

# Grade 5

## English

### United States History

### Coursebook



**Oak Meadow**

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# Lesson

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## ASSIGNMENT SUMMARY

### ENGLISH

- ☐ Begin reading a book of your choice about Christopher Columbus.
- ☐ Alphabetize and define vocabulary words, and use them in sentences.
- ☐ Identify subjects and predicates in sentences.
- ☐ List subjects and predicates and compose original sentences.
- ☐ Edit and proofread writing assignment.

### SOCIAL STUDIES

- ☐ Read "Early Settlers in North America."

- ☐ Choose a writing assignment about early explorers.
- ☐ Make a shadow stick and data chart.
- ☐ Find the North Star.
- ☐ Write a poem about the night sky.

### MATERIALS

- ☐ **Social Studies: Shadow Stick**  
sturdy stick
- ☐ **Social Studies: Compass (optional)**  
pan of water  
cork  
needle

## English

### Subjects and Predicates

Because you may be a little rusty in your writing, we will start the year with a review of basic sentence construction.

A sentence must express a complete thought. It must begin with a capital letter and end with a period, exclamation point, or question mark. It must contain a noun and a verb.

The two main parts of a sentence are the subject (which contains the noun) and the predicate (which contains the verb). In order for a sentence to be complete, it must have a subject and a predicate. The **subject** tells what or who the sentence is about. The subject always includes a noun (a person, place, or thing). The **predicate** tells something about the subject. It tells what the subject does or is. The predicate always contains a verb.

Let's look at an example:

The cat ran outside.

What is this sentence about? It's about a cat. *The cat* is the subject. What did the cat do? It *ran outside* (that's the predicate).

Here are a few sentences showing the subject in blue and the predicate in red. You'll notice that the subject contains not just the noun but all the words related to the noun. Likewise, the predicate includes the verb as well as all the words related to the verb.

*The big dog* ran around the little room.

*The beautiful sun* rose slowly over the high mountain.

*The gorgeous quilt* was burgundy and mauve.

Of course, subjects and predicates can be more complex too. Consider this example:

The big black dog and the tiny orange cat loved to play together, and raced wildly around the house.

What is the subject? What is this sentence about? The subject is *the big black dog and the tiny orange cat*.

What is the predicate? What did the subject do? The predicate is *loved to play together, and raced wildly around the house*.

Consider this sentence:

Most dogs that love to run and play are friendly animals.

Can you find the subject and predicate? *Most dogs that love to run and play* is the subject of the sentence—it tells you what or who the sentence is about—and *are friendly animals* is the predicate (it tells you something about the subject).

Sometimes the subject is not stated obviously, but is understood, such as in "Go away!" *You* is understood to be the subject.

## Reading

Find a book about Christopher Columbus in the library, if possible, and begin reading it.

Recommended titles include

*Columbus* by Ingri and Edgar d'Aulaire

*I Sailed With Columbus* by Miriam Schlein

*Christopher Columbus* by Ann McGovern

*Christopher Columbus, Sailor & Dreamer* by Bernadette Bailey

*Pedro's Journal* by Pam Conrad

*Columbus; The Voyage of Imagination* from the *Value Tales* series

You have two weeks to read this book.

## Assignments

1. Write the following vocabulary words in alphabetical order:

sphere      migrate      exotic      magnetic  
hazard      artifact      technology

To this list, you will add three to five additional spelling words. Spelling words can be taken from your reading or can be any word that you have trouble spelling.

For each vocabulary word, write a definition. If there is more than one definition, use the one that matches the context of the lesson material where it appears. Finally, use each word on the list (both vocabulary words and spelling words) in a sentence that shows you understand the meaning of the word.

When writing definitions for vocabulary words, use your own words, but do not use the root word or any other form of the vocabulary word in the definition. For example, to define *magnetic* as *having to do with magnets* does not really explain what *magnetic* means. The definition needs to include information on what a magnet is, or what magnetism is and does.

When writing vocabulary sentences, try to use the word in the form in which it appears on the list (for instance, *magnetic* instead of *magnet* or *magnetized*), and make sure that the sentence clarifies what the word means.

It may take you a while to learn how to write good definitions without using the word you are defining, and it may take a while to learn how to write sentences that use the word in a way that shows its meaning. You might want to ask your parent to help you at first by going over what you've written and pointing out whether or not it follows these guidelines.

2. Identify the subject and predicate in each of the following sentences (identify the subject by underlining it once, and the predicate by underlining it twice):
  - a. The Vikings sailed across the sea.
  - b. They visited the coast of America.
  - c. The nighttime stars helped them to find their way.
  - d. Marco Polo and other explorers worried about monsters in the ocean.
  - e. Many explorers thought they would fall off the edge of the world.
3. List five different subjects and five different predicates. Make them interesting! Then use them to make five to ten different complete sentences. Some of your sentences might come out pretty silly, but they should still make sense.

4. After writing your social studies essay (see below), review it carefully to look for mistakes or ways to make it better. Begin by reading it aloud. Listen to each sentence and see if it says what you intended it to say. If not, make a note about what you can add or rearrange to improve it. This is called *editing* and is something you will be expected to do for each essay and report you write. Check for capital letters and correct ending punctuation. Make all the necessary corrections and write your final draft in your best penmanship.

Once you have written your final version, read it one more time to check for any final mistakes—this is called *proofreading*. Proofreading is done after all the editing changes have been made, and usually only requires a few tiny corrections. By taking the time to review, edit, and proofread your work, your writing will be more clear and expressive.

## Social Studies

### Reading

Read “Early Settlers in North America” (found in Reading Selections at the end of this lesson).

### Assignments

1. After reading “Early Settlers in North America,” look up the Bering Strait on a globe or world map to get an idea of the area being discussed. It is between Asia and North America, from Siberia to Alaska. Find Norway, Iceland, and Greenland on the globe.  
  
Draw a picture of a globe and divide it into the four hemispheres. Mark each hemisphere. In which hemisphere do you live?
2. Choose one of these writing assignments:
  - a. Read about Marco Polo’s adventures in an encyclopedia, library book, or online source. Afterward, write a page or two about what you learned. If you enjoy creative writing, you might prefer composing a scene that could have occurred between Marco Polo and the great ruler Kublai Khan in China.
  - b. Compose a short story or newspaper article about what terrible monsters and other hazards might await anyone who tries to sail around the world. Illustrate your story with vivid and colorful drawings.
3. Make a shadow stick. Find a flat, sunny spot and put a stick straight into the ground. Have someone help you measure the length of its shadow at 10:00 a.m., noon, and again at 2:00 p.m. Write down each measurement, carefully noting the time. How does the shadow differ in length between these two-hour increments? In which direction does the shadow point at noon?



Create a chart to record the changes in the length of your stick's shadow once a week for six weeks. Measure the shadow at noon on the same day each week. If this time is not convenient, choose another time, but stay consistent from week to week, always measuring at the same time of day.

At the end of six weeks, look at your shadow data. You will be able to tell whether the sun is higher or lower in the sky now than it was six weeks ago according to how the length of the shadow has changed over time. When the sun is lowest in the sky, the shadow will be longer. In the Northern Hemisphere, the sun is at its lowest point in the sky on December 21. When the sun is highest in the sky, the shadow will be very short. In the Northern Hemisphere, the sun is highest in the sky on June 21 (reverse these dates for the Southern Hemisphere).

4. On a clear night this week, go outdoors and look for the North Star. Did you find it? If your skies are cloudy this week, try again when they're clear.
5. The next day after you look at the night sky, close your eyes and imagine what it looks like. Were the stars twinkling? Was the moon shining? How does the air feel? Was it chilly? Warm and moist? How did you feel when you looked into this huge expanse? Did you think about how quiet or how big the sky is? What do you think might lie a million miles away in space?

Jot down a few key words that contain strong visual images or intense feelings, and use these ideas to write a poem about the night sky.

After composing your poem, write it neatly on an unlined piece of paper and illustrate it with pictures or an artistic border, or paint your page lightly with a watercolor wash.

### Further Study

Make your own compass. You will need a pan of water, a cork, and a magnetic needle. To make a needle magnetic, rub it on a magnet a number of times. Rub the needle in one direction only, not back and forth. Stick the large end of the needle in the side of the cork. Put the cork in the pan of water. The needle will point north.

## Reading Selections

# Early Settlers in North America

The North and South American continents were not always home to the many different peoples who live here today. Ancient people migrated from Asia many thousands of years ago, traveling throughout North and South America, carrying their cultures with them and adapting to the lands they discovered. Historians believe these people walked across a small bridge of land that is now covered by water. Today we call it the Bering Strait.



### The First Nations

Many of these travelers from Asia settled all over North America. We know their descendants as the different tribes of Native Americans (also called American Indians, First People, or First Nations).

Long before people crossed the Bering Strait and populated North and South America, wild horses lived on the North American continent. Their fossils have been found by scientists. Very early horses were quite different from the horses we see today: they were only one foot tall! No one knows why, but these horses disappeared, maybe by traveling across the Bering Strait, or perhaps because major changes in the climate caused them to

die out. There were no

more horses in North or

South America until Spanish explorers brought them in the 1500s.

As is the case all over the world, the people who populated North and South America lived in many different ways, developing their particular cultures and lifestyles in relationship to their environment. In fourth grade you probably studied the Native Americans of the area where you live. Indian tribes all over the continent had different ways of adapting to what was around them. The Great Plains Indians depended on the buffalo and built homes either of sod or buffalo skin; Indians in the Northwest lived in homes made of wood and bark, and those on the coast were fishermen; the Arctic Indians depended on ice, seals, and whales.





Later, when horses became re-established in North America, they made a huge difference in the lives of many Native American tribes. The ability to ride horses meant people could cover many miles in a short time. Horses could be used to carry supplies and pull carts of different kinds. Horses also changed the way Indian tribes engaged in battle and the way they hunted.

After crossing the Bering Strait, the new inhabitants of North America were left alone for a very long time. Then, around 1,000 years ago, the first Europeans came to explore the continent. They were Vikings from the part of the world that is now Norway, Iceland, and Greenland. It is amazing to think of these people traveling so far across the ocean because the Viking boats were open—they didn't have closed areas, like the boats that crossed the ocean from Europe much later. Remains of a Viking camp have been found on the island of Newfoundland, and historians think that an adventurer named Leif Erickson started a settlement there. Erickson and his crew found grapevines, and named their camp *Vineland* or *Vinland* after the grapes. The story of Erickson's adventures (and the explorations of his father before him and his daughter after him) was passed down through many generations of Vikings and eventually written down. Some is myth, but some no doubt actually happened. Of course, many facts are missing, and we still don't really know why the Vikings left their settlement in North America. About 500 years went by between the Vikings' visit and the arrival of more Europeans.

### The European Age of Exploration

It is impossible to study the beginnings of the United States of America without looking back to the European Age of Exploration. Europeans became interested in exploring the world during a series of wars called the Crusades. The Crusades were religious wars that were fought between the years 1100 and 1300. During the Crusades, many Europeans traveled to the Middle East and Asia to fight, and while they were there they became interested in the fascinating things they saw and experienced. The more they saw, the more they wanted to explore. The soldiers brought home unusual artifacts, gems, silks, spices, and other wonderful things. It was clear there was money to be made and adventures to be had. So began the Age of Exploration.



Marco Polo was an Italian explorer who traveled in Asia in the late 1200s and early 1300s. He told remarkable stories of his adventures, some of which were probably not true or greatly exaggerated. His book, *Description of the World*, written in 1298, became the most popular book in Europe, and the more people heard about his adventures, the more they wanted to see Asia for themselves.

Europeans also wanted to travel to spread their religion. They believed it was their duty to convince all non-Christians to become Christians. Between their interest in trade and their desire to do their religious duty, they were very eager to find routes to new and fascinating places.



## Early Navigation

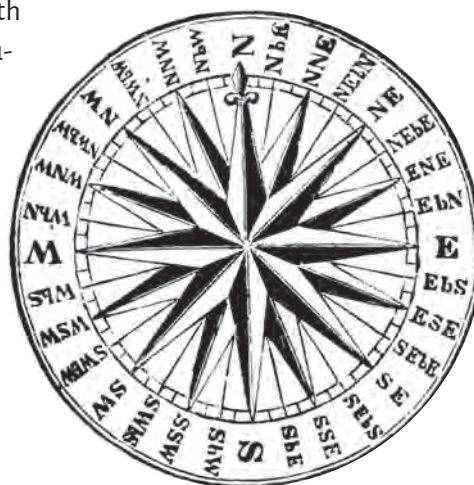
Before the Age of Exploration, most Europeans didn't know very much about the world beyond their own towns. Many people believed there were monsters in the ocean, or that the world was flat, and that if a ship sailed too far it would fall right off the edge of the world. Some people thought parts of the ocean were filled with boiling water. Of course, when more adventurers set off across the seas and came home safely, these beliefs began to change.



Sailing was dangerous in those days. There were no monsters in the seas, but there were strong currents, rocks, and other hazards, just as there are today. Ships sailed by wind power, and were often blown off course. Today, we have lots of technological help to get from one continent or island to another. Early explorers did not have any fancy technology to help them find their way. But they knew how to find directions.

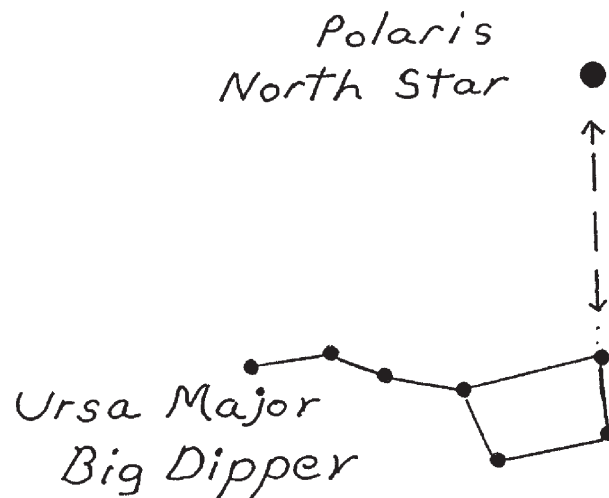
North, south, east, and west are the main, or *cardinal*, directions. If you can find north, you can also find east, south, and west. When you face north, south is behind you, east is to the right, and west is to the left. In the middle of the ocean, there's nothing to look at that isn't moving, so it's hard to tell what direction you are going. It's important to have a "fixed point." Sailors in the Northern Hemisphere steered by the stars, using the North Star as their fixed point. The sun and the North Star were valuable tools because the sun always rises in the east and sets in the west, and the North Star stays in almost exactly the same place all the time.

There are three ways to find north. On a sunny day you can use shadows. (If you are in the United States, your shadow always points north at noon on a sunny day.) On a clear night you can use the North Star if you live in the Northern Hemisphere. Lastly, you can always find north using a compass. Place the compass flat on a table and turn it so that the letter N and the point of the needle are at the same place. Now the compass is pointing north.



The North Star is always in the north. It is not very large or bright, but, unlike the other heavenly bodies, it stays in basically the same place. A group of seven stars called the Big Dipper will help you to find the North Star. Although the Big Dipper may be above the North Star at times, and at other times to the right, left, or below it, two stars on the outer edge of the Big Dipper always point to the North Star. These two stars are called pointers. A straight line drawn through the pointers will lead directly to the North Star. The North Star is the last star in the handle of another constellation called the Little Dipper.

As time went on and more expeditions set forth from the countries of Europe, new ships were built that had adjustable masts, sails, and rudders, which helped sailors stay on course. A tool called a cross-staff was used to help figure out a ship's location by lining up the North Star with one part of the cross and the horizon with the other part. This allowed sailors to determine how far north or south they were, but they still had no good way to tell how far east or west they were.



Today we have maps and globes to tell us what the Earth looks like. The *globe* is a spherical map. Half a globe is called a *hemisphere* (which means “half-sphere”). If we divide the Earth evenly, with an east-west line, we have a Northern Hemisphere and a Southern Hemisphere. If we divide the Earth evenly on a north-south line, we have an Eastern Hemisphere and a Western Hemisphere.

### FOR ENROLLED STUDENTS

You will be sending a sample of work from this lesson to your Oak Meadow teacher at the end of lesson 2. When you do, make sure to include rough drafts as well as final, edited versions of social studies essays.

In the meantime, feel free to contact your teacher if you have any questions about the assignments or the learning process. You can use your assignment summary checklist, weekly planner, and the learning assessment form to keep track of your student's progress. You will be sending this documentation to your teacher every two weeks (with each submission of student work).

## Learning Assessment

These assessment rubrics are intended to help track student progress throughout the year. Please remember that these skills continue to develop over time. Parents and teachers can use this space to make notes about the learning the student demonstrates or skills that need work.

ENGLISH SKILLS	Developing	Consistent	Competent	Notes
Alphabetizes list of words				
Writes clear definitions				
Uses words in sentences that show word meaning				
Differentiates between subject and predicate				
Demonstrates editing skills				
Demonstrates proofreading skills				
Reads course material independently				

LITERATURE	Read aloud by adult	Read by child, in progress	Read by child, completed	Notes
Christopher Columbus book				
Free choice book:				
Free choice book:				

SPELLING TEST	Score #correct/total #	Notes
1		

SOCIAL STUDIES SKILLS	Developing	Consistent	Competent	Notes
Conveys knowledge about early explorations				
Records data over time				
Organizes data in chart form				



# Lesson

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## ASSIGNMENT SUMMARY

### ENGLISH

- ☐ Finish reading your Christopher Columbus book.
- ☐ Alphabetize and define vocabulary words, and use them in sentences.
- ☐ Take a spelling quiz.
- ☐ Identify dependent and independent clauses.
- ☐ Compose sentences and indicate subjects and predicates.
- ☐ Edit and proofread writing assignment.

### SOCIAL STUDIES

- ☐ Read "European Explorers."
- ☐ Trace travel routes on globe or world map.
- ☐ Write about the travels of Columbus.
- ☐ Continue to record data on the sun's movement.
- ☐ Activity: Build a Sailboat

## MATERIALS

### ☐ Social Studies: Build a Sailboat

- coping saw
- hand drill
- $\frac{1}{4}$ " twist drill
- hammer
- half-round file
- c-clamps
- paint brush
- pencil
- ruler
- knife
- scissors
- wood (at least 4"  $\times$  10"  $\times$   $\frac{3}{4}$ " to 1" thick)
- two  $\frac{1}{4}$ " dowels, 10" long
- heavy waxed paper, starched fabric, or canvas
- paints
- wood glue or duco cement
- sandpaper

# English

## Independent and Dependent Clauses

A complete sentence is called an *independent clause* because it can stand by itself. A *dependent clause* is an incomplete sentence. Although it has a subject and a verb, it depends on something else to get its whole meaning. It usually includes a relative pronoun (*who*, *which*, or *that*) or a conjunction (*when*, *if*, *because*, *although*, etc.).

Dependent clause: because it was afraid of the cat

Independent clause (complete sentence): The squirrel hid in the tree because it was afraid of the cat.

Here are some examples of how a dependent clause can be changed into an independent clause:

DEPENDENT CLAUSE	INDEPENDENT CLAUSE
when she had a bee on her head	She had a bee on her head.
although she didn't know it	She didn't know it.
that she likes bees	She likes bees!

Often, dependent clauses are part of a larger sentence. Here are some examples of how a dependent clause can be linked to an independent clause to create a more informative sentence:

DEPENDENT CLAUSE	INDEPENDENT CLAUSE
when she had a bee on her head	When she had a bee on her head, we all yelled.
although she didn't know it	Luckily it flew away again, although she didn't know it.
that she likes bees	It's a good thing that she likes bees!

Notice how all the independent clauses have the first letter capitalized and punctuation at the end. That's because they are complete sentences.

## Reading

Finish reading your Christopher Columbus book. In the social studies section, you will find assignments related to the book.

## Assignments

1. Alphabetize the following list of vocabulary words and add 3–5 more spelling words:

dowel      convert      stern      bow  
parallel      savage (noun)      rectangle      dimension

Write definitions for each vocabulary word and use it in a sentence that shows you understand the meaning of the word. (You do not have to define your additional spelling words but please use

each one in a sentence.) Put your definitions into your own words. Do not use the root word or any other form of the vocabulary word in the definition. If there is more than one meaning of the word, use the one that matches the context of your social studies material.

When practicing how to spell words, always look for a variety of ways to work with the words throughout the week. Here are some ideas:

- Practice writing them down
- Spell them aloud
- Play a fill-in-the-blank spelling game (have a parent write blanks for the letters, including two or three letters and letting you fill in the rest)
- Use Scrabble letters to spell the words and then try to link them together into a Scrabble grid
- Write spelling/vocabulary words using alphabet refrigerator magnets

Try to come up with new ways to work with your list of words each week. At the end of the week, take a spelling quiz (the quiz will include vocabulary words and spelling words).

2. Decide whether each of the following groups of words is a complete sentence (an independent clause) or an incomplete sentence (a dependent clause). If the sentence is complete, capitalize the first word and add the appropriate ending punctuation. If the sentence is incomplete, add or subtract a word or phrase to make it complete, and then add beginning capitalization and ending punctuation.
  - a. three ships went with Columbus
  - b. but found no gold in that country
  - c. went running through
  - d. he wants to visit the moon
  - e. the boy who has lots of freckles
  - f. she turned a page in her book
  - g. if they hurry
  - h. a book I read
  - i. before the race began
3. Compose three complete sentences and identify the subject and predicate of each. Identify the subject by underlining it once, and the predicate by underlining it twice. (Refer to “Subjects and Predicates” in the English manual.)
4. When you do your written social studies assignment, carefully review and edit your first draft to correct errors in spelling, grammar, and punctuation and to make sure your ideas are coming

across clearly. Check to be sure all of your sentences are complete. When you are sure your report is the way you want it, write your final draft neatly. Proofread this final draft to catch and fix any little mistakes.

You will be expected to review, edit, and proofread all your essays and reports this year so you'll want to get into the habit and make it a regular part of your writing process.

## Social Studies

Early explorers from Europe came to the North American continent looking for gold and riches. What they found was a land full of promise.

### Reading

Read “European Explorers” (found in Reading Selections at the end of this lesson).

### Assignments

1. Look at a globe or world map and trace the way from Portugal and Spain around the tip of Africa to India. This is where Días and da Gama went.

Now look west from Europe. This is where Columbus went. Look at a map and identify the area where Columbus traveled and explored. What islands do you see in the Caribbean?

2. Choose two of the following questions and write at least a full page in response to each of them. If, as one option, you would like to draw a series of relevant cartoon pictures that tell a story, you may do so.
  - a. Christopher Columbus claimed land that was already inhabited by Indians. What do you think about this? Do you think you would have handled the situation this way? What would you have done differently? What do you think made Columbus treat the Indians the way he did?
  - b. Imagine you were an early inhabitant of the Caribbean who saw Columbus and his ships arriving off the coast of your home. How would these people have appeared to you? How might you have felt? Would you feel welcoming or would you be frightened? How might you and your family prepare to meet these strangers?
  - c. What do you think we would do today if someone from another planet landed near our home and claimed our property? How would you feel about this?
  - d. What if you had to convince someone to fund a long, expensive, and dangerous journey? Where would your expedition go? Why? Who would you try to get to support you? How would you convince them?
  - e. Visit a ship the size of the *Niña*, the *Pinta*, or the *Santa Maria*. Write about what the experience of traveling so far in a ship that size might have been like. You might like to compose this as a story or diary.



- f. Imagine being a crew member with Columbus. Compose a diary or ship's log for five days of the journey, citing any birds or sea creatures seen, weather, fears and concerns of the crew, and anything else you think might be relevant. You are welcome to include some drawings of what you might have seen and experienced.
  - g. Compose a conversation between Columbus, Ferdinand, and Isabella. What kinds of things might they have said to one another? See the guidelines for punctuating dialogue in the section called "Direct Quotations" in your English manual at the back of this book. We will work more on punctuating dialogue later.
3. Check your shadow stick this week and make a note of the length of the shadow. Write down the measurement on your data chart. Make sure to note the date and time of the measurement.

## Activity

### Build a Sailboat

Columbus and other explorers traveled in ships powered by the wind and sails. Soon you will be studying about the Pilgrims and the *Mayflower*, another sailing ship. This is a good opportunity to make a little sailboat and practice sailing it.

You will need the following tools:

- coping saw
- hand drill
- $\frac{1}{4}$ " twist drill
- hammer
- half-round file
- c-clamps
- paint brush
- pencil
- ruler
- knife
- scissors

You will need the following materials:

- wood (at least  $4" \times 10" \times \frac{3}{4}"$  to  $1"$  thick)
- two  $\frac{1}{4}"$  dowels,  $10"$  long
- heavy waxed paper, starched fabric, or canvas
- paints
- wood glue or Duco cement
- sandpaper



**Instructions:**

1. Draw a rectangle 4" × 10" on the wooden board. Make sure that the 10" dimension is with the grain of the wood, not across it (have a parent help you determine this).
2. Measure 3" from the end along both long sides of the rectangle. Make a mark on each side. At the other end of the board, measure and mark the center of the short side of the rectangle.
3. Using your marks and a ruler, draw a line from each side to the center at the opposite end (it will look like a V). These lines form the bow of the boat.
4. Using a c-clamp, clamp the board to a table and cut out the shape of the bow with the coping saw. Use good safety measures when sawing (have a parent help you).
5. File and sandpaper the boat until it is smooth on all surfaces and edges.

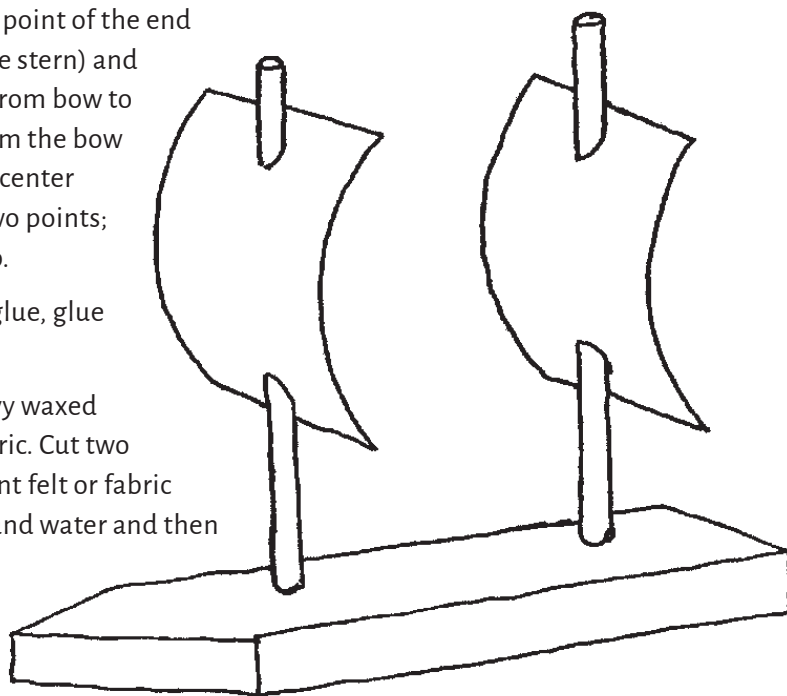
6. Measure and mark the center point of the end of the boat (which is called the stern) and draw a line down the center, from bow to end. Measure and mark 3" from the bow and  $1\frac{1}{2}$ " from the stern on the center line. Drill a  $\frac{1}{4}$ " hole at these two points; make the holes about  $\frac{1}{2}$ " deep.

7. Using Duco cement or wood glue, glue a dowel in each hole.
8. To construct the sail, use heavy waxed paper, canvas, or starched fabric. Cut two rectangles 4" × 6". You can paint felt or fabric with a mixture of white glue and water and then let it dry to make it more stiff. You might like to put a design on your sail.

9. Cut two small slits in each sail, about 1" from the edge (see the picture). Place one sail over each of the masts so that the dowel goes through the slits and the sail curves away from the stern of the boat, as though wind is blowing it from behind.

10. If you like, you can paint your boat and let it dry.

Now, take it out for a sail!

**Further Study**

You might also like to learn about the explorer named Amerigo Vespucci. Why do you think this man's first name seems familiar?

## Reading Selections

# European Explorers

Prince Henry of Portugal (who later became known as Henry the Navigator) fought in North Africa as a young man. There he saw incredible gold, ivory, spices, silks, and other riches being traded by travelers who had been to Africa, India, China, and Japan. He wanted this wealth for his own country.

Trade routes across land were closely guarded and protected by other groups of people, making it difficult for the Portuguese to establish trade for themselves. Henry imagined that it might be possible to get to Asia and Africa by sea instead of traveling over land. He dedicated his life and his riches to this cause. He paid for many ships to voyage across the ocean in an attempt to find Asia and Africa, and started a center where experts could come to share their knowledge of geography and navigation. Even after his death in 1460, Portuguese ship captains were still trying to find the sea route Henry had hoped for. All this exploration was going on because people wanted to get products they couldn't get in their own country.

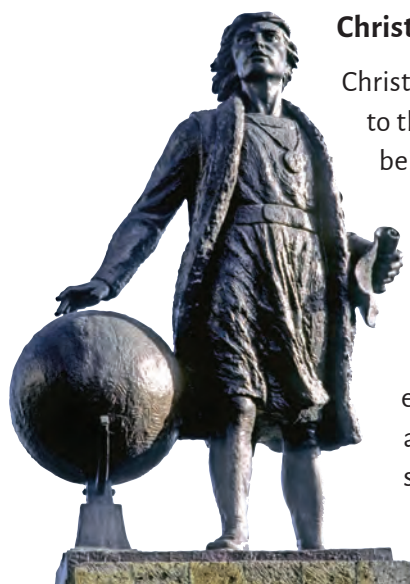


Portuguese ship



Asian port during the Age of Exploration

About 30 years after Prince Henry died, an explorer named Bartholomeu Días successfully sailed all the way to the southern tip of Africa, and about 10 years after that, Vasco da Gama made it around Africa and all the way to India. Although he wasn't alive to see it, Prince Henry's goal was finally accomplished.



## Christopher Columbus

Christopher Columbus had the idea that he could find a new trade route to the Indies to get gold and spices by sailing west. In addition, he believed he was meant to take the Christian religion across the ocean and convert the people there. He had a great deal of difficulty finding someone who would help pay for his trip, until he went to Spain to see King Ferdinand and Queen Isabella. Queen Isabella made him wait a long time before she gave him permission, but she eventually agreed to fund the voyage. Finally in 1492, Columbus set sail from Spain with 100 men in 3 ships: the *Niña*, the *Pinta*, and the *Santa Maria*.



Europeans landed in America by accident during this search for a faster, easier way to get to Asia (or the *Indies*, as the area was also called). Columbus did not land in the Indies, or anywhere else in Asia, but along the coast of South America, among some islands southeast of Florida in an area now called the *Caribbean*. He visited an island he named San Salvador, the island that is now Cuba, and another that he named Hispaniola (the island is now shared by the Dominican Republic and Haiti). Later he visited other Caribbean islands as well as the coast of Central America and Panama.

The land was occupied by native peoples whom he called *Indians*. He called them Indians because he thought he was in India! Because he had arrived there from what he thought was a superior country, and he saw these native people as little more than savages, Columbus thought it was now his land. He claimed it in the name of the King of Spain. As far as he was concerned, it now belonged to Spain.

Columbus decided to concentrate on the search for gold. He ordered every Indian 14 years old and over to find a certain amount of gold for him every day. Those who failed had their hands chopped off! These were the same Indians who had greeted him in such a friendly and open fashion.

## Explorations into the New World

Many of the Spanish explorers were looking for gold, and some of them found it. These men were called *conquistadors*. There was a lot of gold in Mexico, and the success of Spanish explorer Hernando Cortés in gathering gold and jewels led many other explorers to come look for themselves. But some of them only found land—land they claimed for their own countries.



Below are listed a few of the explorations that took place in North America during the European Age of Exploration. Many were looking for gold, but the search for new routes to Asia was still of interest. You'll learn more about some of these explorations later.

- Hernando de Soto set out to claim land for Spain. He landed in Florida and headed west. After he died during the journey, one of his men, Luis Alvarado, went on and brought the expedition all the way to Mexico and claimed land for Spain.
- Francisco Coronado claimed parts of what is now the American Southwest for Spain.
- Giovanni da Verrazzano, an Italian, was hired by the French in the 1520s. He sailed along the eastern shore of North America, exploring the coasts of North Carolina, New York, New England, Nova Scotia, Newfoundland, and what is now Canada. He hoped to find a Northwest Passage, a water route to China through North America.
- Jacques Cartier explored Canada in the 1530s, also looking for a Northwest Passage. He tried to start a colony in the area of what is now Quebec, but found the climate impossibly harsh. He sailed up the St. Lawrence River, thinking it might allow him to get all the way to China, but he ran into ice and rapids, and had to stop. He didn't find the Northwest Passage, but he did claim land for France.



**Spanish Conquistador**



- Henry Hudson was an English sailor who brought a Dutch expedition to North America. He explored a river near what is now New York City, and became interested in trading fur with the Indians of the area. This river was later named the Hudson.

### FOR ENROLLED STUDENTS

At the end of this lesson, you will be sending the first batch of work to your Oak Meadow teacher along with your assignment summary checklist and the learning assessment forms, or any alternate form of documentation. Remember to include both the rough drafts and final, edited versions of social studies essays.

Include any additional notes about the lesson work or anything you'd like your teacher to know. Feel free to include questions with your documentation—your teacher is eager to help.

If you have any questions about what to send or how to send it, please refer to your parent handbook and your teacher's welcome letter. Your teacher will respond to your submission of student work with detailed comments and individualized guidance. In the meantime, proceed to lesson 3 and continue your work.

## Learning Assessment

Use these assessment rubrics to track student progress and make notes about the learning the student demonstrates or skills that need work.

ENGLISH SKILLS	Developing	Consistent	Competent	Notes
Differentiates between dependent and independent clauses				
Differentiates between subject and predicate				
Alphabetizes list of words				
Writes clear definitions				
Uses words in sentences that show word meaning				
Demonstrates editing skills				
Demonstrates proofreading skills				
Reads course material independently				

LITERATURE	Read aloud by adult	Read by child, in progress	Read by child, completed	Notes
Christopher Columbus book				
Free choice book:				
Free choice book:				

SPELLING TEST	Score #correct/total #	Notes
2		

SOCIAL STUDIES SKILLS	Developing	Consistent	Competent	Notes
Identifies locations on map or globe				
Traces travel route on map or globe				
Conveys knowledge about early explorations				
Records data over time				
Organizes data in chart form				



# Lesson

## ASSIGNMENT SUMMARY

### ENGLISH

- ☐ Continue reading *The Witch of Blackbird Pond*.
- ☐ Look up unknown words in the dictionary.
- ☐ Alphabetize and define vocabulary words, and use them in sentences.
- ☐ Take a spelling quiz.
- ☐ Transform sentence fragments into complete sentences.
- ☐ Repair run-on sentences.
- ☐ Revise previous writing to fix run-on sentences.

### SOCIAL STUDIES

- ☐ Read "Colonial Living."
- ☐ Draw and label areas on the map of North America.

- ☐ Consider the reason for the placement of the early colonies.
- ☐ Create a study chant.
- ☐ Draw a family tree.
- ☐ Record final data and interpret it.
- ☐ Activity: Johnny Cake

### MATERIALS

#### ☐ Social Studies: Family Tree

poster board or sturdy art paper

social studies: johnny cake

milk

cornmeal

flour

salt

honey

eggs

## English

### Sentence Fragments

It is very important to be able to recognize when a sentence is complete. When a sentence is not complete, it is sometimes called a *sentence fragment*. A sentence fragment is a dependent clause or a phrase that is punctuated like a sentence (even though it lacks the essential ingredients). To fix a sentence fragment, you often need to add either the subject (noun) or the predicate (verb), or change the wording to create a complete thought. Here are some examples of sentence fragments and how to fix them:

Sentence fragments: The cat's green eyes. Reflecting the light's glare.

Complete sentence: The cat's green eyes reflected the light's glare.

Sentence fragments: When are you? Going shopping for bagels.

Complete sentence: When are you going shopping for bagels?

Sentence fragments: Knew the answer! Though I didn't want to say it!

Complete sentence: I knew the answer, even though I didn't want to say it!

In recent weeks, you have worked a lot with subjects and predicates and different ways to construct sentences. Now you should be able to recognize a sentence fragment in your own writing.

### Run-on Sentences

In a way, the opposite of the sentence fragment is the *run-on sentence*. This is what we call sentences that have too many parts strung together. Run-on sentences are easily fixed if you understand independent clauses and conjunctions. The first thing to do with a run-on sentence is to decide what the independent clauses are. What are the complete thoughts?

Look at the following example. What parts of this run-on sentence can stand alone?

Please bring your lunch with you we're going to the park for the afternoon.

What are the separate sentences in this run-on?

Please bring your lunch with you.

We're going to the park for the afternoon.

There are several different ways to fix run-on sentences. Usually it involves either separating the independent clauses into separate sentences, or joining them together with a conjunction. Here are a few examples:

Please bring your lunch with you. We're going to the park for the afternoon.

Please bring your lunch with you because we're going to the park for the afternoon.

We're going to the park for the afternoon, so please bring your lunch with you.

If you join the independent clauses using a conjunction, you've made a compound sentence. Sometimes run-on sentences lack punctuation entirely, and sometimes they have plenty of punctuation but are so long that they are confusing and awkward. In that case, you may have to use more than one technique to fix them, as seen here:

Please bring your lunch with you, we're going to the park for the afternoon, there is going to be a huge fair going on, and we do not want to miss all the fun, so make sure you bring your lunch, we'll be there all afternoon and we'll have a picnic together.

A run-on sentence like this could be fixed in many different ways. Here is one way:



Please bring your lunch with you because we're going to the park for the afternoon. There is going to be a huge fair going on and we do not want to miss all the fun! Make sure you bring your lunch. We'll be there all afternoon and have a picnic together.

Be on the lookout for run-on sentences in your work. If you notice that a paragraph you have written has only one or two long sentences, chances are at least one is a run-on sentence. Separating your ideas into complete thoughts by using punctuation and conjunctions makes your writing easier to read and understand.

### Using a Dictionary

The words in a dictionary are listed in alphabetical order. When you want to look up a word, find the section of the dictionary that contains the first letter in the word. Rather than looking through the entire list of words that start with that same letter, look at the second letter of your word and then jump to the section of words that share both the first and second letter with your word. Next, look at the third letter, and so on. With practice, you will be able to locate a word in the dictionary very quickly.

The word to the left at the top of the dictionary page tells you the first word on that page. The word to the right at the top of the dictionary page tells you the last word on that page. Use these guide words to help you locate the section that your word will be in before you begin scanning the lists of words on the page.

Every word in the dictionary is divided into syllables with an accent mark (it looks like a small slash) to show which syllable should be accented. This can be very helpful when learning to pronounce unfamiliar words.

Often a word will have more than one meaning. The dictionary will list all the meanings of a word, putting the most common meaning first. Read all the meanings, though, since it is important to determine the correct meaning of a word from its use in the context of the sentence. A dictionary will often list synonyms for a word, which can be very helpful in understanding the word, and sometimes it will list antonyms as well.

### Reading

Continue reading *The Witch of Blackbird Pond*. Each day, look up words you don't understand in your reading. Be sure you don't miss the meaning of the story you are reading. Become comfortable with using a dictionary because you will need it frequently in years to come.

### Assignments

1. Write definitions for the following vocabulary words. Alphabetize them and use each one in a sentence. Remember to add a few additional spelling words to your list.

kettle      skillet      trundle      indigo      frontier      apprentice

Look for new ways to practice your vocabulary/spelling list throughout the week so that you are very comfortable with the words before your spelling quiz. Here are a few more ideas:

- Make a crossword puzzle using the words (graph paper makes this easier)
  - Spell the words aloud with a partner, each one saying one letter at a time
  - Spell words using pipe cleaners, alphabet noodles, dough, etc.
  - Recite spelling words in rhythm as you jump rope, skip, bounce a ball, etc.
  - Print the word on a piece of paper and then cut it into letters; scramble the letters up and see how fast you can recreate the word; do this with several words at once for a real challenge
2. Correct these sentence fragments so each one is a complete sentence. You may add to either the beginning or the end of the fragment. Make sure to punctuate your complete sentence properly.
    - a. Johnny, who loved to play basketball.
    - b. Running and jumping all the way across the field.
    - c. The colony of Virginia.
    - d. More than a legendary figure.
    - e. All those who believed in freedom from England.
    - f. Where the wild things are.
  3. Identify the following sentences as correct or run-on sentences. Repair any run-on sentences.
    - a. I've had a cold for a week I'm feeling very tired.
    - b. The sun shone brightly it was a hot day.
    - c. It might rain tonight so wear your raincoat.
    - d. The British were guarding the roads Paul Revere had a hard time getting through.
    - e. The colonists needed a new flag they had trouble deciding on one.
    - f. A new flag was finally chosen it had 13 stars and 13 stripes.
    - g. When the cat played with yarn, it got all tangled up.
    - h. The kettle was pushed into the fire and got very hot and was too hot to handle and I had to use a rag to pull it out.
  4. Read through your written work this week and repair any run-on sentences you find by breaking them into separate sentences or using conjunctions and punctuation to separate the complete thoughts. (You might want to review the section called "Conjunctions" in the English manual.)

## Social Studies

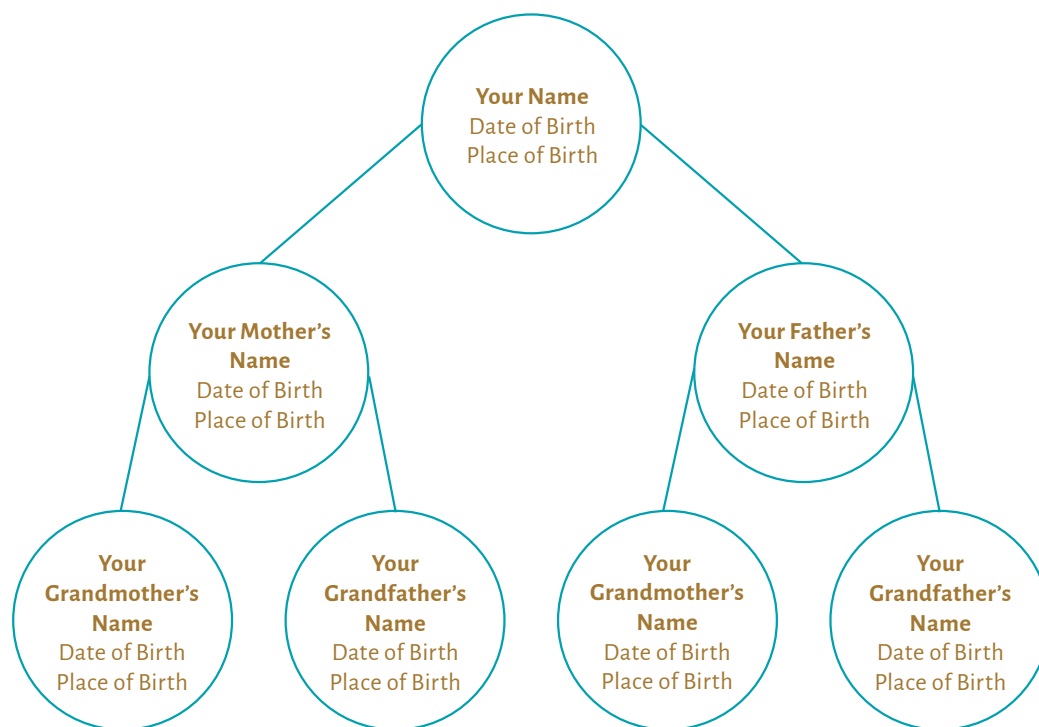
Colonists raised their children with love combined with a very stern sense of discipline. Children were expected (and needed) to work side by side with adults from a very early age.

## Reading

Read “Colonial Living” (found in Reading Selections).

## Assignments

1. Look at the map you drew last week. Shade the New England colonies orange, the middle colonies green, and the southern colonies pink. Color the water blue. Label the Atlantic Ocean and the Pacific Ocean. If you have included the Great Lakes on your map, label those as well.
2. Which area had the most colonies? Why do you think this was? Give more than one possible reason. Write your answer in complete sentences.
3. After reading “Colonial Living,” make up your own chant or verse to learn something you are studying in school. This might relate to math, spelling, or any other area. It might be fun to record your chant on audio or video. Otherwise, just write it down.
4. It was common in colonial days for families to record important family events on a family tree, which was added to with each marriage and birth. A family tree was a record of all the relatives on both sides of the family.



On a piece of poster board or sturdy art paper, create your own family tree (if your ancestors are unknown, you may want to create a family tree for a friend or other loved one). Go back as far in your family's history as you want. Perhaps there is a record of your great-grandparents, or even further back!

You might like to design your family tree like an actual tree with branches, and make it a real work of art, instead of the more traditional example shown. Use colored pencils, and decorate the edges of the paper with artistic designs. Consider making it on large poster board, so it's big enough to decorate beautifully.

- Record your final measurements with your shadow stick. Has there been any change in the placement of the sun in the sky during the six weeks you have been measuring the shadow cast by your stick? Write one or two sentences describing what your data shows.

## Activity

### Johnny Cake

Make a Johnny Cake. A recipe very similar to this one was given to the colonists by the Indians. As you make your Johnny Cake, imagine the colonists baking this in a huge stone fireplace. Think about where each ingredient may have come from long ago.

#### Ingredients:

- 2 cups milk
- 1 cup cornmeal
- 1 cup flour
- $\frac{1}{2}$  tsp. salt
- 4 tablespoons honey
- 2 eggs

#### Instructions:

- Scald the milk.
- Mix the dry ingredients.
- Combine honey, eggs, and milk and add it to the dry ingredients.
- Pour the mixture into an oiled oven dish and bake at 350° F until golden brown. Enjoy!

## Further Study

If you'd like to continue working on your family tree project over time, you can create a booklet to go with your family tree. The booklet can include paragraphs, stories, and other memorabilia about each person listed on the tree. Consider writing letters to your relatives to learn family stories and other information that would make your booklet more meaningful. This project could extend throughout the year.

Go to your library this week to borrow books that have pictures of early Colonial furniture, houses, clothing, tools, etc. Enjoy yourself looking through these books.

This is also an excellent time to visit a Living Museum that is based on colonial days. There are many to choose from, such as Colonial Williamsburg (Virginia), Greenfield Village (Michigan), Plimoth Plantation (Massachusetts), and Historic Deerfield (Massachusetts).

Here are some additional books about the colonial time period:

- *Indian Captive: The Story of Mary Jemison* by Lois Lenski
- *Alone, Yet Not Alone* by Tracy Leininger Craven

## Reading Selections

### Colonial Living

The northern colonies in which newcomers to the New World settled became known as *New England*. People had to work very hard to raise food in New England because the land tended to be poor and rocky. The climate was wet and cold, and there was only a short season when crops would grow well. There were dense forests that had to be cleared in order to build towns.

On the other hand, the coastline offered good fishing, and the ocean made it easy to transport logs on boats. A strong industry based on log-



ging, shipbuilding, and fishing developed in the New England colonies.

In the southern colonies, the weather was warmer and the land was rich and good for farming. These are the colonies where tobacco thrived, and where huge tobacco plantations depended on slave labor for their success. Other crops that did well here were rice, cotton, and indigo. Because there were many rivers that flowed to the Atlantic Ocean, it was possible for plantation owners to transport their crops by ship all the way to England.

There was a mix of large and small farms, dotted with wood and brick houses in the middle colonies. The farmland was fertile and there were also plenty of trees. Like New England, the middle colonies had coastal seaports that made it possible to transport goods. The primary crop was wheat. Rye, barley, corn, and fruit were also important crops.



## Early Colonial Homes

The homes of early colonists were very simple. They were usually built of wood, stone, or brick. Wood was easy to get because of the many forests in New England. The roofs were thatched. The floor was dirt, which packed down hard after months of wear. The women swept it clean each day. Some of the colonists scratched designs into the dirt to decorate the floor.

Glass was expensive and hard to get. Some people used oiled paper or rows of bottles for their windows. Others used heavy fabric. Large windows such as we have today, which let in ample light, were unheard of in early colonial times, so homes were much darker than ours.

The usual arrangement was to have one large room with a sleeping loft. Other small side rooms might be added as the family grew. The main room had a fireplace, dining table and chairs, and all the cooking utensils. Some family members also slept there. The big stone fireplace was the center of family life. It served as the stove, heater, and source of light after sunset. The women cooked over the fire in huge iron kettles and skillets.

The furniture in colonial homes was hand-built from wood. Each family had a long table with chairs and benches for sitting. The rocking chair was invented in America. It became very popular in those early days.



The parents slept in a high bed with ropes strung across the bottom to hold the mattress (instead of a box spring like many people use today). Their mattresses were stuffed with feathers, corn husks, or cotton. A smaller bed was usually built beneath the parents' bed and was called a *trundle bed*. It was pulled out into the room at night. This was for the children, who slept together in one bed, even when there were three or four of them.

The colonists had to provide all of their own food. They could not go to a local store to buy food. Most families had cows, ducks, chickens, a garden for vegetables, and a fruit orchard. Everyone helped, including the young children.

## Educating the Children

Puritan parents raised their children very strictly. They were expected to follow the church's rules, such as the Ten Commandments, as well as the laws of the colony. Children had to work, and were punished when they disobeyed. Puritan parents believed that children were "full of sin, as full as a toad is of poison," and that it was their parents' responsibility to get rid of this sin by disciplining them. Although they were well loved, children might be beaten for being disrespectful or lazy, or for running and jumping on the Sabbath (Sunday).



Children were expected to help the adults in all aspects of running the household. Young children dressed like adults after about age six, and did daily jobs such as feeding the chickens, gathering eggs, and picking berries. Older children had more difficult chores. They chopped wood, made soap, spun wool, and cleaned out the big fireplace.

At age 13, some girls were hired out to be servants in wealthier households, or apprenticed as cooks or seamstresses. Boys apprenticed in trades such as carpentry, glassblowing, tanning, or ironworking.



In colonial days, the whole family was involved in providing cloth for the household. Flax was an important crop for producing fiber. The men and boys tended the sheep and the flax crop. The younger children carded the wool or flax fibers into long pieces for the thread or yarn, and gathered berries and bark for dye. The women then did the spinning and men did the weaving.

Education was very important to the Puritans because they wanted to be able to read the Bible. Some families believed only boys should be educated, but soon girls were also included. Many children learned reading, writing, and simple arithmetic at home. Later, schools were estab-

lished so groups of children could learn together. There was even a law passed in Massachusetts that required all towns with 100 families or more to set up a public school. In fact, the very first college in America was founded by the Puritans in 1636 in Boston, Massachusetts. Its name is now Harvard University.

School in colonial days was very different from school today. Early schoolbooks that were used by Puritan children were called *hornbooks*. The hornbook had a sheet of paper with the alphabet, numbers, and a prayer on it, and this was covered by a very thin, transparent layer of horn to protect the paper. Because books and paper were hard to obtain, much of the teaching was done by having the children chant their lessons. They might chant religious sayings or rules for good manners as well as spelling words, arithmetic facts, and other information.



### FOR ENROLLED STUDENTS

Please submit your student's work to your Oak Meadow teacher at the end of this lesson. Make sure all the assignments are completed (you can use the assignment checklist to help you organize your submission). Include the data chart of the sun measurements (see social studies assignment #5). If your student made an audio or video recording for social studies assignment #3, please include that as well. Contact your teacher if you have any questions.



## Learning Assessment

Use these assessment rubrics to track student progress and make notes about the learning the student demonstrates or skills that need work.

ENGLISH SKILLS	Developing	Consistent	Competent	Notes
Identifies sentence fragments and transforms into complete sentences				
Identifies and repairs run-on sentences				
Combines dependent and independent clauses into complex sentences				
Uses conjunctions to construct compound sentences				
Constructs simple sentences with simple and compound subjects and predicates				
Identifies dependent and independent clauses				
Identifies subjects and predicates in sentences				
Uses dictionary to find unfamiliar words				
Alphabetizes list of words				
Writes clear definitions				
Uses words in sentences that show word meaning				
Demonstrates editing skills				
Demonstrates proofreading skills				
Reads course material independently				

LITERATURE	Read aloud by adult	Read by child, in progress	Read by child, completed	Notes
<i>The Witch of Blackbird Pond</i>				
Free choice book:				
Free choice book:				

SPELLING TEST	Score #correct/total #	Notes
6		

SOCIAL STUDIES SKILLS	Developing	Consistent	Competent	Notes
Draws a map with some degree of accuracy				
Identifies locations on map or globe				
Traces travel route on map or globe				
Conveys knowledge about early colonial living				
Records data over time				
Organizes data in chart form				
Identifies patterns in data and interprets meaning				



# Lesson

## ASSIGNMENT SUMMARY

### ENGLISH

- ☐ Alphabetize and define vocabulary words, and use them in sentences.
- ☐ Take a spelling quiz.
- ☐ Correct sentences with faulty capitalization.
- ☐ Revise previous writing to correct capitalization errors.
- ☐ Create an idea web and outline.

### SOCIAL STUDIES

- ☐ Read “Rules for Children” and “The Salem Witch Trials.”
- ☐ Compare traditional rules with modern life.

- ☐ Express ideas about the Salem Witch Trials in artistic form.
- ☐ Write about the Salem Witch Trials.
- ☐ Add Salem to your map.
- ☐ Activity: Cross-stitch

### MATERIALS

#### ☐ Social Studies: Cross-Stitch

pillowcase, t-shirt, or other piece of clothing or fabric to decorate  
embroidery thread  
sewing needle  
scissors

## English

### Capitalization

This week we will review the rules of capitalization. In general, the first word of every sentence must be capitalized and every proper noun (or name) needs to be capitalized. However, there are other types of words that you may be unsure about. Here are a few rules to remember:

Capitalize:

- Days of the week (Monday, Tuesday, etc.)
- Months of the year (January, February, etc.)
- Names of people and pets (Michelle, Luna, etc.)
- Place names (Golden Gate Bridge, Grand Canyon, etc.)
- Planets (Venus, Earth, etc.)

Do not capitalize:

- Seasons of the year (fall, spring, etc.)
- Animal species, unless they contain a proper noun (grizzly bear, Bengal tiger, German shepherd, etc.)
- Celestial bodies (sun, moon, stars, comets, etc.)

There are many words that get capitalized at times, but not always. It depends on how the word is used. If used in a general way, you will usually use lowercase letters. If used to reference a specific place or person, you will usually use capital letters. Here are some examples:

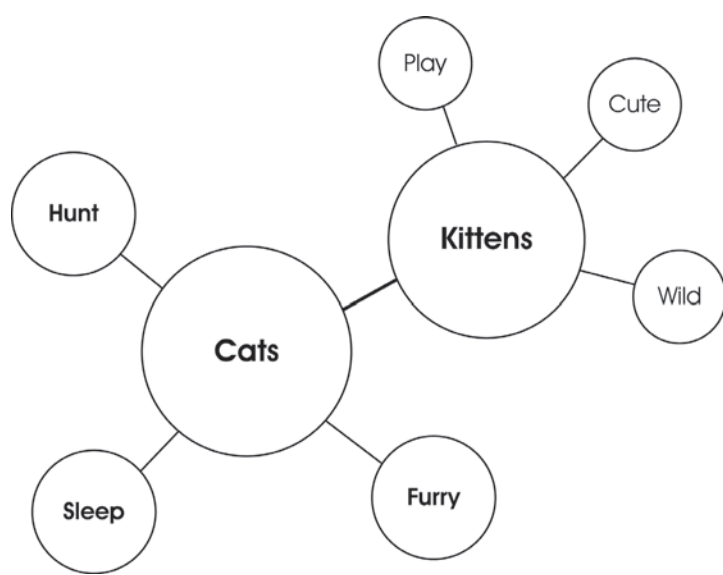
- I love going to the **ocean**. We visited the Indian **Ocean**.
- My **dad** makes the best bread. I told **Dad** I like his bread more than any other.
- We always love it when **Uncle** Raymond visits. We have fun when my **uncle** visits.
- I live on Elm **Street**, all the way at the end of the **street**.

While you are reading, try to notice when words are capitalized and see if you can figure out why. This will help you get used to the rules and learn to use them yourself. Read more about these rules and others in “Capitalization” (see the English manual).

## Writing an Outline

Next week, you will be writing your report about Puritan life. This week, you will write your outline.

When writing an essay or report, it helps to brainstorm ideas before you begin writing. This helps you think of all the different aspects of your topic that you might want to include. One good brainstorming technique is to make an *idea web*.



An idea web begins with a circle in which you write the main idea. On spokes radiating out from the center, jot down general topics within the main idea. Then, add spokes to each of those new topics, to include details.

The advantage of a web is that you don't need to decide the order of your report right away; you can just focus on writing down all the ideas you want to include and seeing how they are related. Your idea web will help you figure out what to include in your report, as related ideas often

become the topic of a paragraph. After you have made a web, you can decide how to order your information. The order of your information is the beginning of an organized outline.

When writing an essay or report, it helps to begin with an outline. An outline helps you organize your ideas into a logical order. It will save you a great deal of time when you write the report, as you will already know how to organize the information. You can change your outline if you find, once you're actually writing the report, that it doesn't meet your needs. Use your idea web and the notes that you have been taking during your reading or research to help identify the main ideas you want to talk about in each section of your outline.

See "Outlining" in the English manual for examples of how to write an outline.

## Reading

As you continue reading *The Witch of Blackbird Pond*, remember to take notes about the Puritan way of life. Think about how Puritan life compares with your own modern life, and add these thoughts to your note cards. Next week, you will be writing your report. Each day, look up words you don't understand. This will help you be sure about the meaning of the story.

## Assignments

1. Alphabetize the following vocabulary words and add a few spelling words to the list. Write definitions and use each one in a sentence. Remember to use the word in the context of your social studies lessons.

fabric      ember      tragic      conform  
dissenter      unruly      torment      condemn

Use the words in conversation this week, and practice them in a variety of ways. Take a spelling quiz at the end of the week.

2. Correct the capitalization in the following sentences.
  - a. i am going to the movie with my aunt.
  - b. have you seen dad?
  - c. peter went to the dentist.
  - d. my french teacher's name is dr. jacques.
  - e. he's going back to france on tuesday.
  - f. this is april, isn't it?
  - g. the beginning of spring is aunt jenny's favorite time of year.
  - h. mr. bob met us at central park in new york city.

- i. miriam's dog, rex, is some kind of german breed.
  - j. next fall, in october, aunt mary and mom are going to paris.
3. Go over what you have written this week to check for (and correct) any errors in capitalization.
  4. Draw an idea web and use it to help you create an outline for your Puritan report. In your outline, identify the major topics you want to cover, and then add relevant notes under each topic. Follow the format shown in "Outlining" in the English manual.

## Social Studies

The rigid beliefs of the Puritans led them to shun anyone who was different. This inflexible attitude led to a very dark time in American history: the Salem Witch Trials.

### Reading

Read "Rules for Children" and "The Salem Witch Trials" (both found in Reading Selections).

### Assignments

1. After reading "Rules for Children," answer the following questions (write two or three sentences for each one):  
Do you think you could live up to those rules?  
How do you think they are still relevant (or not) today?
2. Make your own list of good manners for children today. List at least five rules. Write these rules in large, neat lettering or fancy script and post them in your home. Feel free to add a decorative border around the list. Make it nice to look at.
3. After learning about the Salem Witch Trials, discuss with a parent or friend your thoughts about what happened. Imagine living in a society where everyone was expected to spy on everyone else. What impact do you think this might have on your relationships with your neighbors?  
After you have discussed this topic with someone, express your thoughts about what happened by drawing or painting a picture about it, writing a poem, creating a short scene to act out, or any other artistic form of expression.
4. Think about each of the following questions, and then write a paragraph in response to two of them (feel free to do all three). If you would like to compose a diary entry, a letter, or a story in response to one of the questions, please do so.
  - a. Why do you think the Salem teenagers continued their behavior even after realizing that others were going to be terribly hurt by it? Do you think this makes it even more likely that they were actually poisoned and unable to control themselves?

- b. Why do you think the judges in the witch trials didn't believe the accused women, whom they had known for years, and took the girls' behavior as truth?
  - c. Under what circumstances (if any) can you imagine anything like this happening today?
5. Add the town of Salem to your map.

## Activity

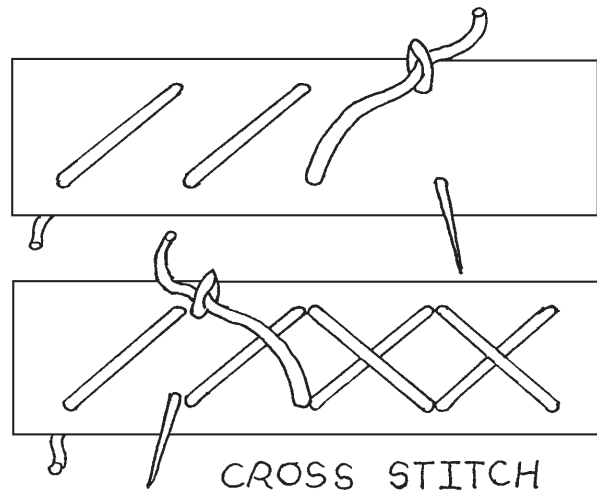
### Cross-stitch

In colonial times, young women often sewed beautiful samplers of the alphabet, a proverb, or a quote from the Bible. The cross-stitch was the most popular stitch used for decorating fabric. The cross-stitch is still used today for embroidery because it is simple to learn and results in very attractive designs.

Try the following cross-stitch project.

You will need:

- pillowcase, t-shirt, or other piece of clothing or fabric to decorate
- embroidery thread
- sewing needle
- scissors



### Instructions:

1. Draw your initials or another simple design onto a pillowcase, T-shirt or other piece of clothing or fabric.
2. Use a scrap of fabric to practice making a line of small diagonal stitches. Then work back the other way, crossing each of your stitches so that you have a row of x's.
3. When you are ready, fill in your design with the cross-stitch, using colored embroidery thread. The smaller your stitches, the prettier your design will be and the longer the stitching will last.

## Further Study

You may want to learn more about the key figures in the Salem Witch Trials, such as Cotton Mather, Samuel Paris, Judge John Hawthorn, or Judge Jonathan Corwin.

If you'd like to read a story about Puritan times, you might like this book:

- *Goodness and Mercy Jenkins* by Bianca Bradbury



## Reading Selections

### Rules for Children

Life was often hard for colonial children. There were many rules for them to live by, and they were expected to work starting at a very young age.

In 1772, a Puritan named Eleazer Moody wrote a book called *The School of Good Manners*. It was a book about how children were expected to behave. Some of the things it said were:

“Approach thy parents at no time without a bow.”

“Dispute not, nor delay to obey thy parents’ commands.”

“Quarrel not nor contend with thy brethren or sisters.”

“Go not out of doors without thy parents’ leave, and return within the time by them limited.”

“Beware thou utter not anything hard to be believed.”

“Let thy words be modest about those things which only concern thee.”



Puritans spent nearly all of Sunday in church, with a short break for lunch and a rest, and could be punished for doing even a little work on that day. In New England the winters were fiercely cold, and the churches had no heat. Imagine how difficult it must have been to sit quietly, listening to the minister speak for hours and hours. Families brought special warming boxes with them, full of hot embers, on which they could put their feet for warmth. Some people even brought their dogs, which would sit on their master’s feet. Some churches had a special person in charge of unruly dogs that wiggled or barked.

Women and children in Puritan society were expected to be seen and not heard. They didn’t have very many rights. They actually belonged to their husbands and fathers, just like other possessions. If a woman or child worked, the money they earned belonged to their husband or father. If a woman or child made a handcraft, spun yarn, or sewed clothing, all these things belonged to the man of the house.

Because the Puritans believed so strongly in their rules, they thought these rules were absolutely right for everyone. They had no tolerance for anyone who believed differently. In fact, they felt so strongly about this that many of them expected people to tell the church authorities about anyone in the

community who might think or act in a way that didn't agree with Puritan teachings. Friends, family, and neighbors were all expected to reveal such information about one another, and if they didn't, they were subject to suspicion themselves.

Obviously, people couldn't relax. They were taught that they had been born sinners and would always be sinners unless they did exactly as their church taught. They were told that when they died, sinners went to a terrible place where fires burned all the time and people were tormented in horrible ways. Because of this, the Puritans had a real fear of evil.



## The Salem Witch Trials

Most people today don't believe in wicked witches who cast spells on people. But in the late 1600s in Massachusetts, nearly everyone did. Witches, in their minds, were the essence of the sin and evil they had been taught to fear. In 1692, in the town of Salem, over 200 people were accused of witchcraft and 20 people were actually killed because they were found guilty of being witches.

In the winter of 1692, several teenage girls in Salem, Massachusetts started exhibiting disturbing behavior—falling to the floor, contorting in pain, making strange noises, hiding under furniture, and more. The girls said they couldn't stop themselves. A doctor examined them and declared they were “bewitched.”

Under pressure from magistrates, the girls accused a slave woman named Tituba, whom they enjoyed spending time with, of casting a spell on them. Tituba was punished and banished, but before she left, she said that some of the older women of Salem were witches, and were putting spells on the girls. Several women were arrested, and soon more were accused of witchcraft as well.

The Salem Witch Trials were a terrifying, tragic time in American history. In the trials, each accused woman was brought in front of the apparently afflicted girls. If the girls began to moan and twitch, the woman was convicted of being a witch and was condemned to death. If a person was accused and admitted it right away, they were allowed to leave the colony and never come back. But if accused persons were found guilty (based on the behavior of the “possessed” girls) and they wouldn't confess to practicing witchcraft, they were condemned to death. Nineteen women and one man were executed as witches that year.

It's difficult to understand today how something like this could happen. Why were the accusations of these girls believed? Perhaps it had to do with long-standing disagreements between the people of the town, and this was a handy way to take revenge. The girls' bizarre behavior, combined with the superstitions and religious beliefs of the time, was all that was needed for people to believe the girls were bewitched.

While many people believe that the girls pretended to be sick, modern research now suggests that the girls may have been the unlucky victims of certain type of poisoning caused by contaminated food. A fungus, called ergot, can contaminate stored grains, especially rye, when the weather conditions are right for the mold to grow. Rye was grown in Salem at the time and was a regular part of the local diet. Researchers have followed the trail of ergot back through the centuries, studying historical records together with climate records,

and found evidence that suggests the conditions were right for this fungus growth in Salem in 1692. The symptoms of ergot poisoning are identical to the behavior of the girls noted in the records of the Salem Witch Trials.



We don't really know exactly why this horrible thing happened. It may have all started as a sort of joke, but believing in witches certainly wasn't a joke in those days. Whether the girls were poisoned or were making up their symptoms, the fact is that people were put to death just because of being suspected of witchcraft.

Anyone who was different came under suspicion. The Puritan teachings were very rigid, and everyone was expected to conform. The Puritan ministers said that anyone who didn't agree with their teachings was a sinner in the eyes of God, and dissenters were punished or asked to leave. (You might remember how this happened to Roger Williams and Anne Hutchinson.) Those who chose to stay and live quietly and peacefully, not expressing their disagreement and trying to fit in, were always at risk. If a neighbor's cow became ill, the "oddball" was accused of casting a spell.

When the teenage girls of Salem began accusing people of witchcraft, they had a willing audience who got swept up in the drama. Led by a skilled prosecutor named Cotton Mather, who was a well-known Puritan minister, the people of Salem never took the time to seriously investigate and think through the situation. Perhaps, given their particular culture and beliefs, they simply couldn't be objective.

The Salem Witch Trials got completely out of hand and may have continued beyond that terrible year, but the wife of the governor of Massachusetts was eventually named as a witch. The governor finally intervened and demanded that the trials and the accusations stop.

**FOR ENROLLED STUDENTS**

Continue to document your student's progress using your weekly planner, assignment checklist, and learning assessment form in each lesson. Feel free to contact your teacher if you have any questions about the assignments or the learning process.

## Learning Assessment

Use these assessment rubrics to track student progress and make notes about the learning the student demonstrates or skills that need work.

ENGLISH SKILLS	Developing	Consistent	Competent	Notes
Uses idea web to create an outline				
Identifies main ideas and supporting details in outline form				
Identifies and corrects errors in capitalization				
Identifies sentence fragments and transforms into complete sentences				
Identifies and repairs run-on sentences				
Identifies dependent and independent clauses				
Identifies subjects and predicates in sentences				
Uses dictionary to find unfamiliar words				
Alphabetizes list of words				
Writes clear definitions				
Uses words in sentences that show word meaning				
Demonstrates editing skills				
Demonstrates proofreading skills				
Reads course material independently				

LITERATURE	Read aloud by adult	Read by child, in progress	Read by child, completed	Notes
<i>The Witch of Blackbird Pond</i>				
Free choice book:				
Free choice book:				

SPELLING TEST	Score #correct/total #	Notes
7		

SOCIAL STUDIES SKILLS	Developing	Consistent	Competent	Notes
Compares historical time period to modern life				
Draws a map with some degree of accuracy				
Identifies locations on map or globe				
Traces travel route on map or globe				
Conveys knowledge about Salem Witch Trials				