Bookmarks

(Samples and purchases)

No one wants to scroll through dozens or hundreds of pages! For that reason, we have provided bookmarks in all our PDFs.

Once downloaded, locating the bookmarks (Table of Contents) depends on the PDF viewer you are using.

- Adobe Acrobat Reader (desktop): Look on the right side of the screen and click the bookmark icon (it looks like a small ribbon). This opens clickable bookmark links for easy navigation.

- Adobe Acrobat (web version): Look on the left side of the screen and click the bookmark icon to view the table of contents.

- Apple Preview (Mac): Click View in the top menu, then select Table of Contents. The bookmarks will appear on the left.

- iPad or iPhone (Books or Files app): Tap the screen, then tap the Table of Contents or bookmark icon to see the links.

- Web browsers (Chrome, Safari, Edge): Some browsers hide bookmarks. If you don't see them, download the file and open it in Adobe Acrobat Reader or Apple Preview.

Community

(Visitors and Customers)

Our Mighty Networks community (free to you; we pay for it) is like our own personal social media space! Visit to explore and stay to chat for any of these reasons:

- Inspiration and Training section: articles, audios, and videos.

- Find-a-friend (or group) using the built-in Discovery tool.

- Get information about all things *Tapestry*-related, including new products, sales, and updates.

- Chat with other *Tapestry* users and with staff who can answer questions.

- Visit an online *Tapestry* group (there are at least five) and explore group options for next year

- Visit the online private school, Lucerna Academy, that offers paid classes using *Tapestry*.

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(purchases only)

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(Visitors and Customers)

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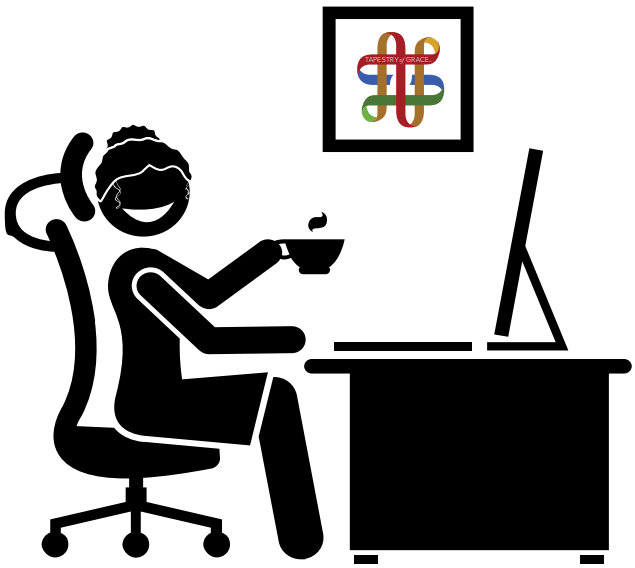

Questions? Clarifications? Suggestions?

Email Us: support@tapestryofgrace.com

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.

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7 Postwar America

People	Vocabulary
	☐ gingham ☐ serge ☐ embroidery ☐ herringbone ☐ cheviot ☐ flannel ☐ cashmere ☐ organdy ☐ percale ☐ 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	☐ Word Bank	☐ Learn about prepositions from your teacher. ☐ Make preposition word cards to add to your Word Bank. ☐ Do any writing worksheet(s) that your teacher gives you.
2	☐ Word Bank ☐ Word Games	☐ Learn about or review interjections and conjunctions with your teacher. ☐ In your Grammar and Composition Notebook, add a page entitled "Interjections and Conjunctions." Put it behind the "Reference" tab. ☐ 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! ☐ See *Writing Aids* Graphic Organizer for instructions on playing word games. If you have time, play one or two this week. ☐ Do any writing worksheet(s) that your teacher gives you.

3	☐ Playwriting (Week 3 of 4)
	☐ Dictation
		☐ Practice taking daily dictation.
		☐ Present your radio play script to your teacher this week and ask for input:
		  ☐ Does she think the characters are believable? If not, how could they be improved?
		  ☐ Is she confused by any part of the plot? Add or change lines to make the story clearer.
		☐ Make any necessary changes to your rough draft, and file it under "Work in Progress" in your Grammar and Composition Notebook.
		☐ Do any writing worksheet(s) that your teacher gives you.

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Worldview: Church History

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

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Geography

There is no assignment this week.

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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.

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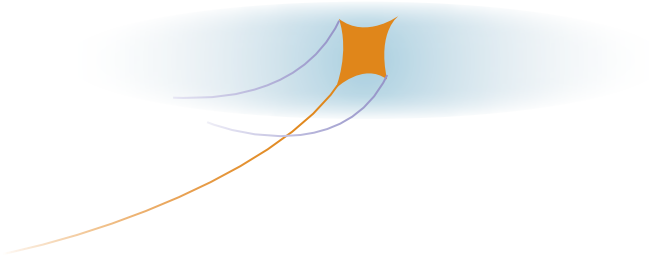
Literature

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

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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
☐ Louis Armstrong ☐ Duke Ellington ☐ Warren Harding	☐ trumpet ☐ cornet ☐ trombone ☐ melody ☐ accompany ☐ musician ☐ conductor ☐ record (noun) ☐ gig ☐ solo

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8 America's Roaring Twenties & Russia's Stalin

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	☐ Word Bank: ☐ Draw & Caption	☐ Learn about interjections from your teacher. ☐ Make interjection word cards to add to your Word Bank. ☐ If you'd like, you can add more cards for other parts of speech too! ☐ Add to your Presidents Book by making a Draw and Caption page about Warren Harding. ☐ Do any writing worksheet(s) that your teacher gives you.
2	☐ Writing Sentences ☐ Word Games	☐ 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." ☐ Write several sentences this week about any of the following topics: ☐ Louis Armstrong ☐ Duke Ellington ☐ Cotton Club ☐ If you have time, play some Word Games this week. ☐ Do any writing worksheet(s) that your teacher gives you.
3	☐ Playwriting (Week 4 of 4) ☐ Dictation	☐ Practice doing daily dictation. ☐ 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. ☐ If you have time, do a bench reading of your play so that everyone will have one more opportunity to practice. ☐ Plan to record your play or perform it in front of microphones, live, at your Unit Celebration. ☐ File your play under "Completed Work" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.

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Worldview

There is no assignment this week.

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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

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Fine Arts & 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.

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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."

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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
☐ Calvin Coolidge ☐ George Herman "Babe" Ruth	☐ pitcher ☐ umpire ☐ shortstop ☐ outfield ☐ dugout ☐ league ☐ pennant ☐ inning ☐ foul ☐ major league

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9 American Ballyhoo & Hitler's Early Career

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	☐ Word Bank ☐ Draw & Caption	☐ Learn about conjunctions from your teacher. ☐ Make conjunction word cards to add to your Word Bank. ☐ If you'd like, you can add more cards for other parts of speech too! ☐ Add to your Presidents Book by making a Draw and Caption page about Calvin Coolidge. ☐ Do any writing worksheet(s) that your teacher gives you.
2	☐ Sentence Combinations ☐ Dictation	☐ Learn how to add variety and interest to your writing by combining sentences. ☐ 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. ☐ Do any writing worksheet(s) that your teacher gives you.
3	☐ Friendly Letter ☐ Dictation	☐ Practice doing daily dictation. ☐ Learn about, or review in *Writing Aids*, the proper format for writing a friendly letter. ☐ Write a letter to a friend or relative, giving them an overview of what you've learned in Unit 1. ☐ Mail your letter! ☐ Do any writing worksheet(s) that your teacher gives you.

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Worldview

There is no assignment this week.

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Geography

There is no assignment this week.

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Fine Arts & 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.

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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.

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History

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

Reading & Materials

- ❑ *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)

Teacher's Check List

- ❑ Read the historical introduction below.
- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ We have included optional language arts assignments that complement your student's history studies. Choose the Writing level you will follow from the chart at the end of these History pages (Level 1, 2, or 3) and tell your student which level to follow in his *Spools* Student Manual History pages.
- ❑ Check to see if any *Writing Aids* Talking Points or graphic organizers will be needed, and print these. Then, follow only directions for your chosen level (L1, L2, or L3).
- ❑ With each week in this History thread, you will find age appropriate vocabulary words suitable to the time period you are studying. Memory work is always optional, but you may choose to introduce some of these listed words.

People	Vocabulary
	☐ gingham ☐ serge ☐ embroidery ☐ herringbone ☐ cheviot ☐ flannel ☐ cashmere ☐ organdy ☐ percale ☐ voile

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

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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!

Thinking

1. How did children dress in the 1920's? How were their clothes different from yours?
   Little girls commonly wore dresses or skirts and blouses with sweaters as well as cardigans. Boys clothes were typically knee-length pants called "knickers" with ankle socks in summer and heavy knee socks in winter. Boys also wore sweaters and cardigans. Boys wore suit jackets and ties to school and both boys and girls would wear sailor's suits. We have recommended the Old-Time Children's Fashions Coloring Book *as a resource for lower grammar children. If you have that in the house, take a look at it with your students!*
2. What does "prohibition" mean? What did Americans do to try to regulate alcohol?
   "Prohibition" means "not allowed." The 18th Amendment to the Constitution gave Congress and the states the power to make alcohol illegal. Banning it did not stop it, though—leading to a whole new illegal industry in America.
3. What does "suffrage" mean? Which new amendment to the Constitution gave suffrage to more people?
   The word sounds bad, but in England and America it means something good—the right to vote. The 19th Amendment gave women "suffrage"—that is, the right to vote in federal elections.

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Writing

LEVEL	GENRES	INSTRUCTIONS AND TOPICS
1	☐ Word Bank	☐ Learn about prepositions from your teacher. ☐ Make preposition word cards to add to your Word Bank. ☐ Do any writing worksheet(s) that your teacher gives you.
2	☐ Word Bank ☐ Word Games	☐ Learn about or review interjections and conjunctions with your teacher. ☐ In your Grammar and Composition Notebook, add a page entitled "Interjections and Conjunctions." Put it behind the "Reference" tab. ☐ 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! ☐ See *Writing Aids* Graphic Organizer for instructions on playing word games. If you have time, play one or two this week. ☐ Do any writing worksheet(s) that your teacher gives you.

3	☐ Playwriting (Week 3 of 4)
	☐ Dictation
		☐ Practice taking daily dictation.
		☐ Present your radio play script to your teacher this week and ask for input:
		  ☐ Does she think the characters are believable? If not, how could they be improved?
		  ☐ Is she confused by any part of the plot? Add or change lines to make the story clearer.
		☐ Make any necessary changes to your rough draft, and file it under "Work in Progress" in your Grammar and Composition Notebook.
		☐ Do any writing worksheet(s) that your teacher gives you.

GLANCE INTO NEXT WEEK…

WEEK 8: AMERICA'S ROARING 20'S & RUSSIA'S STALIN	
LOWER GRAMMAR	Divorce and remarriage are mentioned on p. 24 of *Louis Armstrong and the Jazz Age*.
TEACHER	Preview these pages of the read-aloud, *Harlem Stomp*: ❑ Inappropriate terminology referring to blacks: p. 66 and 67 ❑ Curse word on p. 69 ❑ You may want to preview a party incident described on p. 80. ❑ A man who refers to himself as "God" is mentioned on p. 82.

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Worldview: Church History

Threads

Read about the famous Olympian and Christian, Eric Liddell.

Reading & Materials

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

Teacher's Check List

Read the worldview introduction below.

Worldview Introduction

Below is a quick summary of Eric Liddel's life for your information.

> One of Scotland's greatest athletes, Eric Liddell [1902-1945] was born in Tientsin in China, the son of Scottish parents. It was while he was attending Edinburgh University to study Science and Divinity that his talent for running came to light. He won the 100 yards and the 220 yards for five successive years at the Scottish Athletic Championships. His best time for the 100 yards was 9.7 seconds, a British record which stood for 35 years. He also played rugby for Scotland seven times.
>
> But it was his adherence to his strongly held religious principles which enhanced his reputation. Selected to run for Britain in the 100 metres in the 1924 Olympic Games in Paris, he found that the heats were scheduled for a Sunday. He refused to run. Instead, he preached at the Church of Scotland in the Rue Bayard in Paris. Although his best distance was the 100 metres, he ran instead in the 400 metres and won the gold medal, breaking the world record with a time of 47.6 seconds. He also won the bronze medal in the 200 metres. He gave the secret of his success in the 400-meter run: 'I run the first 200 metres as fast as I can. Then, with God's help, I run harder.'
>
> When he graduated at Edinburgh University in the following year, the principal insisted on crowning him with olive leaves. Unimpressed by the adulation, Liddell became a missionary in China and worked conscientiously to spread Christianity there. He got caught up in the Sino-Japanese war and was imprisoned by the Japanese. He died in an internment camp at Weifeng in Shandong province on [February] 21, 1945. A monument to his memory was unveiled there in 1991.[1]

Glance Into Next Week…

There are no special concerns this week.

1 "Famous Scots: Eric Liddell." *Origins.net*. 7 August 2003. < http://www.rampantscotland.com/famous/blfamliddell.htm>.

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Geography

There are no special assignments this week.

Glance Into Next Week…

There are no special concerns this week.

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Fine Arts & Activities

Threads

- ❑ Complete activities that help students understand more about life in the 1920's.
- ❑ Add to your invention project.
- ❑ Begin preparations for your Unit Celebration.

Reading & Materials

- ❑ Reading: None this week, but we encourage you to explore the Arts & Activities Supporting Links page on *Tapestry* Online. This page will provide many ideas that you can use throughout the year.
- ❑ "Regular supplies" for the year such as scissors, paper, glue, markers, crayons, and colored pencils.
- ❑ If you are making paper dolls: card stock.

Teacher's Check List

- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ If you do not like the craft activity options that we have chosen, always feel free to select others from the Student Activity Pages or Arts & Activities Supporting Links page on *Tapestry* Online, or to not do any craft this time.

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.

Glance Into Next Week…

Week 8: America's Roaring 20's & Russia's Stalin	
Lower Grammar	There are no special concerns this week.
Teacher	Younger students will benefit also from listening to the music of Duke Ellington and Samuel Barber, so try to take the time to find out what's available at your library about this musical style.

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Literature

Threads

Find rhyming words in this week's poetry assignment.

Reading & Materials

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

Teacher's Check List

As needed, print the Literature worksheet for your student.

Answers to Lower Grammar Worksheet for When We Were Very Young
Point out to your student that not all of the poems have rhyming words.

"Corner-of-the-Street"	street	*meet, feet, tweet*
"The Christening"	call	*small*
"Puppy and I"	walking	*talking*
"Twinkletoes"	another	*brother*
"The Four Friends"	manger	*danger*
"Brownie"	quickly	*tickly*
"Water-Lilies"	water	*daughter*
"Spring Morning"	coo	*do*
"At the Zoo"	house	*mouse*
"Rice Pudding"	Jane	*main, again, chain, vain, etc.*

Glance Into Next Week…

There are no special concerns this week.

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History

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.

Reading & Materials

- ❑ *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)

Teacher's Check List

- ❑ Read the historical introduction below.
- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ We have included optional language arts assignments that complement your student's history studies. Choose the Writing level you will follow from the chart at the end of these History pages (Level 1, 2, or 3) and tell your student which level to follow in his *Spools* Student Manual History pages.
- ❑ Check to see if any *Writing Aids* Talking Points or graphic organizers will be needed, and print these. Then, follow only directions for your chosen level (L1, L2, or L3).
- ❑ With each week in this History thread, you will find age appropriate vocabulary words suitable to the time period you are studying. Memory work is always optional, but you may choose to introduce some of these listed words.

People	Vocabulary
☐ Louis Armstrong	☐ trumpet
☐ Duke Ellington	☐ cornet
☐ Warren Harding	☐ trombone
	☐ melody
	☐ accompany
	☐ musician
	☐ conductor
	☐ record (noun)
	☐ gig
	☐ solo

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.

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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.

Thinking

1. What was "jazz"? Name some famous musicians of the jazz age.
   - ❑ *Jazz was an American style of music that combined African tribal rhythms, syncopation, and blue notes.*
   - ❑ *Some famous muscicians of the jazz age were Satchmo, Duke Ellington, Ella Fitzgerald, Count Basie, and Dizzy Gillespie.*
2. What was the "Harlem Renaissance"?
   The "Harlem Renaissance" was a rise in prosperity and popularity of black artists, musicians, poets, etc. in the northern section of Manhattan. The movement spread to other cities like Chicago and Detroit as well.
3. Name a couple of interesting things that you learned about the roaring 20's.
   Students may name that businesses were busy trying to make money, FDR was growing in political popularity, Harding was personally liked but his friends were corrupt and created political scandals.

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Writing

Level	Genres	Instructions and Topics
1	☐ Word Bank: ☐ Draw & Caption	☐ Learn about interjections from your teacher. ☐ Make interjection word cards to add to your Word Bank. ☐ If you'd like, you can add more cards for other parts of speech too! ☐ Add to your Presidents Book by making a Draw and Caption page about Warren Harding. ☐ Do any writing worksheet(s) that your teacher gives you.
2	☐ Writing Sentences ☐ Word Games	☐ 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." ☐ Write several sentences this week about any of the following topics: ☐ Louis Armstrong ☐ Duke Ellington ☐ Cotton Club ☐ If you have time, play some Word Games this week. ☐ Do any writing worksheet(s) that your teacher gives you.
3	☐ Playwriting (Week 4 of 4) ☐ Dictation	☐ Practice doing daily dictation. ☐ 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. ☐ If you have time, do a bench reading of your play so that everyone will have one more opportunity to practice. ☐ Plan to record your play or perform it in front of microphones, live, at your Unit Celebration. ☐ File your play under "Completed Work" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.

Glance Into Next Week…

Week 9: American Ballyhoo & Hitler's Early Career	
Lower Grammar	❑ *A Boy Named FDR* has unnumbered pages; we have started our numbering on the first page of text. ❑ Try to take time to review this unit's content with your child, and help him finish any hands-on projects.
Teacher	❑ This week's assignment in *Harlem Stomp* goes beyond our time frame for this week's lessons. You may need to explain this to your student. Also, preview these pages if necessary: ❑ Inappropriate terminology referring to blacks: p. 117, 120, and 133 ❑ Nude illustrations: p. 107 and 121 ❑ Help your students polish their work and make final preparations for your Unit Celebration.

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Worldview

There is no assignment this week.

Glance Into Next Week…

Week 9: American Ballyhoo & Hitler's Early Career	
Lower Grammar	There are no special concerns this week.
Teacher	Help your students polish their work and make final preparations for your Unit Celebration.

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Geography

Threads

Find on a map the places in the United States that were significant during the Jazz Age.

Reading & Materials

- ❑ Reading
  - ❑ You will need access to a child's atlas for this week's geography assignments. We recommend *The Kingfisher Atlas of World History*. This is not listed in *Tapestry*, and any atlas will do.
  - ❑ See the Year 4 Geography Supporting Links via *Tapestry* Online for helps for teaching and/or reviewing the geographic terms this week.
- ❑ Map(s) for the student: Jazz in the United States
- ❑ Map(s) for you, the teacher: Jazz in the United States
- ❑ Colored pencils or markers of the appropriate type for your map surface.

Teacher's Check List

Collect, and if necessary print, supplies needed for assignments according to the list above.

Exercises

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

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

Glance Into Next Week…

Week 9: American Ballyhoo & Hitler's Early Career	
Lower Grammar	There are no special concerns this week.
Teacher	Help your students polish their work and make final preparations for your Unit Celebration.

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Fine Arts & Activities

Threads

- ❑ Work on activities that help the student learn about the Jazz Age.
- ❑ Add to your invention project.

Reading & Materials

- ❑ Reading: None this week, but we encourage you to explore the Arts & Activities Supporting Links page on *Tapestry* Online. This page will provide many ideas that you can use throughout the year.
- ❑ "Regular supplies" for the year such as scissors, paper, glue, markers, crayons, and colored pencils.

Teacher's Check List

- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ If you do not like the craft activity options that we have chosen, always feel free to select others from the Arts & Activities Supporting Links page on *Tapestry* Online, or to not do any craft this time.

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.

Glance Into Next Week…

Week 9: American Ballyhoo & Hitler's Early Career	
Lower Grammar	There are no special concerns this week.
Teacher	❑ Students may also benefit from listening to the music of Charles Ives, Carl Ruggles, Heitor Villa-Lobos, Edgard Varèse, Darius Milhaud, Francis Poulenc, and Carl Orff. See what is available at your local library. ❑ Help your students polish their work and make final preparations for your Unit Celebration.

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Literature

Threads

Answer questions and complete activities about this week's reading assignment.

Reading & Materials

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

Teacher's Check List

As needed, print the Literature worksheet for your student.

Answers to Lower Grammar Worksheet for When We Were Very Young

Your student was instructed to answer the following questions or complete the activities for each poem.

"Missing"	Find one word that rhymes with "street." *Eat*
"The King's Breakfast"	What does his Majesty like with his bread? *A bit of butter*
"Hoppity"	Who is the person in this poem? *Christopher Robin*
"At Home"	What does the narrator of this poem want? *A soldier*
"The Wrong House"	What does the house not have? *A garden, a may-tree, and a blackbird*
"Summer Afternoon"	Which animals are mentioned in this poem? *Bows, fishes, swallow*
"Shoes and Stockings"	What two words are repeated several times in this poem? *"Hammer" and "chatter"*

Students were also asked to draw pictures that illustrate what the following three poems remind them of: "Sand-Between-the-Toes," "The Invaders," and "Vespers." Answers will vary.

Glance Into Next Week...

Week 9: American Ballyhoo & Hitler's Early Career	
Lower Grammar	There are no special concerns this week.
Teacher	Help your students polish their work and make final preparations for your Unit Celebration.

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History

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.

Reading & Materials

- ❑ *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)

Teacher's Check List

- ❑ Read the historical introduction below.
- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ We have included optional language arts assignments that complement your student's history studies. Choose the Writing level you will follow from the chart at the end of these History pages (Level 1, 2, or 3) and tell your student which level to follow in his *Spools* Student Manual History pages.
- ❑ Check to see if any *Writing Aids* Talking Points or graphic organizers will be needed, and print these. Then, follow only directions for your chosen level (L1, L2, or L3).
- ❑ With each week in this History thread, you will find age appropriate vocabulary words suitable to the time period you are studying. Memory work is always optional, but you may choose to introduce some of these listed words.

People	Vocabulary
☐ Calvin Coolidge ☐ George Herman "Babe" Ruth	☐ pitcher ☐ umpire ☐ shortstop ☐ outfield ☐ dugout ☐ league ☐ pennant ☐ inning ☐ foul ☐ major league

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

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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.

With this last week of the unit, we are taking you approximately through the years that Calvin Coolidge was president: 1923 to 1929. Our main focus is the "Ballyhoo Years," from 1925-1927.

Thinking

1. Who was a famous baseball player in the late 1920's?
   Babe Ruth, the first homerun hitter sensation, was a famous baseball player in the late 1920's.
2. Why did Charles Lindbergh become famous?
   Charles Lindbergh became famous for flying alone across the Atlantic Ocean.
3. Which inventor wanted to send rockets into space? What did he do about it?
   Robert Goddard wanted to send rockets into space. To do this, he invented liquid fueled rockets that greatly increased the range and power of rockets. Lindberg helped to encourage and popularize Goddard's work.

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Writing

Level	Genres	Instructions and Topics
1	☐ Word Bank ☐ Draw & Caption	☐ Learn about conjunctions from your teacher. ☐ Make conjunction word cards to add to your Word Bank. ☐ If you'd like, you can add more cards for other parts of speech too! ☐ Add to your Presidents Book by making a Draw and Caption page about Calvin Coolidge. ☐ Do any writing worksheet(s) that your teacher gives you.
2	☐ Sentence Combinations ☐ Dictation	☐ Learn how to add variety and interest to your writing by combining sentences. ☐ 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. ☐ Do any writing worksheet(s) that your teacher gives you.
3	☐ Friendly Letter ☐ Dictation	☐ Practice doing daily dictation. ☐ Learn about, or review in *Writing Aids*, the proper format for writing a friendly letter. ☐ Write a letter to a friend or relative, giving them an overview of what you've learned in Unit 1. ☐ Mail your letter! ☐ Do any writing worksheet(s) that your teacher gives you.

Glance Into Next Week…

Week 10: Bull Market and Black Market	
Teacher	The Glance into Week 10 is found at the end of the Year 4 Unit 2 Introduction.

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Worldview

There is no assignment this week.

Glance Into Next Week…

Week 10: Bull Market and Black Market	
Teacher	The Glance into Week 10 is found at the end of the Year 4 Unit 2 Introduction.

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Geography

There is no assignment this week.

Glance Into Next Week…

Week 10: Bull Market and Black Market	
Teacher	The Glance into Week 10 is found at the end of the Year 4 Unit 2 Introduction.

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Fine Arts & Activities

Threads

- ❑ Work on activities that help your student remember what he's read about America's Ballyhoo Years.
- ❑ Add to your invention project.
- ❑ Finish any last minute plans and carry out your Unit Celebration.

Reading & Materials

- ❑ Reading: None this week, but we encourage you to explore the Arts & Activities Supporting Links page on *Tapestry* Online. This page will provide many ideas that you can use throughout the year.
- ❑ "Regular supplies" for the year such as scissors, paper, glue, markers, crayons, and colored pencils.
- ❑ In addition to your regular supplies you will need a Charlie Chaplin movie (these can be rented online).

Teacher's Check List

- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ If you do not like the craft activity options that we have chosen, always feel free to select others from the Student Activity Pages or Arts & Activities Supporting Links page on *Tapestry* Online, or to not do any craft this time.

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 Charlie Chaplin or other 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.

Glance Into Next Week…

Week 10: Bull Market and Black Market	
Teacher	The Glance into Week 10 is found at the end of the Year 4 Unit 2 Introduction.

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Literature

Threads

Answer questions about the character, setting, and events in the plot of this week's story.

Reading & Materials

Reading: *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

Teacher's Check List

As needed, print the Literature worksheet for your student.

Answers to Lower Grammar Worksheet for "In Which Pooh Goes Visiting and Gets into a Tight Place"

Your student was asked to answer questions about the characters in the story.

1. Who lovingly says, "Silly Old Bear!"?
   Christopher Robin
2. Who gets tightly stuck in a hole?
   Pooh
3. Who offers honey and condensed milk to another character?
   Rabbit

Your student was then asked to answer questions about when and where the story takes place (setting).

4. Where was Winnie-the-Pooh walking one day?
   The forest
5. Where does Rabbit live?
   In a hole in a bank
6. How long did Christopher Robin read to Pooh?
   One week

Lastly, your students was asked to tell what happens next in the sequence of events (plot).

7. Pooh realizes that since somebody said "nobody" is at home, that someone actually is.
   Then Pooh asks if that is Rabbit speaking, and Rabbit replies that he has gone to visit Pooh.
8. Pooh eats honey and condensed milk with Rabbit.
   Then Pooh tries to leave but gets stuck in the hole.
9. Christopher Robin reads to Pooh, and Rabbit hangs his washing.
   Then Pooh gets more and more slender and is at last able to pop out of the hole.

Glance Into Next Week…

Week 10: Bull Market and Black Market	
Teacher	The Glance into Week 10 is found at the end of the Year 4 Unit 2 Introduction.

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