

# Table of Contents

|   |    |
|---|----|
| Introduction . . . . .  | 3  |
| Sample Lesson Plan . . . . .  | 4  |
| Before the Book ( <i>Pre-reading Activities</i> ) . . . . .             | 5  |
| About the Author . . . . .  | 6  |
| Book Summary . . . . .  | 7  |
| Vocabulary Lists . . . . .  | 8  |
| Vocabulary Activity Ideas . . . . .                                     | 9  |
| SECTION 1 ( <i>Chapters 1 through 4</i> ) . . . . .                     | 10 |
| • QuizTime!   |    |
| • Hands-On Project— <i>Making Corn Pudding</i>                          |    |
| • Cooperative Learning Activity— <i>Ahoy, Mates!</i>                    |    |
| • Curriculum Connections— <i>Geography: Map It Out</i>                  |    |
| • Into Your Life— <i>Reader’s Response Journals</i>                     |    |
| SECTION 2 ( <i>Chapters 5 through 8</i> ) . . . . .                     | 15 |
| • QuizTime!   |    |
| • Hands-On Project— <i>Knit One, Purl Two</i>                           |    |
| • Cooperative Learning Activity— <i>Reading Aloud</i>                   |    |
| • Curriculum Connections— <i>History: The Right to Rights</i>           |    |
| • Into Your Life— <i>Gratitude from A to Z</i>                          |    |
| SECTION 3 ( <i>Chapters 9 through 12</i> ) . . . . .                    | 20 |
| • Quiz Time!  |    |
| • Hands-On Project— <i>Candle Making</i>                                |    |
| • Cooperative Learning Activity— <i>”Play-Acting”</i>                   |    |
| • Curriculum Connections— <i>Art: “All Things Bright and Beautiful”</i> |    |
| • Into Your Life— <i>Dream House</i>                                    |    |
| SECTION 4 ( <i>Chapters 13 through 16</i> ) . . . . .                   | 25 |
| • QuizTime!   |    |
| • Hands-On-Project— <i>Jack-O-Lanterns</i>                              |    |
| • Cooperative Learning Activity— <i>The Husking Bee</i>                 |    |
| • Curriculum Connections— <i>Science: ‘Tis the Season</i>               |    |
| • Into Your Life— <i>Priorities</i>                                     |    |
| SECTION 5 ( <i>Chapters 17 through 21</i> ) . . . . .                   | 30 |
| • Quiz Time!  |    |
| • Hands-On Project— <i>Write On!</i>                                    |    |
| • Cooperative Learning Activity— <i>Mock Trial</i>                      |    |
| • Curriculum Connections— <i>Language Arts: Painted Paragraphs</i>      |    |
| • Into Your Life— <i>Special Friends</i>                                |    |
| After the Book ( <i>Post-reading Activities</i> )                       |    |
| Any Questions? . . . . .  | 35 |
| Book Report Ideas . . . . .   | 36 |
| Research Ideas . . . . .  | 37 |
| Culminating Activity . . . . .  | 38 |
| Unit Test Options . . . . .   | 42 |
| Bibliography of Related Reading . . . . .                               | 45 |
| Answer Key . . . . .  | 46 |

# Dream House

William Ashby spends a great deal of time planning and building the home of his dreams. Judith shares his enthusiasm about the design, for she has also given a lot of thought to the home she would like.

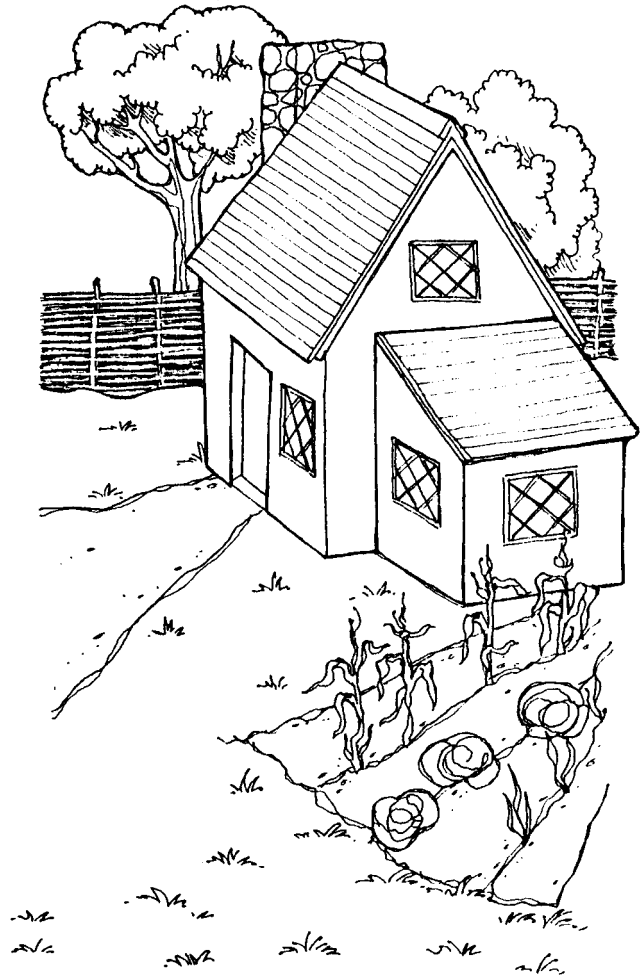
How about you? If you could have a home exactly to your specifications, how would you design it?

If there are new housing tracts in your area, you can obtain a floor plan brochure from the model home sight. Book stores and libraries will also have books showing architectural blueprints (see bibliography, page 45). All of these show each floor of the house separately, from a top view. Use these as models for designing your own home.

Here are some things to remember in your design:

- All rooms must have a way to get in and out.
- Most rooms should probably have cupboard or closet space.
- The kitchen and bathrooms must have plumbing.
- Most rooms should have a window.
- Places must be provided for furniture.
- Basements and attics, if desired, should be included in your plans.

Also design what the outside of the house will look like. What sort of roof will you have? What color will the house be? How will you landscape? Where will you leave your car? Where will you get your mail?



There are many things to consider, and as you design you will probably want to change your mind. Be sure to use a pencil so that you can do just that. Graph paper will also help you so that you can block spaces out evenly and proportionally.

If possible, have an architect come in to your classroom to speak and show you some professional designs. You may even be able to tour a place he/she designed to compare how the plans match the real thing.

For an extra challenge, actually build a model of your design! Share it and your blueprints with your class.

# The Husking Bee

There weren't many moments of merriment in the lives of Puritan teenagers. They needed to find joy and laughter wherever they could. One such example of their ingenuity is the husking bee. In order to make the necessary work enjoyable, the teens husked corn while they played music, sang, danced, ate, told jokes and stories, and, of course, watched for red ears of corn! (Can you or your classmates guess what the red ear means?)



What chores do you have at home or in school that you really dislike doing? In small groups, brainstorm a list of them here:

---

---

---

---

---

Now, also as a group, choose one of the chores you listed above, and plan a way to do it so that people will *want* to come and help, just like the husking bee. List on the back of this paper all of the things that your special event will do or involve.

Next, while still in your group, design a colorful, exciting, enticing poster announcing your event. Remember, you want to convince people to do something they normally wouldn't want to do! Be creative and crazy—really get their attention. When your poster is ready, hang it on the classroom wall for all to enjoy.

Finally, elect a spokesperson from your group to explain your event to the class. Perhaps the class can even choose to do one of the activities!