Fifth Grade English/U.S. History Overview

	First Semester	Second Semester
English	Dependent and independent clauses Compound and complex sentences Capitalization and punctuation Sentence types Direct quotations and in-text citations Prefixes and suffixes Verb tenses	Plurals and possessives Five-paragraph essay Citing sources Homophones Creative writing Descriptive writing Antonyms and synonyms Biography
Social Studies	Early navigation and exploration Mayflower Compact Map making Colonial life in North America Taxation without representation American Revolution U.S. Constitution	Westward expansion Indian Removal Act Native American leaders U.S. Civil War Abolition and the Underground Railroad Women in U.S. history

Grade 5

English
United States History
Coursebook

Oak Meadow

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Introduction

For the Student

Welcome to fifth grade English and social studies! This introduction will help you get your year off to a good start. Please read the entire introduction before beginning lesson 1.

This book is written to you, the student, and it will guide you through a full year of learning in English and United States history. You will find that the essays, grammar, and vocabulary for each English lesson are all based upon the related social studies content. In addition to this coursebook, you will be working with separate books for math and science. It is expected that you will have a parent, tutor, or teacher to help you. Make sure to ask for help whenever you need it.

Here are some tips to help your learning experience go more smoothly:

- Before you begin, look over this book to become familiar with how it is set up. Look at the table of contents and scan a few lessons. See what is in the appendix (that's the section at the back of the book).
- When you begin a new lesson, always read through all of the assignments and activities **first** to get an idea of what you will be doing in that lesson, and do the reading assignment before completing any written assignments. You will find that the lesson content is organized to make this easy—read through everything and when you get to the reading selection, read that in its entirety, and then you are ready to go back and do the written assignments, activities, experiments, etc.
- Use the assignment checklist at the beginning of each lesson to mark when you complete an assignment and to see what still needs to be done. This will help you plan your time well.

It is important to find a notebook, binder, or expandable file to keep your work in, so that nothing gets lost. Be sure to keep everything until the end of the school year.

Reading and Writing Tips

This year, you will be doing more reading and writing than ever before. In addition to the novels you will be reading for English, many of the social studies lessons have a great deal of reading to do before you begin the written assignments. Keep in mind that you don't have to do everything in one day! You

might want to break up the reading into two days, or do the reading one day and the assignments on another one or two days.

Throughout the year, you will be working on sharpening important writing skills. You will be composing a variety of short and long written answers based on your reading and research. When writing short answers, it is important to always use complete sentences and restate the question in your answer so that it makes sense even without the question. For example, if the question is "Who was George Washington?" instead of saying, "He was the first president," you would write, "George Washington was the first president of the United States."

This year, you will develop your skills in revising, editing, and proofreading. When writing essays or reports, always save your rough draft as well as the final, edited version of your paper. This helps you see how much your writing is improving, and gives your teacher, parent, or tutor important information about your developing skills.

Each week you will have a list of vocabulary and spelling words to learn. Some students enjoy writing new words five or ten times in a row to learn them, but most students benefit from using the new words in creative ways. The more ways you can find to work with these new words each week, the easier it will be for you to understand them and commit them to memory. In the lessons, you will find some fun ideas for working with your vocabulary and spelling words and you are encouraged to come up with new ideas of your own.

Sometimes while you are reading you might come across an unfamiliar word. Look it up in the dictionary. This will help you immensely in your reading comprehension. If you want to keep reading and look it up later, just circle the word so you can find it easily. Sometimes you can get a pretty good idea of what a word means by the way it is used in a sentence. When you look it up, go back to the original sentence to see how the word was used. This will usually give you a new insight into what you were reading.

Keep a small dictionary near you whenever you read so you can look up words quickly. Getting into the habit of looking up words you don't know or aren't sure of the exact meaning will help you expand your vocabulary, become a more independent reader, and be able to take advantage of more multifaceted material. (If you don't know what multifaceted means, look it up!)

Below you will find notes on how this coursebook is set up. Please go over this material with your parent. (There's also a section below for your parent to read.)

You have a busy year ahead of you, with many new, intriguing things to explore. Approach each lesson with a questioning mind and you will have a wonderful journey of discovery!

Course Materials and Organization

This coursebook contains all the lesson plans for a full year of fifth grade English and social studies. The following materials are recommended to be used in conjunction with this coursebook:

- *Freedom Train: The Story of Harriet Tubman* by Dorothy Sterling
- *Ben and Me* by Robert Lawson
- *Early Thunder* by Jean Fritz
- *The Birchbark House* by Louise Erdrich
- *The Witch of Blackbird Pond* by Elizabeth George Speare
- *A Journey to the New World: The Diary of Remember Patience Whipple, Mayflower, 1620* by Kathryn Lasky
- *1621: A New Look at Thanksgiving* by Catherine Grace and Margaret M. Bruchac
- *Children of the Wild West* by Russell Freedman
- *Buffalo Bird Girl: A Hidatsa Story* by S. D. Nelson
- *United States Atlas*, Sixth Edition (National Geographic Kids, 2020)

Each subject in this coursebook is divided into 36 lessons. Each lesson will usually take one week to complete, and will include the following sections:

Assignment Summary: You'll find a checklist of assignments at the beginning of each lesson. This lets you check off assignments as you complete them and see at a glance what still needs to be done.

Materials List: Each lesson includes a materials list, divided by project or activity. There is a complete list of materials in the appendix, as well.

Learning Assessment: At the end of each lesson you will find a learning assessment form for the parent/teacher to keep track of student progress and stay attuned to the key competencies that are being developed. Some parents may want to create their own rubrics or bypass formal assessment entirely for the time being. The learning assessment forms can provide an easy way to document your student's development for reporting purposes.

For Enrolled Students: This section is for families who are enrolled in Oak Meadow School and sending their work to an Oak Meadow teacher. It provides information and reminders about how and when to submit work.

Appendix: The appendix of this coursebook includes a comprehensive materials list and a comprehensive English manual that will be used throughout the year. All the content in the English manual is also found in the lessons—having it in the appendix as well gives you an easy way to refer back to specific sections as needed.

It is suggested that you use a planner to schedule your tasks for the week. You can use it to coordinate field trips, library time, and projects that need some advance preparation. Jot down notes about what worked well, what needs more attention, and what you'd like to save to work on at a later time. Your weekly planner can help you keep track of what you did each week.

For the Parent

Welcome to a wonderful adventure in home learning! Oak Meadow curriculum provides a relevant, engaging learning experience that is designed to encourage student autonomy, independent and critical thinking, creative problem-solving, and strong skills in expressing ideas. In fifth grade, students are gaining independence and self-motivation; at the same time, they are still in need of caring, attentive guidance from an adult. Your presence and support are essential for a successful year of independent learning.

As your student embarks on this journey through fifth grade English and social studies, you will find that this course offers an interdisciplinary approach to these subjects. Students will be learning about United States history up through the Civil War, and as they explore different historical events, they will also read literature and complete arts and crafts projects that offer a deeper understanding of the time period when these events occurred.

Additional Materials

In addition to the coursebook and novels that your student will be reading, there is an *Oak Meadow Grade 5 Teacher Manual* available that will help you support and assess your student's learning.

Your student will also need the following:

- Globe and/or world map or atlas
- United States map
- Student dictionary
- Colored pencils

Before you begin, it is important to be sure you have the necessary materials you will need. It is a good idea to look ahead to future lessons so that you have an idea of what projects are coming and be sure your student is prepared with the correct reference materials, or arts and crafts supplies. It is also a good idea to look ahead to prepare for any lengthy assignments that might take extra time to complete in your daily schedule.

Some social studies lessons refer to books that can be borrowed from the library, or involve research that must be done at the library or online. Please plan ahead with your library to make sure these books are available when you need them, or you can purchase them or find a digital version of the book. Many weekly lessons include optional, extra reading choices. We suggest you use your local library or a digital library website to help locate these books.

In addition to the assigned reading and any additional books you choose to read, this course requires students to use additional reference materials. Help your child learn how to find a variety of research sources in the library, including encyclopedias, magazines, and nonfiction books on a variety of related topics. There are also websites that include numerous research resources, including atlases, encyclopedias, news services, and dictionaries.

Many lessons offer numerous options for further study—these are entirely optional. They are intended as supplemental projects for students who wish to explore a particular topic in more detail. They can also be used as alternative choices for an assigned project that you would like to omit. (Enrolled students must discuss assignment modifications ahead of time with the Oak Meadow teacher.)

If your child is familiar with using a main lesson book (as Oak Meadow students do in grades K-4), it is good to continue using a main lesson book for the more artistic work, and then use lined paper for the lengthier writing assignments. Using the wider-lined paper is the best way for transitioning from writing in the main lesson books in grade 4 to writing on regular lined paper in grade 5. It is suggested that students use a planner to schedule assignments, activities, and other tasks for the week, such as field trips, library time, and projects that need some advance preparation. The weekly planner can help you keep track of your student's progress over time, which can make year-end reporting and documentation much easier.

Supporting Your Student

As it is impossible to write a curriculum that suits every learning style and every type of student, we invite you to use the assignment suggestions to guide your student rather than to limit their creative and academic expression. We would like students to be engaged in the material and to enjoy their studies as much as possible.

Some children enjoy a consistent schedule for schoolwork each day. Some students like to do some work in each subject every day while others prefer to work block style, focusing on one or two subjects per day. For other families, a set schedule of classes is not necessarily the most effective way to approach home learning. Some students work best when they are free to choose what to work on each day, integrating the projects and assignments into the natural flow of daily activities. Every student and every family is different, so you should develop a schedule that works best for you and your child. The goal is for all students to cultivate the attitude that expanding one's knowledge and capabilities is part of the process of life, and is actually what life is all about.

Regardless of whether or not you establish a regular school schedule, creating a consistent daily rhythm is highly recommended. Living and learning are synonymous, and homeschooling should feel like a natural extension of family life. Taking the time and effort to establish your daily rhythm will make a difference in the long run. Homeschooling lets you tailor the educational activities to your child's need for quiet reflection, free time, social interactions, creative outlets, and focused study time.

You can expect to need about four hours per day for schoolwork (this includes time for math and science, which are not included in this coursebook). For some of this time, your child will be able to work independently, and other times, they will need you to be fully involved. After a few weeks working together, you and your student can rethink your schedule and make any adjustments to help it be more productive and enjoyable.

Throughout the year, we urge you to stay responsive to your child and make adjustments along the way based on your child's interests and needs. Your sincere interest in both your child and in the subject material will help nurture the spark of learning. The Oak Meadow curriculum is not solely focused on filling children with facts, but in helping parents and children become more intelligent human beings, able to respond thoughtfully, imaginatively, and effectively to the world in which they live.

Assessment Measures in Home Learning

Assessments in home learning are usually done through a combination of informal observation, the creation of a portfolio of student work, and cumulative activities that are designed to evaluate your student's learning. You can use a weekly planner and the learning assessment form to record daily or weekly notes in order to document student progress and the learning process. Things that would be important to note are what aspects are challenging or difficult, what aspects your student has a natural affinity toward, what questions the student asks, what new ideas spring up during the course of the week, and what new discoveries or progress on a skill were made. These notes will help you to keep track of your student's progress and know where and when extra help is needed.

The learning assessment included at the end of each lesson can be used to guide your student's skill development, but the process of learning and working with the material in an exploratory way is equally important. Ultimately, it's not the end result but rather the pathway that develops capacities with your child.

Educators use both formative and summative assessments to gauge student learning and track it over time, and this course is designed for you to do the same. *Formative assessment* happens each week, "forming" as you watch your student work. Each week you will notice where your student struggles, where more time is needed to grasp a concept or practice using a new skill, and which aspects of the work are particularly enjoyable or easy. These observations will help inform your next steps. Using ongoing formative assessments, your teaching support can adapt to your child's needs as the year unfolds. *Summative assessment* provides a summary of the student's learning at a particular point. Research papers, the year-end grammar exam, and cumulative projects all offer the opportunity for summative assessment.

Assessing your child's progress will become a natural part of your work each week. As the months pass, you will begin to understand how far your child has come. Keeping anecdotal notes throughout the year will provide you with a comprehensive picture of your child's development.

Information for Students Enrolled in Oak Meadow School

Enrolled families benefit from regular feedback and support from your Oak Meadow teacher. Your Oak Meadow teacher is also available to help with questions you may have about assignments or about

your child's progress. Communication is essential to developing a great relationship with your teacher during the school year.

If you are enrolled in Oak Meadow School, you'll find a reminder at the end of each lesson that instructs you how to document your student's progress and when to submit your work to your Oak Meadow teacher. Continue working on your next lessons while you are waiting for your teacher to send feedback on your student's work. After you have submitted the first 18 lessons, you will receive a first-semester evaluation and grade. At the end of 36 lessons, you will receive a final evaluation and grade.

Submitting Work to Your Oak Meadow Teacher

You are welcome to submit your student's work using email, Google docs, or postal mail. You will find detailed instructions on how to submit your work in the Oak Meadow Parent Handbook.

Here are a few tips:

- Please make sure to carefully label each submission. Teachers receive many submissions each week and we want to make sure your child's work is accounted for.
- If you send work through the postal mail, be sure to include a self-addressed, stamped envelope so your teacher can return the work to you. Receiving the return package from your teacher is an exciting part of the distance learning relationship for many children, and we want to make sure the materials make it back to you in a timely manner. Because regular postal mail is not tracked, it's important to keep copies of everything you send.
- If you choose to send work digitally, Microsoft Word documents, a shared Google doc, and Adobe Acrobat PDFs are the easiest formats for our teachers to work with. When in doubt, please check in with your teacher to determine the best format for receiving work.
- Some of the assignments will instruct you to send to your teacher an audio or video recording of your student performing, reciting, or giving an oral presentation. You can make digital recordings using a camera, computer, or cell phone and send your recordings to your teacher in MP3 format. If you do not have the equipment to make a digital recording, discuss other options with your Oak Meadow teacher.
- It is a good idea to keep track of when lessons are submitted and returned. With so many important pieces of work going back and forth in the mail, mistakes do occur, and a good record-keeping system helps clear things up. You can use a weekly planner for this purpose.

When both the family and the teacher keep to a regular schedule for submitting and returning lessons, everyone benefits, especially the student. Timely feedback, encouragement, and guidance from a teacher are key elements for all learners, and this is especially important in distance learning.

Ready, Set, Go!

We believe that childhood is a valuable period, and nothing is gained by hurrying through it. We suggest that you relax and enjoy these lessons with your child, using them as a springboard to further explorations and an opportunity to spend many enjoyable hours together.

We wish you and your child a successful and rewarding year of learning!

Grade 5

1 Lesson

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 Indigenous people (also called, depending on the region, First Peoples, First Nations, Native Americans, and American Indians).

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 Indigenous people in the area where you live. First Nations all over the continent had different ways of adapting to what was around them. The Great Plains tribes depended on the buffalo, which is also called American bison. They built homes either of sod or buffalo skin; Indigenous people in the Northwest lived in homes made of wood and bark, and those on the coast were fishermen; the Arctic First Nations 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 Indigenous 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 some Indigenous people engaged in battle and 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

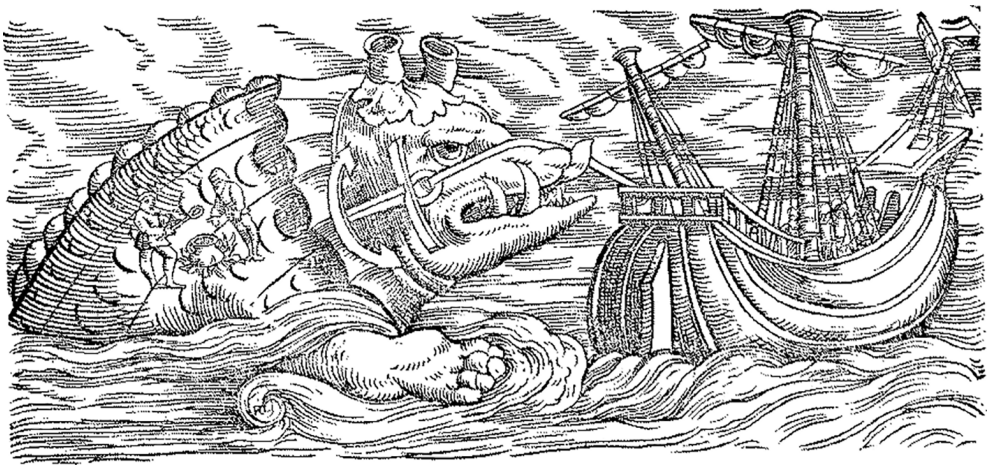
It is impossible to study the beginnings of the United States of America without looking back to the European Age of Exploration. Europeans became interested in exploring the world during a series of wars called the Crusades. The Crusades were religious wars that were fought between the years 1100 and 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.

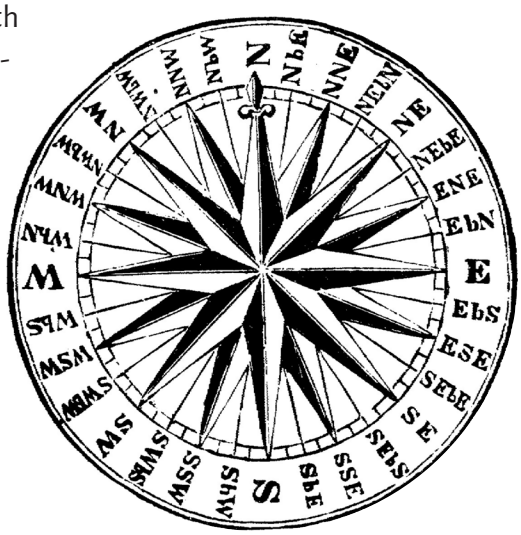
Early Navigation

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.

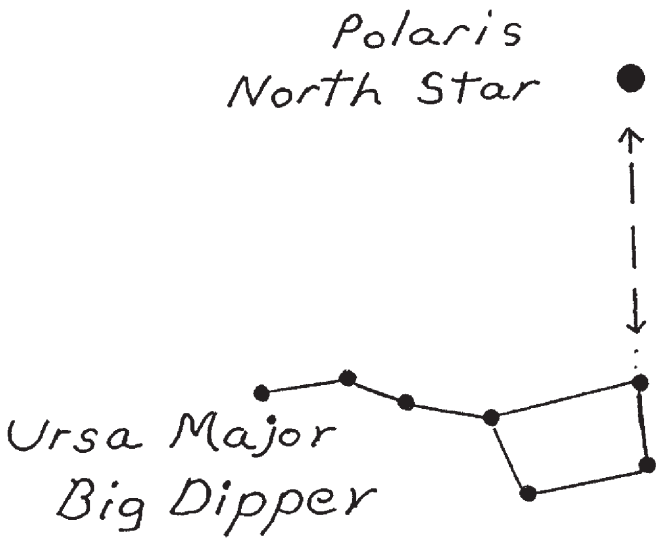
North, south, east, and west are the main, or *cardinal*, directions. If you can find north, you can also find east, south, and west. When you face north, south is behind you, east is to the right, and west is to the left. In the middle of the ocean, there's nothing to look at that isn't moving, so it's 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				

Grade 5

2 Lesson

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" × 10" × $\frac{3}{4}$" 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 Indigenous groups. 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 Indigenous people 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:

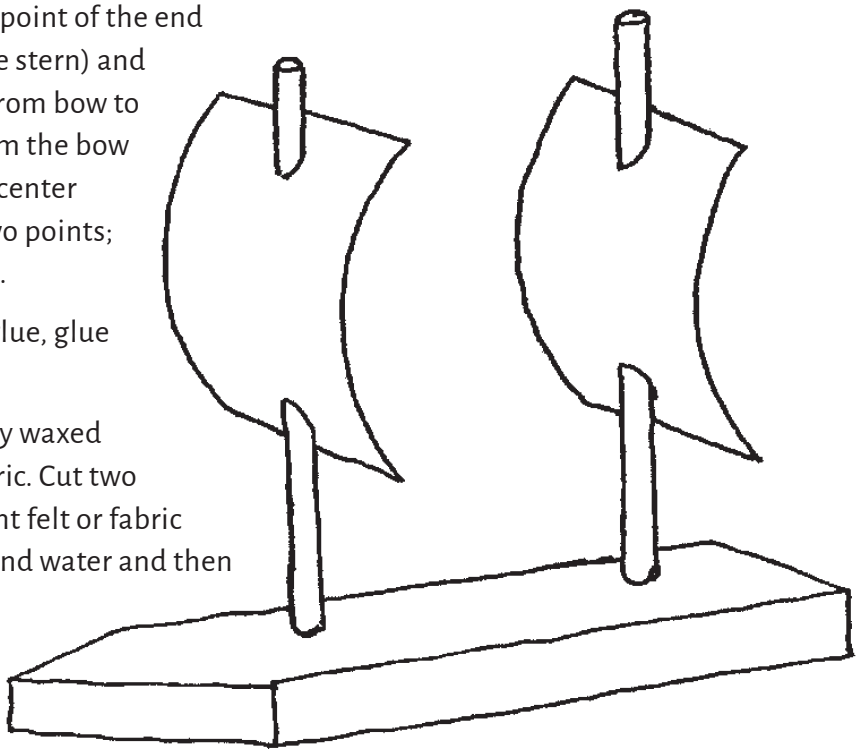
- coping saw
- hand drill
- $\frac{1}{4}$" twist drill
- hammer
- half-round file
- c-clamps
- paint brush
- pencil
- ruler
- knife
- scissors

You will need the following materials:

- wood (at least 4" × 10" × $\frac{3}{4}$" 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!

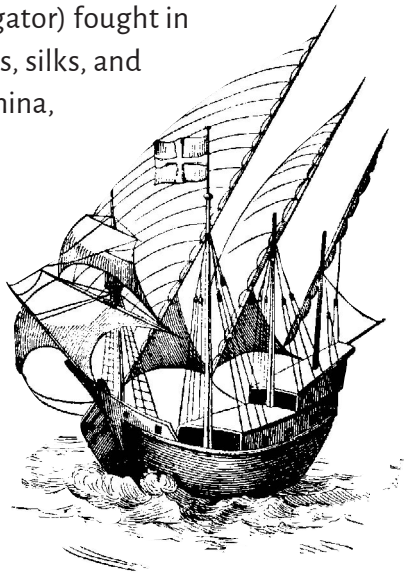
Further Study

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.

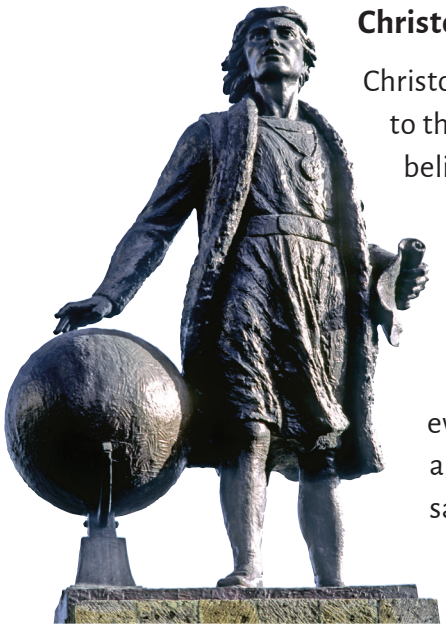


Portuguese ship

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.

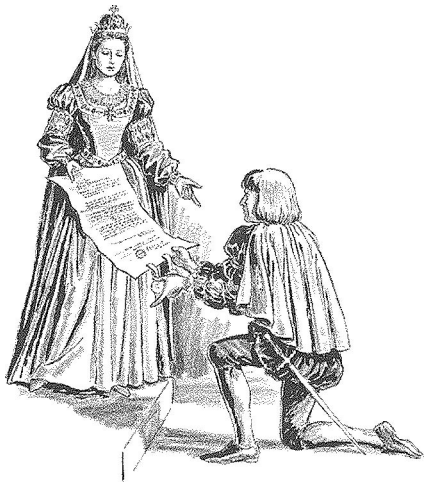
Asian port during the Age of Exploration

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 Indigenous person of 14 years old and older to find a certain amount of gold for him every day. Those who failed had their hands chopped off! These were the same local inhabitants 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 local tribes. 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				

Grade 5

6 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

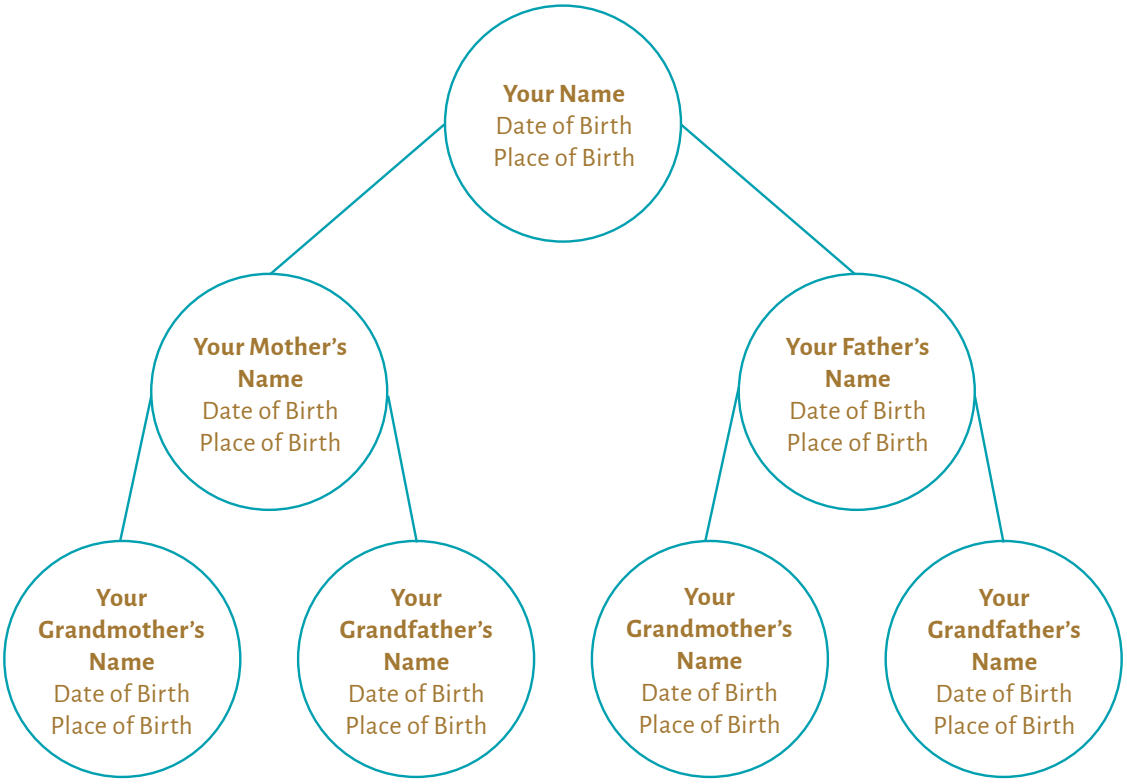
Colonists raised their children with love combined with a very stern sense of discipline. Children were expected (and needed) to work side by side with adults from a very early age.

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.

5. 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. Colonists used a recipe very similar to the one below. 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:

1. Scald the milk.
2. Mix the dry ingredients.
3. Combine honey, eggs, and milk and add it to the dry ingredients.
4. 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.

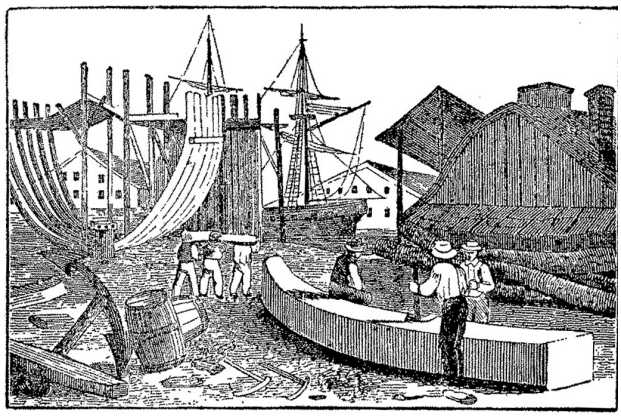
This is also an excellent time to visit a Living Museum that is based on colonial days. There are many to choose from, such as Colonial Williamsburg (Virginia), Greenfield Village (Michigan), Plimoth Plantation (Massachusetts), and Historic Deerfield (Massachusetts).

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 logging, 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.

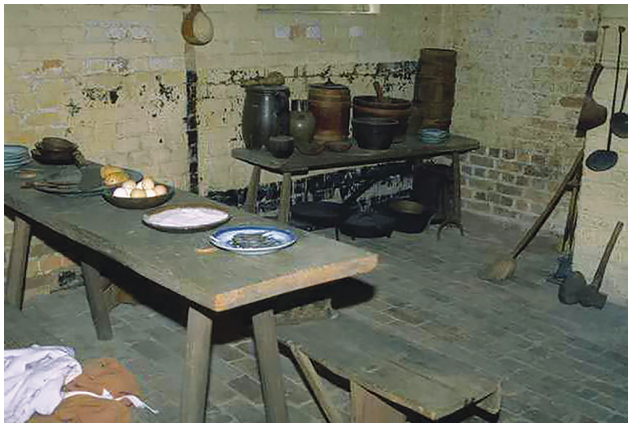
There was a mix of large and small farms, dotted with wood and brick houses in the middle colonies. The farmland was fertile and there were also plenty of trees. Like New England, the middle colonies had coastal seaports that made it possible to transport goods. The primary crop was wheat. Rye, barley,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

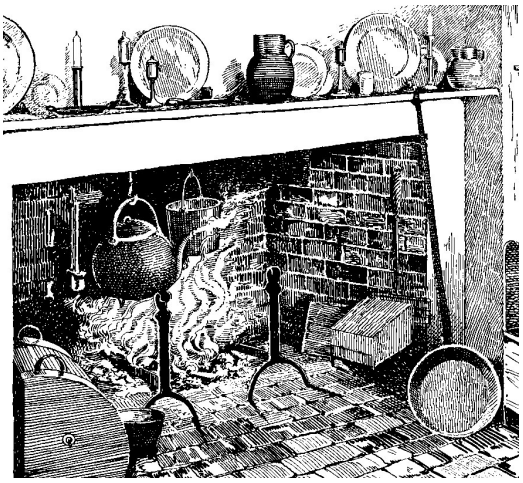
The parents slept in a high bed with ropes strung across the bottom to hold the mattress (instead of a box spring like many people use today). Their mattresses were stuffed with feathers, corn husks, or cotton. A smaller bed was usually built beneath the parents' bed and was called a *trundle bed*. It 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.

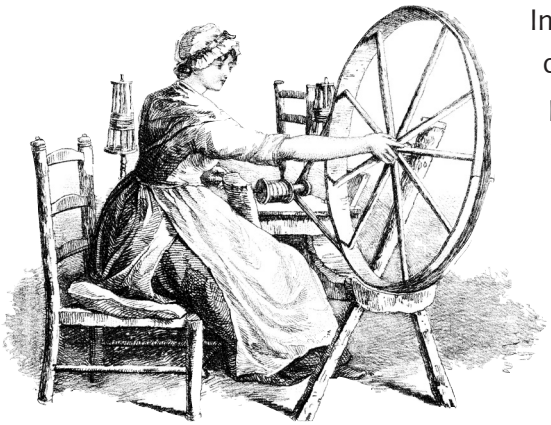
Educating the Children

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 established 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
The Witch of Blackbird Pond				
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				

Grade 5

17 Lesson

ASSIGNMENT SUMMARY

ENGLISH

- ☐ Alphabetize and define vocabulary words, and use them in sentences.
- ☐ Take a spelling quiz.
- ☐ Write a book report.
- ☐ Compose sentences using present tense, past tense, and past participle verb forms.
- ☐ Form plural nouns.
- ☐ Differentiate between different sentence types.

SOCIAL STUDIES

- ☐ Read "After the War."
- ☐ Write from the perspective of a woman during the Revolutionary War.
- ☐ Consider what to include in a Constitution.
- ☐ Plan how to furnish a house on a budget.
- ☐ Write a conversation between George and Martha Washington.
- ☐ Add to your map.

English

Verb Forms

Verbs are the action words of a sentence. Every sentence needs a verb. There are two main types of verbs: actions verbs and verbs of being. **Actions verbs** are words that show action, such as *run, walk, sit, stand, look,* and *see*. **Verbs of being** show a state of existence or being, such as *is, will, was, were, become,* and *has been*.

Here are some examples, with the verbs in red:

Action verbs:

I swim every morning.

Her cat licked its paw.

The drummer beat rapidly on the drums.

Verbs of being:

It is not too cold today.

Yesterday was gorgeous.

The roads became very slick in the rain.

Sometimes a verb is made up of more than one word. These additional words are helping words (or **auxiliary verbs**). Here are just a few of the many helping (or auxiliary) verbs: *has, have, had, is, are, was, were, shall, can, might, could, been, should.*

The signal was given for the cars to proceed.

She is going to the movies.

They were riding the bus.

Nancy was running to see him.

Often, two or more auxiliary verbs will link together to help the main verb, as seen in these sentences:

The signal should have been given for the cars to proceed.

She must have been at the movie.

They will be riding the bus.

Nancy cannot have been running to see him.

Verbs can take different forms depending on how they are used. We call these **verb tenses**. Verb tenses show us when the action happened. Verbs are the only words that change tense. The three verb tenses we will explore this year are the **present tense,** the **past tense,** and the **past participle**. Tenses tell you when the action takes place.

PRESENT TENSE	PAST TENSE	PAST PARTICIPLE
look	looked	looked
jump	jumped	jumped
do	did	done
see	saw	seen
give	gave	given
take	took	taken
go	went	gone
begin	began	begun
eat	ate	eaten
throw	threw	thrown

You can see that sometimes the past participle is the same as the past tense form and sometimes it is different.

Here are some sentences that show each of these verb tenses:

Present tense:

I see the girl.

I take off my hat.

Past tense:

I saw the girl.

I took off my hat.

Past participle:

I have seen the girl.

I should have taken off my hat.

The present and past tenses may be used without a helper (auxiliary verb). However, the past participle often needs to have a helper. There are many of these helper verbs: *is, are, was, were, has, have, had, will,* etc. Here are some examples that show a helper verb with a past participle form of the main verb in red:

You should have seen my backflip off the diving board.

We will have eaten before we arrive.

If he had given it to me, I would have remembered.

Notice that sometimes there is more than one auxiliary verb used with the past participle form of the main verb.

Reading

Finish your reading book.

Assignments

1. Write definitions and sentences for the following words. Make sure to work with this list in a variety of ways throughout the week before you take the spelling quiz.

treaty	tyrant	foment
emancipation	unified	arbitrary
maxim	subdue	compromise

2. You should be finished with your chosen reading book. Write a book report using the notes you wrote last week.

   Your book report should include a title page with the name of the book and the author, your name, and the date. The body of the report should briefly summarize the action of the story, introducing the main characters and telling something about how they were changed during the course of the book. It should also include comments on whether or not you recommend this book to others and why. Be sure to back up any comments with specific examples.

   Revise and edit your book report for clarity and accuracy. Check to make sure your paragraphs have topic sentences and present one clear topic. Check to make sure your sentences are varied, of different lengths, and use descriptive words. Check spelling, punctuation, and other details. Read your report aloud. Do you think it sounds interesting? How could you make it more interesting?

   After you have made all your corrections, copy the report in your best handwriting, and then proofread it to make sure you have done your best work. Feel free to illustrate the cover of your book report with a picture related to the story.

3. Choose two words from each of the verb tense columns in the grid above (present tense, past tense, past participle) and write a sentence for each one. You will be writing six sentences. Remember, you may need a helping verb when using the past participle form of the verb.

4. Form the plurals of the following nouns. (Refer to the section called "Nouns" in your English manual if you need a refresher about the spelling rules.)

city	mouse	orange	woman
daisy	monkey	turkey	berry

5. In the following sentences, identify the nouns, verbs, adjectives, and adverbs. Also identify each sentence as declarative (DEC), interrogatory (INT), exclamatory (EX), or imperative (IMP).

   a. Have you seen my little black dog?

   b. I saw him running happily through the big meadow.

   c. Harvey, you naughty little dog, come here right now!

   d. What a good dog you are!

   e. Boris, the colorful African butterfly, flew slowly toward the huge yellow sunflower.

   f. Along came a big black hungry crow.

   g. When the cranky crow saw the brilliantly colored butterfly float by on the warm air, it cried raucously.

   h. Does anyone know if the black crow hungrily gulped Boris down?

Social Studies

After the war ended, the hard work of creating a new nation began.

Reading

Read "After the War" (found in Reading Selections).

Assignments

1. Write a letter to a friend as if you were a colonial woman whose husband was fighting in the revolution. Tell about some of the hardships you face, and the extra work you have to do each day. Be specific; don't just say, "I have to do all my husband's work." Describe your day as you imagine it might have been.
2. Why do you think it was so important for the United States to have a Constitution? What do you think might have happened if there hadn't been one? What kinds of rules do you think are the most important ones for a country to have? Answer the first two questions with a few sentences, and then make a list of important rules.
3. Go to a furniture store or scan through magazines, newspapers, or online ads and see how much elegant furniture you can buy for $3,000. Imagine if you had to furnish the president's mansion on $3,000 today! In those days it was quite a lot of money. How much do you think it would cost today to furnish just one room elegantly?
4. Imagine how George Washington might have felt as he rode home after his last day as the first American president. What do you think he would have done with his time during those first few weeks home at Mount Vernon? Write a conversation George and Martha Washington might have had on this journey as they look ahead to their lives as common citizens. Use proper punctuation for dialogue (refer to the English manual if necessary).
5. Add New York City and Washington, D.C. to your map.

Further Study

Here are a few extra reading ideas:

- *A History of US: From Colonies to Country, 1735–1791* by Joy Hakim
- *Shh! We're Writing the Constitution* by Jean Fritz
- *Abigail Adams: A Girl of Colonial Days* by Jean Brown Wagoner

Reading Selections

After the War

In April of 1782, Benjamin Franklin, John Adams, and John Jay went to Paris to meet with the British and make a peace agreement. The peace agreement, or treaty, gave the colonies complete independence. The Americans now had control of all the land in the original 13 colonies and as far west as the Mississippi River.

Life in America changed after the Revolutionary War. Most of the women had not actually fought in the war, but had taken on extra jobs at home because their husbands weren't there. They still had their own household work to do, but during the war they had to run the farms or other family businesses as well. They got used to making decisions that had always been made by the men. When the men came home from war, they naturally began to include their wives a little more in the important decisions for the family.

While her husband, John Adams, was taking part in the Continental Congress in Philadelphia in March of 1776, Abigail Adams wrote him a letter, which included the following:

"I long to hear that you have declared an independency. And, by the way, in the new code of laws which I suppose it will be necessary for you to make, I desire you would remember the ladies and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the husbands. Remember, all men would be tyrants if they could. If particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation."

A few months later she wrote these words:

"I cannot say that I think you very generous to the ladies. For, whilst you are proclaiming peace and good will to men, emancipating all nations, you insist upon retaining an absolute power over wives. But you must remember that arbitrary power is like most other things which are very hard—very likely to be broken; and, notwithstanding all your wise laws and maxims, we have it in our power not only to free ourselves but to subdue our masters, and without violence throw both your natural and legal authority at our feet."

Even though the Declaration of Independence began by saying ". . . all men are created equal," it didn't exactly mean all *people*. Black people were not considered equal, and neither were women. Both African Americans and women were thought to be "owned" by others. Even in the newly independent America, they did not have all the rights that had been declared in this important document. Native Americans didn't have equal rights either.

After the war, many Loyalists were punished. Thousands of others moved back to England, or went to Canada. Thousands of black people also left, moving to Canada, England, the West Indies, and even back to Africa. Some Native American villages were burned or destroyed in punishment for their support of the British, and their land given away.

The Constitutional Convention

Now that there was no longer anything to fight about, the Americans had to figure out what kind of laws and government they were going to have. They had not yet established the United States of America—they were still just a group of colonies that had won independence from Britain, without a particular plan for their new relationship with one another.

John Adams

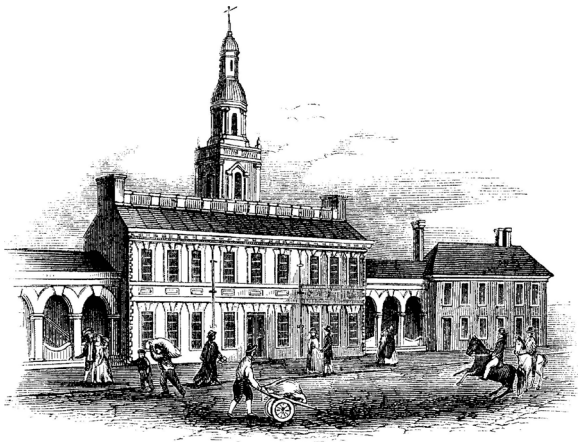
The Continental Congress, the same group who had written the Declaration of Independence, assigned a committee to make a plan. This plan was called the Articles of Confederation. Many of the colonies, now called states because they no longer belonged to another country, had their own constitutions, or sets of laws. The Articles of Confederation were the first step toward establishing a government that would have some control over all the states, while still allowing each state to create some of its own rules. Each state had to give up some power to the federal government, but they were all wary because of their experience with a king who had too much power. It took some time for all the states to agree to the Articles of Confederation, but after some changes, they all did. In 1781

One of the early flags of the United States had thirteen stars, to represent the thirteen colonies.

the first government over the entire group of states was established.

It became obvious pretty quickly that the Articles of Confederation did not provide a strong enough government. Citizens of the various states were loyal to their own state, but not really interested in the idea of a group of "united" states. They wanted to keep as much of their own power as they could, which made the country more like a group of tiny countries than a group of states that were connected. In order for the new country to succeed, it needed a strong, unified government.

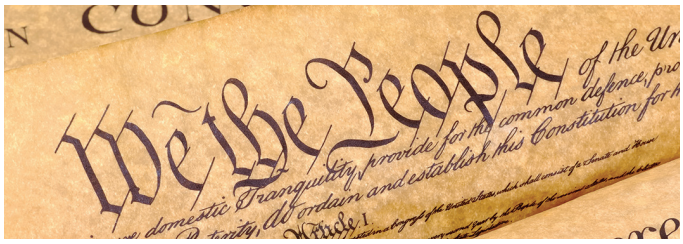
In May of 1787, the Continental Congress held a meeting with delegates from each of the states. This meeting became known as the Constitutional Convention. Delegates came to this meeting in Philadelphia from every state except Rhode Island. There were many people there who we remember today because they played such a big part in early American history, such as Benjamin Franklin, James Madison, and Alexander Hamilton. George Washington, the general who made such an important contribution during the Revolutionary War, was also there.



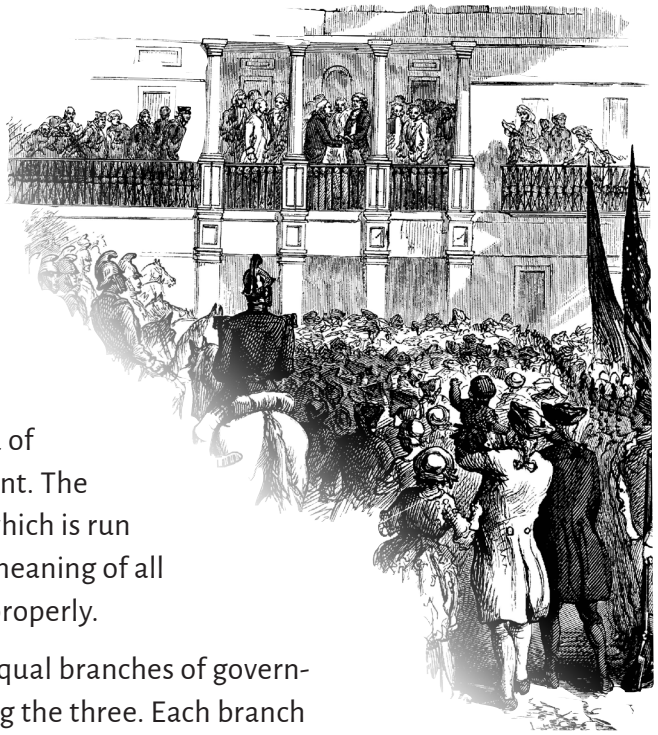
The delegates at the Constitutional Convention chose George Washington to be the president of the convention. They worked hard all summer, arguing, rewriting, compromising, and doing more rewriting. The Constitution of the United States of America was ready in September for the states to decide whether they would accept it. It took a lot more discussion, but the Constitution was approved in 1788.

The Constitution and the Bill of Rights

The Constitution is a basic plan for the way the United States of America is to be run. It's not a simple sort of plan that can be changed anytime somebody feels like it, and it is meant to last for a very long time. Any changes that are made have to go through a very lengthy, specific process.



The first words of the Constitution.

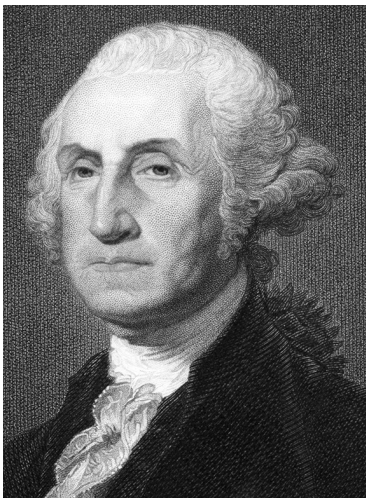


The Constitution established three equal branches of government, each with its own job. One branch is called the Congress, or *legislative* branch. Congress makes the laws. Congress has two sections, or *houses*, the Senate and the House of Representatives. The second branch of government is run by the president and other officials who make sure that the laws are carried out. The president is also the head of all the military forces, but doesn't have the power to declare war on their own. The president is the head of what is called the *executive* branch of the government. The third branch of government is the *judicial* branch, which is run by the Supreme Court, which helps to explain the meaning of all the federal laws and make sure they are enforced properly.

One of the purposes of having three separate but equal branches of government is so that power and control are spread among the three. Each branch could "check" the others, or prevent them from stepping beyond the control they were meant to have. This is known as a system of *checks and balances*.

Sometimes there are changes to the Constitution. These changes are called *amendments*. The first amendment to the Constitution is actually a group of ten amendments called the *Bill of Rights*. The Bill of Rights guarantees all Americans certain freedoms, such as freedom of religion, freedom of the press, freedom of speech, and the right to a fair trial.

America's First President



George Washington was elected to be the first President of the United States, and John Adams was elected as Vice President. (His wife was Abigail, who wrote him letters while he was at the meetings of the Continental Congress, pressing for fair treatment of women.)

The first United States capital was New York City. President Washington was very aware that he was the first President of the United States, and that everyone was watching to see how he would do it. He tried to set a good example. He was the president for eight years, and he set his best example all that time.

Washington tried to separate his personal life from his job as the president. One of his unshakable policies was to receive casual visitors once a week for an hour. He took his job very seriously, and was very strict with himself. This was a far cry from the constant flow of visitors he had at home in Mount Vernon!

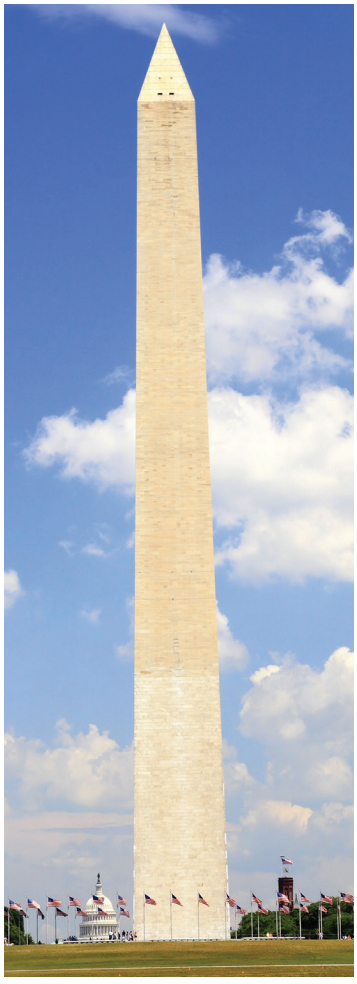
President and Mrs. Washington spent $3,000 for furniture and wallpaper for their mansion in New York. Congress gave President Washington an annual salary of $25,000. There was much discussion about what the president's official title should be. Two ideas were *His Elective Highness*, and *His Highness the President of the United States and Protector of the Rights of the Same*. What a mouthful! But Washington preferred the simple title of President George Washington.

Alexander Hamilton

Washington carefully chose a group of advisors to help him and gave them specific responsibilities:

- Thomas Jefferson: Secretary of State (in charge of foreign affairs)
- Alexander Hamilton: Secretary of the Treasury (in charge of raising and spending money for the government)
- Henry Knox: Secretary of War (in charge of military issues)
- Edmund Randolph: Attorney General (in charge of enforcing laws)

This group of men was called the *Cabinet*. They didn't always agree with one another but they were all committed to supporting President Washington and the new government.



Washington Monument

Although even today some people believe that George Washington was the greatest president the United States has ever had, sometimes he did things that made people very angry. The Whiskey Rebellion was one of those times. In 1794 a group of farmers refused to pay the tax on whiskey that had been established by the United States government. Some of them were arrested after attacking a tax official. Washington actually put on his military uniform and led the army into battle against the farmers, who immediately surrendered. His action worked to end the rebellion, but many people thought he had acted much too strongly.

George Washington devoted much of his life to the service of his country. As president of the United States, his job left little time for personal pursuits or quiet walks with his wife. His private life was set aside for the greater task of establishing the guidelines of the presidency and helping the new country to become stable.

Partway through Washington's presidential term, the capital was moved to Philadelphia, where all the Continental Congress meetings had been. Later, after Washington had completed his eight years as president, the capital was moved once again, to an area along the Potomac River, between Maryland and Virginia. The new capital was

The U.S. Capitol Building in Washington, D.C., where Congress meets.

named Washington, District of Columbia, or Washington, D.C. It remains the capital city of the United States, yet it is not in any state. The city is a special district run directly by the Federal government.

George and Martha Washington had two wonderful, quiet years together at Mount Vernon after George retired from his job as president. A week and a half before Christmas, 1799, after riding his horse in a cold winter storm, George Washington became very ill and died within a few days. After his death, Martha freed all their slaves. Her husband had requested in his will that the slaves should be freed after her death, but she chose not to wait.

The White House

FOR ENROLLED STUDENTS

Continue to use your weekly planner, assignment checklist, and learning assessment form to help you organize your lessons and track your student's progress.

Learning Assessment

Use this assessment form to track your student's progress over time.

ENGLISH SKILLS	Developing	Consistent	Competent	Notes
Creative writing: Uses descriptive writing to develop characters and setting				
Creative writing: Conveys a plot with story problem, climax, and resolution				
Creative writing: Conveys creative, original story ideas				
Writing skills: Displays good note-taking skills, identifying key ideas and connecting themes				
Writing skills: Uses an outline to identify main ideas and supporting details				
Writing skills: Revises writing to improve clarity and flow				
Writing skills: Edits writing to correct errors in spelling, punctuation, capitalization, and grammar				
Writing skills: Proofreads final version of writing				
Identifies and correctly uses present tense, past tense, and past participle verb forms				
Identifies base words, prefixes, and suffixes				
Applies correct punctuation and capitalization to direct quotations				
Forms singular and plural possessive nouns				
Identifies dependent and independent clauses				
Identifies subjects and predicates in sentences				
Uses dictionary to find unfamiliar words				

ENGLISH SKILLS (CONTINUED)	Developing	Consistent	Competent	Notes
Alphabetizes list of words				
Writes clear definitions				
Uses words in sentences that show word meaning				
Reads course material independently				

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

SPELLING TEST	Score #correct/total #	Notes
17		

SOCIAL STUDIES SKILLS	Developing	Consistent	Competent	Notes
Report writing: Uses topic sentences to introduce main ideas				
Report writing: Organizes ideas into paragraphs				
Report writing: Shows evidence of research				
Report writing: Provides in-text citation to direct quotes				
Demonstrates ability to consider different perspectives				
Displays memorization and recitation skills				
Compares historical time period to modern life				
Draws a map with some degree of accuracy				

SOCIAL STUDIES SKILLS (CONTINUED)	Developing	Consistent	Competent	Notes
Identifies locations on map or globe				
Traces travel route on map or globe				
Conveys knowledge about the American Revolution				

Grade 5

23 Lesson

ASSIGNMENT SUMMARY

ENGLISH

- ☐ Alphabetize and define vocabulary words, and use them in sentences.
- ☐ Take a spelling quiz.
- ☐ Identify subjects and predicates in sentences.
- ☐ Compose simple, compound, and complex sentences.
- ☐ Create sentences and identify subjects and predicates.

SOCIAL STUDIES

- ☐ Read "Andrew Jackson."
- ☐ Reflect and write about the forced relocation of Native Americans.
- ☐ Activity: Making a Bead Loom

MATERIALS

- ☐ **Social Studies: Making a Bead Loom**

  sturdy cardboard box (about the size of an adult shoebox)

  ruler

  pencil

  stapler

  cotton crochet thread #30 (or something similar)

English

Reading

Continue reading *Children of the Wild West* and *Buffalo Bird Girl: A Hidatsa Story*. Continue to look up any words you do not understand, and take notes. Remember to put notes into your own words.

Assignments

1. Add several words to the list below and then define each word and use it in a sentence. Work with the words throughout the week and then take a spelling quiz.

   lucrative volatile captor duel humble

2. You already know that every sentence must have a capital letter at the beginning and a period, exclamation point, or question mark at the end. You know also that every sentence must have a subject (which includes a noun) and a predicate (which includes a verb). You may want to review "Subjects and Predicates" in the English manual.

   Use colored pencils to shade the subject of each of the following sentences in blue and the predicate of each sentence in red (or circle them in the designated color), like the following examples:

   The red-haired girl with the ponytail was playing soccer.

   Soccer season is usually extremely hot.

   Remember, the subject includes the noun and all the words related to it, and the predicate includes the verb and all the words related to it.

   a. The kitten raced up the tree.

   b. The huge, old tree was tall and stately.

   c. The tiny cat's cries could be heard coming from the beautiful canopy of green leaves.

   d. Peter, the neighborhood's best tree climber, decided to climb up and rescue the kitten.

   e. The terrified cat's sharp claws dug into Peter's shoulder as he made his way down the tree.

3. Compose two simple sentences, two compound sentences, and two complex sentences (refer to "Sentence Structures" in the English manual). In each of your sentences, shade or circle the subject in blue and the predicate in red. Use proper capitalization and ending punctuation.

4. Put together the following phrases to make sentences. Your sentences might be very silly, but you must include at least one subject and one predicate in each sentence. You can combine more than one phrase into a single sentence. Identify the subjects and predicates.

   - ran down the hill
   - sailed out to sea
   - the gardener, John
   - was a huge giant
   - sobbed inconsolably
   - the magic green fish
   - Pip, the purple frog
   - the moon
   - rose majestically
   - the king of France

Social Studies

The Native Americans faced hardships and tragedy as the American government forced them out of their homes and away from their traditional tribal lands.

Reading

Read "Andrew Jackson" (found in Reading Selections).

Assignments

1. After completing the reading selection, choose one of these assignments:
   a. What options do you think Andrew Jackson should have considered, other than taking over the land of the native people and sending them west? Use your creative problem solving to design a plan under which the Native Americans and the white settlers might have lived side by side, each getting what they needed to thrive. Take into account their differing ways of life, sources of food, community organization, etc. Give specific examples of how your plan satisfies the needs of both groups. Write at least two pages.
   b. Compose a short play that includes dialogue between one or more white settlers and one or more Native Americans who are being forced to move. Show the ideas and points of view of each person. Set the scene by telling a little about the characters, the location of the play, and anything else you consider important. Use correct punctuation for dialogue. Write at least two pages. Feel free to act out your play afterward. (You might want to record it.)

Activity

Making a Bead Loom

This week you will construct a loom for bead weaving, and next week you will begin weaving on it. There are many different ways to make a bead loom out of wood, and you can find directions and kits online. Below you will find instructions for a simple loom made from cardboard, which works perfectly well for simple weaving projects.

After you make the loom, you will string it with vertical threads, called the *warp*. When you begin weaving on the loom, you will push the thread with beads over and under the warp, again and again, weaving from side to side. This side-to-side string is called the *weft*—the beads are on the weft threads. (You'll find weaving instructions in the next lesson.)

Materials:

- sturdy cardboard box (about the size of an adult shoebox)
- ruler
- pencil

- stapler
- cotton crochet thread #30 (or something similar)

Instructions:

1. Measure and cut a 6" × 3" section from the center of the two long sides of your box. When you remove these pieces, it will look like a large notch on each side of the box (this will make room for your hands when you are weaving).
2. On each 6" × 3" section that you cut, snip a series of 8 slits in the center of the long side. The snips go about halfway into the cardboard ($1\frac{1}{2}$" deep). These will be what you string the warp threads around, so make sure the snips are not too skinny (too close together) as that will make them more likely to bend when you pull the warp threads tight. When you are done, each piece will have a kind of stiff fringe.
3. Staple the two snipped pieces onto opposite ends of the cardboard box, with the fringe sticking up above the edge. Now your box has large notches on two opposite sides, and fringes on the other two sides. It's all ready for you to string the warp threads.
4. Tie a loop in the end of the crochet thread, and hook it onto the first fringe piece. Keeping the thread taut, hook it over the fringe on the opposite side, and then bring it back to where you started. This time, hook the thread over the second fringe piece, then do the same on the opposite side.
5. Keep looping the thread back and forth until you have eight strands stretching across the length of the box. Tie the last loop on the last fringe, keeping the tension on the warp threads. Cut off any excess thread.

Now your loom should resemble a guitar with strings stretched taut from one end to the other. You are ready to weave! In the next lesson, you'll find instructions for bead weaving.

Further Study

Here are some extra reading ideas:

- *Sing Down the Moon* by Scott O'Dell
- *Thunder Rolling in the Mountains* by Scott O'Dell and Elizabeth Hall
- *On the Long Trail Home* by Elisabeth J. Stewart
- *Night Bird: A Story of the Seminole Indians* by Kathleen V. Kudlinski
- *Remember My Name* by Sara H. Banks
- *Indian Chiefs* by Russell Freedman
- *An Indian Winter* by Russell Freedman

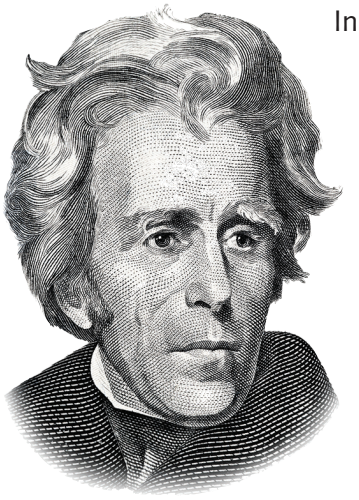
Reading Selections

Andrew Jackson

Andrew Jackson was born in a log cabin in 1767, along the border between North Carolina and South Carolina. His parents were very poor Irish immigrants. His father died a few days before he was born, leaving his mother alone with three young sons. She moved in with her sister's family in order to make life easier for all of them.

When he was 13, Andrew and his brother, Robert (the other brother had been killed in battle), joined the local militia to help fight the British. They were captured, and Andrew suffered a serious sword wound on his hand and head when he refused to shine the boots of their British captor. Those scars stayed with him all his life. Robert died of smallpox not long after this experience, and soon their mother died as well. At just 14 years old, Andrew Jackson was alone.

After a few years, he became interested in studying law, and became a successful lawyer. Through his lucrative private law practice, and by buying and selling land, he became wealthy. Andrew Jackson owned many slaves at the Hermitage, his plantation near Nashville, Tennessee. He loved to gamble, and bought himself several race horses.



In those days, divorce was very rare. Andrew's wife had been previously married, and when the two of them were wed, they both thought she was divorced. Unfortunately, her divorce was not yet final. They remarried six months later when they were sure her divorce was complete, but it was too late to stop those who wished to criticize and insult the Jacksons. Andrew had a fierce and volatile temper. He often challenged people to duels to solve simple disagreements and arguments, especially when they involved any kind of insult to his wife. He believed that it was these insults that eventually caused his wife to die of a heart attack.

Andrew Jackson led the American soldiers to victory during the War of 1812 in the Battle of New Orleans (the battle that was tragically fought after the war had officially ended). In 1829, General Andrew Jackson was elected President of the United States. It was his second attempt at becoming president. He was especially proud because he was the first president who had come from a very humble beginning. In the past, American presidents had been born to wealthy families. Andrew Jackson worked hard for what he had.

The Trail of Tears

President Jackson had very strong opinions about Indians and what the United States government's policy about them should be. He believed that all the Indians should move across the country to the west. He wanted white people to have the Indians' fertile farmland so they could grow cotton and other cash crops. Jackson wasn't interested in the Indians' rights at all. He set out to enforce an "Indian removal" policy, helping to sign into law the Indian Removal Act of 1830.

For years, Andrew Jackson and many other government leaders systematically pushed local tribes of Choctaw, Chickasaw, Seminole, and Muscogee (Creek) off their ancestral lands in Georgia, Alabama, Tennessee, North Carolina, and Florida. When the Seminoles resisted, their entire tribe was nearly destroyed. The Choctaw tribe lost thousands of people during "removal," and 3,500 Muscogee died. In 1838 and 1839, the Cherokee nation was forced to migrate across the Mississippi River to what is now Oklahoma. During this forced march of over 1,000 miles, the Cherokee people endured starvation, disease, and exhaustion while armed soldiers pushed them onward. Over 4,000 people died, nearly one-quarter of the entire Cherokee nation. This terrible journey became known as the "Trail of Tears."

By the time Andrew Jackson had served two terms as president, nearly all the Native Americans living on the East Coast had been forced to relocate. In just ten years, an estimated 125,000 Native Americans had lost their homes, their lands, and many of their loved ones.

FOR ENROLLED STUDENTS

Please contact your teacher if any questions arise.

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
Essay writing: Follows format for five-paragraph essay				
Creative writing: Uses descriptive writing to develop characters and setting				
Creative writing: Conveys a plot with story problem, climax, and resolution				
Creative writing: Conveys creative, original story ideas				
Writing skills: Displays good note-taking skills, identifying key ideas and connecting themes				

ENGLISH SKILLS (CONTINUED)	Developing	Consistent	Competent	Notes
Writing skills: Uses an outline to identify main ideas and supporting details				
Writing skills: Revises writing to improve clarity and flow				
Writing skills: Edits writing to correct errors in spelling, punctuation, capitalization, and grammar				
Writing skills: Proofreads final version of writing				
Identifies base words, prefixes, and suffixes				
Demonstrates awareness of punctuation rules				
Uses apostrophes correctly to form contractions and possessives				
Forms singular and plural possessive nouns				
Uses dictionary to find unfamiliar words				
Alphabetizes list of words				
Writes clear definitions				
Uses words in sentences that show word meaning				
Reads course material independently				

LITERATURE	Read aloud by adult	Read by child, in progress	Read by child, completed	Notes
Children of the Wild West				
Buffalo Bird Girl: A Hidatsa Story				
Free choice book:				

SPELLING TEST	Score #correct/total #	Notes
23		

SOCIAL STUDIES SKILLS	Developing	Consistent	Competent	Notes
Report writing: Uses topic sentences to introduce main ideas				
Report writing: Organizes ideas into paragraphs				
Report writing: Shows evidence of research				
Report writing: Provides in-text citation to direct quotes				
Report writing: Cites list of sources				
Demonstrates ability to consider different perspectives				
Displays memorization and recitation skills				
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 the Indian Removal Act				

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English Manual

Adjectives and Adverbs

Adjectives and adverbs are the words that bring writing alive. They are descriptive words that give us more information about nouns and verbs.

Adjectives describe nouns and make sentences more interesting. You can think about them as "picture words" because they describe the appearance of people and things. For instance, consider this sentence:

The cat walked down the lane.

That is a complete sentence but it doesn't paint a very complete or interesting picture. See what happens when we add some descriptive adjectives:

The yellow striped cat walked down the winding, shady lane.

Yellow, *striped*, *winding*, and *shady* are all adjectives that describe the nouns in the sentence. The adjectives help give a much clearer picture of what is going on in the sentence.

Adverbs tell how, when, or where something is done. They are similar to adjectives in that they make a sentence much more interesting and informative. For instance, consider this sentence:

The cat walked down the lane.

Now, let's see how that sentence can be enhanced through the use of adverbs:

The cat walked jauntily down the lane.

Here is a list of common adverbs, separated by type:

HOW (adverbs of manner, degree, or frequency)	WHEN (adverbs of time)	WHERE (adverbs of place)
quickly	afterward	above
slowly	now	here
softly	soon	outside
almost	then	downstairs
very	yesterday	below
usually	immediately	there

Business Letter

Your address

123 Flower Street
Ojai, Ca 93023

April 29, 2015

Name and address of the person to whom you are writing

Rosemary Lane
Brattleboro, Vermont 05302

Dear Ms. Student:

This letter is to inform you that a business letter has seven parts. Please notice that it has a return address at the very top (the address of the letter writer), followed by the date the letter was written, and then the name and address of the person to whom you are writing. A business letter has a greeting (called the salutation) and a closing (usually *Sincerely* followed by a comma). The body of the letter (which is this part) explains the purpose of the letter and gives all the pertinent information. The last element of a business letter, which follows the closing, is the signature of the person writing the letter.

You should follow this format when writing a letter to a business person or other professional.

Sincerely,

Your signed name

When writing a personal letter, you will usually just include the date at the top and begin your letter with a greeting (such as *Dear Lisa*, or *Hi Lisa*) followed by a comma. A colon (which looks like this:) is used after the greeting only in a business letter.

When addressing an envelope, you put your address (called the return address) in the upper left corner. The address of the person to whom you are sending the letter goes in the center of the envelope. Postage goes in the upper right corner of the envelope. An envelope is always addressed the same, regardless of if it is for a business or personal letter.

Capitalization

There are many different instances in which you would capitalize a word. In general, the first word of every sentence must be capitalized and every proper noun (or name) needs to be capitalized. Here are some capitalization rules to remember:

- Always write the word I as a capital letter, no matter where you use it.

  Example: Today is the day I get to go to the library!

- Capitalize words that refer to relatives when using them as a name.

  Example: Today Uncle Peter and Dad went to the concert.

- Use a capital letter to begin each word in the name of a person.

  Example: Mother's name is Leonora Wilhelmina Collier.

- Use a capital letter to begin the name of a pet, but do not capitalize animal species unless they contain a proper noun (grizzly bear, Bengal tiger, border collie, Labrador retriever, etc.)

  Example: I have a German shepherd named Petey.

- Capitalize a title such as mister, doctor, general, or president when it is attached to a specific person's name.

  Examples: Mr. White, Dr. Jones, General Westmoreland, President Carter

- Use a capital letter to begin each important word in the name of a place.

  Example: I am going to visit the Smithsonian Museum and the Washington Monument.

- Use a capital letter to begin the name of a country, the name of a nationality, or a word made from the name of a country or a nationality.

  Examples: France, French, Europe, American, German, Germany, English, Indian

- Capitalize days, months, and holidays (Monday, Tuesday, January, February, Christmas, Passover, Halloween). Do not capitalize the seasons: spring, summer, fall or autumn, and winter.

- Capitalize the first word of a direct quotation.

  Example: Mother said, "When are you going to the store?"

- Capitalize the first word and every important word in the title of a book, a story, a poem, or a song.

  Examples: "*Twinkle, Twinkle, Little Star*" or *Charlotte's Web*.

- Capitalize Earth and other planets (Venus, Mars, etc.), but do not capitalize *sun* and *moon*.

Here's a quick list of what to capitalize:

- Names of people and pets (Michelle, Buddy, Aunt Mary, Dr. Jones, etc.)
- Place names (Golden Gate Bridge, Grand Canyon, New Zealand, etc.)
- Days of the week (Monday, Tuesday, etc.)
- Months of the year (January, February, etc.)
- Holidays (Memorial Day, Thanksgiving, etc.)
- First word in a direct quotations (He asked, "Didn't you love that book?")
- Titles (*Charlotte's Web*, "The Midnight Ride of Paul Revere")
- Planets (Venus, Earth, etc.)

There are many words that get capitalized sometimes but not always, depending on how the word is used. If a noun is used in a general way, you will usually use lowercase letters. If a noun is 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**.

Here are two rules about when NOT to capitalize words:

- Do not capitalize any pronouns other than I, no matter what form they take (me, you, them, mine, it, theirs, etc.), unless they come at the beginning of a sentence.

  Example: That book is mine. It is my favorite.

- Do not capitalize words that refer to relatives if you use a possessive pronoun in front of them.

  Example: My uncle came over. Uncle Peter is my dad's brother.

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.

Citing Your Source

When you write a report, sometimes you will use books, magazines, newspapers, or the internet to find information. Even if you don't quote from them directly, it's always a good idea to keep a list of your sources so that you (or your readers) can go back to them later to check your facts or gain more information. In fifth grade, you will have the opportunity to start practicing this skill by making a list of your sources that includes the author's name and the title of the book, magazine, or website article. Here is how you would cite a printed book:

White, E.B. *Stuart Little*.

If you are using a website, you'll also include the website name, like this:

Hartman, Holly. "Who is Stuart Little?" *FactMonster.com*.

Sometimes you can't find the author's name on a website, so you would just include the article title or the title at the top of the page that you used as a reference, and the website name, like this:

Scholastic.com."Biography E.B. White."

This is how you will list your sources in fifth grade. If you used these three sources, here is what your list of citations would look like:

Hartman, Holly. "Who is Stuart Little?" *FactMonster.com*.

Scholastic.com. "Biography E.B. White."

White, E.B. *Stuart Little*.

Notice that the sources are listed in alphabetical order by the author's last name or the website name (if there is no author listed on the website).

In later grades, you will hear more about citing your source. You will learn the correct format for writing citations, and will be expected to keep track of your sources and provide a list whenever you do research.

Conjunctions

A word used to join two sentences together is called a connecting word, or conjunction. *And*, *or*, *but*, *for*, *while*, *when*, *if*, *because*, and *after* are some of the conjunctions that can be used to join two sentences together. Sometimes a comma should be placed before a conjunction. (When we join two sentences together, we call it a compound sentence.)

Here are some examples of how to use conjunctions:

Henry walked to the store, **and** Mary rode her bike.

Henry walked to the store **while** Mary rode her bike.

Henry walked to the store **after** Mary rode her bike.

Mary rode her bike **because** she did not want to walk to the store with Henry.

You can see that using conjunctions allows you to link two independent clauses (complete sentences) to form compound sentences.

Contractions

Contractions help us combine two words into one. Many students have trouble remembering how contractions work. It's easy! You simply take two words, remove some letters, and put an apostrophe in place of the missing letters. Of course, this doesn't work with just any two words, so you'll have to remember when you can use it and when you can't. However, since you probably use contractions frequently in your speech, you are likely to be familiar with what will and won't work as a contraction.

Here are some examples of contractions:

do not → don't

would not → wouldn't

should not → shouldn't

cannot → can't

you will → you'll

I have → I've

they would → they'd

will not → won't

I am → I'm

you are → you're

Remember, the contraction must include the apostrophe to be correct. If you write *dont*, the word is misspelled.

Contractions are usually only used in informal writing, such as stories, dialogue, letters, etc. For more formal writing, such as essays or reports, it is best to use each word in full rather than in contracted form.

Contractions and Possessives

There is often confusion around these synonym pairs:

you're/your

it's/its

The first word in each pair is a contraction; the second word is a possessive pronoun. (Review the section on "Nouns" for more information about using an apostrophe to form a possessive.) A good way to make sure you are using the correct word is to take apart the contraction and see if the sentence still works. Here's an example:

I'm glad you're going with us.

I'm glad your going with us.

Which sentence is correct? If you take apart the contraction in the first sentence, it still makes sense:

I'm glad you are going with us.

On the other hand, the second sentence doesn't make sense because *going* is not something you can have or possess.

Here's another example:

The bird flapped it's wings.

The bird flapped its wings.

Which sentence is correct? Let's take apart the contraction and see if the sentence still works:

The bird flapped it is wings.

That doesn't make sense, does it? The wings belong to the bird, so the possessive pronoun *its* is the correct word in this sentence.

Direct Quotations

A direct quotation is a group of words that are the exact words said by someone. One form of direct quotation is found in dialogue. Look at these examples:

> John said, "I'm not going." (a direct quotation)
>
> John said he wasn't going to go. (not a quotation)
>
> Macie complained, "I feel awful." (a direct quotation)
>
> Macie told me she was sick. (not a quotation)

Always capitalize the first word of a direct quotation. Enclose the words of a direct quotation in quotation marks. The punctuation mark goes inside the quotation marks.

In writing conversation, make a new paragraph each time there is a different speaker. It's also important to make it clear who is speaking. Most of the time, you can use *he said* or *she said*, but there are many different ways to identify the speaker:

> Jane complained, "My foot still hurts."
>
> "Time to leave!" yelled Mom.
>
> Kit replied, "I'll go now!"

When you write direct quotations or dialogue, put a comma between the actual quotation and the rest of the sentence (unless there is text that comes after a quotation that ends in an exclamation point or question mark).

Citations

Another form of direct quotation is often found in report writing: quoting directly from a text. When you quote a piece of text word for word, you will put it into quotation marks to show that is it not your own writing. You will also include the book title and the page number where the quotation was found. The same rules of punctuation apply:

> In *Stuart Little*, Stuart was so happy to be sailing that he "let go of the wheel for a second and did a little dance on the sloping deck" (35).

The number in parentheses shows where in the book *Stuart Little* the quote came from. If you don't name the title of the book in your sentence, that information about the source goes into the parentheses:

> It was clear that Stuart was happy to be sailing because he "let go of the wheel for a second and did a little dance on the sloping deck" (*Stuart Little* 35).

Here's another example, showing a direct quotation that came from a website:

> Paul Revere experimented with copper engraving. He "was popular as a source for engraved items" and made "engravings that were anti-British" (*NotableBiographies.com*).

This time the website name is inside the parentheses, but there is no page number because websites don't have page numbers. Notice how the parentheses are *inside* the final punctuation mark—this is so there is no confusion about what the page number, book title, or website name refers to. The information in the parentheses is called a citation.

Essay Writing

Writing an essay allows you to explore a topic in detail, usually over the course of several paragraphs (or even pages). There are many types of essays that you will learn about in later years, but for now, we'll focus on the five-paragraph essay. This can easily be adapted to a shorter or longer essay, and is especially useful for two biographical essays you will be writing in fifth grade (about Ben Franklin and Harriet Tubman).

Each paragraph of a five-paragraph essay has a particular focus:

Paragraph 1: Introduction. This paragraph introduces your topic with a topic sentence, followed by two or three sentences that explain what you will explore in your essay.

Paragraphs 2, 3, and 4: Body. These are the body of your essay, where you elaborate on different aspects of your topic. Each main idea is explored in its own paragraph.

Paragraph 5: Conclusion. This wraps up your essay with a summary that shows how the different aspects you touched on are connected. Alternately, the conclusion can reveal a new way to look at the information provided.

As when writing a report, when writing an essay, it is helpful to organize your ideas using a graphic organizer. For your essays on Ben Franklin and Harriet Tubman, you are asked to describe and elaborate on particular character traits. Each trait will be the subject of one of the body paragraphs.

Here is an example of how you would use a graphic organizer for a five-paragraph essay:

Paragraph 1	Introductory topic sentence:	Details to include:
Paragraph 2	Main idea #1:	Example #1 from the story: Example #2 from the story:

Paragraph 3	Main idea #2:	Example #1 from the story: Example #2 from the story:
Paragraph 4	Main idea #3:	Example #1 from the story: Example #2 from the story:
Paragraph 5	Concluding topic sentence	Details to include:

Homophones

Homophones are words that are pronounced alike but are spelled differently and have different meanings. Here are some common homophones:

one	won	its	it's	your	you're	
no	know	blue	blew	horse	hoarse	
son	sun	flour	flower	to	too	two
rode	road	our	hour	there	their	they're
so	sew	ate	eight	by	buy	bye
in	inn	see	sea			
be	bee	here	hear			

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, 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.

Negatives and Double Negatives

Words such as *no*, *never*, *not*, *no one*, *none*, *scarcely*, and *hardly* are called negatives. Any word that ends in *–n't* is also a negative, because *–n't* is simply a contraction of *not*. Only one negative should be used in expressing an idea because two negatives make a positive. Consider these examples:

> Kathy doesn't have no pen.

This is incorrect because it has two negatives—what we call a **double negative**. If you look carefully, the sentence is saying that Kathy doesn't have "no" pens, which means she must have some pens, right? If we want to say Kathy is out of pens, we would put it this way:

> Kathy doesn't have a pen.

Or:

> Kathy doesn't have any pens.

Let's look at another example:

> I wouldn't want no dogs for pets.

This contains a double negative because *wouldn't* and *no* are both negatives. This sentence actually means you wouldn't want to have "no dogs" (or zero dogs); that means you would want dogs for pets! The correct way to phrase it is to use just one negative in the sentence:

> I wouldn't want any dogs for pets.

Or:

I do not want dogs for pets.

Keep your eyes and ears open to avoid (or catch and correct) double negatives in your speech and writing.

Note-Taking Skills

Taking notes on your reading or research is an important part of learning. Without taking notes, it would be very hard to remember everything you had read, and it would be easy to confuse your facts. It takes practice to learn how to take good notes.

A good way to take notes is to use 3" × 5" index cards. On each card, write a few important facts about what you have read. Do this for each chapter or article you read. When it is time to write your report, you can put the cards in the order you wish, and use your notes to create your outline.

Much of the writing which you will be asked to do will concern itself with these basic questions:

- Who?
- What?
- When?
- Where?
- Why?
- How?

Always use these questions to guide your research or note-taking so that you have some basis for understanding the material you read.

When writing notes, include any facts or ideas you feel will be useful when it is time to write your report. Be sure to use your own words, instead of copying from the book, article, or website. If you do want to quote something directly word for word, you must write it with quotation marks around it and note the book and page number where you found it (or the magazine or website).

This is an important point: if you write a quote in quotation marks and say where it came from, it is clear that you are borrowing the words. If you just write down the words without quotation marks or giving the original author credit, it seems like these are your words. This is actually a kind of stealing called *plagiarism*, and students and scholars around the world must learn to be very careful to avoid doing this. As long as you write things in your own words, and give credit and use quotation marks when borrowing someone else's words, you will be fine. Talk to your parent if you are unsure of whether or not you are doing it correctly.

Materials

LESSON	PROJECT	MATERIALS
1	**Social Studies: Shadow Stick**	sturdy stick
1	**Social Studies: Compass (optional)**	pan of water cork needle
2	**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" × 10" × $\frac{3}{4}$" to 1" thick) two $\frac{1}{4}$" dowels, 10" long heavy waxed paper, starched fabric, or canvas paints wood glue or duco cement sandpaper

LESSON	PROJECT	MATERIALS
3	**Social Studies: Jamestown Diorama**	wooden box (or plastic shallow pan) dirt sticks of similar diameter knife craft sticks (popsicle sticks) glue thatch (matted or woven dried grasses, leaves, stems, and roots) small plants or branches (to make "trees")
4	**Social Studies: Hardtack**	flour salt water
5	**Social Studies: Map of North America**	large piece of paper or poster board colored pencils map or atlas
6	**Social Studies: Family Tree**	poster board or sturdy art paper
6	**Social Studies: Johnny Cake**	milk cornmeal flour salt honey eggs
7	**Social Studies: Cross-stitch**	pillowcase, t-shirt, or other piece of clothing or fabric to decorate embroidery thread sewing needle scissors
9	**Social Studies: Pottery**	clay
15	**Social Studies: Tin Lantern**	large juice can or tomato can hammer big nail small nail wire coat hanger sand candle

LESSON	PROJECT	MATERIALS
16	**Social Studies: Handmade Paper**	wooden frame large, shallow pan (like a plastic tray) staple gun wire screen newspaper
18	**Social Studies: Electricity Experiments**	balloon tin foil or tissue paper comb
18	**Social Studies: Candle Making**	beeswax or paraffin wax candle wicking or string two coffee cans wax crayon pieces for color saucepan
19	**Social Studies: Quill Pen and Handmade Ink**	large feather with a sturdy "rib" (wing feather from a goose, crow, turkey, seagull, etc.) sharp knife walnut shells (or artichokes, beets, or onion skins)
23	**Social Studies: Making a Bead Loom**	sturdy cardboard box (about the size of an adult shoebox) ruler pencil stapler cotton crochet thread #30 (or something similar)
24	**Activity: Beading**	#16 beading needle beeswax size 0 nylon thread colored seed beads (you can use larger beads if you'd like) scotch tape or masking tape strip of fabric or leather

LESSON	PROJECT	MATERIALS
27	**Social Studies: Herbal Scented Pillow**	cheesecloth soft fabric, such as lightweight flannel needle and thread rose petals dried mint leaves dried sweet basil ground cloves other fragrant herbs
28	**Social Studies: Quilting**	fabric in various colors and patterns batting (cotton or wool stuffing for quilts) scissors needle and pins thread to match your fabric seam binding to match the quilt
30	**Social Studies: Business letters**	envelopes stamps
31	**Social Studies: Historical Time line**	poster board or sturdy art paper (optional) index cards (optional)
31	**Social Studies: Map Scale**	United States map ruler
32	**Social Studies: Map Puzzle**	cardboard or sturdy poster board tempera paint paint brush scissors
33	**Social Studies: Trip Across America**	artist's sketchbook, three-ring binder, or folder (optional)

Materials in Alphabetical Order

Artist's sketchbook, three-ring binder, or folder (optional)

Balloon

Basil, dried

Batting (cotton or wool stuffing for quilts)

Beeswax

Candle

Candle wicking or String

Cardboard

Cardboard box

C-clamps

Cheesecloth

Clay

Cloves, ground

Coffee cans

Colored pencils

Colored seed beads (or larger beads)

Comb

Coping saw

Cork

Cornmeal

Craft sticks (Popsicle sticks)

Dirt

Dowels

Eggs

Envelopes

Fabric

Fabric or leather

Feather with a sturdy "rib" (wing feather from a goose, crow, turkey, seagull, etc.)

Flour

Glue

Half-round file

Hammer

Hand drill

Honey

Index cards

Juice can or tomato can

Knife

Map of the United States

Map of the world or atlas

Milk

Mint leaves, dried

Nails

Needle, sewing

Needle, #16 beading

Paint brush

Paints

Paraffin wax

Pillowcase, T-shirt, or other piece of clothing or fabric to decorate

Pins, straight

Plants or small branches (to make "trees")

Poster board or sturdy art paper

Rose petals

Ruler

Salt

Sand

Sandpaper

Saucepan

Scissors

Scotch tape or masking tape

Seam binding

Stamps

Stapler

Sticks

Thatch (matted or woven dried grasses, leaves, stems, and roots)

Thread

Thread, cotton crochet #30 (or similar)

Thread, embroidery

Thread, size 0 nylon

Tin foil or tissue paper

Twist drill

Walnut shells (or artichokes, beets, or onion skins)

Wax crayon pieces

Waxed paper, starched fabric, or canvas

Wire coat hanger

Wood

Wood glue or Duco cement

Wooden box (or plastic shallow pan)