

American History, Part 2

Week 3

	Day 1	Day 2	Day 3	Day 4	Day 5
History <i>War, Terrible War</i>	Chapter 11	Chapter 12	Chapter 13	Chapter 14	Chapter 15
Poetry <i>Poetry for Young People: Longfellow</i>		Intro pg. 6 – 2 nd – 4 th paragraphs; pg. 16		Pg. 17 - 18	
Literature <i>The Mostly True Adv. Of Homer P. Figg</i>	Chapters 1 – 2	Chapters 3 – 5	Chapters 6 – 7	Chapters 8 – 10	Chapters 11 – 13
Reader <i>Lincoln, a Photo-biography</i>	Chapter 1	Chapter 2 pg. 7 – 14	Chapter 2 pg 14 – 25	Chapter 3	Chapter 4 pg. 45 - 55
Science <i>Elemental Science: ES&A for the Logic Stage (Unit 1)</i>	Complete the “Why do Stars Twinkle?” experiment; enter dates and define terms		Kingfisher Science Encyclopedia pg. 392 – 393; write; sketch		Additional reading; write report
Language Arts	Narration Card	Dictation	Narration Card	Dictation	Narration Card
Art					

American History, Part 2

Week 3 - Day 1

History Reading:

War, Terrible War – Chapter 11

Key Idea/Topic – Succession; Border States and the Battle at Fort Sumter

History Activity:

- Make a state page for West Virginia. (pg. 247)
- Add the Battle at Fort Sumter to your Civil War battle map.

Literature:

The Mostly True Adventures of Homer P. Figg – read chapters 1 – 2

Notes and Vocabulary:

pestilence – a contagious, or infectious epidemic of disease that spreads quickly and is often fatal

aggrieved – troubled or distressed in spirit; having cause for complaint

prodigious – huge; exciting amazement or wonder

conscription – to enroll in service by force

- What happens to Harold? Why?

Dictation:

A man so mean he squeezed the good out of the Holy Bible and beat us with it, and swore that God Himself had inflicted me and Harold on him, like he was Job and we was Boils and Pestilence.

Reader:

Read Lincoln: a Photo Biography chapter 1 and choose a narration card to complete.

Poetry:

Poetry for Children: Longfellow - Read the introduction on pg. 6 – the second through 4th paragraphs; read the poem on page 16

Memory Work:

Continue memorizing the poem *The Rainy Day* by Longfellow (pg. 12)

Science:

Complete the “Why do stars twinkle?” experiment (pg. 31 – 32); add dates on the date sheets (pg. 9 – 12) and define the terms: stars, nebulae and black hole (pg. 15)

American History, Part 2

Week 3 - Day 2

History Reading:

War, Terrible War – Chapter 12

Key Idea/Topic – The Union Generals – Winfield Scott, George McClellan and Ulysses S. Grant

History Activity:

- Complete a biography page about Ulysses S. Grant.
- Watch [The Civil War: A Film by Ken Burns](#) episode 4: *Simply Murder, 1863*

Literature:

The Mostly True Adventures of Homer P. Figg – read chapters 3 – 5

Notes and Vocabulary:

If you were in Homer's place, would you have done the same thing as him?

Reader:

Read Lincoln, a Photobiography chapter 2 pages 7 – 14 (stop at "It didn't seem natural to see a feller read like that..")

Dictation:

Complete dictation passage.

Memory Work:

Continue memorizing the poem *The Rainy Day* by Longfellow.

American History, Part 2

Week 3 - Day 3

History Reading:

War, Terrible War – read chapter 13

Key Ideas/Topic – The Confederate generals – J.E.B. Stuart, George Pickett, “Stonewall” Jackson and Robert E. Lee

History Activity:

- Choose a Confederate General and fill out a biography page.
- Using the notebook page on pg. 259, compare and contrast the Union and Confederate Generals on a Venn diagram. Why were the Confederate generals typically better than the Union generals?

Literature:

The Mostly True Adventures of Homer P. Figg – read chapters 6 – 7

Notes and Vocabulary:

trussed – to tie up tightly

Dictation:

At the bottom of the hill is a fine stone wall, straight as a schoolmarm’s ruler, and beyond the stone wall, set like a jewel on the crown of a soft green hill, is a big house. An amazing house. A grand house made of stone and brick, with white pillars in the front and curtains in the windows and slate tiles on the roof and chimneys on every corner.

Reader:

Read Lincoln, A Photobiography chapter 2 pages 14 – 25 (start at “By the time he was 16...”) and choose a narration card to complete.

Memory Work:

Continue memorizing the poem *The Rainy Day* by Longfellow.

Science:

Read Kingfisher Science Encyclopedia pages 392 – 393 and discuss the reading; either write an outline or a list of facts based on the reading (pg. 33); color and label the “Life Cycle of a Star” sketch (pg 30)

American History, Part 2

Week 3 - Day 4

History Reading:

War, Terrible War – Chapter 14

Key Ideas/Topic – The issues that Jefferson Davis and the southern states faced during the Civil War.

History Activity:

Watch [The Civil War: A Film by Ken Burns](#) episode 5: *The Universe of Battle, 1863*

Literature:

The Mostly True Adventures of Homer P. Figg – read chapters 8 – 10

Notes and Vocabulary:

elixir – a substance said to be able to heal or extend life; a sweetened, usually alcoholic liquid containing medicine

- Tourmaline is a mineral of variable color that makes a striking gem when transparent and cut. You can learn more about this gemstone here:

http://www.gemstone.org/index.php?option=com_content&view=article&id=110:sapphire&catid=1:gem-by-gem&Itemid=14

Dictation:

Complete the dictation passage.

Reader:

Read Lincoln, a Photobiography chapter 3

Poetry:

Poetry for Children: Longfellow – read pages 17 - 18

Memory Work:

Continue memorizing the poem *The Rainy Day* by Longfellow.

American History, Part 2

Week 3 - Day 5

History Reading:

War, Terrible War – chapter 15

Key Idea/Topic – Choosing which side to fight on during the war.

History Activity:

Map 2 (pg. 249) color the Union states blue, the Border States purple and the Southern States red.

Literature:

The Mostly True Adventures of Homer P. Figg – read chapters 11 – 13

Notes and Vocabulary:

baffles – a wall or screen used to turn aside, check or regulate the flow (of fluid, sound, light)

cesspit – a pit for the disposal of refuse (or sewage)

- “A person has only two options in life, to do something or to do nothing.” This quote can apply to everyone – discuss how it applies to the story. Does it hold any meaning to your life? Why?

Reader:

Read Lincoln, a Photobiography chapter 4 pages 45 – 55 (stop at: “It will become all one thing , or all the other”). Choose a narration card to complete.

Memory Work:

Recite the poem *The Rainy Day* by Longfellow either for a small audience or make a recording.

Science:

Complete any additional reading and have your child write a short report.

Biography Page for _____

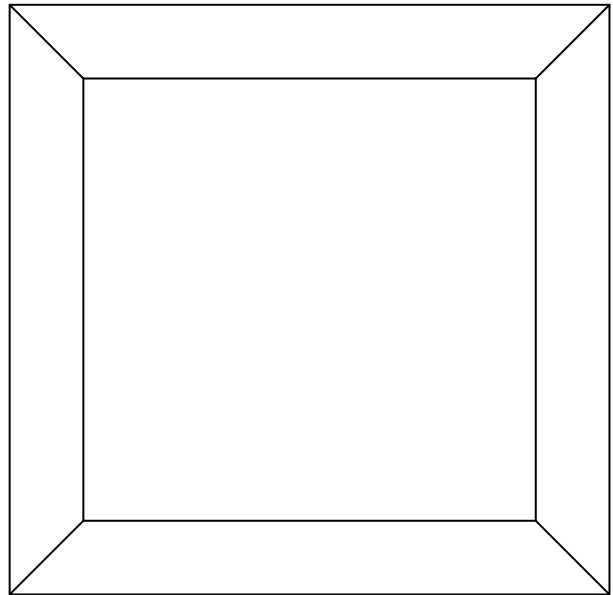
What is this person most well known for?

What was their childhood like?

What did they want most in life?

What do you think was the most important event in their life?

What is something interesting that you learned about this person?



State Page

State Motto:

State Capitol:

Year of Statehood:

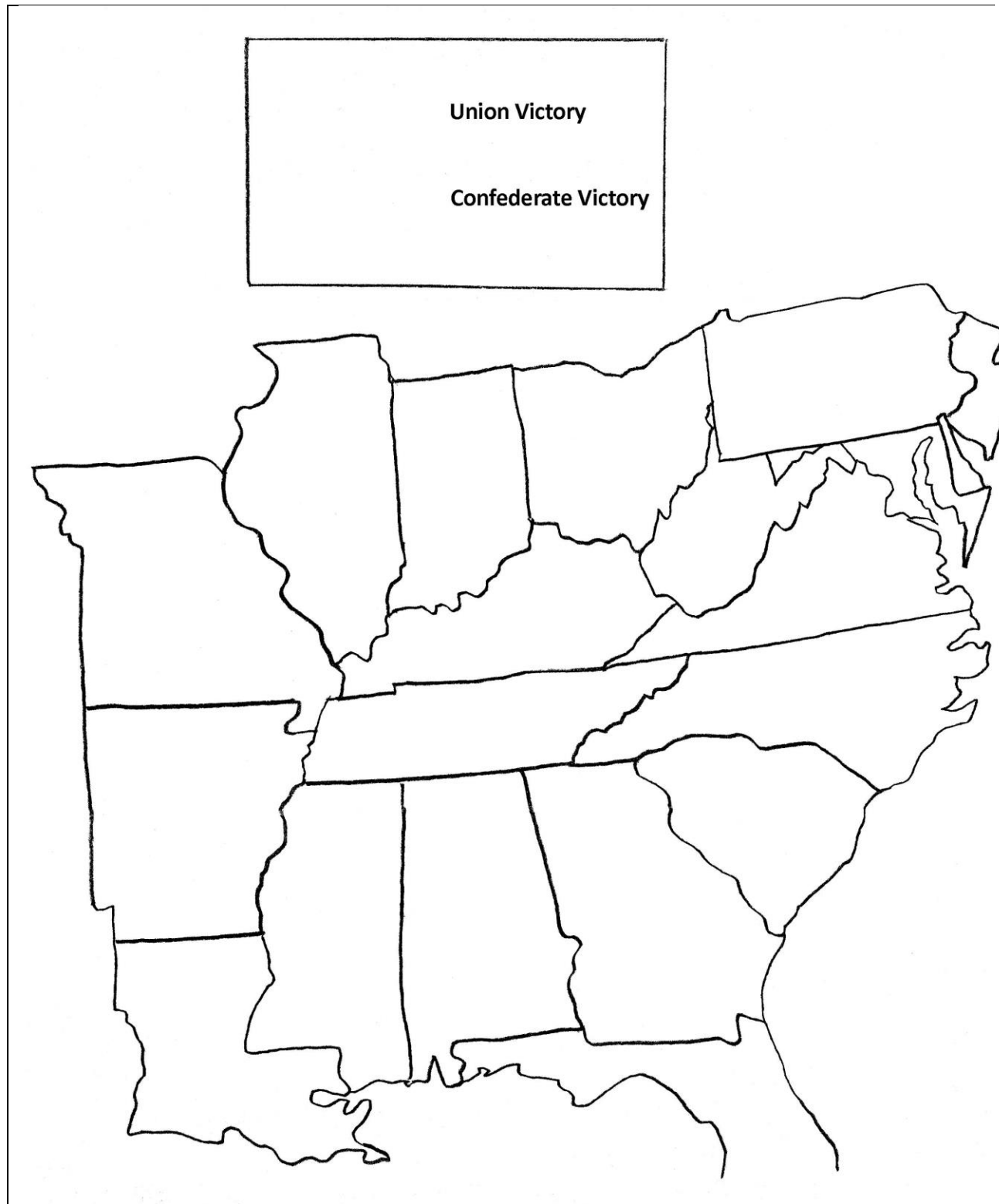
State Bird:

State Flower:

What is this state known for?

What is an interesting or weird fact about this state?

Map 1



Compare and Contrast Union and Confederate Generals

