

## HISTORY

### Historical Introduction

This week is the start of a four-week mini-unit that will actually extend into Unit 2. We are studying the Roaring Twenties, a fascinating period with lots of changes going on. To give you some idea of the big picture, here's our approach. This week's focus is the period when Woodrow Wilson was still in office (but sick, and hardly visible as a leader). America's economy, government, and society had been hyped for war for about eighteen months; there were over a million soldiers overseas on Armistice Day (November 11, 1918). It took over a year for people to lose their fighting spirit, go through a period of irrational fears concerning a violent socialist takeover of America—called the Red Scare—and settle back down to living everyday life.

Before things settled down, the postwar period brought inflated prices for all goods as businessmen sought to return to a privately run economy. It was hard for many people to make ends meet, especially workers. Business leaders were intent on regaining their pre-war profits and sought to do so by keeping workers' salaries low, even when prices were rising. During the war, however, workers had tasted the power of collective bargaining and, when they perceived that management was not going to work with them, laborers used strikes. Because of recent events in Russia and on the European continent, it was easy for Americans to fear that violent socialists were seeking to take over America. Unfortunately, their fear led them to witch hunts and hysteria, which created more problems for Americans.

During this era, two important amendments to the U.S. Constitution were ratified and put into effect. They were the Eighteenth Amendment (Prohibition) and the Nineteenth Amendment (women's suffrage). The Volstead Act enforced Prohibition, making the manufacture and sale of alcohol (but not its consumption) illegal in all states. There had long been support for eliminating liquor and its ill effects from the American scene. Indeed, many states were already "dry" by law, and a temporary law had banned the distilling and distribution of alcohol during the war. A majority of Americans had long wished to see the ban be permanent, and in a last decisive, moralistic, reformatory mood, states quickly ratified the amendment that Congress proposed. The Nineteenth Amendment was also ratified quickly during these years; again, this was the fruit of a long fight on the part of suffragettes, and a woman's right to vote had been debated for years by the American public.

There were huge temptations during this period for Americans to abandon their traditional beliefs and morals. These came from events and forces both inside and outside of America. Unfortunately, many Americans—especially younger women—did succumb to these temptations and adopt ideas, attitudes, and behaviors that God warns against in the Bible. American society was changed for the worse as a result.

Despite some changes for the worse, God's kindness was still on full display in this period. Cars, vacuum cleaners, radios, and a strange new invention called a "moving picture" (which would later become television) became part of American culture. These helped to connect families who lived far apart, saved labor, and added variety, news, music, and fun to Americans' lives in the Twenties. This week, you will also learn about children's fashions in the early 1900's, which should be a fun and interesting study!

### Threads

Observe children's fashions in the early 1900's.

| PEOPLE | VOCABULARY   |
|--------|--|
|        | <input type="checkbox"/> gingham<br><input type="checkbox"/> serge<br><input type="checkbox"/> embroidery<br><input type="checkbox"/> herringbone<br><input type="checkbox"/> cheviot<br><input type="checkbox"/> flannel<br><input type="checkbox"/> cashmere<br><input type="checkbox"/> organdy<br><input type="checkbox"/> percale<br><input type="checkbox"/> voile |

### Readings

- Old-Time Children's Fashions Coloring Book*, by Ming-Ju Sun
- SUGGESTED READ-ALoud: *Harlem Stomp!* by Laban Carrick Hill, chapters 3-4 (Week 2 of 4)

### Thinking

- ∞ How did children dress in the 1920's? How were their clothes different from yours?
- ∞ What does "prohibition" mean? What did Americans do to try to regulate alcohol?
- ∞ What does "suffrage" mean? Which new amendment to the Constitution gave suffrage to more people?

### Writing

| LEVEL | GENRES   | INSTRUCTIONS AND TOPICS  |
|-------|--|--|
| 1     | <input type="checkbox"/> Word Bank   | <input type="checkbox"/> Learn about prepositions from your teacher.<br><input type="checkbox"/> Make preposition word cards to add to your Word Bank.<br><input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.  |
| 2     | <input type="checkbox"/> Word Bank<br><input type="checkbox"/> Word Games                | <input type="checkbox"/> Learn about or review interjections and conjunctions with your teacher.<br><input type="checkbox"/> In your Grammar and Composition Notebook, add a page entitled "Interjections and Conjunctions." Put it behind the "Reference" tab.<br><input type="checkbox"/> Record as many interjections and conjunctions as you can in your notebook. Add more nouns, pronouns, verbs, adjectives, adverbs, and prepositions to appropriate pages if you want to!<br><input type="checkbox"/> See <i>Writing Aids</i> Graphic Organizer for instructions on playing word games. If you have time, play one or two this week.<br><input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you. |
| 3     | <input type="checkbox"/> Playwriting (Week 3 of 4)<br><input type="checkbox"/> Dictation | <input type="checkbox"/> Practice taking daily dictation.<br><input type="checkbox"/> Present your radio play script to your teacher this week and ask for input: <ul style="list-style-type: none"> <li><input type="checkbox"/> Does she think the characters are believable? If not, how could they be improved?</li> <li><input type="checkbox"/> Is she confused by any part of the plot? Add or change lines to make the story clearer.</li> </ul> <input type="checkbox"/> Make any necessary changes to your rough draft, and file it under "Work in Progress" in your Grammar and Composition Notebook.<br><input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.                              |

## WORLDVIEW: CHURCH HISTORY

### Readings

*Eric Liddell: Running for a Higher Prize*, by Renee Taft Meloche

## GEOGRAPHY

There is no assignment this week.

## FINE ARTS & ACTIVITIES

### Reading

None this week

### Exercises

1. Make paper dolls out of poster board and clothes for them out of heavy construction paper or cardstock. Try to make the clothes and hairstyles as much like the 1920's as you can.
2. If you are studying history with *Tapestry* this week, go on a field trip to a fabric store and see if you can identify any of the types of fabric that are listed in your History vocabulary words this week.
3. Draw a picture of yourself wearing fashions from the early 1900's.
4. Begin making plans for your Unit Celebration. Your teacher will give you ideas she read about in the Unit Introduction. This week decide on your theme, and choose a place and date for your celebration. (Week 1 of 3)
5. OPTIONAL: Add any of the following to your invention project:
  - 1920
    - The first commercial radio station in the United States broadcasts in Michigan.
    - Dickson invents the Band-Aid.
  - 1921: The cultural icon Betty Crocker is created.

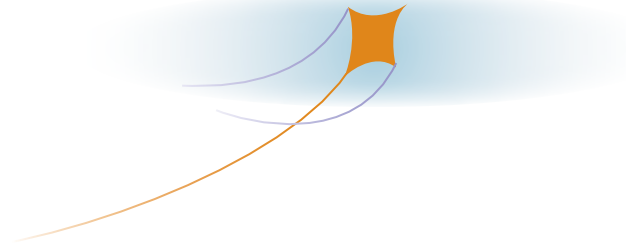
## LITERATURE

## Readings

*When We Were Very Young*, by A.A. Milne, p. 1-51 (Week 1 of 2)

## Worksheet

For each of the following poems, write one rhyming word that you find in that poem.



|                        |         |
|------------------------|---------|
| “Corner-of-the-Street” | street  |
| “The Christening”      | call    |
| “Puppy and I”          | walking |
| “Twinkletoes”          | another |
| “The Four Friends”     | manger  |
| “Brownie”              | quickly |
| “Water-Lilies”         | water   |
| “Spring Morning”       | coo     |
| “At the Zoo”           | house   |
| “Rice Pudding”         | Jane    |

HISTORY

Historical Introduction

A highlight for you this week is one of the first purely American musical genres: jazz. You'll recall that one of the names for the Roaring Twenties is the Jazz Age. Jazz was a combination of African-American music, drawing on tribal rhythms, syncopation, and blue notes (those sung or played at a slightly lower pitch than that of the major scale). Some European influences were also present in jazz, but most Americans didn't know the origins of the music. They just loved to dance to it! Jazz was upbeat, swingy, and wonderful dance music. Its originators and finest artists were black, and in this era, they congregated in Harlem, New York, where many Southern blacks had migrated soon after the close of World War I to escape the grinding social oppression of the South. Not only in Harlem, but in Chicago, Detroit, and other major cities of the North, blacks migrated in record numbers searching for work and a better life for their families.

You will also read about the early life and career of Franklin D. Roosevelt. In 1905, FDR married Eleanor Roosevelt, his distant cousin and a niece of Teddy Roosevelt. A few years later, FDR began a political career by running for a seat in the New York State Senate. Thereafter he and Eleanor entered into a life of public service. You may be particularly interest- ed to make comparisons between FDR and his famous cousin, Teddy Roosevelt.

Intertwined with FDR's story is the 1920 election and the presidency of Warren Harding, which you will study this week. Harding won the 1920 election on a slogan that was actually a mistake in an early speech. He said, and the American public agreed wholeheartedly, that what Americans wanted was "a return to normalcy." James Cox (whom many historians believe would have made a far superior president) ran with Franklin D. Roosevelt in opposition to Harding. However, the country had taken a turn of mood, and Cox and FDR's proposals to continue Wilson's program of reform and foreign involvement through the League of Nations were defeated.

Meanwhile, in Europe, a man named Vladimir Lenin had gained control of Russia during the civil war in the closing years of World War I. Attempting to carry communism into Western Europe, Lenin sent his Red Army to invade Poland, but he was defeated in one of the most decisive (and shortest) wars in history. Confined to Russia (which he renamed the Union of Soviet Socialist Republics—or Soviet Union—in 1922), Lenin set out to build a stable state and bide his time for future attempts at revolution. He established a totalitarian regime with a huge bureaucracy that took immense effort to run.

Neither Lenin nor many of his lieutenants were willing to shoulder the relatively humble and boring job of general secretary. But for young Joseph Stalin, the job of secretary became his stepping stone to an absolute dictatorship that none dared to oppose. Thus, Stalin rose from abject poverty and a terrible childhood to succeed Lenin as dictator of Russia by age 50. He became the greatest mass murderer in history, and Americans later came to oppose Russia's form of communism in part because of his leadership.

Threads

- Learn about the popularity of jazz music in the 1920's.
- Identify famous people from the Jazz Age, particularly Louis Armstrong and Duke Ellington.
- Read about President Warren Harding's term in office.

| PEOPLE   | VOCABULARY  |
|--|---|
| <input type="checkbox"/> Louis Armstrong<br><input type="checkbox"/> Duke Ellington<br><input type="checkbox"/> Warren Harding | <input type="checkbox"/> trumpet<br><input type="checkbox"/> cornet<br><input type="checkbox"/> trombone<br><input type="checkbox"/> melody<br><input type="checkbox"/> accompany<br><input type="checkbox"/> musician<br><input type="checkbox"/> conductor<br><input type="checkbox"/> record (noun)<br><input type="checkbox"/> gig<br><input type="checkbox"/> solo |

**Readings**

- Louis Armstrong: King of Jazz*, by Patricia and Fredrick McKissack
- Duke Ellington: The Piano Prince and His Orchestra*, by Andrea Davis Pinkney
- Read about the life and presidency of Warren G. Harding in either or both of the following places:
  - Presidents Book
  - Internet Links (See Year 4 History page of the Tapestry website.)
- SUGGESTED READ-ALoud: *Harlem Stomp!* by Laban Carrick Hill, chapters 5-7 (Week 3 of 4)

**Thinking**

1. What was "jazz"? Name some famous musicians of the jazz age.
2. What was the "Harlem Renaissance"?
3. Name a couple of interesting things that you learned about the roaring 20's.

**Writing**

| LEVEL | GENRES   | INSTRUCTIONS AND TOPICS  |
|-------|--|--|
| 1     | <input type="checkbox"/> Word Bank:<br><input type="checkbox"/> Draw & Caption           | <input type="checkbox"/> Learn about interjections from your teacher.<br><input type="checkbox"/> Make interjection word cards to add to your Word Bank.<br><input type="checkbox"/> If you'd like, you can add more cards for other parts of speech too!<br><input type="checkbox"/> Add to your Presidents Book by making a Draw and Caption page about Warren Harding.<br><input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.   |
| 2     | <input type="checkbox"/> Writing Sentences<br><input type="checkbox"/> Word Games        | <input type="checkbox"/> Learn or review how to write sentences. What are the parts of a complete sentence? What are the four types of sentences and how are they punctuated? Write the answers to these questions and file in your Grammar and Composition Notebook under "Reference."<br><input type="checkbox"/> Write several sentences this week about any of the following topics: <ul style="list-style-type: none"> <li><input type="checkbox"/> Louis Armstrong</li> <li><input type="checkbox"/> Duke Ellington</li> <li><input type="checkbox"/> Cotton Club</li> </ul> <input type="checkbox"/> If you have time, play some Word Games this week.<br><input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you. |
| 3     | <input type="checkbox"/> Playwriting (Week 4 of 4)<br><input type="checkbox"/> Dictation | <input type="checkbox"/> Practice doing daily dictation.<br><input type="checkbox"/> After receiving input (and meeting with others, if you have fellow-authors), make sure you type a neat copy of your work, with all spelling and dialogue correct.<br><input type="checkbox"/> If you have time, do a bench reading of your play so that everyone will have one more opportunity to practice.<br><input type="checkbox"/> Plan to record your play or perform it in front of microphones, live, at your Unit Celebration.<br><input type="checkbox"/> File your play under "Completed Work" in your Grammar and Composition Notebook.<br><input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.                     |



WORLDVIEW

There is no assignment this week.

## GEOGRAPHY

Use the map at the end of this week's workbook to label the following places that played a major role in the Jazz Age:

- New Orleans, Louisiana
- Chicago, Illinois
- New York City, New York

## FINE ARTS &amp; ACTIVITIES

## Reading

None this week

## Exercises

1. Make a collage of some of the different instruments used in a jazz ensemble.
2. Make a drawing of a brass instrument such as a trumpet or trombone.
3. Listen to jazz artists as you do your school work, or at another time specified by your teacher.
4. Continue planning for your Unit Celebration. Make sure you have your costume ready; you'll also want to take time to plan out your menu if you haven't done so already. (Week 2 of 3)
5. OPTIONAL: Add several of the following to your invention project:
  - 1922
    - George Washington Carver helps Southern farmers develop new crops.
    - Peanut butter and jelly sandwiches become popular.
    - First issue of *Reader's Digest* is published.
    - Emily Post's book of manners is a bestseller.
  - 1924
    - A.A. Milne writes *Winnie-the-Pooh*.
    - The Charleston dance sweeps the nation.

## LITERATURE

## Readings

*When We Were Very Young*, by A.A. Milne, p. 52-100 (Week 2 of 2)

## Worksheet 2

Complete the following questions or activities for each poem listed below.

**"Missing"** Find one word that rhymes with "mouse." \_\_\_\_\_

**"The King's Breakfast"** What does his Majesty like with his bread? \_\_\_\_\_

**"Hoppity"** Who is the person in this poem? \_\_\_\_\_

**"At Home"** What does the narrator of this poem want? \_\_\_\_\_

**"The Wrong House"** What does the house not have? \_\_\_\_\_

**"Summer Afternoon"** Which animals are mentioned in this poem? \_\_\_\_\_

**"Shoes and Stockings"** What two words are repeated several times in this poem? \_\_\_\_\_

**Draw** pictures to show what these poems remind you of: "Sand-Between-the-Toes," "The Invaders," and "Vespers."

HISTORY

Historical Introduction

This is the final week of our first unit of Year 4! If your family is planning a Unit Celebration, this is the week to do final preparations. Make sure you've got the date reserved on the calendars of your guests, and then students can help parents prepare. One way students will need to get ready is by completing all the projects, writing assignments, map work, time line entries, and displays that have been assigned. Students should do a careful and thorough job so that they can honor their teachers and glorify God!

The main topic for this final week is our ongoing study of American history in the 1920's, focusing on the Ballyhoo Years, which occurred mostly during the administrations of Calvin Coolidge. Since Coolidge was such a hands-off president, most of our focus will be on events during his administrations rather than on the man himself or his policies as president. Many Americans in these years enjoyed increasing prosperity, since Coolidge's policies favored the free market, allowing wealthy people to invest in expanding their businesses, which in turn employed more people, who in turn bought and enjoyed new, exciting items—like automobiles, radios, and home electronics.

From flagpole sitting to crossword puzzle crazes, from murder trials to sports heroes, from Lindbergh to the Scopes Trial, Americans delighted in giving their full attention to one major news story after another. They were wildly excited about all these events and others that you will read about. This so-called ballyhoo (meaning, a lot of noise and excitement about relatively trivial matters) reached its crescendo with the successful transatlantic flight of Charles Lindbergh, and then died down as the presidential election of 1928 and the sensational phase of the stock market took center stage. This week, you will focus on various aspects of American culture in the 1920's.

Unfortunately, even as Americans were enjoying their crazes, two dangerous European leaders were rising to power: Adolf Hitler in Germany and Benito Mussolini in Italy. Both of these men would become dictators of their respective countries, and they would be military allies in World War II. Both chose to create totalitarian, fascist governments that caused their people much misery, and brought death and (ultimately in World War II) destruction to their homelands. These same fad-loving Americans would eventually join with Britain, France, and other European nations to fight against Hitler and Mussolini.

Threads

- Read about the early years of Franklin D. Roosevelt.
- Enjoy learning about Babe Ruth and the American pastime of baseball.
- Finish any outstanding projects and prepare for your Unit Celebration activities and displays.
- Review the content of Unit 1 with your teacher.

| PEOPLE   | VOCABULARY  |
|--|---|
| <input type="checkbox"/> Calvin Coolidge<br><input type="checkbox"/> George Herman "Babe" Ruth | <input type="checkbox"/> pitcher<br><input type="checkbox"/> umpire<br><input type="checkbox"/> shortstop<br><input type="checkbox"/> outfield<br><input type="checkbox"/> dugout<br><input type="checkbox"/> league<br><input type="checkbox"/> pennant<br><input type="checkbox"/> inning<br><input type="checkbox"/> foul<br><input type="checkbox"/> major league |

**Readings**

- A Boy Named FDR*, by Kathleen Krull (JUV BIO) p. 1-25 (Week 1 of 4)
- Becoming Babe Ruth*, by Matt Tavares
- Read in your presidents book about the administrations of Calvin Coolidge in either or both of the following places:
  - Presidents Book
  - Internet Links (See Year 4 History page of the Tapestry website.)
- SUGGESTED READ-ALoud: *Harlem Stomp!* by Laban Carrick Hill, chapters 8-10 (Week 4 of 4)

**Thinking**

1. Who was a famous baseball player in the late 1920's?
2. Why did Charles Lindbergh become famous?
3. Which inventor wanted to send rockets into space? What did he do about it?

**Writing**

| LEVEL | GENRES   | INSTRUCTIONS AND TOPICS   |
|-------|--|---|
| 1     | <input type="checkbox"/> Word Bank<br><input type="checkbox"/> Draw & Caption        | <input type="checkbox"/> Learn about conjunctions from your teacher.<br><input type="checkbox"/> Make conjunction word cards to add to your Word Bank.<br><input type="checkbox"/> If you'd like, you can add more cards for other parts of speech too!<br><input type="checkbox"/> Add to your Presidents Book by making a Draw and Caption page about Calvin Coolidge.<br><input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you. |
| 2     | <input type="checkbox"/> Sentence Combinations<br><input type="checkbox"/> Dictation | <input type="checkbox"/> Learn how to add variety and interest to your writing by combining sentences.<br><input type="checkbox"/> Ask your teacher to dictate several sentences to you that use this skill. She may want to dictate sentences to you about Babe Ruth or something else that you've learned about during this unit.<br><input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.                                      |
| 3     | <input type="checkbox"/> Friendly Letter<br><input type="checkbox"/> Dictation       | <input type="checkbox"/> Practice doing daily dictation.<br><input type="checkbox"/> Learn about, or review in <i>Writing Aids</i> , the proper format for writing a friendly letter.<br><input type="checkbox"/> Write a letter to a friend or relative, giving them an overview of what you've learned in Unit 1.<br><input type="checkbox"/> Mail your letter!<br><input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.        |

## WORLDVIEW

There is no assignment this week.

## GEOGRAPHY

There is no assignment this week.



## FINE ARTS &amp; ACTIVITIES

## Reading

None this week

## Exercises

1. Do you know how to play baseball? Learn or review the basic rules of the game and play this week with your siblings or friends.
2. Make a mini-poster about Babe Ruth, giving information and illustrations about his life.
3. Look in your library for a silent movie to check out. Enjoy watching it, and observe the improvements that have been made in the film industry over time.
4. Carry out your Unit Celebration this week. Don't forget to take pictures to put in your portfolio or notebook! (Week 3 of 3)
5. OPTIONAL: Add several of the following to your invention project:
  - 1925
    - The first synchronized transmission of pictures and sound is achieved and sent across five miles from Anacostia to Washington, D.C.
    - Norman Rockwell creates the first calendar for the Boy Scouts.
  - 1926
    - Liquid fuel is used to launch a rocket.
    - NBC radio network opens with 24 stations.
  - 1927
    - Duncan brings yo-yo's to the U.S. market.
    - The popsicle is accidentally invented.
    - The first transatlantic phone call is made from New York City to London.
    - The Ford Model A is revealed to the public.
  - 1928
    - Alexander Fleming discovers penicillin.
    - The first Mickey Mouse cartoon is released.



Babe Ruth

## LITERATURE

## Readings

*The 20th Century Children's Book Treasury*: "In Which Pooh Goes Visiting and Gets into a Tight Place," by A. A. Milne, p. 160-164

## Worksheet



Answer questions about the characters in this story.



1. Who lovingly says "Silly Old Bear!"?  
\_\_\_\_\_
2. Who gets tightly stuck in a hole?  
\_\_\_\_\_
3. Who offers honey and condensed milk to another character?  
\_\_\_\_\_



Answer questions about the setting in this story (when and where it takes place).



4. Where was Winnie-the-Pooh walking one day?  
\_\_\_\_\_
5. Where does Rabbit live?  
\_\_\_\_\_
6. How long does Christopher Robin read to Pooh?  
\_\_\_\_\_



Tell what comes next in the order of events (also called the plot).



7. Pooh realizes that since somebody said "nobody" is at home, that someone actually is.  
\_\_\_\_\_
8. Pooh eats honey and condensed milk with Rabbit.  
\_\_\_\_\_
9. Christopher Robin reads to Pooh, and Rabbit hangs his washing.  
\_\_\_\_\_