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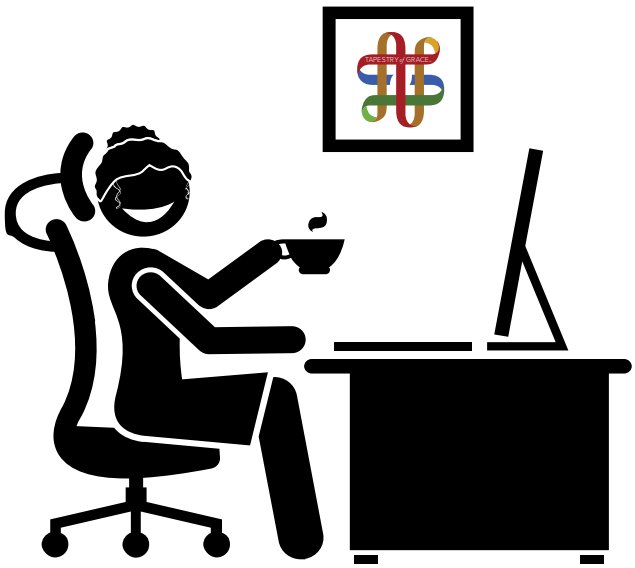

Questions? Clarifications? Suggestions?

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.

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.

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7 Postwar America

People	Vocabulary	
☐ Franklin Delano Roosevelt	☐ serge ☐ embroidery ☐ herringbone ☐ cheviot ☐ flannel ☐ cashmere ☐ organdy ☐ percale ☐ voile	☐ amendment ☐ prohibition ☐ temperance ☐ bootlegger ☐ speakeasy ☐ suffrage ☐ ratify ☐ communism ☐ anarchist ☐ 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?

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Writing

LEVEL	GENRES	INSTRUCTIONS AND TOPICS
4	☐ Report Writing (Week 1 of 3) ☐ Dictation	☐ Practice taking dictation at least three times this week. ☐ Read about report writing in *Writing Aids*. ☐ File the Talking Points (from *Writing Aids*) for reports in your Grammar and Composition Notebook under "Reference." ☐ Study and learn how to use the Report Grid (*Writing Aids* Graphic Organizer). ☐ Do the first step in the writing process this week: prewriting. Here are some topics from which to choose: ☐ Voting Rights for Women ☐ The Eighteenth Amendment ☐ File your prewriting under "Work in Progress" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.
5	☐ Narrative Writing ☐ Dictation	☐ Practice taking dictation at least two times this week. ☐ Focus on the narrative genre. From *Writing Aids*, learn its special characteristics. ☐ Write a short narrative about one of the following topics. ☐ Narrate a day in the childhood of Franklin Roosevelt. ☐ Pretend that you live at the time of the Red Scare and narrate a day in your life. ☐ File your paper under "Completed Work" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.
6	☐ Playwriting (Week 3 of 4) ☐ Dictation	☐ Practice taking dictation at least once this week. ☐ 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

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

Exercises
None 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. 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.

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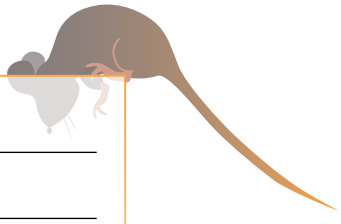
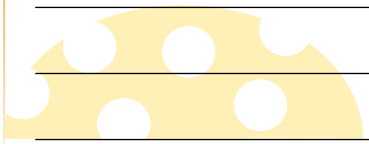
LITERATURE

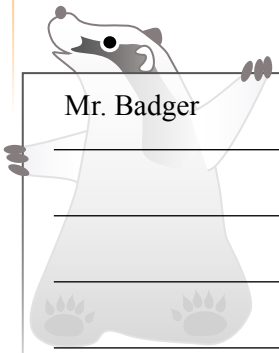
Reading
The Wind in the Willows, by Kenneth Grahame, chapters 7-12 (Week 2 of 2)

Worksheet 2
Write at least three descriptive words or phrases to describe each character below.



Water Rat

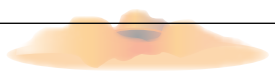




Mr. Badger

Mr. Toad

Mole



Gaoler's Daughter

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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 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.

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8 America's Roaring Twenties & Russia's Stalin

People	Vocabulary	
☐ Louis Armstrong	☐ trumpet	☐ normalcy
☐ Duke Ellington	☐ cornet	☐ scandal
☐ George Gershwin	☐ trombone	☐ corrupt
☐ Langston Hughes	☐ melody	☐ bribe
☐ Leon Trotsky	☐ accompany	☐ intimidate
☐ Joseph Stalin	☐ musician	☐ lynch
☐ Warren Harding	☐ conductor	☐ racist
☐ Franklin D. Roosevelt	☐ record (noun)	☐ ethnic
	☐ gig	☐ minority
	☐ solo	☐ 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.

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Writing

Level	Genres	Instructions and Topics
4	☐ Report Writing (Week 2 of 3) ☐ Dictation	☐ Practice dictation at least three times this week. ☐ 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. ☐ File your draft under "Work in Progress" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.
5	☐ Expository Writing ☐ Report ☐ Dictation	☐ Practice dictation at least two times this week. ☐ Focus on the genre known as expository writing and learn its special characteristics from *Writing Aids*. ☐ Learn about, or review, the proper format for a report. ☐ Write a short expository report about one of the following topics. ☐ Explain how the jazz movement affected black Americans. ☐ Explain how xenophobia was a detriment to America. ☐ File your report under "Completed Work" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.
6	☐ Playwriting (Week 4 of 4) ☐ Dictation	☐ Practice dictation at least once this week. ☐ 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: 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

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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).

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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

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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?

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

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9 American Ballyhoo & Hitler's Early Career

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?

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Writing

Level	Genres	Instructions and Topics
4	☐ Report Writing (Week 3 of 3) ☐ Dictation	☐ Practice dictation at least three times this week. ☐ Write or type the final copy of your report. ☐ File your report under "Completed Work" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.

5	☐ Report
	☐ Dictation
		☐ Practice dictation at least two times this week.
		☐ Write another report this week by choosing from one of the topics below.
		  ☐ Charles Lindbergh
		  ☐ The Ballyhoo Years
		☐ File your report under "Completed Work" in your Grammar and Composition Notebook.
		☐ Do any writing worksheet(s) that your teacher gives you.

6	☐ Friendly Letter ☐ Dictation	☐ Practice dictation at least once this week. ☐ 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: 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

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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.

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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.

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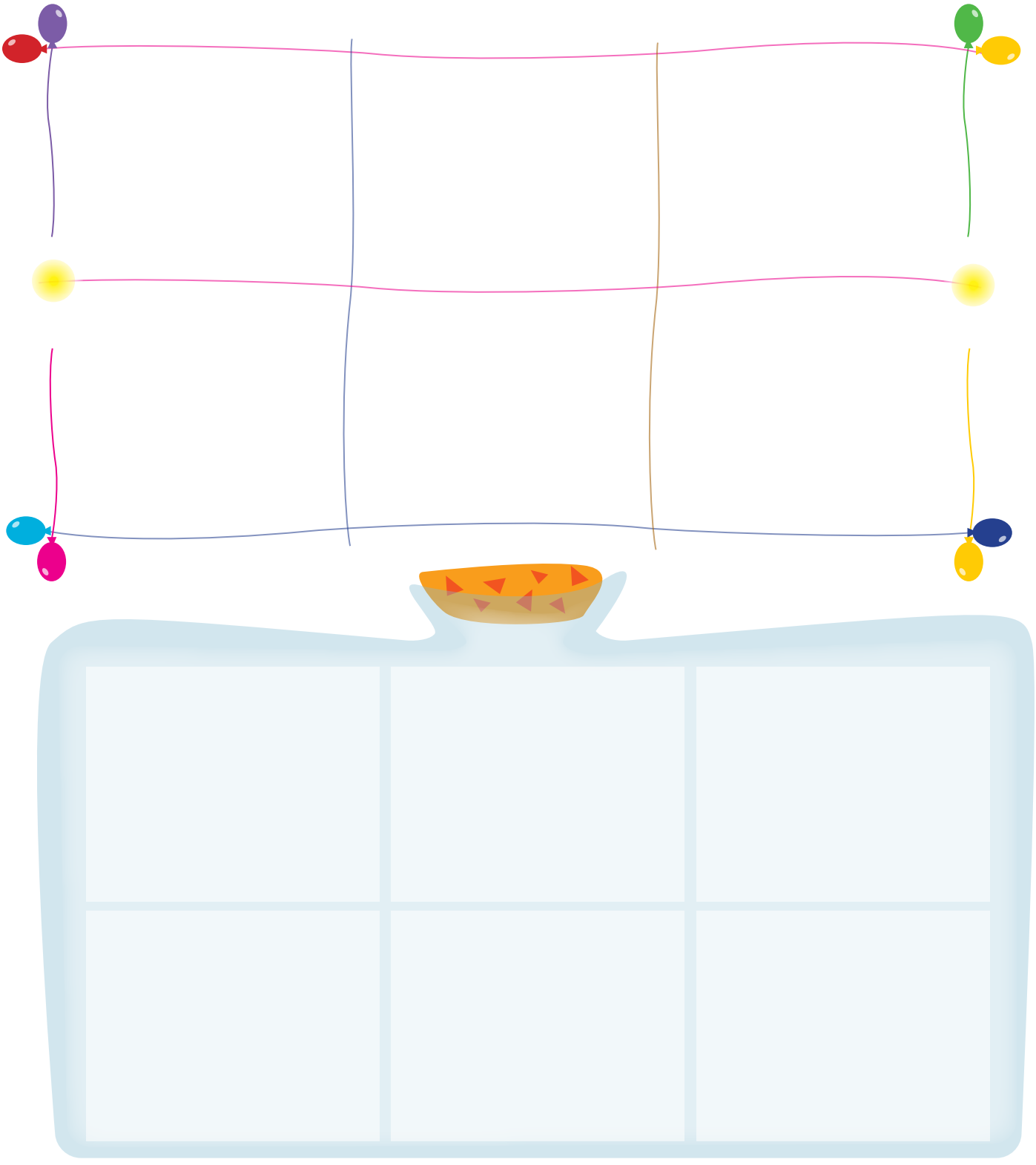
Literature

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.



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History

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.

Reading & Materials

- ❑ *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

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 4, 5, or 6) 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 (L4, L5, or L6).
- ❑ 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	
☐ Franklin Delano Roosevelt	☐ serge ☐ embroidery ☐ herringbone ☐ cheviot ☐ flannel ☐ cashmere ☐ organdy ☐ percale ☐ voile	☐ amendment ☐ prohibition ☐ temperance ☐ bootlegger ☐ speakeasy ☐ suffrage ☐ ratify ☐ communism ☐ anarchist ☐ bigotry

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

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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.

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
4	☐ Report Writing (Week 1 of 3) ☐ Dictation	☐ Practice taking dictation at least three times this week. ☐ Read about report writing in *Writing Aids*. ☐ File the Talking Points (from *Writing Aids*) for reports in your Grammar and Composition Notebook under "Reference." ☐ Study and learn how to use the Report Grid (*Writing Aids* Graphic Organizer). ☐ Do the first step in the writing process this week: prewriting. Here are some topics from which to choose: ☐ Voting Rights for Women ☐ The Eighteenth Amendment ☐ File your prewriting under "Work in Progress" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.
5	☐ Narrative Writing ☐ Dictation	☐ Practice taking dictation at least two times this week. ☐ Focus on the narrative genre. From *Writing Aids*, learn its special characteristics. ☐ Write a short narrative about one of the following topics. ☐ Narrate a day in the childhood of Franklin Roosevelt. ☐ Pretend that you live at the time of the Red Scare and narrate a day in your life. ☐ File your paper under "Completed Work" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.
6	☐ Playwriting (Week 3 of 4) ☐ Dictation	☐ Practice taking dictation at least once this week. ☐ 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	
Upper Grammar	There are no special concerns this week.
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

Begin a three-week study of the life and ministry of Eric Liddell.

Reading & Materials

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

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 is no assignment 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.

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 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.

Glance Into Next Week…

Week 8: America's Roaring 20's & Russia's Stalin	
Upper Grammar	There are no special concerns this week.
Teacher	Younger students will benefit also to 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

Write descriptive words or phrases for several characters.

Reading & Materials

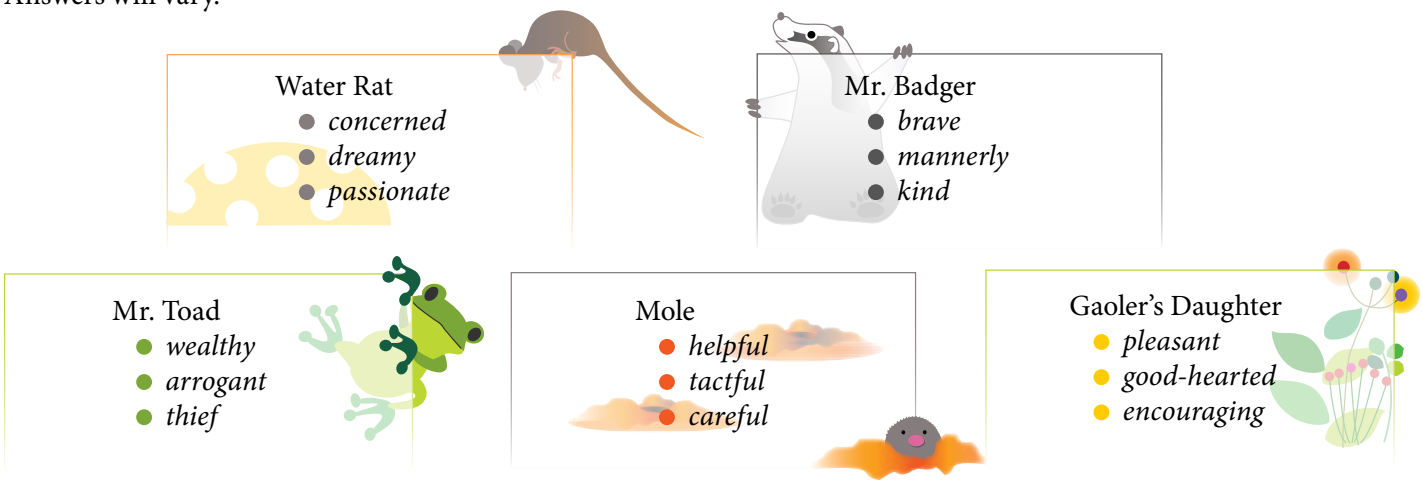
Reading: *The Wind in the Willows*, by Kenneth Grahame, chapters 7-12 (Week 2 of 2)

Teacher's Check List

As needed, print the Literature worksheet for your student.

Answers to Upper Grammar Worksheet for The Wind in the Willows

Your student was asked to write at least three descriptive words or phrases that describe each character listed. Answers will vary.



GLANCE INTO NEXT WEEK…

There are no special concerns this week.

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History

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.

Reading & Materials

- ❑ *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)

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 4, 5, or 6) 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 (L4, L5, or L6).
- ❑ 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	☐ normalcy
☐ Duke Ellington	☐ cornet	☐ scandal
☐ George Gershwin	☐ trombone	☐ corrupt
☐ Langston Hughes	☐ melody	☐ bribe
☐ Leon Trotsky	☐ accompany	☐ intimidate
☐ Joseph Stalin	☐ musician	☐ lynch
☐ Warren Harding	☐ conductor	☐ racist
☐ Franklin D. Roosevelt	☐ record (noun)	☐ ethnic
	☐ gig	☐ minority
	☐ solo	☐ supremacist

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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.

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
4	☐ Report Writing (Week 2 of 3) ☐ Dictation	☐ Practice dictation at least three times this week. ☐ 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. ☐ File your draft under "Work in Progress" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.

5	☐ Expository Writing
	☐ Report
	☐ Dictation
		☐ Practice dictation at least two times this week.
		☐ Focus on the genre known as expository writing and learn its special characteristics from *Writing Aids*.
		☐ Learn about, or review, the proper format for a report.
		☐ Write a short expository report about one of the following topics.
		  ☐ Explain how the jazz movement affected black Americans.
		  ☐ Explain how xenophobia was a detriment to America.
		☐ File your report under "Completed Work" in your Grammar and Composition Notebook.
		☐ Do any writing worksheet(s) that your teacher gives you.

6	☐ Playwriting (Week 4 of 4) ☐ Dictation	☐ Practice dictation at least once this week. ☐ 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	
Upper Grammar	❑ Evolution and the Scopes Monkey Trial are discussed on p. 32-33 of *The 1920s: Decade in Photos*. ❑ If you are giving a Unit I Exam (found in *Evaluations 4*), take a look at the exam ahead of time so that you can help your student prepare.

Teacher	❑ Upper Grammar students will be reading about the Scopes Trial. You may want to take extra time to discuss your family's views on evolution, creationism, and how you believe science should be taught in schools.
	❑ 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.
	❑ Decide upon review strategies for any evaluations you may give.

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Worldview: Church History

Threads

Continue the study of Eric Liddell and his life as a missionary to China.

Reading & Materials

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

Glance Into Next Week…

Week 9: American Ballyhoo & Hitler's Early Career	
Upper Grammar	Evolution and the Scopes Monkey Trial are discussed on p. 32-33 of *The 1920s: Decade in Photos*.
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 important to the Jazz Age.
- ❑ Be able to identify Italy and the Soviet Union.

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.
- ❑ Please see the *Loom* for suggested approaches to geography, and then purchase necessary materials to get started.

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).

Glance Into Next Week…

Week 9: American Ballyhoo & Hitler's Early Career	
Upper 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.
- ❑ Add a card to your president card bank.

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. 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.

Glance Into Next Week…

Week 9: American Ballyhoo & Hitler's Early Career	
Upper 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

Focus on dialogue by completing a worksheet.

Reading & Materials

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

Teacher's Check List

As needed, print the Literature worksheet for your student.

Answers to Upper Grammar Worksheet for Winnie-the-Pooh

Your student was instructed to write the name of the person who made the statement on the left and the person who is being spoken to on the right. The goal of this exercise is to reinforce the student's understanding of dialogue.

"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." (4)

Who says it?	Who is spoken to?
Winnie-the-Pooh	*Himself*

"The important bee to deceive is the Queen Bee. Can you see which is the Queen Bee from down there?" (14)

Who says it?	Who is spoken to?
Winnie-the-Pooh	*Christopher Robin*

"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." (25)

Who says it?	Who is spoken to?
Rabbit	*Pooh*

"Between, as I was saying, the hours of twelve and twelve five. So really … if you'll excuse me—What's that?" (36)

Who says it?	Who is spoken to?
Piglet	*Winnie-the-Pooh*

"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?" (45)

Who says it?	Who is spoken to?
Pooh	*Owl*

"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." (63)

Who says it?	Who is spoken to?
Piglet	*Christopher Robin*

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Glance Into Next Week…

Week 9: American Ballyhoo & Hitler's Early Career	
Upper 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 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.

Reading & Materials

- ❑ *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)

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 4, 5, or 6) 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 (L4, L5, or L6).
- ❑ 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	☐ pitcher	☐ telescope
☐ George Herman "Babe" Ruth	☐ umpire	☐ astronomer
☐ Edwin Hubble	☐ shortstop	☐ observatory
☐ Robert Goddard	☐ outfield	☐ astronaut
☐ Charles Lindbergh	☐ dugout	☐ philanthropist
☐ Charlie Chaplin	☐ league	☐ theory
☐ Jack Dempsey	☐ pennant	☐ evolution
☐ John Scopes	☐ inning	☐ creationism
☐ William Jennings Bryan	☐ foul	☐ Fundamentalist
	☐ major league	☐ heresy

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9 American Ballyhoo & Hitler's Early Career

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.

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
4	☐ Report Writing (Week 3 of 3) ☐ Dictation	☐ Practice dictation at least three times this week. ☐ Write or type the final copy of your report. ☐ File your report under "Completed Work" in your Grammar and Composition Notebook. ☐ Do any writing worksheet(s) that your teacher gives you.

5	☐ Report
	☐ Dictation
		☐ Practice dictation at least two times this week.
		☐ Write another report this week by choosing from one of the topics below.
		  ☐ Charles Lindbergh
		  ☐ The Ballyhoo Years
		☐ File your report under "Completed Work" in your Grammar and Composition Notebook.
		☐ Do any writing worksheet(s) that your teacher gives you.

6	☐ Friendly Letter ☐ Dictation	☐ Practice dictation at least once this week. ☐ 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: Church History

Threads

Complete your three-week study of Eric Liddell and his life as a missionary to China.

Reading & Materials

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

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Geography

Threads

Identify the country of Germany.

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.
- ❑ There is no map to print this week, unless you would like to print a copy of your student's standard World Map so that he can point out Germany. Alternatively, you may choose to have him point it out in an atlas.
- ❑ 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.
- ❑ Please see the *Loom* for suggested approaches to geography, and then purchase necessary materials to get started.

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.

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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.
- ❑ Add a card to your president card bank.
- ❑ 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, the hands-on activity we have selected for you will need a silent Charlie Chaplin movie from your library, online, or a video rental store.

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. Teach a younger sibling or friend the basic rules of baseball.
2. Watch a Charlie Chaplin or other 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.

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Literature

Threads

Make comic strips and use dialogue balloons.

Reading & Materials

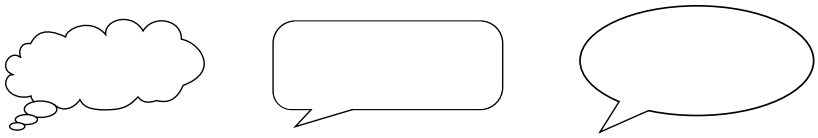
Reading: *Winnie-the-Pooh*, by A.A. Milne, chapters 6-10 (Week 2 of 2)

Teacher's Check List

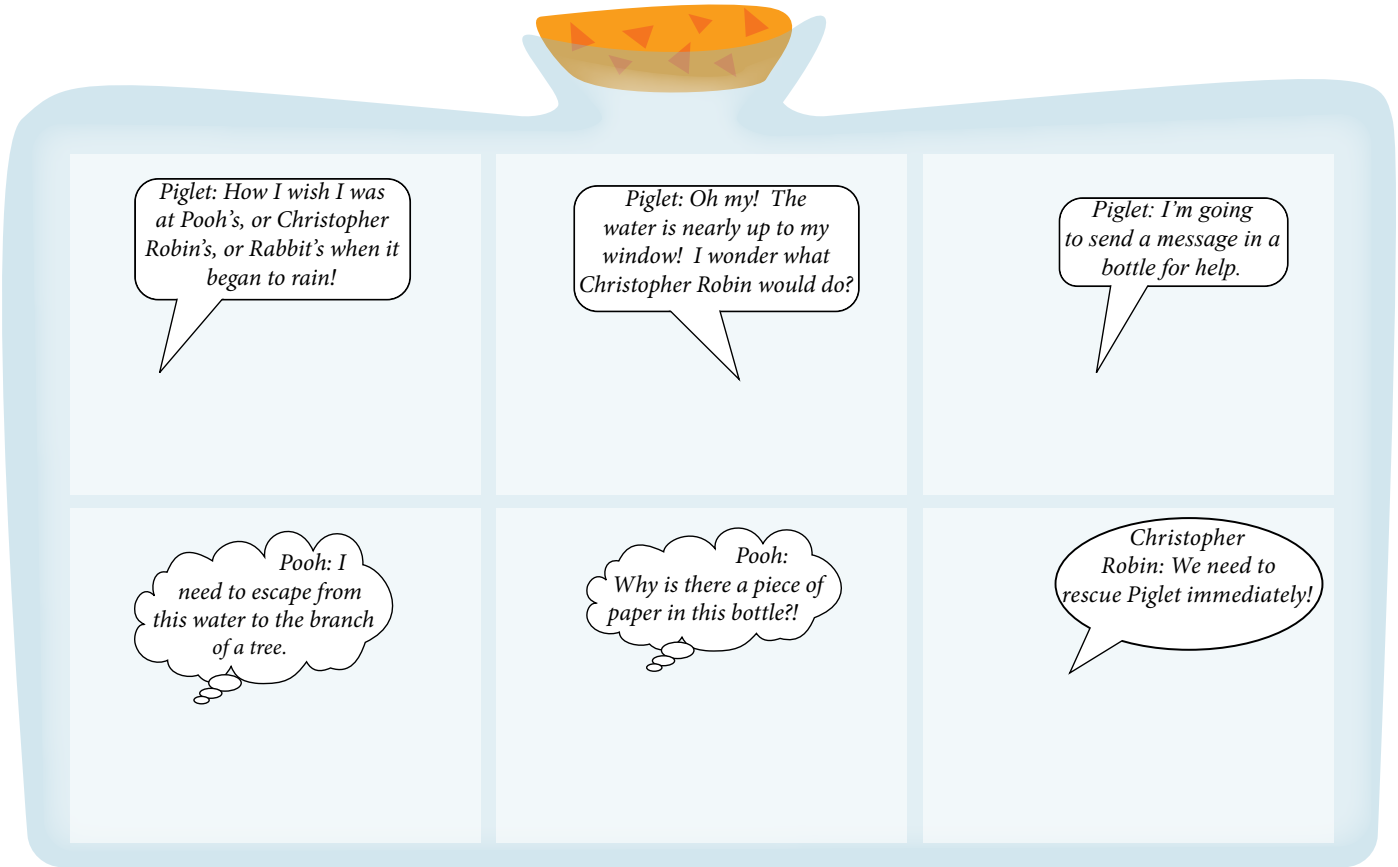
As needed, print the Literature worksheet for your student.

Answers to Upper Grammar Worksheet for Winnie-the-Pooh

Your student has been asked to make comic strips about two of the chapters that he read this week. He should set dialogue off in speech balloons. (Below are three examples of speech balloons.) The goal of this exercise is to help your student understand the use of dialogue in literature through creating their own. Answers will vary.



This example is taken from "Piglet is Entirely Surrounded by Water." Notice that our dialogue summary is not exactly the same as what is in the book. Illustrations (not provided here) should help furnish missing pieces of information. Also notice that when a different character talks, we use a different type of dialogue balloon. While this isn't necessary, your student should use some type of distinguishing feature, even if it is simply to have the balloon point to the correct character.



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