

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.

Threads

- Identify the Eighteenth (Prohibition) and Nineteenth (voting rights for women) Amendments.
- Learn about Americans' fear of communists and their reaction, called the Red Scare.
- Learn about the early life of Franklin D. Roosevelt.

PEOPLE	VOCABULARY	
<input type="checkbox"/> Franklin Delano Roosevelt	<input type="checkbox"/> serge <input type="checkbox"/> embroidery <input type="checkbox"/> herringbone <input type="checkbox"/> cheviot <input type="checkbox"/> flannel <input type="checkbox"/> cashmere <input type="checkbox"/> organdy <input type="checkbox"/> percale <input type="checkbox"/> voile	<input type="checkbox"/> amendment <input type="checkbox"/> prohibition <input type="checkbox"/> temperance <input type="checkbox"/> bootlegger <input type="checkbox"/> speakeasy <input type="checkbox"/> suffrage <input type="checkbox"/> ratify <input type="checkbox"/> communism <input type="checkbox"/> anarchist <input type="checkbox"/> bigotry

Reading

- War, Peace, and All That Jazz*, by Joy Hakim, chapters 4-6, 19, and 21
- The 1920s: Decade in Photos*, by Jim Corrigan (J 973) p. 4-13, 18-19, 38-39 (Week 1 of 5)
- SUGGESTED READ-ALoud: *Harlem Stomp!* by Laban Carrick Hill, chapters 3-4 (Week 2 of 4)

Thinking

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

Writing

LEVEL	GENRES	INSTRUCTIONS AND TOPICS
4	<ul style="list-style-type: none"> <input type="checkbox"/> Report Writing (Week 1 of 3) <input type="checkbox"/> Dictation 	<ul style="list-style-type: none"> <input type="checkbox"/> Practice taking dictation at least three times this week. <input type="checkbox"/> Read about report writing in <i>Writing Aids</i>. <input type="checkbox"/> File the Talking Points (from <i>Writing Aids</i>) for reports in your Grammar and Composition Notebook under “Reference.” <input type="checkbox"/> Study and learn how to use the Report Grid (<i>Writing Aids</i> Graphic Organizer). <input type="checkbox"/> Do the first step in the writing process this week: prewriting. Here are some topics from which to choose: <ul style="list-style-type: none"> <input type="checkbox"/> Voting Rights for Women <input type="checkbox"/> The Eighteenth Amendment <input type="checkbox"/> File your prewriting under “Work in Progress” in your Grammar and Composition Notebook. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
5	<ul style="list-style-type: none"> <input type="checkbox"/> Narrative Writing <input type="checkbox"/> Dictation 	<ul style="list-style-type: none"> <input type="checkbox"/> Practice taking dictation at least two times this week. <input type="checkbox"/> Focus on the narrative genre. From <i>Writing Aids</i>, learn its special characteristics. <input type="checkbox"/> Write a short narrative about one of the following topics. <ul style="list-style-type: none"> <input type="checkbox"/> Narrate a day in the childhood of Franklin Roosevelt. <input type="checkbox"/> Pretend that you live at the time of the Red Scare and narrate a day in your life. <input type="checkbox"/> File your paper under “Completed Work” in your Grammar and Composition Notebook. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
6	<ul style="list-style-type: none"> <input type="checkbox"/> Playwriting (Week 3 of 4) <input type="checkbox"/> Dictation 	<ul style="list-style-type: none"> <input type="checkbox"/> Practice taking dictation at least once this week. <input type="checkbox"/> Present your radio play script to your teacher this week and ask for input: <ul style="list-style-type: none"> <input type="checkbox"/> Does she think the characters are believable? If not, how could they be improved? <input type="checkbox"/> Is she confused by any part of the plot? Add or change lines to make the story clearer. <input type="checkbox"/> Make any necessary changes to your rough draft, and file it under “Work in Progress” in your Grammar and Composition Notebook. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.

WORLDVIEW: CHURCH HISTORY**Reading**

Eric Liddell: Something Greater Than Gold, by Janet and Geoff Benge, chapters 1-6 (Weeks 1-3)

Exercises

None this week

GEOGRAPHY

There is no assignment this week.

FINE ARTS & ACTIVITIES

Reading

None this week

Exercises

1. Make a poster that illustrates your personal belief about drinking alcohol. Include at least one Scripture reference that backs up your belief.
2. Devise a newspaper ad that tells consumers your thoughts about women being able to vote.
3. Begin making plans for your Unit Celebration. Your teacher will give you ideas that she will 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)
4. OPTIONAL: Add any of the following to your invention project:
 - 1920
 - The first commercial radio station in the United States begins broadcasting in Michigan.
 - Dickson invents the Band-Aid.
 - 1921: The cultural icon Betty Crocker is created.

LITERATURE

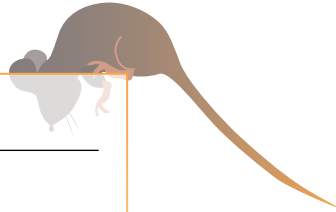
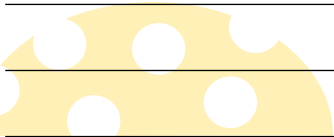
Reading

The Wind in the Willows, by Kenneth Grahame, chapters 7-12 (Week 2 of 2)

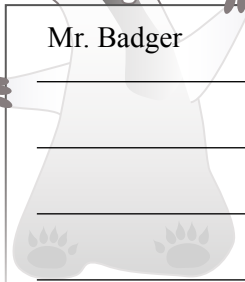
Worksheet 2

Write at least three descriptive words or phrases to describe each character below.

Water Rat



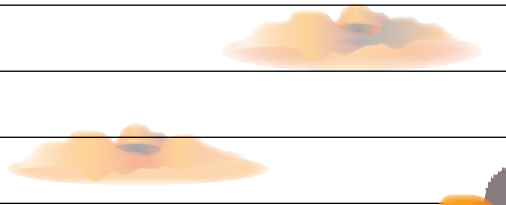
Mr. Badger



Mr. Toad



Mole



Gaoler's Daughter



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 interested 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 and the Harlem Renaissance.
- Notice the issues of racism in America, Italy, and the U.S.S.R.
- Read about President Warren Harding's term in office.
- Read about the significant milestones of FDR's early political career.

PEOPLE	VOCABULARY	
<input type="checkbox"/> Louis Armstrong <input type="checkbox"/> Duke Ellington <input type="checkbox"/> George Gershwin <input type="checkbox"/> Langston Hughes <input type="checkbox"/> Leon Trotsky <input type="checkbox"/> Joseph Stalin <input type="checkbox"/> Warren Harding <input type="checkbox"/> Franklin D. Roosevelt	<input type="checkbox"/> trumpet <input type="checkbox"/> cornet <input type="checkbox"/> trombone <input type="checkbox"/> melody <input type="checkbox"/> accompany <input type="checkbox"/> musician <input type="checkbox"/> conductor <input type="checkbox"/> record (noun) <input type="checkbox"/> gig <input type="checkbox"/> solo	<input type="checkbox"/> normalcy <input type="checkbox"/> scandal <input type="checkbox"/> corrupt <input type="checkbox"/> bribe <input type="checkbox"/> intimidate <input type="checkbox"/> lynch <input type="checkbox"/> racist <input type="checkbox"/> ethnic <input type="checkbox"/> minority <input type="checkbox"/> supremacist

Reading

- War, Peace, and All That Jazz*, by Joy Hakim, chapters 7, 11, and 20
- The 1920s: Decade in Photos*, by Jim Corrigan (J 973) p. 14-17, 20-21, 24-29 (Week 2 of 5)
- 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
4	<ul style="list-style-type: none"> <input type="checkbox"/> Report Writing (Week 2 of 3) <input type="checkbox"/> Dictation 	<ul style="list-style-type: none"> <input type="checkbox"/> Practice dictation at least three times this week. <input type="checkbox"/> Write the rough draft of your report. Show it to your teacher by the end of the week so that she can give you feedback and suggestions on how to improve. <input type="checkbox"/> File your draft under “Work in Progress” in your Grammar and Composition Notebook. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
5	<ul style="list-style-type: none"> <input type="checkbox"/> Expository Writing <input type="checkbox"/> Report <input type="checkbox"/> Dictation 	<ul style="list-style-type: none"> <input type="checkbox"/> Practice dictation at least two times this week. <input type="checkbox"/> Focus on the genre known as expository writing and learn its special characteristics from <i>Writing Aids</i>. <input type="checkbox"/> Learn about, or review, the proper format for a report. <input type="checkbox"/> Write a short expository report about one of the following topics. <ul style="list-style-type: none"> <input type="checkbox"/> Explain how the jazz movement affected black Americans. <input type="checkbox"/> Explain how xenophobia was a detriment to America. <input type="checkbox"/> File your report under “Completed Work” in your Grammar and Composition Notebook. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
6	<ul style="list-style-type: none"> <input type="checkbox"/> Playwriting (Week 4 of 4) <input type="checkbox"/> Dictation 	<ul style="list-style-type: none"> <input type="checkbox"/> Practice dictation at least once this week. <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. <input type="checkbox"/> If you have time, do a bench reading of your play so that everyone will have one more opportunity to practice. <input type="checkbox"/> Plan to record your play or perform it in front of microphones, live, at your Unit Celebration. <input type="checkbox"/> File your play under “Completed Work” in your Grammar and Composition Notebook. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.

WORLDVIEW: CHURCH HISTORY**Reading**

Eric Liddell: Something Greater Than Gold, by Janet and Geoff Benge, chapters 7-12 (Week 2 of 3)

Exercises

None this week

GEOGRAPHY

Reading

None this week

Exercises

1. Use the map in your workbook to find the following places:
 - Label the birthplace of jazz music: New Orleans, Louisiana.
 - Label New York City, New York, which was where the Harlem Renaissance largely took place.
 - Shade the state of New York, where Franklin Roosevelt served as a state senator.
2. On a map of the world, make sure you can point out Italy and the Soviet Union (which was called Russia, until it was renamed the Union of Soviet Socialist Republics, or the Soviet Union for short).

FINE ARTS & ACTIVITIES

Reading

None this week

Exercises

1. See if you can find someone who knows how to play the trumpet or trombone and ask him to play a song for your family or co-op. If possible, ask him to tell you a bit about the type of music he prefers.
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. Add Warren Harding to your president card bank. His term in office was 1921-1923.
6. 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.
 - Ford's car is sold in different colors for the first time.



Warren G. Harding

LITERATURE

Reading

Winnie-the-Pooh, by A.A. Milne, chapters 1-5 (Week 1 of 2)


Worksheet 1

Examine dialogue this week by writing who says each quotation below and to whom it is said.

 "If there's a buzzing-noise, somebody's making a buzzing-noise, and the only reason for making a buzzing-noise that I know of is because you're a bee."


Who says it?

Who is spoken to?

 "The important bee to deceive is the Queen Bee. Can you see which is the Queen Bee from down there?"


Who says it?

Who is spoken to?

 "It all comes of eating too much. I thought at the time, only I didn't have to say anything, that one of us was eating too much."


Who says it?

Who is spoken to?

 "Between, as I was saying, the hours of twelve and twelve five. So really ... if you'll excuse me—What's that?"


Who says it?

Who is spoken to?

 "Terrible and Sad ... because Eeyore, who is a friend of mine, has lost his tail. And he's Moping about it. So could you very kindly tell me how to find it for him?"

Who says it?

Who is spoken to?

 "Like—like—It had the biggest head you ever saw. ... A great enormous thing, like—like nothing. A huge big—well, like a—I don't know—like an enormous big nothing. Like a jar."

Who says it?

Who is spoken to?

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 some of the common pastimes of Americans in the late 1920's, including spectator sports, radio, and movies.
- Learn about some of the advancements made in space and air travel.
- Identify the main issue of the Scopes Trial and its major participants.
- Help your student review for any exam that you may have planned for Unit 1.

PEOPLE	VOCABULARY	
<input type="checkbox"/> Calvin Coolidge	<input type="checkbox"/> pitcher	<input type="checkbox"/> telescope
<input type="checkbox"/> George Herman "Babe" Ruth	<input type="checkbox"/> umpire	<input type="checkbox"/> astronomer
<input type="checkbox"/> Edwin Hubble	<input type="checkbox"/> shortstop	<input type="checkbox"/> observatory
<input type="checkbox"/> Robert Goddard	<input type="checkbox"/> outfield	<input type="checkbox"/> astronaut
<input type="checkbox"/> Charles Lindbergh	<input type="checkbox"/> dugout	<input type="checkbox"/> philanthropist
<input type="checkbox"/> Charlie Chaplin	<input type="checkbox"/> league	<input type="checkbox"/> theory
<input type="checkbox"/> Jack Dempsey	<input type="checkbox"/> pennant	<input type="checkbox"/> evolution
<input type="checkbox"/> John Scopes	<input type="checkbox"/> inning	<input type="checkbox"/> creationism
<input type="checkbox"/> William Jennings Bryan	<input type="checkbox"/> foul	<input type="checkbox"/> Fundamentalist
	<input type="checkbox"/> major league	<input type="checkbox"/> heresy

Reading

- War, Peace, and All That Jazz*, by Joy Hakim, chapters 8-10, 12-14
- The 1920s: Decade in Photos*, by Jim Corrigan (J 973) p. 22-23, 30-33, 40-51 (Week 3 of 5)
- 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
4	<ul style="list-style-type: none"> <input type="checkbox"/> Report Writing (Week 3 of 3) <input type="checkbox"/> Dictation 	<ul style="list-style-type: none"> <input type="checkbox"/> Practice dictation at least three times this week. <input type="checkbox"/> Write or type the final copy of your report. <input type="checkbox"/> File your report under “Completed Work” in your Grammar and Composition Notebook. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
5	<ul style="list-style-type: none"> <input type="checkbox"/> Report <input type="checkbox"/> Dictation 	<ul style="list-style-type: none"> <input type="checkbox"/> Practice dictation at least two times this week. <input type="checkbox"/> Write another report this week by choosing from one of the topics below. <ul style="list-style-type: none"> <input type="checkbox"/> Charles Lindbergh <input type="checkbox"/> The Ballyhoo Years <input type="checkbox"/> File your report under “Completed Work” in your Grammar and Composition Notebook. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
6	<ul style="list-style-type: none"> <input type="checkbox"/> Friendly Letter <input type="checkbox"/> Dictation 	<ul style="list-style-type: none"> <input type="checkbox"/> Practice dictation at least once this week. <input type="checkbox"/> Learn about, or review in <i>Writing Aids</i>, the proper format for writing a friendly letter. <input type="checkbox"/> Write a letter to a friend or relative, giving them an overview of what you’ve learned in Unit 1. <input type="checkbox"/> Mail your letter! <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.

WORLDVIEW: CHURCH HISTORY**Reading**

Eric Liddell: Something Greater Than Gold, by Janet and Geoff Benge, chapters 13-17 (Week 3 of 3)

Exercises

None this week

GEOGRAPHY

Reading

None this week

Exercises

On a map of the world, make sure you can point out Germany. Adolf Hitler tried (and failed) to overthrow the German government in 1923.

FINE ARTS & ACTIVITIES

Reading

None this week

Exercises

1. Teach a younger sibling or friend the basic rules of baseball.
2. Watch a Charlie Chaplin or silent movie with your family. Take note of the actors' costume and facial expressions. Then dress up like one of the actors and act out a scene from the movie you saw. Be sure to take pictures for your portfolio!
3. Add Calvin Coolidge to your president card bank. His term in office was 1923-1929.
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.

LITERATURE

Reading

Winnie-the-Pooh, by A.A. Milne, chapters 6-10 (Week 2 of 2)

Worksheet 2

Make a comic strip for two of the chapters that you read this week. Use speech balloons to show dialogue.

