### History/Geography

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Day 1

History/Geography

*Children’s Encyclopedia of American History* | pp. 100–103

To Discuss After You Read

Q: Why did homesteading become a movement?
A: cheap land and new technology drew settlers and ultimately formed states and territories

Q: Describe the Industrial Age.
A: manufacturing of goods produced through factories and mills; goods became affordable for all; the difference between rich and poor grew; workers sought expanded rights through unions

Timeline and Map Activities

- **Joseph Gidden invents barbed wire (1874)**
- **McCormick Reaper invented (1831)**
- Montana (B5); North Dakota (B6); South Dakota (C6); Oklahoma (E5) (map 1)
- Scandinavia (C6) (map 5)
- Holland (D4) (map 6)

*Wee Sing America* | “Goober Peas” p. 30

A goober pea is a peanut.

Readers

*Turn Homeward, Hannalee* | Chapter 7

To Discuss After You Read

Q: Why can Hannalee not write to her mother?
A: the mail is not delivered to the South, an enemy country of the North

Q: Why does Rosellen wish she was married to Davey?
A: she would rather have one day as a loving wife and then grieve as a widow if necessary

Read-Alouds

*Across Five Aprils* | Chapter 11 pp. 177–183 (through second paragraph)

Vocabulary

Rosecrans, McCook, and Crittenden, who in the bewildering mountain terrain had completely lost control of the men they were supposed to command, were now accused of everything from downright stupidity to traitorous *complicity* with the enemy. (*association or participation in or as if in guilt*)

Another said that the President’s speech would live among the *annals* of man. (*historical records*)

A people pushed to the *extremities* that existed in the South could not possibly hold on, the papers claimed. (*a condition of extreme urgency or necessity*)

In the South the Confederate Congress cried out that if the Washington government called for restoration of the Union it was merely setting a cruel trap for the *deluded* … (*misled, deceived*)

***

provender: dry food for domestic animals.

**Army of Tennessee**: the main Confederate army operating between the Appalachian Mountains and the Mississippi River—not to be confused with the Union Army of the Tennessee, named after the Tennessee River.

vindictiveness: a quality or state characterized by an intent to cause unpleasantness, damage, or pain.

clemency: a disposition to be mild and compassionate and to moderate possible severity of judgment and punishment.

amnesty: the act of an authority by which general pardon of an offense is granted often before trial or conviction especially to a large group of individuals.

To Discuss After You Read

Q: Who won the battle at Chickamauga and why?
A: the South—for it outnumbered the Northerners by 20,000 men and the Northern generals got lost in the mountainous terrain

Q: When Lincoln spoke at Gettysburg, how was his speech received? Read the speech—it can be found in Section Three.
A: there was a mixed reaction

Q: What did Lincoln’s proclamation of amnesty include?
A: pardon and full rights to any individual Confederate who would swear to protect the Constitution and the Union and abide by the pronouncements against slavery, and any Confederate state could return whenever ten percent of the voters brought in a Union government

Timeline and Map Activities

- Chickamauga (G6); Chattanooga (F6); Lookout Mountain (G6) (map 2)
- Gettysburg (C4) (map 3)
Day 2

History/Geography

_The Landmark History of the American People, Volume II_ | Chapter 15

**To Discuss After You Read**

Q: What happened to many farmers during this time? [pp. 98–99]
A: they abandoned their farms and moved to cities

Q: Why were cities sometimes called the nation’s “melting pots”? [pp. 98–99]
A: because they were made up of immigrants from many different nations

Q: How did public education help immigrants integrate into American culture? [pp. 100–101]
A: it taught them English and American customs

Q: Describe the tenement-house. [pp. 100–101]
A: specially designed tall buildings, made to hold the largest possible number of families; inside rooms had no windows or ventilation

Q: What was the dumbbell tenement like? What were the downsides of these tenements? [p. 102]
A: shaped like a dumbbell; designed to fit on a narrow lot; four sets of apartments were on each floor; inside rooms were supposed to get light and air; downsides included poor light, smells of garbage, airshafts that allowed fire to spread quickly, noises, lack of privacy, poor plumbing, and dirty shared toilets

**Timeline and Map Activities**

- Half of all Americans live in cities (1915)
  - Manhattan (D11) (map 1)
  - Calabria (G6); Dublin (D2); Genoa (E5); Hamburg (C5); Naples (F6); Sicily (G6) (map 6)

_Wee Sing America_ | “Goober Peas” p. 30

**Readers**

_ Turn Homeward, Hannalee_ | Chapter 8

**To Discuss After You Read**

Q: Why do Jem and Hannalee see a battle?
A: Jem walks away from his farm, and as they travel south they get caught in the middle

**Read-Alouds**

_ Across Five Aprils_ | Chapter 11 pp. 183–192

Vocabulary

“… The President’s face is deeply lined, and his cheeks are gaunt” (thin and angular)

Jethro had been barely conscious of the excitement, anger, and vicious *invective* that had accompanied the election of 1860… *(of, relating to, or characterized by insult or abuse)*

Midwestern newspapers reprinted the blasts of Wendell Phillips in the East, and of Editor Horace Greeley, who asked *rhetorically* if this man Lincoln was the sole hope of the Republican Party. *(without regard to some actual condition or circumstance qualifying or negating the literal significance of the statement)*

Soldiers of the Army of the Potomac, loyal still to McClellan, had nodded *cynically* at the advent of Grant. *(exhibiting feelings ranging from distrustful doubt to contemptuous and mocking disbelief)*

The *preponderance* of the soldier vote was for Lincoln that year. *(a superiority or excess in number or quantity)*

**paeans:** an exultant outburst.

**worsted:** defeated.

**To Discuss After You Read**

Q: Did Lincoln breeze into office for a second term? Why or why not?
A: no, people hated his amnesty program and the war had dragged on too long, and too many lives had been lost by blundering and corruption

Q: What did these battles have in common: The Battle of the Wilderness, Spotsylvania, Chickahominy River, and Cold Harbor?
A: they were all battles against Lee and had no wins

Q: Why does Ross Milton believe the President will be re-elected? Why is Lincoln re-elected?
A: the country will not admit that its sons had died for nothing; the Union begins to win battles

Q: What is the fate of the various Creighton brothers?
A: Tom is killed, Eb deserted and returned, Shad almost killed, John still fighting, and Bill a prisoner of war

**Timeline and Map Activities**

- Atlanta, Georgia (G6); Nashville (F5); Mobile (I4) (map 2)
- Spotsylvania (D3); Battle of the Wilderness (D3); Cold Harbor (E4); Petersburg (E3); Cedar Creek (D3); Shenandoah Valley (D3) (map 3)

_Oxford Illustrated Book of American Children’s Poems_ | p. 31
**Day 3**

**History/Geography**

*The Landmark History of the American People, Volume II* | Chapter 16

**To Discuss After You Read**

**Q:** Who were the Molly Maguires? What happened to a group of them? [pp. 104–105]

**A:** a secret society of miners formed in Eastern Pennsylvania; ten were executed for murder on the basis of flimsy evidence

**Q:** What was the Haymarket Massacre? [pp. 106–107]

**A:** when police tried to break up a meeting of anarchists and communists and a bomb exploded, killing seven policemen and injuring 70 other people

**Q:** What was the American Federation of Labor? What were their goals? [pp. 106–107]

**A:** an organization of trade unions among skilled workers; they wanted better wages and shorter hours

**Q:** What did newspapers do in response to rising crime? Why? [pp. 106–107]

**A:** they became more sensational, featuring the worst crimes and glamorizing the worst criminals; they wanted to sell more copies and attract advertisers

**Q:** Who were Oldcomers and Newcomers? Why were there tensions between them? [pp. 108–109]

**A:** Oldcomers originally came from immigrant families, but had been in the U.S. for a long time, while Newcomers were new immigrants; some Oldcomers blamed troubles on the Newcomers and believed the whole nation belonged to Oldcomers, not Newcomers

**Q:** What was the purpose of the Immigration Restriction League? What sorts of ideas did the founders have? [pp. 108–109]

**A:** the group wanted Congress to pass laws that would keep out "undesirable" immigrants; the founders were racist, believing that people from England and Germany were superior to others

**Timeline and Map Activities**

**"Haymarket Massacre" (1886)**

- West Virginia (D9); Homestead, PA (D9) (map 1)
- Chicago (C6); Springfield, IL (D5) (map 2)
- Pittsburgh (C2); Boston (A8); Philadelphia (C5); Detroit (A1) (map 3)

**Read-Alouds**

*Across Five Aprils* | Chapter 12 pp. 193–201

**Vocabulary**

The role of this state in bringing on the war served as a "just" excuse for *atrocities* that no thoughtful man could excuse. *(savagely brutal or cruel deed)*

---

**Andersonville Prison:** also known as Camp Sumter, it served as a Confederate prisoner-of-war camp. Over 12,000 Union prisoners died there from starvation, disease, and abuse.

**throes:** the struggle and anguish immediately preceding death.

**bigots:** one obstinately and irrationally, often intolerantly, devoted to his own church, party, belief, or opinion.

**To Discuss After You Read**

**Q:** Why is Sherman’s March to the sea considered controversial?

**A:** the army of Tennessee burned every fence and house and barn in sight—done to demoralize the South which began the fight, but it was violence toward women and children—the suffering will hopefully shorten the war and punish the South but hatred rises

**Q:** Why is Ed Turner concerned about his son the soldier?

**A:** can a man do all the atrocities the Northern armies do to Southern civilians, be cheered for the wickedness and not have damage done to their souls?

**Q:** What does Mr. Milton counsel Jethro regarding the war’s end?

**A:** the destruction of property can be relatively easily fixed—the hatred of man to man, the need for revenge will spoil the peace

**Q:** What hope does Mr. Milton have and why?

**A:** his hope is in the President who he believes tries to err on the side of mercy which the country needs

**Q:** The 13th amendment constitutionally abolished slavery once and for all. Why is the 13th amendment not perfect?
A: it grants freedom to people not prepared to take it, former slaves lack experience and education, and angry and bigoted people will not offer the hand of friendship

Q: What took place at the Appomattox Court House?
A: Lee surrendered to Grant, ended the Civil War

Timeline and Map Activities

- Savannah, Georgia (F9); North (E9) and South Carolina (F9); Appomattox (E9) (map 1)
- Savannah, Georgia (F9); North (E9) and South Carolina (F9); Appomattox (E9) (map 1)

Day 4

History/Geography

*Children’s Encyclopedia of American History* | pp. 112–115

To Discuss After You Read

How are we to care for the poor and suffering? The book appears to favor government involvement, noting, “Government was slow to respond, so private groups provided badly needed help.” In the sidebar about Jacob Riis we read that his photographs “helped people realize that government action was necessary to improve conditions in city slums.” What role should government have in such situations? Is government always the most effective? There are broader questions to consider and how we answer those questions relate in large part to how we see the world and our place in it (our worldview).

Q: Why do you think so many people immigrated to America?
A: answers will vary; they saw it as a place of opportunity; they wanted adventure and a fresh start; they admired American freedoms, including freedom of religion

Q: Why were there labor struggles?
A: as industry grew, workers felt unfairly cared for and paid; they would strike to draw attention to their requests for better work

Timeline and Map Activities

- Chinese Exclusion Act (1882)
- Homestead Strike (1892)
- Pullman Strike (1894)
- American Federation of Labor organized (1886)
- Russia (C8) (map 5)
- Germany (D5); Poland (D6); Italy (F6) (map 6)

_Wee Sing America_ | “Goober Peas” p. 30

Read-Alouds

_Across Five Aprals_ | Chapter 12 pp. 201–209

Vocabulary

Abraham Lincoln had been senselessly slain by the hand of a madman, and Jethro Creighton, with all the people of his time, had suffered an **irreparable** loss. (impossible to make good, undo, repair, or remedy)

He had not embraced one of his brothers since the days of his very early childhood, but that morning he put his arms about Shadrach, and slowly the joy for the living **assuaged** a little the grief for the dead. (reduced the intensity of)

An onlooker, not understanding the situation, would have wondered at the strange intensity of the two; an onlooker might have believed for a moment that they were man and boy suddenly **bereft** of their reason. (deprived)

Web Links for _Across Five Aprals_

The History of Southern Illinois (The Civil War and Late 19th Century). Visit our IG links web page for a link that will allow you to learn more.

Civil War Period Uniforms and Accouterments and Civil War Recipes. Visit our IG links web page for links that will allow you to learn more.

_Oxford Illustrated Book of American Children’s Poems_ | pp. 32–33
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**Day 1**

**History/Geography**

The Landmark History of the American People, Volume II | Chapter 17

To Discuss After You Read

Q: What sorts of things did Jane Addams do as a reformer? [pp. 111–112]

A: She was a leader in the women’s suffrage movement, fought against child labor, championed freedom of beliefs, and founded Hull House and the American Civil Liberties Union.

Q: What was Addams’s simple plan, inspired by Toynbee Hall? [pp. 112–113]

A: To settle a group of well-to-do educated young men and women in the poorest slum who would see firsthand the struggles of the poor, learn from them, and also teach them.

Q: How did the Morrill Act encourage the establishment of new colleges? [pp. 112–113]

A: It granted lands to support new state colleges.

Q: How is La Guardia remembered as a politician? [pp. 114–115]

A: As a fearless defender of the poor and for fighting corruption.

La Guardia Airport in Queens, New York, is named after Fiorello La Guardia, though prior to that name, given in 1953, it was called Glenn H. Curtiss Airport, after an aviator, North Beach Airport, and New York Municipal Airport-La Guardia Field.

Timeline and Map Activities

- **Morrill (“Land Grant College”) Act started (1862)**
- **Jane Addams (1860–1935) starts Hull House**
- **Lithuania (C7)** (map 6)

**Read-Alouds**

Caddie Woodlawn | Chapter 1

Vocabulary

“Do you think the Indians around here would ever get mad and massacre folks like they did up north?” (to murder or kill especially with violence or cruelty)

She poised irresolutely on the bank above the three adventurous ones. (in an uncertain manner)

“No, they’re just right to pick right now, if we spread them on the woodshed roof to dry,” said Tom judicially. (expressing judgement)

She rushed on, red and disheveled, and flung open the dining-room door. (in disorder and disarray)

Everybody was calm and clean and sedate, and at one end of the table sat the circuit rider! (uninfluenced by disturbing elements)

***

jerked venison: deer meat which has been cut into long slices or strips and dried in the sun.

circuit preacher: a minister who, in response to a shortage of clergy, serves multiple churches in a large area.

To Discuss After You Read
Q: What significance in personality occurred in Caddie’s family’s hair color?
A: the red heads were the adventurous ones, and the dark-haired side of the family all had safe and tidy virtues

Q: How did the Indians make a canoe?
A: they built a framework of the canoe and covered the frame with pliable sheets of birch bark. The sheets were first sewn together and then cemented on with hot pitch

Levi Strauss (1829–1902) developed blue denim sturdy pants for California Gold Rush miners.

Timeline and Map Activities

- Levi Strauss (1829–1902) develops sturdy pants for California Gold Rush miners
- Caddie Woodlawn was eleven (1864)
- Wisconsin (C8) (map 1)
- Red Cedar River (A5) (map 2)

To Discuss After You Read

- The book reports of the Progressive Era: “One percent of the population controlled 70 percent of the nation’s wealth.” Who controls “wealth”? Are these sorts of insights relevant today? A 2006 documentary called The One Percent claimed that 1 percent of the wealthiest people in America controlled more than 40 percent of the wealth in the nation. Beginning in 2011, protests in various urban centers objected to what they claim is an unequal balance of power when it comes to wealth. Some have called this movement Occupy Wall Street. Calling themselves the “99 percent,” these protesters seek to equally distribute wealth, which they view as being unbalanced and, in effect, leaving out everyone else who is not in the one percent. How do they propose to do this? There is no single solution, but the general tone of these individuals seeks to take some of the wealth from the one percent and distribute it to others. Such an approach hardly comes across as capitalistic, leading to criticisms that such an approach is more akin to socialism. In principle, capitalism allows everyone an opportunity to succeed financially. This matter, then, raises ethical questions. Is it right for those who feel disenfranchised to demand that others who have attained wealth and success distribute what they have to others? There are complex issues at play here, and we don’t claim to have all the solutions, but it’s worth pointing out this sort of thinking, suggested by the book, and how it is still an issue in our own times.

- Eighteenth Amendment begins Prohibition (1919)
- Nineteenth Amendment gives women the right to vote (1920)
- NAACP begins (1909)
- Mother Jones leads march against child labor (1903)

Read-Alouds

- Caddie Woodlawn | Chapters 2–3

Vocabulary

... in white aprons and neat braids, sat up straight and clean with their eyes fixed piously on the circuit rider’s face. (in a manner marked by or showing reverence for deity and zealous devotion to the duties and rites of religion) [chap. 2]
“Goodness knows, I’ve fed them enough *victuals*, and, of course, you know how my husband has treated them?” (*food for people*) [chap. 2]

But, when Mr. Tanner began to recount his adventures since the last night he had spent the night under their roof, they were once more *enthralled*. (*held spellbound, captivated*) [chap. 2]

“Then I miss its *genial* tick, and I feel as if I’m looking at the face of a dead friend.” (*marked by or diffusing good cheer, warmth, sympathy, or friendliness*) [chap. 2]

They had taken up their *perilous* journey toward the South. (*capable of inflicting harm or injury*) [chap. 3]

“Well, of all things!” cried Mrs. Woodlawn, her clear brow darkening *ominously*. (*indicative of future misfortune or calamity*) [chap. 3]

Uncle Edmund shouted with laughter, and Caddie laughed, too, a little *ruefully*. (*in a manner of feeling or expressing sorrow or pity*) [chap. 3]

**northern lights or aurora borealis**: a natural display of light in the sky that can be seen only at night. The northern lights mostly occur in far northern regions. They appear chiefly as arcs, clouds, and streaks. Some move, brighten, or flicker suddenly. The most common color in an aurora is green. But displays that occur extremely high in the sky may be red or purple. Most auroras occur about 60 to 620 miles [97 to 1,000 kilometers] above the earth. Some extend lengthwise across the sky for thousands of miles. [chap. 2]

cameo: a small piece of sculpture on a shell with layers of different colors, the figure being cut in relief in one layer and another as background. [chap. 2]

brooch: a fashion pin. [chap. 2]

truck heap: similar to a compost pile where food scraps and other garbage would be collected to decompose. [chap. 3]

haymow: a part of a barn where hay is stored. [chap. 3]

grinning like two Cheshire cats: the Cheshire Cat is a character from *Alice in Wonderland* who was distinctive because of his broad grin. [chap. 3]

Passenger pigeon: an extinct bird that was once abundant in eastern North America. The last known passenger pigeon died in 1914 at the Cincinnati Zoological Gardens. Its body is now displayed at the National Museum of Natural History in Washington, D.C.

The male passenger pigeon grew about 16½ inches [42 centimeters] long, with a long pointed tail; a short, black bill; and red eyes and feet. It had a gray-blue head and body. The feathers on the male’s neck and throat were wine-colored, with green and purple highlights. The female was similar but was smaller with duller colors.

Scientists estimate that as many as 3 billion to 5 billion passenger pigeons lived across eastern North America in the year 1500. They nested from the Atlantic Coast as far west as Montana. The birds got the name passenger pigeon because they traveled often to new places to look for food. They flew rapidly, sometimes in huge flocks. One flock in 1810 was calculated to have over 2 million birds, enough to block out the sun.

Passenger pigeons nested chiefly in forests of oak and beech, where they ate acorns, beechnuts, berries, and grains. Their enormous breeding colonies averaged 30 square miles [78 square kilometers] in area. Females laid only one egg on each nesting attempt.

The great number of passenger pigeons began to decline in the 1850s. Many beech and oak forests were cut for use as fuel and lumber and to clear land for farms. As a result, much of the passenger pigeon’s habitat was destroyed. Hunters also killed millions of nesting passenger pigeons for food, and some even dynamited the bird’s colonies. People shipped barrels full of birds to the cities. These factors, combined with the bird’s low reproductive rate and inability to nest in small colonies, doomed the bird to extinction.1 [chap. 3]

To Discuss After You Read

Q: Why is Caddie allowed and even encouraged to run wild with her brothers? [chap. 2]

A: *she had been pale and delicate as a small child and her sister had died—this was an experiment to see if Caddie’s life could be saved*

Q: What were the two main topics of discussion among the adults? [chap. 2]

A: *the Civil War and Indian Massacres*

Q: Why does Mother think the local Indians should be faithful to the Woodlawns? [chap. 2]

A: *she has fed them and her husband changed the flint locks on all the Indians’ guns to a modern spring lock*

Caddie’s father doesn’t fight in the Civil War because he paid a man to fight in his place.

Q: Why do you think Caddie would not be ashamed of her mother if she was an Indian? [chap. 3]

A: *Caddie is not as conscious of what other people think; she makes her own decisions*

Q: Why does Uncle Edmund like to hunt passenger pigeons? [chap. 3]

A: *there are so many pigeons; even a poor hunter can have success*

Q: Why does Caddie feel sorry for the passenger pigeons? [chap. 3]

A: *like the Indians, they are fighting a losing battle with the white man*

---

Q: Why did the Woodlawn children accept their parent’s decisions as final? [chap. 3]
A: the parents didn’t change their minds; teasing for favors in a large pioneer family didn’t work

Timeline and Map Activities

憇 Civil War (1861–1865)
憇 Dunnville (A5) (map 2)
憇 Boston (A8) (map 3)

Oxford Illustrated Book of American Children’s Poems | p. 34

Day 3

History/Geography


To Discuss After You Read

Q: The progressive reformers sought to 1) “make government more responsive to the needs and desires of the people”; and 2) “to limit the power of political bosses, reduce the influence of giant corporations, and give average people a stronger voice in government.” Do you think these goals have been achieved?
A: answers will vary

Q: How did the commission system help solve government problems?
A: specific jobs were assigned, making for a more active and responsive government

Timeline and Map Activities

憇 Wisconsin (C8); Galveston, Texas (G6) (map 1)
憇 Dayton, OH (D7); Toledo, Ohio (C8) (map 2)

Wee Sing America | “America the Beautiful” pp. 16–17

Readers

Shades of Gray | Chapters 4–5

To Discuss After You Read

Q: What is Uncle Jed’s philosophy of education, and what are the advantages and disadvantages of his approach?
A: a person should try things and figure them out without help; Advantages: potentially leads to a sense of self-sufficiency, and confidence in one’s ability to figure things out for oneself; Disadvantages: slow, wasteful; while potentially good for activity-based skill development, it doesn’t necessarily work well for intellectual education

Q: What does Uncle Jed say in response to Jonas Jenkins’ comment about him being a coward? What is YOUR opinion of Uncle Jed’s philosophy?
A: Who do you think is the coward: the man who walks away from a fight he knows he can win, or the man who issues a challenge that he knows won’t be accepted?

Read-Alouds

Caddie Woodlawn | Chapter 4

Vocabulary

The oaks and sugar maples were putting on their vivid red and orange hues, and river, lake, and sky were all sublimely blue. (hues: shades of color; sublimely: utterly, completely)

The report reverberated through the woods, shattering the silence into a hundred echoes. (continued or became repeated in or as if in a series of echoes)

“So you said,” agreed Uncle Edmund jovially, chuckling to himself. (in a manner characterized by or showing marked good humor especially as exhibited in mirth, hilarity, or conviviality)

After everything else, to attempt to bribe a Woodlawn was heaping infamy upon infamy. (an extreme and publicly known criminal, shocking, or brutal act)

“I’ve had my comeuppance—with, for once, my dear.” (a deserved rebuke or penalty)

Their three figures were silhouetted against the sunset, Caddie, Nero, and Uncle Edmund … (appeared in profile)

* * *

**Indian summer:** a short period of especially fair weather and mild days. It comes in late October or early November while the leaves are turning color and falling from the trees. Indian summer has no definite dates to begin or end. The mild, pleasant weather of Indian summer follows the autumn’s first period of cold, wintry days. The days become noticeably warmer, but the nights remain chilly. The sun shines dimly and softly. The sky turns a rich blue and appears gentle and hazy near the horizon. The air remains smoky and still, with almost no wind. An Indian summer moon often has a soft yellow or orange hue. An Indian summer lasts from a week to 10 days, and sometimes for two weeks. Then winter begins. The origin of the name Indian summer is uncertain. One story says that the American settlers named the period after the American Indians, who told the settlers that this period would come. The settlers also believed that the smokeiness of Indian summer came from fires that the Indians built on the prairies.

Fife and drum corps: a military marching band featuring drums and several accompanying transverse flutes with shrill tones.

war-time “green-back” worth one-third of a silver dollar’s worth: green-back is a popular name for United States notes, a kind of paper money. The United States government first issued paper currency in 1861 to finance its Civil War operations. The first bills were redeemable in coins. But after 1862, the notes were only promises by the United States to pay. The reverse side of the bills was printed in green. Because the notes had no metal money behind them as security, people said they were backed only by green ink. In time, the notes became known as greenbacks. At one time when people held little confidence in the government, greenbacks were worth only 35 cents in coin for each dollar.3 

brace of partridges: two of a kind, a pair.

To Discuss After You Read
Q: Why did Caddie not rub in the fact to her brothers that Uncle Edmund was only taking her hunting?
A: she had a kind heart and she was afraid of the ramifications in her life if she did

Q: What was even a bigger insult to Caddie than Uncle Edmund’s trick of ruining the raft?
A: trying to bribe Caddie to not tell on him
darning: mending a hole or tear in cloth with interlacing stitches usually in plain weave.

sailor's hornpipe: originally a Celtic dance, the Sailor’s Hornpipe is one of the traditional dances of the British Isles. The costume worn is based on a British seaman’s uniform. The name originally comes from a crude English folk wind instrument which was made from either wood or ox horn and was common throughout Great Britain in the 1700s. Small, cheaply made and not requiring any great skill to master, it was the instrument of the common folk. With the limited space aboard ships, it became popular with sailors. Later the name hornpipe became attached to a number of tunes in a particular rhythmic style, played on hornpipes, and still later the dances accompanying that style also became known as Hornpipes. If you watch the dancer’s steps you can clearly see that the steps relate to naval activities, such as climbing the ropes, hauling in the anchor, searching for land, saluting the captain, etc.  

quicksand: extremely fine sand that acts like a fluid because water flowing through the sand forces individual grains apart and prevents them from settling. In the quick condition, the sand loses its firmness and cannot support heavy weight. Thick layers of quicksand are dangerous and may cause the death of trapped people.

quagmire: soft wet miry land that shakes or yields under the foot.

hummock: a slight rise of ground above a level surface.

To Discuss After You Read
Q: How do Father and Uncle Edmund’s opinions of working dogs differ?
A: Father believes sheep dogs serve a more worthy calling caring for sheep; Uncle Edmund only loves hunting and believes a sheep dog could make a good hunting dog.

Timeline and Map Activities
Trace Uncle Edmund’s trip from Dunnville (A5) down the Menominee River (A7) to the Chippewa River (A5), down the Chippewa River (A5) to the Mississippi River (G3), down the Mississippi River (G3) to St. Louis (E4) (map 2)

Oxford Illustrated Book of American Children’s Poems | p. 35

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### History/Geography

**The Landmark History of the American People, Vol. II**
- chap. 19
- chap. 20
- chap. 21
- chap. 22

**Wee Sing America**
- “The Old Chisholm Trail” p. 43.

### Readers

**Shades of Gray**
- chaps. 7–8
- chaps. 9–10
- chaps. 11–12
- chap. 13

### Read-Alouds

**Caddie Woodlawn**
- chap. 6
- chap. 7
- chaps. 8–9
- chaps. 10–11

**Oxford Illustrated Book of American Children’s Poems**
- p. 36
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### Other Notes

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**Week 12**

### Notes

**Day 1**

#### History/Geography

**The Landmark History of the American People, Volume II | Chapter 19**

To Discuss After You Read

Q: Prior to regular home postal delivery service, how did people get letters? [pp. 124–125]
A: people had to go to a post office or pay a mail carrier every time they delivered a letter

Q: How did the mailbag catcher work? What problem did it solve? [pp. 126–127]
A: speeding trains could snatch a bag of mail hanging beside the track; in small towns where trains did not stop, people still wanted to get and send mail

Q: What were some good points of the “old-fashioned” postal system? [pp. 128–129]
A: people didn’t get “junk mail”; the general storekeeper was also the village postmaster; when the post office was in a corner of the general store, the system brought customers to the store; people would socialize with one another when they met at the post office

Timeline and Map Activities

- Congress adopts Rural Free Delivery (1896)

**Wee Sing America | “The Old Chisholm Trail” p. 43**

**Readers**

**Shades of Gray | Chapters 7–8**

To Discuss After You Read

Q: What enemies has Uncle Jed faced, and which enemies has he never faced and why?
A: he has faced hunger, illness, grief and hatred; but never a countryman as an enemy because a countryman does not become an enemy just because he happens to believe differently

Q: Why does Uncle Jed not help on the mill?
A: a former conscripted soldier tells him he is unwanted and unneeded

**Read-Alouds**

**Caddie Woodlawn | Chapter 6**

**Vocabulary**

He pushed back his cap and spat **contemptuously** on the schoolroom floor. (manifesting, feeling, or expressing contempt or disdain)

**challis:** a lightweight soft clothing made of cotton, wool, or synthetic yarns in a plain or twill weave in solid colors or small floral prints.

**piping:** high, shrill.

**clan:** group of people who are related through a common ancestor. Some clans are matrilineal [related through the female line]. Others are patrilineal [related through the male line]. Although they may live far apart, members of a clan feel a close relationship to each other and usually have a strong spirit of unity. They often share property or special privileges. Most clans are exogamous. That is, the members must marry outside of the clan. Clans are often named after a totem [a symbolic animal or plant]. American Indian tribes had clans such as the Bear clan or Tobacco clan. The word clan also refers to groups of people in early Scotland and Ireland who had common ancestors and a common name, and were organized under the rule of a chief. These clans were bilateral [related through both men and women], and marriage within the clan was customary. The Scottish clans began about AD 1000. They carried on feuds in the Highlands, and clan members were expected to defend one another. Most clans lost power after the rebellion of 1745, but a spirit of clan loyalty remains among Scots. They are distinguished by their names—such as MacDonald and Campbell—and by their tartans, the plaids worn as emblems of clan membership).

**1. Source: 2003 World Book Encyclopedia.**

**pommeling:** thumping, pounding.

**“Yankee Doodle”:** a song that has been popular in the United States since the 1700s. Music historians disagree about the song’s origin, but they know that its melody and words have changed over time. In 1767, American composer Andrew Barton used “Yankee Doodle” in an opera. The song must have been well known by that time because Barton did not write out the music. He simply directed the performers to sing his words to the tune of “Yankee Doodle.” During colonial times, British soldiers sang “Yankee Doodle” to poke fun at troops from New England. But instead of taking offense, American soldiers liked the song. During the Revolutionary War patriots sang “Yankee Doodle” in their camps and whistled it in battle. According to tradition, American bands played “Yankee Doodle” when the British surrendered at Yorktown, Virginia in 1781.

**Obediah had met his Waterloo:** Napoleon Bonaparte, French military genius, was defeated at the Battle of Waterloo in 1815. It put an end to his political ambitions to rule Europe. His defeat was so crushing that, when a person suffers a disastrous reverse, we say the person has “met his Waterloo.”

**2. Source: 2003 World Book Encyclopedia.**
To Discuss After You Read
Q: How did the Woodlawn family get the clothing needed for the children who went to school?
A: a seamstress came and made new dresses and suits, old ones were mended, cleaned, and refitted to the younger children

Q: Why do the Woodlawn children go to school in summer and winter?
A: for two months in the summer and for three months in the winter—they share a teacher with another area who teaches the children there in the spring and fall

Q: Describe how the schoolroom was arranged.
A: the boys sat on one side and the girls on the other, about twenty children in all, and often varying in age from six to twenty-one

Try the multiplication tables sung to the tune of “Yankee Doodle.” Does it help you remember them?

Day 2

History/Geography

To Discuss After You Read
Q: What made it hard to be on time in colonial days?
A: watches were expensive, so many people did not carry them and other “timepieces” were un-reliable

Q: How did railroads help people plan their trips? What major challenge did railroads face? How did they solve this problem?
A: they ran on strict schedules; different towns had their clocks set to different times; the problem was solved by Standard Time, which established time zones

Q: Why did some people object to Standard Time?
A: some objected for religious reasons, some saw it as replacing timekeeping by the sun with human inventions

Q: Why wasn’t there a national railroad network yet?
A: many railroad lines did not run on the same gauge

Q: How did the Civil War impact railroads?
A: it brought an urgent need to ship arms and men quickly across the country

Timeline and Map Activities
 Railroads adopt standard time (1883); becomes law (1918)
 Adoption of Standard Time for all of the United States (1918)

Read-Alouds

Caddie Woodlawn | Chapter 7

Vocabulary
After the first tumultuous day, school had settled into a quiet routine. (full of commotion and uproar)

* * *

dry snow: when the air temperature is well below freezing snow is powdery and dry. If the temperature hovers around the freezing mark or slightly above snow can be slushy and wet because it is beginning to melt.

Irishman’s shanty: a small poorly built dwelling usually made of wood.

sty: a pen or enclosure for swine.

spelling bee: a contest that begins with all the contestants standing and ends when all but one have been forced by the rules to sit down after misspelling a word. Spelling bees were both a part of the school curriculum and popular form of recreation in pioneer days.

piccalilli: a relish of chopped vegetables and pungent spices.

soliloquize: to talk to oneself.

titillate: to stimulate by or as if by tickling.

gimcracks: doodads, gadgets.

To Discuss After You Read

Q: Caddie and Warren tried to make up what they lacked in skill with daring. What was a dangerous consequence?
A: answers will vary

Q: Why do you think pioneer children were expected to know how to use their heads in emergencies?
A: there often were no adults around to save them

Timeline and Map Activities
 Eau Galle (A5) (map 2)

Readers

Shades of Gray | Chapters 9–10

To Discuss After You Read
Q: Why do the miller have so much food?
A: the Yankees made him work for them, and the government paid him for his work

Q: What decision does Will need to make?
A: whether to stay with his aunt or go to live with Doc Martin

**Day 3**

**History/Geography**

*The Landmark History of the American People, Volume II* | Chapter 21

**Vocabulary**

**utopia:** a perfect place; the opposite is a dystopia (a bad place).

**To Discuss After You Read**

Q: Why did some new cities want to stay small?  
[pp. 136–137]  
A: to escape the troubles of crowded cities

Q: What was a “company town”?  
[pp. 138–139]  
A: towns that companies built for workers

Q: Even though company towns were often better than crowded tenements, what were some “new horrors” of company towns?  
[pp. 138–139]  
A: living in a company town was like being a serf in the Middle Ages—the company controlled your job, where you could live, where you could buy your food, schools, and police; sometimes violent strikes took place in company towns

Q: Why did Ebenezer Howard design the garden city?  
[pp. 138–139]  
A: he wanted a suburban utopia—a place for a better life

**Timeline and Map Activities**

- Andrew Carnegie builds first company (1881)
- Wealthy businessmen from New York City begin to commute to suburban living (1892)
  - Omaha (D6); Gary, Indiana (D8); Granite City (D7); Denver (D4) (map 1)
  - Akron, OH (C9); Cincinnati (D7); Kansas City (D2); Lake Calumet (in Chicago, IL) (C6) (map 2)
  - Old Greenwich (in Greenwich) (B6); Monongahela River (C2); Cleveland (B2) (map 3)

*Wee Sing America* | “The Old Chisholm Trail” p. 43

**Read-Alouds**

*Caddie Woodlawn* | Chapters 8–9

**Vocabulary**

He turned it this way and that, smiling an odd, perplexed smile. *(filled with doubt, uncertainty, or confusion)* [chap. 8]

Tom had been pensive for several days before Valentine’s Day. *(absorbed or engrossed in or given to sober thoughtfulness)* [chap. 9]

“A whole silver dollar for Valentines!” cried Caddie, her thrifty soul sincerely shocked. *(characterized by economy and good management)* [chap. 9]

But she had kept her dollar for so long now that she had grown a little miserly. *(characteristic of a person who lives miserably in order to hoard his wealth)* [chap. 9]

… but his mother cooked as the Indians did, and his father was too indolent to try to teach her the white man’s way of preparing food. *(conducing to or encouraging laziness or avoidance of exertion)* [chap. 9]

**hassocks:** small kneeling cushions or footstools. [chap. 8]

**a jig:** any of several lively springy dances in triple rhythm, popular in 16th and 17th century England and Scotland and still commonly danced in Ireland in a way characterized by intricate and dexterous motions of the feet. [chap. 8]

**Valentine’s Day:** February 14 observed as a festival in honor of St. Valentine and as a day for sending love tokens or valentines. [chap. 9]

**dunce’s stool:** a stool in a classroom where a student would be made to sit in disgrace as punishment for not learning his lessons or for misbehaving. [chap. 9]

**Lincoln’s Birthday:** a legal holiday in about 30 states. It honors Abraham Lincoln, the 16th President, who was born on February 12, 1809. Most of the states that celebrate Lincoln’s Birthday do so on February 12, but a few celebrate it on the first or third Monday of February. The first observance of his birthday anniversary occurred in 1866, the year following his assassination.* [chap. 9]

**President’s Day:** in 1977, politicians combined Lincoln’s birthday and Washington’s birthday and create one President’s Day. [chap. 9]

**Readers**

*Shades of Gray* | Chapters 11–12

**To Discuss After You Read**

Q: Why doesn’t Meg know how to read?  
A: no school since the war began and no time or books for her mother to teach her

Q: What makes Hank angry enough to beat up Will?  
A: in England, men are not free to pursue their own lives in [chap. 8]

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*Footnote:*  

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their own ways; and some men live like princes while others must beg for the very crusts that keep them alive.

Q: What was Father’s grandfather’s home like? [chap. 8]
A: as a lord, his lands rolled over hills and valleys and through woods, with a great stone house with towers and turrets and a moat, with swans and peacocks on the lawn.

Q: Father thinks pride is the worst vice of all because people think it is a virtue. What do you think? [chap. 8]
A: no, he only wants what he has won by his own good sense and industry.

Notes: The flag of the nation and the flag of the South in Caddie’s day were very similar to today’s flag. There were 13 stripes of red and white, with 35 stars representing 35 states in a field of blue in the upper left corner. There were several different Confederate flags flown during the Civil War. The Stars and Bars, adopted in 1861 had 2 red stripes and one white stripe, with stars for 7 seceding states arranged in a circle on a blue field in the upper left corner. It looked too much like the U.S. flag, so troops carried a battle flag. It had stars for 11 states and for secession governments in Kentucky and Missouri arranged on stripes of blue forming an X over a square flag of red.5

Caddie shares her birthday on February 22 with George Washington. We celebrate President’s Day on the third Monday in February.

Day 4

History/Geography

The Landmark History of the American People, Volume II | Chapter 22

Vocabulary

diving bell: a large, heavy chamber that looks like a big bell. Divers can get in the bell and be lowered deep under water. Water pressure keeps breathable air inside the bell. If you want to try a little experiment, fill your kitchen sink with water, then push a drinking glass, open side down, into the water slowly. You’ll notice that a pocket of air has formed inside the cup. This is how a diving bell works. [pp. 140–141]

To Discuss After You Read

Q: Why were Mississippi River boatmen and ferrymen concerned about the new bridge? What did they do about it? [pp. 142–143]
A: they thought the railroad that would cross it would compete with their businesses; they tried to get the Secretary of War to take down the bridge towers.

Q: What challenges came about when building the Brooklyn Bridge? [pp. 142–143]
A: John Roebling’s foot was crushed and he died two weeks later of infection; during the building, Washington Roebling got caisson disease (the bends) and could no longer supervise the building on site.

Timeline and Map Activities

James Buchanan Eads builds a bridge across the Mississippi River at St. Louis (1867–1874)
Brooklyn Bridge completed (1883)
St. Louis, MO (D4) (map 2)

Wee Sing America | “The Old Chisholm Trail” p. 43

Readers

Shades of Gray | Chapter 13

To Discuss After You Read

Q: When Uncle Jed takes in a Yankee, how does he justify his action—especially when he knows the neighbors will disapprove? Do you think that is a good approach to take? Why or why not?
A: the same way he justifies almost everything else: “I do what I think is right without worrying about whether it will cause me gain or loss—without worrying about what everyone else thinks.”

Read-Alouds

Caddie Woodlawn | Chapters 10–11

Vocabulary

Caddie skipped as she walked, still feeling the high elation she had felt as she held the flag. (high spirits, joy) [chap. 10]

But Caddie was inconsolable. (grieved beyond comfort) [chap. 10]

… but so great was this disease of fear that even a tavern rumor could spread it like an epidemic throughout the country. (affecting or tending to affect many persons within a community, area, or region at one time) [chap. 10]

“You ‘member the time the sun got dark, eclipse Father called it, and we were so scared?” (the obscuration of one celestial body by another) [chap. 10]

A fine mist, almost but not quite like rain, hung in the air and curtained all horizons in obscurity. (the quality or state of being obscure, inconspicuous, unknown, uncomprehended, or imperspicuous) [chap. 10]

**hoop skirt:** a full outer skirt stretched over a series of hoops. [chap. 10]

**To Discuss After You Read**

**Q:** Why do you think people in pioneer areas did not ride abroad at night in February without some good reason? [chap. 11]

**A:** no outdoor lights, danger from animals and Indians, very cold, roads weren't plowed?

**Q:** Why doesn't Father panic when the news of a potential massacre comes? [chap. 11]

**A:** he is hopeful the news isn't true, that it is just a tavern rumor, plus, Father trusts the honor and friendliness of the Indians they live near

**Q:** Why was the thought of massacre so frightening? [chap. 11]

**A:** an Indian massacre could be brutal, unexpected, and deadly—the Indians were angry at the loss of their land, and murder seemed to be the only way to get rid of the encroaching whites

**Q:** Why did some of the white settlers not differentiate between various Indian tribes? [chap. 11]

**A:** the whites would deal harshly with a gentle tribe to warn other tribes not to come near and many whites did not recognize the differences between the tribes

**Oxford Illustrated Book of American Children's Poems** | pp. 37–38