



★ LAPBOOK ACTIVITY ★

If your child needs help remembering how to write a letter, see Unit 2, Jamestown, in Lesson 4, Part 1.

*C.*





**Lesson 1: Part 5****STEPS FOR THINKING**

(Columbus Unit, Lesson 5)

1. Knowing how to get information and use it is one of the most important skills children can gain. Learning to look for information is as important as finding an answer because it develops the ability to think.
2. Children develop the skills to learn at an individual rate. It is more important to successfully use each learning skill (reading, writing, discussing, narrating, drawing) to gain understanding than to merely memorize unrelated pieces of information.

Listen or follow along as your teacher reads the Steps for Thinking that you are reviewing for today. Tell your teacher what you think each step means, and:

-  Choose one of the steps and give an example of how it was true for any of the units.
-  Give an example of how each step was true for any of the units.

Challenge Question: Can you think of a time when one of this part's Steps for Thinking applied to your life or to the life of someone else in your family? Share it with your teacher.

**All Levels:** Part 5 is set aside for completion of any work left undone from the lesson and review of concepts or content. It is also a time to expand the work of the lesson by doing art, timeline activities, or games.

- On the large outline map of the U.S., label each of the remaining U.S. states that have not yet been labeled. Use the United States map in the *Classroom Atlas* to help you.
- Follow the directions in the appendix to play Vocabulary Concentration with the vocabulary cards you made in this lesson.
- Listen to or read the information about Zebulon Pike in *Profiles from History*. Discuss the questions, and complete the timeline activities and any other activities you would like to do.

- If you studied Columbus in the first unit, use the Columbus Bingo cards and clues and play the game with your family.
- Turn to page 45 in *Eat Your Way Around the World* and, with your parent's help, make apple strudel.
- As you read in Part 3, covered wagons were often called “prairie schooners” because, from a distance, they looked like large boats sailing across the plains. Together with your teacher, follow the directions in the appendix to build a model of a prairie schooner.

### Enrichment Activities

At the library or, with your parent's permission, on the Internet, research apples. Find out what types there are, where they grow, and how long it takes before an apple tree can begin to bear fruit. Find out when and why apples were introduced on this continent. Have they always been here? Prepare to share the information you find out at the end of this unit.

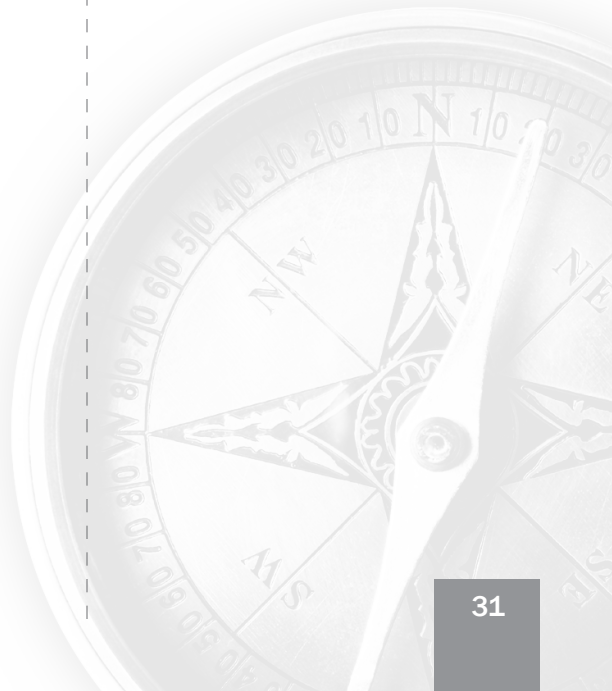
### Additional Resources

Download and play the Oregon Trail: American Settler game from the links page.

*Stories of Young Pioneers, In Their Own Words* by Violet T. Kimball



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



## Answers

1. Answers to the Columbus Who Am I? matching game are in the appendix.
2. The theme of this story is that beauty of heart and attitude are most important and no matter what someone looks like on the outside, it is what is in the heart that makes one beautiful. This story is also similar to the story of Cinderella, who is treated badly by her stepsisters and prevented from going to the ball to meet Prince Charming. Cinderella makes it to the ball where Prince Charming meets her and falls in love with her, similar to Little Scarface's determination to visit the Hidden One.
3. The Patient One was patiently waiting for the woman of pure heart and brave spirit and did not prevent anyone from having the opportunity to find out what was in their heart. She patiently served her brother in his quest for a woman of pure heart. The Hidden One was hidden from the eyes of those who were unworthy of his affection, though he was not hidden from those of pure heart such as his sister and Little Scarface. The Lovely One was someone of pure heart and brave spirit whose true character was only seen by someone who would see her heart and not her outward appearance.
4. Atlantic
5. Florida
6. Washington, Oregon, and California
7. Iowa
8. Michigan
9. Gulf of Mexico
10. Texas
11. Utah
12. Ohio
13. Montreal