



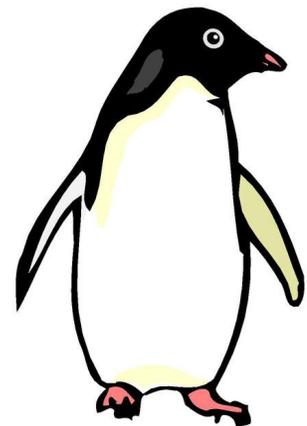
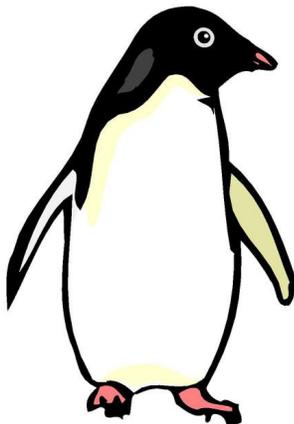
All About Birds



An Integrated Unit

by

Lillian A. Mitchell



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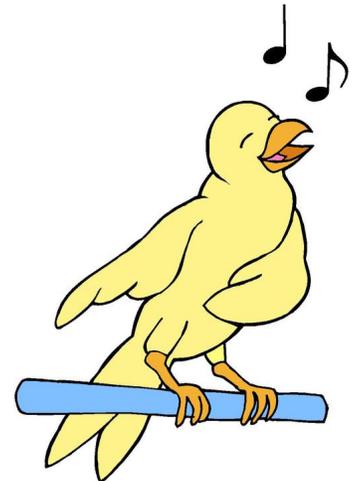
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WHAT ARE BIRDS?



Birds are different from all other creatures. They have feathers and most of them can fly. They have two wings, a strong bill, scaly legs and feet, three or four toes with claws on the end, no teeth. The body temperature of birds stays the same both in warm and cold surroundings. The birds that cannot fly, have strong

legs for running.

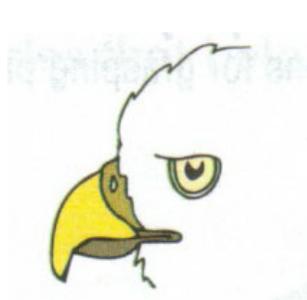


Birds breathe, they are warm-blooded and they have a skeleton inside their bodies.



Some birds like the hummingbirds are very small. Others like the ostriches are huge.

Birds can be found in forests, deserts, and grassland. Many birds live on water, a few birds make their homes in icy, cold places.



The body of most birds is suited to flying. In order for a bird to fly, it must be lightweight. The bones are hollow and this makes their bodies light. If the bones were not hollow, the birds would not be able to fly.

The skeleton of a bird is a framework of bones under the skin. The skeleton supports and protects the soft tissue and delicate organs like the heart and lungs.



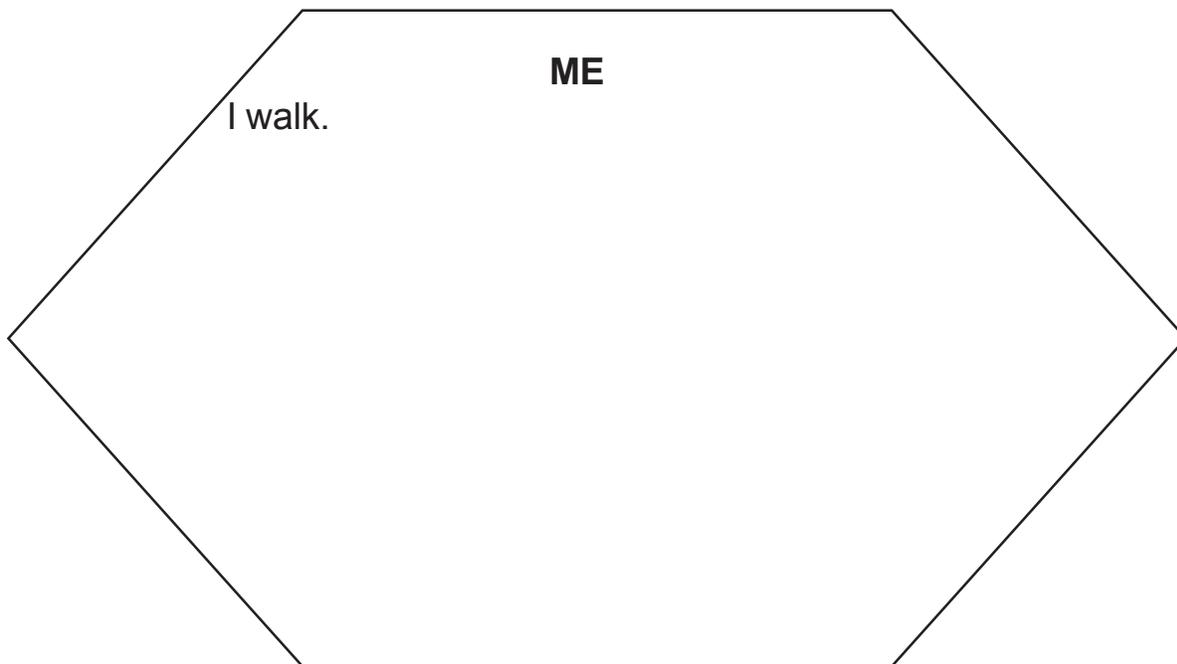
HOW ARE BIRDS DIFFERENT FROM ME

Name: _____ Date: _____

In the boxes below, list as many ways as you can that tell how birds are different from human beings. The first one is done for you.

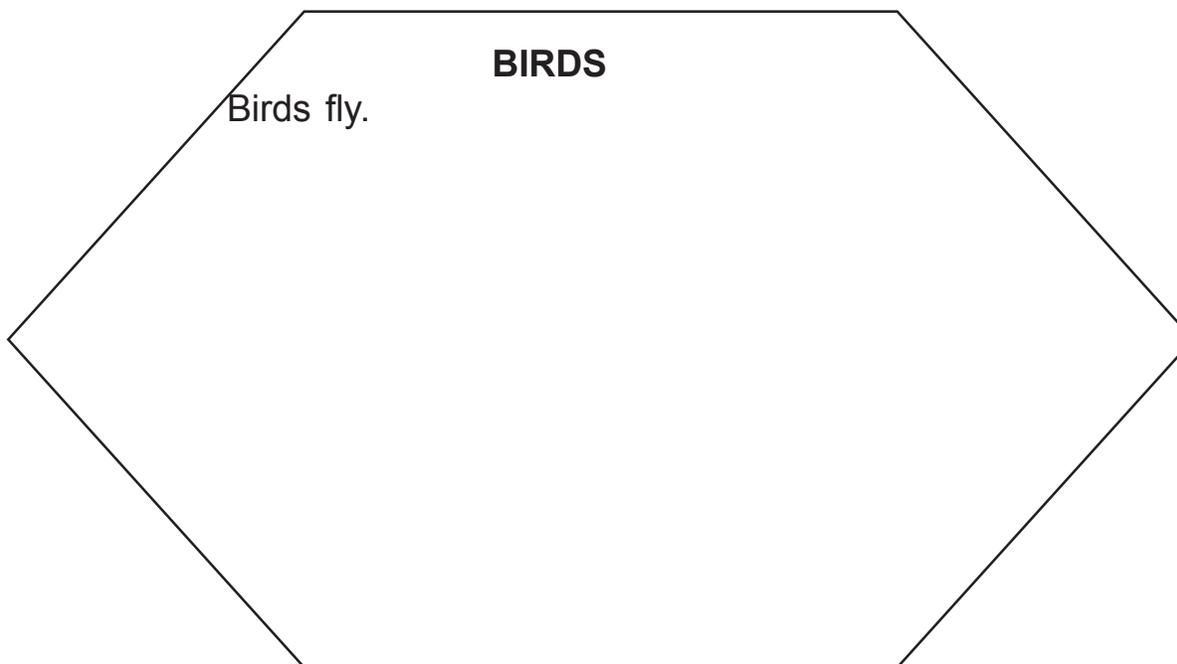
ME

I walk.



BIRDS

Birds fly.



KINDS OF BIRDS

There are almost 9000 different kinds of birds. They can be found living everywhere, in towns, in cities, in the tropical rain forests and in the frozen lands and icy seas. Some of these birds are very large, like the ostrich, which cannot fly and weighs about 330 pounds and is about eight feet tall. The tiny bee hummingbird weighs less than one ounce and is about 2½ inches long.



There are about 163 recognized families of birds in the world. There are sixty-eight families of birds in North America.

Usually all birds of a species look alike and act alike as far as the bird watcher can see. However, on closer observation, it is noted that there are differences among birds in a given species. The bill may be different, a patch of color not quite like the others, or a behavior different from those in the species.



MY FAVORITE BIRD

Directions:

Give each child a large piece of bird nest shaped paper. Have him/her make a picture of his/her favorite bird going in the nest and write a story to accompany the picture.

Laminate and compile all the pages into a book. Use the nest below for the cover, or allow the students to color their own nest as a cover. Let the students decide on a title for the book. Have each child read his or her story to the class.



BIRD A-Z

Name: _____ Date: _____

Create your own bird alphabet. Use the Internet to find out about five of the birds from your alphabet. Write two sentences about each of the five you chose.

A _____	N _____
B _____	O _____
C _____	P _____
D _____	Q _____
E _____	R _____
F _____	S _____
G _____	T _____
H _____	U _____
I _____	V _____
J _____	W _____
K _____	X _____
L _____	Y _____
M _____	Z _____

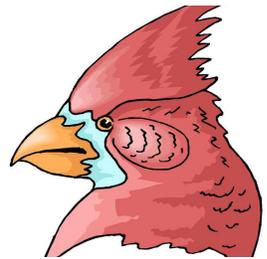


BIRD BEAKS

Birds have no teeth, they have a horny beak. Beaks are different in size and shape. The shape of a bird's beak gives us information on what it eats and how it collects its food. Since birds do not have a good sense of taste or smell, they find food by its color and shape.

Unlike mammals, birds can move their upper jaw without moving the rest of the head. This helps them to open their mouth extremely wide. Below is a description of different kinds of beaks.

1. Hard thick beaks with a sharp point are used for cracking seeds and nuts and picking up very small seeds.



2. This pointed beak is used to pick up objects and is long for grasping larger kinds of food like earthworms.



3. Long straight, hard beaks are used to make holes in trees and also dig out insects from their homes or hiding places.



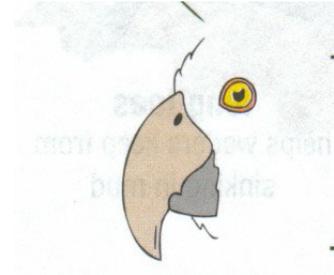
4. Beaks that are wide and flat and have tiny ridges are used to strain food from the bottom of the lake.



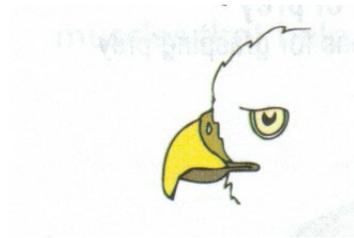
- 5. Birds with long beaks use it for sipping nectar from deep inside a flower.



- 6. Birds with a hard hooked beak use it for cracking seeds.



- 7. Birds that are meat eaters have strong, curved beaks which they use to grab small animals and hold and tear the meat.



HOW DO OUR BEAKS HELP US?

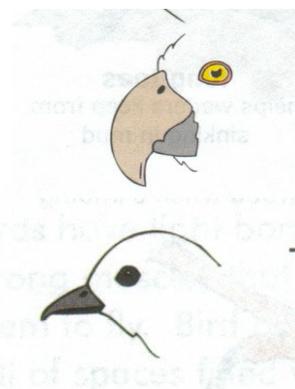
Name _____ Date _____

Directions: A bird has a beak for the food it eats. Match the beak to the correct definition.

This helps me crack seeds.

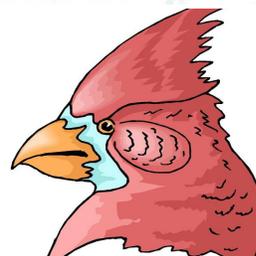


I use this to hammer into trees.



This helps me sip nectar from flowers.

This helps me strain food found at the bottom of the lake.



I use this to grab small animals.



This helps me pick up objects.



HOW DO OUR BEAKS HELP US?

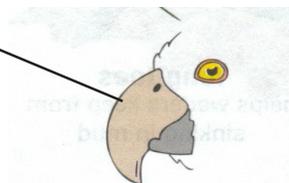
Name: KEY Date: _____

Directions: A bird has a beak for the food it eats. Match the beak to the correct definition.

This helps me crack seeds.



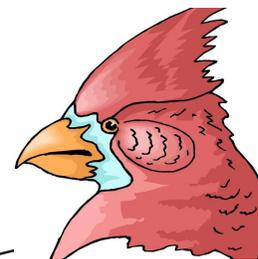
I use this to hammer into trees.



This helps me sip nectar from flowers.



This helps me strain food found at the bottom of the lake.



I use this to grab small animals.



This helps me pick up objects.



Beak Shapes

Name: _____ Date: _____

Directions: On the line provided write the name of the bird that matches the definition.

1. _____ have hooked beaks that help them to tear off strips of meat.
2. _____ have small beaks to suit the tiny seeds they eat.
3. _____ use their long beaks to find food buried on muddy shores.
4. _____ have flat beaks that help in searching for food in shallow water.
5. _____ have large beaks with a pouch of skin attached between the end of the lower half of its beak and throat.



Beak Shapes

Name: KEY

Date: _____

Directions: On the line provided write the name of the bird that matches the definition.

1. **Eagles** have hooked beaks that help them to tear off strips of meat.
2. **Hawfinches** have small beaks to suit the tiny seeds they eat.
3. **Curlins** use their long beaks to find food buried on muddy shores.
4. **Ducks** have flat beaks that help in searching for food in shallow water.
5. **Pelicans** have large beaks with a pouch of skin attached between the end of the lower half of its beak and throat.



BIRD BEHAVIORS

When **ostriches** stand they are about 8 feet tall. They travel in groups to protect themselves from predators. Ostriches depend on their long, powerful legs and tough toes to sprint away from danger.

Ostriches can run at fifty miles per hour or faster. They roll in the dust probably to keep ticks away or to get rid of extra oil. They sleep out in the open and keep a keen ear out for predators. If an ostrich wakes up suddenly by disturbance it starts yawning and stretching. When one ostrich yawns, the entire herd follows.

Ostriches are very friendly to each other. This is very obvious when they find water in the dry season. Although they are friendly, they respect those higher in rank. Those higher in rank can be very easily identified. They are the black and white birds standing very tall with tail pointing up. The next bird in rank will hold his tail just horizontal, while the others hold theirs in a drooping position.



Both male and female ostriches take turns sitting on their eggs. The female sits on the eggs during the day time and the male at night. When the eggs hatch, the parents take the chicks to secluded places where they can teach them about insects and plants that can be eaten. Both male and female ostriches work together to protect their babies.

Flamingoes usually rest in a one-legged pose, with their neck curved or folded along their back and their bill tucked into their feathers. Both male and female flamingoes take turns sitting on the eggs for up to 32 days until they hatch.



The young flamingoes explore on their own in groups of up to hundreds sometimes. They are taken care of by a small number of adult flamingoes. When the parents return from food gathering, they make their dinner call and the young run to their own parents.



The male **peacock** cannot fly as far as the female. They spend the morning searching for food. They wash down their food by sucking water into their bill and then raising their head to swallow. Peacocks like to play the game **tag** in which the opponents, usually the young peacocks, chase each other around a bush. They always seem to end the game abruptly causing all the birds to scatter in different directions.

Peacocks lay three to eight eggs each. Sometimes they mix their eggs in with those of other peahens. The different mothers take turns sitting on the eggs to keep them warm. Once the birds hatch the mother keeps them warm and dry by wrapping them around with her feathers. A peahen can be very fierce when her babies are in danger.



The average **eagle** weighs about 9 pounds. It soars high into the heavens. When a high-flying eagle sees something it can eat, it dives down at about 200 hundred miles per hour.



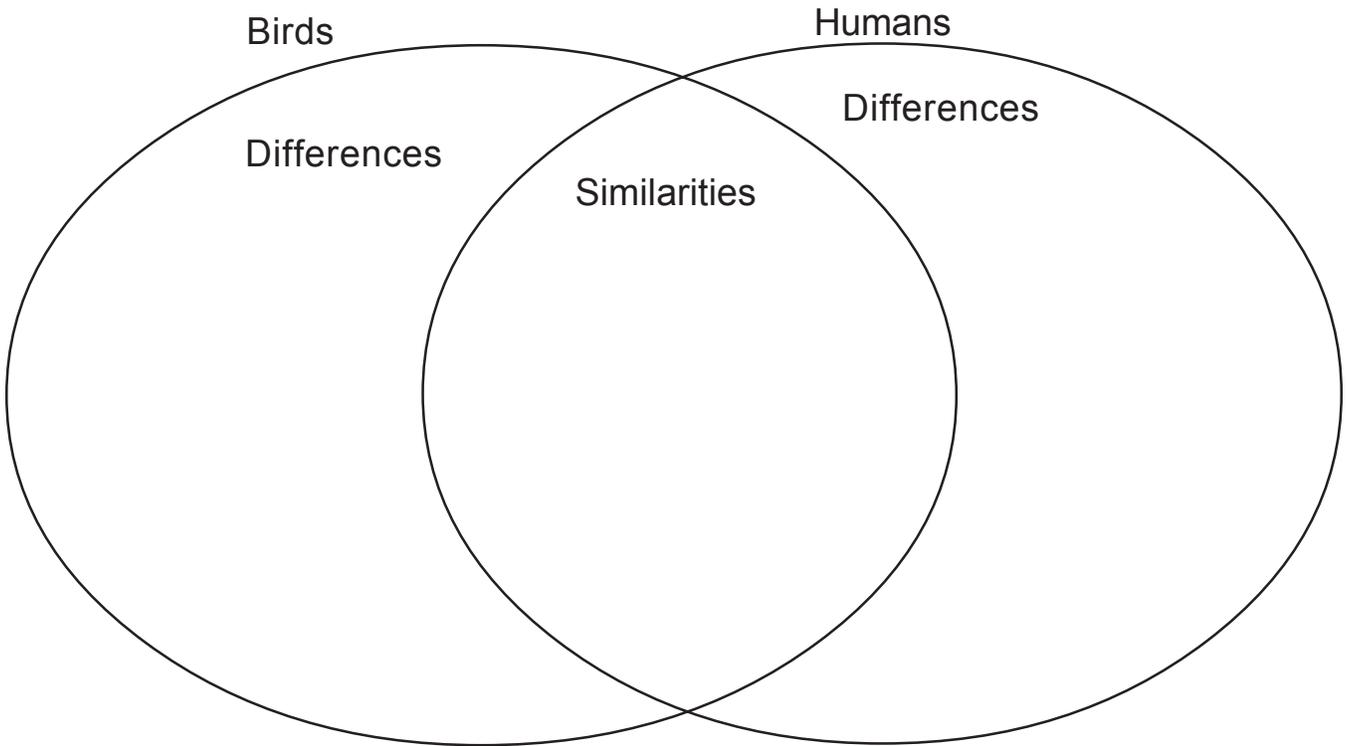
Eagles like to eat fish. They have five basic hunting methods. They hunt in flight, they can hunt from a perch, they can hunt on the ground, they can hunt while wading in water, and they can hunt as a group.

The eagle is an excellent thief. He knows how to take away the food from another animal on the ground, and he knows how to harass a bird carrying a fish in flight.



CLEANING OURSELVES

Compare how birds and humans keep themselves clean. Use the diagram below to help you.



THE DOVE

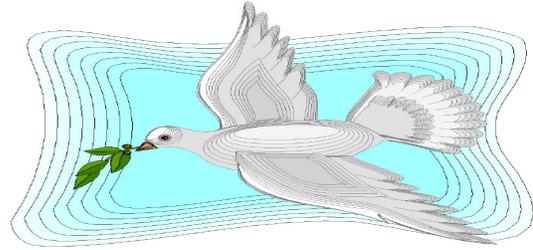
*He saw the spirit of God descending
Like a dove and lighting on Him.
Matthew 3:16, NIV*

In London authorities have urged people eating lunch in the courtyard in front of the British Museum not to feed the pigeons. It is a difficult restriction, though, because sharing food with a friendly, bright-eyed bird is very satisfying. The sweet murmur of flocks of doves cooing softly to one another attracts us. No wonder the Greeks made the dove sacred to Aphrodite, goddess of love.



The dove has other attractive characteristics. Shy and retiring, it hides “in holes in the cliffs or in crannies in the high ledges” (Song of Solomon 2:14, NEB). In sending out His disciples “innocent as doves,” Jesus recognized the bird’s gentleness (Matt. 10:16, NEB). Finally, at Jesus’ baptism the dove wonderfully exemplified the Holy Spirit (Matt. 3:16).

Thus the dove introduces us to a special intimate side of the Holy Spirit’s ministry. To domesticate doves, we build dovecotes, which are multistoried bird houses, to entice them into our gardens. Ambitious owners train



homing pigeons to carry messages—a talent perhaps inherited from the dove that carried the olive branch back to Noah’s ark, promising peace and safety after the Flood.

Our dove picture now has yet another feature. Christ is the resting place, the dovecote, to which we all come home—led by the Spirit. It makes no difference with what wings we fly to Him. We only need to *come*, both the young who are just learning to fly and the old who can already fly. Those who have kept all the commandments from childhood as well as those who have broken them all. We all have different temperaments—excited and weak, impetuous and cool, affectionate and shy. Thus we can not expect the finch to sing like the nightingale or the sparrow to fly like the sea gull. Nor will the dove arrive in eagle’s wings. Instead, we can only come as *ourselves*, imitating no one. Such is the message from the dovecote.

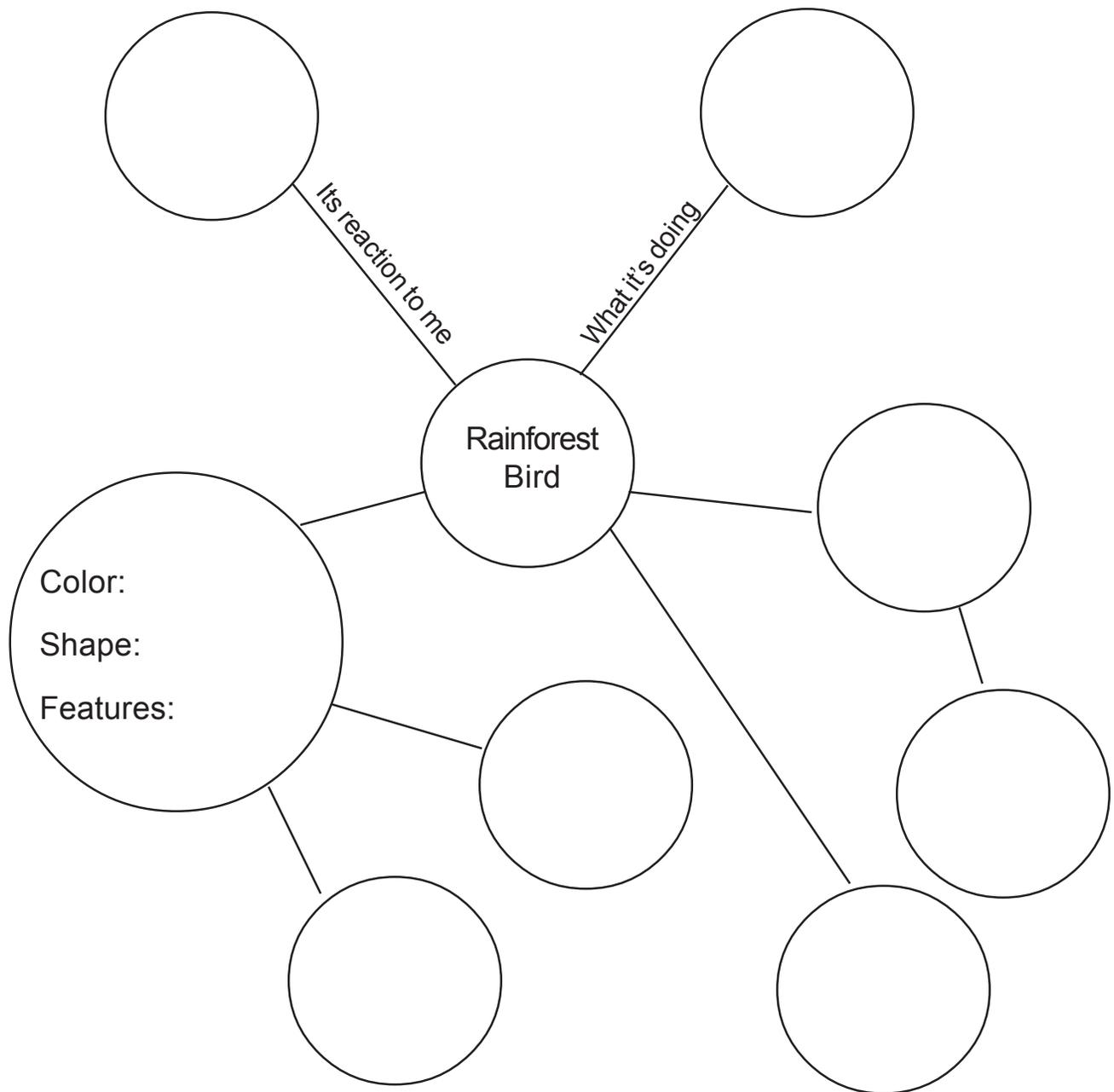
Adapted from Glimses of God, Dorothy Minchin-Comm, Review and Herald, 1998



Adventures in the Rain Forest

Imagine that you are a birdwatcher and you have just spotted a bird that has never been seen by the human eye. Draw your bird and its surroundings.

Use this thinking diagram to help you get started.



BIRD CALLS AND SONGS

Frogs and humans have vocal cords near the top end of their throats. These vocal cords are made to vibrate to produce sounds. The voice box of a bird is at the bottom end of its throat. It is called the syrinx. Muscles around the syrinx can change its shape to make different sounds. Birds that do a lot of singing have very complicated syrinxes. Some birds can even produce two different tunes at once and sing duets with themselves.



Not all birds have a syrinx. Vultures are unable to sing, though they do make noises.

Birds make different sounds for many different reasons. The most familiar bird sound is song. Birds sing to attract a mate and warn other birds to stay away. Baby



birds sing to beg for food. They learn how to sing by copying the sounds made by their parents and the other birds of their species. A few birds like the mina birds, mocking birds, jays, crows, and starlings copy the sounds made by birds of other species. Many parrots can even copy human speech. Among the songbirds, it is most often the male that sings.

Sometimes birds sing alarm notes. Alarm notes warn other birds of danger. The American robin uses one note when he sees a hawk circling overhead and another when it sees a predator on the ground. Bird partners or flocks sing location notes to help them find one another. The reed warbler is able to sing two different songs at the same time. A whistling tree duck uses its whistlelike call to keep in touch with other birds in the flock when feeding in dense reed beds.

Weird Tunes

Some birds make noises that do not sound like bird songs. Woodpeckers sound as if they are drumming. The kookaburra is known as the laughing jackass because its call sounds like a donkey's bray. Snowy owls bark like dogs. Starlings can mimic the sound of a telephone ringing.



BIRD CALLS AND SONGS

Name: _____ Date: _____

Directions to the Teacher: Assign students to listen to the sounds of birds for ten days. Ask the students to tell what each bird sounded like.

DAY	SOUND HEARD
DAY ONE	
DAY TWO	
DAY THREE	
DAY FOUR	
DAY FIVE	
DAY SIX	
DAY SEVEN	
DAY EIGHT	
DAY NINE	
DAY TEN	



JOYFULNESS AS TAUGHT BY THE DIPPER

Oh, sing to the Lord a new song! Sing to the Lord all the earth. Psalm 96: 1

It was a cold dreary November day in the mountainous Northwest. The pouring rain was thick and slushy but not quite cold enough to form snowflakes. Over the last few weeks, heavy rainfall had swollen the rivers and streams. When the foaming torrents raced downstream, many new falls, rapids and cascades were created as the water rushed over and around huge boulders and stones.

A penetrating breeze caused one to feel colder than it actually was. The monotony of the chilling rain and the lifeless appearance of naked vegetation created a gloomy, depressing atmosphere.

Most birds of the area had already migrated south. Those that remained behind sat silent and numb near the protected shelter huddled with their feathers fluffed out for maximum warmth. The area's reptiles and amphibians had entered their homes deep in mud and rocks to rest for the winter. Many other animals had sought shelter—some for the winter, others just until the rain came to an end.

Except for the sound of falling rain and rushing water, it seemed as though all activity had ceased. Everything was silent and motionless. Everything that is except for one small bird which fluttered from rock to rock, surveying the turbulent water way. Suddenly the bird disappeared. It had actually walked into the

icy water. A few minutes later it reappeared on the opposite shore apparently undaunted and unhurt by its frigid plunge.

The amazing thing is that this bird did not seem suited for aquatic life. Its appearance resembled that of an overgrown wren, and yet it maintained its exuberant activity in and along the stream. The more turbulent the water, the more it seemed to enjoy it. Repeatedly, the little bird entered the water and searched among the rocks for food.



This bird, the size of a robin, appeared to have no special features to equip it for this activity. Just looking on, it would appear to be more at home in the forest than in a turbulent stream. Yet it moved in and around the water, easily and effectively navigating the streams despite its size.

Even more significant than this unusual activity is the fact that the dipper constantly has a song. Adverse weather seems not to affect it in the least. Even on the harshest day of winter the beautiful, cheery song of the little bird can be heard breaking the chilling silence of the landscape. Despite the dipper's physical limitations, it joyfully and energetically goes about its business with a song.

Courtesy of: Character Sketches from the pages of scripture illustrated in the world of nature Volume II, Rand McNally & Co. 1981



FEATHERS

The body of the bird is almost completely covered with feathers. Some birds have bare legs. Feathers keep the birds warm, give the birds shape, and help most birds to fly. Some birds have beautiful feathers which they display. Feathers must be kept in good condition because they have many important jobs.



Feathers are light, strong and flexible. They are easily replaced when worn, lost, or damaged. Feathers help birds to travel faster than one hundred miles per hour, to hover and fly backwards, to fly more than forty-eight hours without resting. Falcons and swallows are some of the fastest fliers.

Feathers are made from a tough substance called **keratin**. This is the same thing from which your hair and nails are made. A bird's feathers keep it warm and dry and helps protect it from injury.

Together, all the feathers on a bird are called its **plumage**. A bird has three main types of feathers. They are **flight**, **contour**, and **down feathers**.

The flight feathers are found in the wings and tail. These feathers provide a large area to push the bird through the air. The shape helps to lift the bird in the air and controls the way it twists and turns in flight. The small flight feathers close tightly when the bird wants to fly higher. The large ones allow the bird to change direction.

The contour feathers give the bird its shape and its markings. They look flat and smooth. They are held together by many tiny hooks that fasten onto each other. In most birds the feathers are arranged in regular rows on the body. They overlap each other so that no skin is left uncovered.



The down feathers mostly lie underneath the contour feathers next to the skin of the bird. Down feathers are soft and fluffy. They help to keep the bird warm. Birds that are very young have only down feathers. Their contour feathers do not grow until later.



Feather Facts

- Swans have more than 25,000 feathers.
- Sparrows have about 3,500 feathers.
- Hummingbirds have less than 1000 feathers.
- Mallards have 12,000 feathers.
- Bald Eagles have about 7,100 feathers.
- The male pheasant has the largest tail feathers. They are 5¼ feet long and 5 inches wide.

How Birds Care for Their Feathers

The feathers of a bird must be kept in good condition. They need a lot of care. Birds use the edges of their beaks to smooth their feathers. This is called **preening**. They do this to get rid of the dirt and insects. Preening also makes sure that the tiny hooks that keep the feathers in place are properly joined together. They may also take water or dust baths.

Many birds, like the blue tit, bathe in water. They clean their feathers and skin, and get ready for preening. Most birds bathe and preen often.

Most birds cover their feathers with oil to keep them waterproof. They get the oil from the preen gland near the tail. A bird will cover its head and beak with oil from its preening gland. Then it will spread the oil over the rest of its feathers. Drops of water will roll off well-preened feathers.



FEATHER DUSTER PAINTING



This is a fun way to use feathers during this unit on birds.

Materials needed: feather dusters, foil pie plates (for paint trays), various colors of paint, paper, easel (optional)

Directions:

1. Put paint in the trays.
2. Allow children to dip the feather dusters into the paint.
3. Encourage children to experiment with different motions like dabbing, brushing, twirling, and observe the different prints created.



This activity can be done on large easels or on large paper as a group activity.

When done, wash the feather dusters with a little soap, rinse well, and stand on end in a jar to dry.



COLORFUL FEATHERS

Many birds have colorful feathers and markings. These help them to blend in with their habitat. These colors or markings hide the birds so that **predators** cannot see them.



The feathers of the male of some kinds of birds are bright in color while the feathers of the female are dull and drab. The males with the brightest and most spectacular plumage are most attractive to the female.

The females cannot stand out while they are sitting on eggs in the nest. If they stand out, the enemy will see them more easily and they may get eaten by a hunting animal. Their feathers help to **camouflage** them by making them difficult to see against the background. The feathers of young birds also keep them hidden from hunters.

Sometimes the plumage of a bird is used to send a message to other birds of the same kind. Not only does the plumage of a young bird help to keep it hidden, but it also tells the father that it is harmless and not a competing rival that should be chased off.



CAMOUFLAGE

Name: _____ Date: _____

Answer the questions below.

1. How can you tell which bird in the same species is the male and which is the female.

2. List other animals that use camouflage to protect themselves from predators.



BIRD HABITATS

Different kinds of birds live in different places. Some birds have learned to live close to people. They can feast on the food we give them to eat, the garbage we throw away, weeds, flowers, insects, or farm crops around our homes. These birds also learn to adapt to the artificial habitats we build.

There are some birds that are not afraid to live near people.

1. **House sparrows** nest in buildings close to people.
2. **White storks** often nest on roofs. People often put up platforms to encourage them.
3. **House crows** are aggressive birds that live near busy towns and small villages in India and other parts of Asia.
4. **Pigeons** are tame enough to be fed by hand.
5. **House finches** live in farms, town and cities. They easily adjust to the presence of people. The male sings at any time of year; the female sings only in the spring. They eat almost anything.



Here are some birds that live in parks and gardens.

1. **Black-billed magpies** visit suburban gardens. They eat a range of foods, especially insects and small rodents. They also steal eggs and young from other birds.
2. **European robins** are aggressive. The males usually set up their homes in gardens and sing loudly to keep away other male robins.



3. **Blue tits** are very bold, lively birds. They often visit gardens in the winter to feed on nuts, seeds, and leftover food scraps put out by people. They can easily land on nut feeders and often use the nest boxes that people build and put up for them.



4. **Waterfowl** are attracted to artificial lakes in parks. This provides a feeding, resting, and nesting area for swans, ducks and grebes. Islands in the middle of lakes provide safe nesting places.



5. **Northern cardinals** frequently visit backyard feeders in North America. They often move around in pairs or family groups to feed on seeds that people leave out for them. The male has a brilliant red color with a crest of feathers on its head. It has a black patch around its eyes and a thick red bill. The female is brown or olive grey, but her wings and crest have red on the edges.



6. The **superb starling** can usually be found around campsites and hotels in east Africa. It is a tame bird, and is not frightened by people. It feeds mainly on the ground, pecking up seeds, fruits, and insects.

In many places, farmland has taken the place of woodlands, grasslands, and wetlands. However, some birds have adjusted to this habitat. They feed on the crops and nest in the animal pastures, hedges, orchards, and farm buildings. The number of farmland birds have been reduced because of the use of poisonous pesticides on farms.

Large flocks of birds like the black-headed gulls often follow a tractor plowing a field. These birds feed on the insects and worms exposed by the plow.



Many birds are found on farmlands and hedgerows.

1. **European goldfinches** feed on weeds along the edges of fields. They are light enough to feed on thistle heads and eat the seeds.



2. The **hoopoe** can be found in the Mediterranean areas where there are olive groves. They search the ground in the grasses and weeds for worms and insects.



3. The **dunnock**, sometimes called the hedge sparrow, nests in hedgerows where they build cup-shaped nests. The grey head and under parts help to tell the dunnock from a sparrow.

4. The **ring-necked pheasant** may nest in hedgerows. The female pheasant makes a shallow scrape in the ground in which she lays her eggs. Pheasants wander over farmland, feeding mainly on grains, seeds, berries, and insects.



Forest and Woodland

Forests and woodlands provide a rich habitat for birds. Lots of food can be found from the tree tops to the ground. A greater variety of birds live in the deciduous and eucalyptus woodlands than in the dark coniferous forests because of their preference for the climate. Woodland birds feed on the berries and seeds from the trees and shrubs. Some eat insects and very small animals. Their diet may vary with the change in seasons.

Many woodland birds have short, broad, rounded wings to help them rise quickly into the air and avoid twigs and branches.

Many birds that live in the woodland and forest are well camouflaged to protect them from predators.



Some woodland birds include the following:

1. **Nightingales** have loud songs and calls to attract mates. They build nests in the thick undergrowth.
2. The **redstarts** build their nests in holes in the trunks of large trees.
3. The dull, mottled colors of the **woodcock** hide it against the decaying leaves of the forest floor.



A large number of birds live in the warm moist deciduous woodland. They can live together by feeding at different levels. During the warm weather, the birds nest, raise their young and eat as much as they can. In cold weather, leaves fall off the trees and some birds migrate to warmer places.

Some deciduous woodland birds include the woodpecker, the spotted flycatcher, the whip-poor-will, and the green woodhoopoe.

In the dark coniferous forest, the leaves stay on the trees all year round. The winters are very cold and most birds leave to find warmer places. In the short summer, they feed on berries, leaves, and insects.

Birds like the bald eagle live in forests, near water where they hunt for fish and waterbirds. They do not grow the white feathers on the head and tail until they are four years old.

In the evergreen eucalyptus woodlands of Australia, a variety of unique birds can find food and shelter all year. The birds help to pollinate the trees and shrubs and spread their seeds. During the rainy season, waterbirds can be seen gathered in marshy areas on the border of these woodlands. One bird that lives in the eucalyptus woodlands



is the kookaburra. It is named for its noisy chuckling calls. The kookaburra pounces on reptiles such as snakes, small mammals, birds, and worms.



Owls sleep by day and hunt by night. They have very sharp hearing and keen eyesight. This helps them catch prey such as mice and small birds. Many owls roost in trees and have brown feathers for camouflage. The largest of all owls is the Eurasian eagle-owl. They are powerful hunters, strong enough to attack hares. They have very loud hoots.

The owls have soft, velvety feathers with fringes on the flight feathers. This kind of feather muffles the sound made by the wings in flight.

Rain forests

Tropical rain forests are the richest bird habitats. One fifth of all the kinds of birds in the world live in the rain forest. They provide lots of food and safe nesting places, and a warm wet climate all year. Birds that live in the rain forest usually have short, broad wings. These wings help them

to twist and turn easily when flying through the trees. The rain forest is under threat from mining, forestry, dams, and farming.



The rain forest birds live at different levels in the trees. In this way they share the food and nesting places. This makes it possible for a large variety of birds to live close together. Birds that eat fruit, like the parrots, help to spread the seeds of rain forest trees. They eat the fruits and pass the seeds in their droppings.

Rain forest birds build their nests high in the trees or in dense thickets above the ground. Some of these birds nest in tree holes.

Parrots and toucans live high up in the trees in the rain forest. They have strong feet for grasping branches. There are about 330 types of parrots. They have large, broad skulls with a fairly big space for the brain. Parrots are intelligent birds.

The eclectus parrots are unusual because the bright red female is such a contrast to the green male. Parrots, however have many colors including red, green, yellow, black, blue and grey, both singly and in various combinations.

Rivers, Lakes, and Swamps

Rivers, lakes, and swamps are home to a rich variety of birds. These birds include ducks, coots, rails, herons, flamingoes, and storks. There is a lot of food for these birds to eat, and there are safe nesting places in reeds, and on riverbanks. Many birds rest and feed on lakes, marshes, and swamps during migration.

Many waterbirds, like the Canada goose, have webbed feet. This helps them to push the water aside as they swim. They have long legs to wade in deep water, and long toes to walk over soft mud.

To catch fish, birds like the kingfisher dive into the water to seize their prey. Others, like the heron, stand still and catch fish that swim past.

Seas, Cliffs, and Shores

Some birds spend most of their lives gliding over the open oceans. They nest on shores and in the safety of the hedges of cliffs. Seabirds have long, narrow wings. These help them glide fast over the waves for long distances. They are not very good at walking and are very clumsy on land.



The piping plovers are an endangered species of bird. Because of this, some sections of beaches are closed during the summertime to allow for nesting. One area in New York where the plovers can be found is in Far Rockaway on the Rockaway beach.



Finding food at sea is not always easy. Seabirds spend most of their time looking for the next meal. Seabirds have waterproof feathers, webbed feet for swimming, and sharp bills to catch the slippery prey.

Deserts and Grasslands

Birds that live in deserts and grasslands may have to travel long distances for food and water, or migrate to avoid dry seasons. Their main source of food is seeds and insects and dead animals. During the day when it is very hot, most birds are less active. They rest in the shade.



The tall prairie grasses are the favorite nesting places of many birds. Although much of these original grasslands are now used for farming, these birds still nest in the open areas. These birds include the Brown-headed Cowbird, Western Kingbird, Western Meadowlark, American Kestrel, Horned Lark, and Vesper Sparrow.



Birds like the bee-eaters and warblers feed on the insects that are very



common in the rainy season. In the dry season, insect eaters have to migrate to find enough food to eat.

Birds that live in the desert get their water from the food they eat or by flying long distances. They rest during the day-time and come out to feed at night when it is cooler.

The ostrich is able to survive in very dry conditions. They are currently threatened by hunting and the destruction of their habitat.



Mountains

Mountains can be very cold and windy. Only a few birds live on mountains because of the harsh climate and lack of food in the cold seasons. The Lady Amherst Pheasant lives in the mountain forest of Asia. They move up and down the mountain with the seasons. Many pheasants are threatened by hunting.

The warmer forests on the mountains provide many birds with plenty of food and nesting places. In cold weather, birds may move from the upper slopes down to the forests.



Bird feathers keep them warm when it is freezing cold. Many mountain birds are large and powerful fliers. The raven is a strong bird that patrols mountain slopes searching for food. The sword-billed hummingbird lives high in the Andes Mountains. It has a very long bill which it uses to sip nectar from flowers.



Frozen Polar Regions

These are the coldest and windiest places on earth. Few birds can live there all year round. The albatross and the dovebies live in Antarctica. The dovebies look like the penguins of Antarctica. They have flipperlike wings for swimming. They can also fly.

The Emperor penguin is better adapted to the cold than any other animal on earth. It is the only bird that can survive the Antarctic cold in the winter. They never come on land, but nest on the ice that floats around Antarctica during the winter.



The Antarctic penguin can dive very, very deep in search of fish and squid. They can stay as long as eleven minutes under water during a dive.

Most birds of prey or hunting birds do not like living near people. Some like the kestrel and the sparrowhawk hunt along roadsides and in parks.



BIRD STICKERS

Directions: Brighten your day with colorful stickers. Brush the back of your sheet with adhesive. Let it stand for several hours to dry. Store between sheets of waxed paper. When you are ready to use them, lick and stick.

<p>Blackbilled Magpie</p>  A Blackbilled Magpie perched on a piece of weathered wood. It has a black head and back, a white breast, and a prominent white patch on its wing.	<p>European Robin</p>  A European Robin perched on a small branch. It has a dark grey head and back, and a bright orange-red breast.	<p>Blue Tits</p>  A Blue Tit perched on a branch. It has a blue head and back, a white breast, and a black collar around its neck.
<p>Waterfowl</p>  A waterfowl, possibly a grebe, swimming in water. It has a brown head and back, and a white breast.	<p>Northern Cardinal</p>  A Northern Cardinal perched on a branch. It is entirely bright red with a black face mask.	<p>Starling</p>  A Starling perched on a branch. It has a black head and back, a white breast, and a blue-grey wing.
<p>Goldfinch</p>  A Goldfinch perched on a branch. It has a bright yellow body, black wings, and a black cap.	<p>Woodcock</p>  A Woodcock perched on a branch. It has a long, straight bill and mottled brown and yellow plumage.	<p>Redstarts</p>  A Redstart perched on a branch. It has a black head and back, a white breast, and a bright red patch on its wing.



BIRDS FOUND IN OUR COMMUNITY ALL YEAR

Weather and seasons determine the kinds of birds found in different places. Have students divide an 8½ x 11 piece of art paper into four sections. Label each section for the seasons of the year. Discuss with the students the birds observed in the community from season to season. Get a picture of a bird for each season and paste it in the correct space.

Birds Throughout the Seasons	
Spring	Summer
Fall/Autumn	Winter



BIRDS WE LIKE

Name: _____ Date: _____

Ask the students to answer the following questions and use the answers given to complete the graph.

Which birds do you like best---
cardinal, pigeon, dove, or hummingbird?



Number who like cardinals _____

Number who like pigeons _____

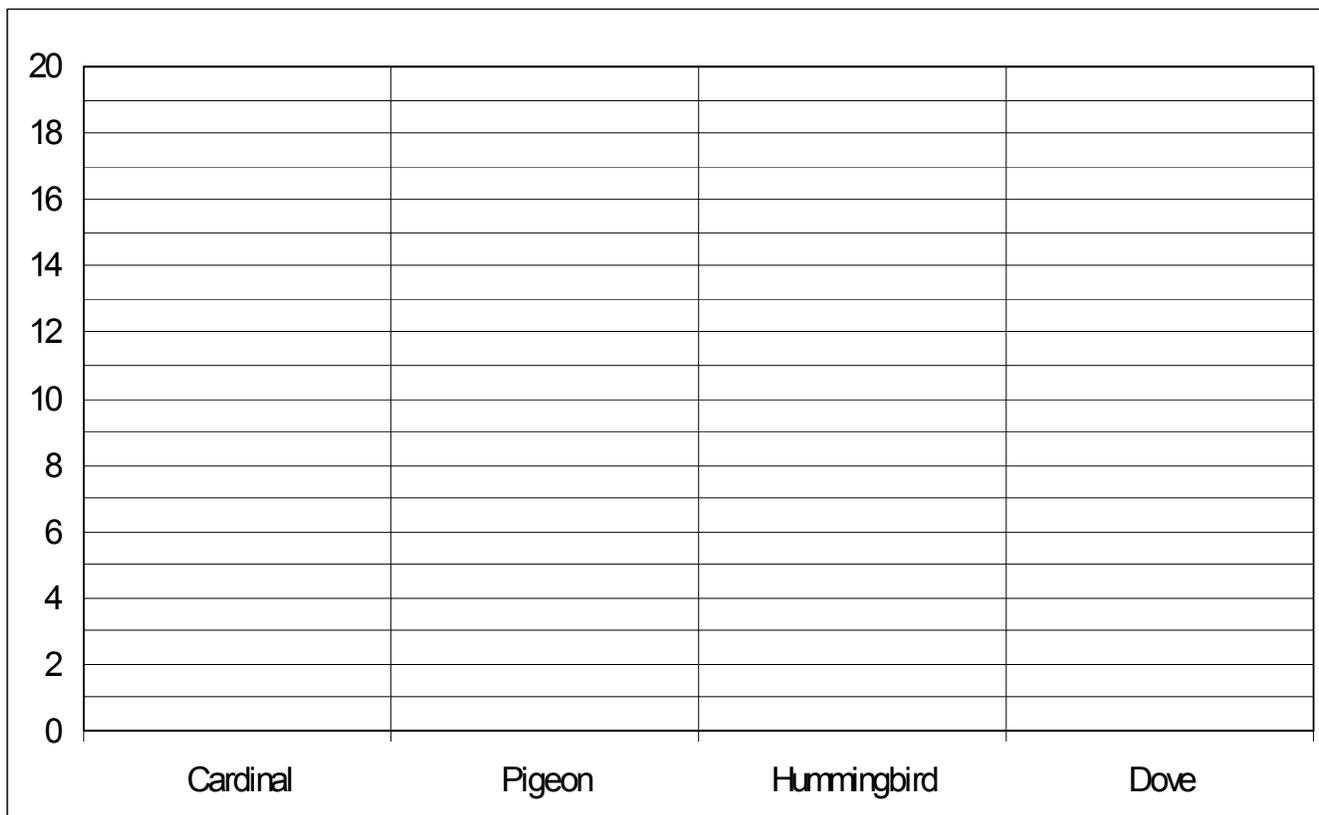
Number who like hummingbirds _____

Number who like doves _____



Give your graph a name.

Name of Graph: _____



HABITAT TRIVIA

Name: _____ Date: _____

Write the name of the bird that best fits each description.

- 1. I sleep by day and hunt by night. _____
- 2. I have sharp hearing and keen eyesight. _____
- 3. I have a very loud hoot. _____
- 4. We live high up in the trees in the rain forest. _____
- 5. I dive into water to seize my prey. _____
- 6. I stand still and catch fish that swim by. _____
- 7. I help spread the seeds of rain forest trees. _____
- 8. I can survive in very dry conditions. _____
- 9. I live in the mountain forest of Asia. _____
- 10. We live in Antarctica. _____
- 11. I dive very deep in search of fish and squid. _____
- 12. We hunt along roadsides and in parks. _____



HABITAT TRIVIA

Name: KEY Date: _____

Write the name of the bird that best fits each description.

1. I sleep by day and hunt by night. Owl
2. I have sharp hearing and keen eyesight. Owl
3. I have a very loud hoot. Owl
4. We live high up in the trees in the rain forest. Parrots and Toucans
5. I dive into water to seize my prey. Kingfisher
6. I stand still and catch fish that swim by. Heron
7. I help spread the seeds of rain forest trees. Parrot
8. I can survive in very dry conditions. Ostrich
9. I live in the mountain forest of Asia. Lady Amherst Pheasant
10. We live in Antarctica. Dovekies, Albatross, and Penguins
11. I dive very deep in search of fish and squid. Penguin

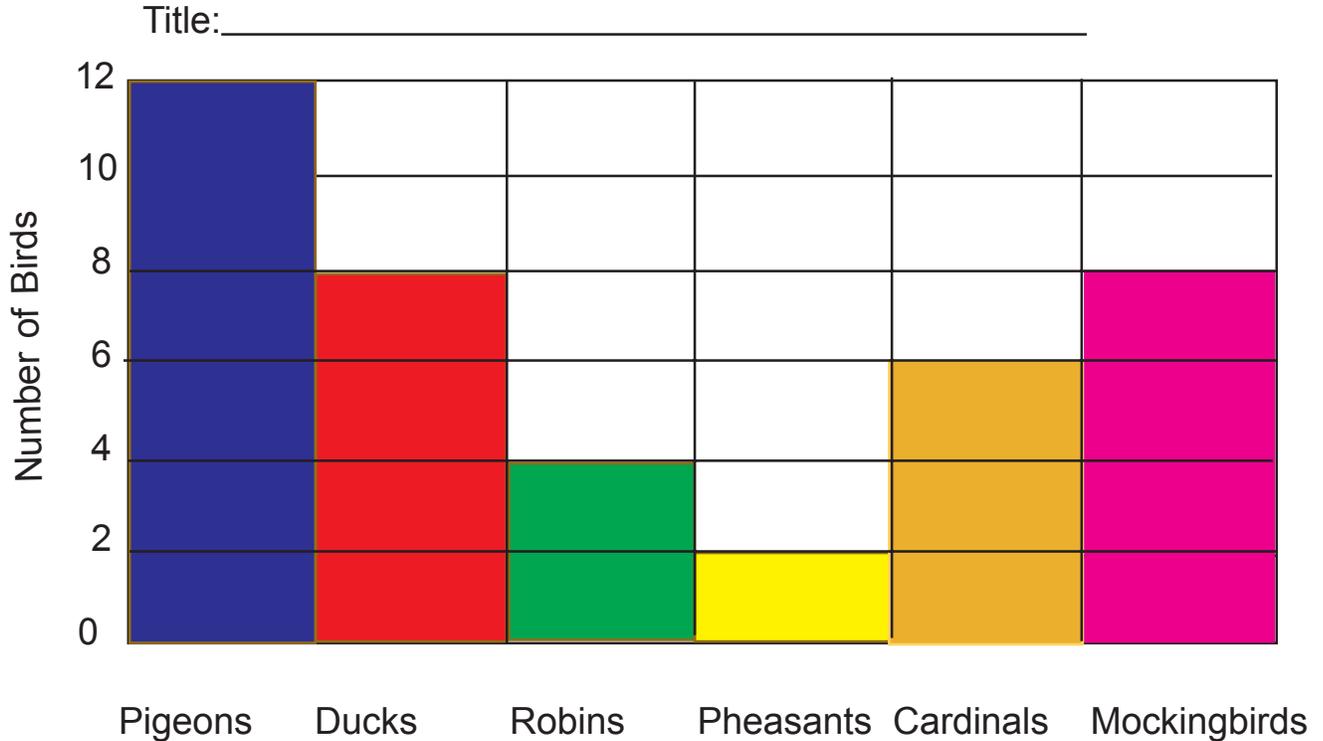


BIRDS OBSERVED

Name: _____

Date: _____

The students in the second grade class went to the park to bird watch. Below is a graph telling how many of each bird they saw. Use the graph to answer the questions below.



Birds that were seen

1. How many pigeons did they see?
2. How many more pigeons than ducks did they see?
3. How many more robins than pheasants did they see?
4. How many cardinals, robins, and mockingbirds did the children see altogether?
5. How many birds did they see altogether?
6. Write a title for the graph.

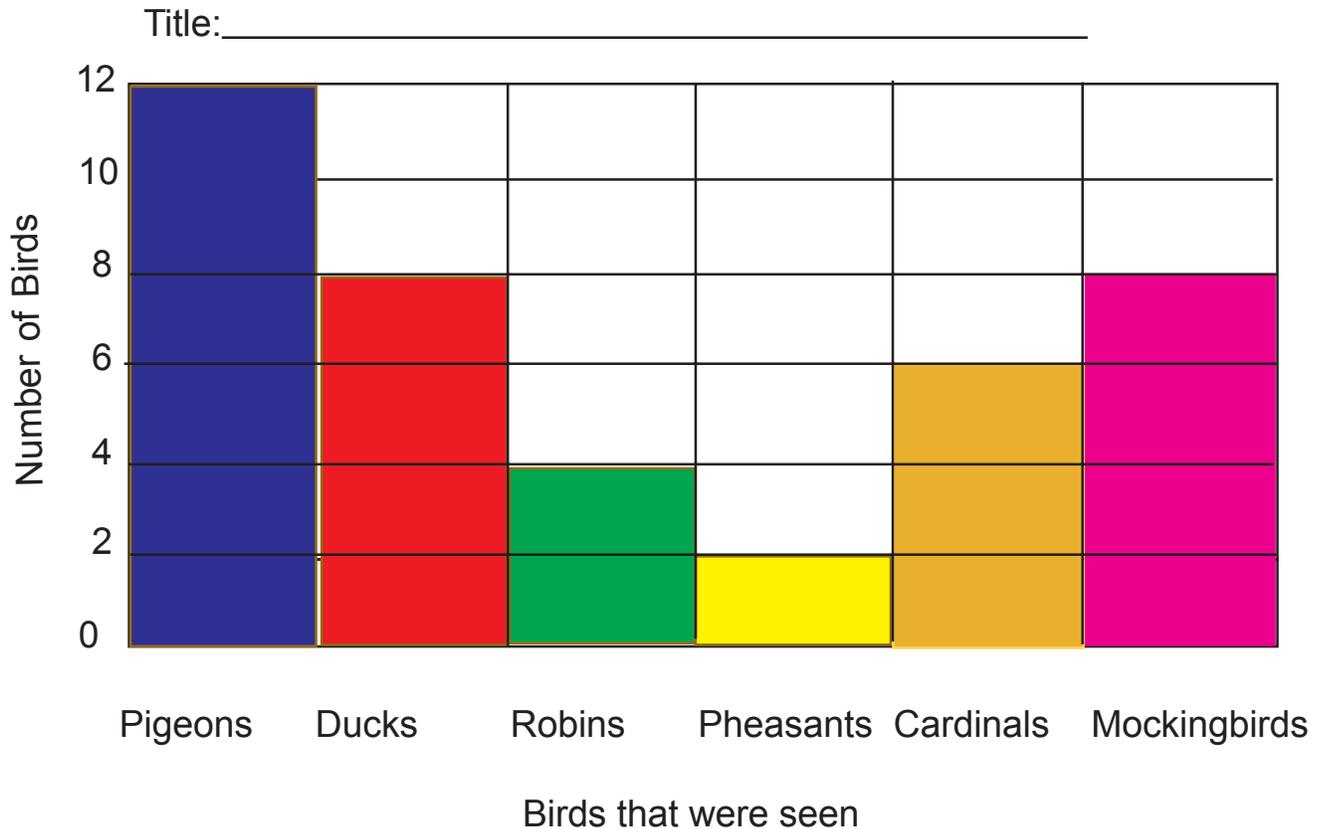


BIRDS OBSERVED

Name: KEY

Date: _____

The students in the second grade class went to the park to bird watch. Below is a graph telling how many of each bird they saw. Use the graph to answer the questions below.



- How many pigeons did they see? 12
- How many more pigeons than ducks did they see? 4
- How many more robins than pheasants did they see? 2
- How many cardinals, robins, and mockingbirds did the children see altogether? 18
- How many birds did they see altogether? 40
- Write a title for the graph. Answers will vary.



THE DIET OF BIRDS

Birds get energy from food. They need energy to grow, breathe and especially to fly. They spend most of their time looking for food or feeding. Most birds eat different kinds of food.

Some birds eat seeds and nuts, others prefer insects. Many birds, however eat both seeds and nuts and insects. Birds of prey like the eagle, the hawk, the owl, and the osprey hunt animals. They eat fish, reptiles, rodents, and other birds. Dead animal flesh is also a part of their diet.

Birds do not have teeth. They have a gizzard, which breaks up the food they eat. Some birds swallow little bits of gravel. The gravel stays in the gizzard and helps crush the food.



THE DIET OF BIRDS

Ask your teacher to help you research the kinds of berries, fruits, nuts, and seeds that birds eat. List the different kinds that you found.

As children, you can be God's helpers by feeding the birds. Hang a bird feeder outside your classroom window. If you have snow in your area, keep the bird feeder filled with seeds in the winter.

Sprinkle some seeds on the ground under the feeder for the first two or three days after you hang it. This will help the birds find the feeder. Ask your teacher to put some bird books and binoculars by the window so you can observe the different kinds of birds that visit your bird feeder.



BIRDS OF PREY

Some birds like the eagles, falcons, and owls share a few common features. Their beaks are hooked and sharp. This helps them to tear their food into bite-sized pieces. All except the vultures have feet that are sharp and strong, with curved talons. All birds of prey have excellent eyesight. Their eyes are in the front of their heads. This position of the eyes give the birds binocular vision for better depth perception which they need for chasing and catching active prey.



Owls have outstanding abilities which help them to hunt in the dark. Their huge eyes allow them to see when other creatures cannot. Owls have a very keen sense of hearing. This is very helpful since the light from the moon and stars is not constant. Rodents are a favorite food for the owl because they can hear them as they run through the leaves at night.

Falcons and hawks have notched beaks. These birds of prey need this type of beak, called a “toothbill” for cutting through tough material such as bone. Another bird of prey with unique behavior is the Northern Harrier, also known as the Marsh Hawk. It is able to hover over prey before diving to make the catch. This hovering ability has been copied by man in a combat airplane that can take off going straight up, without a runway. Then, like the Northern Harrier, it can change direction and fly normally. This airplane is called a Harrier.

In Bible times, the Israelites were forbidden to eat most birds of prey. These birds were unclean because they ate flesh and blood. Some birds mentioned that should not be eaten are eagle, osprey, vulture, raven, owl, nighthawk, and hawk.

Job 39: 28-30 indicates that the eagle dwells on the rock, from where she seeks for her prey. She can spot her prey from a distance because of her excellent eyesight. “Where the slain are, there she is.”



BIRDS OF PREY ACTIVITY

Name: _____ Date: _____

Directions: Read the narrative about "Birds of Prey." Look at the pictures of the birds on this page. These are all birds that we should not eat. On the line below write why we should not eat these birds.



Raven



Owl



Eagle



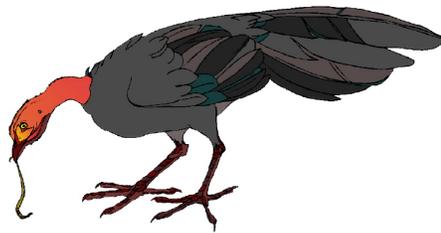
Hawk



Falcon



Osprey



Vulture



Nighthawk



BIRDS OF PREY ACTIVITY

Name: _____ **KEY** _____ Date: _____

Directions: Read the narrative about "Birds of Prey." Look at the pictures of the birds on this page. These are all birds that we should not eat. On the line below the pictures, write why we should not eat these birds.

These birds are unclean because they eat flesh and blood.



Raven



Owl



Eagle



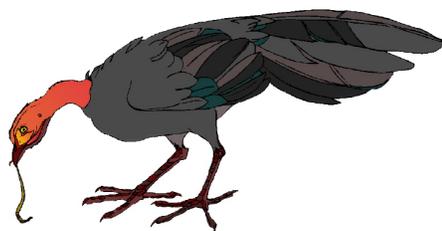
Hawk



Falcon



Osprey



Vulture



Nighthawk



Compare and Contrast

Name: _____ Date: _____

Directions: Answer the following questions in complete sentences.

1. Which ability of the Northern Harrier has been copied by man?

2. What is a combat airplane?

3. Write three sentences telling how you think a combat airplane is useful.

4. How are the Northern Harrier and the combat airplane "Harrier" alike?

5. How are they different?



Compare and Contrast

Name: KEY

Date: _____

Directions: Answer the following questions in complete sentences.

1. Which ability of the Northern Harrier has been copied by man?
Man has made airplanes that can fly like the Northern Harrier.

2. What is a combat airplane?
A combat airplane is used during war to fight the enemy.

3. Write three sentences telling how you think a combat airplane is useful.
Answers will vary.

4. How are the Northern Harrier and the combat airplane "Harrier" alike?
Both the Northern Harrier and the combat airplane can fly.

5. How are they different?

Answers will vary.



THE EAGLE

Dorothy Minchin-Comm

The eagle spreads its wings to catch them and carries them on its pinions. Deuteronomy 2:11

When students are asked to describe the creature they would like to be if they had to cease being a human being about 60 percent of them want to be birds. Of that number, more than half of them want to be eagles. We seem to be attracted to its great size and beauty. But above everything, we admire its freedom. It points us to two of Christ's most exalted attributes.



At least eight kinds of eagles live in Palestine. This could account for the number of references to eagles in the Scriptures. The eagle is an example of God's swift decisiveness. The strong majestic birds have vicious hooked beaks and long curved talons for tearing their prey. The remains of an eagle's kill may be just a few feathers or a few tufts of fur. The eagle is extremely strong. Isaiah 40:31 RSV tells us that "They who wait for the Lord shall renew their strength, they shall mount up with wings like eagles, they shall run and not be weary, they shall walk and not faint."

The eagle is a model parent. Because the bird needs a large hunting range, it lays few eggs and rears only one or two little ones. The babies are so weak that they can barely raise their bald heads. The mother force feeds them until they can hunt on their own.

Scripture pictures God's loving care for his people, together with his dramatic methods of delivering the children of Israel out of Egypt, through one of the eagle's most curious habits. In stirring up the nest, the mother urges her young to try their wings, to become independent. At the same time she watches to see if they are too weak. If they seem to falter, in a flash of power and a mighty rush of wings, she rescues them.

Built in high places, the eagle's nest is beyond the reach of other invaders. Jesus performs both of the eagle's nesting functions. First, He loves and protects us, nurturing us in our weakness and passing over the ugliness of our characters. He prepares us for heavenly mansions, far beyond the grasp of human hands.

Character Sketches from the pages of scripture illustrated in the world of nature Volume II, Rand McNally & Co. 1981



BIRD TRAINING

Dorothy Minchin-Comm

“You have seen what I did to the Egyptians, and how I bore you on eagles’ wings and brought you to myself.” Exodus 19:4, RSV

The now rare bald eagle has always been a symbol of courage and power. Known worldwide, it appears in the great seal of the United States and is the trademark for hundreds of commercial products. Its discipline and intelligence has long fascinated us.

Bible writers, however, were less interested in scientific facts than they were in making the magnificent bird an illustration of spiritual truth. Occasionally they alluded to the considerable amount of folklore surrounding the eagle. Among several curious beliefs about eagles was the idea that every 10 years the great bird disappeared directly into the sun. When you consider an eagle in a faraway cliff top, silhouetted against the sky, you will not be surprised at such a notion. Then, like the sun, he supposedly dropped down into the sea and arose again refreshed—again, the embodiment of renewal and hope.

Also, the eagle reputedly forced her young to look directly into the sun’s



face—perhaps as preparation for “homing in.” Solomon may have referred to this quaint superstition when he warned against the deception of accumulating great wealth: “When your eyes light upon it, it is gone; for suddenly it takes to itself wings, flying like an eagle toward heaven” (Proverbs 23:5, RSV).

The directness of the eagle’s flight images God’s modes of judgment.

“The Lord will bring a nation against you from afar,...as swift as an eagle flies” (Deuteronomy 28:49, RSV). This is the other side of the coin. On one hand we have His enormous patience and mercy. On the other lies the speed and finality of His judgment.

We may pass through long cloudy tunnels of indecision, depressing spells of inactivity, and patches of “woolly thinking.” Still, we need have no doubt about how Jesus will direct our lives—if we allow Him to do so. He would, however, have us clearly see these opposing aspects of His character. When we do, we can face each new day with all the optimism and vigor of the eagle greeting the dawn from its high craggy refuge.

Courtesy of: Glimpses of God, Review and Herald, 1998.



BIRDS IN FLIGHT



There are only a few birds that cannot fly. Some of these birds are the ostrich and penguins. Birds are not the only animals that can fly. Bats can fly, and so can a lot of insects.

Birds are able to fly when air flows over their wings. When birds flap their wings they are not rowing themselves through the air. They move their wings forward to make the air flow over them. This lifts the bird up. A bird holds its wings at an angle to make sure that the flow of air across them will give it as much lift as possible. Once a bird is in the air, it does not need to flap constantly. Flying is tiring work that takes a lot of energy. Sometimes birds save energy by gliding and soaring. They stretch out their wings and let the wind carry them along. The wind does not only lift the bird up, it also slows the bird down as it flies forward. The force that pulls the bird back is called **drag**. The wings of flying birds are built to move smoothly through the air and keep down the drag.



Hummingbirds can **hover** in one spot like a helicopter. When they do this there is no flow of air across their wings to keep them up. They lift themselves up by beating their wings to keep them up. They flap their wings so quickly that the wings seem to disappear. Flying without moving from place to place takes a lot of energy. By tilting its wings, a hummingbird can fly one way or another. It can spin right around, or even briefly, fly upside down.

Birds are built to fly. Instead of having front legs or arms, they have wings. A bird's wing has two main types of feathers, the primaries and the secondaries. The primary feathers are attached to the bones of what in other animals would be called the hand. These move the bird through the air. The secondary feathers are attached to one of the bones of what would be the forearm in other animals. They provide a surface for the air to flow over and keep the bird up.

How Birds Fly

A bird needs to be very strong in order for it to fly. When flying, birds must push against the air with their wings. This pushing up and down is called **flapping**. When they are about to take off, birds flap their wings quickly. Air that is moving under the wings helps lift the bird off the ground. Birds continue flapping to carry them high up into the air. They have strong chest muscles that help push their wings up and down. Heavier birds have a more difficult time taking off and flying.



BIRDS IN FLIGHT

Name: _____ Date: _____

Directions: Read the section titled “Birds in Flight” and answer the following questions in complete sentences.

1. Why do birds flap their wings?

2. How do birds save energy while flying?

3. Write the meaning of gliding and soaring.

4. What is the force that pulls the bird back called?

5. Name the bird that hovers like a helicopter.

6. Name six birds that cannot fly.



BIRDS IN FLIGHT

Name: KEY Date: _____

Directions: Read the section titled “Birds in Flight” and answer the following questions in complete sentences.

1. Why do birds flap their wings?

Birds flap their wings to make the air flow over them.

2. How do birds save energy while flying?

Birds save energy while flying by gliding and soaring.

3. Write the meaning of gliding and soaring.

Gliding is the way the bird holds its wings out straight and floats on the wind.

Soaring is the way the bird rises upward on warm air currents.

4. What is the force that pulls the bird back called?

The force that pulls the bird back is called drag.

5. Name the bird that hovers like a helicopter.

The hummingbird hovers like a helicopter.

6. Name six birds that cannot fly.

Six birds that cannot fly are the cassowaries, emus, galapago, kakapo, rheas, penguin, kiwis, elephant bird, and the ostrich.



Bird Watching

Name: _____

Date: _____

Don's class made a picture of the birds they saw in one week. Each picture means 2 birds.

Monday



Tuesday



Wednesday



Thursday



Friday



1. How many birds were seen on:

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

2. On which day were the most birds seen? _____

3. On which day were the fewest birds seen? _____

4. How many birds were seen altogether? _____



BIRDS THAT CANNOT FLY

There are over twenty kinds of birds that cannot fly. The **cassowaries** have long strong legs and can run very fast. They are usually found in New Guinea and Northern Australia. They stay out of sight during the day time and come out during the early morning and evening. They eat fruits, insects, and small animals. Cassowaries are very fierce fighters. They use their claws to defend themselves against enemies.

The **kiwis** from New Zealand have such tiny wings that they are nearly invisible. The chicken-sized bird has fur-like feathers that cover all of its body except for little bare patches under its wing area. Kiwis can run fast for short distances. They trip very easily because they neither have tails nor wings.



The **emu's** long strong legs and large feet allow it to run quickly. It weighs up to 120 pounds, and is about six feet tall. Emus eat grains, wild fruit and insects.

The emu is a curious and friendly bird. It will follow humans around just to see what they are doing.

The **galapago cormorant** uses its wings to help it balance on land.

The **kakapo** is called the owl parrot because it looks like the snowy owl. It is too heavy to fly. It comes out at night and runs around on the ground looking for food.

Rheas are South American ostriches. They are very fast runners and good swimmers. They live in the South American grasslands. They are sometimes hunted for food or sport.

Penguins spend most of their time swimming. Most of them live south of the equator. They stand upright on very short legs and walk with an amusing clumsy waddle. There are seventeen species of penguins, the largest called the Emperor Penguin, is over three feet tall and can weigh as much as 100 pounds. The smallest is the Little Blue, only about 15 inches high. Each penguin species makes its own unique sounding call.



If the land is sloped, or the penguins are in a hurry, they will often slide across the land on their stomachs, using their toes and flippers to push them forward. This is called tobogganing.

Penguins do have enemies—leopards, seals and killer whales. Penguins can “fly” through the water at great speed to try to escape.

Penguins store their food and water in thick layers of fat and blubber. They mostly eat fish and crustaceans. The blubber helps them survive swimming in icy water and living in cold, windy places.

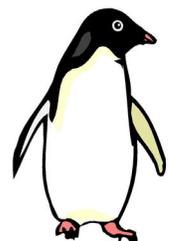
Most female penguins lay two eggs in a shallow nest scooped out of the ground. Both parents take turns nesting, chick rearing, and hunting. Parents chew the food up for their chicks, which makes it easier to swallow. The King Penguins lay a single egg and incubate it on their feet, covered with a loose fold of skin. Emperor Penguins do the same, but it is the male who incubates the egg.

Over 180 million penguins live in Antarctica. Cape Bird, Antarctica is home to one colony of about forty-thousand penguins. A group of penguins live in what is called a rookery.

Macaroni Penguins can be found on many islands north of Antarctica. They have orange-yellow feathers around their eyes, and long crests of orange feathers on their heads.

King Humbolt, Magellan, Rockhopper, Adelie, and Chinstrap Penguins are some of the other well-known species. Of these, the Adelie have been studied in greater detail because of the polar expeditions near their nesting grounds. They are very curious and friendly.

The **elephant bird** that once lived on the continent of Africa was the largest bird that ever lived. It weighed nearly as much as a cow and laid eggs about the size of a big watermelon. The shells were sometimes used to store liquids or grains. Each egg weighed about twenty-four pounds and was equal to about twelve dozen hen's eggs.



The **Ostrich** is the largest bird living today. A big male is about eight feet tall and weighs up to 400 pounds. One ostrich eye weighs two times as much as its brain. The ostrich protects itself from large predators by kicking forward with its heavy feet and slashing downward with its toenails. The ostrich is also a very speedy runner. It is stated that they can run at about forty miles per hour across the plains. In reference to the speed of the ostrich, Job 39:18 tells us that “she scorneth the horse and his rider.” Horsemen cannot usually outrun an ostrich.



The egg of an ostrich weighs about three pounds, and makes enough omelet for ten people. In ancient times people used the eggs for drinking cups.

The male ostrich cares for the flock of young ones for the first few months. They travel with him and rest under his plumes at night until they are able to take care of themselves. The male can be very ill-tempered, especially when taking care of its young.

In the wild, an ostrich may live about fifty years. In captivity, it may live from seventy to one-hundred years. The ostrich farmer says that the birds get uglier and more stupid each year.

In many places ostriches were hunted for their plumes until they were nearly extinct. The male ostrich grows about fifty to sixty white plumes on its wings and tail. In ancient times these feathers were used to make large fans. The fans were used to cool the pharaohs and keep flies away. Later they became more popular as decorations for hats.

The skin of the ostrich is heavy enough for tanning. They produce a fine, soft leather used for making gloves and purses.

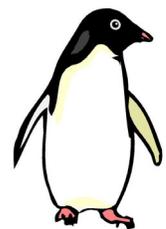
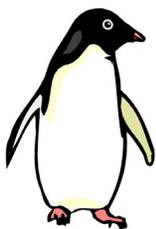


Fact Finding Mission

Flightless Birds

You have been sent on a fact finding mission and you must return with 10 facts about birds that cannot fly. You will find the facts in an encyclopedia, or in this unit. As you search, keep track of your information sources by writing the source you used. Use the information to write a mini report.

Fact	Reference Used
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



PENGUIN LEARNING CENTER OR BULLETIN BOARD

Make a bulletin Board or Learning Center featuring a world map, encyclopedias, library books about penguins. Also include penguins on an iceberg constructed of Styrofoam, hot glued together and carved into the shape of an iceberg. Write questions on penguin shapes and laminate for durability. Number the questions and activities. Arrange at the learning center or post on bulletin board with instructions.

Some questions for activity cards:

Penguins swim with their **(flippers)**

Which type of penguin likes to be around people? **(Adelie)**

The largest of the Antarctic penguins weighs about _____ pounds. **(100)**

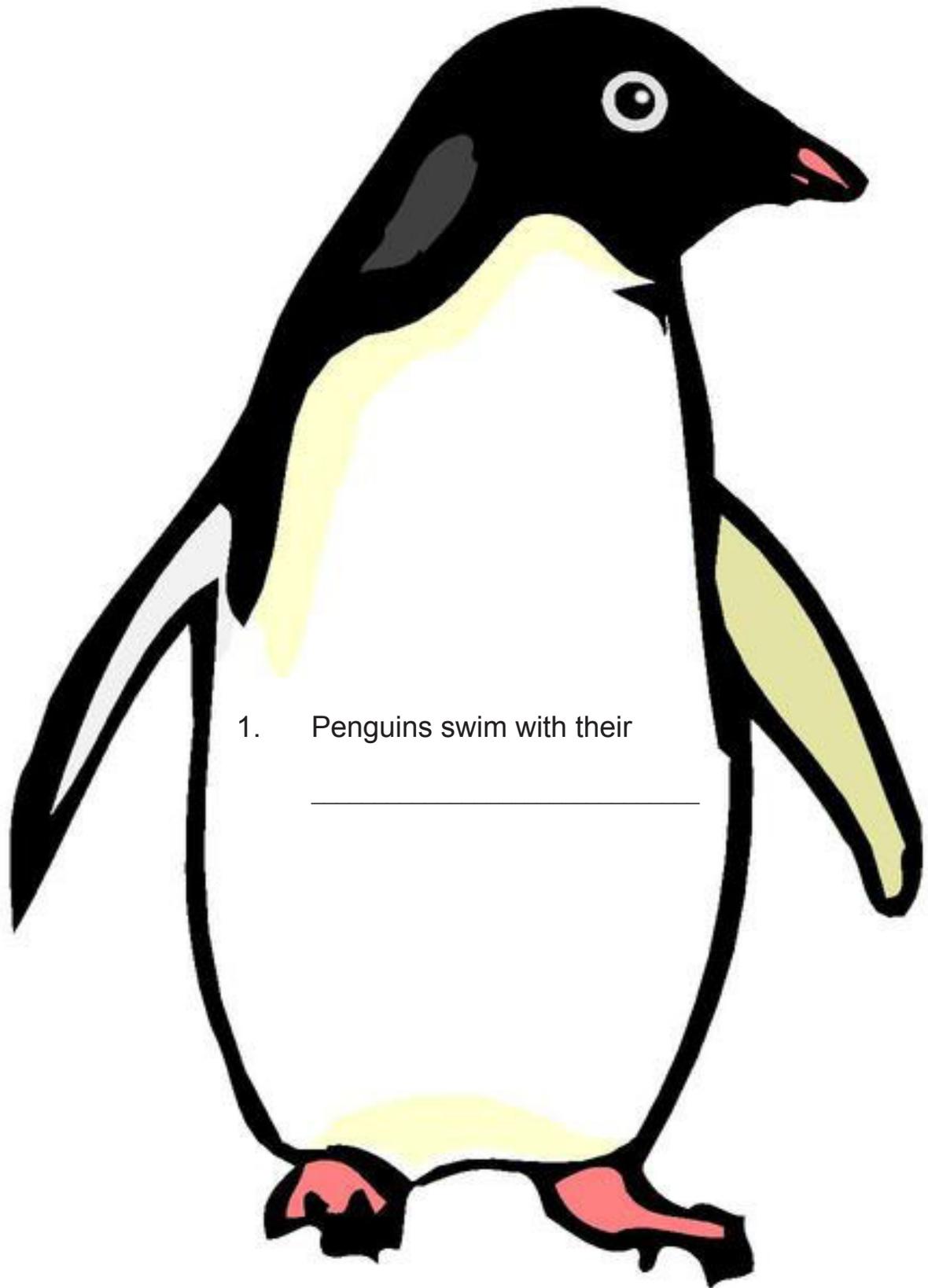
What keeps the penguins warm in winter? **(Thick layers of fat or blubber.)**

Describe the size of a penguin colony.

Write a descriptive story about the trials of a baby penguin.

How are penguins like other birds?

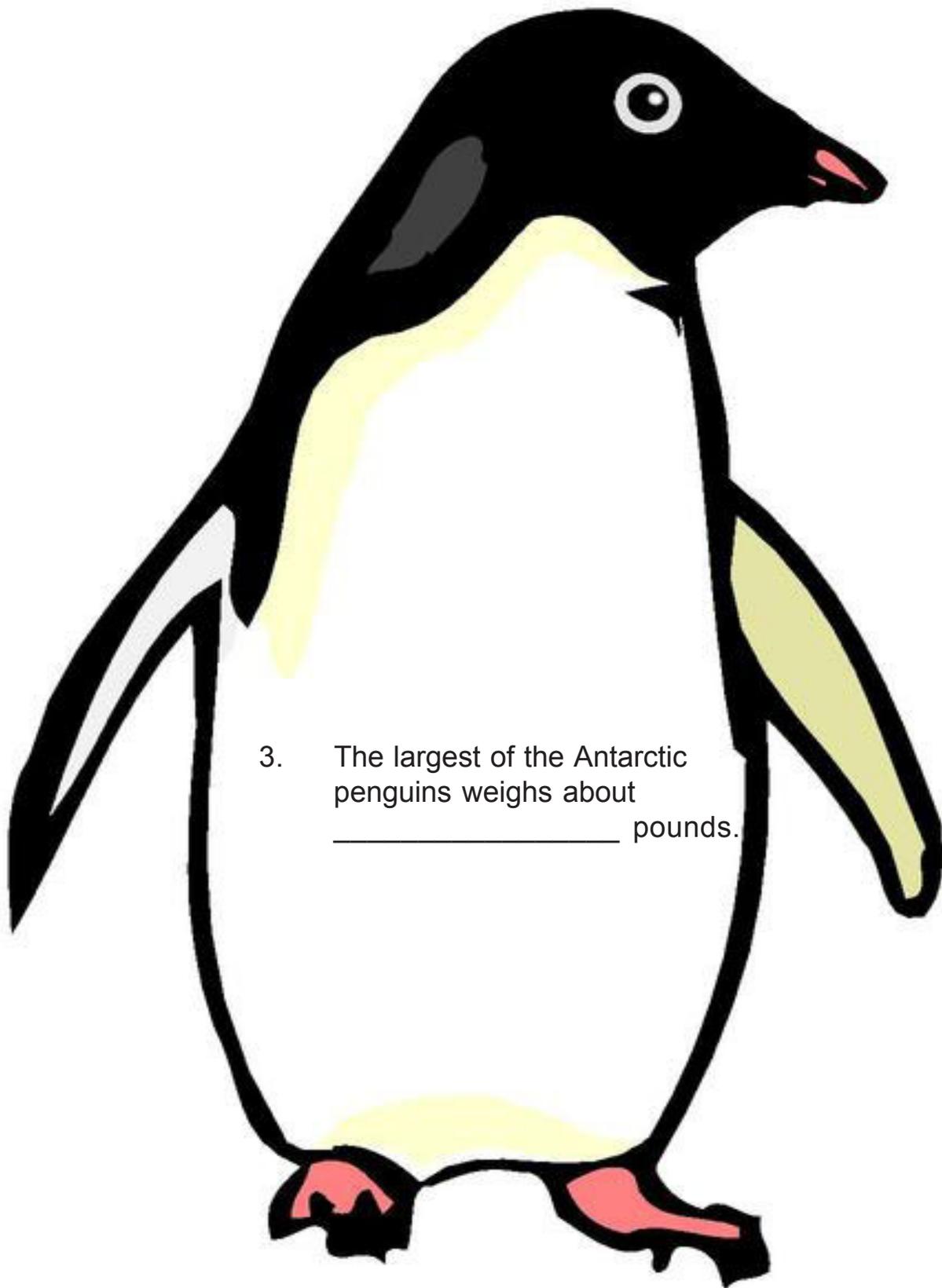




1. Penguins swim with their

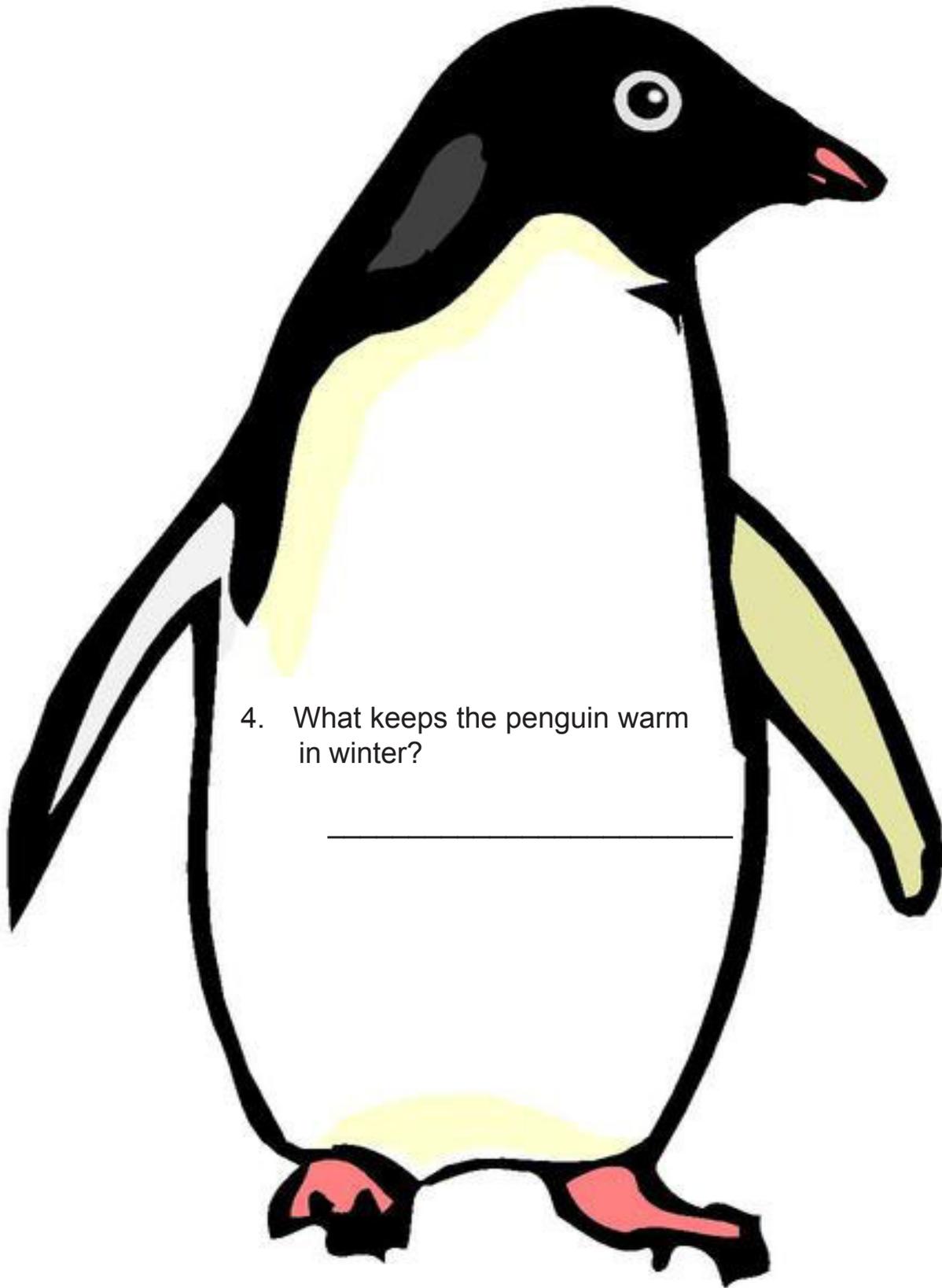


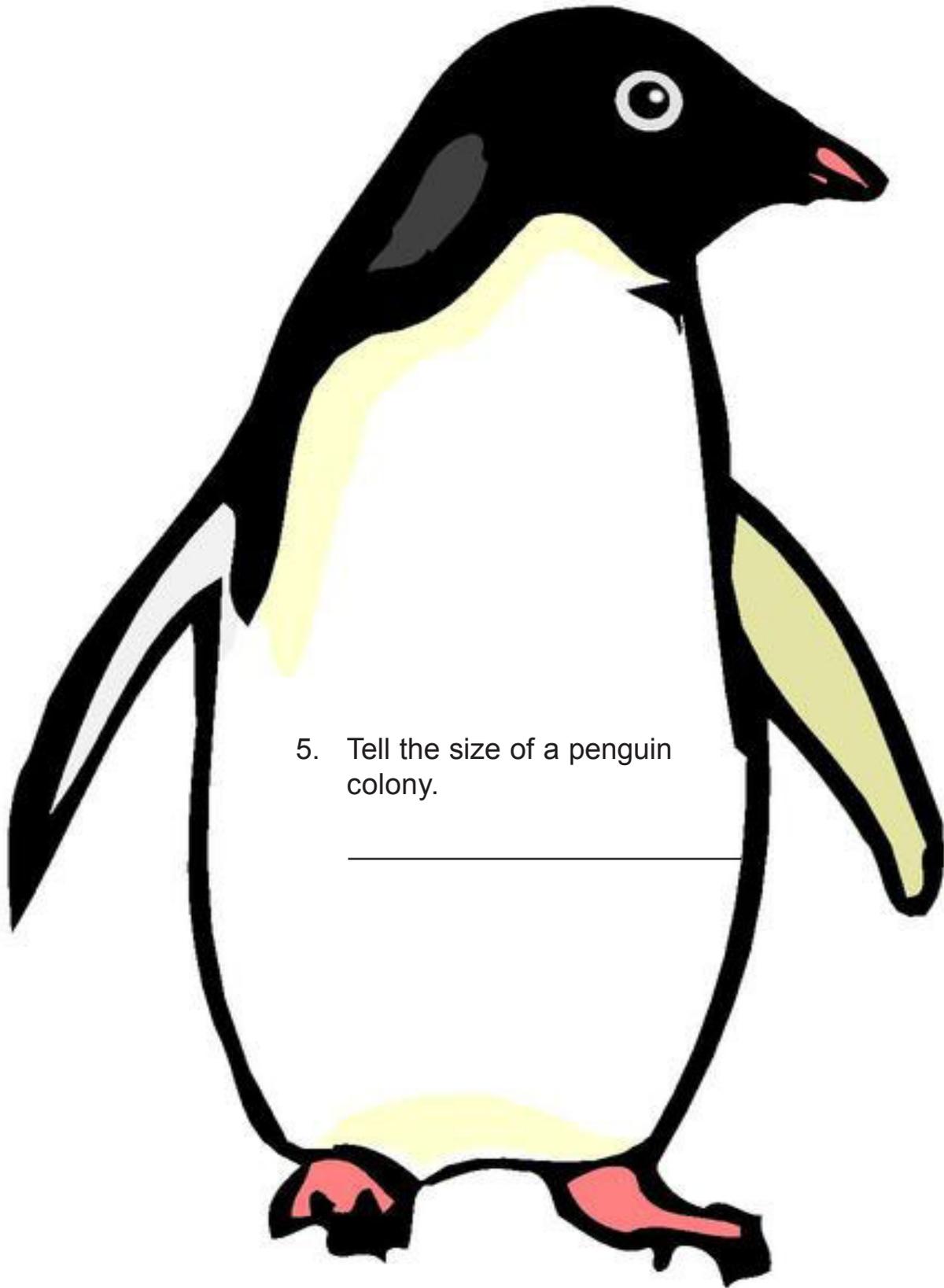




3. The largest of the Antarctic penguins weighs about _____ pounds.







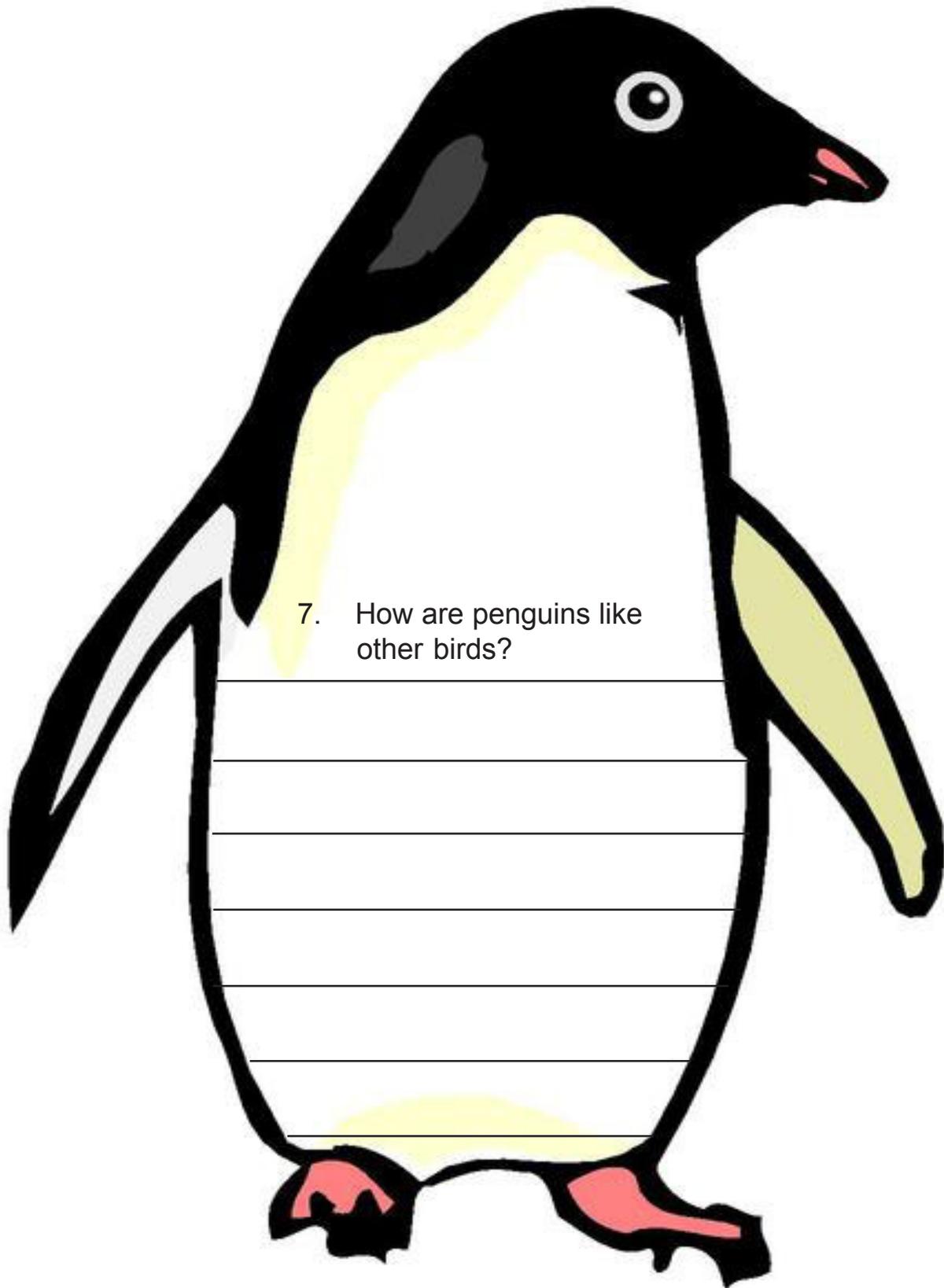
5. Tell the size of a penguin colony.





6. Write a story about the trials of a baby penguin.





7. How are penguins like other birds?



BIRDS AND FEATHERS USED AS SYMBOLS TODAY

Many birds and feathers are used as symbols in the world today. Here are a few of these birds and feathers and what they represent.

Bluebird:	Happiness
Cuckoo:	rain prophet
Dove:	gentleness and peace
Eagle:	bravery, courage, and as the emblem of war
Game cock:	aggressiveness
Goose:	stupidity
Kingfisher:	calm seas and still air
Jay:	false pride
Little bird:	carrier of secret information
Ostrich:	self-deception
Owl:	generally wisdom, sometimes ill omen
Pelican:	loneliness (Psalm 102:6, "I am a pelican of the wilderness.")
Peacock:	pride and vanity



A feathered arrow represents war.



A quill pen stands for peace.

Wings are given to angels, and the United States Air Force Men. This is an indication of their mastery of the air.



STATE SYMBOLS

Http: //www.netstate.com/states

Name: _____ **Date:** _____

Directions: Visit the website listed above. Use the internet to find the state that uses each bird listed below as a symbol. Draw and color the bird for four states. If you wish you may print the birds and paste them on your paper.

STATE SYMBOL	STATE
Baltimore Oriole	_____
Black Capped Chickadee	_____
Blue Bird	_____
Brown Thrasher	_____
California Valley Quail	_____
Cardinal	_____
Chickadee	_____
Coves' Cactus Wren	_____
Eastern Goldfinch	_____
Lark Bunting	_____
Mocking Bird	_____
Mocking Bird	_____
Mountain Blue Bird	_____
Nene	_____
Robin	_____
Western Meadowlark	_____
Western Meadowlark	_____
Willow Ptarmigan	_____
Yellow Hammer	_____



STATE SYMBOLS

Http: [//www.netstate.com/states](http://www.netstate.com/states)

Name: KEY Date: _____

Directions: Visit the website listed above. Use the internet to find the state that uses each bird listed below as a symbol. Draw and color the bird for four states. If you wish you may print the birds and paste them on your paper.

STATE SYMBOL

STATE

Baltimore Oriole

Maryland

Black Capped Chickadee

Massachusetts

Blue Bird

New York

Brown Thrasher

Georgia

California Valley Quail

California

Cardinal

Kentucky

Chickadee

Maine

Coves' Cactus Wren

Arizona

Eastern Goldfinch

New Jersey

Lark Bunting

Connecticut

Mocking Bird

Texas

Mocking Bird

Florida

Mountain Blue Bird

Idaho

Nene

Hawaii

Robin

Michigan

Western Meadowlark

North Dakota

Western Meadowlark

Kansas

Willow Ptarmigan

Alaska

Yellow Hammer

Alabama



BIRD BAFFLERS

Name: _____ Date: _____

Many birds are known for their habitats and the food they eat. Match the bird with its habitat.

- | | |
|---------------------------|--------------|
| 1. Black-billed Magpie | farmland |
| 2. European Robin | rain forest |
| 3. Waterfowl | woodlands |
| 4. Northern Cardinal | forest |
| 5. Goldfinch | garden |
| 6. Pheasant | hedgerows |
| 7. Nightingale | deserts |
| 8. Redstarts | Polar Region |
| 9. Woodpecker | lakes |
| 10. Bald eagle | mountain |
| 11. Parrots | garden |
| 12. Ostrich | woodlands |
| 13. Lady Amherst Pheasant | garden |
| 14. Penguin | large trees |



BIRD BAFFLERS

Name: KEY Date: _____

Many birds are known for their habitats and the food they eat. Match the bird with its habitat.

- | | |
|---------------------------|--------------|
| 1. Black-billed Magpie | farmland |
| 2. European Robin | rain forest |
| 3. Waterfowl | woodlands |
| 4. Northern Cardinal | forest |
| 5. Goldfinch | garden |
| 6. Pheasant | hedgerows |
| 7. Nightingale | deserts |
| 8. Redstarts | Polar Region |
| 9. Woodpecker | lakes |
| 10. Bald eagle | mountain |
| 11. Parrots | garden |
| 12. Ostrich | woodlands |
| 13. Lady Amherst Pheasant | garden |
| 14. Penguin | large trees |



BIRD BAFFLERS

Name: KEY Date: _____

Many birds are known for their habitats and the food they eat. Match the bird with its habitat.

- | | |
|---------------------------|---------------------|
| 1. Black-billed Magpie | <i>garden</i> |
| 2. European Robin | <i>garden</i> |
| 3. Waterfowl | <i>lakes</i> |
| 4. Northern Cardinal | <i>garden</i> |
| 5. Goldfinch | <i>farmland</i> |
| 6. Pheasant | <i>hedgerows</i> |
| 7. Nightingale | <i>woodlands</i> |
| 8. Redstarts | <i>large trees</i> |
| 9. Woodpecker | <i>woodlands</i> |
| 10. Bald eagle | <i>forest</i> |
| 11. Parrots | <i>rain forest</i> |
| 12. Ostrich | <i>deserts</i> |
| 13. Lady Amherst Pheasant | <i>mountain</i> |
| 14. Penguin | <i>Polar Region</i> |



Bird Clip Art

Bulletin Board Ideas

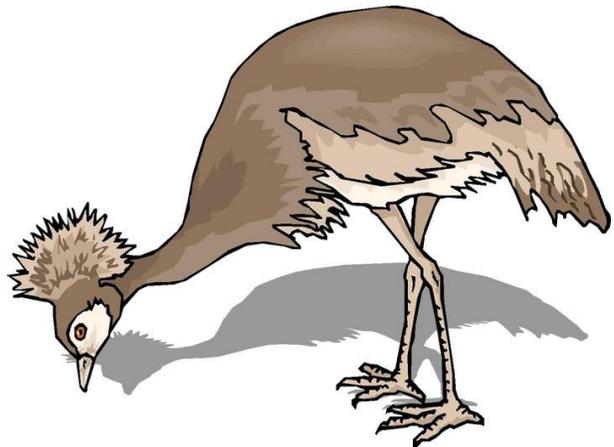
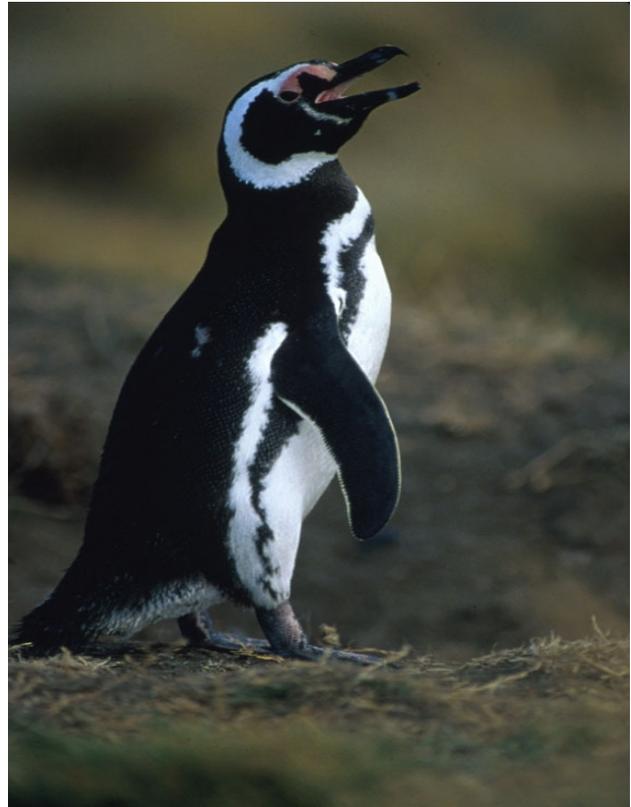
Use these two pages of clip art for a variety of projects. Enlarge the pieces for a bulletin board. Copy the pieces for the students to make individual bird books. Or enlarge the pictures individually and use them to illustrate stories or devotionals. Following are some Bible verses you may want to use with the activity.

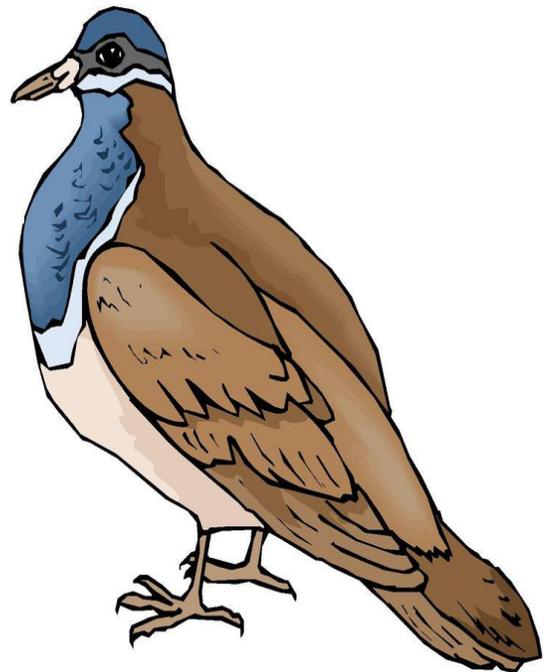
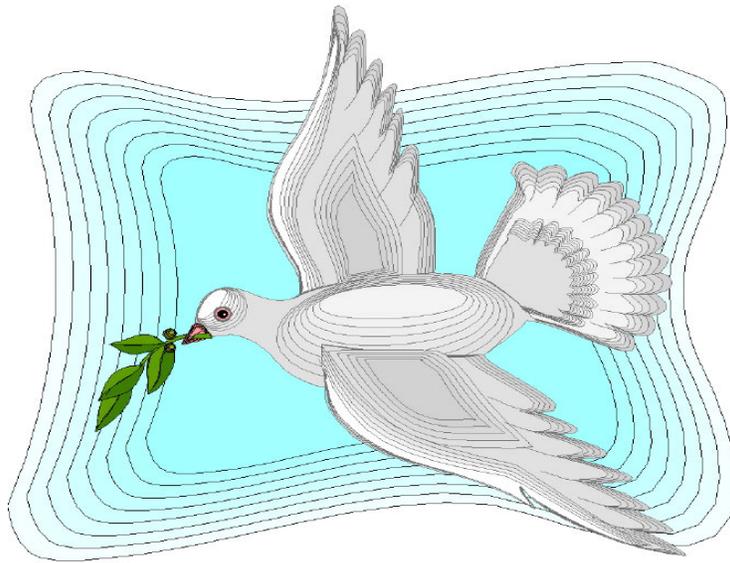
Genesis 8: 10, 11

Deuteronomy 14: 12, 14

Numbers 11: 31, 32

Psalm 103: 1, 5





MAKE A PUPPET

Materials Needed:

1. 1 six-by-nine envelope
2. yarn
3. bits of construction paper
4. craft glue
5. scissors
6. black marker

Directions:

1. Seal the envelope shut.
2. Cut the envelope in half.
3. Open the cut side lengthwise and push the center of the folded side toward the opening to form a mouth.
4. Cut several 2 inch strands of yarn. Glue them to the cut edge of the front top.
5. Use scraps of paper and the patterns below to cut out eyes. Cut out a tongue. Glue them to the face.
6. Use the black marker to draw nostrils and eye lashes on the face.

Use the puppet when reciting the poem below.

Up, Up In The Sky

Up, up in the sky,
Where the little birds fly,
Down, down in their nest,
Where the little birds rest;
With wings on their right,
And wings on their left,
The dearly sweet Jesus
Lay birdies to rest.

White
Cut two

Black
Cut Two



PROBLEM SOLVING

Name: _____ Date: _____

1. Dana saw 12 ducks. 

Mandy saw 5 ducks. 

How many more ducks did Dana see than Mandy? _____

How many fewer ducks did Mandy see than Dana? _____

What operation did you use? _____

2. Don saw 6 mockingbirds. 

Faye saw 3 sparrows. 

Vin saw 8 redstarts. 

How many birds did they see in all? _____

What operation did you use? _____

3. Linda saw 9 starlings. 

Then she saw 7 more starlings. 

How many starlings did she see altogether? _____

4. Kevin counted 12 flamingoes. 

Then he counted 16 more. 

How many flamingoes did Kevin see altogether? _____



PROBLEM SOLVING

Name: KEY Date: _____

1. Dana saw 12 ducks. 

Mandy saw 5 ducks. 

How many more ducks did Dana see than Mandy?

7 ducks

How many fewer ducks did Mandy see than Dana?

7 ducks

What operation did you use?

Subtraction

2. Don saw 6 mockingbirds. 

Faye saw 3 sparrows. 

Vin saw 8 redstarts. 

How many birds did they see in all?

17 birds

What operation did you use?

Addition

3. Linda saw 9 starlings. 

Then she saw 7 more starlings. 

How many starlings did she see altogether?

16 starlings

4. Kevin counted 12 flamingoes. 

Then he counted 16 more. 

How many flamingoes did Kevin see altogether?

28 flamingoes



Glossary



Blubber: A thick layer of fat under an animal's skin.

Camouflage: Colors or marks on animals that help hide them from their enemies.

Coniferous: Forest where the trees remain green all year.

Contour feathers: The long smooth feathers that cover most of the body of a bird.

Deciduous: Forest where the leaves fall off the trees during the fall and winter season.

Down feathers: The soft feathers found between the contour feathers and the skin of a bird.

Gizzard: The part of the stomach in a bird that helps grind up food.

Gliding: The art of holding the wings out straight and floating on the wind.

Habitat: The natural place where a plant or animal is found.

Hovering: The act of the bird to flap its wings and remain in one place without moving.

Keratin: The hard substance that forms beaks, feathers, and nails.

Perch: To sit on a branch and hold on to it with claws.

Plumage: All the feathers of a bird together.

Predator: A bird that hunts and eats other animals.

Preening: The way the bird smoothes its feathers with its beak to clean and straighten them.

Prey: An animal that is hunted and eaten by another animal.

Soaring: The act of rising upward on warm air currents.

Species: A group of similar birds.

Talon: The claw of a bird of prey.



KEEP THE FAITH

by Jacqueline Schiff

Cast:

A child representing Commandment 1
A child representing Commandment 2
A child representing Commandment 3
A child representing Commandment 4
A child representing Commandment 5
A child representing Commandment 6
A child representing Commandment 7
A child representing Commandment 8
A child representing Commandment 9
A child representing Commandment 10

Props:

Ten sandwich boards painted to resemble stone tablets. On each sandwich board print one of the ten commandments. Make replicas of exteriors of a cinema, museum, school, church, house, hospital, toy store, courthouse and a video game store, or print the names on large posters and attach around the stage on the walls.

Setting:

Main Street, Children wearing the ten commandments sandwich boards walk down the street, singing the tune of "Oh, Susanna."

All Commandments:

We come from Mount Sinai
On the tablets that you see,
We're going through town
To show you how
To live obediently.

It rained all night the day we left,
The mountain it was high,
The smoke so thick, the flames so quick;
But Moses didn't cry.

Oh! God's children,
Won't you follow me?



For I come from Mount Sinai
On the tablets that you see.

(The commandments stop in front of a cinema, Commandment 1 takes center stage.)

Commandment 1

*(pointing to letters on sandwich board) Read my script! **You shall have no other gods before me.** And to help you remember that, (tapping head once) here's my poem*

Don't worship anyone but God---
The friend who's near, not far.
A football hero isn't God,
God's not a movie star.
(Commandment 1 rejoins the group.)

All Commandments: *(singing chorus)*

Oh! God's children,
Won't you follow me?
For I come from Mount Sinai
On the tablets that you see
(The commandments walk on down the street. They stop in front of a museum. Commandment 2 takes center stage)

Commandment 2:

*(pointing to letters on sandwich board) Read my script! **You shall not make any idols.** And to help you remember that, (tapping head twice) here's my poem:*

Don't make a figure out of clay
And say, "Hey, God, it's You!"
No artists' tools can duplicate,
For only one God's true.
(Commandment 2 rejoins the group.)

All Commandments: *(singing chorus)*

Oh! God's children,
Won't you follow me?
For I come from Mount Sinai
On the tablets that you see.
(The commandments walk on down the street. They stop in front of a



school. Commandment 3 takes center stage.)

Commandment 3:

(pointing to letters on sandwich board) Read my script! You shall not use God's name in a wrong way. And to help you remember that, (tapping head three times) here's my poem:

Don't swear to God to God you don't cheat.
It's not right to protest;
God saw you rest your very own eyes
On your bright classmate's test.
(Commandment 3 rejoins the group.)

All Commandments: *(singing chorus)*

Oh! God's children,
Won't you follow me?
For I come from Mount Sinai
On the tablets that you see.
(The commandments walk on down the street. They stop in front of a church. Commandment 4 takes center stage.)

Commandment 4:

(pointing to letters on sandwich board) Read my script! **Keep the Sabbath day holy.** And to help you remember that, (tapping head four times) here's my poem:

Go to church and worship God
Today's His holy day.
Don't make a face and tell Aunt Grace,
"You worship, I will play!"
(Commandment 4 rejoins the group.)

All Commandments: *(singing chorus)*

Oh! God's children,
Won't you follow me?
For I come from Mount Sinai
On the tablets that you see.



(The commandments walk down the street. They stop in front of a house. Commandment 5 takes center stage.)

Commandment 5:

(pointing to letters on sandwich board) Read my script! Honor your father and mother. And to help you remember that, *(tapping head five times)* here's my poem:

Your parents give you lots of love
Every single day,
They feed and dress and shelter you,
So love them and obey.
(Commandment 5 rejoins the group.)

All Commandments: *(singing chorus)*

Oh! God's children,
Won't you follow me?
For I come from Mount Sinai
On the tablets that you see.
(The commandments walk on down the street. They stop in front of a hospital. Commandment 6 takes center stage.)

Commandment 6:

(pointing to letters on sandwich board) Read my script! **You shall not kill.** And to help you remember that, *(tapping head six times)* here's my poem:

God gives life to each of us,
To live and work and play.
So respect life, for only God
Has the right to take it away.
(Commandment 6 rejoins the group.)

All Commandments: *(singing chorus)*

Oh! God's children,
Won't you follow me?
For I come from Mount Sinai
On the tablets that you see.
(The commandments walk on down the street. They stop in front of a bridal shop. Commandment 7 takes center stage.)



Commandment 7:

(pointing to letters on sandwich board) Read my script! **You shall love and respect your husband or wife.** And to help you remember that, *(tapping head seven times)* here's my poem:

Some day you will get married, Kids,
A vow you two will speak.
You'll make a promise to your love—
That promise please do keep.
(Commandment 7 rejoins the group.)

All Commandments: *(singing chorus)*

Oh! God's children,
Won't you follow me?
For I come from Mount Sinai
On the tablets that you see.
(The commandments walk on down the street. They stop in front of a toy store. Commandment 8 takes center stage.)

Commandment 8:

(pointing to letters on sandwich board) Read my script! **You shall not steal.** And to help you remember that, *(tapping head eight times)* here's my poem:

Don't take things from your favorite store.
To steal is not okay.
You hurt the owner when you take,
So save till you can pay.
(Commandment 8 rejoins the group.)

All Commandments: *(singing chorus)*

Oh! God's children,
Won't you follow me?
For I come from Mount Sinai
On the tablets that you see.
(The commandments walk on down the street. They stop in front of a courthouse. Commandment 9 takes center stage.)

Commandment 9:

(pointing to letters on sandwich board) Read my script! **You shall not lie.** And to help you remember that, *(tapping head 9 times)* here's my poem:



Don't say your brother broke the glass;
 Tell Grandma what is true.
 God's hoping you will tell the truth—
 He's listening to you.
(Commandment 9 rejoins the group.)

All Commandments: *(singing chorus)*

Oh! God's children,
 Won't you follow me?
 For I come from Mount Sinai,
 On the tablets that you see.
(The commandments walk on down the street. They stop in front of a video game store. Commandment 10 takes center stage.)

Commandment 10:

(pointing to letters on sandwich board) Read my script! **You shall not want what belongs to others.** And to help you remember that, *(tapping head 10 times)* here's my poem:

Be thankful for the things you have
 And count your blessings twice.
 Don't want the things that others have;
 They'll share them if you're nice.
(Commandment 10 rejoins the group. The commandments walk back to the church and stand outside the building.)

All Commandments: *(reciting)*

We are the Ten Commandments, Kids,
 And this we have to say:
 Count to ten, then follow us.
 We'll help you to obey.

(singing to the tune of "Oh! Susanna")

We came from Mount Sinai
 On the tablets that you see,
 We strolled through town



To show you how
To live obediently.

It rained all night the day we left,
The mountain it was high,
The smoke so thick, the flames so quick;
But Moses didn't cry.

(All commandments join hands and enter the church singing)

Oh! God's children!
Follow me, me, me,
For I come from Mount Sinai
On the tablets that you see.

Shining Star, 1995, Issue 41



THE HEN

“O Jerusalem, killing the prophets and stoning those who are sent to you! How often would I have gathered your children together as a hen gathers her brood under her wings, and you would not!” –Matthew 23:37, RSV

Since childhood my attitude toward chickens has remained ambivalent. They are serviceable, harmless creatures, and certainly I’ve never wished them any ill. Indeed, a friend of mine breeds exotic chickens and has a yard full of strutting roosters and plump hens, all in a blaze of technicolor designs, wearing plumed headdresses and fluffy leg coverings and trailing long tail feathers. They are gorgeous, to be sure. On the other hand, chickens have always struck me as singularly stupid and foolish—possibly the most witless of all of God’s birds.

As a 4-year-old living on my grandpa’s farm in Iowa, I loved visiting the henhouse. The interminable scratching, the vulgar cackling, and the flapping about in the roosts fascinated me. And when I was alone with them, I took great delight in creating little disturbances among those simple-minded birds just for the pleasure of



seeing them explode into a panic of feathers and squawks.

Yes, chickens are commonplace. So very ordinary. Thousands of years of using the birds for our domestic purposes have conditioned us to see them in highly practical terms. A broiled pigeon in a peasant’s cottage, a roasted peacock on the table of a Roman emperor, fried chicken dinners—we have eaten the birds and gathered their eggs until they have little glory left.

Yet Christ chose a hen to create a picture of Himself.

If He hadn’t, we might otherwise have overlooked something very beautiful in chickens. Hens have a powerful instinct to shelter their chicks under their wings—a joy denied to incubator chicks. Whether speckled balls of fluff or downy yellow, the little ones find perfect safety hiding under their mothers’ wings. Helpless and endowed with little intelligence, the chicks do have a wonderful, life-preserving provision—the mother will defend them to the death. She understands how to give shelter, and her children understand obedience. What more does any creature need?

Glimpses of God, Review and Herald, 1998



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THE AMAZING LIFE OF BUTTERFLIES



BY
EVELYN SAVORY





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Schedule "White Spaces"

To everything there is a season, and a time to every purpose under Heaven. Ecclesiastes 3:1

Too much of anything, even good things, is just that – too much! Regardless of how social you are – or how much you love spending time with others – there is something magical and peaceful about looking at your calendar and seeing white space, unplanned-for-time. "White space" is time for you to catch up, or to do nothing at all. Creating blocks of time in your calendar where absolutely nothing is planned contributes to a feeling of peace, the feeling that you have enough time.

If you wait for everything to get done before you allow time for yourself, you'll rarely, if ever, find it. Instead, your calendar and schedule will miraculously fill up with your own commitments, as well as with the needs and requests of others. Your spouse will have things for you to do, your kids (if you have them) will have no trouble firing requests at you, as will the neighbors, your friends, and family. Then there are the social commitments – some you love, others agreed to out of obligation. Many other requests, of course, come at you from work as well as from strangers such as telephone solicitors and salespeople. It seems that everyone wants and gets a piece of your time. Everyone, that is, except you.

The only solution seems to be to schedule time for yourself with the same degree of respect and commitment that you would schedule an appointment with your doctor or best friend. You make an appointment and, short of an emergency, you keep it!

The procedure itself is very simple. You look at your calendar and schedule (in pen) time for yourself. You need to cross out a block of time, where you don't allow anything to be formally scheduled.



As I look at my own calendar, I'm noticing that I have time for myself scheduled this Friday between 1:20 and 4:30 p.m. There is *nothing* scheduled during that time and, short of an emergency, nothing will be. This means that when someone asks me to do something during that time block, a radio show wants an interview, someone wants me to call, a client needs my help, whatever, I can't do it. I've already got plans! And those plans are with myself. Later this month, I have an entire day blocked out. This too, is sacred time, and I can almost guarantee that it won't be filled up.

As you can imagine, this takes some getting used to. What I realized, however, was that I was worth it – and so are you.

This white space time has become one of the most important scheduled activities on my calendar and is something I have learned to protect and value. This doesn't mean my work is any less important to me, or that my time with my family isn't still the most important activi



DEVELOP ENTHUSIASM

1. **START THE DAY RIGHT.** You can condition a day in the first five minutes after you wake up. Henry Thoreau used to be abed in the morning telling himself all the good news he could think of. Then he arose to meet the day in a world filled with good things, good people and good opportunities.

The late William H. Danforth, a prominent business leader, said, "Every morning, pull yourself up to your full height and stand tall. Then think tall - think great, elevated thoughts. Then go out and act tall. DO that and joy will flow to you."

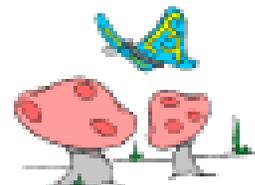
Go on spreading enthusiasm all day and at night you will have a deposit of joy in your life such as you never had before.

2. **READ YOUR BIBLE,** for it is full of enthusiasm generators. What greater motivators, for example are there than, "All things are possible to him that believeth," (Mark 9:23) and "Whatsoever you shall ask in prayer, believing, ye shall receive." (Mark 21:22)

The Bible positively glows with excitement and enthusiasm. "Be renewed," it says in Ephesians 4:23, "in the spirit of your mind," not merely on the surface of your mind, but in the deep spirit that activates your thoughts. Saturate your mind with great passages from the Bible. Then pray to God for guidance and get going!

3. **LOVE LIFE and PEOPLE.** Love people. Love the sky, love beauty, love God. The person who loves always becomes enthusiastic. Begin today to cultivate the love of living. Like Fred, for example, who runs a little eating place.

Resting a big hand on the counter, he asked me,
"O.K., brother, what do you have?"
"Are you Fred?"



Along the counter was an old man who looked extremely miserable. He was sitting hunched over. His hand shook. After Fred had put my burger in front of me, he went over and put his hand on that old fellow, "That's all right, Bill," he said. "That's all right. I am going to fix you a bowl of that nice hot soup that you like." Bill nodded gratefully.

Another old man got up and shuffled over to pay his check. Fred said, "Mr. Brown, watch out for the cars out there on the avenue. They come pretty fast at night." And he added, "Have a look at the moonlight on the river. It's extremely pretty tonight."

When I paid my check, I couldn't help remarking, "You know something, my friend? I like the way you spoke to those old men. You made them feel that life is good."

"Why not?" he asked. "Life is good, to me. I get a kick out of living. They're pretty sad old guys and our place is sort of like home to them. Anyway, I kind of like 'em."

Find needs and fill them. And bring bona fide enthusiasm to your life.

4. GUARD YOUR ENERGY LEVEL. To keep full of enthusiasm, as God intended you to be, keep your intake of energy greater than the outgo of energy. If you are tense and uptight, the constant tension depletes you so that your energy dissipates and with it your enthusiasm.

Therefore, discover the great technique of being able to "let go and let God." Ask God for wisdom and guidance, and then give life the very best. Having done your best, leave the outcome to the Lord.



Introduction to Unit

Like glittering gems, butterflies add flash and sparkle to our surroundings. Butterflies are a delightful addition to any garden. The motion of their wings bring a welcome sense of life and freedom. Their beautiful colors are as vivid as flowers which they help to pollinate.

This thematic unit presents amazing facts about the life of butterflies. Students will learn about the physical characteristics and beautiful coloration of butterflies. They will discover that God created many different kinds of butterflies, called species. They will study some of their unique behaviors, such as camouflage, basking, roosting, hibernation and migration, the drama of butterfly reproduction and of course, the stages of their astonishing metamorphosis. As the only truly migratory butterfly, the Monarch will be highlighted to show the migration habits of these fascinating creatures.

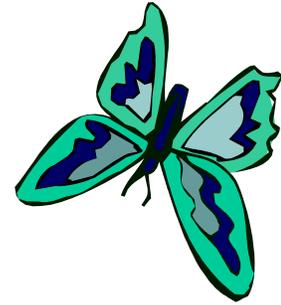
Integrated activities will provide exciting cross-curriculum activities and review of facts for students of K – 5.



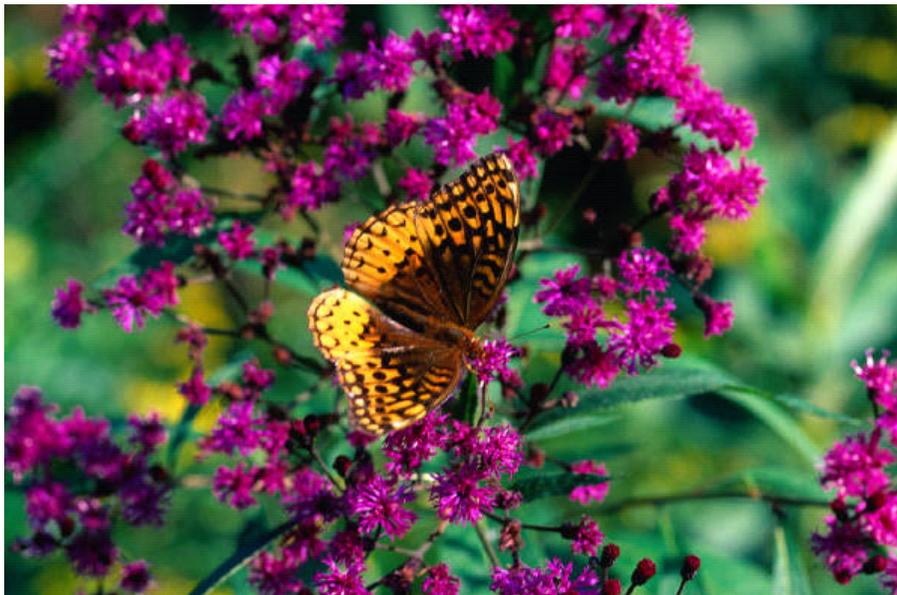
Section A - What is a Butterfly?



Physical Characteristics



Butterflies are insects with two pairs of colorful wings and knobbed antennae that belong to the animal group called Lepidoptera. All butterflies are insects, with six legs and a body divided into head, thorax, (mid-section) and abdomen (lower section). They have two antennae and a mouth called the proboscis, which works like a drinking straw. Through the proboscis nectar and other sources of nourishment are ingested. Butterflies also smell and touch with their antennae.



The butterfly's compound eyes are highly sensitive to color including the colors that the human eye cannot see (the ultraviolet light). Their feet and antennae are used for detecting colors by touch. However, the extraordinary wings of the butterfly are definitely its most exquisite feature.

Butterflies have a pair of fore wings and a pair of hind wings. Each wing has an upper (dorsal) and lower (ventral) surface lined with veins. The color of the wings distinguishes each species. The color patterns on the butterfly's wings are made up of thousands of tiny scales.

Butterflies do not grow in size, but come in a variety of sizes, from the very large to the very small. They live all over the world, even in some of the hottest and coldest places. Most butterflies live in the tropics where many plants provide food for caterpillars and nectar for butterflies. Some butterflies live only a few hours while others live almost a year.

Butterflies are usually seen around flowers and flowering shrubs and trees. They need the warmth of the sun in order to fly. They spread their wings to expose them to sunshine. At night, butterflies may be found sleeping on a leaf or grass stalk with their wings closed above their backs.



Why is a Butterfly an Insect?

Name _____ Date _____

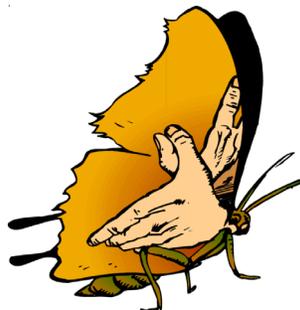
As you explore the topic of butterflies, some children may be curious and ask why the butterfly is an insect. Explain and show the children why the butterfly is classified as an insect.

Materials

Pictures of a butterfly and other insects (moth, ant, mosquito, fly, honeybee, dragonfly, wasp, ladybug, etc.)

Directions

1. Display some pictures of other insects. Tell the children to observe the insects.
2. Ask the children to name some ways in which the insects are alike. List their responses on the chalkboard or on chart paper.
3. Establish that an insect has three body parts – head, thorax, and abdomen – two feelers or antennae, and six legs. Some insects have wings.
4. On chalkboard create two lists: **Insect/Not An insect**. Each time a bug is named have children snap fingers if it has three body parts, two feelers and six legs. Write the name of the bug in the appropriate list.
5. Display a picture of a butterfly. Identify its insect parts – head, thorax, abdomen, two antennae, and six legs.



Parts of a Butterfly

Name _____

Date _____

Directions: Match the words to the butterfly body parts then color the butterfly.

thorax

scales

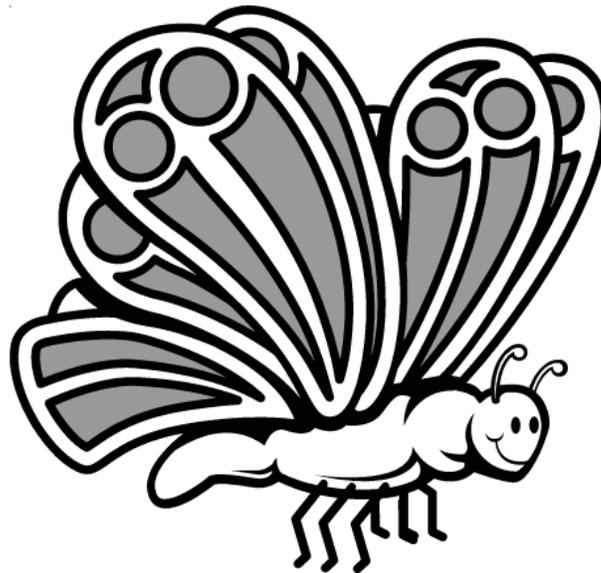
abdomen

wings

head

proboscis
antennae

legs

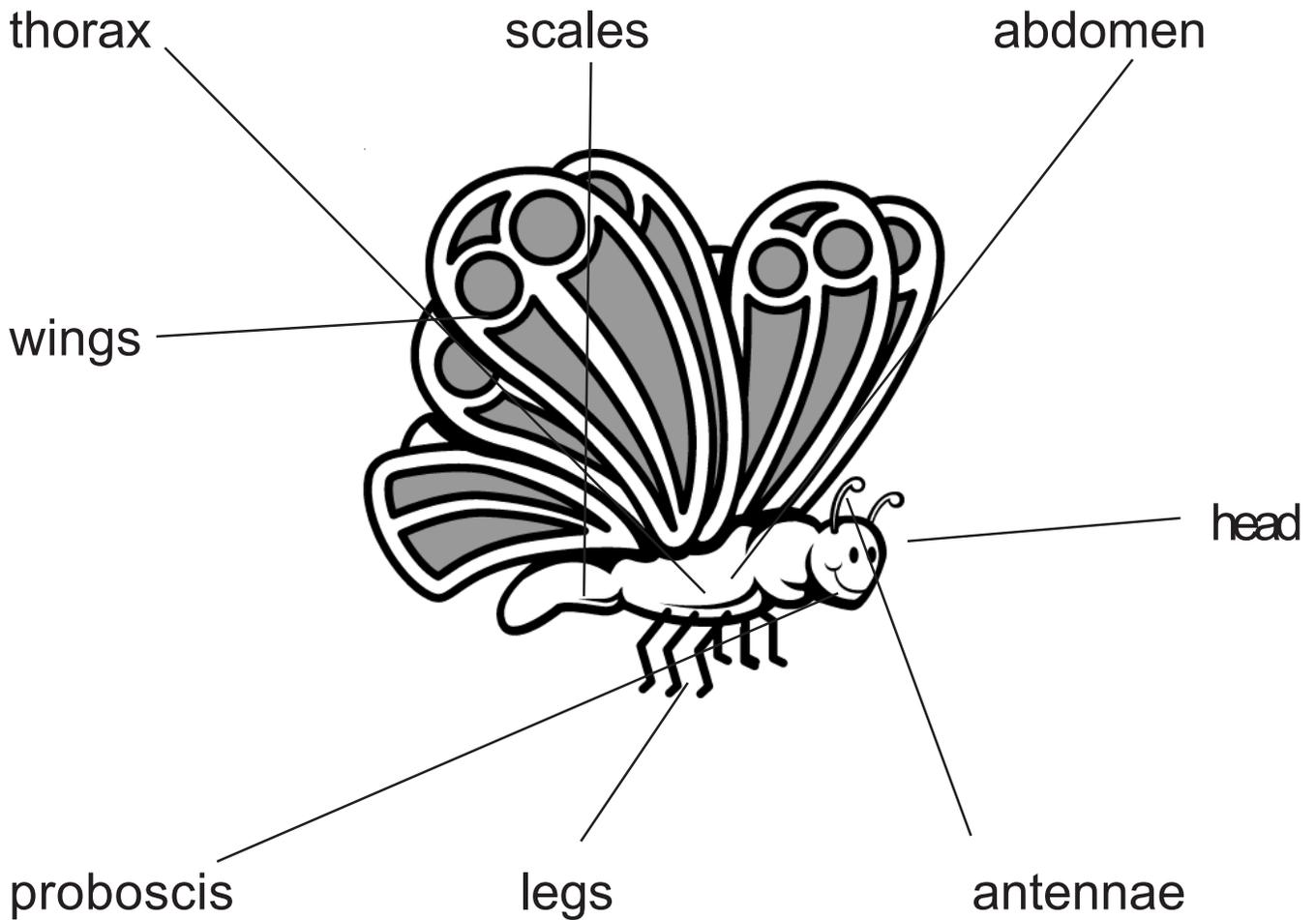


Parts of a Butterfly

Name Key _____

Date _____

Directions: Match the words to the butterfly body parts then color the butterfly.



Section B - Butterflies and Moths



Butterflies are usually mistaken for moths. Butterflies and moths share many similarities, but there are also some important differences.

Some of the main differences between butterflies and moths include: the butterflies' more brilliantly colored wings which is the result of the special effects of light on the wing scales; moths' wings and bodies are usually dull and dusty. Butterflies have knobs on the tips of their antennae. Moths have antennae that are threadlike and feathery. In addition, butterflies' bodies are typically thin while moths' are plump.

Like butterflies, moths visit flowers for nectar and help in pollination, but moths are nocturnal insects (they fly and work at night). Butterflies are day fliers.



Alike But Different

Name _____

Date _____

Compare and contrast butterflies and moths. List the similarities and differences given in the narrative in the correct column. Add as many more to the list as you can.



Butterflies



Moths



Alike But Different

Name KEY

Date _____

Compare and contrast butterflies and moths. List the similarities and differences given in the narrative in the correct column. Add as many more to the list as you can.



Butterflies



Moths

more brilliantly colored wings

darker colored wings

knobbed antennae

threadlike, feathery antennae

thin bodies

plump bodies

day fliers

night fliers

pollinators

pollinators



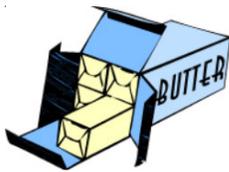
Compound Butterfly

Name _____

Date _____

A compound word is made when two words are put together to form one new word.

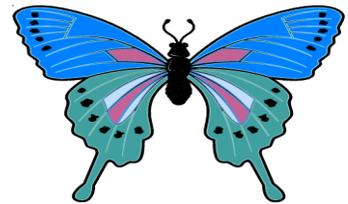
Directions: Write 10 or more names of bugs/insects that are compound words. Write the names in the butterfly spaces. The first word is done for you.



+



=



- 1. butter + fly = butterfly
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____



Which One Does Not Belong?

Name _____

Date _____

Directions: In each group below, one of the four words does not belong in the butterfly story. Underline the one that does not fit. Write it on the line provided.

- 1.
Monarch
Buckeye
Lilac
Swallowtail

- 2.
Milkweed
Carrot leaves
Nectar
Tongue

- 3.
Leaf
Queen Anne's Lace
Hibiscus
Rose

- 4.
Wings
Abdomen
Grow
Thorax



Which One Does Not Belong?

Name _____ Key _____

Date _____

Directions: In each group below, one of the four words does not belong in the butterfly story. Underline the one that does not fit. Write it on the line provided.

1.

- Monarch
- Buckeye
- Lilac
- Swallowtail

Lilac

2.

- Milkweed
- Carrot leaves
- Nectar
- Tongue

Tongue

3.

- Leaf
- Queen Anne's Lace
- Hibiscus
- Rose

Leaf

4.

- Wings
- Abdomen
- Grow
- Thorax

Grow



Butterfly Bible Acrostic

Directions: Have students make a Butterfly Bible Acrostic. See sample below.

B – Bless the Lord O my soul. Ps. 103:1

U – Unto Thee O Lord do I cry. Joel 1:19

T – The heavens declare the glory of God. Ps. 19:1

T – Trust in Him all with thy might. Ps. 3:5

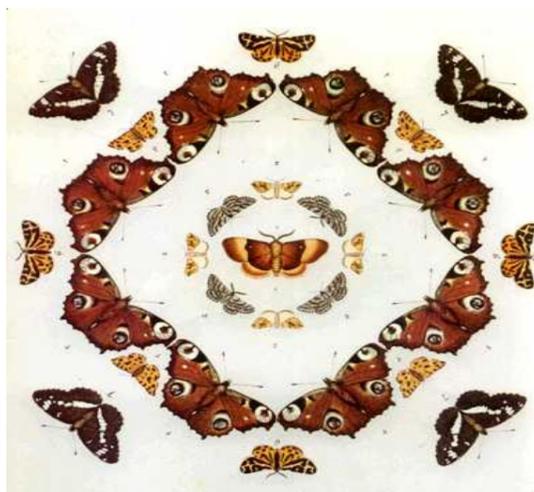
E – Every good gift is from above. James 1:17

R – Righteousness exalts a nation. Prov. 14:34

F – For wisdom is better than jewels. Prov. 8:11

**L – Looking unto Jesus the Author....of our faith.
Heb 12:2**

**Y – You are worthy... for you created all things.
Rev. 4:11**



Butterfly Poetry

The following poems are to help students develop an appreciation for poetry. Class discussion will follow.

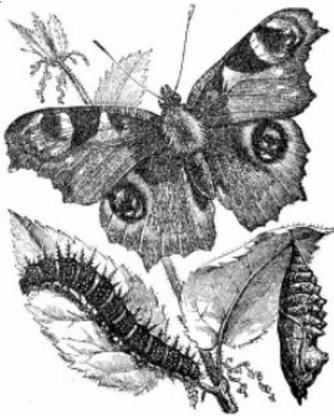
Butterfly, Butterfly

By Jan Warren

Butterfly, butterfly, laying lots of eggs,
The eggs hatch caterpillars with short, stubby legs.

Caterpillar, caterpillar, eating 'til you're big,
Then walking very slowly you hang from a twig.

Sleep now, and change, but very, very soon...
Caterpillar, caterpillar, you changed, you didn't die.
You grew wings, and long legs, to become a beautiful butterfly!



Brown and Furry Caterpillar

K. L. Brown

Brown and furry caterpillar
In a hurry...
Take your walk
To a shady leaf or stalk;
Or what not!
No toad spy you,
Hovering birds of prey pass by you
Spin and die,
To live again – a butterfly...



BUTTERFLY EGGS



Name _____

Date _____

Butterfly eggs come in many different shapes and colors. Some are so hard to see because they are so small. Usually their shells are decorated with lines and dots that cannot be seen except through a magnifying lens. Butterfly eggs can be green, red, blue, yellow or brown in color. While some eggs are round or oval, others may be shaped like cones, gumdrops, or even pancakes. Many butterflies lay one egg at a time, while still others deposit hundreds of them side by side in neat rows.

Tell the students that a butterfly mother uses natural glue to attach her eggs to a leaf or fasten them to a twig so they will not fall to the ground. Let them know that mother butterfly always puts her eggs on a leaf that is her favorite food so that when her eggs hatch there will be plenty of food for her babies to eat.



ACTIVITY 1: Give each child a leaf. A small white bean. Elmer's glue.
Instruct them to glue the bean to the leaf.

Explain to the class that all butterflies start out as eggs

on a leaf.



ACTIVITY 2: Let the class work in groups to make butterfly eggs.

Use modeling clay or homemade dough in green, blue, red, and yellow.

Instruct each group to make at least one of each egg shape shown.

Direct them to make gumdrop shape with the green clay.

Tell them this is a Painted Lady butterfly egg.

Pickle shape blue for the egg of the Common Blue butterfly.

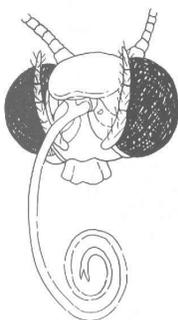
Cone shape red for the egg of the Monarch butterfly.

Tire shape yellow for the egg of the Spring Azure butterfly.



Insects Eat - A Science Simulation

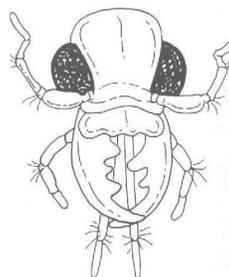
Animals eat in different ways, and animals eat different foods. Scientists say that some animals that are similar, such as insects, also eat in different ways. Using a butterfly, housefly, and tiger beetle, direct your students to look carefully at the picture of mouths of the three insects. Show the mouth patterns on p. 22 and tell them that:



The butterfly has a long “proboscis” which works like a straw to suck up the nectar from plants.



The housefly has a long, sponge-like tongue for sopping up plant and animal juices.



The tiger beetle has a mouth sort of like a strong pair of tweezers to crunch its food before eating.

Have the children try to eat like each of these three insects. For each child you will need the following:

PAPER PLATE OF PUDDING OR YOGURT, WITH MINI-CHOCOLATE CHIPS MIXED IN

Butterfly 4” or 10 cm length of plastic drinking straw:
Stick end in pudding and suck from opposite end.



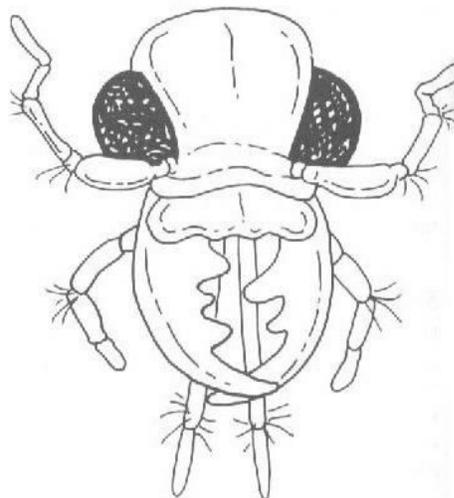
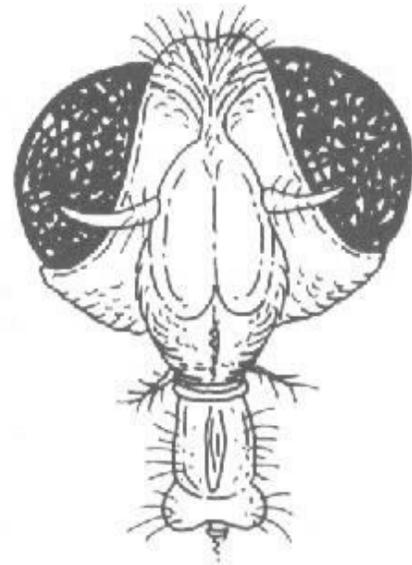
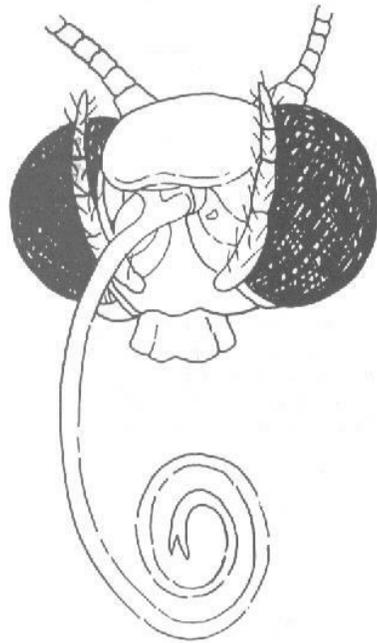
Housefly 4” x 4” square of cheesecloth:
Press cloth down slightly into pudding until pudding comes through openings, lift up cloth by its sides; sop up clinging treat with a sucking moth movement.

Tiger Beetle 2 craft sticks, rubber-banded at one end to make “tweezers”:
Hold like chopsticks, but place middle finger between sticks until ready to pick up treat (a mini-chip). Then move finger away, and sticks will snap shut.



Insects Eat - A Science Simulation

INSECT MOUTH PATTERNS



Review page 21 and have the students write the correct insect name next to each picture.



Butterfly Treats

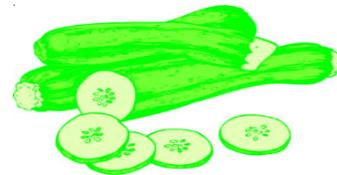
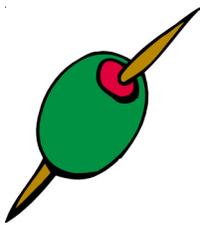
This part of your butterfly study will certainly create much excitement for the kids. Have the students brainstorm some butterfly food ideas that can be prepared at school. Here are some mouthwatering appetizers:

Veggie caterpillar

Materials needed:

Cherry tomatoes, zucchini slices and olives and toothpicks

Alternate cherry tomatoes, zucchini slices and olives to create a tasty caterpillar treat. Use toothpicks to connect the pieces. Poke two holes in the first cherry tomato or olive for the head. Insert two chow mein noodles for the antennae.



Sweet and Salty Butterflies

Ingredients:

Small pretzels, candied orange slices, canned frosting, sprinkles, licorice, gum drops or jelly beans.



Cut two slits in both sides of the candied orange slice. Press one pretzel into each slit to make wings. Use a gum drop or jelly bean for a head and attach it to the body with frosting. Spread frosting on the wings and body, then add some sprinkles. Cut two licorice antennae and attach them to the end with frosting.



Butterfly Internet Resources

<http://www.butterfly.com>

<http://www.arttoday.com>

<http://butterflymagic.com>

<http://www.buginabox.com>

<http://home.earthlink.net/~cthomp1/lore.htm>

<http://www2.cybernex.net/~dbenz/monarch.htm>



Butterfly Book Report

Name _____

Date _____

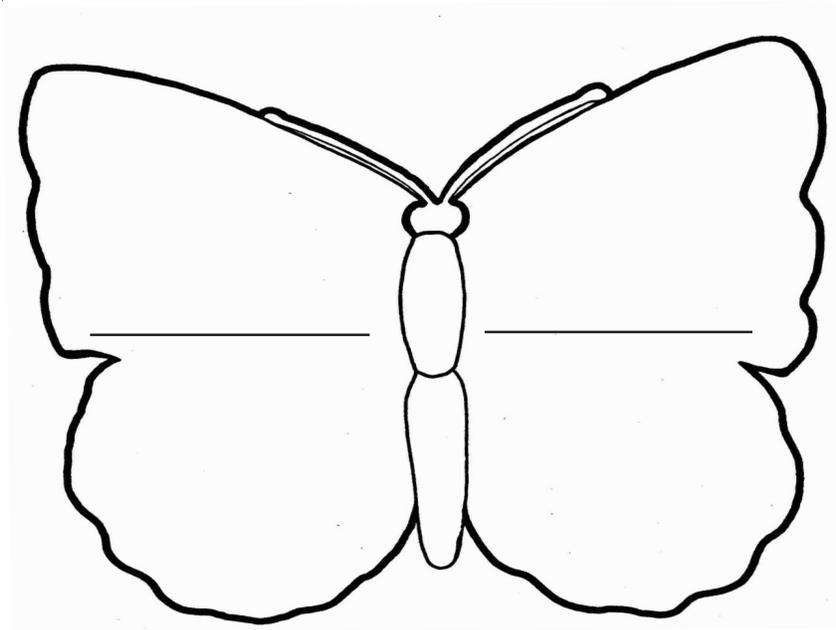
Read and discuss The Very Hungry Caterpillar by Eric Carle and other books about butterflies and caterpillars. Then have students use the format given below to write their own book report.

Author: _____

Title: _____

This book is: fiction or nonfiction

With pen or pencil, write in the butterfly, four things you have learned from the book.



Three new words from the book are: _____

This book is:

a. great

b. good

c. O.K.



Section C - Butterfly Behavior



Roosting

During cold, rainy weather and at night butterflies need a safe place to roost. Butterflies often choose the underside of a leaf or a well-camouflaged part of a bush where they will be hidden from predators. They need a place where their wings will stay dry and they won't be exposed to the wind and rain. Butterflies usually spend at least 14 hours each day roosting.



Basking

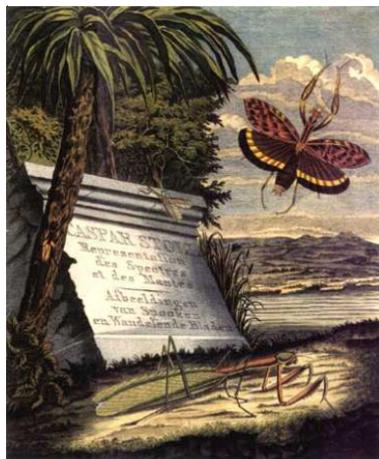
You may have seen a butterfly resting in the sun with wings or body turned towards the sun to receive warmth. This behavior is called basking. Because butterflies are cold-blooded they need the warmth of the sun to heat and energize their bodies for such activities as flying and feeding.

Some butterflies, like the Monarch and American Lady bask with their wings open and perpendicular to the sun's rays. Others, such as the Cabbage White and Eastern Tailed-Blue, bask with their wings closed and their bodies perpendicular to the sun. A garden or flowering plant that is fully exposed to the sun is a great attraction for butterflies to feed and bask.



Hibernation

Some hibernating butterflies are present during the winter in all parts of North America. Butterflies, such as the Mourning Cloak and Anglewings, spend winter as adults hibernating in the crevices of tree trunks and walls. These butterflies emerge from the pupa in early summer or early fall. After flying around until late fall, they find a sheltered spot such as a hollow tree or vacant shed in which to pass the colder months of the year. They only come out from their hiding place on a warm day in search of food.



Camouflage

Butterflies are preyed upon by birds, bats, lizards, spiders, and many insects, such as dragonflies, and praying mantis. In order to protect themselves against the enemy, butterflies camouflage. That means, they blend in with the natural surroundings. Some butterflies, like the Commas and Question Mark take on the shape of a leaf or color of the leaves and flowers in their environment. The Giant Swallowtail has emerged caterpillars that perfectly mimic bird droppings. Butterflies were created with other unique survival tactics. For example, the Common Buckeye even sports false eye spots on its wings. The fake eyes scare predators away.



Section D - Master Migrators—The Monarch

Monarch butterflies are well-known migrating butterflies. Among all butterflies, the favorite and easily distinguished is the orange and black Monarch. The Monarchs begin their flight south from Canada to places as far away as California, Florida, and even Mexico.

In early autumn, lots of butterflies migrate to get away from the cold weather, but only the Monarch makes a complete migration—flying south and then north again in the same year, every year. In the summer, Monarch butterflies are almost everywhere. You can see them in the fields and city parks. Then, suddenly, you don't see them anymore—if you live where it is cold during the winter. They fly away south just as many birds do—before snow falls and cold winds blow.



One startling fact about Monarchs' migration is that they do not have a built-in compass or signal which points the way from one place to the next, but they have learned to ride the wind currents that help them travel thousands of miles in just a few days. Each year, these fragile creatures travel to areas to which they have never been.

Scientists have discovered two favorite winter hideouts of the Monarchs. A spot in Mexico called the Rosario Colony, where in a grove of about 3500 trees can be found 30 to 40 million butterflies. The other butterfly roosting spot can be located in the Pacific Grove of California, known as Butterfly Town.



BUTTERFLIES EVERYWHERE

Name _____

Date _____

Butterflies can be found in just about every part of the world, even in the Arctic tundra and the desert lands of Africa and Asia.

Directions: Read the facts about these amazing butterflies. Match each butterfly to the correct fact. Write the number on the line.



1

_____ The *Blue Morpho's* metallic-blue wings are sometimes used to make jewelry. It is only found in the tropical jungles of **South America**.



2

_____ Bright orange wings help the *Orange Albatross* blend into the colorful flowers in the rain forests of **South America**.



3

_____ The brown *Kallima* butterfly from **India** can imitate a dry leaf.



4

_____ Colored brown, yellow, and red, *Postman* butterflies of **Central** and **South America** feed first on yellow flowers. Then they move on to red flowers.



5

_____ **Mexico** is a nature reserve. Orange and black *Monarch* butterflies spend the winter here.



BUTTERFLIES EVERYWHERE

Name _____ Key _____ Date _____

Butterflies can be found in just about every part of the world, even in the Arctic tundra and the desert lands of Africa and Asia.

Directions: Read some interesting facts about these amazing butterflies, then match each to the correct fact. Write the number on the line.



_____ **3** _____ The *Blue Morpho*'s metallic-blue wings are sometimes used to make jewelry. It is only found in the tropical jungles of **South America**.



_____ **4** _____ Bright orange wings help the *Orange Albatross* blend into the colorful flowers in the rain forests of **South America**.



_____ **1** _____ The brown *Kallima* butterfly from **India** can imitate a dry leaf.



_____ **5** _____ Colored brown, yellow, and red, *Postman* butterflies of **Central** and **South** America feed first on yellow flowers. Then they move on to red flowers.



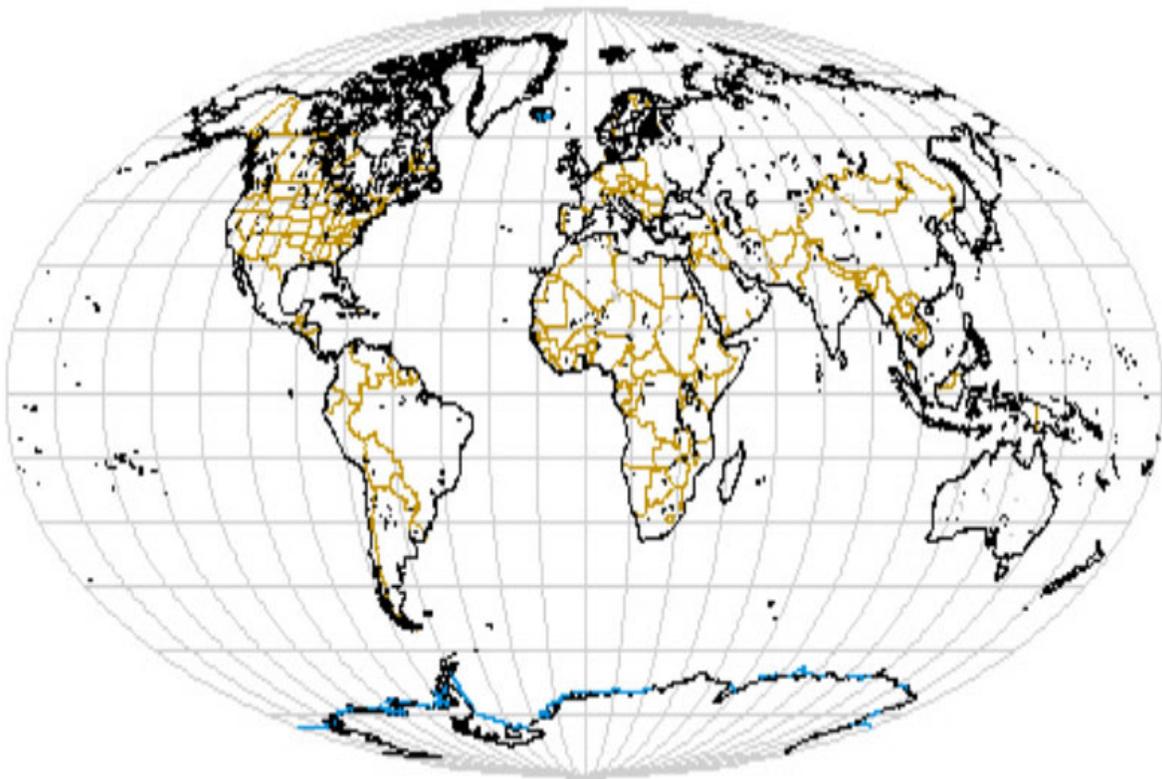
_____ **2** _____ **Mexico** is a nature reserve. Orange and black *Monarch* butterflies spend the winter here.



Butterflies Everywhere

Butterflies can be found in just about every part of the world.

Directions: Read the butterfly facts given on the previous page. See if you can find where the butterflies live on a world map or globe. You might want to do this with a partner.



Section E - Butterfly Life Cycle

The Egg

After mating, the female butterfly immediately goes in search of just the right host plant to lay her eggs. Butterfly eggs vary in size and are beautiful to behold.

The Caterpillar

After about four to ten days the eggs hatch and a tiny caterpillar or larva emerges. It begins by eating its egg shell and then eats, and eats and eats... so that it can store up reserves for the future changes it will undergo. The caterpillar eats so much, that it grows very quickly, and can no longer fit into the skin that it was born with.

After three or four weeks of eating and eating, the caterpillar must shed its skin in order to keep growing, and since it does not have skin that can stretch.



Most species of caterpillars shed not just once but four or five times until it gets a body that is more roomy and comfortable. It is not yet an adult but already its jaws are large and it has special glands that make silk. When the last shedding is complete the caterpillar is ready for the next stage.



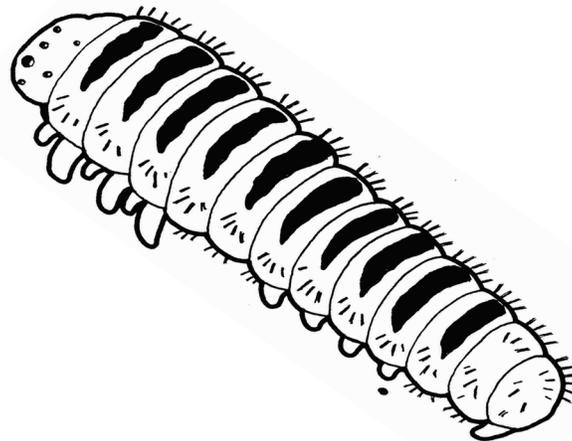
Caterpillar Creation

Teacher Directions:

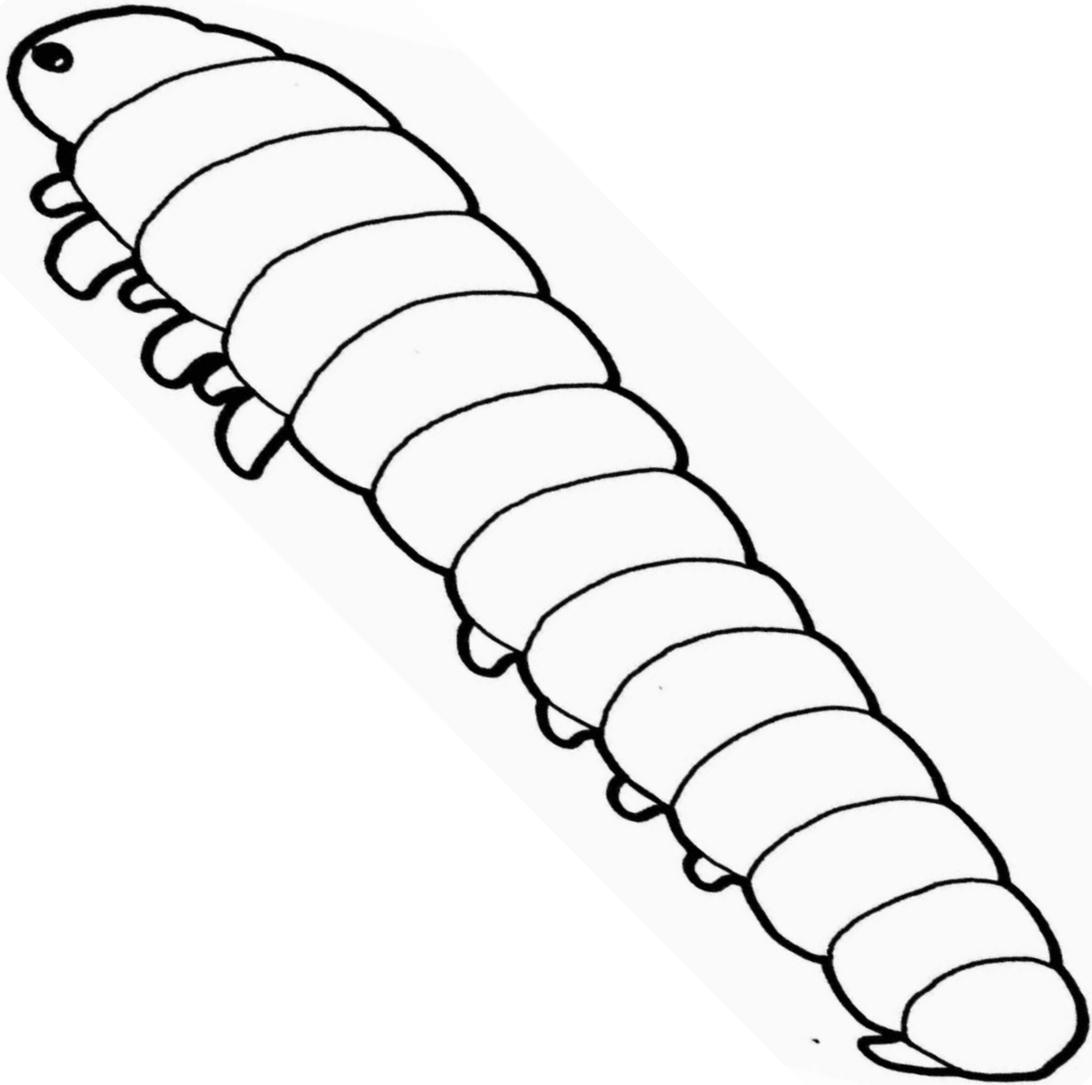
Show the finished caterpillar pattern. Tell the students to follow the directions that you are going to read to complete the caterpillar pattern at the bottom of this page.

Read each direction aloud. Give students time to do the activity.

1. A caterpillar has six eyes on each side of its head. Draw five more small eyes in the first section of your caterpillar.
2. Caterpillars have 12 sections. Write the numbers from one to twelve, one number in each section, starting with number one after the head. (Do not count where the eyes are).
3. A caterpillar has legs and pro-legs. Color all of the real legs black. They are near the front of the caterpillar's body.
4. A caterpillar is furry. Draw some fur along the top of your caterpillar's body with a brown crayon (the top of the body is the area that looks like it is the caterpillar's back).
5. Some caterpillars have black and yellow stripes as a warning to birds that they are poisonous. Make black and yellow stripes on your caterpillar's body.



Caterpillar Creation Pattern



Caterpillar Art

Name _____

Date _____

Guide the students into making an egg carton caterpillar. Students will have fun working in cooperative groups for this activity.

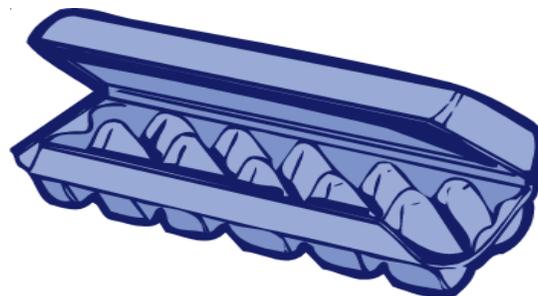
Materials Needed:

Cardboard egg cartons (1 carton per 4 students)
Old newspaper
Paint brushes
Smocks
Chinelle sticks (2 halves and 6 thirds per child)
Tempra paint
scissors
clear or masking tape

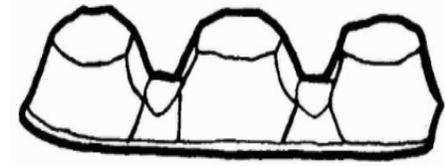


Directions:

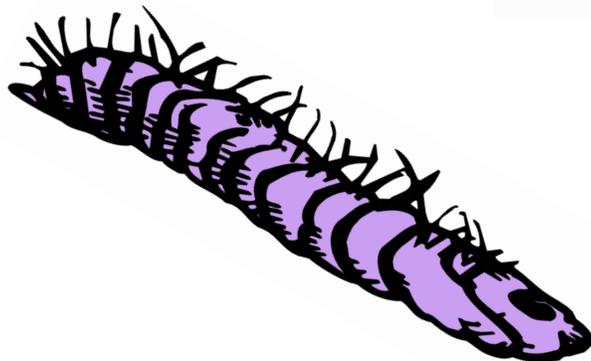
1. Prepare the egg cartons ahead of time by cutting off the tops of the egg cartons. Discard. Cut each bottom portion in half lengthwise so that you have sections of four rows with three cups each.
2. Cover the working area with newspaper. Children in lower grades may need to put on their smocks. Give each child a three-cup section. Tell the children to turn their sections upside down so that the hollows of the cups cannot be seen. Point out that these are the caterpillar's bodies.
3. Let each child paint his or her caterpillar's body; allow the paint to dry.



4. Poke a small hole in each side of the three body sections for the legs and two holes at the top of the front section for the antennae.



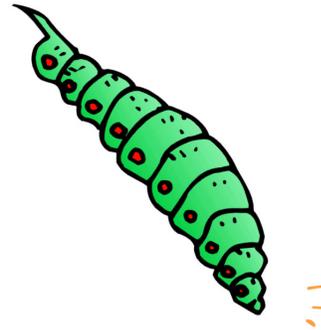
5. Give each child the six pieces (cut in thirds) of chenille stick for the legs and the two cut halves for the antenna. Insert sticks in the appropriate holes. To hold the chenille sticks in place, insert each piece far enough through the hole that the end of it can be bent downwards inside the cup.
6. Secure antennae and legs with a small piece of tape over the ends of the bent chenille sticks.
7. Let each child paint on additional features (eyes, mouth, etc.); allow to dry and display.



Section F - The Chrysalis

At this stage, the caterpillar spins a protective cocoon around itself where it stays for a while. This cocoon is known as a chrysalis or pupa. Inside the cocoon the tissues and organs of the caterpillar become a soupy liquid. Depending on the species and the weather, this stage may last from one week to several years. When the adult development is complete the caterpillar is prepared for the next stage.

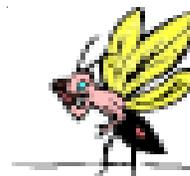
The adult butterfly splits open the cocoon and crawls out. It hangs its wings downward, opens them, and pumps blood into their veins. It holds its wet wings opened out like a kite until they are dry and hard enough for it to fly. The new butterfly is now ready to fly and eat, and start the process all over again. Thus, the mystery of a complete metamorphosis—from egg to caterpillar to chrysalis to adult butterfly.



A Butterfly Pantomime

Let students move their bodies to learn the life stages of a butterfly. Begin by telling students to think of themselves as a tiny egg on a leaf. Then ask them to listen to this narration and pantomime each step.

1. It's a warm summer day. You hatch from your egg to emerge as a larva, a tiny caterpillar. You crawl around eating leaves. You keep eating and eating green plants. *(Tell students curl up like a ball. Stretch body out and wriggle around gym. Pretend to eat green leaves)*
2. You have grown bigger and bigger until you've reached a full-size caterpillar. You get ready to become a pupa. You attach yourself to a twig with a sticky liquid from your body. A hard shell, called a chrysalis, forms around you. *(Have students wriggle out of their skin, eat some more, and shake again and again as if shedding their skin. Next have them twirl body with arms waving around head and body.)*
3. It's now winter. It's cold outside, but you are nice and cozy in your chrysalis. *(Instruct children to rest very still in curled up or fetal position)*
4. Soon the weather starts to get warm. It is spring. You can feel the sun shining. You have become an adult. Your shell cracks, and you emerge as a beautiful butterfly. *(Now have the children wiggle and stretch and finally emerge beautiful and graceful as a grown butterfly.)*
5. You fly around, stopping to drink nectar from flowers. In the summer, you lay tiny eggs on a leaf. *(Distribute colored party streamers to each child. Then join them and everyone flutters in different directions around the school gym.)*



Butterfly Math

Name _____

Date _____

Add Butterfly Clusters

A cluster of butterflies is called a swarm. The numbers in the problems represent swarms of different species of butterflies.

Directions: Choose the correct sum.

$$\begin{array}{r} 1. \quad 37 \\ + 26 \\ \hline \end{array}$$

- a. 63
- b. 513
- c. 53
- d. not given

$$\begin{array}{r} 2. \quad 75 \\ + 43 \\ \hline \end{array}$$

- a. 128
- b. 118
- c. 112
- d. not given

$$\begin{array}{r} 3. \quad 710 \\ + 581 \\ \hline \end{array}$$

- a. 1,281
- b. 1,240
- c. 1,291
- d. not given



$$\begin{array}{r} 4. \quad 58 \\ + 21 \\ \hline \end{array}$$

- a. 79
- b. 70
- c. 709
- d. not given

$$\begin{array}{r} 5. \quad 335 \\ + 62 \\ \hline \end{array}$$

- a. 447
- b. 397
- c. 457
- d. not given

$$\begin{array}{r} 6. \quad 72 \\ + 36 \\ \hline \end{array}$$

- a. 118
- b. 104
- c. 128
- d. not given

7. If you visited a butterfly grove during the winter weather you would find millions of butterflies clinging to trees and on one another. It may be impossible to count them all. Write the biggest seven-digit number that you can read.



Butterfly Math

Name _____ Key _____

Date _____

Add Butterfly Clusters

A cluster of butterflies is called a swarm. The numbers in each problem represent a swarms of different species of butterflies.

Directions: Choose the correct sum.

$$\begin{array}{r} 1. \quad 37 \\ + 26 \\ \hline \end{array}$$

- a. **63**
- b. 513
- c. 53
- d. not given

$$\begin{array}{r} 2. \quad 75 \\ + 43 \\ \hline \end{array}$$

- a. 128
- b. **118**
- c. 112
- d. not given

$$\begin{array}{r} 3. \quad 710 \\ + 581 \\ \hline \end{array}$$

- a. 1,281
- b. 1,240
- c. **1,291**
- d. not given



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- a. 118
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- c. 128
- d. **not given**

7. If you visited a butterfly grove during the winter weather you would find millions of butterflies clinging to trees and on one another. It may be impossible to count them all. Write the biggest seven-digit number that you can read.

_____ answers will vary _____



Butterfly Math

+ Add - Subtract x Multiply +

Butterflies travel thousands of miles each year to get away from the cold winter weather or to explore other places during the warmth of summer. Pedro and Carlos visited one of the well-known winter grounds in Mexico and saw millions of butterflies cluster on trees clinging to one another's bodies like huge drapes. The boys took pictures and tried to count. They counted and counted and counted. After starting over many times they decided to write the biggest number they could. It looked like this:



25340159

Can you make this number bigger by changing as few digits as possible? See how many ways you can?

Remember these clues:

There are four basic ways of changing a number—adding, subtracting, multiplying, and dividing. For example, you could add 2, subtract 2, multiply by 2, or divide by 2.

Can you read and write your new numbers?



Write the new numbers here _____



Butterfly Dream Math

Name _____

Date _____

The Dream

"I had a really weird dream last night," Greg said to his brother Tony. "Five giant butterflies landed right in front of me. Boy, did they look mean!"

"How can a butterfly look mean?" asked Tony.

Greg made a mean face. "That's how. Anyway, they talked mean, too. They said I couldn't wake up until I told them how many legs they had altogether. Then they started dancing about so I couldn't count their legs."

"You didn't have to. Insects have 6 legs."

"I knew that! I multiplied 6 by 5 and told them the number."

"Wrong!" they yelled. "We're dream butterflies. We can have as many legs as we like. We could have zillions of legs or zero legs!"

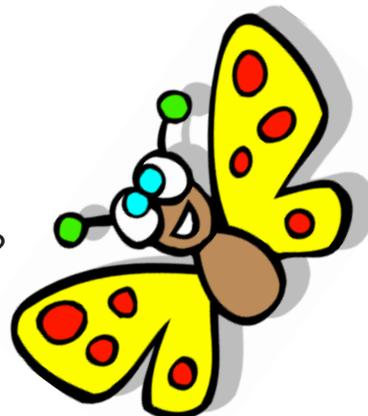
"Zero legs would be easy to work out," said Tony.

"It wasn't easy," said Greg. "They yelled, 'Two of us have five legs each and the others have seven legs each. Try again, or we still won't let you wake up!'"

"Did you try again?"

"I'm here, aren't I?"

How did Greg escape from the mean dream butterflies?



Butterfly Dream Math

Name _____ Date _____

Solve the Mystery

1. To warm up for this mystery, find Greg's first answer.

How many legs would five real butterflies have? $5 \times 6 =$ _____

2. Now back to the dream butterflies.

- a. Tony said it would be easy if they each had zero legs.

How many legs would the butterflies have then? _____

- b. But they didn't have zero legs. How many of them had 5 legs?

- c. How many legs did those butterflies have in all?

_____ $\times 5 =$ _____

- d. How many of the dream butterflies had 7 legs? _____

- e. How many legs did those have in all?

_____ $\times 7 =$ _____

- f. So the total number of legs was

_____ $+$ _____ $=$ _____



The story goes on...



Butterfly Dream Math

Name Key Date _____

Solve the Mystery

1. To warm up for this mystery, find Greg's first answer.

How many legs would five real butterflies have? $5 \times 6 = \underline{30}$

2. Now back to the dream butterflies.

- a. Tony said it would be easy if they each had zero legs.

How many legs would the butterflies have then? 0

- b. But they didn't have zero legs. How many of them had 5 legs?

2

- c. How many legs did those butterflies have in all?

2 x 5 = 10

- d. How many of the dream butterflies had 7 legs?

3

- e. How many legs did those have in all?

3 x 7 = 21

- f. So the total number of legs was

10 + 21 = 31



The story goes on . . .



Butterfly Dream Challenge

Name _____

Date _____

Mental Challenge!

The next night, Greg dreamed he was trapped between two huge swarms of butterflies. The chief butterfly told him there were 1,000 in back. Those in front had 5 legs each. Those in back had 7 legs each. So there were more butterfly legs in back of Greg than in front. How many more? Greg had to answer quickly....

Quickly, what's the answer?



Butterfly Dream Challenge

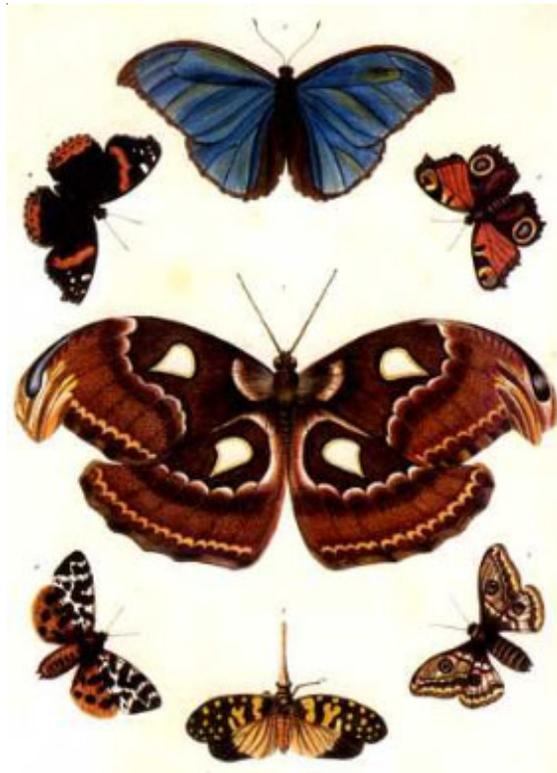
Name _____ **Key** _____ Date _____

Mental Challenge!

The next night, Greg dreamed he was trapped between two huge swarms of butterflies. The chief butterfly told him there were 1,000 in back. Those in front had 5 legs each. Those in back had 7 legs each. So there were more butterfly legs in back of Greg than in front. How many more?
Greg had to answer quickly....

Quickly, what's the answer?

2,000



Butterfly Town

+ Add or Multiply

Name _____

Date _____

Directions: Dawne and Jerry's Pathfinder Club organized a food drive for their small town. Read each problem. Choose the correct math fact to go with it. Write the answer on the line.

- Elm Street is 4 blocks long. Each block has 5 houses on it. If a person is assigned to cover this area, how many houses will he have to visit?
 4×5 $5 + 4$ $5 + 2$ 4×2 _____
- Two grocery stores have promised 5 cases each of canned goods. How many cases of canned goods will the club have?
 5×5 2×5 $5 + 2$ $2 + 5$ _____
- The town has 4 streets. If 3 boys are assigned to each street, how many boys will be needed?
 $3 + 4$ 4×4 4×3 $3 + 3$ _____
- If an average of 8 donations are collected from each of the 4 streets, how many donations will be made?
 $4 + 8$ 8×2 4×8 $2 + 8$ _____
- The Pathfinder leader will put all food donations in a truck as the children collect them. The leader will then drive miles to the distribution center. Then drives 9 miles back home. How many miles will he drive?
 $9 + 8$ $9 + 7$ 2×8 2×9 _____
- Dawne and Jerry will apply their work toward a merit badge in Community Service. They will have 7 merit badges each. How many merit badges will they have together?
 $2 + 2$ $7 + 2$ 6×2 2×7 _____



Butterfly Town

+ Add or Multiply

Name _____ **Key** _____

Date _____

Directions: Dawne and Jerry's Pathfinder Club organized a food drive for their small town. Read each problem. Choose the correct math fact to go with it. Write the answer on the line.

- Elm Street is 4 blocks long. Each block has 5 houses on it. If a person is assigned to cover this area, how many houses will he have to visit?
 4×5 $5 + 4$ $5 + 2$ 4×2 **20 houses**
- Two grocery stores have promised 5 cases each of canned goods. How many cases of canned goods will the club have?
 5×5 2×5 $5 + 2$ $2 + 5$ **10 cases**
- The town has 4 streets. If 3 boys are assigned to each street, how many boys will be needed?
 $3 + 4$ 4×4 4×3 $3 + 3$ **12 boys**
- If an average of 8 donations are collected from each of the 4 streets, how many donations will be made?
 $4 + 8$ 8×2 4×8 $2 + 8$ **32 donations**
- The Pathfinder leader will put all food donations in a truck as the children collect them. The leader will then drive miles to the distribution center. Then drives 9 miles back home. How many miles will he drive?
 $9 + 8$ $9 + 7$ 2×8 2×9 **18 miles**
- Dawne and Jerry will apply their work toward a merit badge in Community Service. They will have 7 merit badges each. How many merit badges will they have together?
 $2 + 2$ $7 + 2$ 6×2 2×7 **14 badges**



Butterfly Town

Math Challenge

Name _____

Date _____

Use Your Calculator to solve this problem.

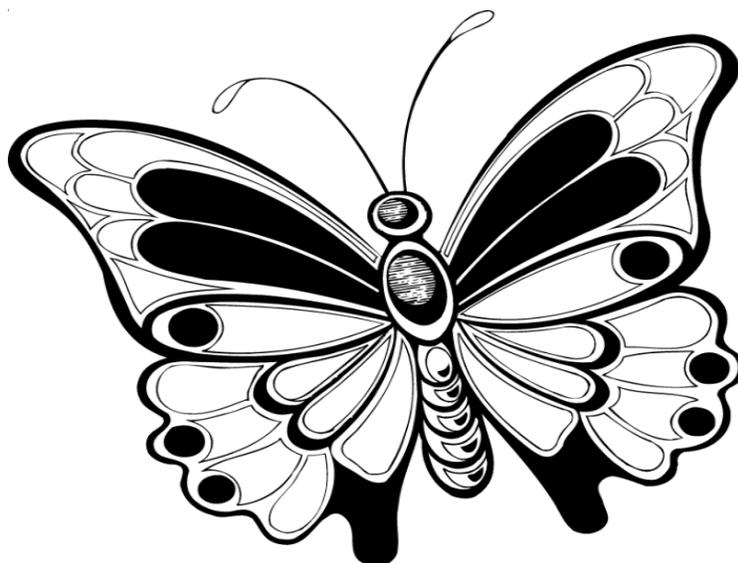
The Monarch Pathfinder Club was awarded a Community Recognition of Excellence and a \$48.00 prize. Will the prize money cover the cost of their food in the upcoming overnight camp-out if each of the 12 boys must pay \$4.00 to eat?

4×12

$48 - 12$

$48 + 12$

$48 \div 12$



Butterfly Town

Math Challenge

Name Key Date _____

Use Your Calculator to solve this problem.

The Monarch Pathfinder Club was awarded a Community Recognition of Excellence and a \$48.00 prize. Will the prize money cover the cost of their food in the upcoming overnight camp-out if each of the 12 boys must pay \$4.00 to eat?

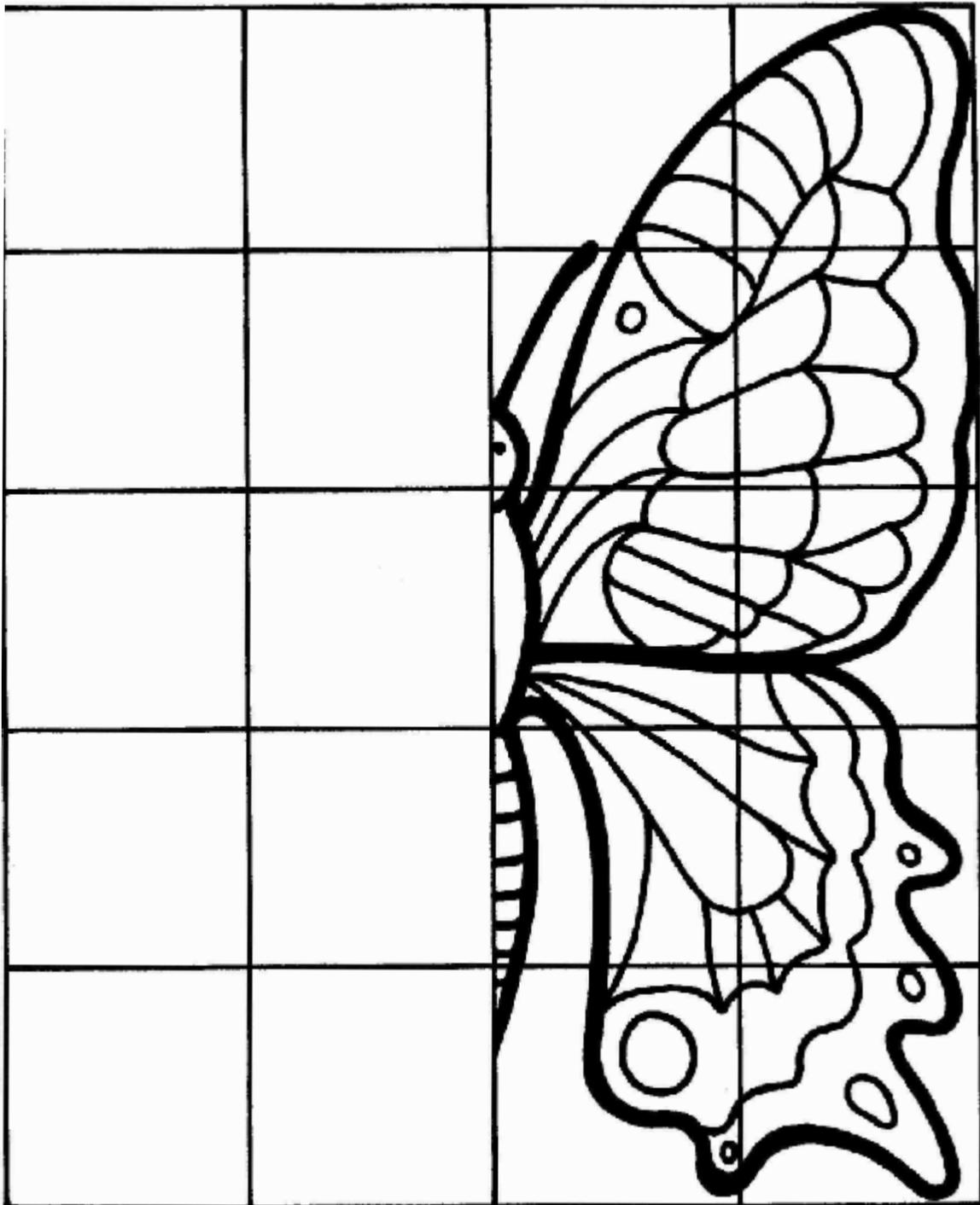
$$4 \times 12 \quad 48 - 12 \quad 48 + 12 \quad 48 \div 12$$

Yes, the cost is the same.



Symmetry

Directions: Lines of symmetry divide objects into equal parts. Draw the other half of this butterfly. Then color ithe picture.



Butterflies

By Karen Shapiro

See the butterfly up in the sky.
Watch it as it flutters by!

Butterflies start as tiny eggs.
Out come caterpillars with many legs.

Little caterpillars growing long,
Crawling, feeding, getting strong.

They love to nibble and to chew
They eat small leaves and big leaves, too.

Four weeks pass. They grow more.
They shed their skin. One time, two times, three times, four.

Once again, a change comes around.
Note it is hanging upside down.

Soon, it spins a silky pad to hold on tight,
And a halter, to keep it upright.

Now it sheds its skin and one time more,
To reveal a chrysalis, not at all like the skin before.

Inside this shell, it is changing, growing.
Eyes, legs, wings, are now almost showing.

What can it be?
Wait and see.

It's a butterfly! Its wings are wet.
It has to rest. It can't fly yet.

Soon, it tries hard with all its might,
Spreads its four wings – and takes flight.

Like a flower in the sky,
What a sight – a butterfly!



Wings of black, orange, yellow, and blue,
Red, green, gold, and purple, too.

Colors bright as in a rainbow,
What makes these colors? Do you know?

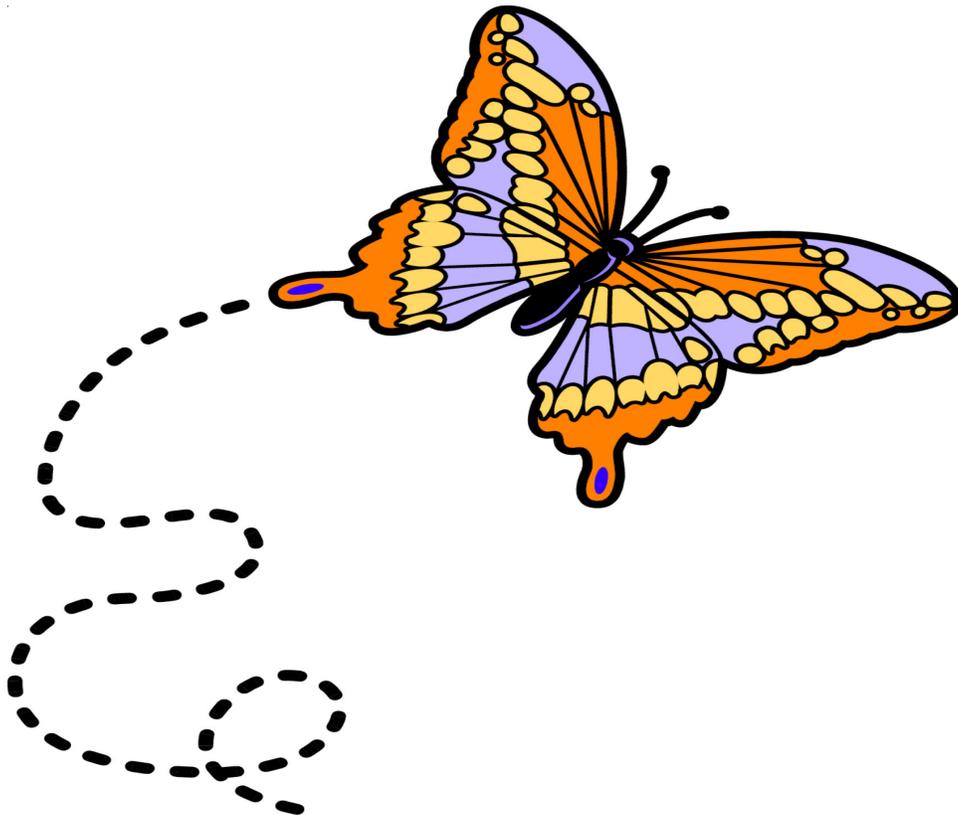
It's layers of little scales that we see,
They make the colors as bright as can be!

Butterflies drink nectar from pretty flowers,
It tastes so sweet, they sip for hours.

They use their long, thin tongues to drink.
That's kind of odd, don't you think?

From caterpillar to butterfly takes eight weeks in all.
All sizes of butterflies – big and small.

See the butterfly up in the sky.
Watch it as it flutters by!



What's In a Smile?

What's in a smile?
A cheerful, "Hello"
A silent, "I like you"
To folks you don't know.
There's sympathy, love
Understanding, and care,
It's all a heart is
In its needing to share.
What's in a smile? Just the hand a heart sends
Outstretched to a stranger
Clasped warm to a friend.



M * A * R * C * H

In March the wind
blows down the door
And spills my soup
upon the floor.
It laps it up
and roars for more..
Blowing once,
blowing twice
Blowing pea soup with rice.



...And Then there Was Spring

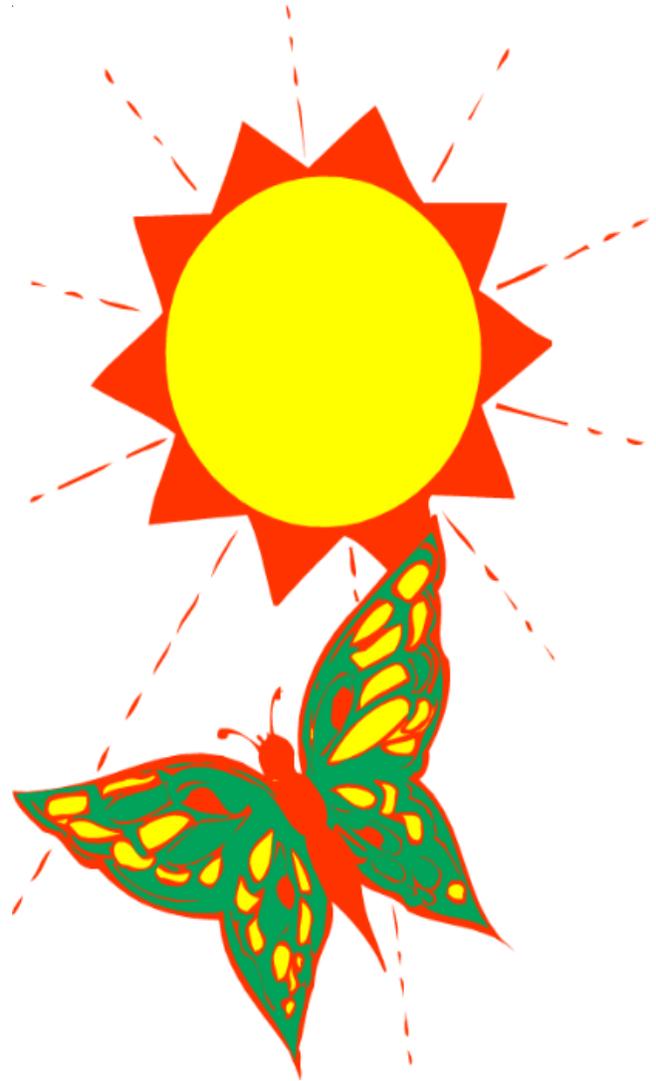
Springtime is a season
of Hope and Joy and Cheer
There's beauty all around us
To see and touch and hear...

So no matter how downhearted
And discouraged we may be
New hope is born when
We behold leaves budding on a
tree.

Or when we see a timid flower,
Push through the frozen sod.
And open wide in glad surprise,
Its petaled eyes to God.

For this is just God saying,
"Lift up your eyes to me,
And the bleakness of your spirit
Like the budding springtime tree
Will lose its wintry darkness flow-
ers
And your heavy heart will sing.

For God never sends
The winter without the Joy of Spring.



Rescued by a Bird

Jacki and Sue loved to go berry picking. They started off for the woods, which were not very far from their farm, just as happy as could be. Sue, who was bigger, carried a gallon can for the berries and little Jacki took along a quart jar.

The blueberries were plentiful, and the children hopped from bush to bush gathering handfuls of the delicious fruit. After a time the gallon can was full to the very top. They knew mother would be surprised when she saw all the berries they had gathered.

“Let’s find another patch,” Sue suggested. “We have picked most of these.” So the girls left the big can by a berry bush and marked the place so that they could find it later. Then off they ran with the quart jar in search of more blueberries.

It was pleasant out in the woods with the warm afternoon sunshine filtering in through the trees. They watched the birds that pecked away at the berries only a little distance from them. Sometimes Sue and Jacki took time to swing from the branches of trees. Once Jacki chased a beautiful blue and yellow butterfly. Finally the jar was filled, too, and the girls started back to get the big can.

“You’re going the wrong way,” Jacki insisted. “We left the can over here.”

“Are you sure?” questioned Sue, “I thought it was near that clump of tall trees.”

But the can just wasn’t any place. They wandered around and around for a long time. Then Sue called out in delight, “There it is by those bushes!” And she was right.

By this time Sue and Jacki were so confused that after picking up the can of berries, they did not know which way to turn to get out of the woods. They realized they were lost, and Jacki became frightened and began to cry. Sue, being older, was braver for a time, but with her little sister crying beside her, it was just too much. Pretty soon she broke into tears, too..

Had God forgotten them, do you think? No not for a minute. After a while Sue heard a bird chirping in the branches right above their heads.



Then while she was watching, it flew to a small fir tree a short distance away; then back it came to the tree near the girls once again, chirping all the while. He seemed to be telling them something.

“Do you suppose God has sent that little bird to show us the way home?” Sue asked Jacki.

“I guess maybe He has,” declared Janet, her tear-stained face breaking into a smile.

“Then let’s follow him and see where he will take us,” cried Sue.

The girls followed the bird over to the second tree. Then he flew on to another, chirping cheerfully. When the girls hesitated a little, the bird came back, and then flew on to the third tree again. He kept on flying from tree to tree, chirping loudly all the time’ but if the girls were slow to follow, he would fly back and forth anxiously.

In this way the bird led them for about half a mile through the woods until they came to a familiar road. Sue knew immediately where they were.

“Come on Jacki,” she said encouragingly, “we’ll soon be back to mother.” With happy hearts the girls picked up their blueberries and started up the road. The little bird had completely disappeared.

Some time later two very tired little girls were talking to their mother in the kitchen. How relieved they were to be home again!

“And don’t you think God sent that little bird to guide us, Mother?” Sue asked.

“Yes I do,” replied mother. “God will never fail even the smallest child.”



Butterfly Blue

By Kathryn Stephenson Wilhelm

One beautiful shining summer day
All the butterflies flew out to play
They hunted flowers, they played hide-and-seek
In the dogwood trees down by the creek.
They swung on sweet honeysuckle swings,
Teased the bees with their fluttering wings,
And they said, "We'll stay here all the day
In the lovely woods, and play and play."

Some of the butterflies' wings were green
And some were brown with a golden sheen
There were purple ones and yellow ones to
And one had wings of bright blue.

Now butterfly Blue grew tired of play
And spread her wings and fluttered away
Across the field and over the brook.
She mused, "I think I'll just take a look
For something more exciting to do
And make someone else happy, too."





My Treat, Dad!

I was about 13. My father frequently took me on short outings on Sundays. Sometimes we went to a park, or to a marina to look at boats. My favorites were trips to junk stores, where we could admire old electronic stuff. Once in a while we would buy something for 50 cents just to take it apart.

On the way home from these trips, Dad frequently stopped at the Dairy Queen for 10-cent ice cream cones. Not every single time; just often enough. I couldn't expect it, but I could hope and pray from the time we started heading home to that critical corner where we would either go straight for the ice cream or turn and go home empty-handed. That corner meant either mouth-watering excitement or disappointment.

A few times my father teased me by going home the long way. "I'm just going this way for variety," he would say, as we drove by the Dairy Queen without stopping. It was a game, and I was well fed, so we're not talking torture here.

On the best days he would ask, in a tone that made it sound novel and spontaneous, "Would you like an ice cream cone?" and I would say, "That sounds great, Dad!" I'd always have chocolate and he'd have vanilla. He would hand me 20 cents and I would run in to buy the usual. We'd eat them in the car. I loved my dad and I loved ice cream—so that was heaven.

On one fateful day, we were heading home and I was hoping and praying for the beautiful sound of his offer. It came. "Would you like an ice cream cone today?"

"That sounds great, Dad!"

But then he said, "It sounds good to me too, Son. How would you like to treat today?"

Twenty cents! Twenty cents! My mind reeled. I could afford, it. I got 25 cents a week allowance, plus some extra for odd jobs. But saving was important. Dad told me that. And when it was my money, ice cream just wasn't a good use of it.

Why didn't it occur to me that this was a golden opportunity to give something back to my very generous father? Why didn't I think that he had bought me 50 ice cream cones, and I had never bought him one? But all I could think was "20 cents!"

In a fit of selfish, miserly ingratitude, I said the awful words that have rung in my ears ever since. "Well, in that case, I guess I'll pass."

My father just said, Okay, Son."



My Treat, Dad! continued

But as we turned to head home, I realized how wrong I was and begged him to run back. "I'll pay," I pleaded.

But he just said, "That's okay, we don't really need one," and wouldn't hear my pleading. We drove home.

I felt awful for my selfishness and ungratefulness. He didn't rub it in, or even act disappointed. But I don't think he could have done anything to make a deeper impression on me.

I learned that generosity goes two ways and gratefulness sometimes costs a little more than "thank you." On that day gratefulness would have cost 20 cents, and it would have been the best ice cream I'd ever had.

I'll tell you one more thing. We went on another trip the next week, and as we approached the crucial corner, I said, "Dad, would you like an ice cream cone today? My treat."



Chicken Soup for the Teenage Soul
Health Communications, Inc., Deerfield Beach, FL.



“Wake Up”

By Carolyn S. McDowell



A Choral Reading

Begin with sounds of “nature” (Taped – CD or cassette) ...WIND...CLUCKING Sound...(fast—slow—then fast again like insects or perhaps monkeys chattering in the trees).. BIRD SONG (whistle)... Clucking and birds gradually fade away leaving the sound of wind which then dies away.

Strong feeling of rhythm across this first section. Establish beat first.

Group 2: Sh.... Sh...

Group 1& 2: LISTEN.... LISTEN

Group 2: Sh.... Sh....

Group 1 & 3: LISTEN to the RHYTHM...

Group 2: SH... SH...

Group 1: Creation... Creation... CREATION BEGINS

Group 2: Creation... CREATION BEGINS

Group 3: CREATION BEGINS

Group 2: Where? Where? Tell us all about it!

Group 1: Wake up! Wake up!

Group 3: Wake up to the rhythm... to the rhythm of creation...

Creation within! Creation without!

Group 2: In my fingers? In my toes? In my eyes? In my nose?



Group 3: For God has made us a little lower/ than the Angels!

ALL: And has given us dominion...

Group 1: Dominion over birds of the air...

Group 2: The Power to choose

Group 3: Dominion over the fish of the sea...

Group 2: the Power to choose

ALL: Dominion over every creature.... Every creature... / BUT

Solo: But / ONE!

ALL: For God/ has made/ US... And we/ Are/ HIS!!!!!!

(Strong sense of rhythm returns now)

Group 2: Wake up!

Group 3: Alleluia!

Group 2: Listen!

Group 1: Alleluia!!

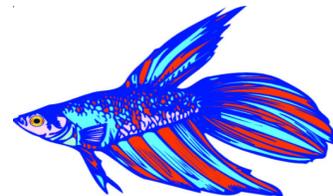
Group 2: PRAISE!

ALL: Alleluia!!! Wake up to the beat... To the wonder... To the world...

MAKE/ YOUR/ LIFE/ A/ SONG/ TO/ GOD/

(big pause)

ALLELUIA!!!!!!!!!!!!!!!!!!!!



Butterfly Collection

They shall not hurt nor destroy in all my holy mountain: for the earth shall be full of the knowledge of the Lord, as the waters cover the sea. Isaiah 11:9.

Bernard D'Abrera of Australia has a butterfly collection that is one of the largest in the world. He has more than twenty thousand different kinds of butterflies in his collection! Can you imagine that?

But that's not all. Not one of his butterflies was killed or is mounted in the usual way of butterfly collections. All of Dr. D'Abrera's butterflies have been captured on film. He is producing a massive five-volume series called *Butterflies of the World*.

He feels that butterflies should be flying free, not pinned in dusty museum trays with the odor of moth balls. What do you think?

Have you ever made an insect or butterfly collection? When I was a boy I spent a lot of time every summer collecting butterflies and moths.

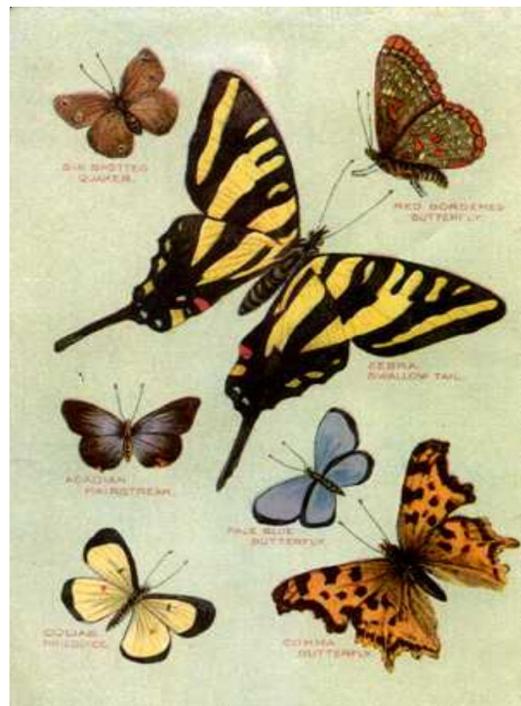
My parents helped me make butterfly nets and drying boards, and they even had a special display cabinet made for me so that I could safely store my specimens. Collecting was fun, and I enjoyed chasing the insects night and day. But eventually all of my insects crumbled and broke into pieces, even in the special cases that had been prepared for them. Besides that, the butterflies, and especially the delicately colored moths, lost their living

colors. Eventually they faded and weren't very pretty anymore, and I wondered why I had enjoyed making the collection.

I have decided that it was the collecting that was fun, not having the collection. I agree with Bernard D'Abrera.

There is no need to catch the lovely creatures that Jesus created for us to enjoy; there is no need to kill them and pin them in a box in order to appreciate their beauty. And if I must have a collection I can take my camera and take pictures of them as they fly freely about and feed on the beautiful flowers.

What kind of butterfly collection do you think Jesus would have made as a boy?



"Glimpses of God's Love", Review & Herald, Hagerstown, MD



What An Awesome God !

By Max Lucado

Behold, God is exalted in his power; who is a teacher like him? Job 36:22

You are a great God.
Your character is holy.
Your truth is absolute
Your strength is unending.
Your discipline is fair.



You are a great God.
The mountain of your knowledge has no peak.
The ocean of your love has no shore.
The fabric of your fidelity has no tear.
The rock of your word has no crack.

You are a great God.
Your patience surprises us.
Your beauty stuns us.
Your love stirs us.
You are a great God.
Your provisions are abundant for our needs
Your light is adequate for our path.
Your grace is sufficient for our sins.
You are a great God.
We even declare with reluctant words,
Your plan is perfect.
You are never early, never late,
Never tardy, never quick.
You sent your Son in the fullness of time
and will return at the consummation of time.
Your plan is perfect.
Bewildering,
Puzzling,
Troubling,
But perfect...



Top Nine Blessings

By Max Lucado

Blessed is everyone who fears the Lord. Ps. 128:1

Nine times He promises it...and He promises it to an unlikely crowd.

- ✧ **"The poor in spirit."** Beggars in God's soup kitchen.
- ✧ **"Those who mourn."** Sinners Anonymous, bound together by the truth of their introduction. "Hi, I am me, I'm a sinner."
- ✧ **"The meek."** Pawnshop pianos played by Van Cliburn. (He's so good no one notices the missing keys.)
- ✧ **"Those who hunger and thirst."** Famished orphans who know the difference between a TV dinner and a Thanksgiving feast.
- ✧ **"The merciful."** Winners of the million-dollar lottery who share the prize with their enemies.
- ✧ **"The pure in heart."** Physicians who love lepers and escape infection.
- ✧ **"The peacemakers."** Architects who build bridges with wood from a Roman cross.
- ✧ **"The persecuted."** Those who manage to keep an eye on heaven while walking through hell on earth.

It is to this band of pilgrims that God promises a special blessing. A heavenly joy. A sacred delight.

But this joy is not cheap. What Jesus promises is not a gimmick to give you goose bumps nor a mental attitude that has to be pumped up at pep rallies. Matthew 5 describes God's radical reconstruction of the heart.

"Let the Journey Begin", Thomas Nelson Inc., Nashville, TN



Faith Is... Smelling the Flowers

Author Unknown

“...and the desert shall rejoice and blossom; like the rose. It shall blossom abundantly.” Isaiah 35:1

I see a flower blooming today! As I reach for it, I breathe deeply of its fragrance. A natural high lifts me as I breathe the breath of God coming from it.

Faith is smelling the flowers; it's enjoying the sweet fragrances of faith, hope, and love that blossom in the Garden of Belief.

A friend of mine, Bill Camp, is nearing one hundred years of age. Historians credit him for importing the first cotton to California from the Deep South.

Shortly after his move west, Bill's wife died. He set about hiring a housekeeper, who came and stayed for over forty years until she died. Bill said, "I asked three things of her (1) Cook a delicious meal, (2) Keep a clean kitchen, and (3) keep a fresh flower on my table every day."

Try to find a means to place a blooming flower on your table. A beautiful blossom resembles a circle of positive-thinking people who bring color to brighten the day. When they leave, it is as if the perfume of joy lingers behind.

Can I be a blossom like that, spreading joy to brighten someone's day?

I will bloom where I am planted today!

I must develop the habit of nurturing each positive thought for that's like smelling the flowers along the way.

Thank You, Father for the gift of flowers, for the fragrance and beauty You've created in each blossom.

Thank You that the most beautiful flowers are the positive thoughts that come from You. They're free! As I smell the flowers now, I feel nearer to You.

O God.

Thank You.

Amen.



Getting into Nature

Teachers may enjoy sharing the next four stories with their class. Help students make connections with the experiences and object lessons shared by Mrs. Smith and her class when they recorded the observations from their classroom butterfly experiment.

One of the most exciting things I've ever done happened some years ago when my husband and I taught in a two-room school in Alpena, Michigan.

It was our first week of school, and after lunch, I decided to take my students outside for story time. They sat on the grass while I read.



"Look what I found," Tevin said, interrupting the story. He held up a yellow, black and white striped caterpillar.

"That's a monarch caterpillar," said Tammie.

I got a bright idea. "Wouldn't it be fun to see if we could raise some monarch butterflies? Let's look around the yard and see how many caterpillars we can find. Check especially around the milkweed plants. That's what they like to eat."



So the students jumped to their feet and started scouting the area. I couldn't believe it, but by the time we went inside, we had 42 caterpillars.

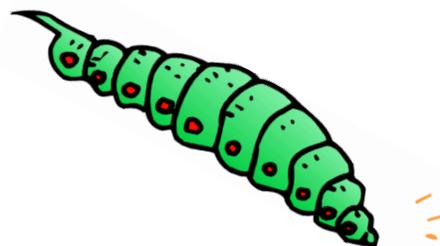
Danny and Kori went to the storage room and found two aquariums. We put half the caterpillars in one, and half in the other. Courtney went outside to gather some small branches for them to crawl on. Tevin collected milkweed leaves for their dinner.

After we had the caterpillars all moved into their new homes, we cut some material and placed it across the opening of the aquariums so our new pets couldn't get out.

Each day we checked the caterpillars to see how they were doing.

"Mrs. Smith, look at this one," said Billy one morning. We all gathered around the one aquarium to see what Billy was talking about. One of the caterpillars had spun a little silk button, it had let go with its other feet. By the time we saw it, it was hanging upside down.

It was so much fun seeing these changes close up. We could hardly wait to see what was going to happen to our caterpillars during the next few weeks.



More Surprises

“Who teaches us more than the beasts of the earth, and makes us wiser than the birds of heaven?” Job 35:11 NKJV

Mrs. Smith, come quick. Something is happening to the caterpillar that was hanging upside down!”

The class and I all jumped up from our seats and hurried over to the table.

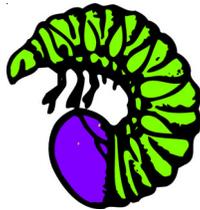
“Look at it,” said Miriam. “It’s swinging back and forth.”

As we watched, the caterpillar began inflating like a balloon. And then suddenly, pop!

“Wow!”

“Ooooh, gross!”

“Neat!”



Everyone had a different opinion about what was going on. The caterpillar had puffed itself up so much, that it split its striped skin. It reminded me of a man trying to take off his coat. As the skin slid up, we could see the caterpillar’s green inner body.

The caterpillar continued swinging back and forth, pushing its skin all the way up to where its back feet were clamped to the stick. Then it pinched the skin between two of its rear abdominal segments. At the same time it pulled out a new claw, called a cremaster. This little claw reached out and hooked onto the silk button.

It released the old skin and then jerked violently until it fell to the bottom of the aquarium. The green creature drew itself up tightly. In a few minutes its soft outer skin had hardened into a protective shell, turning it into a chrysalis. If you’ve ever seen a monarch chrysalis, you know that it has beautiful gold dots around the top edge.

Although we spent a lot of time watching our monarchs while they went through their changes, we were never able to see the gold spots develop. They just seemed to appear instantly.

One by one our caterpillars climbed up to the cloth covering or onto one of the sticks. Pretty soon we had no more caterpillars left to feed. All we could do was wait.



A Majestic Monarch

“In a moment, in the twinkling of an eye... and we shall be changed.”
1 Corinthians 15:52.



My heart dropped when I checked on the aquariums one morning. “Oh, no,” I said to my husband. “One of the chrysalises must have died. It’s all black. The kids are going to feel bad. Should we throw it away before they see it?”

“No,” said Tony. “Leave it there. Maybe that’s what’s supposed to happen.”

“O.K.,” I said halfheartedly.

I’m glad I took his advice, because he was right. The change of color in the chrysalis was proof that the monarch was developing as it should.

A day or two later, Sarah made an exciting discovery. “Oh, look, Mrs. Smith. You can see the butterfly’s wing.”

Sure enough. The walls of the chrysalis had become so transparent that we could see the orange and black stripes very clearly.

“It won’t be long now,” added Tevin.

We all became as nervous as expectant parents. After all, we had raised these little creatures.

I will never forget the moment our first butterfly made its appearance. It all started with a sudden crack on the side of the chrysalis. Out pushed a strange-looking insect that looked nothing like the great monarch butterflies I’d always seen.

Boy, is it ugly,” someone said. I had to agree. The butterfly had a swollen abdomen and short, crumpled wings.

“Maybe there’s something wrong with it,” said Kori. “Maybe it’s deformed.”

There was nothing we could do but wait and watch.

The butterfly crawled out of its old house and held on to one of the edges. Then it started slowly flapping its short, stubby wings. The more it flapped, the more its wings expanded. And as the wings grew larger, its abdomen thinned out. Within minutes, the strange-looking insect was transformed into a majestic monarch butterfly.



Someday we’re going to experience a complete transformation like the monarch’s. When Jesus comes, He’ll change our old, sinful bodies and give us perfect bodies that will never die.

Won’t it be exciting when He comes again and makes all things new?



Time to Fly Away

“Then we which are alive and remain shall be caught up together with them in the clouds, to meet the Lord in the air: and so shall we ever be with the Lord.”

1 Thessalonians 4:17



Our butterflies didn't leave the classroom as soon as they came out of their chrysalises. They stayed in the room for a few hours and exercised their wings in

preparation for the big journey they were about to take.

Toward the end of summer, as the days start getting colder, monarchs all across North America begin to head south. The journey is long and difficult. Some butterflies will travel 2,000 miles. The trip takes about two months. Fewer than half the butterflies that start the trip ever reach their destination.

Many go to a tiny section of mountains west of Mexico City. There, during the winter months, tens of millions of monarchs wait for instinct to tell them to return north.

In spring, as the temperatures begin to rise, the butterflies begin to fly back to the northern states. And the cycle begins all over again. There will be three or four short-lived generations. Then in late summer the last generation of butterflies will migrate south.



When our butterflies were ready to go outside, they flew to the window ledge.

The students carefully picked them up and carried them outside, one by one. When the last group was ready to fly away, our whole room went outside and watched them lift off into the sky and begin their trip.

Soon we'll be taking a trip too. We'll fly through the air like the butterflies, but our destination will be heaven. Imagine how much fun it will be to fly through outer space without having to wear a space suit or travel in a rocket! We'll visit places that are far beyond what scientists have been able to see through the giant telescopes.

Like the butterflies, we will not remain at our destination forever, for after a thousand years in heaven, we will return to the earth made new. Here we will live for eternity.

The flight date is getting closer every day. Are you getting ready for the trip?



“The Official 1993 Devotional Book for Super Kids,” R & H Publishing Assoc., Hagerstown, MD



Lisa and the Ants

“Children obey your parents in the Lord, for this is right.” Ephesians 6:1

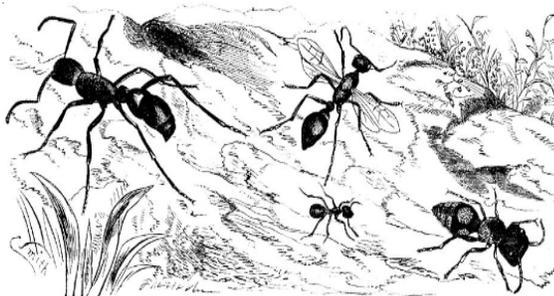
“Please hurry home from school this afternoon, Lisa. I want you to go to the store for me,” said mother. She smiled and waved good-bye as Lisa left for school.

“All right,” agreed Lisa, but she wasn’t really very happy, for it was much more fun playing with her friends than going on errands for mother.

After school was out that afternoon, the children came bounding down the hill. Lisa scampered along with her playmates, eager for the game of ‘dressing up’ they were going to enjoy when they arrived home.

Then suddenly Lisa remembered. She had to go to the store instead! She did not hurry so fast now. In fact, as she looked across the open pasture toward home, she was sure she could see Mother watching for her. How Lisa wished she could forget that Mother wanted to send her to the store!

“Let’s sit down here for a while, girls,” she suggested. “Why hurry home so soon? This looks like a good spot to play.”



Soon all the girls were settled on the soft grass. As they sat there in a circle playing a game, Lisa couldn’t help glancing occasionally toward home. Yes, that was surely mother waving to her from the back porch.



Then a strange thing happened. Suddenly without a word Lisa jumped up and ran like lightning toward home. Her friends wondered why Lisa, who was the life of the group, had left so quickly – and without a word, too. Mother saw her coming and thought to herself, “I am so glad that Lisa is a good girl. She had just remembered about going to the store. That must be why she is running so fast.”

Sad to say, Mother was wrong this time, for when Lisa stopped to play, she must have sat down right on top of an ants’ nest! She had jumped up quickly when she felt those stinging creatures crawling all over her, and how she ran when they began to bite!

If you had gone by Lisa’s house a short while later, you would have seen a little girl with a tear-stained face and a shopping basket over her arm. And all over her legs, and arms too, were splotches of blue where Mother had put medicine on the ant bites.

How Lisa hoped she would not meet any of her friends while she was looking such a sorry sight! But she had learned her lesson. After this, she decided it was much more fun to remember what Mother had said instead of trying to forget.

“Fireside Stories”, Southern Publishing Assoc., Nashville, TN



Life's Challenges Make Us Stronger

A Butterfly

A man found a cocoon of a butterfly. One day a small opening appeared, he sat and watched the butterfly for several hours as it struggled to force its body through the little hole. Then it seemed to stop making any progress. It appeared as if it had gotten as far as it could and could go no farther. Then the man decided to help the butterfly.

He took a pair of scissors and snipped the remaining bit of the cocoon. The butterfly then emerged easily. Something was strange. The butterfly had a swollen body and shriveled wings. The man continued to watch the butterfly because he expected at any moment, the wings would enlarge and expand to be able to support the body, which would contract in time. Neither happened. In fact, the butterfly spent the rest of its life crawling around with a swollen body and deformed wings. It was never able to fly.

What the man in his kindness and haste did not understand, was that the restricting cocoon and the struggle required for the butterfly to get through the small opening of the cocoon are God's way of forcing fluid from the body of the butterfly into its wings so that it would be ready for flight once it achieved its freedom from the cocoon. Sometimes struggles are exactly what we need in our life.

If God allowed us to go through all our life without any obstacles, that would cripple us. We would not be as strong as what we could have been. Not only that, we could never fly.



http://newsletter@quickinspirations.com/qi_daily_quotes.asp



Dry Bones or Butterflies

***A merry heart doeth good like a medicine;
but a broken spirit drieth the bones.***
Proverbs 17:22

The way one looks at things makes such a difference in how he feels! A cheerful person is happy; a sad one gets discouraged.

When Thomas Carlyle looked up at the stars and growled, "It is a sad sight!" he felt sick and unhappy. But a little girl who saw the very same sky exclaimed, "Mamma, if the wrong side of heaven is so fine, how very beautiful the right side must be!"

It was the same sky, but there were two different ways of looking at it.

Some travelers in Asia found a valley full of bones.

"What a dismal place!" exclaimed one.

"Horrible," agreed another. "I wonder why there are so many bones lying around."

"I suppose they were left by a torrent of water in a big storm," answered a third, who had been studying the valley floor. "See how the ground is washed away. It probably came down from above us."

"Well, wherever they may be from, the valley isn't a place where I'd choose to spend the night. Let's name it the Valley of Dry Bones."

So, the Valley of Dry Bones it became, and that night the travelers climbed to the heights above to sleep.



In the morning as the men were preparing their breakfast, a beautiful and rare butterfly flitted into view. One of the men caught it.

"How exquisite!" he exclaimed as he examined its delicate wings.

"Beautiful," agreed another.

A third man, looking thoughtful, remarked, "I think we ought to change the name of this place from the Valley of Dry Bones to Butterfly Pass." And the others agreed.

Same valley, but two different ways of looking at it.

Do you see the sad stars of the beautiful heavens, the Valley of Dry Bones or Butterfly Pass?

Even the way you feel depends on your disposition!



"A merry heart maketh a cheerful countenance; but by sorrow of the heart the spirit is broken."

"More Precious than Gold"
Review and Herald, Hagerstown, MD



Mountains You Weren't Made to Climb



You were not made to run a kingdom, nor are you expected to be all-powerful. And you certainly can't handle all the glory.

"...Not by might nor by power, but by my Spirit says the Lord of hosts. Zech. 4:6

There are certain mountains only God can climb.

It's not that you aren't welcome to try. It's just that you aren't able.

If the word 'Savior' is in your job description, it's because you put it there. Your role is to help the world, not save it. Mount Messiah is one mountain you weren't made to climb.

Nor is Mount Self-Sufficient. You aren't able to run the world, nor are you able to sustain it. Some of you think you can. You are self-made.

You don't bow your knees, you just roll up your sleeves and put in another twelve-hour day...which may be enough when it comes to making a living or building a business. But when you face your own grave or your own guilt, your power will not do the trick.



Mount Applause is the most seductive of the three peaks. The higher you climb the more people applaud, but the thinner the air becomes. More than one person has stood at the top and shouted, "Mine is the glory," only to lose balance and fall.

"Let the Journey Begin"
Thomas Nelson Inc., Nashville, TN



Butterfly Comprehension

Name _____ Date _____

Butterflies are beautiful insects. The body of a butterfly is long and slender. They have knobs at the ends of their antennae, which are used for smelling. Their wings are covered with tiny scales that give the wings their color. All butterflies hatch as caterpillars, which look like worms. The caterpillars change to adult butterflies in a cocoon, or paperlike case.

Butterflies are found everywhere. They live on mountains and in deserts. As caterpillars, they eat leaves and fruit, often damaging crops. As butterflies, they cannot bite or chew. For food, they drink nectar, the sugary liquid, from flowers. Butterflies fly only during the day. When resting, they fold their wings straight up.



Answer these questions after you have read the story.

1. What do butterflies use their antennae for? _____
2. Tiny _____ give butterfly wings their color.
3. What do caterpillars eat? _____
4. When do butterflies fly? _____



Butterfly Comprehension

Name KEY

Date _____

Butterflies are beautiful insects. The body of a butterfly is long and slender. They have knobs at the ends of their antennae, which are used for smelling. Their wings are covered with tiny scales that give the wings their color. All butterflies hatch as caterpillars, which look like worms. The caterpillars change to adult butterflies in a cocoon, or paperlike case.

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Answer these questions after you have read the story.

1. What do butterflies use their antennae for? **They use their antennae for smelling.**
2. Tiny **scales** give butterfly wings their color.
3. What do caterpillars eat? **Caterpillars eat leaves and fruit.**
4. When do butterflies fly? **Butterflies fly only during the day.**



A Butterfly on My Shoulder

by Richard Bauman



Give the students ten to fifteen minutes to read this beautiful butterfly story. Allow time for discussion. Then have the class complete the comprehension exercise on the next page.

I am grateful butterflies don't sting, buzz, or do other annoying things. If they did, I probably would have missed one of God's "tender mercies"--my name for those gentle, tiny moments God sprinkles into our lives in seemingly capricious fashion, giving us new insights or renewing our spirit for living. Such an uplifting experience once happened to me when I was taking my daily walk. I use my walk time not only for exercise but as a time to contemplate, to wrestle with life's confrontations, and to talk with God in prayer.

One particular day during my walk, I was agitated about my health and complained to God about my struggle with obesity and my severe sleep apnea. Serenity was hardly my walking partner. At least that is how I felt until on my way back home after walking about a mile. Then I glanced at something white on my right shoulder. Perhaps I sensed it at first rather than saw it--one of those instances when you think you see something out of the corner of your eye but doubt it, only to be surprised when you really look and find that something is actually there.

Perched on my shoulder was a white-winged butterfly with a random pattern of little black specks on its wings and a shiny black body, head, and antennae. The butterfly's black body, head, and white wings contrasted with my green T-shirt. I was astonished to find this stunning flower of flight there and had no doubt that it would instantly fly away just as silently as it had landed. But it didn't leave. It sat on my shoulder, bold as a butterfly can be, slowly moving its wings but exhibiting no intention of flying away.

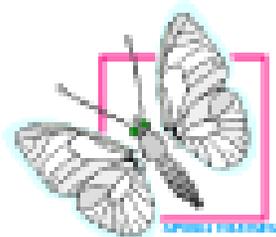
This butterfly fascinated me. Where had it come from, and why had it landed on me? I had walked many dozens of times over the same route and had seen few butterflies. None had even come close to me, let alone land on me, and I didn't want it to leave. Fortunately, it seemed content to just hang on and ride on my shoulder. Every minute or so I glanced to see if the butterfly were still there. It acted as if it belonged on my shoulder. Perhaps it wanted to be carried to rest its wings or help relieve its weariness. Maybe the fragile creature had been flying a long time, had a long way yet to go, and was a bit depleted. My shoulder must have presented a perfect opportunity for a breather and a brief ride. At the same time, this unthinking and vulnerable butterfly seemed confident it was safe with me and wouldn't be harmed.





The butterfly rode on my shoulder for about fifteen minutes. At home, I had to share the strange event with my wife, and I wanted her to see my unusual traveling companion. The butterfly couldn't stay on my shoulder indefinitely, and the time was coming for her to fly on. Standing in our front yard, I lifted my left hand to my right shoulder where the butterfly rested and gently brushed under its head, nudging it to flight. The frail little creature flew from my shoulder, dancing in the air as butterflies do. It flew a zigzag course around the yard for a few moments as if getting its bearings on some destination known only to her. She propelled herself higher than the trees, fluttering to heights unknown. Then she was gone.

The strange encounter was an unspeakably pleasant experience. The heaviness of my dark mood about my weight and chronic illness had been lifted by the lightness of that butterfly. It needed to rest, and I needed the spark of joy it brought me as a gift. After riding on my shoulder the butterfly seemed revitalized, and oddly, so was I. The sensation was as if the burden of my depression was carried away when the butterfly took flight--just as Christ bore the burden of all our sins through His perfect sacrifice before ascending on high. Because of this sacrifice, each of us may continue our life's journey with energy, joy, and hope renewed. In those few moments God blessed and helped two of His creatures know that He controls our lives and "...that all things work together for good to those who love God...." (Romans 8:28).



Butterfly Comprehension

Name _____ Date _____

Answer the following questions after you have read the story on page 8.

1. What are the four reasons given by the writer for having a 'walk time'? _____

2. Give the name of the butterfly with which the writer had his encounter? _____

3. How long did the butterfly remain on the writer's shoulder? _____

4. Quote the writer's description of his encounter with the butterfly. _____

5. What was the writer's emotional state before his experience with the butterfly?

6. What gift did the butterfly bring? _____

7. The writer thinks the butterfly felt secure with him. How did he describe the butterfly's stay?

8. Why was the writer in a dark mood? _____

9. How did the butterfly help? _____

10. In your own words tell how the writer's experience with the butterfly is like that of one who walks with God.



Butterfly Comprehension

Name KEY Date _____

Answer the following questions after you have read the story.

1. What are the four reasons given by the writer for having a walk time?

for exercise; to contemplate; to wrestle with life's confrontations; and to talk with God in prayer

2. Give the name of the butterfly with which the writer had his encounter? ***a white-winged***

butterfly

3. How long did the butterfly remain on the writer's shoulder? ***fifteen minutes***

4. By what other name did the writer refer to the butterfly? ***stunning flower of flight***

5. What was the writer's emotional and physical state before his experience with the butterfly?

He was depressed. He worried about his health.

6. What gift did the butterfly bring? ***the spark of joy***

7. The writer thinks the butterfly felt secure with him. How did he describe the butterfly's stay?

The vulnerable butterfly seemed confident it was safe with me.

8. Why was the writer in a dark mood? ***He was concerned about his weight and chronic***

illness.

9. How did the butterfly help? ***He was revitalized and felt the burden of his depression was***

carried away.

10. In your own words tell how the writer's experience with the butterfly is like that of one who walks with God. ***Answers may vary***



What Does It Mean?

The vocabulary words below were taken from the story "A Butterfly on My Shoulder." Use a dictionary and find meanings that fit the context of the story.

	<u>WORDS</u>	<u>MEANING</u>
1.	Annoying	_____
2.	Capricious	_____
3.	Sacrifice	_____
4.	Contemplate	_____
5.	Agitated	_____
6.	Obesity	_____
7.	Apnea	_____
8.	Serenity	_____
9.	Perched	_____
10.	Fragile	_____
11.	Vulnerable	_____
12.	Destination	_____
13.	Revitalized	_____
14.	Sensation	_____
15.	Hope	_____



What Does It Mean?

The vocabulary words below were taken from the story "A Butterfly on My Shoulder." Use a dictionary and find meanings that fit the context of the story. Answers may vary.

	<u>WORDS</u>	<u>MEANING</u>
1.	Annoying	<u>bothersome</u>
2.	Capricious	<u>unpredictable</u>
3.	Sacrifice	<u>surrender</u>
4.	Contemplate	<u>think</u>
5.	Agitated	<u>troubled</u>
6.	Obesity	<u>fatness</u>
7.	Apnea	<u>disorder</u>
8.	Serenity	<u>peacefulness</u>
9.	Perched	<u>resting</u>
10.	Fragile	<u>delicate</u>
11.	Vulnerable	<u>defenseless</u>
12.	Destination	<u>objective</u>
13.	Revitalized	<u>invigorated</u>
14.	Sensation	<u>feeling</u>
15.	Hope	<u>expectation</u>



'March' Into Spring

Name _____

Date _____

Directions: List words related to the month of March and the beginning of spring. Begin each word with a letter of the alphabet.

A	_____
B	_____
C	_____
D	_____
E	_____
F	_____
G	_____
H	_____
I	_____
J	_____
K	_____
L	_____
M	_____
N	_____
O	_____
P	_____
Q	_____
R	_____
S	_____
T	_____
U	_____
V	_____
W	_____
X	_____
Y	_____
Z	_____



Alphabet Answers

Name _____ Date _____

Directions: Can you answer with letters, only? Use one or two letters of the alphabet to respond to the clues . The first is done for you.

- 1. Insect _____ **B** _____
- 2. Cold _____
- 3. Organ used for sight _____
- 4. Radio announcer _____
- 5. Body of Water _____
- 6. Plant or vine _____
- 7. Not full _____
- 8. Question _____
- 9. Vegetable _____
- 10. Not difficult _____
- 11. Something to drink _____
- 12. Girl's name _____
- 13. Pronoun _____
- 14. Tent home _____



Alphabet Answers

Name _____ Date _____

Can you answer with letters, only? Use one or two letters of the alphabet to respond to the clues . The first is done for you.

1. Insect _____ B _____

2. Cold _____ IC _____

3. Organ used for sight _____ I _____

4. Radio announcer _____ DJ _____

5. Body of Water _____ C _____

6. Plant or vine _____ IV _____

7. Not full _____ MT _____

8. Question _____ Y _____

9. Vegetable _____ P _____

10. Not difficult _____ EZ _____

11. Something to drink _____ T _____

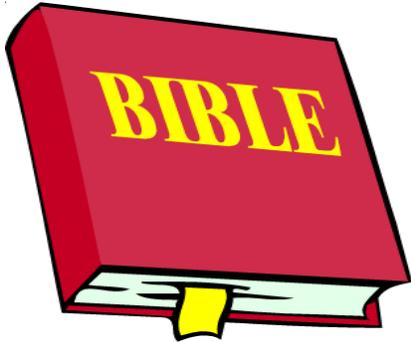
12. Girl's name _____ K or D _____

13. Pronoun _____ I _____

14. Tent home _____ TP _____



Amazing Bible Bugs



How many of these Bible bugs can you find in your yard or neighborhood? Give yourself 10 points for each one you find.

Add an extra 5 points for reading the Bible verses about the bug.

Grasshopper (Numbers 13:30-33)

Ant (Proverbs 30:25)

Locust (Proverbs 30:27)

Moth (Matthew 6:19-20)

Bee (Judges 14:8-9)

Spider (Job 8:13-15)

Hornet (Exodus 23:27-28)

Cricket (Leviticus 11:20-23)

Fly (Exodus 8:21)

Gnat (Psalm 105:31)



Butterfly Action Song



For Kindergarten through Grade 4 sing:

“If I Were a Butterfly” by Brian Howard



Bible Action Song

The students will enjoy singing this song during the study of this unit. Teachers may find the lyrics helpful to focus the children on Christ's soon return and about His promise to have His children "caught up together to meet Him in the air." (1 Thessalonians 4:17)



O Lord, I Want Two Wings

For each verse the first line is repeated three times and ends with the last line of verse one.

1. O Lord, I want two wings to fly through the air,
O Lord, I want two wings to fly through the air,
O Lord, I want two wings to fly through the air,
So the world won't do me no harm.
2. I want two golden shoes to wear on my feet
3. I want a golden harp to play to myself
4. I want a happy song to sing in my heart



Actions:

Verse one	"want two wings" fly through the air	(tap hands on shoulders) (wave arms)
Verse two	"golden shoes" "wear on my feet"	(tap on the floor) (put on imaginary shoes)
Verse three	"golden harp" "play by myself"	(move forearms back and forth) (point to oneself)
Verse four	"happy song" "sing in my heart"	(clap hands) (point to heart)



Exploring Nature with Children

A Series of Nature Activities for Grades 1-4



*A Series of Nature Activities for
Grades 1-4*



Exploring Nature with Children

A Series of Nature Activities for Grades 1-4

Description of Target Ages and Grade Levels - The following activities have been designed for lower elementary grades 1-4, but could be easily adapted for higher grade levels.

Purpose – For a Christian, exploration and interaction with nature provides opportunity to renew the soul and connect with the Creator of the universe who has promised that “Since the creation of the world God’s invisible qualities— His eternal power and divine nature—have been clearly seen, being understood from what has been made, so that men are without excuse” (Romans 1:20). Ellen White in the book *Education*, wrote that the study of nature is a means of understanding the Creator and a vehicle for developing young children into lifelong learners. “To a little child, nature presents an unfailing source of information and delight. . . So far as possible, children from their earliest years should be placed where this lesson book is open before them. Let them look at the glorious scenes painted by the great Master Artist on the shifting canvas of the heavens; let them become acquainted with the wonders of earth and sea; let them watch the unfolding mysteries of the changing seasons and in all His works learn of the Creator” (p.60). It is with this purpose that the following three mini-units have been designed: to help provide you as a teacher a means of providing an opportunity for students to get out and explore the wonderful world God has created.

How-To-Guide – Each of the following three nature themes is built around a central exploration activity. This activity is used as a basis for integrating other areas of the curriculum. Units are designed to be used as a “theme for the day.” Although the individual activities could be used on their own- the flow of the activities is designed to take you through one complete school day beginning with worship and ending with Bible. If you are not able to do these activities on your school grounds, take a field-trip to a park or natural reserve where students can enjoy the experience of being in nature!

SPECIAL NOTE: All graphics will also print as black and white images. If you are using an inkjet printer, you may want to adjust your printer’s settings to print only black and white to conserve ink. On most printers this can be done by clicking the properties button just before you finalize the printing.



THEMES

TREES

Object Lesson - Healthy Trees, Healthy Christians

Nature Exploration - Look, Listen, and Feel

Language Arts – Making Sense of Trees

Bulletin Board – Tree-Mendous Descriptions

Math – Shaping Up

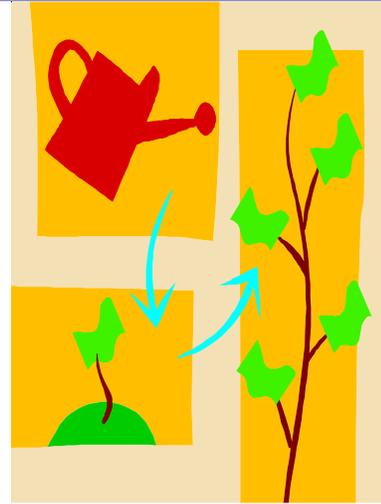
Art – Leaf Banners

Drama – The Life of a Tree

Bible – A Tree Is Known by Its Fruit

Branching Out - Extension Activities

Activity Pages -



INSECTS

Object Lesson - The Diligent Ant

Nature Exploration - Insect Hunt

Reading - What Is an Insect?

P.E. / Music - Bug Cadence

Art - Model Insects

Math - Hide and Seek

Multi-Grade Activity - Scavenger Hunt

Bible - Release Ceremony

Bug Off - Extension Activities

Learning Centers -

Activity Pages -



PUDDLES

Object Lesson - Designed to be Different

Nature Exploration - Puddle Profile

Bulletin Board - Puddle Puzzlers

Science - Staying on Top

Science - Will It Sink or Will It Float?

Art - Float Your Boat; **Bible** - Wind and Waves Obey

Social Studies - All The Water In The World

P.E. - Water Cycle Tag

Bible - Watery Charades

Puddle Jumpers - Extension Activities

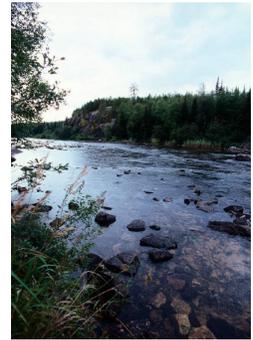
Activity Pages -





Object Lesson – Healthy Trees, Healthy Christians

“Happy is the person who doesn’t listen to the wicked. He doesn’t go where sinners go. He doesn’t do what bad people do. He loves the Lord’s teachings. He thinks about those teachings day and night. He is strong like a tree planted by a river. It produces fruit in season. Its leaves don’t die. Everything he does will succeed.” Psalm 1:1-3

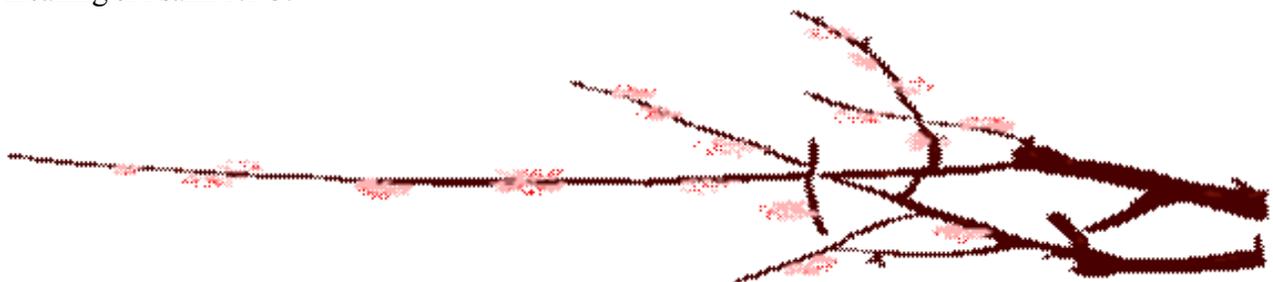


Materials: a dead branch preferably with dead leaves on it and a branch that has fresh living leaves. *If weather permits take students outside and sit under a tree while giving this lesson.*

Show children the branches and explain that you are going to allow 30 seconds (or longer if necessary) for them to examine the branches.

After the time is up ask students to share what they notice about these two branches. If necessary prompt them by asking, How are they different? Once the connection has been made that one branch is dead and the other is not. Have students think about what might cause a branch of a tree to wither and die. (It becomes cut off, disease, temperatures, insects, fungus, etc. . . .) Then ask students to think about what a tree needs to grow strong and healthy (sunlight, water, good soil, nutrients).

Explain that the Bible uses an illustration of a healthy tree to describe a person who obeys and follows God. Read Psalm 1:1-3 from the ICB. Show students the live tree branch and ask them to think of some things that would help a person grow into a strong and healthy Christian. Next bring out the dead looking tree branch and ask students to think of some of the things that Satan might tempt a person to do that would be harmful to a growing Christian. Tie these thoughts in with the meaning of Psalm 1:1-3.

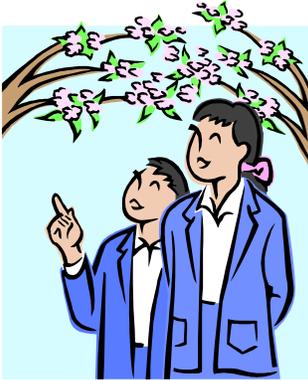


Nature Exploration - Look, Listen, and Feel

Preparation: Take a look around your school yard and select a tree or several trees close together that would be appropriate for students to explore. Before taking students out review behavior expectations and give a brief overview of the activity.



Outdoor Activity: As you and your students walk towards the tree or trees you have chosen to study have students compare the height of the



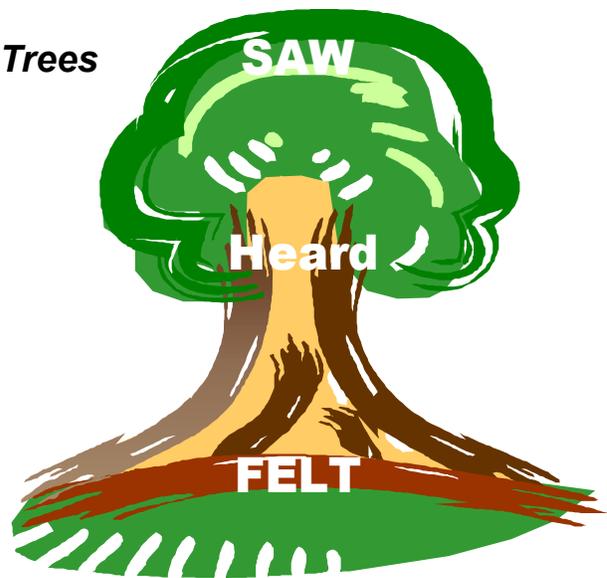
tree to surrounding trees or objects. Have students try to mimic the shape of the tree using arms and body. Once you are underneath the tree encourage students to observe using the senses of sight, touch, and sound. Encourage them to explore how the tree feels (leaves, bark, roots, ground around it, and temperature of the air). Ask students to describe the bark, the leaves, shape of the tree, and its habitat. Hold a minute of silence to listen for the sounds associated with the tree (leaves rustling, limbs creaking, chipmunk chattering in the branches). If you are doing this with older students you might have them explore the tree first with a blindfold on and then take it off to do the visual observations. Help students make detailed observations by asking them to look at the tree from different perspectives. *If you were a*



squirrel what would you see? Feel? Pretend you are an ant on the ground underneath the tree tell me what you would see? What if you were on the tree trunk? Close this activity by explaining to students how naturalists use all of their senses when making observations of things in nature. Discuss how being a careful observer is an important skill.

Language Arts – Making Sense of Trees

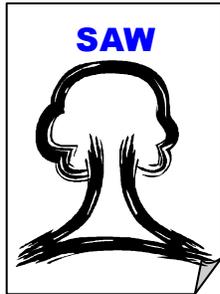
Grades 1&2: On a large sheet of chart paper draw an outline of a tree. Ask students to recall the words they used to describe the tree they explored outside. Then either designate parts of the tree for each type of sense: sight, sound, touch, or write the words on small strips of paper. If you write them directly on the tree then engage students in identifying which category the word belongs under. If you choose to use strips of paper (after writing down all the descriptive words suggested by the students) hand out the strips of paper and ask students to tape them to the appropriate branch/part of the tree. Once the tree has been completed, discuss the word placements with students. This is a great time to teach a mini-lesson on describing words-adjectives.



Language Arts Activity Continued – Making Sense of Trees



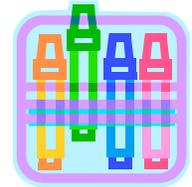
Grades 3& 4: In three separate areas of the room, place a sheet of chart paper with a large outline of a tree labeled with one of these headings- SAW, HEARD, or FELT. Divide



students into three groups giving each group a different colored writing tool.

Assign each group a station and on a given signal give the students one minute to write down as many describing words (about the tree they explored) as they can under their particular category. At the end of one minute, have groups rotate to the next station and repeat the same *procedure. Do this one more time so that each group has had the opportunity to write on all three charts.

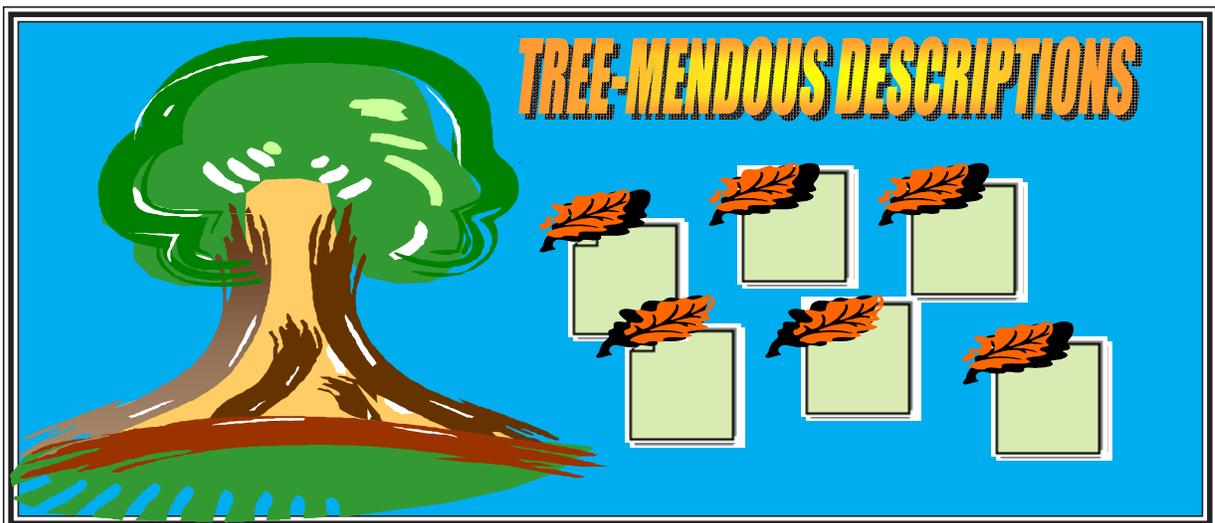
Each chart should have three separate colors of writing on it. **Once the final rotation is complete, have the groups share their observations from the charts with the whole class.



Discuss the results and the importance of developing sharp observations skills. *Note- you may want to stipulate that groups can only write down descriptions not used by a previous group. **If you want to attach point value to this activity- give groups a point for each describing word they write down on charts.

Multi-grade option: This second activity can be used in classrooms where there are older students who can be assigned the role of scribe.

Bulletin Board - TREE-MENDOUS DESCRIPTIONS

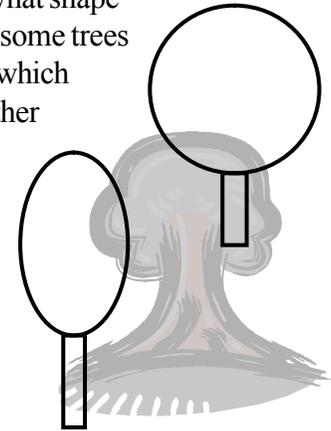
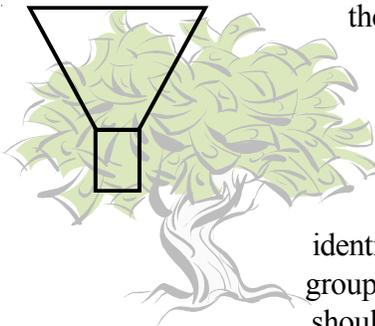
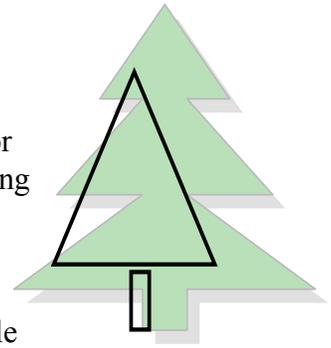


Use the *Tree-mendous Descriptions* writing activity pages as an extension of the Language Arts Activity. Students in Grades 3 & 4 can revise and edit the bonus paragraphs they wrote on the backs of the *Look, Listen, and Feel* activity page. Once students have completed their descriptions post them on a Bulletin Board decorated with a large tree. Give each student a leaf to write their name on and staple it to the top of their

Math – Shaping Up

Materials: A variety of trees, copies of *Shaping Up* activity page, clipboards or squares of cardboard (stretch rubber bands across to hold paper down) for writing a surface. Take students out into school yard or a piece of property that has a variety of different trees.

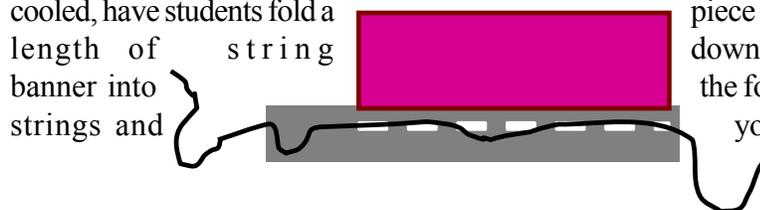
Activity: Explain to students that if they step back and look at trees from a little distance they can see their overall shape pattern. Choose a tree and have students trace the outline of the tree with their fingers. Then ask students to identify what shape they think the tree is. It would be helpful to start with some trees that are fairly obvious examples; such as small firs which have triangular shapes. Repeat this with several other examples so that students have identified the three basic shapes, triangle, up-side down triangle, and circle. Once students have gotten the hang of identifying tree shapes, let students work in pairs or small groups and assign them a plot of land to inventory. Data should be recorded on *Shaping Up* activity page.



Art – Leaf Banners

Materials: Wax paper, construction paper, leaves, Iron, towel, string. (leaves and wildflowers collected by students) *This project requires the use of a hot iron. If possible have an ironing center set up away from the student activity. Only the Teacher or an Adult volunteer should use the iron.

Directions: Decide how long you would like the finished banner to hang. Then in advance cut lengths of wax paper 2 x the finished length. Have students collect a variety of leaves and/or wildflowers from appropriate places outdoors. Once students have a small collection give each child a sheet of wax paper folded in half. Have students open the sheet and arrange their leaves and flowers on the bottom half. They can add bits of colored construction paper or crayon shavings as well. They should make sure to leave some space in between items so that the banner will seal properly. Once they have arranged the leaves to their satisfaction have them fold the top down onto the bottom half. Then using a stiff piece of cardboard or book transport the banner to the Ironing center* Place a light cloth over the wax paper and iron until the wax paper fuses together. Once the paper has cooled, have students fold a piece of construction paper in half then glue a length of string down the center fold. The staple or glue the the folded piece of construction paper. Tie the your banners are ready to display!



Bible – A tree is known by its fruit

Scripture Texts: Luke 6:43-45 & Galatians 5:22-23

Materials: acorn, pine cone, apple, pear, orange banana, or any kind of fruit easily available and recognized by students.

Supplementary Materials: *Hide 'Em In Your Heart: Bible Memory Melodies*, Vol. 2 by Steve Green Song # X, *The Fruit of The Spirit*.



“A good tree does not produce bad fruit. Also, a bad tree does not produce good fruit. Each tree is known by its fruit. People don’t gather figs from thornbushes. And they don’t get grapes from bushes. A good person has good things saved up in his heart. And so he brings good things out of his heart. But an evil person has evil things saved up in his heart. So he brings out bad things.” Luke 6:43-45 ICB



Show students the different kinds of fruits and nuts and ask them to identify the trees that they come from. Talk to students about how it is easy to identify a healthy apple tree or a healthy orange tree because these trees will have lots of good fruit growing on them. Remind them of the lesson about the

branches. Explain that the Bible says that just like it is easy to identify a healthy tree by the fruit that it bears, a person who has asked Jesus into their heart will be developing the Fruits of the Spirit. Read Galatians 5:22-23. **Note-You may want to use a version other than ICB. This version does not use the phrase “Fruit of the Spirit.”* Discuss the meaning of each Fruit of the Spirit.



Hand out **Bible Activity Page I & II** to first and second graders and **Bible Activity Page III** to third and fourth graders.

Branching Out - Suggestions for Extending Your Study

- Make bark rubbings
- Figure out the height of a tree
- Take a walk and identify the different kinds of trees
- Look for trees that are homes for animals
- Find out how old a tree is
- Research tree products



Drama - The Life Cycle of a Tree

Grades 1&2 - Have students act out the life cycle of the a

tree: a seed (curl up in a ball), a sprout (raise one arm), a sapling (raise two arms and wiggle fingers for leaves),



a mature tree (stand tall, arms out, feet spread apart, wiggle your toes for roots, get hit

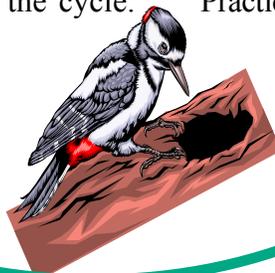
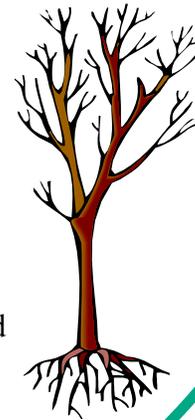
by lightning, become home for wildlife), a dead tree (woodpeckers are knocking), a rotting log with plants and insects (lie down), a new sprout from the rotting wood (raise one arm).



Grades 3&4 - Discuss the life cycle of a tree. Have students make a list of the parts of the life cycle all trees would have in common. Then brainstorm the parts of the cycle that might

differ from tree to tree (i.e. drought, fire, wind-storm).

Have students work in pairs, using the activity page, to develop a flow chart for the life cycle of a tree. Once they have completed the flowchart, they should decide on an action to represent each stage of the cycle. Practice and Perform!



Look, Listen, and Feel

Directions: In this activity you will use your senses to observe and describe a tree. Once you have been assigned a tree, take a few minutes to look at it from all angles: touch it, listen for sounds, notice the smells. Then in the boxes below begin writing down words and phrases that describe the things you see, hear, feel and smell.

What I See



What I Hear

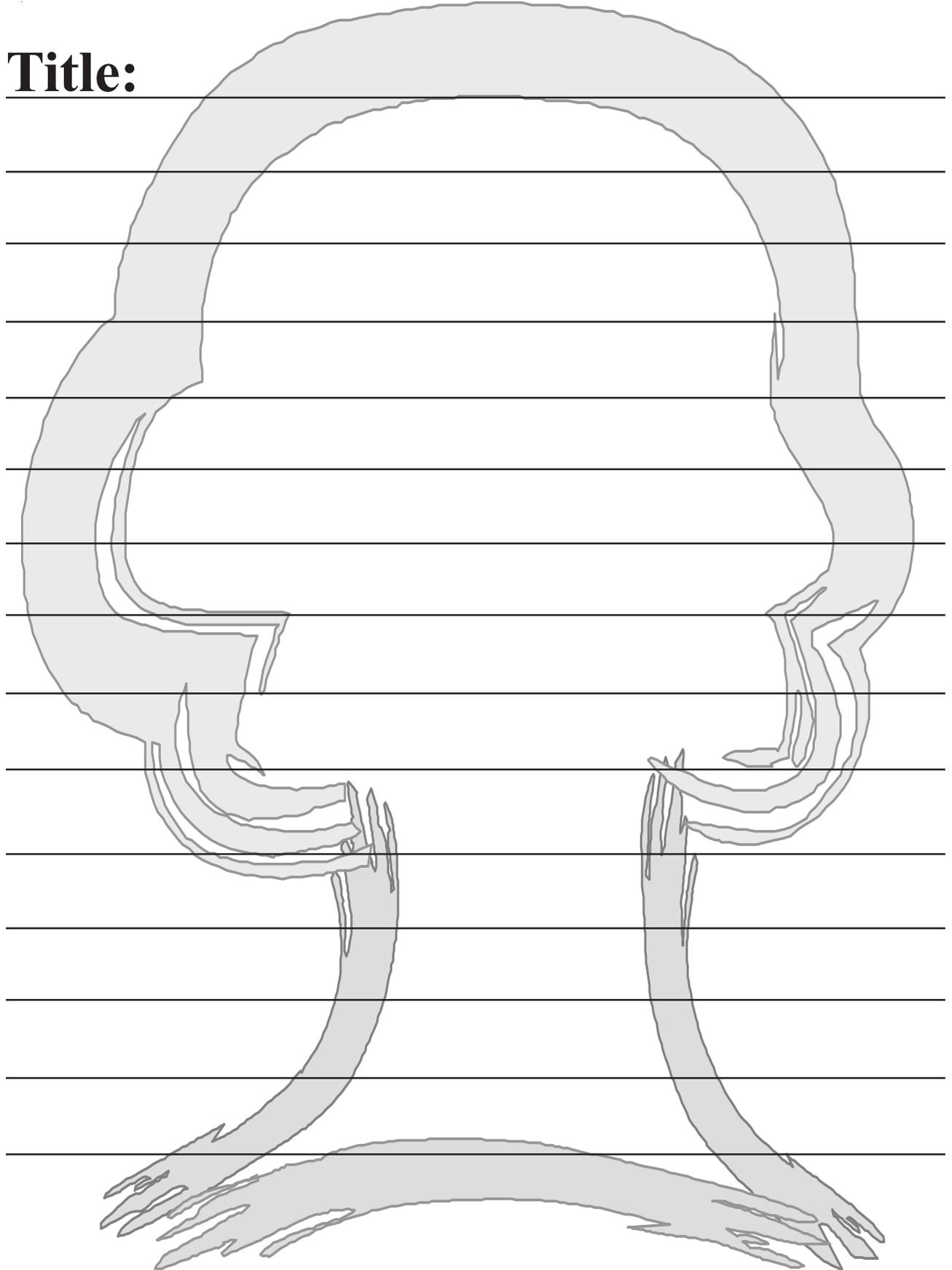
What I Feel



What I Smell

BonusBox: Choose a tree in an area designated by your teacher. Take a few minutes to observe the tree. Then on the back of this paper write a paragraph describing your tree, including at least one sentence for each of the four senses. When you have finished give your paragraph to a friend and see if they can find your tree!

Title:



Title:

My tree is

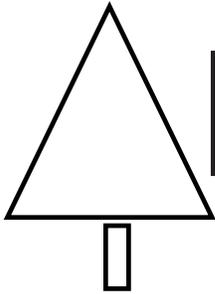
I can hear

It feels

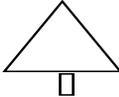
Name: _____

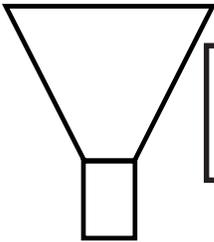
Shaping Up

Directions: Look at a tree. Fill in a box next to the shape that most looks like the tree. Then write the total number of trees on the blank line below the boxes.

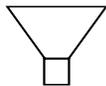


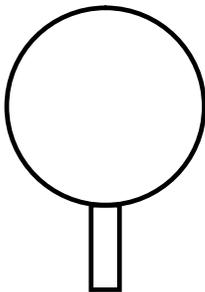
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There are _____  shaped trees.

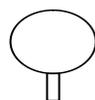


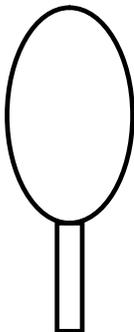
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There are _____  shaped trees.

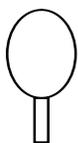


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There are _____  shaped trees.



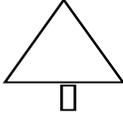
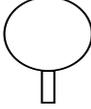
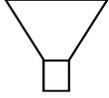
--	--	--	--	--	--	--	--	--	--

There are _____  shaped trees.

Name: _____

Shaping Up

Directions: Use the frequency table below to record data as you survey the tree shapes in your designated study area. For example, each time you determine a tree has a triangular shape you would place a tally mark in the box that represents that shape. When you have completed your survey count up the tally marks for each shape and record that number in the frequency box.

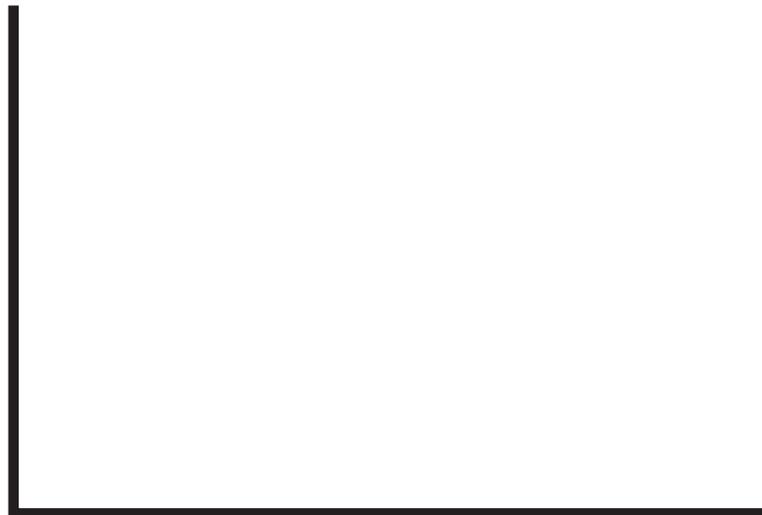
	Tally	Frequency		Tally	Frequency
	Tally	Frequency		Tally	Frequency

.....

Graph It

Directions: Using the data from the frequency table create a bar graph that shows the number of different tree shapes in your study area. Then on the back of your paper write down two conclusions you can make based on the information in this graph.

Title:



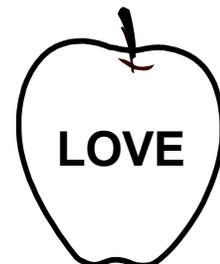
Name: _____

The Fruit of The Spirit



The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control. Galatians 5:22-23.

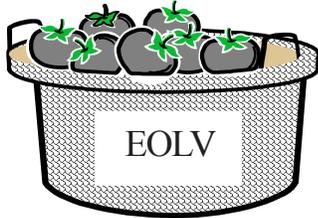
Directions: Color the tree. Color and cut out the *Fruit of the Spirit* apples.
Paste the fruit on the tree.



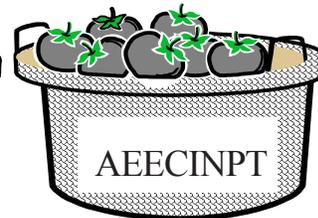
Name: _____

The Fruit of The Spirit

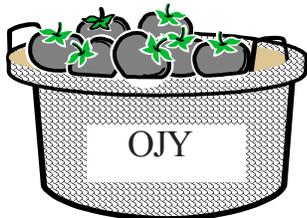
Directions: Unscramble the letters to find out which Fruit of the Spirit has been written on each basket. Once you have unscrambled a word write it on the top line underneath its basket. After you have unscrambled all the baskets, use the word bank below to find two more synonyms for each Fruit of the Spirit. Write them on the remaining two lines.

















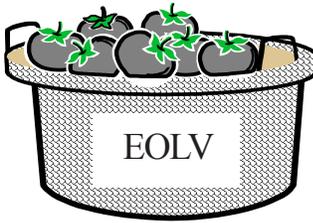
ADORE COMPASSION DELIGHT DEPENDABLE
 DISCIPLINE ENDURANCE HAPPINESS HARMONY
 INTEGRITY MILDNESS PERSISTENCE
 RESTRAINT RIGHTEOUSNESS SERENITY
 TENDERNESS THOUGHTFULNESS
 TRUSTWORTHINESS WORSHIP

BONUSBOX: Look at the list of the “Fruit of the Spirit” and see if you can find the one which is missing from the baskets. Then write it on the back of your paper and along with two synonyms.

Answer Key

The Fruit of The Spirit

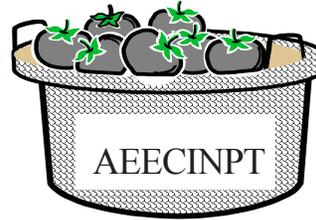
Directions: Unscramble the letters to find out which Fruit of the Spirit has been written on each basket. Once you have unscrambled a word write it on the top line underneath its basket. After you have unscrambled all the baskets, use the word bank below to find two more synonyms for each Fruit of the Spirit. Write them on the remaining two lines.



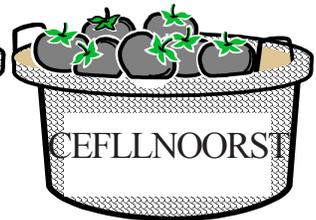
LOVE
ADORE
WORSHIP



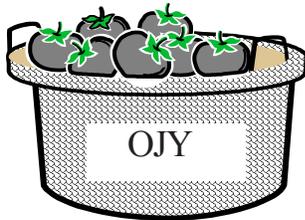
FAITHFULNESS
TRUSTWORTHINESS
DEPENDABLE



PATIENCE
ENDURANCE
PERSISTENCE



SELF-CONTROL
DISCIPLINE
RESTRAINT



JOY
DELIGHT
HAPPINESS



KINDNESS
COMPASSION
THOUGHTFULNESS



GOODNESS
INTEGRITY
RIGHTEOUSNESS



PEACE
HARMONY
SERENITY

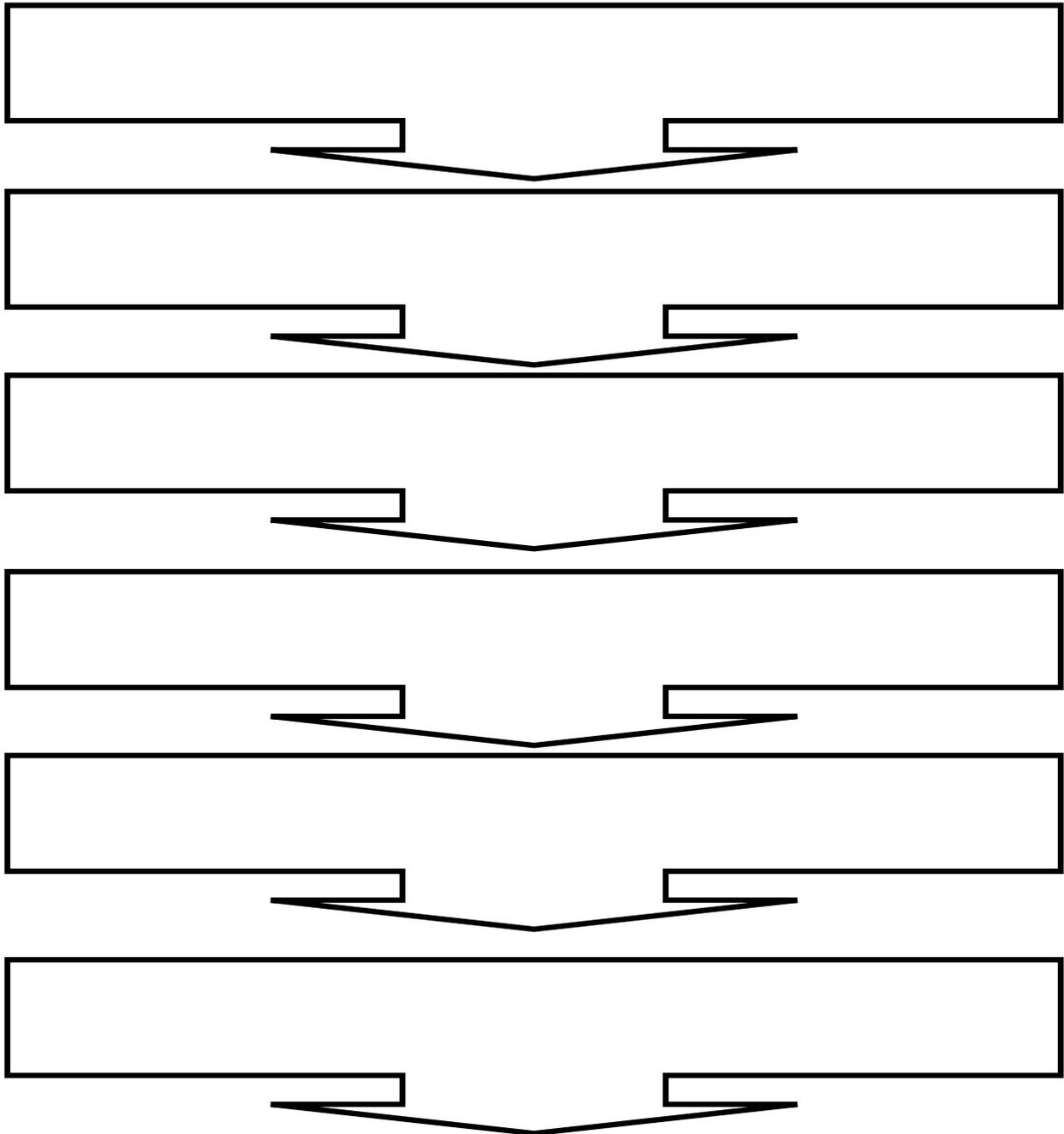
ADORE COMPASSION DELIGHT DEPENDABLE
DISCIPLINE ENDURANCE HAPPINESS HARMONY
INTEGRITY MILDNESS PERSISTENCE
RESTRAINT RIGHTEOUSNESS SERENITY
TENDERNESS THOUGHTFULNESS
TRUSTWORTHINESS WORSHIP

BONUSBOX: Look at the list of the "Fruit of the Spirit" and see if you can find the one which is missing from the baskets. Then write it on the back of your paper and along with two synonyms.

Name: _____

The Life Cycle of A Tree

Directions: With your partner develop a life cycle for an imaginary tree! Write each stage in one box of the flowchart. Decide on an action for each stage. Practice your mini-drama and perform it for your classmates.



Insects - Creepy Crawlies



Materials: A collection of several ants. If possible give this object lesson outside. Prepare ahead by leaving out some bread crumbs or other food known to attract ants! (Or just let your kids eat their lunches outside!) If you prefer an inside lesson, collect several ants in a small clear container.

Object Lesson – The Diligent Ant

“Go watch the ants, you lazy person. Watch what they do and be wise. Ants have no commander. They have no leader or ruler. But they store up food in the summer. They gather their supplies at harvest.”

Proverbs 6: 6-8

Directions: Have students observe the ants for several minutes. Ask students to describe what they see. Then ask students what they learned about ants from this observation? Introduce worship thought by explaining the Bible tells us there is an important character trait we can learn from the ant. Ask students what they think that trait might be. Share Proverbs 6: 6-8 with students, explaining words as necessary for your age group. Point out that the Bible says the ant is a hard worker. Why is it important to work hard at what we do? Not only does the ant work hard, but he does so with out someone always checking up on him! Talk about how ants are able to do things that are seemingly impossible, like carry an object that is very heavy a long distance. What should we do if we feel like something is too hard for us to do? Share with students that we can get strength to do hard things from Christ. I can do all things through Christ who strengthens me. Phillipians 4:13

When we keep trying and working at something even though it is hard we develop the characteristic of diligence. Ants provide us with an example of this characteristic, that’s why the Proverbs says we would be wise to watch and learn from them!



Materials: Assemble *Bug Journals*, collect small baby food jars or other clear containers to store and view insects. (Have each student bring several from home). If possible provide magnifying glasses or little bug boxes for examination of insects. Large sheet of chart paper for **KWL**.

Preparation: Before going out side start a **KWL** chart. In the first column write what students think they **Know** about insects. In the second column write down things that students **Want to know**. Leave the

KWL		
What I Know	Want to Know	Learned

Exploration: Explain to students they will be going on a hunt for the purpose of collecting insects which will be used for several activities throughout the day. Before students set out to collect, establish the parameters or boundaries in which they are to collect Also emphasize how they should treat the insects which will be released back to their homes at the end of the day.

Send students out in pairs with a container to collect insects. Give students enough time to start a collection of a variety of different bugs. You can circulate



among students helping them think of places to look for bugs; under rocks, tree trunks, and on the backs of leaves to name a few.

Once students have had a chance to collect several insects signal them back to a designated meeting place. Ask students to choose one insect from their collection that they think is interesting. Put that insect in a smaller bug box or jar for closer observation.



Have students use magnifying glasses if bug boxes are not available. If magnifying glasses aren't available much detail can be seen with the naked eye! Once students have chosen an insect refer them to the *Insect Hunt* activity page. In this activity they will make drawings of several insects in the boxes on the page. Instruct students to make their drawing as large as the box. Once students begin drawing circulate asking questions to help them think about the details they need in their drawings.



- How many legs does your insect have?
- Does it have wings?
- What do its eyes look like?
- How about its mouthparts?
- Are the legs all the same length?
- Is its shell shiny?
- Does the insect have hairs on its body?



Don't be too concerned if a student has picked up a creature that isn't an insect. They should be able to tell the difference by the time they have completed the day's activities. Once students have finished their first drawing let them choose another insect from their container. Encourage students to look for similarities and differences.



When students have finished several drawings gather in a circle for a group discussion about what they have learned. Using the **KWL** chart, complete the **what I Learned** column. Based on these findings help students derive the common characteristics of insects. If they are able, have them copy the list of characteristics onto the back of the *Insect Hunt* activity page.





Characteristics Common to all Insects



Discuss the characteristics of insects using insects from student collections as examples.



- Body has three segments or parts
 - Head - mouth, eyes, and brain
 - Thorax - locomotion center containing muscles that move wings and legs
 - Abdomen - heart, digestive organs, breathing organs



- Six jointed legs attached to thorax

- Exoskeleton - tough outer covering

- Two antennae for smell, touch, and sometimes hearing



- Spiracles- holes in the thorax and abdomen to breathe air

- Mouthparts that pierce, suck, sponge or chew

- Wings - many insects have two pair, some one, a few have none

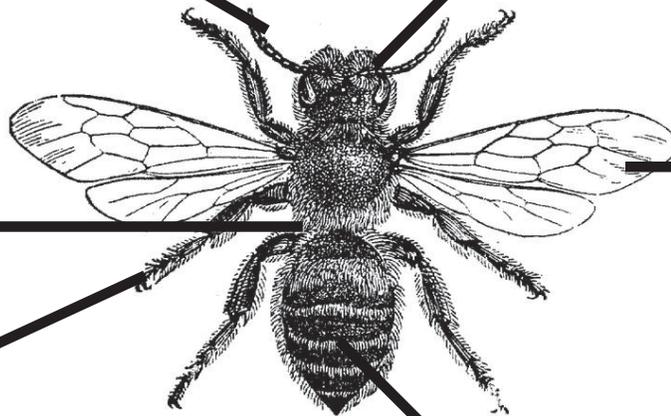


ANTENNA

HEAD



THORAX



WINGS

LEGS



ABDOMEN

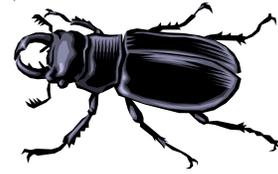




Reading- What Is an Insect?

Directions:

Grades 1 & 2: Have students turn to the *What is an Insect?* activity page. Read the paragraph out loud with students as they follow along. Read it through a second time with students reading out loud. Then read each question allowing time for students to write down their answers.



Grades 3 & 4: Have students turn to the *What is an Insect?* activity page. Read the paragraph out loud with students as they follow along. Ask students to read it a second time silently, then answer the questions that follow.



P.E./Music: Bug Cadence

Directions: Divide students into groups of three to form insects. The first person is the head, the second person is the middle (thorax), and the third person is the stomach (abdomen). The second and third students should place their hands on the shoulders of the person in front of them. Next, have students practice walking in rhythm, slowly chanting “left, right, left, right...” until their steps are all together. Once they are able to move together, have them try marching to the “Bug Cadence”. Students can take turns being leader. **Extension:** Have students make up their own “Bug Cadence.”

Bug Cadence

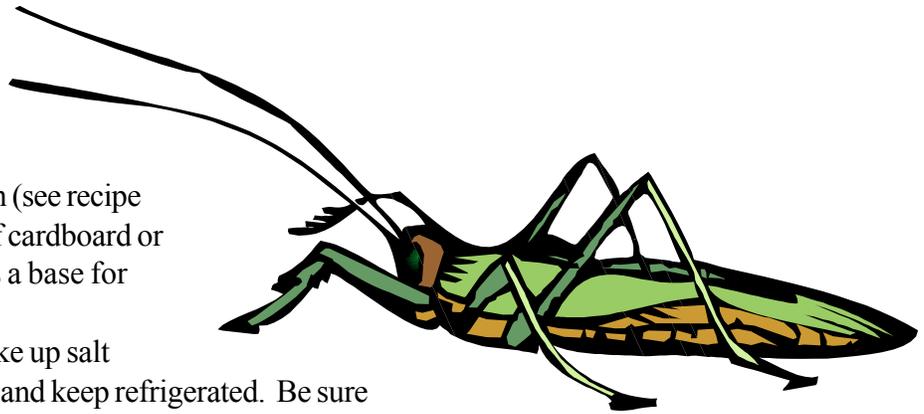
Left, Right, Left, Right
Bugs can crawl and bugs can fly,
On the ground and in the sky.
Three legs left and three legs right
Watch out for the ones that bite
Fun to catch and fun to free
Made by God for all to see.



Art - Model Insects

Materials: Salt dough (see recipe below), small pieces of cardboard or pressedboard to use as a base for models.

Preparations: Make up salt dough the night before and keep refrigerated. Be sure to have extra flour on hand in case dough becomes tacky. This activity can be completed outside. If you prefer to work inside, have students collect the natural materials they will need to for the project before they begin. * Note* Also printed below is a



recipe for a soda dough which requires a little more work but provides a softer, shinier look when dried.

Recipe: Salt Dough

1 cup Flour
1 cup Salt
Water

Mix flour and salt together. Gradually stir in small amounts of cool water until a stiff dough is formed. Knead dough until smooth. Dough can be kept in the refrigerator for several weeks. Add more flour if dough becomes tacky.

Directions: Refer students to the *Insect Body Parts* activity page and go over basic insect body parts. The second half of the activity page can be completed once students have finished their insect models. Give each student a piece of cardboard to use as a base for the insect model. Using the salt dough students will fashion the basic insect body segments Head, Thorax,

and Abdomen. Next have students use natural materials to detail the other body parts and to give the insect its own unique look. Circulate among students encouraging them to think about the common characteristics of insects: antenna, six legs, specialized mouth parts, and wings. As students finish they can complete the bottom half of the *Insect Body Parts* activity page. Once insects sit for several days they should develop a nice exoskeleton!

Recipe: Soda Clay

1 cup baking soda
1/2 cup cornstarch
3/4 cup water

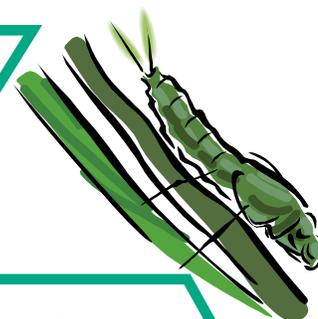
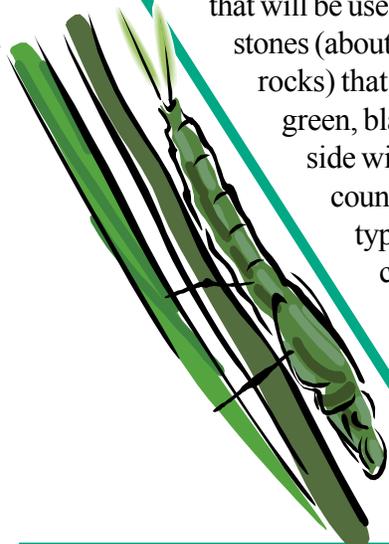
Food coloring (optional)

In a saucepan, stir together the baking soda and cornstarch. Add the water, mixing well. Cook the mixture over low heat stirring occasionally, until it resembles mashed potatoes, about 7 to 10 minutes. You will need to stir it almost constantly the last few minutes as it thickens. Remove the pan from the heat and set it aside. When the dough has cooled, turn it out onto a floured board. Knead the dough with your hands adding more cornstarch as needed, to create a workable clay. For tinted clay, knead in a few drops of food coloring. Allow creations to air-dry overnight. Refrigerate any leftover dough in a ziplock bag for up to 3 days.



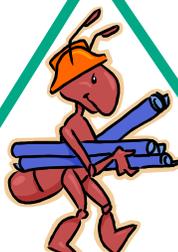
Math – Hide and Seek

Materials: You will need a set of small different colored objects (a maximum of five per color) that will be used to represent insects. Small stones (about the size of landscaping rocks) that have been painted red, green, black, and yellow on one side will work. Colored counting tiles or other types of colored counters would also work.

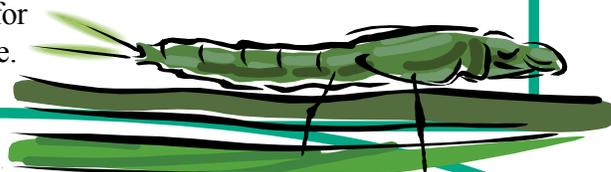


Preparation:

Divide students into groups. Designate a plot of land for each group and in each area hide a collection of “insects.” Make sure that there are at least four different colors, some bright and some dark. Hide the same number of bugs for each group.



Directions: Explain to students that you have hidden a collection of insects for each group in a specific area. Show students several examples of these “insects” so they will know what to look for. It will be their job to seek and find as many of these hidden insects as they can during the given time period. The time given should depend on the size of the area in which the “insects” have been hidden as well as the age and number of students in the groups. If you have a small area, give only a minute or two. If insects are spread out in a larger area give a longer amount of time. Once time has been called have students bring the “insects” they have collected to a predetermined meeting location. Have each group count up the total number of insects found. Ask students to look at their collections. Which color insects did they find the most of? The least? Which ones were easier to find? Why? Which color insects were hardest to find? Why? Explain to students that often times insects are difficult to spot because they blend into their environment. Some insects will look like a stick or branch, some like a leaf or blade of grass, and others like a small rock or piece of dirt. This is what is known as camouflage. Discuss why this would be useful for insects? Complete *Hide and Seek* activity page.

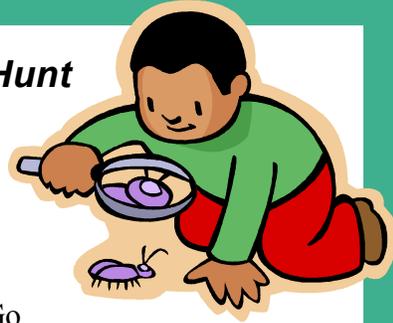


Extension: When students have finished the activity page. Give them a chance to play a round of Insect Hide and Seek. Have one student hide the insect collection in a designated area for the other members of the team to find.

Multi-grade Activity -Scavenger Hunt

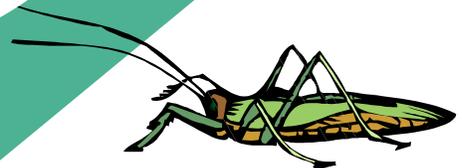
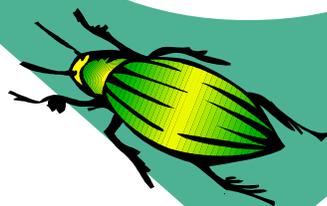
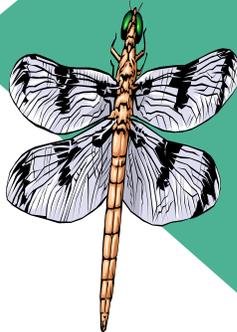
Materials: One copy of the *Scavenger Hunt* activity page for each group, pencils and a portable writing surface.

Directions: Divide students into groups of two or three. Pair older students with younger students. Go over scavenger hunt instruction sheet and make sure all students are clear about where they may go on their hunt. Establish a regrouping signal (two whistle blows, or bell ringing, etc...).



Bible - Release Ceremony

Directions: At the end of the day take a few moments to return the insects you have collected back to their home. Talk with students about how God established man to be caretakers of His creation (See Gen. 1: 28). Help students think about ways in which they can be good stewards of God's earth and its creatures. Then close out the day by releasing all the insect at once and offering a prayer of thankfulness to God for His creation.



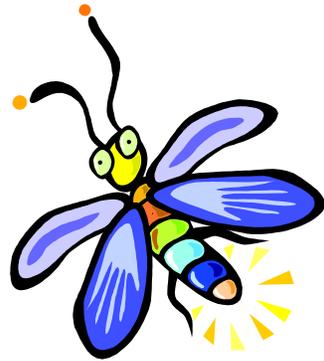


Other activities that will help your study of insects take off!

- Tape record insects sounds around your school or home
- Identify the most common insects found in your town/state
- Take a field trip to a nature center or Natural History Museum
- Invite an entomologist to your classroom
- Create miniature insect habitats in appropriate containers for insect observation
- Write haiku poems about insects
- Make insect-related food: ants on a log, bug juice, and ladybug cupcakes



Learning Center



Grades 1 & 2 - Life Cycle of a Butterfly

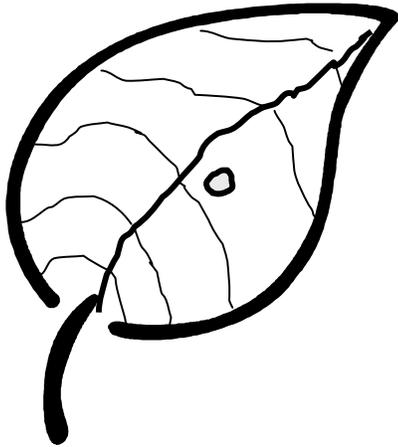
Materials needed: One copy of Eric Carle's *The Very Hungry Caterpillar*; Copies of the Life Cycle of A Butterfly activity page, 12 X 18 construction paper cut in half lengthwise, scissors, and glue.

Instructions: Place the above materials in the center. Explain to students that they should first read the book, then complete the activity page. Go over activity page instructions with students. Demonstrate how to fold the book in an accordion style and provide a sample at the center. Also instruct students to put a title on the front cover of their book and write their name as the author.

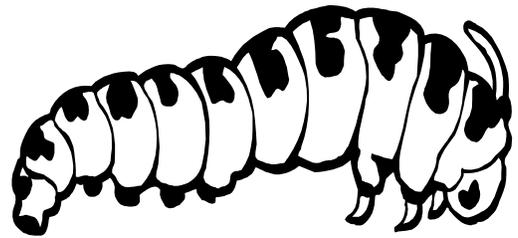
Grades 1 & 2 - Ladybug Symmetry

Materials needed: Copies of the Ladybug Symmetry activity page. Explain to students that ladybugs have the same number and arrangement of spots on both sides of their exoskeleton. This concept is known as symmetry. To complete the activity page, students should make each ladybug symmetrical by drawing in matching spots on the right side of each ladybug.

1



2



3



4

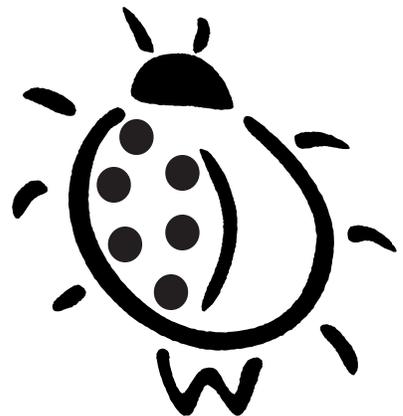
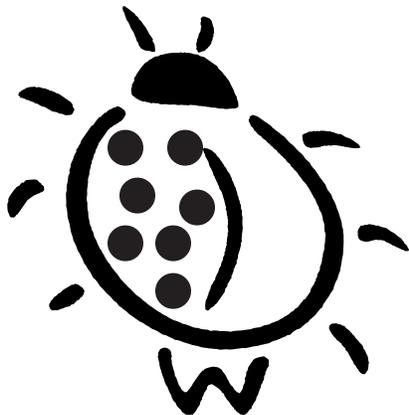
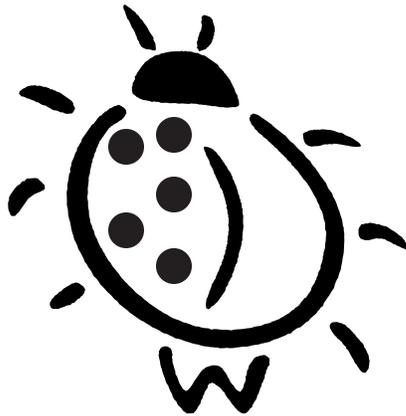


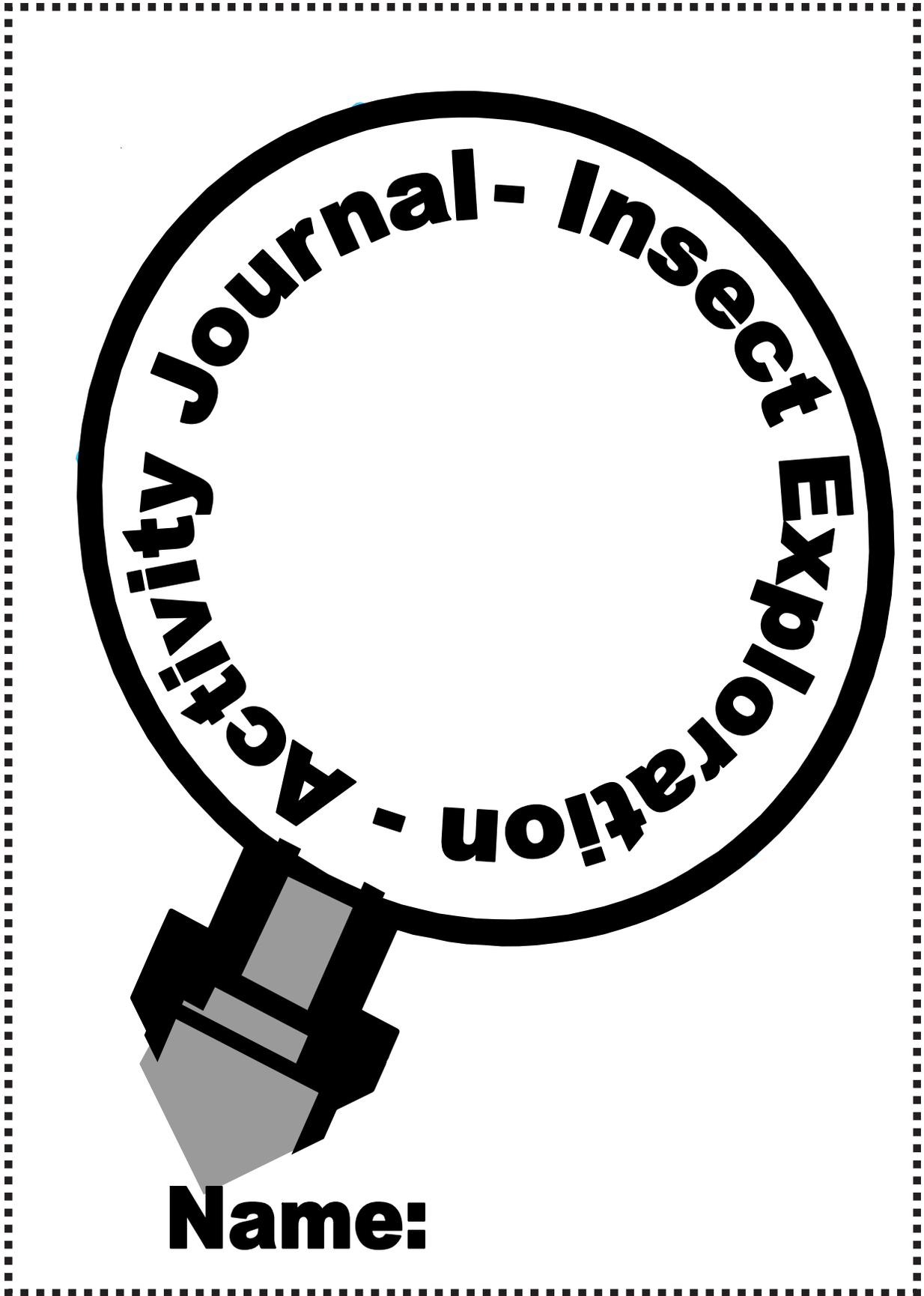
Lifecycle of a Butterfly

Directions: Color the pictures. Cut along the dotted lines. Glue pictures in order on a piece of colored paper. Fold to make a book.

Ladybug Symmetry

Directions: Draw in circles on the other side of the ladybug so that both sides of the ladybug match.







Directions

Look at your bug.
Draw your bug in one of
the boxes.
Make your drawing as big
as the box.

Drawing #1

Drawing #2

Drawing #3



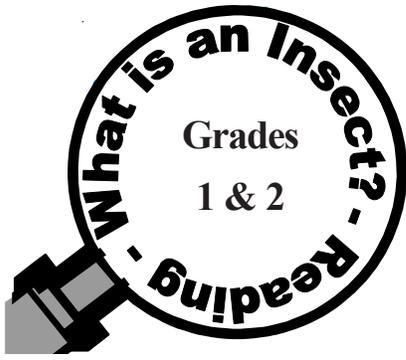
Directions: Carefully examine your insect. Then make a detailed drawing of the insect in one of the boxes. Make sure your drawing is as big as the box.

Drawing #1

Drawing #2

Drawing #3

Drawing #4



Insects

Insects have six legs.
An insect's body has three parts.
Most insects have wings.
Ladybugs are beautiful insects.

1. How many legs does an insect have?

2. How many body parts does an insect have?

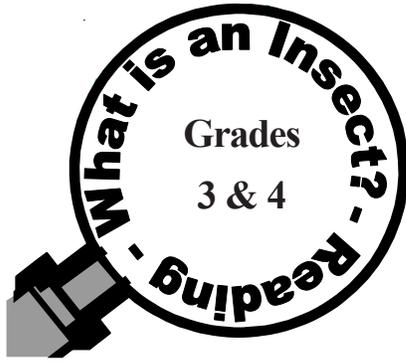
3. Do most insects have wings ?

4. Is a ladybug an insect?

5. How many legs does a ladybug have?

Bonus Box: Design an insect. Draw it on the back of this paper.

Insects



There are over 900,000 different kinds of insects. All insects have the same basic body structure. An insect's body is made up of three main parts: head, thorax and abdomen. The head has the eyes, one pair of antennae, and mouthparts. The middle section, or thorax, has three pairs of legs. Most insects have two pairs of wings, some have one pair, and a few have none. The abdomen contains the heart, digestive organs, and reproductive organs. Breathing is done through holes in the abdomen. An insect's external skeleton is very important--it acts like a suit of armor.

1. What do all the different kinds of insects have in common?

2. Name the three basic body parts of insects?

3. On what part of an insect's body are the eyes, antennae, and mouthparts located?

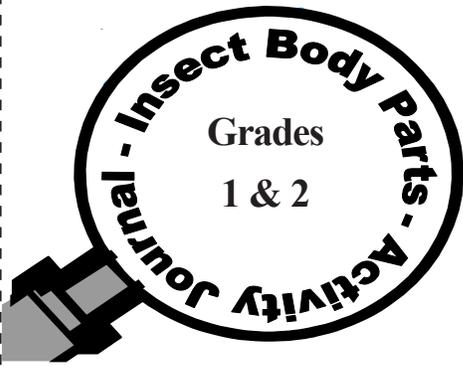
4. How many legs does an insect have?

5. Do all insects have wings?

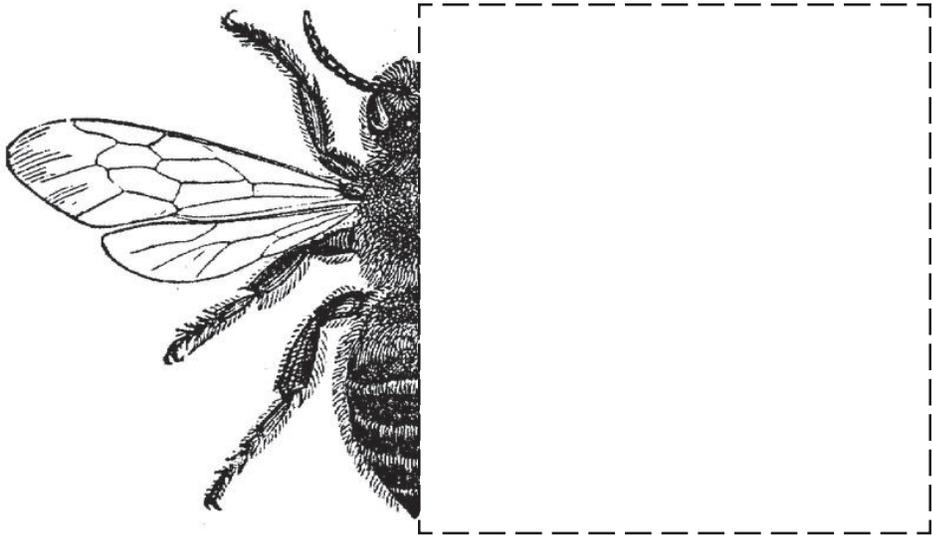
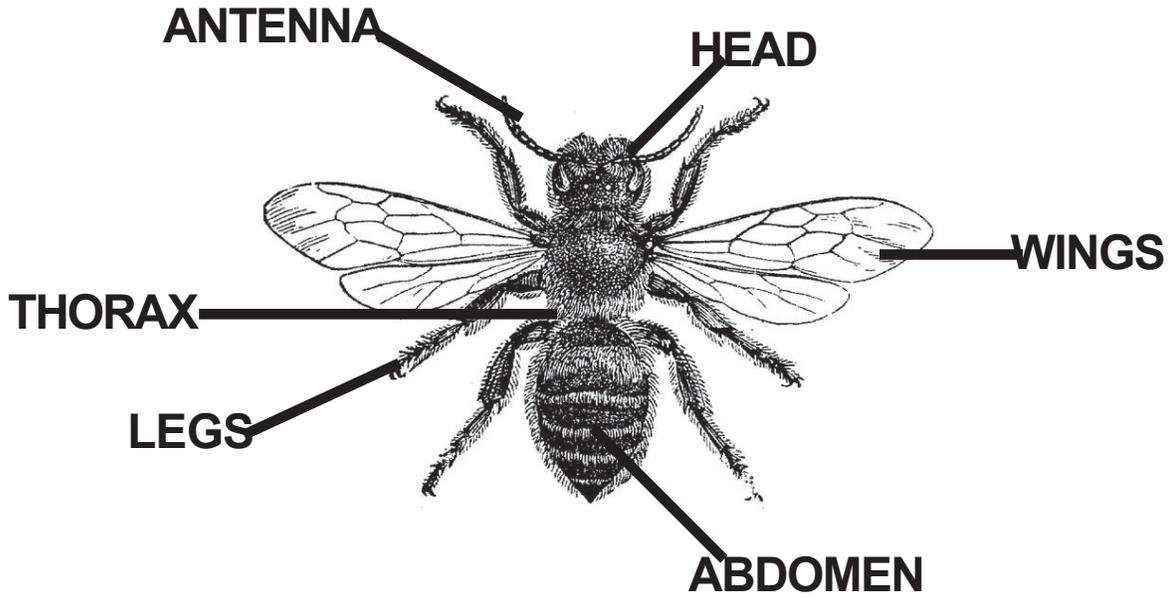
6. How does an insect breathe?

7. Why is an insect's external skeleton important?

Bonus Box: Design an insect. Draw it on the back of this paper.

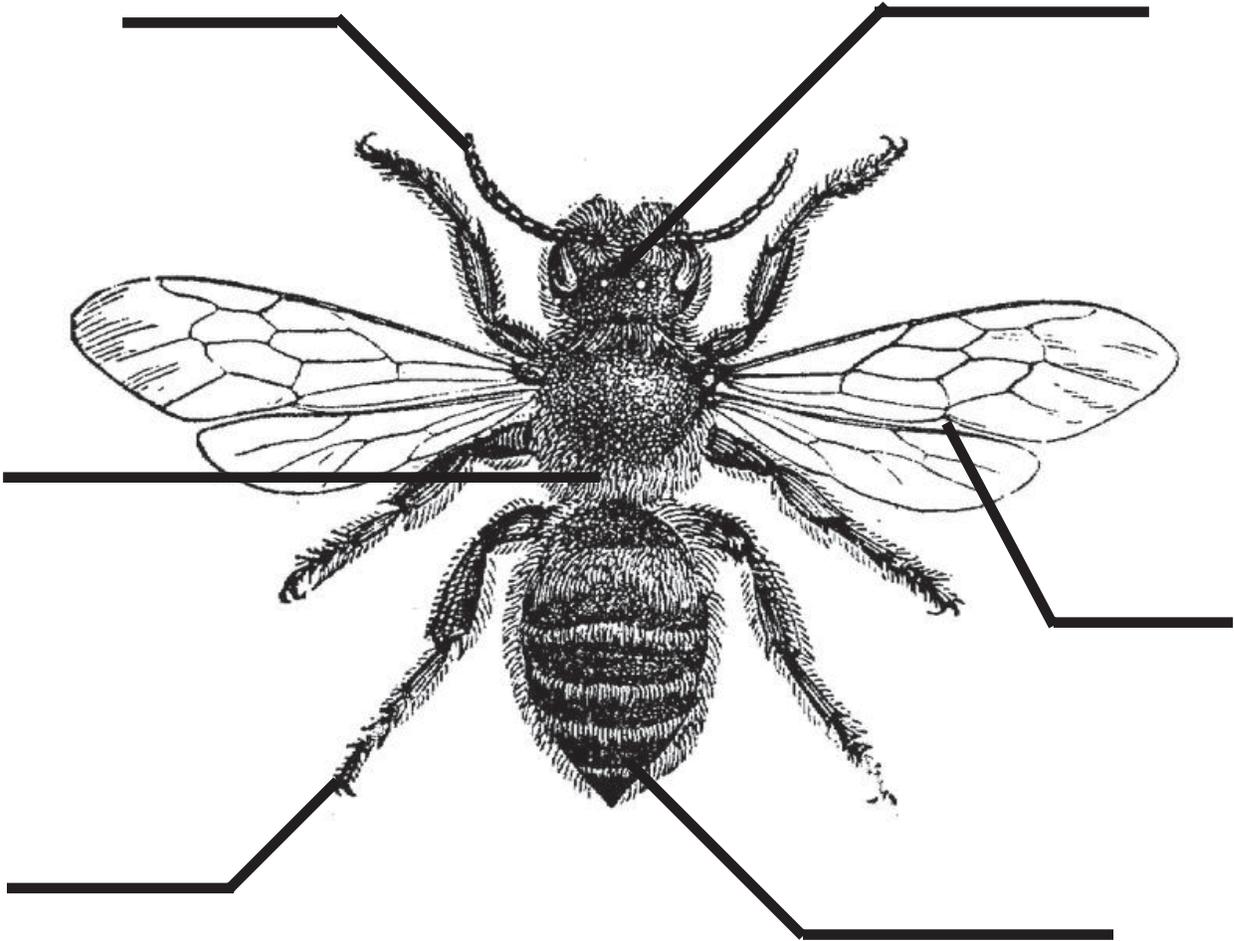


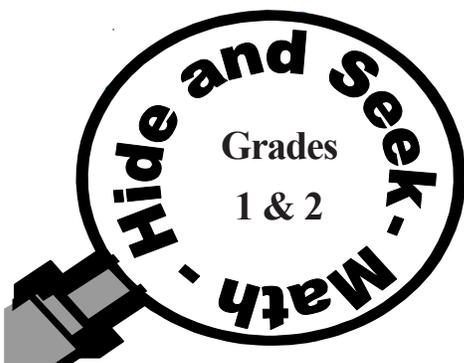
Directions: With the help of your teacher, study the picture of the insect. Then draw in the missing half of the honeybee picture.





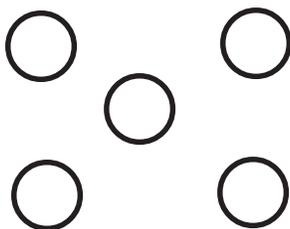
Directions: Using the diagram of the honeybee, label the major body parts of an insect.



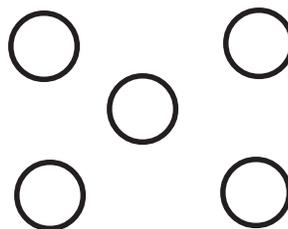


Directions: Put all the red bugs in one pile. Put all the green bugs in one pile. Put all the yellow bugs in one pile. Put all the black bugs in one pile. Count how many of each kind of bug you have. Color in the number of circles to show how many of each bug you have.

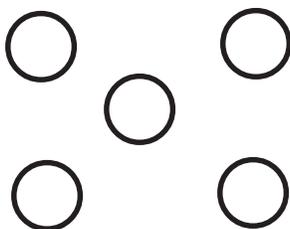
Color the circles red to show how many red bugs you have.



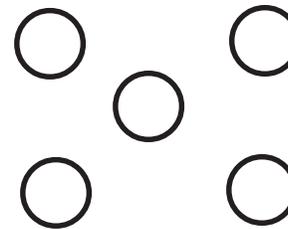
Color the circles yellow to show how many yellow bugs you have.



Color the circles green to show how many green bugs you have.



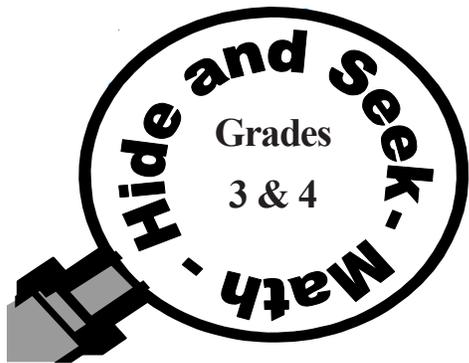
Color the circles black to show how many black bugs you have.



I have _____ red bugs.
I have _____ yellow bugs.
I have _____ green bugs.
I have _____ black bugs.
I have _____ bugs all together

Bonus Box: Use your “bugs” to create number sentence. Write them on the back of this paper.

Example.
 $3 \text{ red bugs} + 4 \text{ green bugs} = 7 \text{ bugs}$.



Matthew's group found a total of 14 insects. Four insects were red. Five were yellow. Three were green and two were black. They used fractions to show how many of each color they had found.

$\frac{4}{14}$ red insects $\frac{5}{14}$ yellow insects
14 insects total 14 insects total

Directions: Answer the questions below using your group's "insect" collection.

1. What is the total number of insects that your group found? _____
2. What fraction of the insects were red? _____
3. What fraction of the insects were yellow? _____
4. What fraction of the insects were green? _____
5. What fraction of the insects were black? _____
6. What fraction of the insects were red and yellow? _____
7. What fraction of the insects were green and black? _____

Bonus Box: Use your "Insects" to create number sentences with fractions.

Example: $\frac{4}{14} + \frac{3}{14} = \frac{7}{14}$ bugs

Look for a flying insect? Follow it. How many times does it land? What does it land on?

Sit quietly for one minute and listen for insect sounds. Describe three different insect sounds that you heard.

Find a flower with at least two different kinds of insects on it.

Look at the earth underneath a patch of grass a count how many insects you find there.

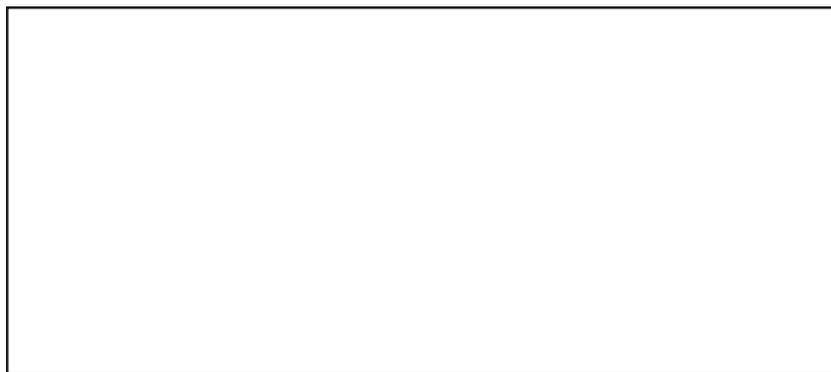
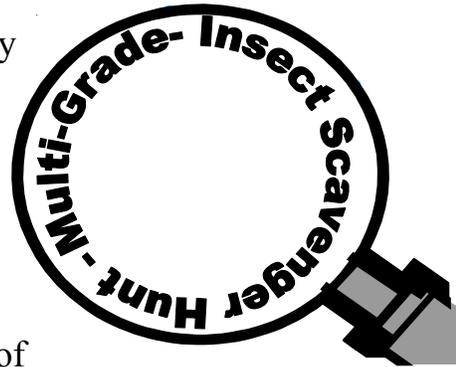
Find an ant that is carrying something? What is it? Where is it going?

Find a stone or a log and roll it over and see what is underneath it? Replace it exactly how you found it?

Catch three different insects. See if you can count how many wings they have.

Look for a bumblebee or honey bee. Do you notice any pollen collected on its legs?

Draw a picture of the insect you came across the most often.





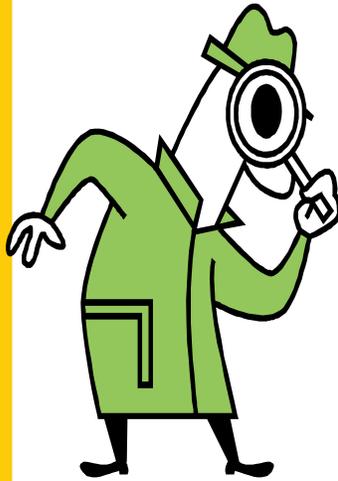
Object Lesson - Designed to be Different

Text- “I praise you because you made me in an amazing and wonderful way. What you have done is wonderful.” Psalm 139:14
ICB

Materials- Puddles (natural or man-made)

Lesson - Take students out to look at puddles formed by rain or that you have created. Challenge students to see if they can find two puddles that are similar. Once a child thinks they have found two such puddles take the group over to investigate each one. Ask the students to tell you what they notice about the two puddles. Once you have spent a few minutes comparing the puddles, ask students if they think these two puddles are exactly alike. More than likely they will notice that even though these puddles share some common characteristics, each one also has its own unique characteristics. Point out although some puddles at first glance may seem to be very similar, upon further investigation there were many interesting differences as well. Ask students if they think this same principle would also hold true for other objects in nature, i.e. rocks, trees, flowers, etc. Discuss what this tells us about the nature of God the Creator. Explain to students these same concepts apply to the people God created. Read Psalm 139:14. Talk about how as humans we share many common characteristics and traits, but yet God has designed us each to be different, with our own special and distinguishing characteristics and traits. Discuss how this should affect our attitudes and actions towards each other. Then pair students up to complete the activity page. This page will let students get to know the things that are special about each one of them. Before closing, have students share what some of the special things are that they learned about each other.





Nature Exploration - Puddle Profile

Materials: yarn, rulers, yardsticks, Puddle Profile activity page, volunteers- either adults or team up with an older class to help younger students.

Directions: Sharpen your students' attention to detail with the following activity designed to assist students in exploring puddles. Divide students into pairs. Assign, or allow each pair to choose, a puddle they would like to explore during this activity. Explain that students will be developing a detailed profile of their puddle. Have students look at the Puddle Profile activity page and go over each of the items

with them.

- Name- Come up with a creative name to describe the puddle.
- Length- Use ruler or yardstick to measure the distance of the longest side of the puddle.
- Width- Use ruler or yardstick to measure the distance of the shortest side of the puddle.
- Circumference - Use yarn or string to measure the distance around the puddle. Then measure yarn against a yardstick or ruler.
- Depth- Use a stick or ruler to measure the depth of water in the puddle in several locations -edges, middle.
- BasicShapes- Describe the basic shape of the puddle.
- Water Color - Describe the color of puddle water.
- Distinguishing Features - Write down any features that would help to distinguish their puddle from other puddles.

WANTED!



Puddle Profile

Name: Muddy Mud Puddle

Length: 3 feet 6 inches

Width: 2 feet 2 inches

Circumference: 7 feet

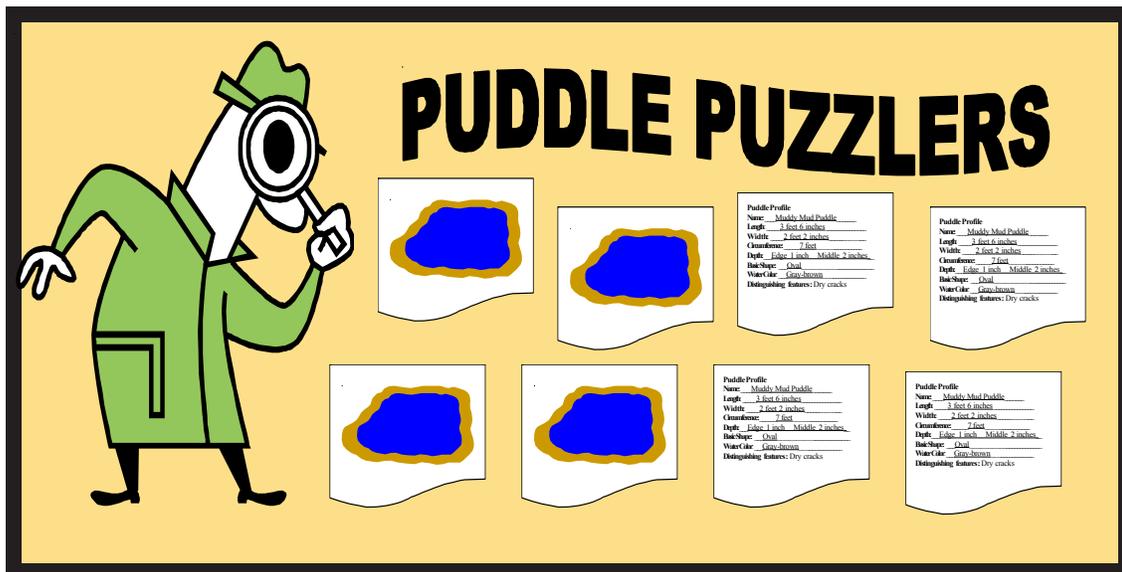
Depth: Edge 1 inch Middle 2 inches

Basic Shape: Oval

Water Color: Gray-brown

Distinguishing features : Top end of the oval puddle juts out slightly. Two medium size rocks stick up out of center, edges slope down gently and are partially dried. Several small insects are swimming on surface. Bottom of puddle has three long cracks running lengthwise.

For multi-age classrooms have older students work together with younger students to complete the *Puddle Profile* activity page.



Bulletin Board - Puddle Puzzlers

Materials: Copy of Detective M. Puddle. Student completed *Puddle Puzzler* activity page. Letters for Title.

Directions: Enlarge a copy of Detective M. Puddle. Color and place him on board. Once students have completed the *Puddle Puzzler* activity page have them cut the page in half along the dotted line. Arrange the top half of the pages on one half of the board and the bottom half of the pages on the other half. Have students see if they can match the profile with the picture.



Detective M. Puddle needs to identify each puddle in order to solve his case. This case has him puzzled so help track down these slippery suspects by matching the *Puddle Profiles* to their pictures.

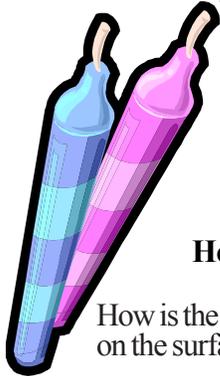


Science - Staying on Top

Materials: paper clips, plastic forks, magnifying glass, candle (optional)

Directions: This simple activity will help your students understand the concept of surface tension. Give students a plastic fork and several paper clips. Have students try to float the paper clip on the surface of the water, using the fork to help place it gently. Once the students have floated the paper clip successfully, use the magnifying glass to look at the water the paper clip is floating on. Ask students what the surface of the water looks like? Ask them to think about why the paper clip can float on the water.

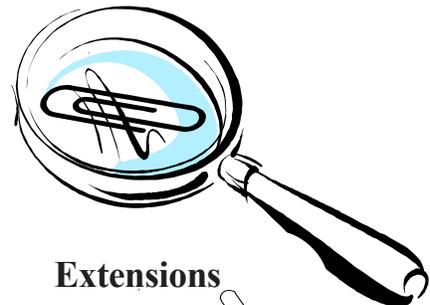
*Note if students have difficulty getting the paper clip to float rub the paper clip over a wax candle.



How It Works

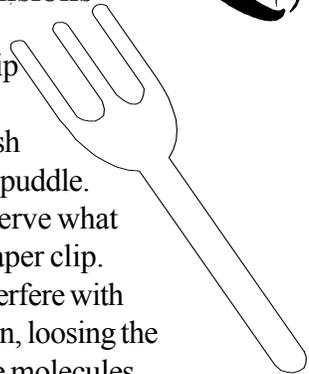
How is the paper clip able to float on the surface of the water?

The paper clip floats because of the surface tension of the water. The water molecules at the surface have a strong attraction to each other and form a flexible skin. When you place the paperclip on the surface with out breaking through the "skin" it will float. When students look carefully at the surface of the water around the paper clip it will seem to be indented. The water looks as if it is stretching.



Extensions

Have students drip several drops of biodegradable dish detergent in their puddle. Ask them to observe what happens to the paper clip. The soap will interfere with the surface tension, loosing the bond between the molecules. The water will no longer be able to hold the paper clip on the surface.





Science - Will It Sink or Will it Float?

Materials: A variety of small natural objects (leaf, pebble, seed, twig, etc.) that can be tested for bouyancy. A copy of *Sink or Float* activity page.

Directions: Here is an activity for exploring the concept of bouyancy that will provide students with plenty of opportunity for splash! Have students collect a variety of small natural objects to perform bouyancy tests on. Explain to students that during testing the objects they have collected for bouyancy - to see if they will float or sink. Students will record the results of these tests on the *Sink or Float* activity page. They will need to sketch a picture and write the name of the object. Before testing, they will guess whether it will float or sink. Next, they will test the object by placing the object on the water in the puddle. Finally, they will record what happens and record the results of the test.

How it Works: Whether or not an object floats depends on the balance between the bouyant force of the water and the weight of the object. If the force of the water pushing up is greater than the weight of the object then the object will float. If the weight of the object is greater than the water's bouyant force then the object will sink.





Art - Float Your Boat

Materials: Squares of aluminum foil, squares of paper, straws, hole punch, tape, pennies.

Directions: Have students shape a boat using a square of aluminum foil. Students should test several designs in order to get the best float possible. Older students can experiment by adding a sail attached to a straw. Once students have a boat design which they feel floats well, have them test the design by seeing how many pennies it will hold before it begins to sink.

Bible Wind and Wave Obey

Text: Call upon Me in the day of trouble; I will deliver you, and you shall glorify Me. Psalm 50:15 ICB

Ask students to recount the story of Jesus calming the storm. Read Mark 4:35-41. Talk with students about how Jesus is always there for us in the midst of difficult situations in our lives. Have students suggest some of these types of situations that could be considered "storms" in our lives.

Finish discussion by reading Isaiah 43:1-3 ICB.

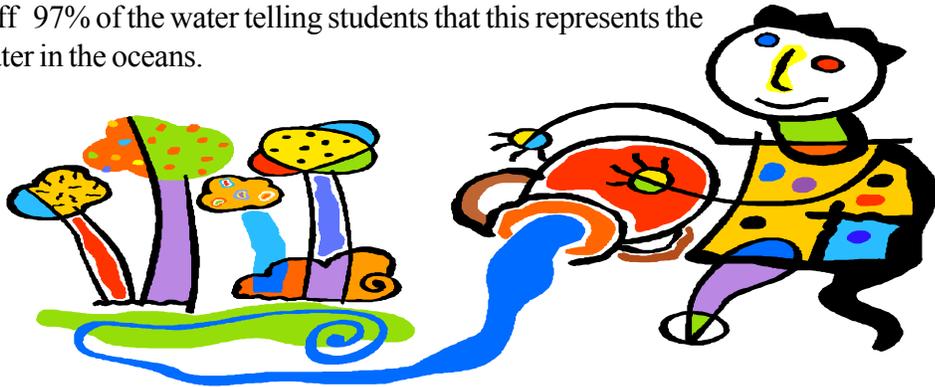


Now this is what the Lord says. He created you, people of Jacob. He formed you, people of Israel. He says, "Don't be afraid, because I have saved you. I have called you by name, and you are mine. When you pass through the waters, I will be with you, you will not drown. When you pass through fire, you will not be burned. The flames will not hurt you. This is because I, the Lord, am your God. I, the Holy One of Israel, am your Savior. Isaiah 43:1-3 ICB

Social Studies – All The Water in the World

Materials: 2 gallons of water. Clear glass measuring cup filled with water.
Saltine crackers

For this demonstration pour water onto the ground in an area that will likely create a puddle. Explain to students that this gallon of water represents all the water on earth. Pour off 97% of the water telling students that this represents the salt water in the oceans.

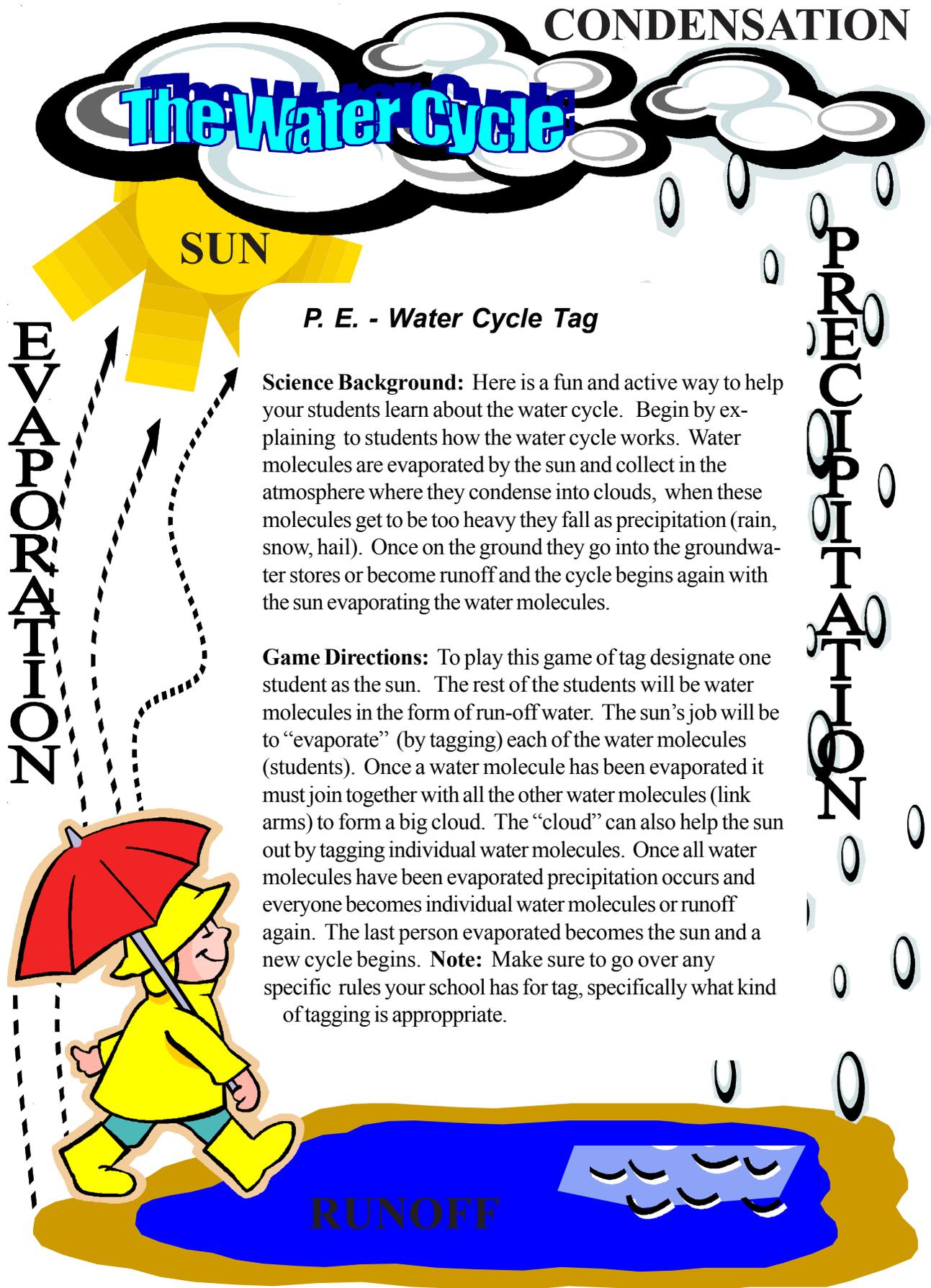


Hold up container so students can clearly see the remaining water. Tell students that this remaining 3% represents earth's freshwater supply. Pour out 2% more announcing that this water is unavailable because it is in frozen ice caps or glaciers. Pour half of the remaining water into a bowl. Explain that this is the amount of water that is groundwater found underneath the earth's surface. Divide up the remaining water into little paper cups according to the number of students you have.

Explain that available water and access to the earth's freshwater supply varies from place to place on our planet. On some land masses people may have as little as one gallon of water to use per day, while in other places they may have more than 150 gallons. Divide students up into six groups. Assign each group one of the following continents or countries. Illustrate this point by dividing a gallon of water up into appropriately sized containers, according to the following measurements

Africa	5 oz
North and Central America	23 oz
South America	5 oz
Asia	55 oz
Europe	28 oz
Former Soviet Union	12 oz





The Water Cycle

CONDENSATION

SUN

EVAPORATION

PRECIPITATION

P. E. - Water Cycle Tag

Science Background: Here is a fun and active way to help your students learn about the water cycle. Begin by explaining to students how the water cycle works. Water molecules are evaporated by the sun and collect in the atmosphere where they condense into clouds, when these molecules get to be too heavy they fall as precipitation (rain, snow, hail). Once on the ground they go into the groundwater stores or become runoff and the cycle begins again with the sun evaporating the water molecules.

Game Directions: To play this game of tag designate one student as the sun. The rest of the students will be water molecules in the form of run-off water. The sun's job will be to "evaporate" (by tagging) each of the water molecules (students). Once a water molecule has been evaporated it must join together with all the other water molecules (link arms) to form a big cloud. The "cloud" can also help the sun out by tagging individual water molecules. Once all water molecules have been evaporated precipitation occurs and everyone becomes individual water molecules or runoff again. The last person evaporated becomes the sun and a new cycle begins. **Note:** Make sure to go over any specific rules your school has for tag, specifically what kind of tagging is appropriate.

RUNOFF

Bible - Watery Charades

Directions: Students can have fun reviewing Bible stories which all involve water. Make a copy of the charade cards below. Cut the cards apart and put in a hat. Have students take turns drawing a card and acting out the scene for their classmates to guess. Give students a chance to look up the accompanying Bible text if they are unfamiliar with the story.

Noah and the Flood Genesis 6-7	Baby Moses in Floating Basket Exodus 2:1-3
Gideon and the Fleece Judges 6:36-40	Moses Strikes Rock for Water Numbers 20: 8-12
An Axehead Floats 1 Kings 6:1-7	Jesus baptized by John the Baptist Matthew 3: 16-17
Peter Walks on the Water Matthew 14: 28- 32	Jesus Turns Water to Wine John 2: 7--9
The Woman at the Well John 4:1-15	Jesus Heals Man at Pool John 5:1-9
Red Sea Parts for Israelites Exodus 14:21-22	Naaman Washes in River 2 Kings 5:10-14

WANTED

Puddle Profile

Name: _____

Length: _____

Width: _____

Circumference: _____

Depth: _____

Basic Shape: _____

Water Color: _____

Distinguishing features or marks: _____

Name _____

SINK OR FLOAT

What happens when you put an object in your puddle? Record your observations and data in the spaces below. Draw and label a picture of the test object. Next write whether you think it will sink or float. Place the object in the puddle and observe for several minutes. Write down what happened during that time. Indicate whether the test results show your object sinks or floats.

OBJECT	GUESS	WHAT I SAW	S	F

Name _____

How Much Water Was Used ?

Matt estimated that his family of five flushed the toilet 20 times a day. How much water was used?

Dawn takes one shower per day. How much water did she use taking showers in the month of January?

Evelyn has four kids who dirty a lot of clothes. She does about 10 loads of laundry every week. About how much water is used?

Mom gives the twin baby girls a bath together every night. How much water is saved in one week by doubling up the babies' bath time?

Anne's family runs the dishwasher twice a day. How much water do they use in a week?

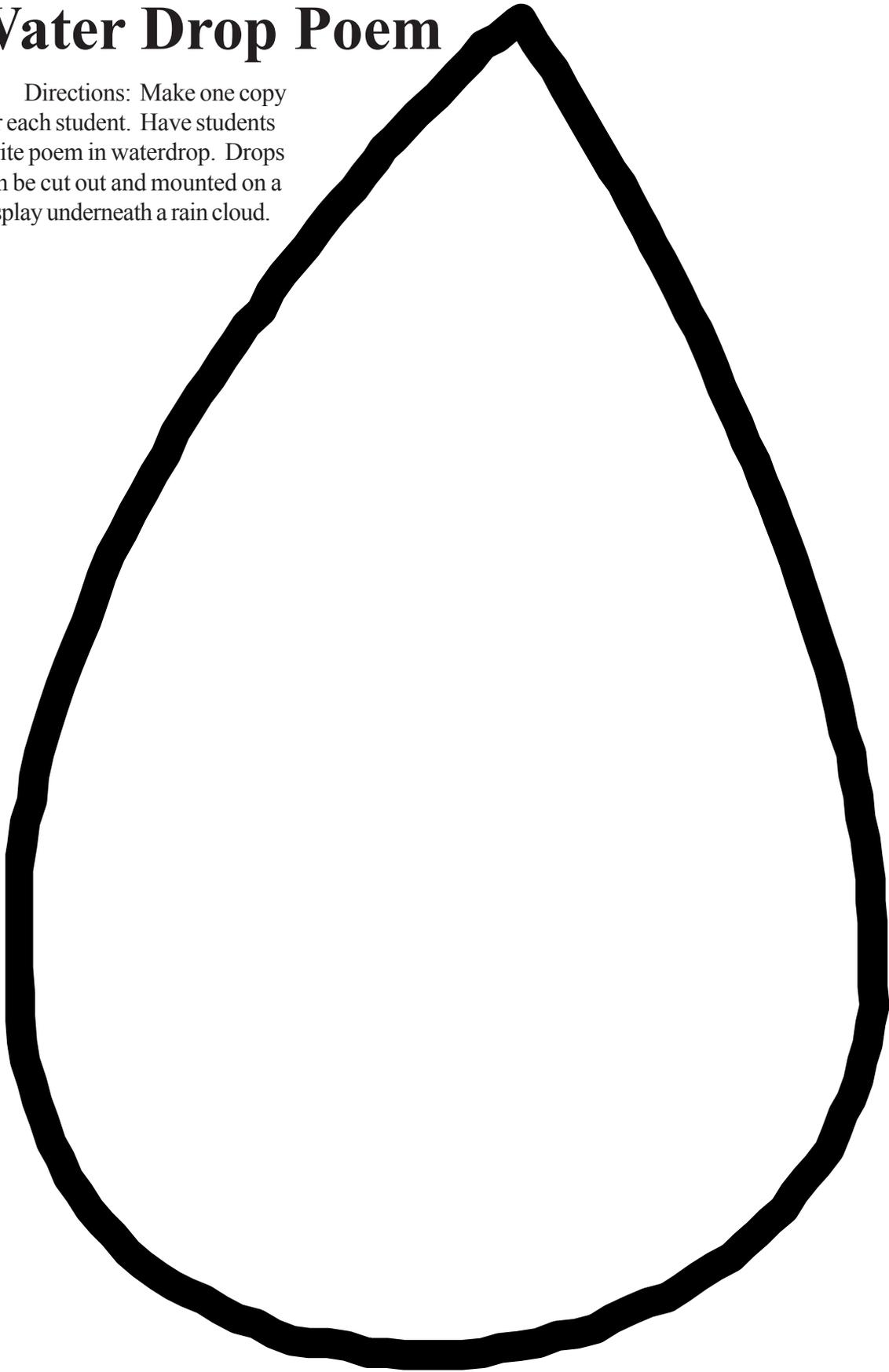
Bonus:
If Anne's family decides to handwash one load of dishes each day, how much water would they save?

Water Use Table	
One flush of toilet	5 gallons
One 10 minute shower	60 gallons
One bath	27 gallons
One washing machine load	30 gallons
One dishwasher load	10 gallons
One load of handwashed dishes	7 gallons

Answer Key: Matt-100 gal.; Dawn-1,860 gal.; Evelyn-300 gal.; Mom-189 gal.; Anne-140 gal.; Bonus-21 gal.

Water Drop Poem

Directions: Make one copy for each student. Have students write poem in waterdrop. Drops can be cut out and mounted on a display underneath a rain cloud.



Exploring Nature With Children

If you enjoyed these units and are considering further nature explorations with your students, here are some useful instructional strategies to guide you in your explorations. Happy Trails!



The Art of Questioning

It is helpful to think of your role as that of coach as you assist your students in guided discovery. Help them use their senses to collect data, develop ideas and test them through the scientific method, and make their own discoveries. It is important that the emphasis be placed on the process of investigating and working out their ideas, rather than memorizing a specific set of facts.

One important instructional strategy to use during nature explorations is the art of questioning. The description of the following six types of questions have been adapted from *Open-Ended Questioning* by Robin Freedman (1994).

- *Description questions* encourage students to use their senses (e.g., What does it feel like? What does it smell like?)
- *Comparison questions* encourage students to compare and contrast different things (e.g., What is the difference between...? What do you see that is the same between...?)
- *Analysis questions* encourage students to describe what something is and isn't (e.g., Can you tell me about what you found? What didn't you find that you thought you might?)
- *Problem-solving questions* provide opportunities to describe a problem, propose a solution, and convince a group that it is reasonable and feasible (e.g., What if...? What is the problem? How might you solve it? Why do you feel your hypothesis would work?)
- *Fiction questions* ask students to synthesize information in an imaginary context (e.g., If you were.. What would you do?)
- *Evaluation questions* focus on supporting evidence, facts, expert opinion, or research (e.g., How do you know...? What evidence do you have that supports your hypothesis?)

If these strategies are used on a regular basis, students will spend more time on their own investigating, researching, solving problems, and drawing their own conclusions. With practice these questions will become second nature, and the difference they can make to students will amaze you.



The important skills in nature education are those physical actions necessary to successfully carry out the process of discovery and investigation, evaluation and problem identification and problem solving.

In 1908 naturalist Anna Bosford Comstock wrote: “Nature-study is, despite all discussions and perversions, a study of nature; it consists of simple, truthful observations that may, like beads on a string, finally be threaded upon the understanding and thus held together as a logical and harmonious whole. Therefore, the object of the nature-study teacher should be to cultivate in the children powers of accurate observation and to build up within them, understanding” (as cited in Link, 1981, p.10). Simply put, students should be taught how to study nature like a naturalist.

Nature educator L. Conrad (1972) specifies the following steps to outdoor learning as observation, reflection and investigation.

Observation. First one must learn to see what is going on around them. The key to this process is alertness, the discipline of noticing everything. This includes what can be seen, smelled, felt, heard and even tasted. This practice puts students in direct contact with things to be learned and fills their minds with an array of rich impressions on which to think. This noticing naturally leads the student to the second step, reflection.

Reflection. Conrad (1972, p.18) explains, reflection involves “thinking about what you have seen and heard; wondering about it; turning it over and over in your mind; bringing to bear upon it all that you have previously known and thought about that thing and about other things parallel with it.” This kind of reflection usually gives rise to questions that bear investigation.

Investigation. Some may call this step the research process. In outdoor education this process begins by looking at the object in question in the environment and within the context with which it is found. It means one makes and revises guesses and looks for clues that might support each guess. It involves talking with other people who have seen the same things, looking in books and written materials, and persistently asking the question, “why?”

Unlocking nature’s mysteries. With these three tools students can delve into unlocking the innumerable mysteries of the natural world, experiencing the thrill of discovery and the satisfaction that comes from a patient and vigilant pursuit of understanding. Then, teachers, freed from the fear of not knowing it all, can participate with their students in the quest. As the Swiss philosopher, Amiel aptly stated, “The highest function of the teacher consists not so much in imparting knowledge as in stimulating the pupil in its love and pursuit. To know how to suggest is the art of teaching” (as cited in Link, 1981, p.9).

Conrad, L. (1972). Lloyd B. Sharp’s philosophy of education. In G. Donaldson & O. Goering (Eds.). Perspectives on outdoor education...Readings. (pp.16-20). Dubuque, IA: WM. C. Brown Company.

Link, M. (1981). Outdoor education: A manual for teaching in nature’s classroom. Englewood Cliffs, NJ: Prentice-Hall, Inc.



Teaching Strategies



Outdoor education necessitates the use of teaching methods that encourage learning by exploration, problem solving and direct experience. Joseph Cornell (1998), a naturalist and nature educator, believes the most stimulating classroom is the outdoor environment. “This classroom is equipped with expandable walls that extend as far as the learner’s legs want to carry him, and a floor that varies from locale to locale—sometimes rocks, or water, sometimes forest floor. Its ceiling, too, is varied with ever changing cloud shapes, or at night with a myriad of star patterns waiting to be explored. No schoolroom ever had the books or maps or charts to rival the vividness of the real world” (p. 2). The whole idea of having a nature studies program involves a shift not only in the location of the learning environment, but also in the strategies and methods of teaching. The following are a few simple guidelines that nature educators have found to be effective in helping kids explore nature.

- 1. Teach less, and share more.** We are told that telling is not teaching yet we insist on drowning the learner in a sea of words. There needs to be a focus on the experience, drawing children’s attention to many new things in their world and interesting them in nature, rather than expecting them to memorize long lists of trees and plants. That kind of learning is more meaningful when it emerges out of direct experience stimulated by the child’s own curiosity. The outdoor educator must be alert to the child’s interests and reactions, adapting lessons to capitalize on these interests. The philosophy being that you can plan what activities a child will do, but you cannot always plan what a child will learn from the experience. This is not to say that one should not have an overall goal in mind; but the idea of exploring nature should focus on discovery through investigation and inquiry.
- 2. Be receptive.** Listen and be aware both to the moods and feelings of the children and to what is happening in nature around you. Share with students your own sense of wonder and awe at what you observe. When we share with students our own ideas and feelings it encourages them to explore their own feelings, and perceptions, thus creating between student and teacher a mutual trust and friendship.
- 3. Focus the child’s attention without delay.** The instructor or facilitator must set the tone of the outing, making it a point to include everyone by asking questions and pointing out things of interest. Hammerman and Hammerman (1973) point out how children are naturally curious and for the inquiring mind of a child the quest for the what, the how, and the why of the world’s mysteries can be an exciting adventure in learning. A teacher doesn’t have to know all the answers: they just need to know how to use children’s questions to help them look more carefully. The teacher learns in cooperation with the student, and together they look for explanations to the mysteries found in nature. This method of exploratory learning is ideally suited for nature studies. Its basic premise is to involve the learners in finding out for themselves by asking their own questions and seeking their own answers.

Continued on next page.

4. Look and experience first: talk later. The order of these activities is important, often we spend a lot of time talking and explaining the activities so that little time is left to do the activity. The act of teaching in nature necessitates involving students in solving the mysteries of the natural world through exploration which involves all of the senses. Reflection on these experiences is essential and helps to make the outdoor experience richer and more meaningful, but it must come after the experience. It is difficult to reflect on what we have not seen or experienced; neither can we fully appreciate nor understand what we have seen without reflecting on it. Students derive greater meaning, substance and growth from their experiences when they spend time actively reflecting upon them.

5. A sense of joy should permeate the experience. Outdoor educators need to help students discover the joy and fun that can be had in the outdoors, the possibilities for imagination, the exhilaration and mental sharpness that comes from physical exertion and the fresh air. Experiences should not be so structured as to stifle student's ability to explore, but skillfully guided so as to open up new possibilities and discoveries which otherwise might go unnoticed.

6. Use questions to engage the learner. At the heart of an inquiry-based approach to outdoor education is the art of questioning. Good questions keep students engaged and involved in putting the pieces of the puzzle together. They involve both the student and the teacher in the learning process together as partners. The use of questions by the teacher helps the student accumulate evidence to be analyzed, sifted, and refined into basic concepts which lead to further broad generalizations. Through skillful questioning the student is lead to see, to think about what has been observed, to integrate and synthesize the important elements derived from the observations until a reasonable conclusion as to what happened can be formulated.

Engage the Learner with Questions



The following dialogue between a student and teacher helps to illustrate how the perplexity of a learner and the skillful questioning of a teacher can help put the pieces of a puzzle together in an interesting and exciting way.

Pupil: Wow, Mr. C., look what I've found! What is it?

Mr.C: Well, I don't know for sure. Let's take a closer look at it. (Mr. C. knows, he just isn't saying.) Here, look at it under this magnifying glass. What do you see?

Pupil: Well, I see a shell. It looks like a clam shell.

Mr. C: Look again. Is it actually a shell?

Pupil: Wow! There's no shell material. It's just an imprint on this rock. I wonder how it got there.

Mr.C: What else do you see?

Pupil: I see a lot of small grains.

Mr.C: What do they look like to you?

Pupil: It looks like cement, or sand maybe.

Mr.C: Here, let's scrape a little off with my knife. Now feel this. What does it feel like?

Pupil: It feels like sand. Yes, it's sand all right. This must be sandstone. I still wonder, though, how the shell imprint got in the stone. It must have taken tremendous pressure.

Mr.C: Yes, you're right. Let's pursue this a little bit further to see if I can help you figure out the rest of the puzzle. Where do you ordinarily find shells?

Pupil: Oh, along the beach. We go to Wildwood, New Jersey, each summer, and I've found loads of shells. In fact some of them even look like this one.

Mr.C: All right, now give this careful thought. See if you can use all the evidence we have thus far to solve this mystery. There once was a shell and now it is gone, but we have a clue in this fossil. What happened here?

Pupil (after considerable head scratching and brow wrinkling):

Well, here's what I think happened. Shells are found by the shore, and the waves wash them back and forth. Sometimes they're washed up on the shore, and some shells are washed back out to sea. I've watched the sand wash over the shells at the beach. I've seen some shells sort of burrow down into the sand, too. After a while more sand would settle to the bottom and cover the shells, and over time the sand and anything in it would gradually turn into stone.

Mr.C: You're doing fine so far, but what happened to the shell itself?

Pupil (who by now is completely caught up in the process of trying to solve the mystery):

Well, some of the shell would wear away from the sand rubbing against it. This would be like rough sandpaper wearing it down. I think, too, that the shell might be composed of something that dissolves in sea water.

Material presented in the guidelines was adapted from :

Cornell, J. (1998). Sharing nature with children. Nevada City, CA: Dawn Publications.

Hammerman, D. & Hammerman, W. (1973). Teaching in the outdoors. Minneapolis, MN: Burgess Publishing Company.



Violent Weather

by
Martha A. Ban

An interdisciplinary unit based
on the violent weather found
in North America.



Purpose - *Violent Weather* presents an interdisciplinary unit centering on the various kinds of extreme weather in North America. It has been written to compliment our current science curriculum. It centers on the stormy part of our weather - tornadoes, hurricanes, flooding, and blizzards. A section on rainbows is included to help our students focus on the fact that with all the stormy parts in our lives, God has given us rainbows. Activities are designed for small group use - as well as individual projects.

Format - *Violent Weather* is written as a hands on unit. The first section contains descriptions and explanations of various weather terms and conditions. A variety of experiments and open ended activities follow. These can be used in any order. Activities work well both in small groups and one on one. Web-based activities combined with project opportunities will give students a wide range of skill development.

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Noah's Ark

A true story based on Genesis 6-9

Authorized King James Version of 1611

After Adam and Eve sinned against God they were thrown out of the garden of Eden. Then they began to have children and all of their children were just like them—disobedient sinners. A few of them however found sight in God's eyes because they obeyed God. The rest were exceeding wicked and cruel. Men did all sorts of wicked things. In those days, there were giants in the earth and violence was everywhere!

God looked down upon the earth that He had created and He was grieved. He made a beautiful earth for man to dwell in peace and righteousness. God lovingly made the earth and the animals and the plants and the stars so that man would be happy. God made man so that they could be friends. But God looked down and saw how man hated God and hated other men. Men were killing each other and taking each others wives. Men loved themselves and not God. They did not listen to His holy commandments, they ignored Him. God was exceeding grieved in His heart. He repented that He had even made man on the earth.

And the Lord said, "I will destroy man whom I have created from the face of the earth; both man, and beast, and the creeping thing, and the fowls of the air; for it repenteth me that I have made them."

But in the whole earth there was one man who found grace in the eyes of the LORD. There was only ONE man who was doing right and obeying the Lord. His name was Noah. Noah was just and He walked with God. He listened

to God and did things the good and holy way instead of being wicked like the rest of the people. Noah was 500 years old and had three sons whose names were Shem, Ham, and Japeth. In those days, men lived a long time, but God told them even then that He would eventually set the limits on man's days at 120 years. Not too many people live to be 120 years old nowadays.

God looked upon the earth, and behold, all flesh was corrupt. God said to Noah,

"The end of all flesh is come before me; for the earth is filled with violence through them; and behold, I will destroy them with the earth. Make thee an ark of gopher wood; rooms shalt thou make in the ark..."

God then told Noah how to make the ark. He told him to make the ark 300 cubits long—that's longer than a football field! He told him to put pitch on it. Pitch is like tar. It kept the ark sealed up. God also told Noah to make a window on top of the ark and a door on the side of it. The ark was to be three stories high. What a vessel!





Then God told Noah what He was going to do. He said, “And, behold, I, even I, do bring a flood of waters upon the earth, to destroy all flesh, wherein is the breath of life, from under heaven; and every thing that is in the earth shall die.”

God was very serious. Men were hurting and killing and robbing and stealing and lying and sinning continually. Only Noah was seeking the Lord. How disappointing. God made man and loved man, but man hated God and His ways. Therefore, God decided to destroy the unrighteous by bringing the biggest flood in the history of the world.

But since Noah was faithful to the Lord, God said unto Him,

“But with thee will I establish my covenant; and thou shalt come into the ark, thou, and thy sons, and thy wife, and thy sons’ wives with thee.”

In other words, God was going to save Noah and his family from the worldwide flood by placing them in the ark where they would be safe.

God had more instructions for Noah. God cared about the little animals.

“And of every living thing of all flesh, two of every sort shalt thou bring into the ark, to keep them alive with thee; they shall be male and female.”

God told Noah to bring every kind of animal on the ark—one male and one female, that is a pair. God said that each little animal would come to Noah so Noah would keep them alive. God sent the animals right to Noah! What a sight that must have been. Of course, Noah did not bring fish on the ark because they would not drown from the flood—they live in water!

God also told Noah to collect food for Noah and for the animals for their stay on the ark. Noah had to gather A LOT of food to feed all those people and animals. Noah obeyed God and did everything that God told him to. It took Noah a LONG TIME to build the ark and gather all the food that they would need while they were on the ark. Remember, he had to collect food for himself, his wife, his three sons, and his sons’ three wives PLUS he had to collect food for all the animals that were going to be on board the ark.

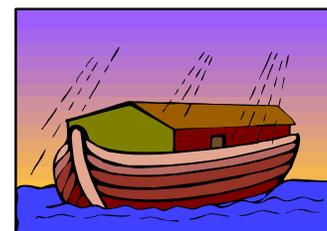
The ark was completed when Noah was 600 years old! It took 100 years to build it! After it was finished, God told Noah,

“Come thou and all thy house into the ark; for thee have I seen righteous before me in this generation.”

God went on to tell him to take seven pairs of each of the clean beasts onto the ark and one pair of each of the unclean beasts. He also commanded him to take birds onto the ark by sevens to keep their seed alive upon the face of all the earth. Then God told Noah,

“For yet seven days, and I will cause it to rain upon the earth forty days and forty nights; and every living substance that I have made will I destroy from off the face of the earth.”

Can you imagine what that was like? To know that in one week, God was going to cover the whole earth with deep, dark water. To know that your neighbors were going to be killed in one week? Noah’s neighbors probably laughed at him for building such a huge ark on dry land. The Bible says that Noah was a preacher of righteousness—but nobody listened to him. Nobody believed that God would destroy the wicked. But they were very wrong. They had had 100 years to repent and follow God, but they would not.



Finally the time came for Noah and his family to enter the ark. After they went inside, all the animals followed them. The animals were paired up—the male and his female. This way, after the flood, the animals could make babies and repopulate the earth. There were all kinds of animals—

- THE BEASTS like lions, bears, tigers, wolves, squirrels, and cats.
- THE CATTLE like cows, oxen, wildebeasts and deer.
- THE CREEPING THING THAT CREEPETH UPON THE EARTH like beetles, grasshoppers, worms, and moths.
- THE FOWLS like vultures, sparrows, robins, storks, and eagles.

There were rooms and compartments on the ark for the animals. Each animal had a mate. Each male had a female and each female had a male so they could repopulate the earth after everything had been destroyed.

When God made the earth, He made it so man could live a comfortable life, but man did not want that. So God destroyed it all except for the ONE man who loved God. That man's name was Noah. After Noah, his family, and all the animals were on the ark, the LORD shut the door of the ark. And with that, the rest of the world was condemned to die.

It came to pass that after seven days, the waters of the flood came upon the earth. Those were probably very dark days. Have you ever looked at the sky when there is about to be a thunderstorm? The sky is dark and gray with thick, charcoal-colored, ominous clouds rolling in. The wind gets rather warm and quickly blows across the streets, hills and valleys. There is a low rumbling from distant clouds and you begin

to look for cover because you know that it is about to rain.



While Noah and his family were safely in the ark, the rains came. They could hear the heavy raindrops falling on the ark. Sheets of rain began to fall all over the world. Noah was 600 years old. It was the 2nd month, the 17th day of the month when the rains came. The waters kept coming down. They prevailed and were greatly increased upon the earth. The huge ark began to float. The once dry land was now covered with water. The people ran for cover, but they couldn't find any. The rain wouldn't stop. Even the bottom of the ocean opened and water gushed forth. The windows of heaven were opened and water came down like a huge waterfall. The water crashed to the ground and swirled and raged and grew deeper and deeper. People and animals were drowning. Survivors ran to the hills and mountains so that they would not drown, but alas, the water kept rising. People screamed in terror and some even cursed God, but the rains still came. It rained for forty days and forty nights.

The waters prevailed exceedingly upon the earth; and all the high hills and mountains on the earth were covered with water! No place to run, no place to hide. All flesh that was outside of the ark died...

Both of fowl, and of cattle, and of beast, and of every creeping thing that creepeth upon the earth, and every man: all in whose nostrils was the breath of life, of all that was in the dry land, died. Noah only remained alive and they that were with him in the ark.

The waters prevailed on the earth for 150 days and God remembered Noah and all the living things on the ark with him. So God made a wind



to pass over the earth and the waters retreated. The fountains of the deep and the windows of heaven stopped sending forth water and the rain was restrained.

Five months later, the ark rested upon the mountains of Ararat. It was the 7th month, the 17th day of the month. But there was still water on the earth. Noah stayed on the ark. The waters decreased continually until the 10th month. In the 10th month on the first day of the month, the mountain tops could be seen. Forty days later, Noah opened the window of the ark. Noah sent forth a black raven which flew to and fro until the waters were dried up from off the earth. Noah also sent forth a dove to see if the waters had abated from off the ground, but the dove couldn't find a place to rest so she came back to the ark. The waters were still on the face of the whole earth. Noah then waited another seven days and sent the dove out again.

Lo and behold that evening the dove came back and in her mouth was an olive leaf plucked off. So Noah knew that the waters were abated from off the earth. But Noah did not get off the boat. He waited another seven days and sent the dove out again. This time she did not return.

Noah was now 601 years old. It was the 1st month, the 1st day of the month and the waters were dried up from off the earth. And Noah removed the covering of the ark, and looked and behold the face of the ground was dry. But Noah still did not leave the ark. He was waiting on God's instructions. Finally, on the second month, on the 27th day of the month, the earth was dry and the Lord God told Noah to go forth of the ark. He told Noah to take his wife, his sons and his sons' wives with him. He also told him to let all the animals out so that they can breed abundantly on the earth and be fruitful and multiply upon the earth. And Noah obeyed.

After Noah got off of the ark, he made an altar unto the LORD and took of every clean beast

and fowl and offered burnt offerings on the altar. The LORD smelled a sweet savour and the LORD said in His heart,

"I will not again curse the ground any more for man's sake; for the imagination of man's heart is evil from his youth; neither will I again smite any more every thing living as I have done. While seedtime and harvest, and cold and heat, and summer and winter, and day and night shall not cease."

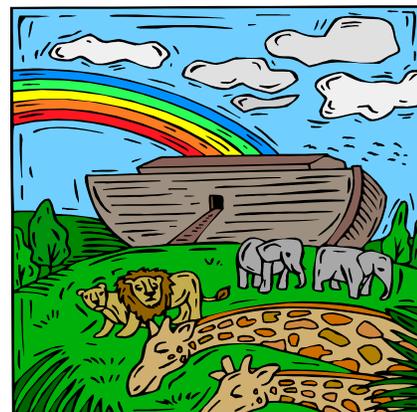
God then blessed Noah and his sons and told them to multiply and replenish the earth. In other words they were to have plenty of children so that the population would grow. God told Noah that every moving thing would be meat for him just like the green plants and herbs. God commanded Noah not to eat the blood of animals. He also told Noah that whoso sheddeth man's blood, his blood would be shed. In other words, if one person murdered another person, the murderer would have to die. God did not want any more violence.

God also said to Noah,

"And I, behold, I establish my covenant with you, and with your seed after you; and with every living creature that is with you, of the fowl, and of the cattle, and of every beast of the earth with you; from all that go out of the ark, to every beast of the earth."

What was the covenant?

"...neither shall all flesh be cut off any more by the waters of a flood; neither shall there any more be a flood to destroy the earth."



So God said that there would never be another world wide flood.

God gave Noah a sign, or token, to show that He would never cause another world wide flood. Do you know what the sign was? It was the rainbow! Everytime you see the rainbow after the rain, it is God's sign that He will never destroy the earth with a flood. God said in Genesis 9:13 and 16—



“I do set my bow in the cloud, and it shall be for a token of a covenant between me and the earth. And the bow shall be in the

cloud; and I will look upon it, that I may remember the everlasting covenant between God and every living creature of all flesh that is upon the earth.”

Do you remember why God destroyed the earth with a flood? Men were violent and they disobeyed God's commands. They were exceeding wicked. Things have not changed today. Men are still violent and wicked. God will not ever destroy the earth with a flood, but the Bible says that He will COMPLETELY destroy it with fire...

2 Peter 3:10 But the day of the Lord will come as a thief in the night; in the which the heavens shall pass away with a great noise, and the elements shall melt with fervent heat, the earth also and the works that are therein shall be burned up.

2 Peter 3:12 Looking for and hasting unto the coming of the day of God, wherein the heavens being on fire shall be dissolved, and the elements shall melt with fervent heat?

We do not want to be destroyed with wicked men. We want to live with the LORD God.

Noah feared God and served God and he was saved from the flood. If we fear God and serve Him we will be saved from the fire. How do we fear God? (1) We must repent of our sins. That means we must admit that we are sinners and that we want to live God's way. (2) We must believe that Jesus died for our sins and rose from the dead on the third day. (3) We must confess Jesus with our mouth. We need to make Him our Lord and Saviour. The Bible says that whosoever shall call upon the name of the Lord shall be saved from the wrath of God.



Jesus Stills the Storm

Immediately Jesus made His disciples get into the boat and go before Him to the other side, while He sent the multitudes away. And when He had sent the multitudes away,

He went up on the mountain by Himself to pray. Now when evening came, He was alone there.

But the boat was now in the middle of the sea, tossed by the waves, for the wind was contrary.

Now in the fourth watch of the night Jesus went to them, walking on the sea.

And when the disciples saw Him walking on the sea, they were troubled, saying, "It is a ghost!" And they cried out for fear.

But immediately Jesus spoke to them, saying, "Be of good cheer! It is I; do not be afraid."

And Peter answered Him and said, "Lord, if it is You, command me to come to You on the water."

So He said, "Come." And when Peter had come down out of the boat, he walked on the water to go to Jesus.

But when he saw that the wind was boisterous, he was afraid; and beginning to sink he cried out, saying, "Lord, save me!"

And immediately Jesus stretched out His hand and caught him, and said to him, "O you of little faith, why did you doubt?"

And when they got into the boat, the wind ceased.

Then those who were in the boat came and worshiped Him, saying "Truly You are the Son of God.

-- Matthew 14:29-31

Jesus performed many miracles around the Sea of Galilee. Some of the miracles that Jesus did were to heal the sick, make the lame to walk, make the blind to see, make the deaf to hear, and raise the dead to life again. The miracle we just read about shows us how Jesus saved his disciples from a storm on the Sea of Galilee.

Remember the miracle of the loaves and fishes? In the end of that story, Jesus sent his disciples across the sea while he went up in to the mountains to pray. When Jesus came down from the mountain he saw that there was a great storm. Jesus could see the ship which his disciples were in. The ship was being blown and tossed about by the storm. The disciples were very afraid. Jesus went to his disciples by walking on top of the stormy sea. We all know that we could not walk on the top of any sea. We would just sink to the bottom of the sea. Because Jesus had the Spirit, or Power of God, he was able to do this. When the disciples saw Jesus they cried out for fear. They weren't sure that it was Jesus. Jesus called and told them that it was He. He told them not to be afraid.



As soon as Jesus went into the ship, the storm stopped. Then all the disciples came to Jesus. Their faith was now strengthened.

There are all kinds of storms in the world. We must not be afraid of any storm. We must have faith in Jesus and know that He will protect us and be near us if we try our best to please Him. We must not be fearful and doubt like Peter did. We must know that Jesus can help and protect us if we trust in Him.



Questions

1. Where did Jesus perform some of the miracles?
2. Can you name some of the miracles that Jesus did for the people?
3. When Jesus came down from the mountain, what did He see?
4. Why did the disciples cry out for fear when they saw Jesus walking on the sea?
5. Why did Peter begin to sink?
6. Why was Jesus able to walk on the water?
7. Did this miracle help the disciples to have more faith in Jesus?
8. Should we be afraid of storms? Why or why not?
9. Jesus will help and protect us. What should we do in turn?



Jesus Stills the Storm

Mark 4



1 And he began again to teach by the sea side: and there was gathered unto him a great multitude, so that he entered into a ship,

and sat in the sea; and the whole multitude was by the sea on the land.

2 And he taught them many things by parables, and said unto them in his doctrine,

3 Hearken; Behold, there went out a sower to sow:

4 And it came to pass, as he sowed, some fell by the way side, and the fowls of the air came and devoured it up.

5 And some fell on stony ground, where it had not much earth; and immediately it sprang up, because it had no depth of earth:

6 But when the sun was up, it was scorched; and because it had no root, it withered away.

7 And some fell among thorns, and the thorns grew up, and choked it, and it yielded no fruit.

8 And other fell on good ground, and did yield fruit that sprang up and increased; and brought forth, some thirty, and some sixty, and some an hundred.

9 And he said unto them, He that hath ears to hear, let him hear.

10 And when he was alone, they that were about

him with the twelve asked of him the parable.

11 And he said unto them, Unto you it is given to know the mystery of the kingdom of God: but unto them that are without, all these things are done in parables:

12 That seeing they may see, and not perceive; and hearing they may hear, and not understand; lest at any time they should be converted, and their sins should be forgiven them.

13 And he said unto them, Know ye not this parable? and how then will ye know all parables?

14 The sower soweth the word.

15 And these are they by the way side, where the word is sown; but when they have heard, Satan cometh immediately, and taketh away the word that was sown in their hearts.

16 And these are they likewise which are sown on stony ground; who, when they have heard the word, immediately receive it with gladness;

17 And have no root in themselves, and so endure but for a time: afterward, when affliction or persecution ariseth for the word's sake, immediately they are offended.

18 And these are they which are sown among thorns; such as hear the word,

19 And the cares of this world, and the deceitfulness of riches, and the lusts of other things entering in, choke the word, and it becometh unfruitful.



20 And these are they which are sown on good ground; such as hear the word, and receive it, and bring forth fruit, some thirtyfold, some sixty, and some an hundred.

21 And he said unto them, Is a candle brought to be put under a bushel, or under a bed? and not to be set on a candlestick?

22 For there is nothing hid, which shall not be manifested; neither was any thing kept secret, but that it should come abroad.

23 If any man have ears to hear, let him hear.

24 And he said unto them, Take heed what ye hear: with what measure ye mete, it shall be measured to you: and unto you that hear shall more be given.

25 For he that hath, to him shall be given: and he that hath not, from him shall be taken even that which he hath.

26 And he said, So is the kingdom of God, as if a man should cast seed into the ground;

27 And should sleep, and rise night and day, and the seed should spring and grow up, he knoweth not how.

28 For the earth bringeth forth fruit of herself; first the blade, then the ear, after that the full corn in the ear.

29 But when the fruit is brought forth, immediately he putteth in the sickle, because the harvest is come.

30 And he said, Whereunto shall we liken the kingdom of God? or with what comparison shall we compare it?

31 It is like a grain of mustard seed, which, when it is sown in the earth, is less than all the seeds that be in the earth:

32 But when it is sown, it groweth up, and cometh greater than all herbs, and shooteth out great branches; so that the fowls of the air may lodge under the shadow of it.

33 And with many such parables spake he the word unto them, as they were able to hear it.

34 But without a parable spake he not unto them: and when they were alone, he expounded all things to his disciples.

35 And the same day, when the even was come, he saith unto them, Let us pass over unto the other side.

36 And when they had sent away the multitude, they took him even as he was in the ship. And there were also with him other little ships.

37 And there arose a great storm of wind, and the waves beat into the ship, so that it was now full.

38 And he was in the hinder part of the ship, asleep on a pillow: and they awake him, and say unto him, Master, carest thou not that we perish?

39 And he arose, and rebuked the wind, and said unto the sea, Peace, be still. And the wind ceased, and there was a great calm.

40 And he said unto them, Why are ye so fearful? how is it that ye have no faith?

41 And they feared exceedingly, and said one to another, What manner of man is this, that even the wind and the sea obey him?



Jonah and the Fish

Jonah Chapters 1-3

Jonah lived in the country of Israel more than 700 years before the birth of Jesus Christ. Israel's greatest enemy at that time was the country of Assyria, a major city which was Nineveh. The ruins of Nineveh now can be seen in the country of Iraq.

One day Jonah was praying when the word of the Lord came, "Go to Nineveh and speak against it for their great wickedness."

Jonah did not want to go to Nineveh to preach to them. He did not want Nineveh to be saved because these people were the enemies of Israel. Jonah rather wished that Nineveh would be destroyed. Because Jonah did not want to go to Nineveh, he bought a ticket on a ship going to Spain - across the Mediterranean Sea.

During their sail to Spain, which was called Tarshish at that time, a great storm arose on the Sea. Giant waves crashed over the boat which pitched and tossed in the violent hurricane. The sailors were terrified and began to fast, pray, and offer gifts to their gods trying to get the storm to stop. Instead the great storm grew worse. There was loud thunder and lightning and the dark waves swept over the ship which seemed to be ready to sink. Finally Jonah spoke to the sailors, "I am the reason for this storm. My God is angry with me for disobeying His command. If you throw me overboard - you and your ship will be saved.

The sailors did not wish to throw Jonah overboard, but finally they became so afraid of the storm that they picked Jonah up and tossed him into the raging sea. God had prepared a great fish to take care of Jonah. The fish was there waiting for him.



As soon as Jonah splashed into the water the fish opened its mouth and swallowed Jonah whole. Jonah found himself in the dark, slimy and stinking stomach of the fish. There was seaweed and small fish inside the pitch black stomach. Jonah began to pray earnestly for God to save him. How sorry he was now that he had refused to go to Nineveh to preach as God had let him know that He wanted him to do.

"Oh God, please deliver me from the stomach of this great fish," Jonah prayed. "If you will get me out of here alive, I'll go immediately to Nineveh to preach to them about Your coming judgment." For three days and nights Jonah begged and pleaded with God to save him. On the third night, the fish became violently ill and swam near to the seashore where it vomitted Jonah onto the beach.

Jonah was so thrilled to have been spared from certain death that he quickly cleaned himself up and started on the journey to Nineveh. Reaching the walls of that giant city, he began preaching as he walked through its streets. "In forty days, God will destroy this city because of your great sins."



The king became disturbed at the message that Jonah preached. He called his people together and commanded them to wear sackcloth clothing and not to let any men or animals eat as the people prayed and repented of their wicked ways. All of the people of the city cried and prayed and asked God to forgive them for their sins. God saw the repentance in their hearts and forgave the people of Nineveh. He decided not to destroy the city after all. They were sorry for the wrong things they had said and done.

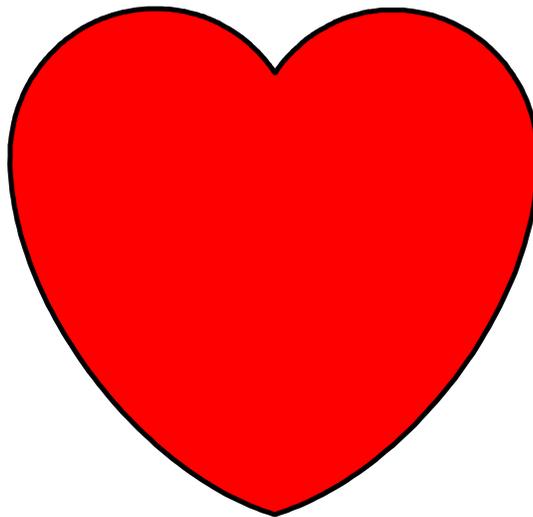
But Jonah was angry that God forgave the people of Nineveh and spared the city from destruction. Jonah cried to God, "I knew that You would do this. I look like a fool. I told everyone that Nineveh would be destroyed in forty days, and now you have decided to spare these people from destruction. Now I look like a liar."

God spoke to Jonah's heart and said, "Is it right for you to be angry? Why should I not take pity on Nineveh, which has more than one hundred twenty thousand persons who are still children, not to mention the older people and the livestock?"

Finally Jonah got over his anger and agreed that it was merciful for God to forgive these people who had repented of their wrongdoings and asked forgiveness from God for their sins.

Key Concepts

- ◆ God loves everyone.
- ◆ When we know that God wants us to do something it is important that we do what He wants us to do.
- ◆ Disobedience against the will of God can bring us into a place of great misery and fear.
- ◆ We should love each other in Christian love - and share God's love and salvation with those we meet.



Noah and God's Promise

The story of Noah is one that never ceases to fascinate adults and children. It appears to be a “short story” but it is actually quite long. These activities are meant to focus on one part of the story: **The Promise** that God makes to Noah and humanity, and God's gift of a rainbow that represents that promise.

Genesis 9

⁸ Then God said to Noah and to his sons with him: ⁹ “I now establish my covenant with you and with your descendants after you ¹⁰ and with every living creature that was with you—the birds, the livestock and all the wild animals, all those that came out of the ark with you—every living creature on earth. ¹¹ I establish my covenant with you: Never again will all life be cut off by the waters of a flood; never again will there be a flood to destroy the earth.”

¹² And God said, “This is the sign of the covenant I am making between me and you and every living creature with you, a covenant for all generations to come: ¹³ I have set my rainbow in the clouds, and it will be the sign of the covenant between me and the earth. ¹⁴ Whenever I bring clouds over the earth and the rainbow appears in the clouds, ¹⁵ I will remember my covenant between me and you and all living creatures of every kind. Never again will the waters become a flood to destroy all life. ¹⁶ Whenever the rainbow appears in the clouds, I will see it and remember the everlasting covenant between God and all living creatures of every kind on the earth.”

¹⁷ So God said to Noah, “This is the sign of the covenant I have established between me and all life on the earth.”

Discussion Questions

1. What is God's promise to Noah and to all of us?
2. What does the rainbow represent.
3. What is a promise?
4. Discuss the importance of keeping our promises, just as God keeps His promises.

Reinforce that God created the rainbow and when one appears in the sky it reminds us of His promise and how much He loves us. Colors are everywhere and the rainbow has all the colors that we see around us.



Color & Art Appreciation

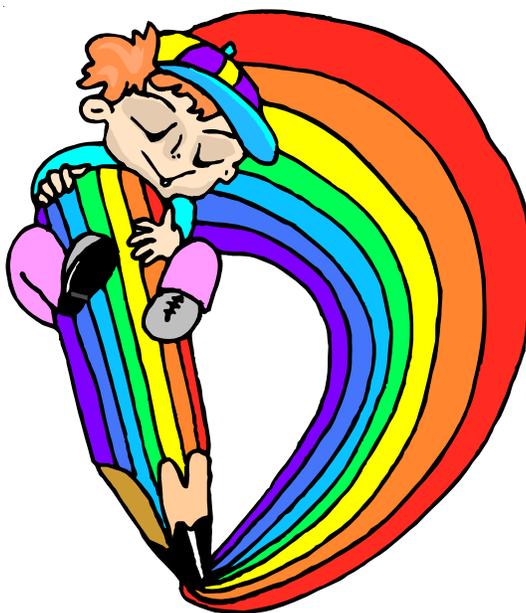
Purpose: Demonstrate how the primary colors: red, blue and yellow mix and form the secondary colors: green, orange, and purple. These represent all six colors in the rainbow.

Skills: Color Mixing and Letter Matching

Materials: primary color paints, Q-tips or brushes, damp cloth or paper towel for each child.

*This activity will help children mix colors but also match the letters. They will search and match the corresponding letter and fill the rainbow arches with the corresponding color. Once they fill the primary color arches they will mix those two colors on the right arch to obtain the secondary color.

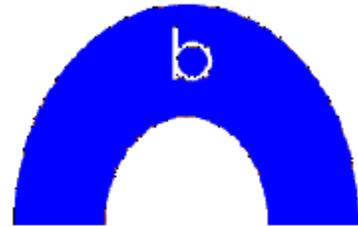
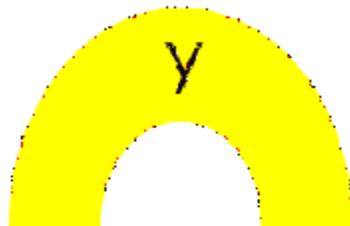
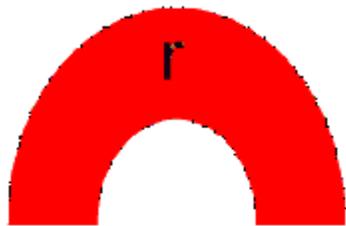
1. Print Color Mixing Poster - Primary & Secondary Colors. Review the primary colors and show how the colors combine to form the secondary colors.
2. Print the Color Mixing Activity Page.
3. This activity is a lot easier and fun with finger paints, especially with younger children. Provide a damp/wet cloth or damp paper towel to each child so they can clean their fingers and switch colors. Older children may use Q-tips or medium tip brushes. Finger paints, water colors or tempera paints mixed with a bit of dishwashing liquid (for quick cleanup) work well.



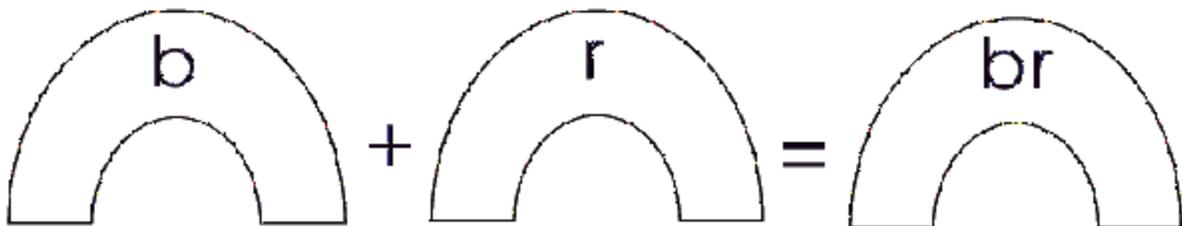
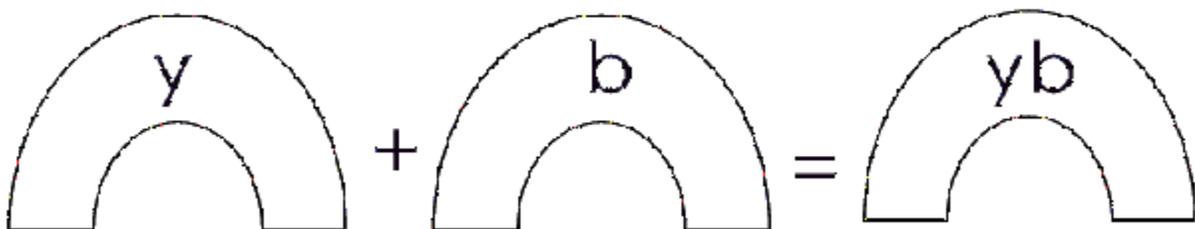
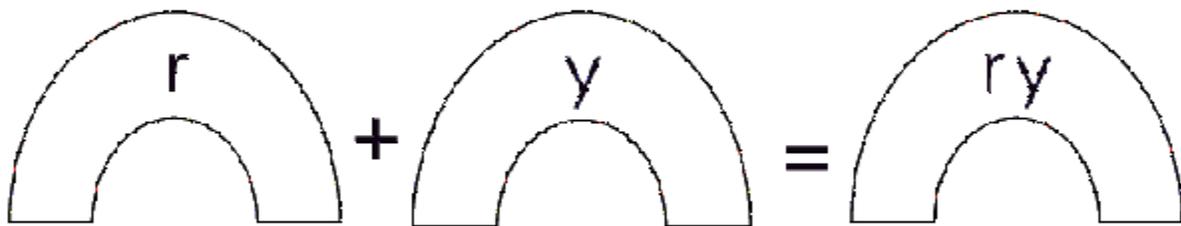


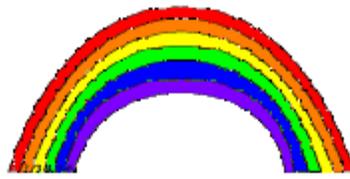
Color Mixing Activity

Primary Colors

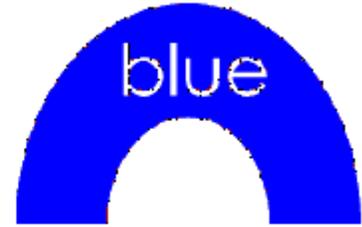
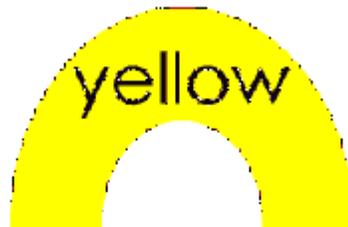
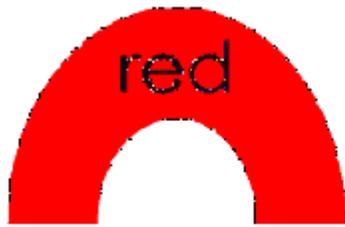


Secondary Colors

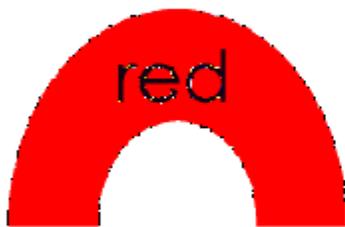




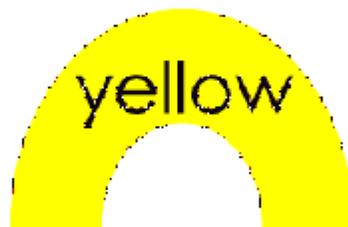
Primary Colors



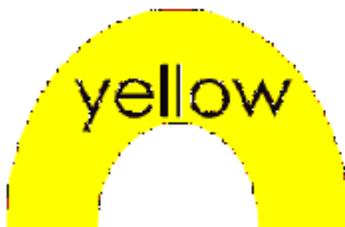
Secondary Colors



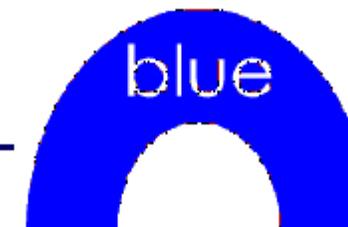
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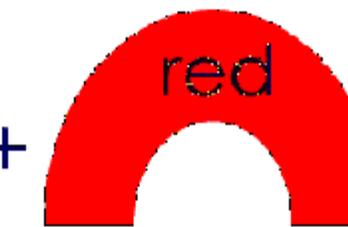
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Color Wheel Basics

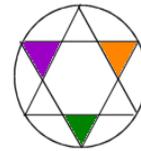
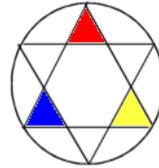
Color Wheel - fits together like a puzzle - each color in a specific place; being familiar with the color wheel not only helps you mix colors when painting, but in adding color to all your art creations.

Primary Colors - red, yellow, blue

- cannot mix to get these colors

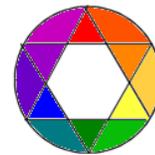
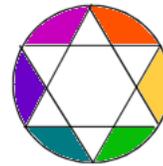
Secondary Colors - orange, green, purple

- primary + primary = secondary
- red + yellow = orange
- yellow + blue = green
- blue + red = purple



Intermediate (or Tertiary) Colors - red-orange, yellow-orange, yellow-green, blue-green, blue-purple, red-purple

- primary + secondary = intermediate



Color Values - the lights and darks of a color

- ◆ tint – lightened color; white + color
- ◆ shade – darkened color; color + black

Color Schemes – a system of using the color wheel to put colors together

- ◆ monochromatic – one color and its values; “mono” means “one” and “chroma” mean “color”
- ◆ complementary – colors opposite on the color wheel (and their values)
example – blue and orange or purple and yellow
- ◆ analogous – 3 to 5 colors next to each other on the color wheel (and their values) example – red, red-orange, orange, yellow-orange, yellow (and their values)
- ◆ warm colors – colors of sun and fire, on the right side of the color wheel (and their values) example – reds and yellows (and their values)
- ◆ cool colors – colors of snow and ice, on the left side of the color wheel (and their values) example – blues and purples (and their values)



God Keeps His Promises

Materials Needed:

paper for background
 crayons
 scissors
 glue
 cotton balls (optional)



Directions:

Take a look at the rainbow template. Each arch has been numbered from 1 to 6 on the left side. Count the arches together.

Use crayons and color over the words to color code the rainbow to help the children choosing the colors to paint the arches.

Assembly procedure:

1. Apply some glue to the tab on the ark and glue in the center **behind** the rainbow template.
2. Apply glue to the ends of the rainbow and position and glue each cloud.
3. Optional: Glue cotton balls to the clouds, then and glue the text messages on top of the clouds (two Bible passages have been provided for the left cloud) and "God Keeps His Promises" on the right cloud. Make sure to discuss the text messages at this point.

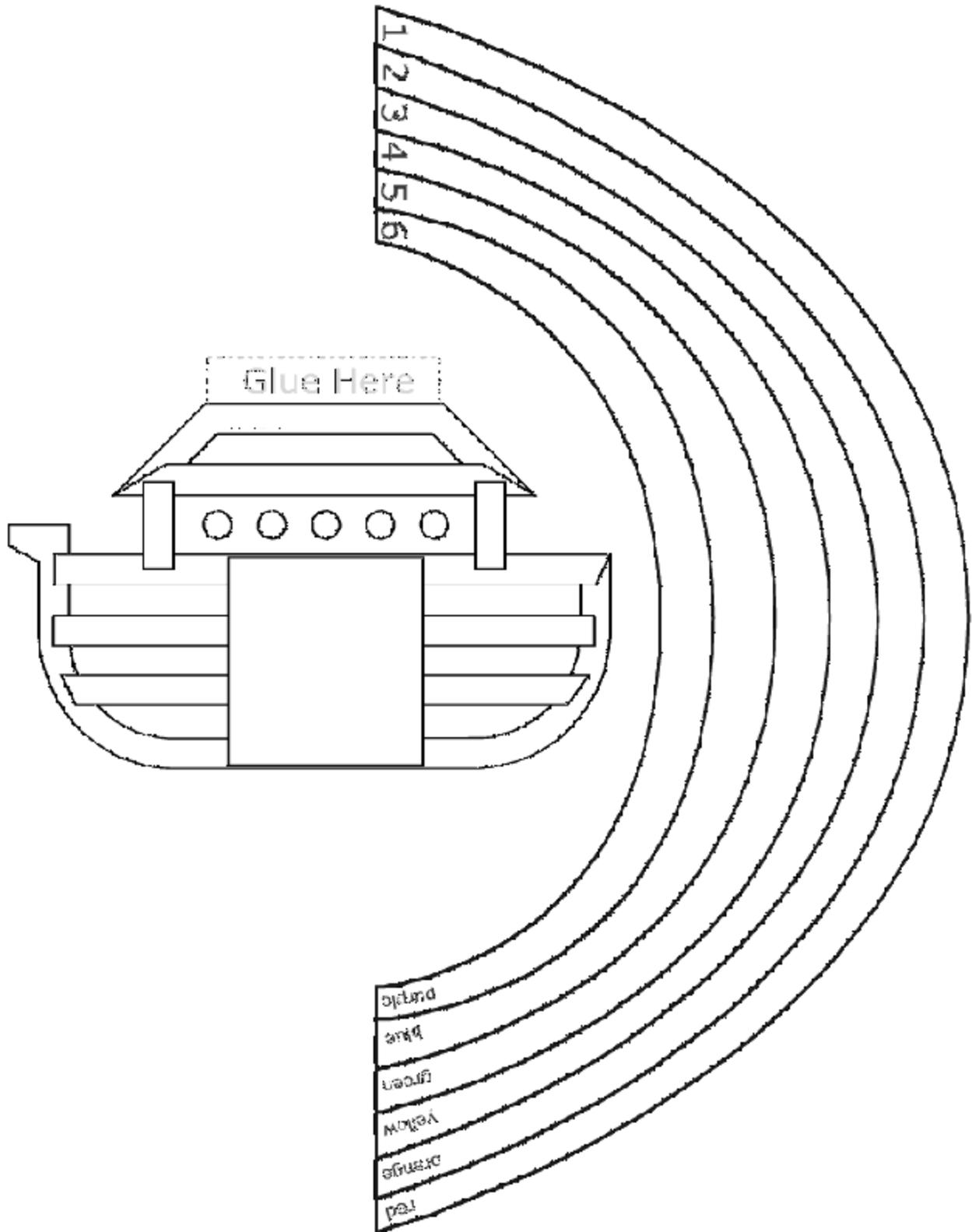
Option #2

Replace the rainbow template with half of a paper plate and cut out a small semi-circle from the bottom to form the rainbow arch. Draw five lines to divide the paper plate arc and color code each arc. Children can color or paint the plate and proceed with assembly as explained above for the ark, clouds and Biblical messages.

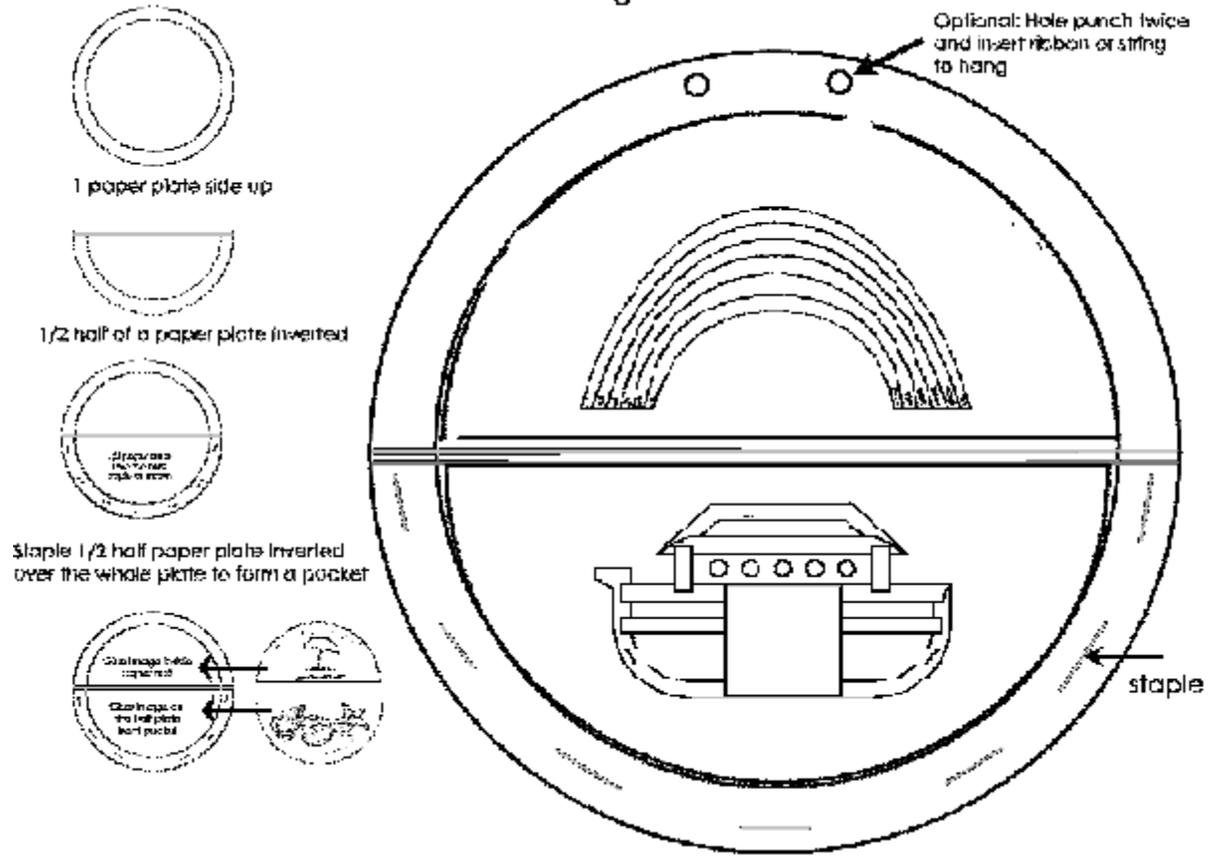
Additional Idea: Make a Rainbow and Ark Paper Plate Holder.

After the templates are colored and painted glue the rainbow to the inside top section of a paper plate. Cut another plate in half and staple to the bottom to form a pocket. Glue the ark and clouds to the pocket. Add a string or ribbon to the top to hang. This makes a cute gift, add a note pad or post-it note pad and a pencil inside the pocket to hang anywhere you need to have paper and pencil available for a quick note.





Instructions for Making Plate Holder Craft



Catch a Rainbow - Inside

Discuss and define what is a rainbow. A rainbow is an arch of light exhibiting the range (spectrum) of colors in their order. A rainbow is caused by drops of water falling through the air. It is seen usually in the sky opposite to the sun at the close of a shower and also in the spray of water-falls.

Certain weather conditions have to present for a rainbow to be displayed: rain or shower and a certain amount of sunlight.

Rainbow Experiment #1: Catching a Rainbow - Indoors

Materials: clear glass or medium sized clear jar filled with water to the top, window sill, bright sunlight, white paper, watercolor paints or crayons.

Instructions:

1. Fill a glass or clear jar with water to the top.
2. Set glass/jar on window sill in bright sunlight.
3. Glass or jar should stick out over the ledge just a little bit.
4. Place a white piece of paper on the floor in front of the window (tape 2 or 3 pieces to form a poster size and obtain a bigger rainbow image).
5. A rainbow will be captured/reflected on the paper. This will greatly depend on how bright the sunlight is and the positioning of the glass jar, so move the jar side to side on the window sill to help the process until you see the rainbow reflected on the paper.
6. Quickly draw lines to capture the rainbow and children can paint directly on the paper in the floor as the rainbow is reflected there.

Rainbow Experiment #2: Catch a Rainbow with a Garden Hose

The sun must be shining, with your back to the sun. Have child hold the hose and help child make a fine mist and find the rainbow! (Usually the hose will have a hose mister that can be adjusted to achieve a fine mist)



Catch a Rainbow

Red, blue and yellow are called the primary colors. Just by mixing these colors, you can get all the colors of the rainbow:

RED + YELLOW = ORANGE

RED + BLUE = PURPLE

BLUE + YELLOW = GREEN

What you need:

- ◆ red, blue and yellow food color
- ◆ 1 cup milk
- ◆ dish soap
- ◆ shallow bowl

Directions

Pour 1 cup of milk into the bowl.

Add 3 drops of red food color to one edge of the bowl 1/3 of the way away.

Add 3 drops of blue food color 1/3 of the way away add 3 drops of yellow.

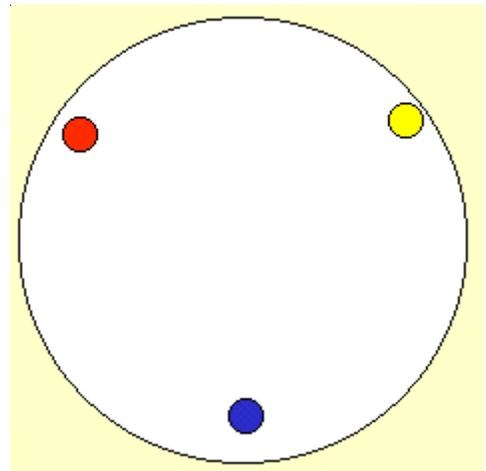
Don't mix or jiggle the bowl.

Squeeze a drop of dish soap in the center of the bowl.

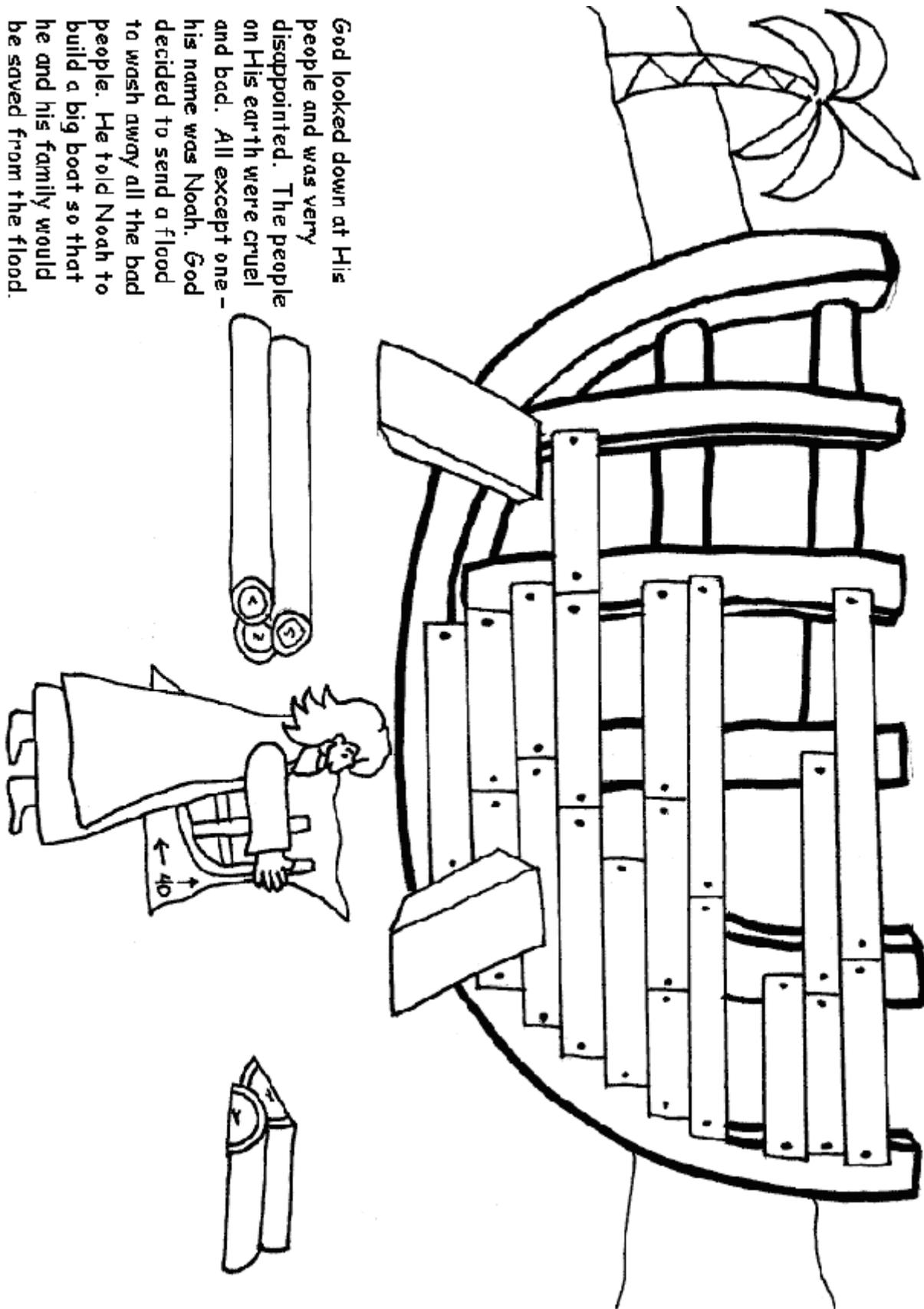
Record what you see. What do you think happened?

What Happened

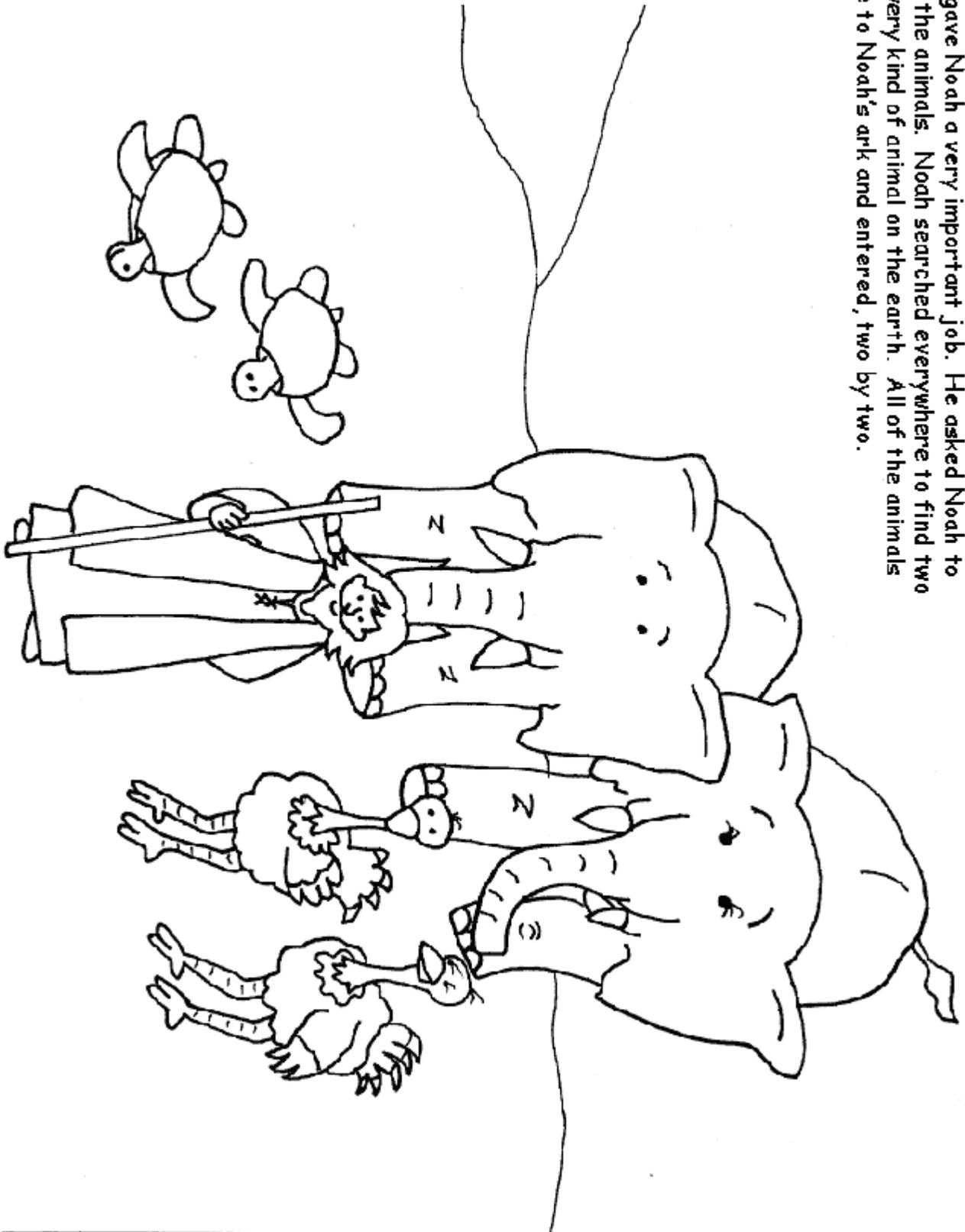
The dish soap does not mix with the milk. Instead it floats on top and spreads over the surface. As it spreads, it grabs the food color we dropped into it. Where the colors meet, they combine to form new colors.



God looked down at His people and was very disappointed. The people on His earth were cruel and bad. All except one - his name was Noah. God decided to send a flood to wash away all the bad people. He told Noah to build a big boat so that he and his family would be saved from the flood.



God gave Noah a very important job. He asked Noah to save the animals. Noah searched everywhere to find two of every kind of animal on the earth. All of the animals came to Noah's ark and entered, two by two.





**You are to bring into the ark two of all living creatures, male and female,
to keep them alive with you.**

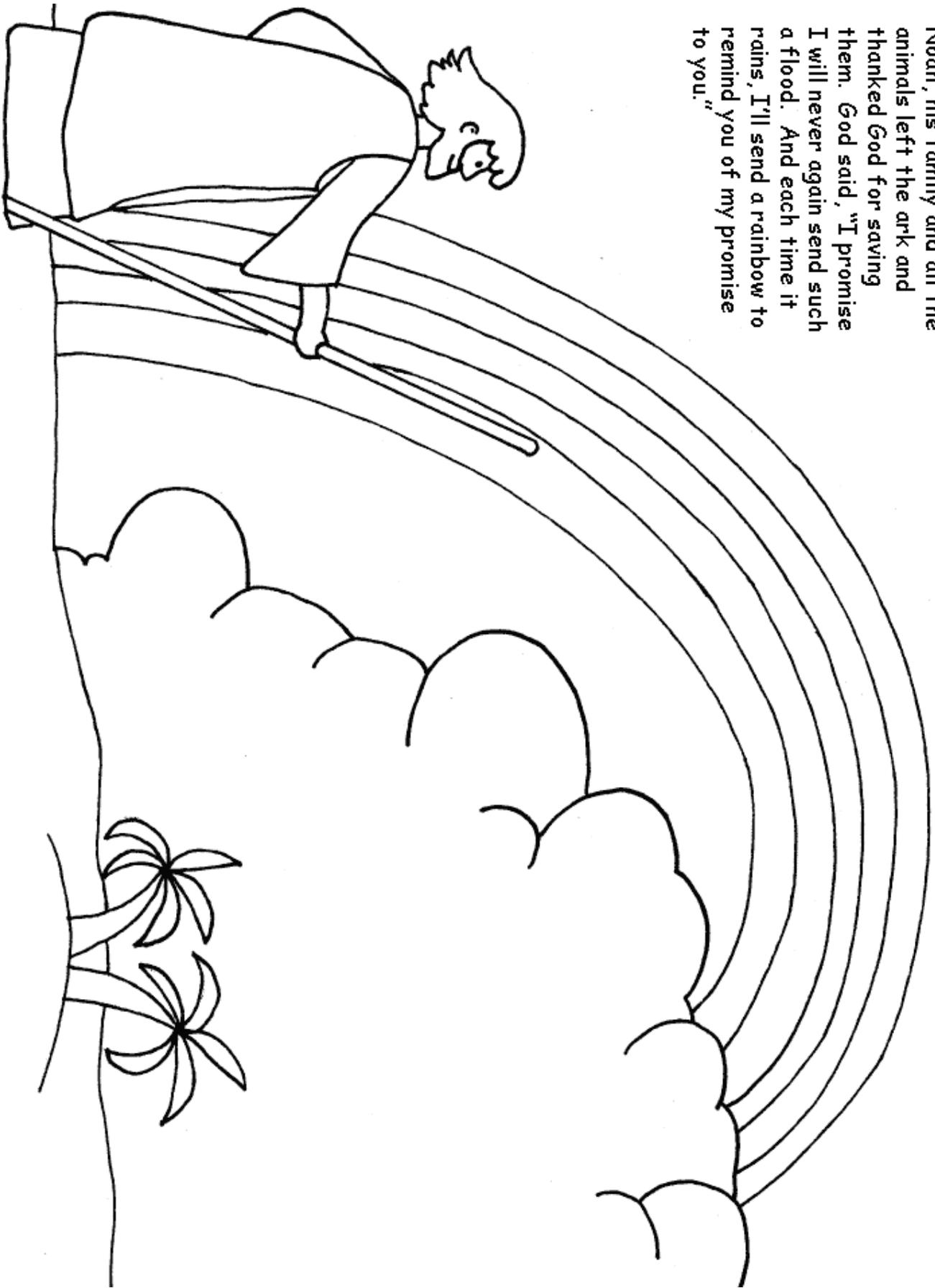
from Genesis 6

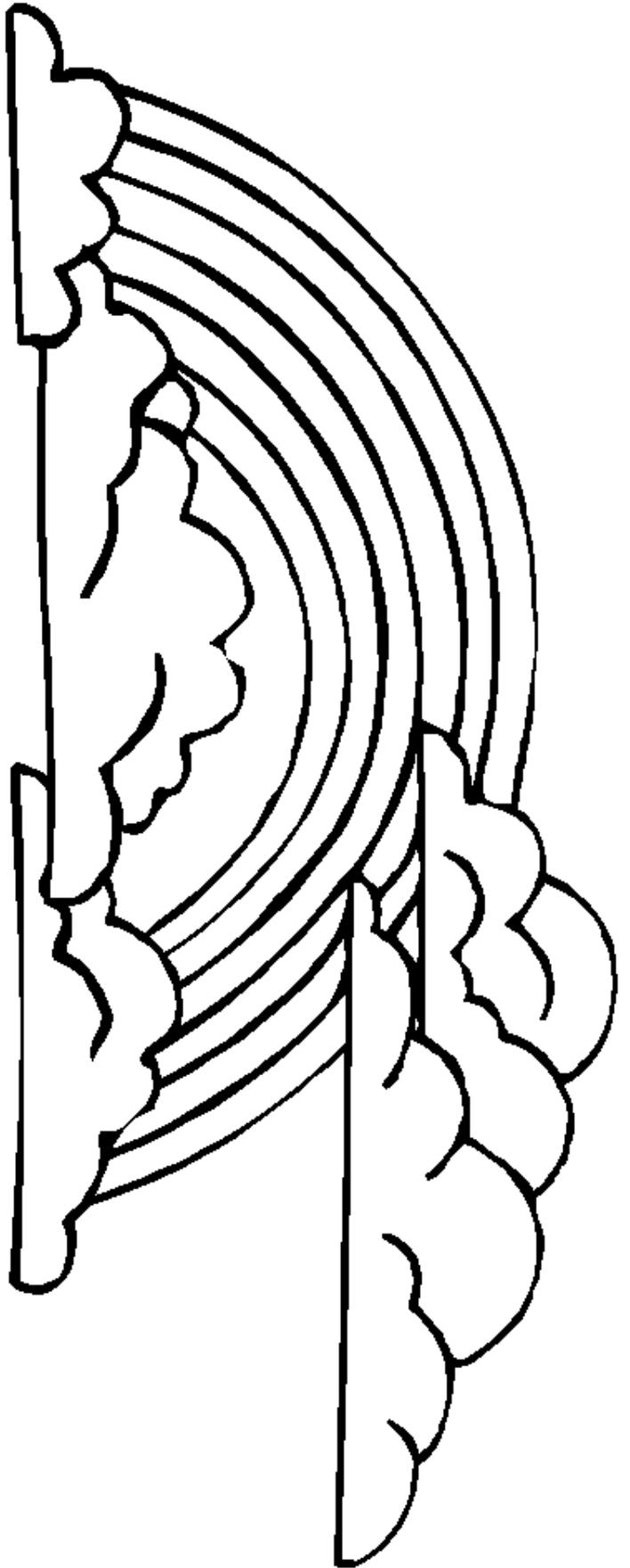


For forty days and forty nights Noah, his family and all of the animals stayed on the ark as the rain poured down. Finally, when the rain had stopped, Noah sent a dove to search for dry land. The dove returned and placed an olive twig in Noah's hand. The twig meant the trees were in bud on dry land - the flood was over!



Noah, his family and all the animals left the ark and thanked God for saving them. God said, "I promise I will never again send such a flood. And each time it rains, I'll send a rainbow to remind you of my promise to you."





I do set my bow in the clouds, and it shall be for a token of a covenant between me and the earth.

Old Testament ~ Genesis 9:13



Violent Weather

Look through your window right now. What's the weather like outside? This unit will help you learn more about weather – specifically violent weather.

Weather is the state of the atmosphere at a specific place and time. It is different from climate. Weather is limited to conditions that occur over short periods of time. Climate refers to conditions experienced by a region over a number of years - usually 30 to 50 years.

Almost all weather occurs in the troposphere, the lowest layer of the atmosphere. The troposphere extends from the surface of the Earth to about 11 miles (17 kilometers) at the Equator and 4 to 5 miles (6 to 8 kilometers) at the poles.

Weather is caused by heat from the sun. When the Earth's axis is tilted toward the sun, the days are long, the sun rises high in the sky, and the weather becomes warm. When the Earth's axis is tilted away from the sun, the days are short, the sun is low in the sky, and the weather turns cold. Geographic features, such as mountains and large bodies of water, also affect the weather.

Weather consists of a number of elements, including:

- Temperature - the degree of heat in the air
- Precipitation - crystals or drops that fall from clouds to the ground in forms such as rain and snow
- Wind - air that moves across or horizontally
- Clouds - particles of water or ice suspended in air
- Humidity - the amount of water vapor in the air
- Air Pressure - the amount of force of air over an area

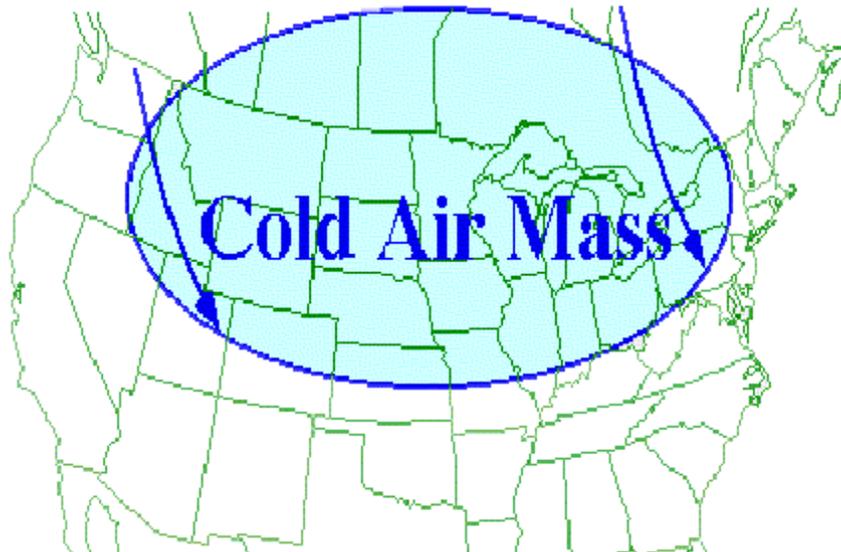
Hold on to your hat as you investigate hurricanes, typhoons, cyclones, tornadoes and other weather phenomena.



Air Masses

uniform bodies of air

An air mass is a large body of air that has the same temperature and moisture properties throughout. The best places for air masses are large flat areas where air can be stagnant long enough to take on the characteristics of the surface below. Maritime tropical air masses (mT), for example, develop over the subtropical oceans and transport heat and moisture northward into the United States. In contrast, continental polar air masses (cP), which originate over the northern plains of Canada, transport colder and drier air southward.

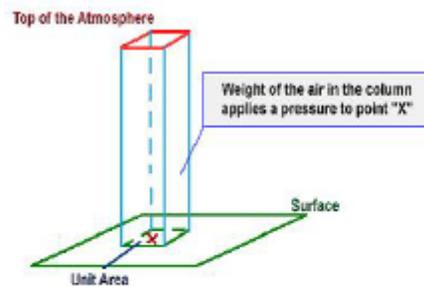


Atmospheric Pressure

force exerted by the weight of the air

Atmospheric pressure is defined as the force per unit area exerted against a surface by the weight of the air above that surface. Look at the diagram below. The pressure at point "X" increases as the weight of the air above it increases. The same can be said about decreasing pressure. The pressure at point "X" decreases if the weight of the air above it also decreases.

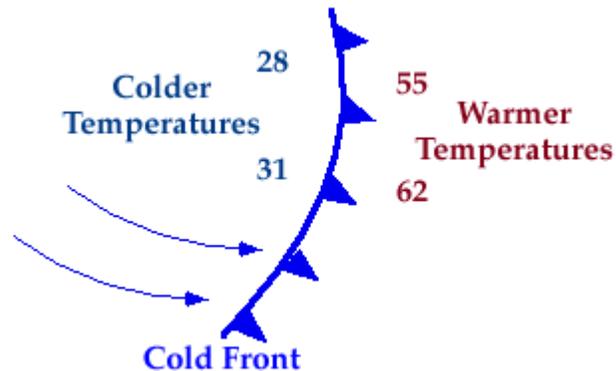
Thinking in terms of air molecules - if the number of air molecules above a surface increases, there are more molecules to exert a force on that surface. Consequently, the pressure increases. The opposite is also true, where a reduction in the number of air molecules above a surface will result in a decrease in pressure. Atmospheric pressure is measured with an instrument called a "barometer." This is why atmospheric pressure is also referred to as barometric pressure.



Cold Front

transition zone from warm air to cold air

A cold front is defined as the transition zone where a cold air mass is replacing a warmer air mass. Cold fronts generally move from northwest to southeast. The air behind a cold front is noticeably colder and drier than the air ahead of it. When a cold front passes through, temperatures can drop more than 15 degrees within the first hour.



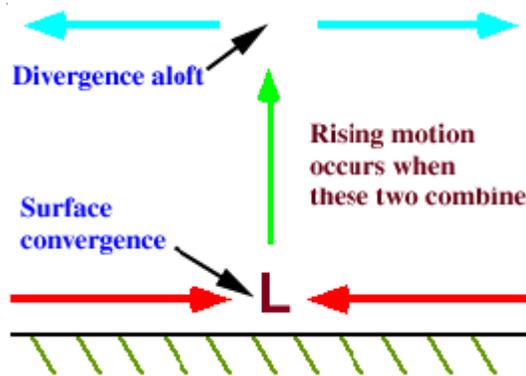
Symbolically, a cold front is represented by a solid line with triangles along the front pointing towards the warmer air and in the direction of movement. On colored weather maps, a cold front is drawn with a solid blue line.



Convergence Associated with Cyclones

extra-tropical and tropical cyclones

In **extra-tropical cyclones**, surface winds are deflected by friction towards the center of the low pressure system (red "L" below).



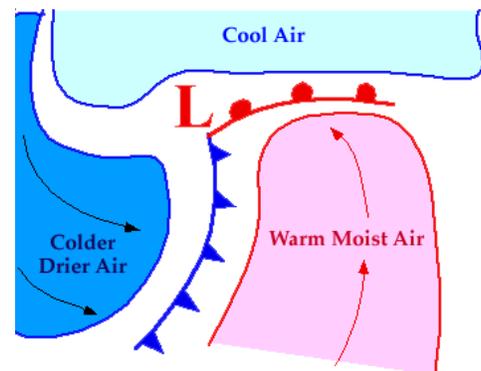
Combined with divergence aloft, (blue arrows), surface convergence (red arrows) can generate rising motion (green arrow) that leads to the **condensation** of water vapor.

Cyclones

an idealized model

A cyclone is an area of **low pressure** around which the winds flow counterclockwise in the Northern Hemisphere and clockwise in the Southern Hemisphere.

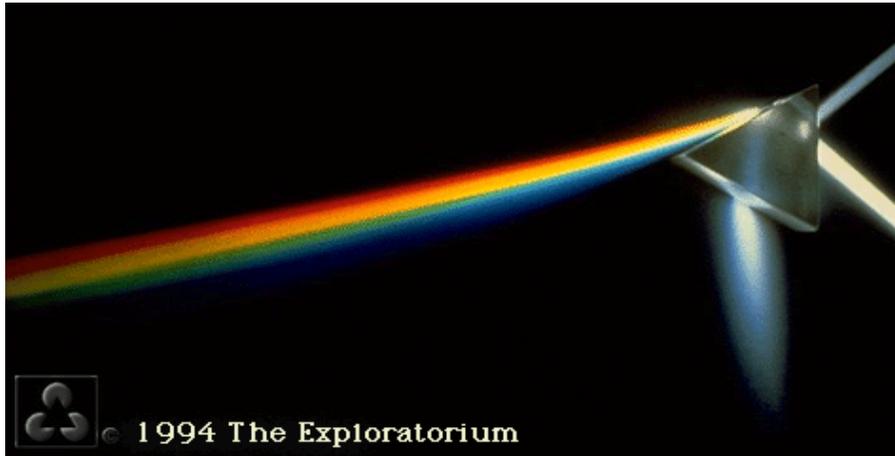
A developing cyclone is usually accompanied by a **warm front** pushing northward and a **cold front** pulling southward, marking the leading edges of air masses being wrapped around a center of **low pressure**, or the center of the cyclone.



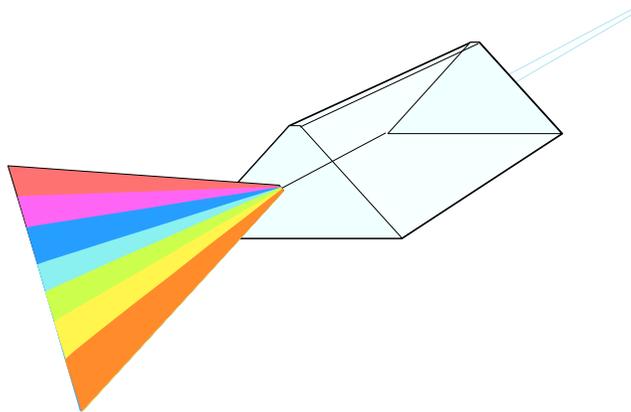
Dispersion of Light

by a glass prism

Another example of refraction is the dispersion of white light into its individual colors by a glass prism. As visible light exits the prism, it is refracted and separated into a magnificent display of colors.



Each color from the original beam of light has its own particular wavelength (or color) and each wavelength is slowed differently by the glass. The amount of refraction increases as the wavelength of light decreases. Shorter wavelengths of light (violet and blue) are slowed more and consequently experience more bending than do the longer wavelengths (orange and red).



Flash Floods

Cases involving either slow-moving thunderstorms or a series of storms which move repeatedly across the same area (sometimes called train-echo storms) frequently result in flash flooding. The total number of flash flood deaths has exceeded tornado fatalities during the last several decades.

Two factors seem to be responsible for this: public indifference regarding the flash flood threat and increased urbanization. When concrete replaces soil, rain water will run off rather than soak in. Flash flood producing rainfall has made this type of dramatic rescue attempt (pictured above) all too familiar, especially in urban areas and popular mountain camping spots.



Gust Fronts

resembles the passage of a cold front



A gust front is a boundary that separates a cold downdraft of a thunderstorm from warm, humid surface air. Its passage at the surface resembles a **cold front**. A **macroburst** (damaging thunderstorm gust front) was advancing from northwest to southeast in this westward view across the West Texas prairie. Notice the well-developed **mammatus** field under the leading anvil, and the new updrafts being lifted along the gust front.

Gustnado

develops along a thunderstorm gust front

This is a northward view of a gustnado, a tornado that develops on a thunderstorm **gust front** with obvious across-front horizontal shear. Gustnadoes typically are weak and short-lived as tornadoes go because they are not associated with an intense deeply rotating updraft. They are also nearly impossible to warn for, because of their seemingly random occurrence along the gust front.



Hail

opaque ice particles

Another danger associated with thunderstorms, especially to personal property, is hail. This hailfall occurred in Altus, Oklahoma in 1982 and was accompanied by several **tornadoes**. Hail causes more monetary loss than any other type of thunderstorm-spawned severe weather.



Annually, the United States alone suffers about one billion dollars in crop damage from hail. Hail rarely kills people. That did not mean anything to the people in China in May, 1986 when 100 people were killed, 9,000 injured, and 35,000 homes destroyed by an intense hailstorm.

22 Degree Halo

a ring of light 22 degrees from the sun or moon

A halo is a ring of light surrounding the sun or moon. Most halos appear as bright white rings. In some instances, the dispersion of light as it passes through ice crystals found in upper level cirrus clouds can cause a halo to have color.

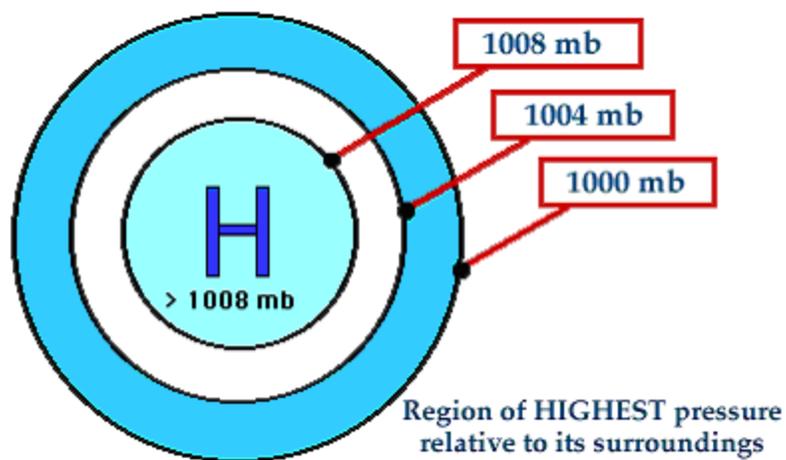
Halos form when light from the sun or moon is refracted by ice crystals associated with thin, high-level clouds (like cirrostratus clouds). A 22 degree halo is a ring of light 22 degrees from the sun (or moon) and is the most common type of halo observed. It is formed by hexagonal ice crystals with diameters less than 20.5 micrometers.



High Pressure Centers

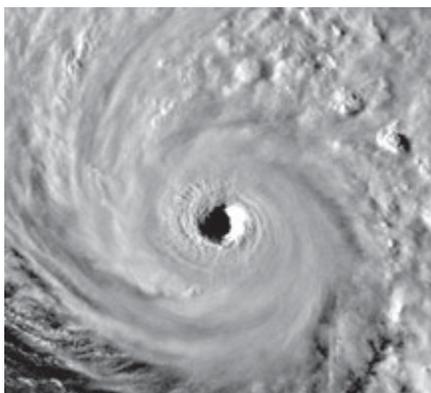
also known as anticyclones

A high pressure center is where the **pressure** has been measured to be the highest relative to its surroundings. That means, moving in any direction away from the “High” will result in a decrease in pressure. A high pressure center also represents the center of an anticyclone and is indicated on a weather map by a blue “H”.



Hurricanes

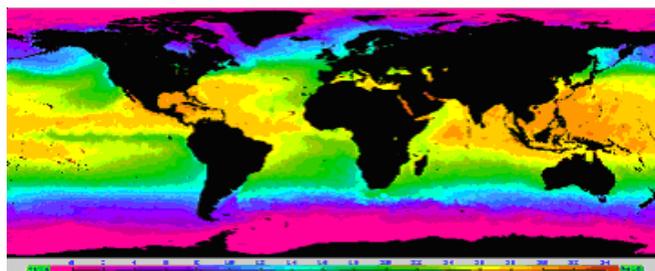
a tropical cyclone with winds > 64 knots



Hurricanes are tropical cyclones that develop over the warm tropical oceans and have sustained winds faster than 64 knots (74 miles/hour) and circulate counter clockwise around their centers in the Northern Hemisphere and clockwise in the Southern Hemisphere.. These storms are capable of producing dangerous winds, torrential rains and flooding, all of which may result in tremendous property damage and loss of life in coastal populations. One memorable storm was Hurricane Andrew, which was responsible for at least 50 deaths and more than \$30 billion in property damage.

Hurricanes are formed from simple complexes of thunderstorms. However, these thunderstorms can only grow to hurricane strength with cooperation from both the ocean and the atmosphere. First of all, the ocean water itself must be warmer than 81°F (26.5° C). The heat and moisture from this warm water is ultimately the source of energy for hurricanes. Hurricanes will weaken rapidly when they travel over land or colder ocean waters — locations with insufficient heat and/or moisture.

This is a sea surface temperature map for the northern hemisphere summer. The yellow, orange, and red colors show water temperatures warm enough to sustain hurricanes (> 26.5°C).



Related to having warm ocean water, high relative humidities in the lower and middle troposphere are also required for hurricane development. These high humidities reduce the amount of evaporation in clouds and maximizes the latent heat released. This happens because there is more precipitation. The concentration of latent heat is critical to driving the system.

The vertical wind shear in a tropical cyclone's environment is also important. Wind shear is defined as the amount of change in the wind's direction or speed with increasing altitude.

When the wind shear is weak, the storms that are part of the cyclone grow vertically, and the latent heat from condensation is released into the air directly above the storm, aiding in development. When there is stronger wind shear, this means that the storms become more slanted and the latent heat release is dispersed over a much larger area.

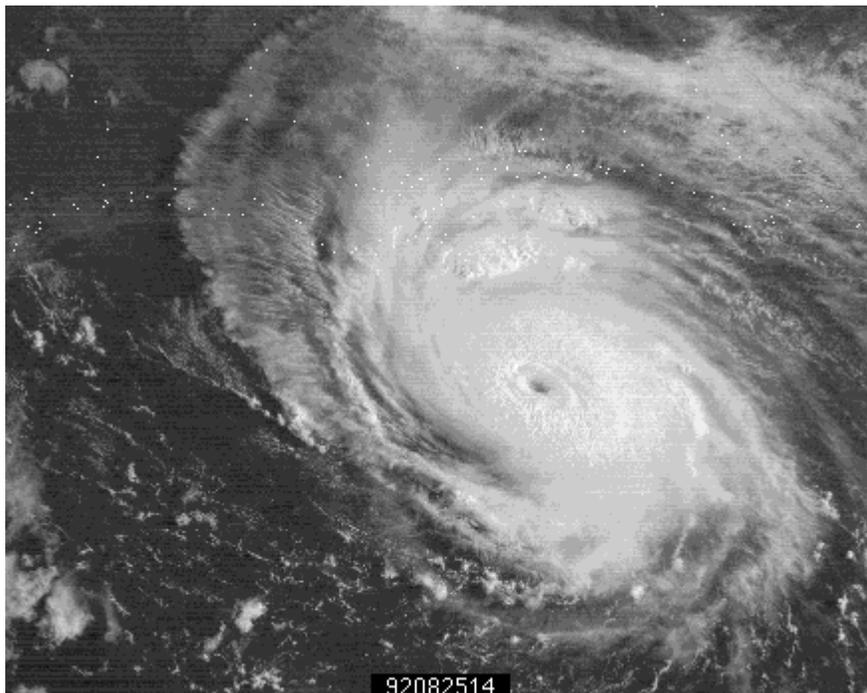


Hurricanes

As surface pressures continue to drop, a tropical storm becomes a hurricane when sustained wind speeds reach 64 knots (74 mph). A pronounced rotation develops around the central core.

Hurricanes are Earth's strongest tropical cyclones. A distinctive feature seen on many hurricanes and are unique to them is the dark spot found in the middle of the hurricane. This is called the eye. Surrounding the eye is the region of most intense winds and rainfall called the eye wall. Large bands of clouds and precipitation spiral from the eye wall and are thusly called spiral rain bands.

Hurricanes are easily spotted from the previous features as well as a pronounced rotation around the eye in satellite or radar animations. Hurricanes are also rated according to their wind speed on the Saffir-Simpson scale. This scale ranges from categories 1 to 5, with 5 being the most devastating. Under the right atmospheric conditions, hurricanes can sustain themselves for as long as a couple of weeks. Upon reaching cooler water or land, hurricanes rapidly lose intensity.

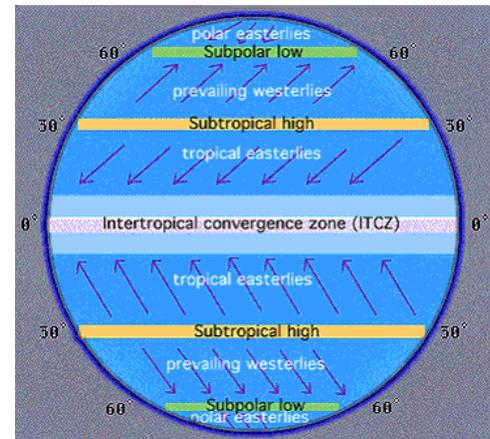


Movement of Hurricanes

steered by the global winds

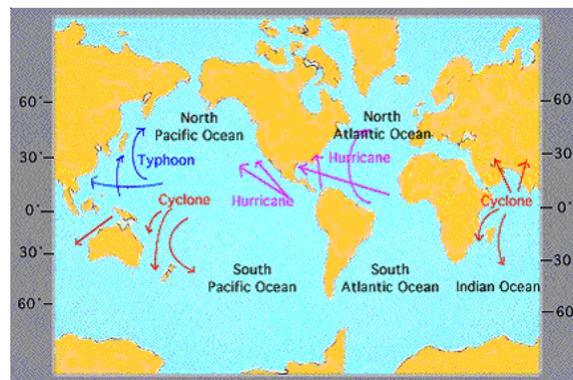
The global wind pattern is also known as the “general circulation” and the surface winds of each hemisphere are divided into three wind belts:

- **Polar Easterlies:** From 60-90 degrees latitude.
- **Prevailing Westerlies:** From 30-60 degrees latitude (aka Westerlies).
- **Tropical Easterlies:** From 0-30 degrees latitude (aka Trade Winds).



The easterly trade winds of both hemispheres converge at an area near the equator called the “Intertropical Convergence Zone (ITCZ)”, producing a narrow band of clouds and thunderstorms that encircle portions of the globe.

The path of a hurricane heavily depends upon the wind belt in which it is located. A hurricane originating in the eastern tropical Atlantic, for example, is driven westward by easterly trade winds in the tropics. Eventually, these storms turn northwestward around the subtropical high and migrate into higher latitudes. As a result, the Gulf of Mexico and East Coast of the United States are at risk to experience one or more hurricanes each year.



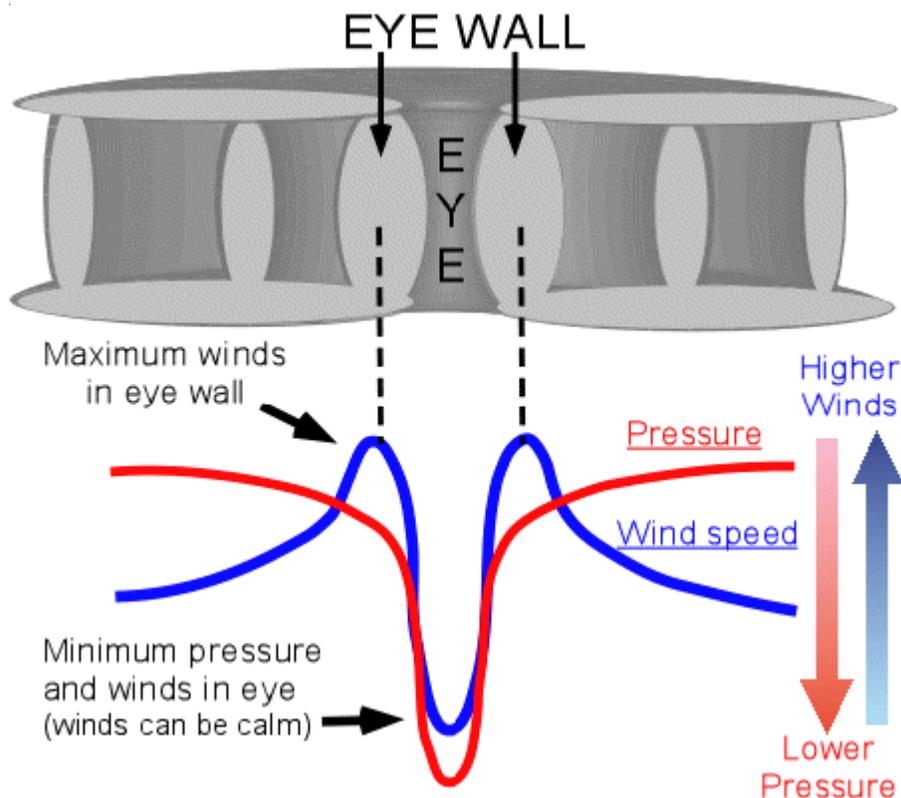
In time, hurricanes move into the middle latitudes and are driven northeastward by the westerlies. They occasionally merge with midlatitude frontal systems. Hurricanes draw their energy from the warm surface water of the tropics. This explains why hurricanes dissipate rapidly once they move over cold water or large land masses.



Pressure and Winds

the distribution across a hurricane

Atmospheric pressure and wind speed change across the diameter of a hurricane. To demonstrate, the diagram below shows a rough profile of wind speed (blue) and surface pressure (red) across a hurricane. Between 100-200 kilometers from the eye, the winds are fast enough to qualify as tropical storm force. The atmospheric pressure here will still be relatively high compared to the storm's center at about 990-1010 millibars. However, the pressure gradually falls and the wind speed rises upon getting closer to the eye wall. It is only over the last 50-100 kilometers that the large changes in pressure and wind speed occur.



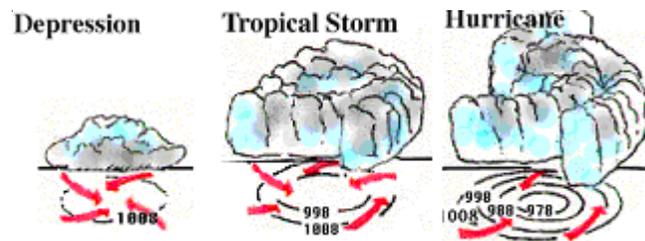
The pressure begins to fall faster while the wind speed simultaneously increases. Within the eye wall, the wind speed reaches its maximum but within the eye, the winds become very light - sometimes even calm. The surface pressure continues to drop through the eye wall and into the center of the eye. This is where the lowest pressure is found. On exiting the eye, the wind speed and pressure both increase rapidly. The wind speed again reaches a maximum in the opposite eye wall, and then quickly begins to decrease. The wind and pressure profiles inside a hurricane are roughly symmetrical, so a quick rise in winds and pressure through the eye wall followed by a slower increase in pressure and likewise decrease in wind speed would be expected.



Stages of Development

from tropical depression to hurricane

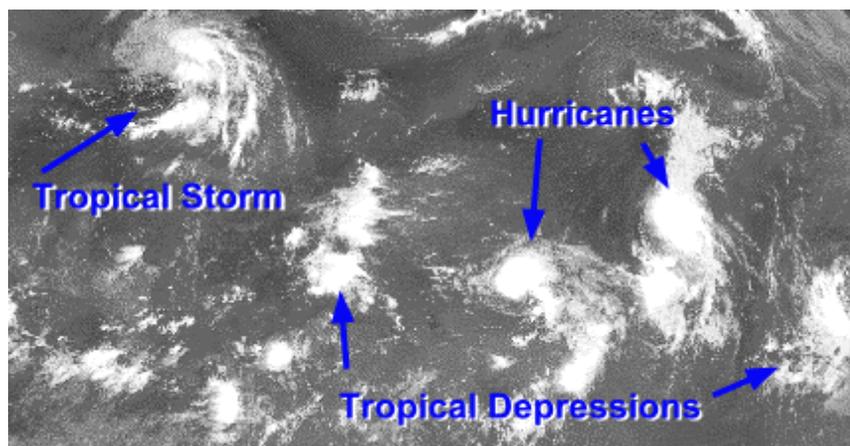
Hurricanes progress through a life cycle of stages from birth to death. A tropical disturbance in time can grow to a more intense stage by reaching a specified sustained wind speed. The progression of tropical disturbances can be seen in the three images below.



Hurricanes can often live for a long period of time — as much as two to three weeks. They may begin as a cluster of thunderstorms over the tropical ocean waters. Once a disturbance has become a tropical depression, the amount of time it takes to achieve the next stage, tropical storm, can take as little as half a day to as much as a couple of days. It may not happen at all. The same may occur for the amount of time a tropical storm needs to intensify into a hurricane.

Atmospheric and oceanic conditions play major roles in determining these events.

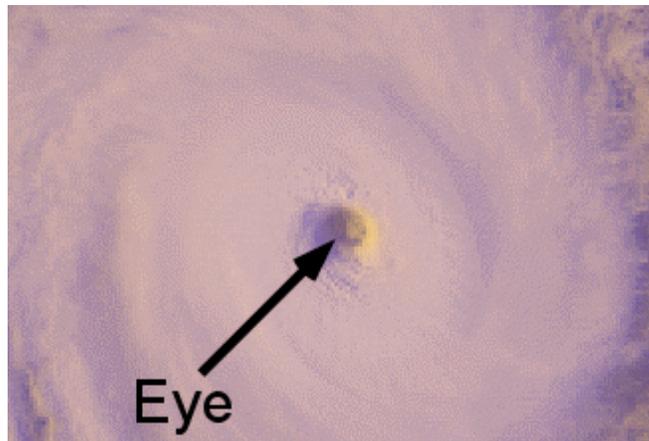
Below, in this satellite image from 1995, we can see different tropical disturbances in each stage are evident. At the far left, Tropical storm Jerry is over Florida, while Hurricanes Iris and Humberto are further east, in the middle of a couple of tropical depressions.



The Eye

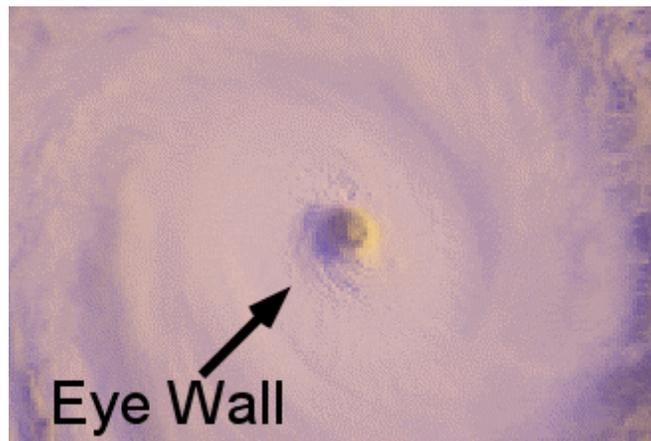
the center of the storm

The most recognizable feature found within a hurricane is the eye. They are found at the center and are between 20-50km in diameter. The eye is the focus of the hurricane, the point about which the rest of the storm rotates and where the lowest surface pressures are found in the storm. The image below is of a hurricane (called cyclone in the Southern Hemisphere). Notice the eye at the center.



The Eye Wall

a hurricane's most devastating region



Located just outside of the eye is the eye wall. This is the location within a hurricane where the most damaging winds and intense rainfall is found. The image below is of a hurricane (called cyclone in the Southern Hemisphere).

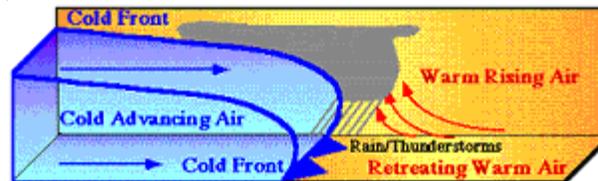
Eye walls are called as such because the eye is surrounded most of the time by a vertical wall of clouds. The eye wall can be seen in the picture above as the thick ring surrounding the eye.



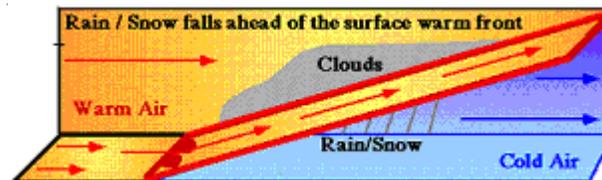
Lifting Along Frontal Boundaries

when air masses interact

Lifting also occurs along frontal boundaries, which separate air masses of different density.



In the case of a cold front, a colder, denser air mass lifts the warm, moist air ahead of it. As the air rises, it cools and its moisture condenses to produce clouds and precipitation. Due to the steep slope of a cold front, vigorous rising motion is often produced, leading to the development of showers and occasionally severe thunderstorms.

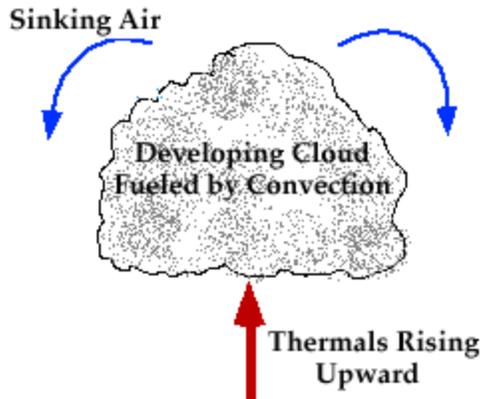


In the case of a warm front, the warm, less dense air rises up and over the colder air ahead of the front. Again, the air cools as it rises and its moisture condenses to produce clouds and precipitation. Warm fronts have a gentler slope and generally move more slowly than cold fronts. The rising motion along warm fronts is much more gradual. Precipitation that develops in advance of a surface warm front is typically steady and more widespread than precipitation associated with a cold front.



Lifting by Convection

upward moving thermals



In meteorology, convection refers mainly to atmospheric motions in the vertical direction.

As the earth is heated by the sun, bubbles of hot air (called thermals) rise upward from the warm surface. A thermal cools as it rises and becomes diluted as it mixes with the surrounding air, losing some of its buoyancy (its ability to rise).

An air parcel will rise naturally if the air within the parcel is warmer than the surrounding air (like a hot air balloon). Therefore, if cool air is present in the air with warm air at lower levels, thermals can rise to great heights before losing their buoyancy.

Lifting Due to Topography



produces orographic clouds

When air is confronted by a mountain, it is lifted up and over the mountain, cooling as it rises. If the air cools to its saturation point, the water vapor condenses and a cloud forms.

These types of clouds are called "orographic clouds", which develop in response to lifting forced by the developing cloud.



Lightning

a visible electric discharge produced by thunderstorms

Let's review the destructive and deadly thunderstorm elements before introducing the **thunderstorm spectrum**. By definition, all thunderstorms contain lightning. This photograph shows lightning coming from the side of a **cumulonimbus cloud**.



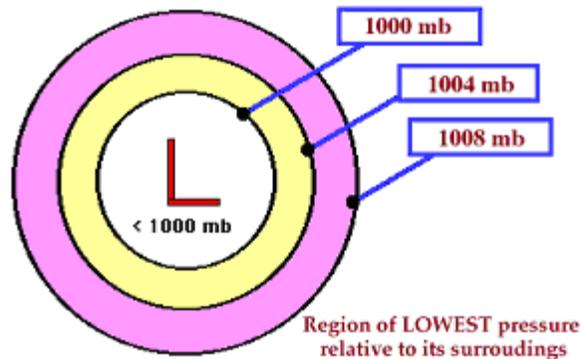
In most years it is the thunderstorm's greatest killer. A possible contributing reason for this is that lightning victims frequently are struck before or just after the occurrence of precipitation at their location. Many people apparently feel safe from lightning when not experiencing rain.



Low Pressure Centers

also known as cyclones

A low pressure center is where the pressure has been measured to be the lowest relative to its surroundings. That means, moving in any horizontal direction away from the “Low” will result in an increase in pressure. Low pressure centers also represent the centers of cyclones.



A low pressure center is indicated on a weather map by a red “L.” Winds flow counterclockwise around a low in the northern hemisphere. The opposite is true in the southern hemisphere, where winds flow clockwise around an area of low pressure.

Maritime Tropical Air Masses

warm temperatures and rich in moisture

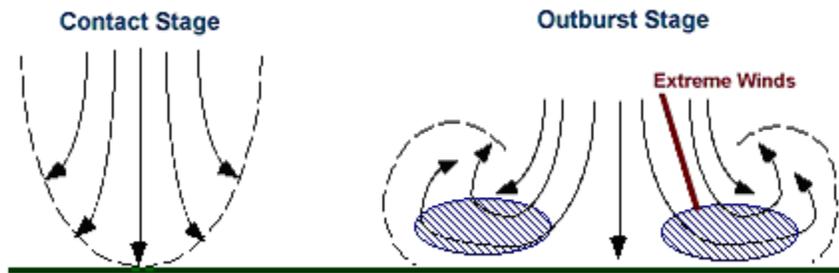
Maritime tropical air masses originate over the warm waters of the tropics and Gulf of Mexico. This is where heat and moisture are transferred to the overlying air from the waters below. The northward movement of tropical air masses transports warm moist air into the United States - increasing the potential for precipitation.



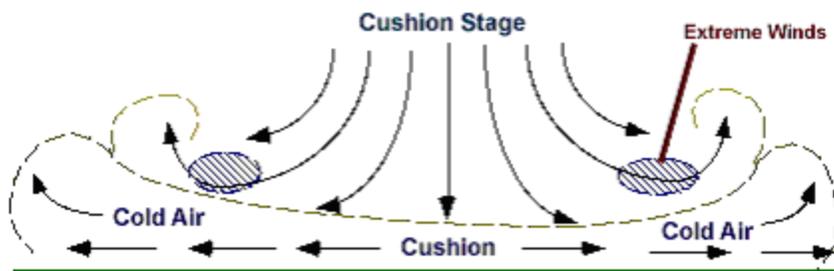
Microbursts

downburst less than 2.5 miles in diameter

A downburst is a strong downdraft which includes an outburst of potentially damaging winds on or near the ground. If the diameter of the downburst is less than 2.5 miles, it is called a microburst. The diagrams below depict the evolution of a microburst.



A microburst initially develops as the downdraft begins its descent from cloud base. The downdraft accelerates and within minutes, reaches the ground (contact stage). It is during the contact stage that the highest winds are observed. During the outburst stage (above), the wind “curls” as the cold air of the microburst moves away from the point of impact with the ground. During the cushion stage, winds about the curl continue to accelerate, posing a great threat to nearby aircraft.



Microbursts and Aircraft

a blueprint for disaster

The anatomy of a **microburst** shows that the highest wind speeds occur shortly after the cold air has hit the ground. The spin-up of the microburst curl then results in an acceleration of wind velocities about the curl.



An aircraft entering a microburst will encounter strong headwinds, followed by strong tailwinds, as it flies from one side of the microburst to the other. If the pilot compensates for the headwind (to decrease lift) a bit too much, then the aircraft will lose lift in the tailwind and quickly strike the ground.

Microbursts from High-based Storm

indicated by a virga trail

These are very weak, **high based showers** without thunder, but with microbursts. Studies have shown that they predominantly occur in the High Plains and western U.S.: particularly in unstable, very dry low level environments with surface temperature-dew point spreads of 30 to 50 degrees and an area of mid-level moisture as a source for the weak showers.

The cloud on the left is developing, whereas the fuzzy anvil on the right has matured and is producing a trail of **virga**. Microbursts would be most likely to occur beneath the virga, when the downdraft reaches the ground.



Types of Precipitation

Rain and Hail

liquid and ice precipitation



Rain develops when growing cloud droplets become too heavy to remain in the cloud and as a result, fall toward the surface as rain. Rain can also begin as ice crystals that collect each other to form large snowflakes. As the falling snow passes through the freezing level into warmer air, the flakes melt and collapse into rain drops. The picture below shows heavy rain falling from a Texas thunderstorm.

Hail is a large frozen raindrop produced by intense thunderstorms, where snow and rain can coexist in the central updraft. As the snowflakes fall, liquid water freezes onto them forming ice pellets that will continue to grow as more and more droplets are accumulated. When reaching the bottom of the cloud, some of the ice pellets are carried by the updraft back up to the top of the storm.

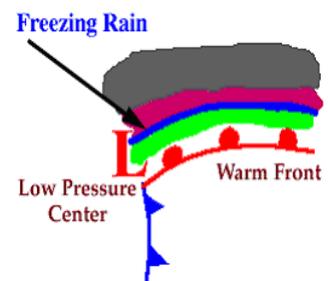


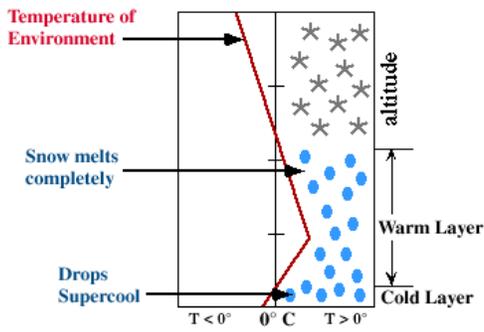
As the ice pellets once again fall through the cloud, another layer of ice is added and the hail stone grows even larger. Typically the stronger the updraft, the more times a hail stone repeats this cycle and consequently, the larger it grows. Once the hail stone becomes too heavy to be supported by the updraft, it falls out of the cloud toward the surface. The hail stone reaches the ground as ice since it is not in the warm air below the thunderstorm long enough to melt before reaching the ground.

Freezing Rain

supercooled droplets freezing on impact

Ice storms can be the most devastating of winter weather phenomena and are often the cause of car accidents, power outages and personal injury. Ice storms result from the accumulation of freezing rain, which is rain that becomes supercooled and freezes upon impact with cold surfaces. Freezing rain is most commonly found in a narrow band on the cold side of a warm front, where surface temperatures are at or just below freezing.



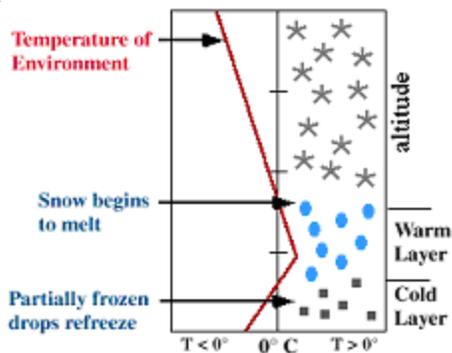
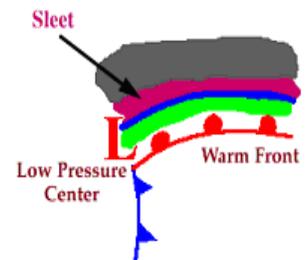


Freezing rain develops as falling snow encounters a layer of warm air deep enough for the snow to completely melt and become rain. As the rain continues to fall, it passes through a thin layer of cold air just above the surface and cools to a temperature below freezing. However, the drops themselves do not freeze, a phenomena called supercooling (or forming “supercooled drops”). When the supercooled drops strike the frozen ground (power lines, or tree branches), they instantly freeze, forming a thin film of ice, producing freezing rain.

This diagram shows a typical temperature profile for freezing rain with the red line indicating the atmosphere’s temperature at any given altitude. The vertical line in the center of the diagram is the freezing line. Temperatures to the left of this line are below freezing, while temperatures to the right are above freezing.

Sleet

Frozen raindrops that bounce on impact with the ground

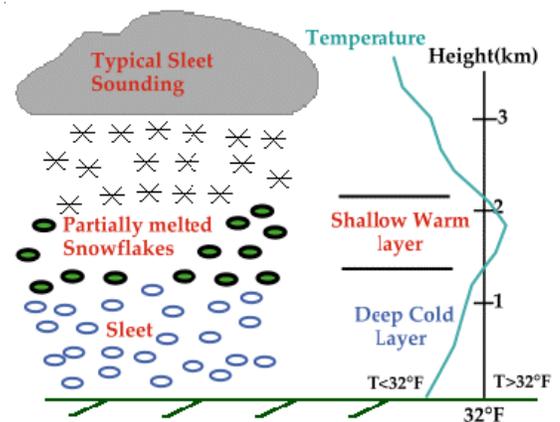


Progressing further ahead of the warm front, surface temperatures continue to decrease and the freezing rain eventually changes over to sleet. Areas of sleet are located on the colder side (usually north) of the freezing rain band.

Sleet is less common than freezing rain and is defined as frozen raindrops that bounce on impact with the ground or other objects. The diagram shows a typical temperature profile for sleet with the red line indicating the atmosphere’s temperature at any given altitude. The vertical line in the center of the diagram is the freezing line. Temperatures to the left of this line are below

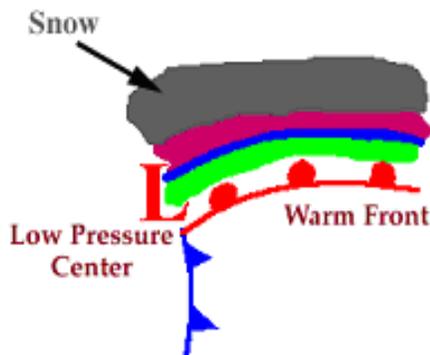
freezing, while temperatures to the right are above freezing.

Sleet is more difficult to forecast than freezing rain because it develops under more specialized atmospheric conditions. It is very similar to freezing rain due to the fact that it causes surfaces to become very slick, but is different because its easily visible.



Snow

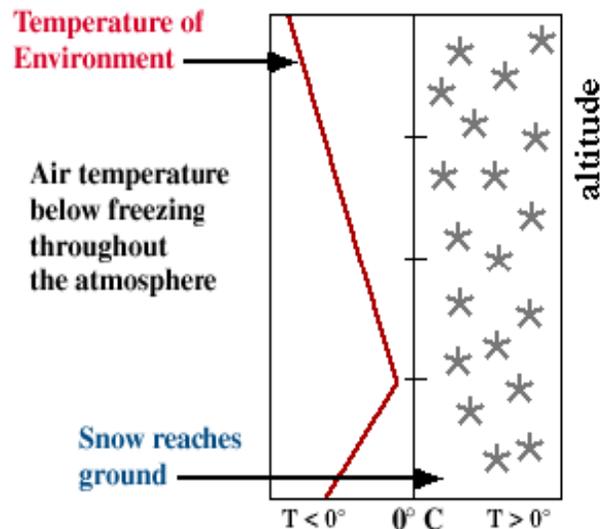
an aggregate of ice crystals



Progressing even further away from the warm front, surface temperatures continue to decrease and the sleet changes over to snow.

Snowflakes are simply aggregates of ice crystals that stick to each other as they fall toward the surface. The diagram below shows a typical temperature profile for snow with the red line indicating the atmosphere's temperature at any given altitude. The vertical line in the center of the diagram is the freezing line. Temperatures to the left of this line are below freezing, while temperatures to the right are above freezing.

Since the snowflakes do not pass through a layer of air warm enough to cause them to melt, they remain in tact and reach the ground as snow.



Heavy Rain and Flooding

a problem of any tropical disturbance

Apart from the storm surge, heavy rainfall causes both flash and long term flooding. Tropical storms and hurricanes are known to dump as much as a meter (about 3 feet) of rain in just a couple of days. This creates big problems for residents who believe they are safe just because they do not live on or near the coast. In fact flooding kills more people than the strong winds do. Here are some of the rainfall totals which occurred in October of 1995 from the landfall of Hurricane Opal.

Rainfall from Hurricane Opal (1995)

Ellyson, FL	15.45"
Evergreen, AL	8.10"
Peach Tree City, GA	7.66"
Mobile, AL	7.48"
Pensacola, FL	7.27"
Hurlburt Field, FL	6.64"
Atlanta, GA	6.59"
Fulton Co., GA	6.22"
Anniston, AL	6.09"
Ft Benning, GA	5.25"
Dobbins AFB, GA	5.14"

Data provided by TPC

After a hurricane has come inland, it begins to deteriorate. However, it still produces a lot of rainfall. Even when a tropical system is as weak as a depression, it is still a very strong storm when compared to average thunderstorms.



Fifth & Liberty Sts., Pittsburg, PA flood of 1907

R. W. Johnston



High-based Dry Thunderstorms

can produce dangerous microbursts



Many western US storms, such as this one in southern Colorado, have extremely high bases and low tops. Don't let the weak appearance fool you! Some of the "dry storms" can produce dangerous microbursts and huge amounts of fire-setting lightning.

Recent research has shown that microbursts, both "dry" ones such as this (actually some very light rain may fall with a dry microburst) and "wet" ones frequently are the cause of wind shear induced aircraft accidents

CISK

how thunderstorms become hurricanes

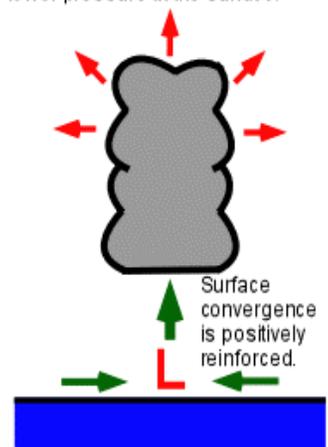
Latent heat is simply heat released or absorbed by a substance (in this case, water vapor) as it changes its state. When water vapor condenses into liquid, it releases this heat into the surrounding atmosphere. Then the atmosphere around this condensation warms.

Since warm air is less dense than cooler air, the warmer air takes up more space. This expansion of this air (red arrows) forces more air outside away from the center of the storm and the surface pressure (which is the weight of the air above the surface) decreases.

When the surface pressure decreases, a larger pressure gradient is formed, and more air converges towards the center of the storm. This creates more surface convergence and causes more warm moist surface air to rise above the surface. This air, as it cools, condenses into clouds. While it does this, it releases even more latent heat.

This cycle continuously repeats itself each time intensifying the storm until other factors, such as cool water, land, or high wind shear act to weaken it.

Continued expansion of air creates lower pressure at the surface.



Types of Thunderstorms

single cell, multicell clusters, multicell lines and supercells

The breakdown into **single cell**, multicell, and supercell covers the major storm types within the spectrum. One “cell” denotes one updraft/downdraft couplet. There are several updrafts and downdrafts in close proximity with a multicell storm. Multicell storms can be broken down further into the categories of **multicell line** and **multicell cluster** storms. The “intense” updraft storm is almost always the **supercell** - a storm capable of producing the most devastating weather, including **violent tornadoes**.

FOUR BASIC THUNDERSTORM TYPES FROM THE STORM SPECTRUM	
① SINGLE CELL	{ Non-Severe SEVERE
② MULTICELL CLUSTER	{ Non-Severe SEVERE
③ MULTICELL LINE (Squall Line)	{ Non-Severe SEVERE
④ SUPERCCELL	SEVERE

With the two multicell storm categories, we have defined four basic storm types from the thunderstorm spectrum. The supercell is always severe, whereas the others can be non-severe or severe. We stress that a “severe” storm is a somewhat arbitrary National Weather Service definition of a storm with one or more of the following elements: 3/4 inch or larger diameter hail, 50 KT downbursts, and tornadoes.

Before reviewing these storms, it is important to emphasize that real thunderstorms do not always fit neatly into the categories we have just described. Research has suggested that the most basic distinction among storm types is between supercells and everything else, the so-called “ordinary” cells.

Non-supercell storms consist of one or more ordinary cells. Three basic ways have been described in which ordinary cells commonly occur: as isolated cells, as clusters of cells, and in lines of cells. Even though real storms can have physical traits that cross the boundaries of these categories, this classification scheme still has considerable value. This is because the intensity and type of weather events produced by a storm tends to be dependent on which category it fits most closely. A given storm may change its type one or more times during its existence.

Single Cell Thunderstorms

also known as pulse thunderstorms

Single cell storms typically do not produce severe weather and usually last for 20-30 minutes. Also known as pulse storms, single cell storms seem quite random (perhaps because of our lack of understanding) in the production of brief severe events such as downbursts, hail, some heavy rainfall, and occasional weak tornadoes. The “degree of predictability” is extremely low. Forecasters are never quite sure which storm will produce severe weather and

SINGLE CELL STORM	
▶	Severe weather is limited to brief, isolated downbursts small hail heavy rain and weak tornadoes.
▶	Severe events can occur anywhere within the generally disorganized storm.
▶	Low degree of predictability of severe events
▶	Low to moderate danger to public; Moderate to high danger to aviation





anvil is blowing off in advance of the storm and is not observable from this perspective. (May storm in the Texas Panhandle near Amarillo.)

from which portion of that storm the severe events will occur.

The “degree of predictability” is extremely low. Forecasters are never quite sure which storm will produce severe weather and from which portion of that storm the severe events will occur. However, the microburst threat to aviation cannot be over-emphasized.

This is a single cell storm, looking east from about 15 miles. The storm was moving east (into the photo). Some of the anvil cloud has been left behind the storm, but the greater portion of the

Multicell Cluster Storms

a cluster of storms in varying stages of development

A multicell cluster consists of a group of cells moving as a single unit, with each cell in a different stage of the thunderstorm life cycle. As the multicell cluster evolves, individual cells take turns at being the most dominant. New cells tend to form along the upwind (typically western or southwestern) edge of the cluster, with mature cells located at the center and dissipating cells found along the downwind (east or northeast) portion of the cluster.

Multicell cluster storms frequently look similar to the one pictured in the photograph below. This assumes that low visibilities and/or intervening clouds, trees, or hills do not obscure the view. Looking north from about 10 miles, notice the three distinct updraft towers at the left (west) portion of the storm. The heaviest precipitation likely falls beneath the highest cloud top. The right (east) side of the complex is dominated by anvil outflow, moving with the storm from left to right.

Multicell severe weather can be of any variety. Usually these storms are stronger than single cell storms, but considerably less so than supercells. Organized multicell storms have the higher severe weather potential. Unorganized multicells, which are simply conglomerates of single cells, can produce pulse storm-like bursts of severe events.

MULTICELL CLUSTER STORM

- ▶ Severe weather occurs as downbursts....moderate-size hail....flash floods....and weak tornadoes
- ▶ Severe events more frequently occur near the updraft/downdraft interface which, in order of occurrence, is on the rear (southwest) and front (east) storm quadrants
- ▶ Moderate degree of predictability of severe events
- ▶ Moderate danger to public; Moderate to high danger to aviation



Actually, the difference between multicell and **single cell storms** is not nearly as important as that between multicells and **supercells**. The multicell **flash flood** threat can be significant. In fact most flash floods probably occur with multicell systems. As with all thunderstorms, the threat to the aviation community is quite high.

Supercell Thunderstorms

thunderstorms with deep rotating updrafts



The last of the four major storm types is the supercell. A supercell is defined as a thunderstorm with a deep rotating updraft (mesocyclone). In fact, the major difference between supercell and multicell storms is the element of rotation in supercells. Circumstances keep some supercells from producing tornadoes, even with the presence of a mesocyclone.

Even though it is the rarest of storm types, the supercell is the most dangerous because of the extreme weather generated. This storm was producing baseball **hail** east of Carnegie, Oklahoma, as it was photographed looking east from 30 miles. Notice the flanking line, main **Cb**, and downwind anvil from right to left (south to north), above the precipitation area.

The flanking line of the supercell behaves differently from the multicell cluster storm. Updraft elements usually merge into the main rotating updraft and then explode vertically, rather than develop into separate and competing thunderstorm cells. In effect, the flanking updrafts “feed” the supercell updraft, rather than compete with it.

SUPERCCELL STORM

- ▶ Severe weather occurs as strong downbursts.... large hail occasional flash floods.... and weak to violent tornadoes.
- ▶ Severe events almost always occur near the updraft/downdraft interface typically in the rear (southwest) storm flank. Some supercells have the interface on the front or southeast flank.
- ▶ High predictability of occurrence of severe events once storm is identified as a supercell.
- ▶ Extremely dangerous to public; Exrtremely dangerous to aviation



Tornadoes

violently rotating columns of air

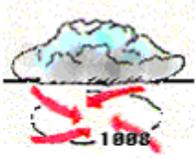
A tornado is defined as a violently rotating column of air in contact with the ground and pendent from a cumulonimbus cloud.

They can be categorized as “weak”, “strong”, and “violent.” Weak tornadoes often have a thin, rope-like appearance, as shown by this tornado near Dawn, Texas. About 7 in 10 tornadoes are weak, with rotating wind speeds no greater than about 110 MPH. (looking west from about 1 mile.)



Tropical Depression

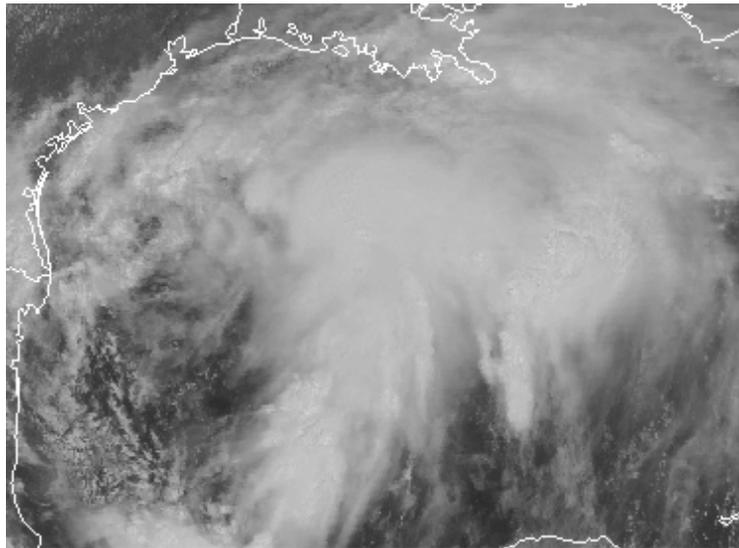
Depression



Once a group of thunderstorms has come together under the right atmospheric conditions for a long enough time, they may organize into a tropical depression. Winds near the center are constantly between 20 and 34 knots (23 - 39 mph).

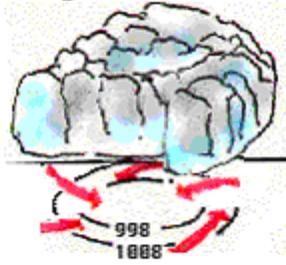
A tropical depression is designated when the first appearance of a lowered pressure and organized circulation in the center of the thunderstorm complex occurs. A surface pressure chart will reveal at least one closed isobar to reflect this lowering.

When viewed from a satellite, tropical depressions appear to have little organization. However, the slightest amount of rotation can usually be perceived when looking at a series of satellite images. Instead of a round appearance similar to hurricanes, tropical depressions look like individual thunderstorms that are grouped together. A tropical depression is shown here.



Tropical Storms

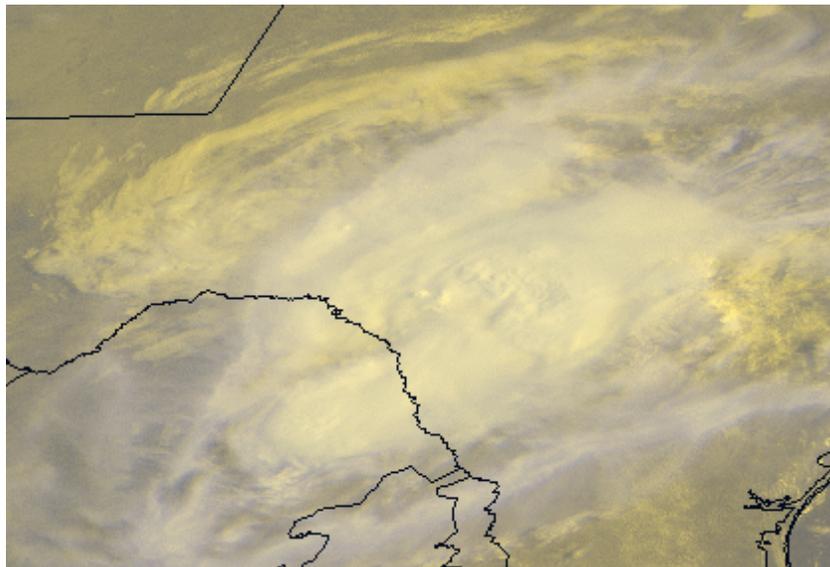
Tropical Storm



Once a tropical depression has intensified to the point where its maximum sustained winds are between 35-64 knots (39-73 mph), it becomes a tropical storm. It is at this time that it is assigned a name. During this time, the storm itself becomes more organized and begins to become more circular in shape — resembling a hurricane.

The rotation of a tropical storm is more recognizable than for a tropical depression. Tropical storms can cause a lot of problems even without becoming a hurricane. However, most of the problems a tropical storm cause come from heavy rainfall.

The satellite image below is of tropical storm Charlie (1998). Many cities in southern Texas reported heavy rainfall between 5-10 inches. Included in these was Del Rio, where more than 17 inches fell in just one day, forcing people from their homes and killing half a dozen.

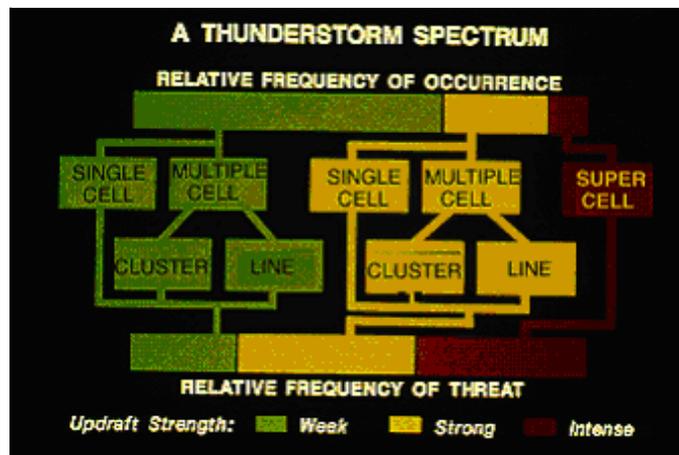


Types of Thunderstorms

single cell, multicell clusters, multicell lines and supercells

The array of thunderstorms within the spectrum is an example of our current scientific understanding. While the spectrum is very useful, it is neither perfect nor a final solution. The arrangement of storms within the spectrum is dependent on:

- ◆ updraft strength, here represented by different colors
- ◆ relative frequencies of these updraft strength categories, as shown by differing lengths on the upper bar graph
- ◆ relative threats of the updraft categories, here represented by the lengths on the bottom bar graph.



Violent Tornado

wind speeds greater than 200 MPH

Only violent tornadoes are capable of leveling a well-anchored, solidly constructed home. Fortunately, less than 2 percent of all tornadoes reach the 200+ MPH violent category. Most violent tornadoes only produce home-leveling damage within a very small portion of their overall damage swath. Less than 5 percent of the 5,000 affected homes in Wichita Falls, Texas were leveled by this massive 1979 tornado. (Looking south from 5 miles).

Look at the huge, circular wall cloud above the tornado. It is probably close both in size and location to the parent rotating updraft (called a mesocyclone) which has spawned the violent tornado. Strong and violent tornadoes usually form in association with mesocyclones. These tend to occur with the most intense events in the thunderstorm spectrum.

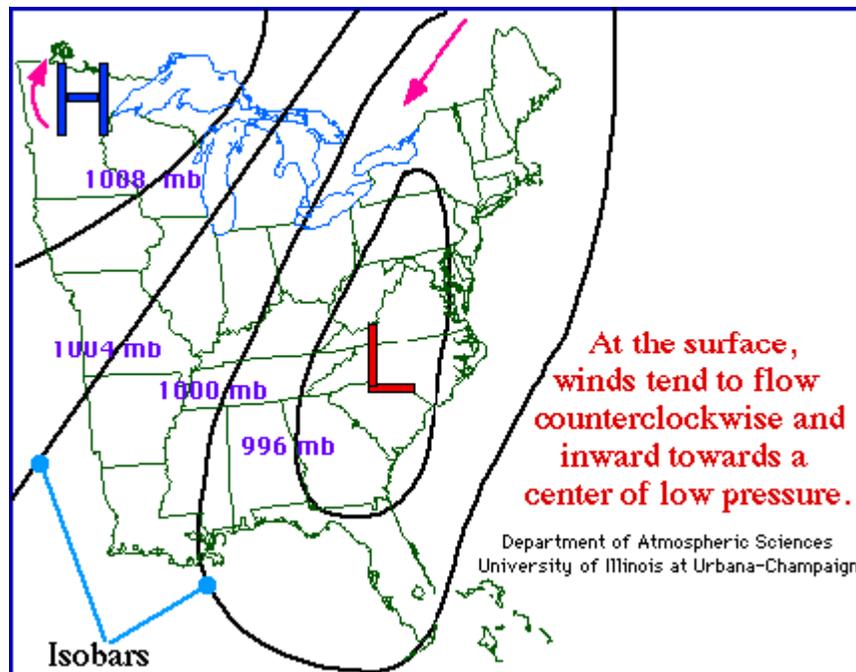


Winds Associated with Cyclones

counterclockwise around a low in the northern hemisphere

The counterclockwise winds associated with northern hemisphere midlatitude cyclones play a significant role in the movement of air masses, transporting warm moist air northward ahead of a low while dragging colder, drier air southward behind it.

Rising air in the vicinity of a low pressure center favors the development of clouds and precipitation. This is why cloudy weather (and likely precipitation) are commonly associated with an area of low pressure.



Books About Weather

Books for Independent Reading

VERY EASY

The Cloud Book
by Tomie dePaola
(Science/Health)
Holiday 1975 (32p)

Features the ten most common clouds.
Available in Spanish as El libro de las nubes.

Rain Song
by Lezlie Evans
Houghton 1995 (32p)

An approaching thunderstorm is the subject of this brightly illustrated poetic text.

Come a Tide
by George Ella Lyon
Orchard 1990 (32p)

Four days and nights of rain cause a river to overflow its banks.

The Flood That Came to Grandma's House
by Linda Stallone
Upshur 1992 (21p)

One family's true experiences when Hurricane Agnes struck.

Action Books: Weather
(Science/Health)
National Geographic 1995 (12p)

A pop-up book that explains clouds, lightning, and other aspects of weather.

EASY

The Story of Lightning and Thunder
by Ashley Bryan
(Multicultural)
Atheneum 1993 (32p)

This African folktale explains how Lightning and Thunder found their way to the sky.



Before the Storm

by Jane Yolen

Boyds Mills 1995 (32p)

The author captures the feel of a hot summer day before a thunderstorm cools things off.

Cloudy With a Chance of Meatballs

by Judi Barrett

Macmillan 1978 (32p) also paper

In the town of Chewandswallow food rains from the sky.

The Mud Family

by Betsy James

(Multicultural)

Putnam 1994 (32p)

Sosi and her family depend on precious rainfall to grow their corn in this story of Anasazi life.

The Five-Dog Night

by Eileen Christelow

Clarion 1993 (32p)

Old Betty discovers that her neighbor Ezra survives cold winter nights by using his five dogs for warmth.

How Thunder and Lightning Came to Be: A Choctaw Legend

by Beatrice Orcutt Harrell

(Multicultural)

Dial 1995 (32p)

A humorous legend of how two birds accidentally created thunder and lightning.

Hurricane

by David Wiesner

Clarion 1992 (32p)

A tree downed by a hurricane becomes a source of imaginative play for two boys.

Chinook!

by Michael O. Tunnell

Tambourine 1993 (32p)

A man regales a brother and sister with extraordinary stories of the warm winter winds called chinooks.

Weather Forecasting

by Gail Gibbons

(Science/Health)

Macmillan 1987 (32p) also paper

Presents a behind-the-scenes look at a modern weather station.



The Big Storm
by Bruce Hiscock
(Science/Health)
Atheneum 1993 (32p)

The author explores geography and weather in recounting the storm of April 1982.

Irene, la valiente (Brave Irene)
by William Steig
Text in Spanish.

AVERAGE

The Weeds and the Weather
by Mary Stolz
Greenwillow 1994 (40p)

No matter what the weather, Mrs. Weed takes her dog Pocket for a daily walk while her cat Clover naps at home.

The Storm
by Marc Harshman
Cobblehill 1995 (32p)

With a tornado quickly approaching, Jonathan, confined to a wheelchair, wonders how he will get to safety.

The Tree That Rains
by Emery and Durga Bernhard
(Multicultural)
Holiday 1994 (32p)

In a myth from the Huichol Indians of Mexico, hard-working Watakame survives a flood with help from Great- Grandmother Earth.

Thunderstorm!
by Nathaniel Tripp
Dial 1994 (480p)

How a farmer and his wild-animal neighbors are affected by the approach and arrival of a severe thunderstorm.

Weather Experiments
by Vera Webster
(Science/Health)
Childrens 1982 (48p)

Color photographs illustrate easy-to- follow weather experiments.
Available in Spanish as Experimentos atmosféricos.



The Mousehole Cat

by Antonia Barber

Macmillan 1990 (32p)

A fisherman and his cat Mowser sail out into a storm to save their village from starvation.

Available in Spanish as La gata gatona.

Weather Everywhere

by Denise Casey

(Science/Health)

Macmillan 1995 (40p)

Explains how temperature, wind, and moisture interact to create weather conditions.

Hurricane! The Rage of Hurricane Andrew

by Pat Lantier-Sampson and the Miami Herald News Team

(Social Studie)

Gareth Stevens 1994 (48p)

Pictorial presentation of one of the most destructive storms in history.

Weather: Poems for All Seasons

by Lee Bennett Hopkins

A collection of weather poems from Langston Hughes, Ogden Nash, Valerie Worth, and others.

Keep the Lights Burning, Abbie

by Peter and Connie Roop

Carolrhoda 1985 (40p)

In 1856, Abbie Burgess had to keep a Maine lighthouse in operation during a brutal storm.

Hurricanes and Tornadoes

by Norman S. Barrett

(Science/Health)

Watts 1990 (32p)

Details the causes of hurricanes and tornadoes and how to protect oneself from them.

Available in Spanish as Huracanes y tornados.

Weather

by Seymour Simon

(Science/Health)

Morrow 1993 (40p)

The author discusses weather and what causes it to change.

Belinda's Hurricane

by Elizabeth Winthrop Dutton 1984 (64p); Puffin 1989 paper

The coming hurricane is a perfect excuse for Belinda to extend her visit to Granny May.



Weather Whys

by Mike Artell

(Science/Health)

Harper 1995 (96p)

Facts, tongue twisters, riddles, and activities provide answers to weather questions.

Wild Weather: Hurricanes!

by Lorraine Jean Hopping

(Science/Health)

Scholastic 1995 (48p)

Traces the paths of violent weather, from Hurricane Andrew to the cyclones of Bangladesh.

CHALLENGING

Blizzard

by Christopher Lampton

(Science/Health)

Millbrook (64p)

Describes the development and destructive force of these severe winter storms.

The Day It Rained Forever: A Story of the Johnstown Flood

by Virginia T. Cross

Viking 1991 (64p); Puffin 1993 paper

When torrential rains cause a dam to overflow, the disaster affects Christina and her family.

Storms

by Jenny Wood

(Science/Health)

Puffin 1990 (32p); also paper

Explanations of the formation and evolution of storms.

Available in Spanish as Tormentas.

It's Raining Cats and Dogs: All Kinds of Weather and Why We Have It

by Franklyn Branley

(Science/Health)

Houghton 1987 (128p); Avon 1993 paper

A collection of weather facts, folklore, and scientific experiments makes learning about the weather fun.

The Weather Sky

by Bruce McMillan

(Science/Health)

Farrar 1991 (38p)

In a seasonal presentation of the weather, children learn about weather patterns and clouds.



Weather

by Brian Cosgrove

(Science/Health)

Knopf 1991 (64p)

Explains the causes of thunder, lightning, hurricanes, and tornadoes.

Books for Teachers to Read Aloud

Weather Report: Poems

by Jane Yolen

Wordsong 1993 (64p)

Fifty-one poems about the weather from thirty poets.

Rain Player

by David Wisniewski

(Multicultural)

Clarion 1991 (32p)

A Mayan boy must defeat the Rain God in a ball game to save his people from disaster.

The Year of No More Corn

by Helen Kettemen

Orchard 1993 (32p)

Old Grampa tells tall tales about the spring rains in Indiana in 1928.

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Web Resources

Clouds

<http://inspire.ospi.wednet.edu:8001/curric/weather/graphing/clouds.html>

<http://atmos.es.mq.edu.au/AMOS/weatherwatch/photos.htm>

Cloud Catalog

<http://covis.atmos.uiuc.edu/guide/clouds/html/oldhome.html>

Cloud Types

[http://ww2010.atmos.uiuc.edu/\(Gh\)/guides/mtr/cld/cldtyp/home.rxml](http://ww2010.atmos.uiuc.edu/(Gh)/guides/mtr/cld/cldtyp/home.rxml)

Global Water Cycle

<http://www.dkrz.de/dkrz/broschuere-eng/research/water.html>

Historical U.S. Hail Data Archive

<http://www.nssl.noaa.gov/spc/archive/hail/index/html>

Lightning

<http://www.coastalnet.com/weather/nwsmhx/lightng.htm>

Lightning – Details About the Forms of Lightning

<http://www.usatoday.com/weather/tg/wflash/wflash2.htm>

Lightning Gallery

<http://www.geocities.com/CapeCanaveral/1801/gallery1.htm>

Lightning – The Weather Channel Storm Encyclopedia

http://www.weather.com/breaking_weather/encyclopedia/thunder/light.html

Lightning/Thunder – Safety

<http://www.weather.com/safeside/lightning>

<http://www.weatherlabs.com/books/thunder.htm>

<http://www.redcross.org/disaster/safety/index.html>

<http://www.fema.gov/library/thunder.htm>

Rainbow – Colors in the sky Blue Sky Exhibit

<http://home.ucar.edu/ucargen/education/bluesky.html>

Severe Weather Warnings – Active

<http://iwin.nws.noaa.gov/iwin/graphicsversion/main.html>

Songs in the Weather

<http://www.4seasons.org/uk/contents.htm>



Thunder – The Weather Channel Storm Encyclopedia

http://www.weather.com/breaking_weather/encyclopedia/thunder/boom.html

Thunderstorms and Lightning

<http://www.eastnc.coastalnet.com/weather/nwsmhx/tstms.htm>

<http://www.hgea.org/E911/thunder.htm>

Tornado Climatology

http://www.weather.com/breaking_weather/encyclopedia/tornado/climo.html

Tornado Formation

http://www.weather.com/breaking_weather/encyclopedia/tornado/form.html

Tornado Types

http://www.weather.com/breaking_weather/encyclopedia/tornado/types.html

Tornado Project Online

<http://www.tornadopproject.com>

Tornadoes

http://hal9000.wsd1.winnipeg.mb.ca/nnl/CECIL_R/natdis/torn.htm

<http://www.usatoday.com/weather/wtwist0.htm>

Tornadoes - Index to Information

<http://www.usatoday.com/weather/wtwist0.htm>

Tornadoes for Kids

<http://www.fema.gov/kids/tornado.htm>

Tornado Chasing

<http://tornadopproject.com/chasing/chasing.htm#top>

Weather Maps

<http://weather.com/weather/maps/index.html>

National Hurricane Center / Tropical Prediction Center

<http://www.nhc.noaa.gov/>

Hurricane and Storm Tracking

<http://hurricane.terrapin.com/>

Hurricane Information - WxUSA

<http://www.wxusa.com/Hurricane/>



Art in the Air

Think about it . . . With a partner, brainstorm about rainbows. How much do you know? How much does your partner know? Together, see how much more you can learn. Use resources to increase your knowledge. (Internet, encyclopedias, science book, etc.)

Why is the sky blue? Sunlight is composed of all the colors of the rainbow. When sunlight enters the atmosphere, light is scattered in all directions.

The color that we see is determined by the relationship between the wavelength of visible light and the size of the molecules with which the light comes into contact.

With your eyes closed, list the colors you have seen in the sky. For each color listed, indicate the weather conditions and/or the time of day when you observed the color.

Why does the sky appear to be blue? What wavelength of visible light is scattered when light comes into contact with air molecules? Why do some clouds appear white while others appear gray and dark?

How are rainbows produced? Why does each person see a unique rainbow? Compare the effect of a prism on white light with that of water droplets. Why do they separate white light into the various colors and what are those colors? How can you remember the order of the colors in a rainbow?

Why is the sky filled with shades of yellow, orange, pink and red at sunrise and sunset?

What is a corona? How is it formed?

What is the aurora borealis? How is it produced?

Create a mini poster to showcase what you have learned. Be sure to illustrate your work!



Balloons and Static Electricity

Purpose: To illustrate static electricity

Materials:

- balloon
- you
- large piece of paper (11 x 17)
- coloring supplies

Directions:

1. Blow up the balloon.
2. Rub it against your clothes. Feel the tingling of static electricity.
3. Place the balloon up to your hair.
4. Create an annotated drawing to explain the concept of static electricity.

Think:

1. What happened to your hair when you put the balloon next to it?
2. How does this experiment illustrate the concepts behind lightning?

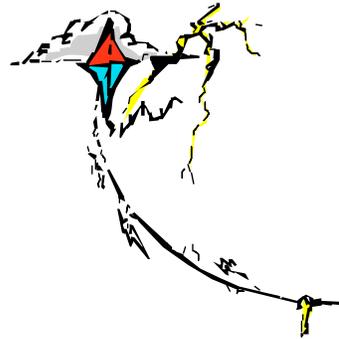


Benjamin Franklin and His Dangerous Experiment

Put story summary here of kite and key.

Materials Needed:

- ◆ Resource materials
 - ◆ encyclopedia
 - ◆ internet
- ◆ Science books on electricity
- ◆ 3 x 5 or 4 x 6 cards
- ◆ Drawing and coloring supplies



Have your parents ever told you not to play with electricity? Consider the experiment Benjamin Franklin conducted with the kite and the key. Do you think this was a smart thing to do? Considering how dangerous electricity is, how do you think Franklin survived? If Franklin had been killed while performing this experiment, what important events and decisions that took place after this date might have been affected?

Research some of the other pioneers in the research and development of the use of electricity. Include Michael Farady, Thomas Edison, and Nikola Tesla.

	<p>Benjamin Franklin was a man who liked to invent things. He was always trying something new . . .</p>
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Cloud Maker

Materials Needed:

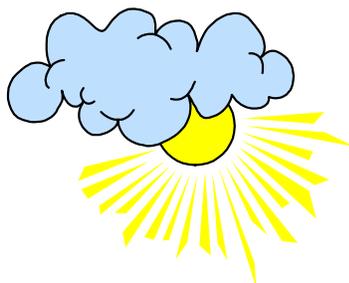
- ◆ 1-gallon jug
- ◆ 1-hole rubber stopper to fit mouth of jug
- ◆ water
- ◆ bicycle pump
- ◆ rubber tubing
- ◆ glass tube
- ◆ chalk dust

Directions: In a group of 3-4 students, perform the following steps.

1. Insert the short glass tube into the rubber stopper. Attach the rubber tube to the glass tube toward the top of the stopper. Attach the other end of the rubber tube to the bicycle pump hose.
2. Pour enough water into the jug to cover the bottom. Allow to sit at room temperature for about 20 minutes.
3. Shake a little chalk dust into the jar. Place the stopper in the jug opening.
4. Using the bicycle pump, put air into the jug. Use no more than 5 or 6 strokes to prevent the stopper from popping out or the jug from bursting.
6. Remove the stopper quickly. Record your observations. If a “cloud” does not form, add a little rubbing alcohol (isopropyl) to the water and repeat the process.

Analysis: Discuss the questions below. Be prepared to present a summary to your class.

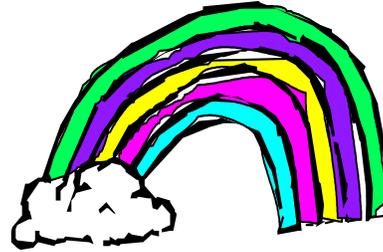
1. Why is the bicycle pump used?
2. How does the change in air pressure mimic natural processes?
3. What happens to the air temperature?
4. What is the purpose of the chalk dust?
5. Explain the formation of clouds using this experiment as a model.
6. What further conditions would be necessary for the formation of cumulonimbus clouds?



Colors in a Rainbow

Materials Needed

- ◆ prism
- ◆ access to the outdoors
- ◆ pan of water
- ◆ screen, white wall or other white surface
- ◆ flashlight or slide projector
- ◆ mirror
- ◆ sunlight



Directions: With a group of 3 - 4 students, conduct the following experiment.

1. Shine a beam of white light on a white surface. Record your observations.
2. Place a prism in the path of the beam of light. Record your observations.
3. Place a pan of water in direct sunlight; place a mirror in the pan making sure that most of the mirror is underwater.
4. Tilt the mirror so that the light reflected by the mirror falls on the white surface. The water in the pan should be still.
5. Observe the white screen and record.

**** Do NOT look directly at the reflection of the sun on a mirror. It can permanently damage your eyes.**

Analysis: Discuss the questions below. Be prepared to present a summary to your class.

- ◆ Compare the observations of the white light with and without the prism.
- ◆ Why is white light separated into a spectrum?
- ◆ What property of light is responsible for the separation?
- ◆ Which color bends the least? The most? how do you know?
- ◆ Compare the image projected through the water by the mirror with that produced by the prism.
- ◆ What does the water do?
- ◆ How does this relate to the production of a rainbow?



Weather Math

Name _____ Date _____

Directions:

1. Select 5 cities in your state.
2. Set up a spreadsheet with cities, date, and calculation formulas (high, low, mean, total rainfall).
3. Using information found from **www.weather.com**, input the data in the correct cells.
Amount of rainfall, highest and lowest temperatures.
4. Chart the information for two weeks.

At the end of the two weeks:

Find the highest and lowest temperatures for each city.

- ◆ Which day had the highest temperature? (for each city)
- ◆ Which day had the lowest temperature? (for each city)
- ◆ What was the mean temperature for each city?
- ◆ Which day had the biggest difference from highest to lowest?
- ◆ What was each cities highest temperature? lowest temperature?
- ◆ Which city had the biggest difference in temperature?

Count the number of days that had no rainfall.

Count the number of days that had rain.

Compare the number of days:

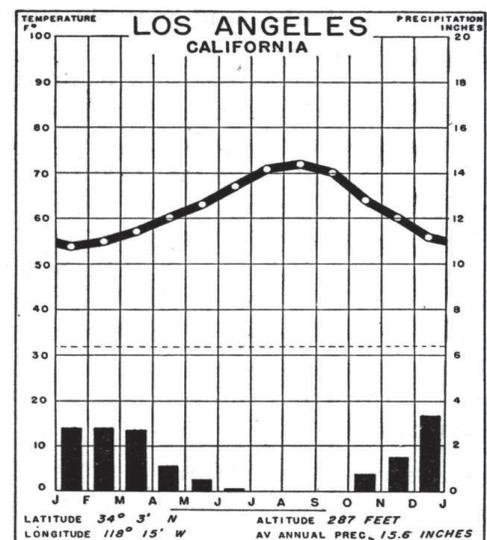
- ◆ Write the ratio of number of days with rain to the total number of days.
- ◆ Write the ratio of number of days without rain to the total number of days.

What was the total rainfall for each city?

Which city had the most rain for the two week period?

Which city had the least rain for the two week period?

Choose information to graph. Create three different graphs illustrating the information gathered.



Hail Maker

Materials Needed:

- ◆ scissors
- ◆ wax paper
- ◆ saucer
- ◆ eyedropper
- ◆ cold tap water
- ◆ sheet of black construction paper
- ◆ desk lamp
- ◆ paper towel
- ◆ magnifying lens
- ◆ freezer
- ◆ food coloring



This large hailstone fell from a tornadic supercell northeast of Breckenridge, TX. The stones left a path miles wide littered with three to four and one half inch stones. The hail fell from a dark cloud base to the south of a developing mesocyclone. No rain or thunder occurred in the immediate area while the stones were coming down.

Picture courtesy of: <http://www.chaseday.com>

Directions: With a group of 3 - 4 students, conduct the following experiment.

1. Cut a piece of wax paper to fit into the saucer.
2. Place the wax paper in the saucer.
3. Use the eye dropper to place, separately, about 5 drops of water onto the wax paper.
4. Place the saucer in the freezer.
5. After 30 minutes, remove the saucer
6. Place a drop of colored water on top of each frozen drop.
7. Replace the saucer in the freezer.
8. Repeat the process of adding water to the drops and refreezing them twice more.
9. Use a different color of water for each new layer.
10. Wait an hour after the last addition of water.
11. Place the black paper under the desk lamp.
12. Remove one of the pellets from the saucer and dry it off with the paper towel.
13. Place the pellet with its flat side facing up on the black paper.
14. Use the magnifying glass to observe the structure of the ice.
15. View it from different angles.
16. When the first ice pellet melts, replace it with one of the others.

Analysis: Discuss the questions below with your group. Create a poster to display your information.

1. Notice the color and clarity of the different layers of each pellet. Is the same layer of each pellet the same clarity?
2. The cloudiness of each layer depends on the amount of dissolved air in the water used to make it. Does the temperature of the water used to form each layer have an effect?
3. Test your hypothesis. Use both hotter and colder (ice-cooled) water.
4. How do these ice pellets resemble hail? How are they different?



Hurricanes

Think

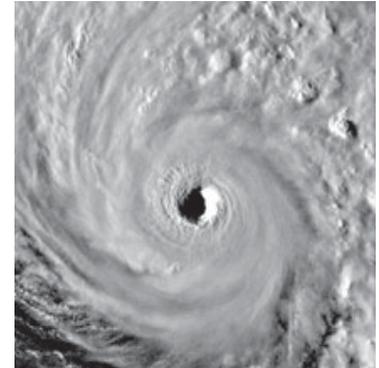
Scientists weren't always able to tell the difference between types of storms. They did observe that summer and fall storms originated in the tropics and were especially violent.

In 1821, Yale Redfield made observations in the aftermath of a hurricane that turned scientists' attention to the development and tracking of hurricanes.

Hurricane damage potential varies – depending on the intensity and path of the storm. The ability to warn the public ahead of time is critical for minimizing loss of life and property.

Meteorologists rate hurricanes by category. A Category 5 hurricane is the worst. Two hurricanes of this type have struck the US in the 1900s: Hurricane Camille (1969) and Florida Keys Storm (1935). Both hurricanes had reported winds higher than 155 mph.

Overall hurricane activity in the Atlantic has decreased since the 1960s. Storm activity in the Gulf of Mexico has remained the same. Meteorologists remind people that weather patterns go in cycles – and even stronger hurricanes could return to the east coast in the future.



Discuss, Share, Create

Work with 2 or 3 other students to investigate the following questions. When finished with the research, create some sort of visual presentation to share with another group.

- ◆ Why would it have taken scientists until the 19th century to begin to understand hurricanes?
- ◆ What technology was lacking?
- ◆ When did scientists begin tracking hurricanes and recording data?
- ◆ What data was recorded? Why?
- ◆ Hurricanes are categorized by wind speed and by property damage. What is the Saffir-Simpson Scale?
- ◆ How does the scale categorize tropical storms?
- ◆ What makes a hurricane deadly?
- ◆ Are some areas of the globe more susceptible to deadly hurricanes than others? Why do you think?
- ◆ What can people do to lessen the damages and fatalities caused by hurricanes?
- ◆ How are satellites used in hurricane forecasting and tracking?



It's Hailing!

Purpose: To model how water in liquid form at temperatures below 32 degrees Fahrenheit can freeze instantly when a particle is added – simulating hailstone development.

Materials Needed:

- ◆ crushed ice
- ◆ 500 ml beaker, or large jar
- ◆ water
- ◆ stirring rod
- ◆ large test tube
- ◆ salt
- ◆ thermometer
- ◆ data table (student created)

Directions:

1. Add equal amounts of ice and water to fill the beaker $\frac{3}{4}$ full.
2. Stir in equal salt to saturate the ice water with salt that has not dissolved, leaving some on the bottom of the beaker.
3. Fill the clean test tube with cold water to equal the level of water in the beaker when the test tube is submerged in it.
4. Place the thermometer in the beaker for 10 minutes while stirring the water gently.
5. Record the temperature in a data table.
6. Remove the test tube and immediately drop a small piece of ice into the tube.
7. Record your observations on the data table.
8. Empty the test tube and repeat steps 3 – 6.

Think and Question:

With 2 or 3 other students, discuss the following questions. Create a 3 minute presentation to share with others in your classroom. Include at least one visual display.

- ◆ What was the temperature of the water in the test tube after 10 minutes?
- ◆ What happened when the piece of ice was dropped into the test tube?
- ◆ Why do you think the water in the test tube did not freeze before the piece of ice was inserted?
- ◆ What two conditions are necessary for hail to form as observed in this activity?



Kindergarten Weather Math

Draw the correct picture on the graph (clouds, sun, raindrops, snow, or combination).

At the end of the month:

Count the number of days that were sunny.

Count the number of days that were snowy.

Count the number of days that were rainy.

Count the number of days that were cloudy.

Count the number of days that were a combination.

Compare the number of days:

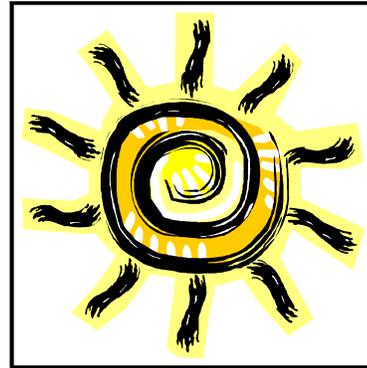
sunny to cloudy

sunny to rainy

sunny to total days

rainy to total days

sunny and cloudy to total days



Keep the data and pictograph to make a book.

At the end of the year, compare all the months.

Which month had the most sunny days?

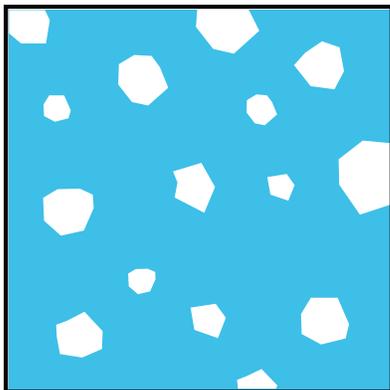
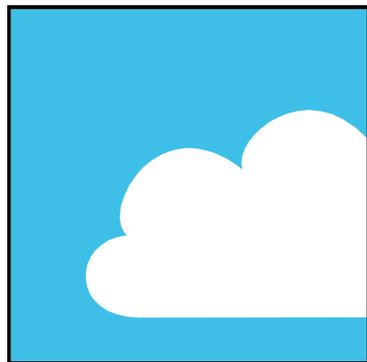
Which month had the most rainy days?

Which month had the most snowy days?

Which month had the most combination days?

Check the web site for data.

www.weather.com



Let's Make a Tornado!

Materials Needed:

- ◆ large plastic soda bottle with cap
- ◆ water
- ◆ marbles or other similar objects
- ◆ dish washing liquid



Directions:

1. Fill the bottle with water.
2. Put three drops of dish washing liquid into the bottle.
3. Place a few marbles into the bottle.
4. Shake the bottle in a circular motion so that the marbles spin around the walls of the bottle.
5. Put the bottle down. What do you see?

Think and Discuss:

Find a partner and discuss these questions.

- ◆ How does this represent a tornado?
- ◆ What did the marbles represent?
- ◆ What was the necessity of the dish washing liquid?
- ◆ Why is each part of the “tornado” necessary to create this effect?

Facts and Safety:

- ◆ A tornado is a violently rotating column of air in touch with the ground and is created by its parent thunderstorm.
- ◆ Most tornadoes come from a type of thunderstorm called a supercell.
- ◆ A supercell is a rotating thunderstorm which can produce one or more tornadoes.
- ◆ If conditions are favorable for the development of thunderstorms which could produce tornadoes, the National Weather Service will issue a Tornado Watch.
- ◆ When a Tornado Watch is issued, you should know where your place of safety is in case a Tornado Warning is issued.
- ◆ If a Tornado Warning is issued, it means a tornado has been detected by radar or has been spotted. You should move to a place of safety as quickly and calmly as possible.
- ◆ The safest place to be in a tornado is on the lowest floor in a center room or interior hallway.
- ◆ You should cover yourself with pillows or blankets.
- ◆ If you can, get under a sturdy bench.
- ◆ Your school should have a plan of safety if a tornado threatens.

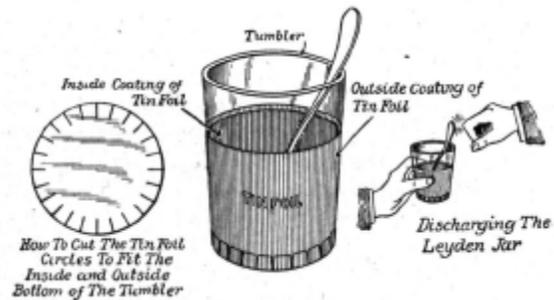


Leyden Jar

Purpose: To create a Leyden Jar to illustrate that lightning is a discharge of static electricity.

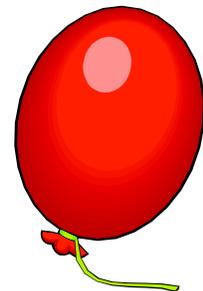
Materials:

disposable plastic cups
balloon
aluminum foil
adult to supervise
student partner



Directions:

1. Cut 2 pieces of aluminum foil – each slightly taller than the plastic cups and wide enough to wrap around the cup with about 1 inch left over.
2. Leaving about $\frac{1}{2}$ inch at the top of the cup bare, wrap the first piece of foil around the outside of the cup. Keep the foil outside and at the bottom of the cup as smooth as possible.
3. Remove the foil from the outside of the cup. Set it carefully aside.
4. Using the second piece of foil, repeat step 3. Leave it around the outside of the cup.
5. Cut a third piece of foil about 1 inch wide and 10-12 inches long.
Make it into a ball-shape.
Leave about 2-3 inches of "tail."
6. Place the tail of the ball inside the plastic cup.
Have the ball stay above the edge of the cup.
7. Place the first, cup-shaped foil into the cup and smooth it carefully into a liner.
8. Make sure the ball stays above the top of the cup's edge. This is your Leyden Jar.
9. Make sure the foil liner and the outside piece of foil do not touch each other.
10. Blow up and tie a balloon.
11. Rub it on your hair to generate a static electric charge.
12. Hold the cup in one hand, the balloon in the other. Touch the balloon to the ball on the cup.
13. Repeat this process several times.
14. To discharge the cup, hold it in one hand and touch the ball with the other hand.
15. Record your findings.
16. What can you conclude?
17. How does this experiment illustrate the concepts behind lightning?
18. Share your experiences with another set of students.

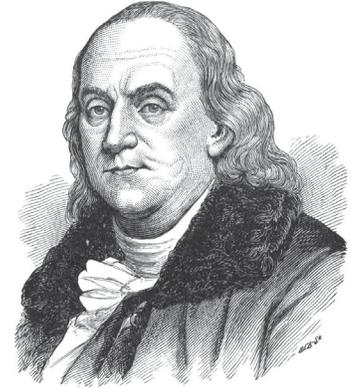


Lightning

Ben Franklin's "kite" experiment created the important discovery that lightning is electricity. Lightning is simply a huge spark in the sky. Like a fingerprint – or a snowflake – no two lightning bolts are the same.

Often a thrilling visual display, lightning can cause extreme damage when it strikes. Lightning releases so much energy that the air it passes through "explodes," = creating thunder.

Lightning can heat the air to temperatures of up to 20,000 degrees Fahrenheit. Lightning strikes can cause fires in dry underbrush. In fact, these fires are a vital part of nature's cycle – helping to prepare for new growth.



Directions: With 2 or 3 other students research the following questions. Prepare a visual presentation for the rest of your classmates. This could be in the form of a picture book, brochure, poster, Power Point presentation, or other products.

Information to be presented:

1. What is lightning?
2. How does it form?
3. Are there different types of lightning?
4. Based on the concept of "cloud to ground" lightning, explain lightning that takes place within a cloud – or between clouds.
5. What is thunder?
6. Why does the "bang" come after the "flash?"
7. Explain how you can use a balloon and a pin to demonstrate thunder.
8. how long does it take for the sound of thunder to reach you after you see a flash of lightning?
9. What safety precautions are necessary during a thunderstorm?
10. Lightning is very powerful and full of energy. Can this energy be trapped and/or used? Why or why not?
11. Give some suggestions or predictions as to how lightning could be channeled and used to the benefit of mankind.



Local Weather

Name _____ Date _____

Directions: Track your local weather for one week. Use weather information from your local newspaper, television weather reports, or from <http://www.weather.com> to complete the chart below.

City or Town: _____

Week of: _____

	SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
Temperature							
Precipitation							
General Conditions							

Write a summary of the weather in your city or town for the week covered on your chart.



Melting Ice

Purpose:

To determine what factors affect the rate at which ice melts.

Background Information:

After a blizzard, nor'easter or ice storm hits, transportation often comes to a stand still. To get people and services moving once again, departments of transportation must find ways to melt the ice. Follow the directions below to determine which factors affect the melting rate of ice.

Materials Needed:

- ◆ block ice approximately 6" x 6" x 6"
- ◆ 5 sheets of ice approximately 9" x 12" x 1"
- ◆ 10g, 50g, 100g, 200g, and 500g masses
- ◆ dark colored cloth and light colored cloth sufficient to cover the ice sheets
- ◆ 0.5 liters of sand
- ◆ 0.5 liters of rock salt
- ◆ 0.5 liters of table salt
- ◆ stop watch
- ◆ ruler
- ◆ lamp



Directions:

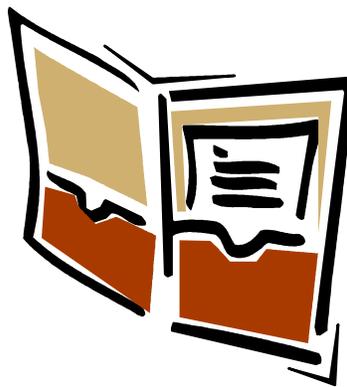
1. Insure that all masses are the same temperature.
2. Place each mass on the block of ice and start the timer.
3. At the end of each minute, measure how far each mass has sunk into the block of ice.
4. Record this data.
5. Collect data for 10 minutes.
6. Take 2 ice sheets and move to a sunny location – or place a lamp so that the light shines on the ice.
7. Cover one sheet with the dark cloth and the other with the light cloth.
8. Start the timer.
9. Place the remaining ice sheets in a sunny or brightly lit location.
10. Sprinkle one sheet with sand, one with rock salt and one with table salt.
11. Start the timer.
12. Measure how long it takes each ice sheet to melt completely.
13. Record your observations.



Think, Discuss, Share, and Create

In a group of 2 – 3 students, brainstorm the following questions. When finished, create a brochure advertising the services provided by your local Department of Transportation in the winter. (This is providing you live in a location which has snow and/or ice. If you don't – imagine that you do!)

- ◆ How did the increase of pressure affect the melting rate of ice?
- ◆ How could this be used by Department of Transportation(DOT) officials to help clear the roadways?
- ◆ How did the different colors of cloth covering the ice affect the melting rate?
- ◆ How could this be used by DOT officials to help clear the roadways?
- ◆ How did the different materials covering the ice affect the melting rate?
- ◆ How could this be used by DOT officials to help clear the roadways?
- ◆ What additional factors might affect the melting point of ice?
- ◆ Could these be used by DOT officials?
- ◆ Why or why not?
- ◆ How could you use what you have learned in the experiment to help clear your sidewalk and/or driveway after the next winter storm?



My Weather Dictionary

Materials Needed:

- scissors
- plain paper
- pencil
- coloring utensils
- weather resources (books, internet, etc.)

Directions: Create your own weather dictionary.

1. Fold the paper into a booklet.
2. Write each weather term on a separate page of the booklet.
3. Write a brief definition.
4. Illustrate the word.
5. Add more of your own weather words.

Weather Words

thunderstorm

rain

hurricane

tornado

snow

sleet

rain

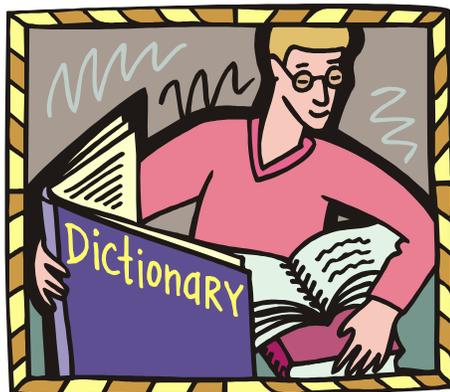
tsunami

blizzard

Internet Links:

[USA TODAY Weather](http://www.usatoday.com/weather/wfront.htm) @ <http://www.usatoday.com/weather/wfront.htm>

[The Weather Channel](http://www.weather.com/) @ <http://www.weather.com/>



Rainbow Race

Materials Needed:

Several light sources – (flashlights)
10 prisms and “sun catchers”

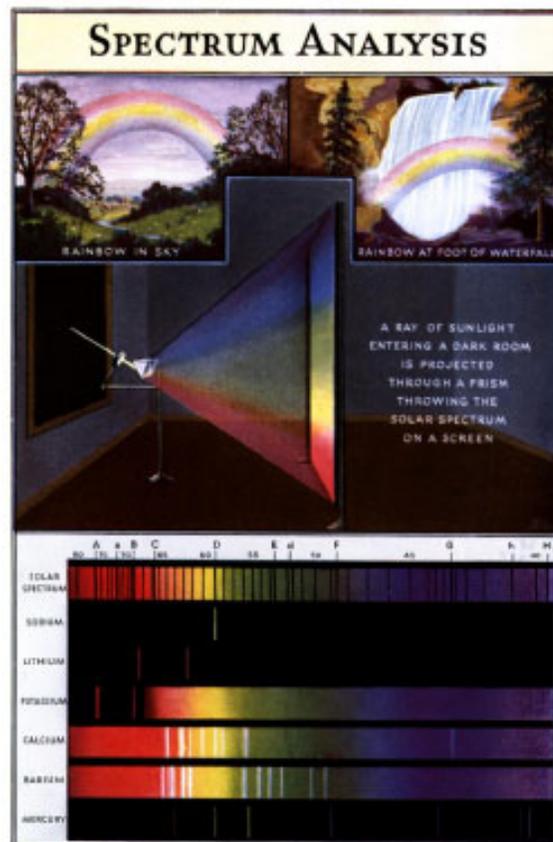
Directions:

1. Place prisms and sun catchers around the room at various heights and positions.
2. Place flashlights on the prisms of various angles.
3. Darken the room.
4. Have students find a rainbow, record the colors and shape of its pattern, and determine the prism from which it is produced.

Analysis:

Discuss with a partner the following questions. Brainstorm to create two other questions which could be answered by the activity. Trade questions with a different set of students. Answer each others questions.

What physical characteristics did you use to determine the rainbow’s source?
How can this information be applied to better understand rainbows in the sky?



Salt, Sand, and Slipping

Purpose: To determine what effect salt and sand have on ice

Materials Needed:

- ◆ Cookie sheet
- ◆ water
- ◆ freezer
- ◆ toy car
- ◆ salt
- ◆ sand
- ◆ piece of string
- ◆ magnifying glass

Directions:

1. Fill the cookie sheet with a thin layer of water.
2. Freeze the pan.
3. After the water has frozen, scratch a straight line through the ice.
4. Tie the toy car to the string.
5. Try to drag the car slowly along the straight line. What happens?
6. Sprinkle some salt or sand over the straight line.
7. Now try again to drag the car along the line. What happens now?

Think, Discuss, Share

With 2 or 3 other students, brainstorm the reasons and answers to the following questions. Prepare a 3 minute summary - complete with a visual aid - to present to your class.

- ◆ Use the magnifying glass to look carefully at the interaction between the salt/sand and the ice.
 - What is happening?
 - Why doesn't the car slip?
- ◆ Which works more quickly or better? The salt or the sand?
- ◆ Why?
- ◆ Create a display of your findings in an annotated drawing of the experiment. Be sure to describe the procedure – and reasonings.



Storm Surge

Purpose: To demonstrate a storm surge and its relationship to tide

Materials Needed per group of students:

- ◆ Electric fan
- ◆ paper
- ◆ grease pencil
- ◆ scissors
- ◆ tape
- ◆ water and dishpan
- ◆ adult to supervise

Directions:

1. Make a funnel out of the paper and tape its wide end to fit over the fan to concentrate the wind.
2. Fill the dishpan with water to about 2 inches of the brim.
 - Mark the water level at one end and position the fan so that it will blow towards the mark.
3. Turn on the fan so that the wind blows across the surface of the water.
 - How much does the water rise above the mark?
 - This is a storm surge.
4. Tilt the dishpan to raise the water level near the mark and create a high tide.
 - How much of a difference does the tide make to the storm surge?

Think and Discuss:

- ◆ How does this illustrate the power of the storm surge in an actual hurricane?
- ◆ Find actual storm surge levels for comparison – using the experiment as a scale model.
- ◆ Use this demonstration in an explanation of why the greatest amount of damage in a hurricane may be caused by the storm surge.

- ◆ With your group – write one or two paragraphs to summarize the experiment and your conclusions.



Thunderstorm in a Box

Purpose: To demonstrate the properties of a thunderstorm

Materials Needed:

- ◆ clear plastic container
- ◆ cool water
- ◆ clean baby food jar
- ◆ rubber band
- ◆ skim milk (140 degrees F)
- ◆ plastic wrap
- ◆ sharp object (pin, toothpick)



Directions: Work in a group of 2 or 3 students.

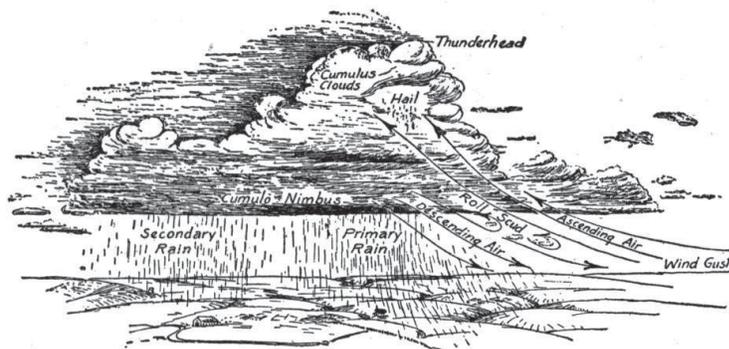
1. Fill the clear plastic box about three-fourths full with cool water.
2. Fill the baby food jar to the top with heated skim milk. Cover it tightly with the plastic wrap – secured with the rubber band.
3. Place the jar into one end of the box. Let it sit until the water in the box settles again.
4. Use a sharp object to punch several holes in the top of the plastic wrap. Observe from the tops and sides of the plastic container.
5. Discuss what happens.

Analysis:

1. How does this experiment demonstrate the circumstances of a thunderstorm?
2. What is the significance of the different temperatures of the liquids used?
3. Try different temperature combinations. What happens differently?

Synthesis

Prepare a presentation for your class to share the information you learned from this experiment. Be sure to have a visual aid.



Anatomy of a Thunderstorm

Thunderstorm systems form and unleash a wealth of severe weather when certain atmospheric conditions come together. Rain, lightning, flooding, damaging winds, and even tornadoes can occur.

Thunderstorms can be extremely destructive – but – they are important for sustaining Earth's plant life. How? and Why? Let's investigate.

Directions: With 2 or 3 other students, investigate the following areas. Take notes on your findings. Create a visual presentation to share with your classmates. This could be in the form of a poster, a brochure, a Power Point presentation – or any other type of visual form.

1. What is a thunderstorm?
2. How does it form?
3. What type of cloud(s) make up a thunderstorm?
4. What types of weather are connected with thunderstorms?
5. Compare and contrast the types of thunderstorm cells.
6. How do you know a thunderstorm is coming?
7. What is the difference between a severe thunderstorm watch and a severe thunderstorm warning?
8. What media sources do most people in your area use to become aware of approaching storms?
9. How safe are you during a thunderstorm?
10. What precautions should you take to prevent injury to yourself and your classmates?



Weather Words

Name _____ Date _____

Directions: Find the words in the wordsearch. Check to be sure you know the meaning of each.

Anemometer
Lightning
Katabatic wind
Occluded front
Psychrometer
Microburst

Thermograph
Isotherm
Tornado
Lightning
Thunderstorm
Cyclone



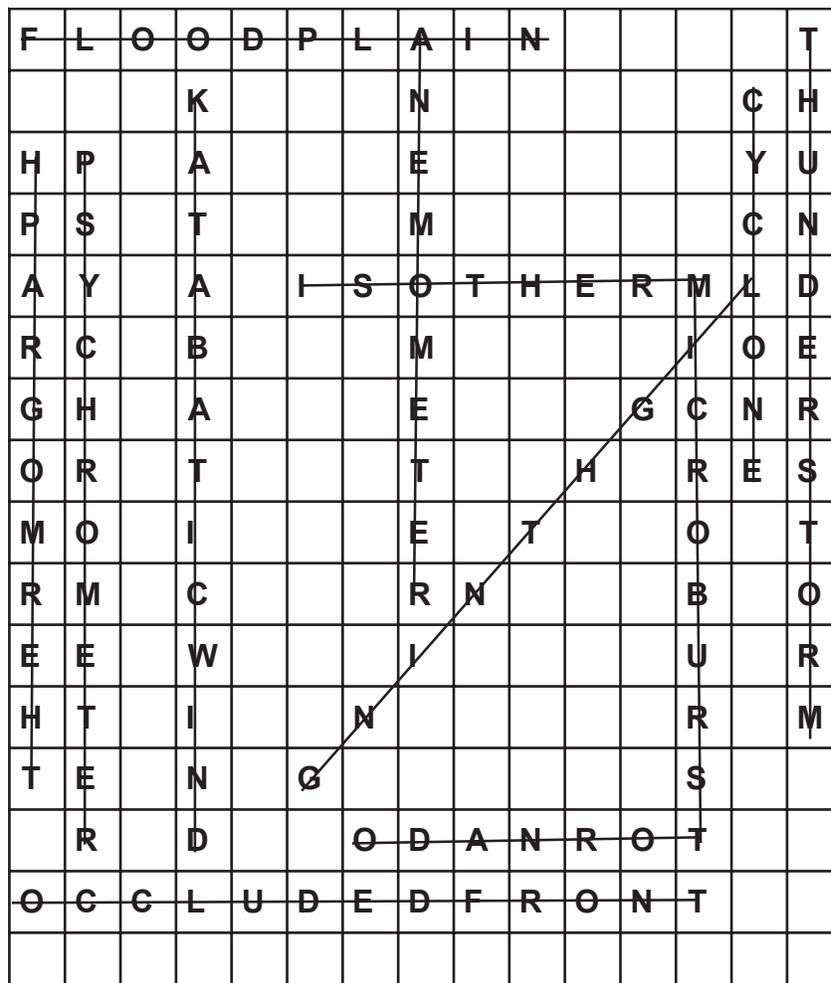
Weather Words

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Anemometer
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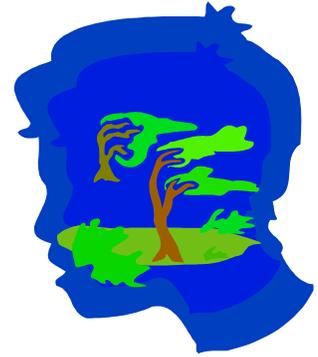
Thermograph
Isotherm
Tornado
Lightning
Thunderstorm
Cyclone



What's in a Name?

Directions:

Research the history of naming hurricanes. Create your own new system to name hurricanes. Choose a theme for the new list of names – such as animals, number combinations, plants, adjectives, etc. Explain the rationale for your system. Why might it be an improvement over the current system?



Writing Opportunities:

- ◆ Create a written proposal to be presented to the Board of Meteorologists. Send your proposal in a letter to the Board.
- ◆ Write a poem using hurricane names. Include descriptive adjectives and adverbs.
- ◆ Group work – With a 3 or 4 others write and perform a “biographical” skit about hurricanes. Have hurricanes be the main characters of the skit. Have them tell about their journey from tropical depression to hurricane, the damage they caused, and what happened to them. Create costumes with names and data symbolizing the hurricane. (The background for the skit could be a large world map so the hurricanes can point out where they were born and where they died.)



Why is Ice Slippery?

Purpose: To demonstrate why ice is slippery

Materials Needed:

- ◆ 12-inch piece of thin wire
- ◆ ice cube
- ◆ 2 same-sized mugs
- ◆ bottle

Directions:

1. Tie each end of the wire to the handle of a mug. Tie it tightly.
2. Put the ice cube into the mouth of the bottle.
3. Put the wire across the middle of the ice cube – letting the mugs hang on either side as weights to put pressure on the ice.
4. Watch what happens as the wire moves through the ice cube as the pressure melts it – without changing its temperature.
5. After the wire has gone halfway through the cube, lift up the mugs to pick up the weight. What happens?

Think, Discuss, and Share

Work with 2 or 3 other students. Brainstorm to answer the following questions. When finished, share your findings with another student group.

- ◆ How does this approximate the process that occurs when you walk on ice, exerting pressure by your weight?
- ◆ When you walk on ice, what are you actually walking on?
- ◆ Why does the weight of the mugs cause the ice to melt even though its temperature does not change?
- ◆ After the wire has passed through the ice, what happens to the ice above it?
- ◆ Why?



Glossary

1. **Cap** - A term used to describe a layer in the atmosphere where temperature increases with height. A cap acts as a lid which inhibits the development of thunderstorms. A strong cap will suppress clouds altogether; a weak cap allows stronger updrafts to develop, possibly into thunderstorms.
2. **Dewpoint** - The temperature to which the air must cool in order to be 100 percent saturated. The higher the dewpoint the more moisture present in the atmosphere. Dewpoints 50 degrees and above are usually enough for severe thunderstorm development. When the dewpoint is within 5 degrees of the temperature, fog is a possibility.
3. **Funnel cloud** - A rotating column of air not in contact with the ground, extending from a towering cumulus or cumulonimbus base. Funnel clouds are found at the rear of the storm, usually from a wall cloud.
4. **Gust front** - The leading edge of the thunderstorm downdraft. The gust front is most prominent beneath the rain-free base and on the leading edge of an approaching thunderstorm. It often precedes the thunderstorm precipitation by several minutes. Shelf and roll clouds sometimes accompany gust fronts, especially when the gust front precedes a line of thunderstorms.
5. **Mammatus** - Hanging rounded protuberances or pouches seen on the underside of the thunderstorm anvil. These clouds do not produce severe weather.
6. **Relative humidity** - The percent of moisture present in the atmosphere in relation to the amount of moisture the atmosphere can hold at the present temperature.
7. **Roll cloud** - A low-level, horizontal, tube shaped accessory cloud completely detached from the thunderstorm base. It is located along the gust front and most frequently on the leading edge of a line of thunderstorms. Roll clouds are not and do not produce tornadoes.
8. **Scud cloud** - Low ragged and wind-torn appearing cloud fragments, usually not attached to the thunderstorm base, often seen in association with, and behind gust fronts. Scud clouds DO NOT produce severe weather. Scud clouds are often mistaken for wall clouds and tornadoes, especially when attached to the thunderstorm base. A way to differentiate scud clouds from wall clouds is to watch their relative position with respect to the rain area: scud clouds move away from the rain area while wall clouds maintain the same relative distance.
9. **Severe Thunderstorm** - Thunderstorms which contain one or more of the following features: winds over 50 knots (58 miles per hour), 3/4 inch or larger hail, funnel clouds, or tornadoes.
10. **Shelf cloud** - A low-level horizontal wedge-shaped accessory cloud, usually attached to the thunderstorm base, that forms along the gust front. The leading edge of the shelf cloud is often smooth and at times layered or terraced while the underside is concave upward and appears turbulent, boiling, or wind-torn. Tornadoes rarely occur with shelf clouds. Remember that shelf clouds are usually found on the leading edge of an approaching thunderstorm.



11. **Stability** - A measure of the atmosphere's ability to develop and sustain rising currents of air. A "Stability Index" usually compares the temperature and moisture in the lower atmosphere with that of the upper atmosphere. Warm, moist air in the lower atmosphere, and cold air in the upper atmosphere, all contribute to more unstable conditions.
12. **Tornado** - A violently rotating column of air, in contact with the ground, usually found in the southwest quadrant of the storm. Tornadoes are usually pendant from wall clouds or directly from the thunderstorm base, within a few miles to the southwest of the precipitation shaft. Tornadoes are still called tornadoes even after they lift off the ground. The MAJORITY of tornadoes are found at the REAR of the storm.
13. **Virga** - Wisps or streaks of rain falling out of a cloud but not reaching the ground. When seen from a distance these streaks can be mistaken for funnels or tornadoes.
14. **Wall cloud** - A local and often abrupt lowering of a rain-free cumulonimbus base, either rotating or non-rotating, from 1 to 4 miles in diameter, and usually situated in the southwest portion of the storm. Wall clouds are found in the rear of the storm; NEVER on the leading edge.
15. **Warning** - A warning is issued by the local Weather Service Office when severe weather has developed in the area. They are statements of imminent danger and are for relatively small areas. Warnings are issued for severe thunderstorms, tornadoes, or flash floods. The MSP Weather Service also issues "Very Severe Thunderstorm Warnings" when they expect winds in excess of 75 miles per hour (hurricane force winds).
16. **Watch** - An area in which the National Severe Storms Forecast Center in Kansas City feels conditions are favorable for the development of severe weather. They usually include an area 140 miles wide by 200 miles long and are issued for the potential of severe thunderstorms, tornadoes, or flash floods. A Watch means be aware of the potential for severe weather.

MISCELLANEOUS INFORMATION

1. Distance to thunderstorm

Count the time from the flash of lightning until you hear thunder. Take this time and divide by 5. This gives approximate distance to thunderstorm in miles.

2. Approximate height of convective clouds

To find the height of convective type clouds take the temperature (F) - dewpoint temperature (F). Multiply this number by 220. This will give approximate height in feet.

3. Approximate dewpoint from temperature and relative humidity

To find dewpoint take temperature x humidity + temperature. Take this result and divide by 2. This will give approximate dewpoint during a typical summer day.



Project Opportunities

The following pages are intended for use in a project based setting. Projects are divided into groups centering around the following topics:

Violent Weather

Hurricanes

Snow

Tornadoes

Rainbows

Lightning



There are six projects for each topic. All projects are centered around Violent Weather.

Suggested Uses:

Copy the project cards on tagboard or heavy paper.

Cut out cards and use in a learning center.

Projects can be assigned individually - or as group projects.



Answer Keys:

All projects are open ended. This is an ideal avenue to evaluate students based on personal potential and growth.

Resources:

Students should be encouraged to use as many resources as possible - internet, encyclopedia, library, social studies textbook, etc.





Violent Weather

Research the tornado which struck Missouri, Illinois, and Indiana on March 18, 1925. Write a newspaper article relating the story. Use the internet for research.

(www.usd.edu/honors/HWB/hwb_t/tri.html)



Violent Weather

The worst drought in the recorded history of the United States occurred in the 1930s. It was called the Dust Bowl. Interview an older person about this period. Take notes. Retell one anecdote from the interview.





Violent Weather

Using tempera paint, illustrate a thunderstorm in your town as a camera might see it.



Violent Weather

Your family has been snowbound by an unpredicted, freak storm. There is no electricity, and your last batteries died in your radio as the weather bureau announced it would be three days before you could get out. Survey your options. Write a three-day plan of action to keep yourself busy and happy. (All other batteries are dead, also. No video games, palm pilots, or CD players!)





Violent Weather

Imagine the film industry's next "disaster" movie is entitled "FLOOD!" You have just watched this new release. As the critic for your local newspaper, write your review. Be sure to include what some of the scenes show.



Violent Weather

Decide whether hurricanes, monsoons, or typhoons have caused the most property damage in the last ten years throughout the world. Create a United Nations pamphlet based on your conclusion. Offer three preventative measures to protect property.





Hurricanes

Draw a map of the Caribbean and eastern United States. Record the tracks of the major hurricanes between 1940 and 1955.



Hurricanes

Describe the cloud and isobar configuration of a “classic” hurricane as it turns toward Miami with Force 8 winds. Give an oral presentation with visual aids.





Hurricanes

Using a wind force chart and your understandings of the physics, show how a board can be driven through a palm tree during a hurricane. Create an informational pamphlet - complete with illustrations.



Hurricanes

Classifying similarities and differences, compare hurricanes and tornadoes. Make a mobile to display your findings.





Hurricanes

Imagine yourself as an animal when Hurricane Andrew hit shore in 1992. Write your autobiography of your trials and tribulations.



Hurricanes

Some members of the National Weather Bureau fly their planes into the “eye” of a hurricane to collect data on the storm. Research the fliers’ activities. Decide if this is a task that you would volunteer for. Write a letter to your friend stating and defending your opinions.





Snow

Define “blizzard” from the point of view of the weather bureau. List six blizzards (give dates and locations) in the last twenty-five years. Create a mobile to display the definition and data.



Snow

Describe how an individual snowflake is formed. Use a transparency and overhead projector to share your explanation with your class.





Snow

Simulate an Eskimo building a traditional igloo. Perform a skit in pantomime.



Snow

Investigate the relationship of the molecular configuration of snowflakes to the loss of traction by a car's tire. Draw a diagram.





Snow

All snowflakes are unique. Design your own. Create a three-dimensional paper sculpture of your design.



Snow

If you were snowbound for six days, decide what facilities and entertainments would be necessary for your physical and mental survival. Draw a labeled diagram with explanatory notes.





Tornado

On a graph, record the number of tornadoes experienced by each state in the US - or province in Canada - in the last five years.



Tornado

Review the relationship between a tornado and a water spout. Write two paragraphs for a science textbook.





Tornado

In a skit, dramatize the actions to be taken by an individual when a tornado has been sighted.



Tornado

Analyze the configuration of the states of development of a tornado. Draw a mural.





Tornado

As a resident of Jarrell, Texas - just after the tornado has torn through your town - give a TV interview reconstructing the impact it had on you.



Tornado

Check with your local Civil Defense organization in regard to their plans in the event of a tornado. Assess their preparedness in terms of your peace of mind. Write a letter to the Director stating and supporting your opinion.





Rainbows

Relate your feelings on seeing a rainbow. Write and illustrate a haiku.



Rainbows

Explain how a spectrum analysis is accomplished. Make a wall chart.





Rainbows

Illustrate the primary colors by constructing a primary color wheel.



Rainbows

Discover what causes refraction in water. Create an illustrated pamphlet.





Rainbows

Imagine you have found the pot of gold at the end of the rainbow. What will you do with it? Write a short story.



Rainbows

Consider what the Biblical meaning of the rainbow is. Write a short story to convey that message to a younger child.





Lightning

List the steps which occur in a cloud-to-ground lightning bolt. Make a chart.



Lightning

Explain the transfer of negative ions in a flash of lightning. Make a filmstrip.





Lightning

Illustrate three types of lightning. Make a charcoal sketch of each one.



Lightning

Examine the formation of a thunderstorm from a single cumulonimbus cloud. Draw an illustrated, annotated time line.





Lightning

Design a symbol for scientists who study lightning.
Create a jacket patch.



Lightning

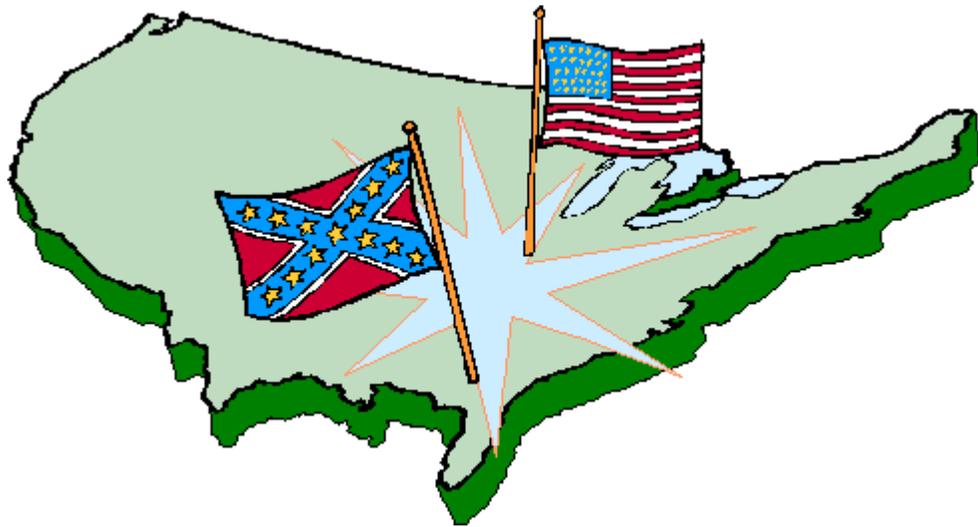
Criticize a folk myth about lightning. Make a comic strip.



THE CIVIL WAR

AMERICA AT ITS WORST

1861-1865



An Interdisciplinary Unit

By

Larry E. Robbins



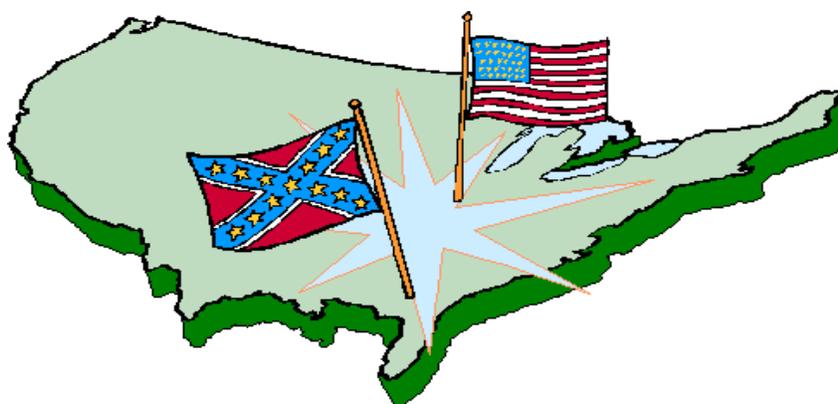
THE CIVIL WAR

AMERICA AT ITS WORST 1861-1865

Description of Target Ages and Grade Levels -- This unit of the Civil War has been designed primarily for the middle and upper elementary grades.

Purpose -- **The Civil War** presents an interdisciplinary unit reviewing the life, times, and actions of the Civil War. Activities are designed for small group use as well as individual projects.

How-to-Guide -- A few narratives can be found in the beginning of the unit. This can be read to the students or given individually to them. A section of inspirational stories is included for worship purposes. There is a combination of narrative and worksheet activities throughout the unit. Web-based activities are combined with research opportunities that will give the students a wide range of skill development. These can be used in any order.



Contents

Narrative

- God's Quarrel With The Nation
- Prediction Of Civil War Bloodshed
- A Brief Description Of The War Years

Inspiration

- Spangler's Spring
- Barlow and Gordon—Friendly Enemies
- John Burns—Citizen Soldier
- Five Sisters, Nurses At Gettysburg

Bible

- Ellen G. White And Slavery

Creative Writing

- Do I Choose States' Rights Or Nationalism?
- Please Help Me—I'm Hurt...
- For Unity or Slavery...You Choose
- A House Divided
- Sherman's March To The Sea
- The Confederacy

Language Arts

- Thomas Garrett
- The Fugitive Slave Law
- The Emancipation Proclamation

Math

- Adding It All Up

Reading

- Abraham Lincoln

Social Studies

- The North vs. The South
- Numbers Tell The Stories
- First Events & Achievements

Share

- A Day To Remember
- Clara Barton
- Jennie Hodgers
- Harriet Tubman

Music & Poetry

- Music Of The War Between The States
- The Blue And The Gray
- Dixie's Sunny Land
- O Captain! My Captain!



GOD'S QUARREL WITH THE NATION

By Ellen G. White

The following article first appeared in the August 27, 1861, edition of the Advent Review and Sabbath Herald (now the Adventist Review), just four months after the beginning of the American Civil War.

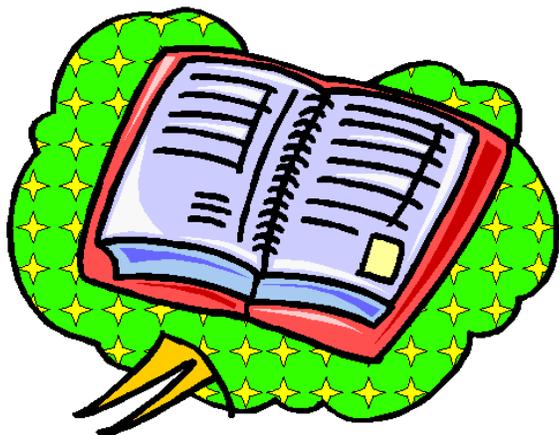
God is punishing the nation for the high crime of slavery. He has the destiny of the nation in His hands. He will punish the South for the sin of slavery, and the North for so long suffering its overreaching and overbearing influences.

All heaven beholds with indignation, human beings, the workmanship of God, reduced to the lowest depths of degradation, and placed on a level with the brute creation by their fellow-men. And professed followers of that dear Saviour whose compassion was ever moved as He witnessed human woe, heartily engage in this enormous and grievous sin, and deal in slaves and souls of men.

Angels have recorded it all. It is written in the book. The tears of the pious bond-men and bond-women, of fathers, mothers and children, brothers and sisters, are all bottled up in heaven. Agony,

human agony, is carried from place to place, and bought and sold. God will restrain His anger but a little longer. His anger burns against this nation, and especially against the religious bodies who have sanctioned, and have themselves engaged in this terrible merchandise. Such injustice, such oppression, such sufferings, many professed followers of the meek and lowly Jesus can witness with heartless indifference. And many of them can inflict, with hateful satisfaction, all this indescribable agony themselves, and yet dare to worship God. It is solemn mockery, and Satan exults over it, and reproaches Jesus and His angels with such inconsistency, saying, with hellish triumph, *Such are Christ's followers!*

These professed Christians read of the sufferings of the martyrs, and tears course down their cheeks. They wonder that men could ever possess hearts so hardened as to practice such inhuman cruelties toward their fellow-men in slavery. And this is not all. They sever the ties of nature, and cruelly oppress from day to day their fellow-men. They can inflict most inhuman tortures with relentless cruelty, which would well compare with the cruelty papists and heathens exercised toward Christ's followers. It will be more tolerable for the heathen and for papists in the day of the execution of God's judgment than for such men.



The cries and sufferings of the oppressed have reached unto heaven, and angels stand amazed at the hard-hearted, untold, agonizing suffering, man in the image of his Maker, causes his fellow-man. The names of such are written in blood, crossed with stripes, and flooded with agonizing, burning tears of suffering. God's anger will not cease until He has caused the land of light to drink the dregs of the cup of His fury.

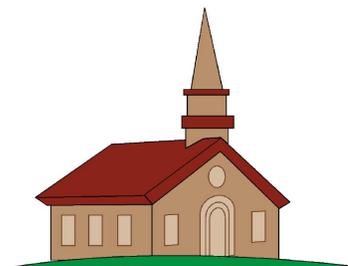
At the Roosevelt conference, when the brethren and sisters were assembled on the day set apart for humiliation, fasting and prayer, Sabbath, August 3, the Spirit of the Lord rested upon us, and I was taken off in vision, and shown the sin of slavery. Slavery has long been a curse to this nation. The fugitive slave law was calculated to crush out of man every noble, generous feeling of sympathy, that should arise in his heart for the oppressed and suffering slave. It was in direct opposition to the teaching of Christ. God's scourge now is upon the North, that they have so long submitted to the advances of the slave power. The sin of Northern pro-slavery men is great. They have strengthened the South in their sin, and sanctioned the extension of slavery, and acted a prominent part in bringing the nation into its present distressed condition.

I was shown that many realize not the extent of evil which has come upon us. They have flattered themselves that the national difficulties would soon be settled, and confusion and war end; but all will be convinced that there is more reality in the matter than was anticipated.



PREDICTION OF CIVIL WAR BLOODSHED

It was a joyous occasion for the Parkville Seventh-day Adventist church. Several of the leading workers were present to assist in dedicating this new house of worship to the service of God. In connection with the afternoon meeting, Ellen White, who had been speaking, was taken in vision. This was Sabbath, January 12, 1861. Three weeks earlier South Carolina had seceded from the Union. Three other States had followed, one each on Wednesday, January 9, Thursday, January 10, and Friday, January 11. Of the action of these last three States, the believers at Parkville may or may not have known. No one expected actual war, and it was not until a full three months later that President Lincoln called for an army.



But a deep impression was made upon those in the little church as Ellen White, coming out of vision, told the audience that a number of States would join South Carolina in secession, and that the nation was on the brink of war. She described views of armies in conflict, with terrible carnage by bullet and bayonet. She saw battlefields covered with the dead and dying. She described scenes of suffering in overcrowded prisons, and she saw homes where distress and anguish reigned because of the loss of husbands, sons, or brothers. Then looking around she said solemnly and sadly, in words which startled the audience, "There are those in this house who will lose sons in that war." (*The Great Second Advent Movement*, pp. 337, 338.)

In a few months the dreadful war was in progress. For four sad years it dragged on. Newspaper accounts brought ever new and convincing evidence of the accuracy of the prediction in the Parkville church. No less than five families in the room that day lost sons in the carnage.

Courtesy of Ellen G. White, Inc.
Washington, D.C.

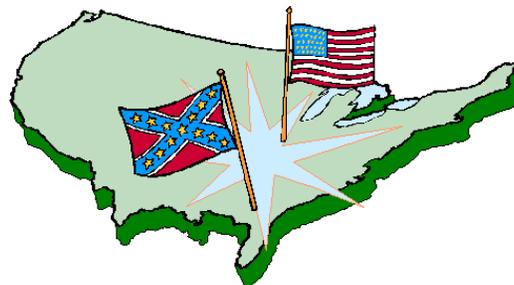


A BRIEF DESCRIPTION OF THE WAR YEARS

1860

The causes of the war of 1861-1865 reach back to the beginning of United States history. The growth of an industrial economy in the North and of a plantation system in the South gradually divided the country into well defined regions. As each area developed its own way of life, differences which the colonial Americans had been able to ignore in the united effort to win independence were more and more emphasized. Slavery became the cornerstone of the Southern system, and its abolition the catalyst of nineteenth-century Northern liberalism.

For two generations Southerners provided the leaders of the national government. As the westward expansion of the nation progressed and waves of new citizens from Europe moved into the new country, a new America and a new type of American developed. Political compromise delayed a break between the sections, but the bloody local war between Southerners who supported slavery and Northern Free-Soilers over the settling of Kansas in the mid-1850's foreshadowed the broader and bloodier struggle of 1861-1865. John Brown's raid on Harper's Ferry, Virginia, in 1859 shocked the country into realization of the danger of war. No one wanted war, but the politicians, the editors, even the clergy drew the lines of opinion so sharply that war became inevitable. Its actual coming was sparked by the election of Abraham Lincoln as President in November, 1860.



South Carolina had been the center of planning for secession if Lincoln was elected. It now proceeded to act out its threat. On December 20, 1860, its State Convention, meeting in Charleston, passed a fateful Ordinance of Secession abrogating South Carolina's acceptance of the United States Constitution and reasserting her position as an independent republic. South Carolinians regarded secession as a right and hoped to leave the Union peaceably. In an address to her sister slaveholding states South Carolina invited them to join in the

formation of a new nation: "Citizens of the slaveholding States of the United States!... Providence has cast our lot together, by extending over us an identity of pursuits, interests and institutions. South Carolina desires no destiny separated from yours. To be one of the great Slaveholding Confederacy, stretching its arms over a territory larger than any power in Europe possesses – with a population four times greater than that of the whole United States when they achieved their independence of the British Empire – with productions which make our existence more important to the world than that of any other people inhabiting it – with common institutions to defend, and common dangers to encounter – we ask your sympathy and confederation....All we demand of other people is to be let alone to work out our own high destinies....United together, and we must be a great, free and prosperous people, whose renown must spread through the civilized world and pass down to the remotest ages. We ask you to join us in forming the Confederacy of Slaveholding States."



1861

A government, closely modeled on the old government, had been established at Montgomery in February and then relocated to Richmond at the end of May. Jefferson Davis, a former United States Secretary of War, had been installed as President. A new flag had been devised and Confederate stamps for a Confederate postal service printed. Confederate currency replaced United States money, and patriotic Southerners invested heavily in Confederate bonds.

President Davis reiterated in his inaugural address on February 18 the hope for peaceful separation of the two nations.

But there was to be no peace.



The bombardment of Fort Sumter in Charleston Harbor on April 12 and its surrender to the Confederates on April 14 started the War in earnest. Now men and states had to choose. Virginia, Arkansas, North Carolina, and Tennessee cast their lot with the South. Basic loyalty to the Union kept the slaveholding border states – Maryland, Kentucky, and Missouri – with the North. Many Southern officers in the U.S. Army and Navy resigned. The conflict of loyalties is best illustrated in the actions of Virginian officers. Winfield Scott, the hero of the War with Mexico, and George H. Thomas, the future

hero of Lookout Mountain, stayed with the Union. Most other Virginians went with their state. Robert E. Lee was the most notable officer to side with the South.

Lincoln was not idle in his first months in the Presidency. Almost as much as the South, the North was unprepared for war. Men had to be mobilized. The Army and Navy, previously small peacetime forces and crippled by resignations, had to be built to new strength. After the explosion into open war at Fort Sumter there was relative quiet until mid-July when the War erupted in new fury at Manassas, Virginia. There Southern troops under Generals P.G.T. Beauregard and J.E. Johnston turned a battle between ill-prepared armies into a rout of the Federals. Failure to press the advantages of victory cost the Confederacy heavily, but Manassas gave the South a boost to its morale and gave it a hero in “Stonewall” Jackson.

Even though the North had lost the navy yard at Norfolk, Federal armies were successful at Hampton Roads, Virginia, and at Hatteras Inlet in North Carolina. In November they gained an even stronger foothold on the coast of South Carolina when a combined sea and land force captured Port Royal.

Federal armies were successful, too, farther west. George B. McClellan had found success in freeing the Unionist portion of Virginia to prepare for its admission to the Union as the new state of West Virginia.

Still farther west there was fierce fighting in Missouri. The Confederates won at Wilson’s Creek in August but again failed to follow up their victory. Men from the Old Northwest Territories and from the new America beyond it to Colorado and California answered Lincoln’s call for more men and began building themselves into the armies that would soon make Ulysses S. Grant and William Tecumseh Sherman famous as generals.



1862

By the end of 1861 the War was mired in the forced truce of winter weather. Both sides now realized that this was real war, to be fought to its bitter end. No longer did politicians predict that the War would be over in ninety days.

The beginning of 1862 was a time of building and preparation and organization in the North, of training and strengthening of defenses in the South. The Union was impatient for a decisive victory, for tangible reward from the bright promise of George McClellan's military genius. George H. Boker, a Northern poet, expressed the prevailing sentiment in a poem called "Tardy George":

"Suppose for a moment, George, my friend—
Just for a moment—you condescend
To use the means that are in your hands,
The eager muskets, and guns, and brands;
Take one bold step on the Southern sod,
And leave the issue to watchful God!
For now the Nation raises its gorge,
Waiting and watching, tardy George!"

Before McClellan dared move on Richmond, Federal successes in the West brought encouragement to the North. General Grant made his first resounding successes in the capture of Forts Henry and Donelson. Nashville was abandoned by the Confederates and soon captured. To the southeast, Fort Pulaski protecting the river approach to Savannah was captured. Confederate hopes began to darken.



In early April a bloody battle – possibly the bloodiest of all history to that time – forever changed the meaning of Shiloh from “place of peace” to “place of war.” Both sides claimed victory at this Tennessee battle, but the results eventually proved the costlier to the Confederates. Among their losses there was General Albert S. Johnston, a general of great promise. But the greatest loss to the Confederacy in the spring of 1862 was New Orleans. Commodore D.G. Farragut took his fleet past the river forts defending the city on April 24 and 25. A week later the largest city of the South, abandoned by its garrison, was in the hands of the Federals.



Despite these major losses, the South had its reasons to be optimistic. Stonewall Jackson was building for the Confederacy its own record of successes and for himself an unsurpassed military reputation as he again and again bested his Yankee opponents in the Valley of Virginia.

The most vital area of the War continued to be the approaches to Richmond. McClellan finally moved up from Yorktown to the Chickahominy River, within a few miles of the city. The first of

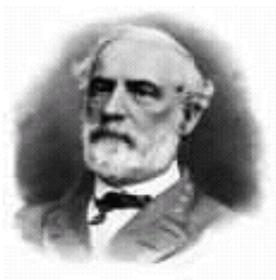


June brought a Confederate victory at Seven Pines. Here General Joseph E. Johnston was wounded and replaced in command by Robert E. Lee. Federal advance was stayed, but it was renewed later in the month. Lee called Jackson to his aid. McClellan was defeated in a series of battles known as the Seven Days, and the city was relieved from immediate attack. In the late summer a second battle at Manassas brought another Confederate success. Lee led his troops into Maryland in the first Confederate invasion of the North. Fifteen months before General Irwin McDowell's men had sung "Dixie" as they crossed the Potomac on their way to First Manassas. It had not been sung as a Yankee song since. By now it had given its name to the South, and it was this tune that Lee's men sang as they, in their turn, crossed the Potomac.



The Southerners were turned back at Antietam Creek. Again the North chafed under McClellan (who had been removed in favor of General John Pope and later restored to command) to move offensively. Worn out by McClellan's demands for more reinforcements, Lincoln replaced him with General Ambrose E. Burnside. Burnside's army met Lee's at Fredericksburg in mid-December. The advantage of position lay almost wholly with the Confederates. Against a pitiless barrage Burnside's men were led to bloody slaughter and defeat.

The year came to a close with a military decision in the War still in the balance. The immense resources of the North had not yet been brought to their full potential. No Federal army had been able to drive through a decisive victory. The South still held its defenses, contracted though they were. Southern shortages of men and materials were not yet fully felt. Southern hopes had been buoyed by Confederate military successes. They had been heightened by the emergence of outstanding heroes in Jackson and his hard-working military, in the dashing J.E.B. Stuart and his daring cavalymen, in John S. Mosby and Nathan B. Forrest. Most of all they had been raised by the emergence of Lee as a great general and of his Army of Northern Virginia as a great implement of war.



1863

The War seemed to stretch out endlessly, but – though no one could surely know it at the time – 1863 would be its climactic year. In the spring Confederate fortunes would surge to new heights of military success at Chancellorsville. In the summer the tide of war would turn with the twin victories for the North at Gettysburg and Vicksburg.

The first of the year brought good news for the South – a victory at Murfreesboro, Tennessee; soon after, word of the cruiser Alabama’s capping a victorious maiden cruise by sinking the U.S.S. Hatteras and word of the recapture of Galveston. In the North the War was given a new dimension as the Emancipation Proclamation President Lincoln had issued in the fall went into effect. Though it did little to give immediate freedom to the Negroes, it did much to boost Union morale and to give increased purpose to the War.



The Confederates’ great victory at Chancellorsville in May was a costly one. It was there that Stonewall Jackson received his fatal wound, accidentally shot by his own men. But the victory over General Joe Hooker cleared the way for a second Confederate invasion of the North. In June, Lee led his troops across western Maryland and into Pennsylvania. There the Army of Northern Virginia met the Army of the Potomac in one of the great battles of history. On the third day the Federals repulsed the final Confederate assault, Pickett’s Charge, and held their ground. Each side claimed victory. Considering the waste of life, both sides lost. But victory really belonged to the Union, and this great triumph of July 3 was matched the next day when General John C. Pemberton surrendered Vicksburg to General Grant.



The summer of 1863 ended with Confederate success at Chickamauga in northern Georgia, but once again the Southerners could not capitalize their victory.

Again the War seemed to pause in its course – for all except the men on the front lines daily engaged in skirmishes and picket duty. But a new spring it would gather renewed force, but in that fall of 1863 the Union could pause long enough for its President to enunciate in the cemetery at Gettysburg a nation’s tribute to its soldiers, later known as the Gettysburg Address.



1864



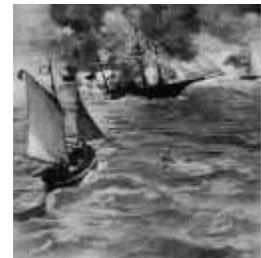
Confederate General John H. Morgan arrived in Richmond on New Year's Day 1864. He was given a hero's welcome for his cavalry exploits in Kentucky and for his recent escape from prison in Columbus, Ohio.

The Army of Northern Virginia remained the strong hope for the South. Confederate optimism, an insistent faith in the righteousness of the Confederate cause, and wishful thinking that the Federal war effort would collapse, all encouraged Southerners to continue a fight which looked less fated to failure in its own time than with the improved vision of historical hindsight. Soldiers whose enlistments had expired reenlisted by the thousands. In an address thanking them for their patriotism early in 1864, President Davis declared, "Assured success awaits us in our holy struggle for liberty and independence, and for the preservation of all that renders life desirable to honorable men."



When the spring campaigns opened General Grant began his long, slow advance on the Richmond-Petersburg line, and General Sherman started his move toward Atlanta. In these two western generals the Union had at last found men who could move their armies, win victories that counted, and – in the case of Sherman – "make Georgia howl." No longer would there be changes in the Union command that would give Southerners the opportunity to joke that Secretary of War Stanton had "given Master Abraham a new toy."

On the seas and on the inland rivers the Northern fleet, too, became stronger and stronger. No longer was the blockade a weakness in the Federal offensive. It had become a powerful weapon in the slow strangulation of Southern efforts to supply the Confederate armies. And in June the Federal *Kearsarge* brought an end to the glamorous career of the *Alabama*. No more would the raider that had sunk or captured sixty Union ships threaten Federal shipping.



The long fourth summer of the War was marked in the Union by a bitter political campaign. But Sherman and his soldiers and Grant and his soldiers moved ahead without regard to politics. By midsummer Sherman was besieging Atlanta. Despite the Confederates' replacement of Johnston with the more aggressive General John B. Hood, Atlanta fell in early September – in time to restore the public confidence that Lincoln needed for reelection.



Disregarding any need for supply lines, Sherman left Atlanta in November and set out for Savannah – making a ploy along the way at freeing the Federal prisoners at Andersonville. With little more than token opposition from the cavalry of General Joe Wheeler, Savannah was captured in time for Sherman to offer the city to Lincoln as a Christmas present. At last Federal armies had completed to the sea the path of victory begun long before with their capture of the Confederate forts on the Tennessee River.



1865

Sherman's march to the sea did not destroy Confederate resistance, but it did destroy Confederate hopes. There was Southern optimism to the end, but by 1865 it was an optimism produced by despair. There was still a long chance for an equalizing victory by Lee. A few still held to a forlorn hope for foreign intervention. But materials and men were used up. Efforts in February for a negotiated peace were rejected by Lincoln. The Confederacy had, in the slang of the day, reached its last ditch.

Sherman continued his triumph in a march through the Carolinas. Charleston, the birthplace of secession, finally fell to other Yankee troops after years of nearly constant attack; Sherman led his men instead through South Carolina's capital, Columbia, and left there little more than ashes.

In Virginia bad weather held Grant in his lines until the end of March. Then, on April 2, the Confederate lines broke. Lee's army retreated southwest in an attempt to join Johnston in North Carolina. It got only as far as Appomattox Court House. There on April 9 Grant accepted Lee's surrender.

In the North the complete victory for the Union was marred only by the tragic assassination of Lincoln on April 14. In the South the humiliation of defeat was like the ending of the world. All that followed Grant's victory and Lincoln's death was anti-climactic. On April 26 Johnston surrendered to Sherman in North Carolina. General Richard Taylor surrendered the other Confederate armies east of the Mississippi the first week of May. Jefferson Davis, with a \$100,000 reward posted for him, was captured at Irwinville, Georgia, May 10. And on May 26 General Kirby Smith surrendered the Confederate soldiers in the Confederacy's Trans-Mississippi states.

The war was finally over.



SPANGLER'S SPRING

For I will pour water upon him that is thirsty....
Isaiah 44:3, first part.

At the foot of Culp's Hill, scene of the second day's battle of Gettysburg, snug under a concrete and stone mound, pouring forth its cool waters, is Spangler's Spring, an historic spot on the ground made sacred by the blood of a divided nation in the most grueling conflict ever fought on American soil. Ordinarily a spring will cause no further ado than to refresh a thirst. To others, in moments of extreme need, it is an all-inspiring sight. And so it is that Spangler's Spring marks a spot and furnished the background of an incident unique in the annals of warfare.

When the forces under Lee and under Meade, opposing Generals in the three days Battles at Gettysburg, had withdrawn for the night after an all-day battle, water was one of the commodities in great demand. One need not dwell on what a war-crazed man will do in such an emergency.

When darkness fell over the opposing lines—when the sentries had been posted and the firing had ceased for the time being, men in Blue and men in Gray sought something to quench their thirst. They had emptied their canteens and were bent on replenishing their supply before another day dawned.

Almost at the same time, these soldiers, fighting to kill only a few hours before, found this gushing spring, located between the firing lines. They

gathered about its cooling outlet and like brothers in arms exchanged greetings, while waiting their turn to refill their canteens, partook of the waters that proved such a blessing to these heroes suffering from parched throats, thence returned to their respective positions and later engaged in mortal combat.

For some time this human interest story sounded like myth, concocted by one with a vivid imagination. However, as the years passed and the story of the Battles at Gettysburg came into its own and historians dwelt at length upon the importance of this conflict the incident at Spangler's Spring was retold by many veterans who survived the ordeal at Gettysburg and finished the war.

At every gathering of the Blue and Gray it is repeated. On a number of occasions veterans of the Army of the Potomac and those who fought under Lee who were in the "drinking party" near Culp's Hill met and exchanged viewpoints as they did upon that memorable night years before.

Courtesy of: Times and News Publishing Co.
Gettysburg, PA



BARLOW AND GORDON - FRIENDLY ENEMIES

But I tell you: Love your enemies and pray for those who persecute you. Matthew 5:44 NIV.

The story of Brigadier General Francis Channing Barlow of New York and Brigadier General John B. Gordon of Georgia is as remarkable a picture of true patriotism and friendliness, despite adverse opinion, as emerged from the great Civil War. It immediately commanded the respect of sympathizers of both sides.

General Barlow was in command of a Division of the 11th Union Corps. He was graduated from Harvard, refused a commission, enlisted as private and won his promotion to Major General purely upon merit. General Gordon was in command of Gordon's Brigade of Early's Division of Ewell's Corps. On the afternoon of July 1st, 1863, General Barlow while engaged in battle with Gordon's outfit at Barlow's Knoll, west of the Harrisburg road, about one mile from Gettysburg, was struck by a shell. He fell from his horse and lay in a heap atop the knoll from which his troops were driven by Gordon and his men. Barlow's men believed him dead. When General Gordon rode by he perceived life in the heap and recognizing an officer of equal rank, dismounted and inquired if he could be of any assistance during his last moments. Gordon believed that Barlow was dying. Barlow asked that his wife, a nurse with the Union forces, be informed of his plight.

Under a flag of truce, two runners from Gordon's staff rode through the Union lines, found Mrs. Barlow and escorted her to the side of her husband atop the knoll. Mrs. Barlow saw a faint hope and asked that her husband be

removed to a farm house, now known as the McIlhenny farm, still standing on the Harrisburg road.

Under the gentle and tender care of his wife and the constant administration of a nurse's hands, General Barlow recovered and lived.

Later General Barlow heard of the death of a General Gordon and silently mourned the loss of a man whom he looked upon as a warm friend. Instead General Gordon fought through the war, as did Barlow, and later became Governor of Georgia.

Twenty years later at a banquet of Union and Confederate soldiers in Washington, Attorney General Barlow and Governor Gordon were on the program as speakers. Each of the opinion the other had been killed, they recognized each other at the banquet and a touching reunion was held at the speakers' table.

Courtesy of: Times and News Publishing Co.
Gettysburg, PA



JOHN BURNS – CITIZEN SOLDIER

I have fought the good fight, I have finished my course, I have kept the faith. 2 Timothy 4:7.

John Burns, native of Gettysburg, cobbler by trade, 72 years of age, was one of the oldest volunteers to the Union cause. He was wounded three times during the three days of engagement at Gettysburg, and his contribution to the cause of the North furnished a splendid illustration of heroic patriotism. When news reached the citizenry of this little town that General Lee purported to invade Gettysburg on his attempted conquest of the North, John Burns, indignant at this so-called intrusion, shouldered an old musket and went forth to join the thin line of Blue clad soldiers, prepared to stem the tide of the oncoming Gray. Burns assumed a position in this thin line, his snowy white hair bristling in the bright sunlight, his eyes aglow with the determination to stop the advancing forces.

One can clearly visualize this little Scotchman's purpose: a hard working cobbler by trade, content in the quiet atmosphere of his own home in the little village of Gettysburg, then to be suddenly aroused by the news that an enemy was approaching. His actions bespoke his mind. His one purpose was to stop the invasion at the outset.

Burns fought with the Union forces in the first day's engagement of the Battle of Gettysburg. He occupied a position in the front line and fired away with his old musket as diligently and as determinedly as his younger comrades in arms.

Burns fell back with a flesh wound. A hurried and make-shift dressing was sufficient to send him back to his old position. The Union line gave way. Official reports testify to the courage of this old Gettysburgian. He held his position

until the inevitable retreat was at hand. But there was glory in the retreat of this old gentleman. A second flesh wound did not detract from the determination and bravery of John Burns. He fought on, unaware of the tremendous odds he was facing. The Union forces were greatly outnumbered in this first day's engagement. But what they lacked in numbers they made up in a stout defense of their line, giving way only by the onrush of superior numbers and under heavy fire.

The Gettysburg Scotchman fought on until a third flesh-wound necessitated his withdrawal. Loss of blood and cruel warfare curbed the physical powers of this warrior, but not for one moment was his courage strained. He fought until he could not fight anymore. He first fought with the 150th Pennsylvania Volunteers, late with the Iron Brigade.

A monument has been dedicated to his memory. It can be found on the site of the first day's fighting, as a tribute to the heroic character of a game little Scotchman. Burns died in Gettysburg at the age of 81, eight years after the Battles.

Courtesy of: Times and News Publishing Co.
Gettysburg, PA



FIVE SISTERS, NURSES AT GETTYSBURG

Comfort ye, comfort ye my people, saith your God. Isaiah 40:1.

When Lee reached Gettysburg on his invasion into the North, five sisters, daughters of Solomon Powers, pioneer resident of the battlefield town, demonstrated an unbounded loyalty and unselfish ambition to render aid to the sick and wounded of both armies, such as has never been duplicated. The sisters, May, Virginia, "Jinny" (as she was familiarly known), Alice, Mrs. H. McDonnell, the only one married at the time, and Lydia.

From the time blood was first spilled on the field of Gettysburg, until the last wounded soldier had left, the Powers and the McDonnell homes were used as hospitals. That is, soldiers of the Blue and those in Gray found solace and comfort as well as medical attention in these two dwellings. Tender hands soothed ugly and vicious wounds and the cheerful manner in which this aid was administered did much toward the recovery of so many.

H. McDonnell, husband of one of the sisters, was taken prisoner by the Confederates the night of the first day's battle, when the invaders pushed through the town in pursuit of the Union forces. July 4th, he was released after he had been identified by some farmer-neighbors. He immediately sought his family, a wife and two children. He found them in the home of his father-in-law, huddled in the cellar tending and caring for some 28 wounded soldiers.

Mrs. McDonnell, along with her duties as nurse to the sick and dying, milked cows to feed milk to her patients. She cared for all those who came to her door, as a mother cares for her own. Her sisters were of the same mettle. They

worked hard and tediously at their chosen task. They bandaged an arm or a leg, washed out deep bullet wounds, and cared for these soldiers in a worthy manner.



Jinny who later became Mrs. David Smith, had an unusual experience. During the course of her ministrations, she developed a strong admiration for a certain Captain Reynolds. She admired him for his courage, patience, and manliness.

Of the twenty-eight wounded soldiers in the home, several had died. As they were being carried out for burial, Jinny noticed the form of Captain Reynolds passing her. Crying, because of the loss of her patient, Jinny took one farewell look at the passing form. At that moment, she screamed and threw herself across the stretcher and cried out that there was still life in the form. The stretcher was returned to the home and Jinny nursed "her" Captain back to health. It looked like a war romance. Captain Reynolds returned on two occasions and begged Jinny to marry him. But Jinny had betrothed herself to David Smith whom she later married. Alice taught school in this district for forty-nine years after the battles. Lydia married John W. Tipton, a veteran barber of Gettysburg. Mary married J. W. Flaharty. History fails to record their countless heroic deeds.

Courtesy of: Times and News Publishing Co.
Gettysburg, PA



ELLEN G. WHITE AND SLAVERY

Name _____ Date _____

Ellen G. White wrote much about the sin of slavery in the United States. Use www.egwestate.andrews.edu and find the references that are listed below. You may also find the book entitled *Ellen G. White Volume 2 The Progressive Years 1862-1876*. Fill in the blanks and see what Ellen White had to say.

Chapter Title

Seventh-day Adventists and the Civil War in the United States, page 34

God is _____ this nation for the high crime of _____. He has the destiny of the nation in His _____. He will _____ the _____ for the _____ of slavery, and the _____ for so long suffering its overreaching and _____ influence.”

“Making reference to the vision of August 3, she declared that she was ‘shown the sin of slavery, which has so long been a _____ to this nation.’ She referred to the _____ law of the land, the ‘_____’, that required the return to their masters of any _____ who escaped to the _____. This, she said, was ‘calculated to _____ out of man every _____, generous feeling of sympathy that should rise in his _____ for the _____ and suffering slave.’”

Ibid., page 35

“God’s _____ is now upon the _____, because they have so long _____ to the advances of the slave power. The sin of Northern _____ men is great. They have _____ the South in their sin by _____ the extension of slavery; they have acted _____ a prominent part in bringing the _____ into its present distressed condition.”



Seventh-day Adventists and the Civil War in the United States, page 39

"I was shown that if the object of this war had been to _____ slavery, then, if desired, _____ would have helped the _____ . But _____ fully understands the existing feelings of the Government, and that the _____ is not to do away with _____ , but merely to preserve the _____ ; and it is not for her interest to have it preserved."

Ibid., page 41

"For the past _____ years the Review has _____ that the United States of America were a _____ of prophecy, and that _____ is pointed out in the prophetic word as the _____ and most damning sin upon this _____ . It has taught that _____ has wrath in store for the _____ which it would drink to the very dregs, as due _____ for the sin of slavery. And the anti-slavery teachings of several of our _____ based upon certain prophecies have been such that their _____ has been positively forbidden in the _____ States. Those of our people who _____ at all in the last _____ election, to a man _____ for Abraham Lincoln. We know of not one _____ among Seventh-day Adventists who has the least _____ for _____ ."

Meeting Two Major Problems, page 47

"I saw that _____ would not give the _____ army wholly into the hands of a _____ people, to be utterly _____ by their enemies." I was referred to Deuteronomy

32:26-30.



ELLEN G. WHITE AND SLAVERY

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Seventh-day Adventists and the Civil War in the United States, page 34

God is **punishing** this nation for the high crime of **slavery**. He has the destiny of the nation in His **hands**. He will **punish** the **South** for the **sin** of slavery, and the **North** for so long suffering its overreaching and **overbearing** influence.”

“Making reference to the vision of August 3, she declared that she was ‘shown the sin of slavery, which has so long been a **curse** to this nation.’ She referred to the **unconscionable** law of the land, the ‘**fugitive slave law**’ that required the return to their masters of any **slaves** who escaped to the **North**. This, she said, was ‘calculated to **crush** out of man every **noble**, generous feeling of sympathy that should rise in his **heart** for the **oppressed** and suffering slave.”

Ibid., page 35

“God’s **scourge** is now upon the **North**, because they have so long **submitted** to the advances of the slave power. The sin of Northern **proslavery** men is great. They have **strengthened** the South in their sin by **sanctioning** the extension of slavery; they have acted a prominent part in bringing the **nation** into its present distressed



Seventh-day Adventists and the Civil War in the United States, page 39

"I was shown that if the object of this war had been to exterminate slavery, then, if desired, England would have helped the North. But England fully understands the existing feelings of the Government, and that the war is not to do away with slavery, but merely to preserve the Union; and it is not for her interest to have it preserved."

Ibid., page 41

"For the past ten years the Review has taught that the United States of America were a subject of prophecy, and that slavery is pointed out in the prophetic word as the darkest and most damning sin upon this nation. It has taught that Heaven has wrath in store for the nation which it would drink to the very dregs, as due punishment for the sin of slavery. And the anti-slavery teachings of several of our publications based upon certain prophecies have been such that their circulation has been positively forbidden in the slave States. Those of our people who voted at all in the last Presidential election, to a man voted for Abraham Lincoln. We know of not one man among Seventh-day Adventists who has the least sympathy for secession."

Meeting Two Major Problems, page 47

"I saw that God would not give the Northern army wholly into the hands of a rebellious people, to be utterly destroyed by their enemies." I was referred to Deuteronomy

32:26-30.



THOMAS GARRETT

Name _____ Date _____

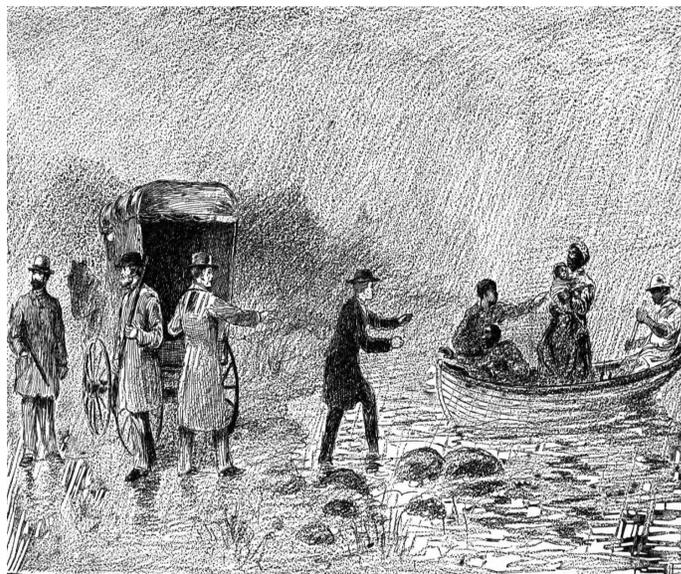
Directions: Read the following story. Find the misspelled words and put a line through each one. Correctly write the word above the misspelled one.

In the spring of the same yer, Thomas Garrett, Quaker, who sinse 1822 had been ofering food and shellter to runaway slaes in Wilmington, Delaware, was tried and found gilty of braking the law covering fugitive slaves. Found guilty with him was John Hunn, a stationmaster of the Underground Raleroad in Middletown, Delaware, and a much yunger man.

The trial was held in the May Term of the United States Court, at New Castle, beforre Chief Justice Taney and Judge Hall.

The fines and dammages that Garrett had to pay took every dollar of his property. His household effects and all his belonggings were sold at public auction. The sherrif who conducted the sale turned to Garrett and said, "Thomas, I hope you'll never be cought at this again."

Garrett, who was then sixtty years old, answered: "Friend, I havn't a dollor in the world, but if you know of a fugitive anywhere on the face of the earth who needs a breakfast, send him to me."



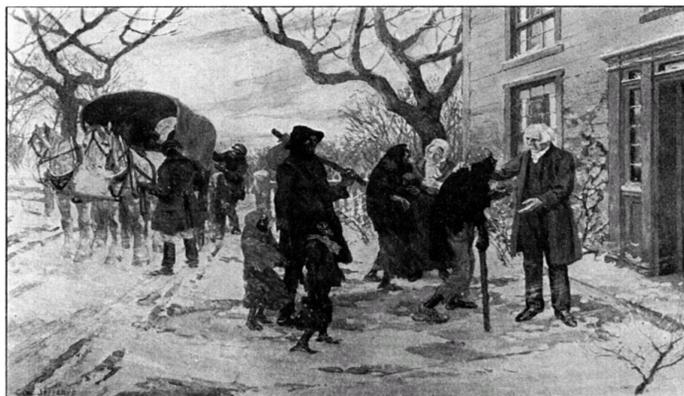
THE FUGITIVE SLAVE LAW

Name _____ Date _____

Directions: Underline the nouns in the paragraphs below. Remember that there are common and proper nouns.

The Fugitive Slave Law was one of the concessions made to the South as part of the Compromise of 1850. Henry Clay, John C. Calhoun and Daniel Webster believed that this compromise would heal the rapidly growing breach between the North and the South. Actually it only served to widen it, primarily because of the terms of the new law covering fugitive slaves.

In the North, men who had been indifferent to slavery, men who had been openly hostile toward the Abolitionists, men who hated Garrison and his newspaper, *The Liberator*, with a deep and abiding hatred, were stirred to anger. They said that the new law turned them into slave catchers. They said they would not lift so much as a finger to help Southern slaveowners catch their runaways. Even more important, they began to question the logic of the Southern apologists for slavery. They said that if enslaved Negroes enjoyed all the good things of life that their masters said they did, there would be no runaway slaves. Why, then, were they taking to their heels in such numbers that it was necessary to pass a law to compel them to enjoy the benefits they derived from slavery?



THE FUGITIVE SLAVE LAW

Name _____ **KEY** _____ Date _____

Directions: Underline the nouns in the paragraphs below. Remember that there are common and proper nouns.

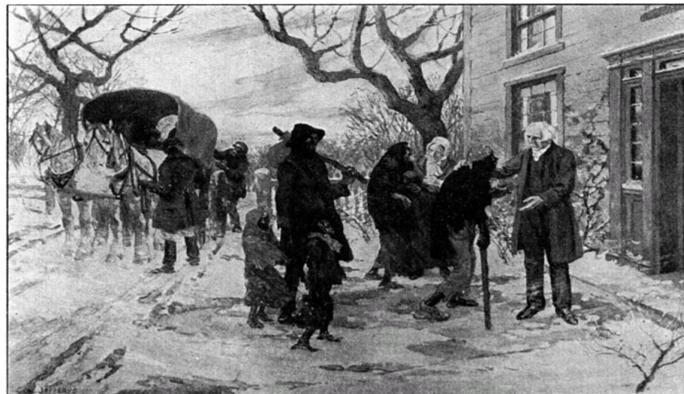
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THE EMANCIPATION PROCLAMATION

Name _____ Date _____

Directions: Read the following paragraphs and underline all the adjectives. Do not underline the articles, *a*, *an*, and *the*.

This is a news release from Washington D.C. dated January 1, 1863.

President Abraham Lincoln issued his formal Emancipation Proclamation today. It declares that the slaves in most of the Confederacy are free. About 3 million slaves will be affected, it is estimated. The proclamation applies to all states that have seceded. It does not yet apply to the border states, nor to slaves held within the Union.

Some political leaders feel the proclamation is the most significant document to be issued in this country since the Declaration of Independence. The proclamation's effect, particularly in the South, is expected to be dramatic. Some believe it will bring about a massive slave uprising in the affected states.

Generally, the proclamation follows the lines which Lincoln announced to his Cabinet last September 22 as a preliminary declaration. At that time, he said he still believed slave owners should be compensated for freed slaves. He also said that



slaves in areas that were in rebellion against the government as of that date would be declared free. Even as early as last July the President indicated to his Cabinet that such a proclamation was to be issued before long. Observers here felt then that he was waiting for the right political and military events before making this move.



The battle of Antietam Creek in Maryland encouraged Lincoln to act. He outlined the preliminary proclamation three days later, September 22. Union forces at Antietam stopped Confederate General Robert E. Lee’s invasion of Maryland, and Lee retreated from his former position.

The proclamation requires no action by Congress. It is an executive order and a military measure. It says simply that the President proclaims:

“...on the first day of January, 1863, all persons held as slaves within any state...the people whereof shall be then in rebellion against the United States, shall then be...forever free; and the executive government of the United States...will recognize and maintain the freedom of such persons and will do no act or acts, to repress such persons...in any efforts they may make for their actual freedom.”



THE EMANCIPATION PROCLAMATION

Name _____ **KEY** _____ Date _____

Directions: Read the following paragraphs and underline all the adjectives. Do not underline the articles, *a*, *an*, and *the*.

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ADDING IT ALL UP

Name _____ Date _____

Directions: Answer the following questions by using the narratives in this unit, the internet, or any others sources you may find helpful. Write the answers on the lines provided.

1. How many months did the Civil War cover? _____
2. What does fourscore and seven years equal? _____
3. How old was President Lincoln when he was assassinated? _____
4. During 1861-1865, of the more than 955,000 immigrants arriving, 764,000 went to the North, and 191,000 went to the South. What is the ratio of immigrants who went to the North versus to the South?

5. In 1860, if New York City had a population of 800,000 and New Orleans had 180,000, what is the proportion when rounding the answer off to the nearest tenth?

6. Approximately how many men did Braxton Bragg send by railroad from Corinth, Mississippi, to Chattanooga, Tennessee, in July 1862? He sent four divisions and each division had eight thousand men.

7. What is the percent of states that seceded from the Union? _____
8. With approximately 51,112 men dead or wounded at Gettysburg during the 3-day battle, give the average of how many men were killed or were wounded each day, each hour, each minute. Round to the nearest whole number.
_____ a day _____ an hour _____ a minute
9. If 130,000 men deserted from the Union forces in a 2-year period, what was the average per week?

10. Florida furnished approximately 2,400 men to the Union and 15,000 men to the South. What is the ratio of men to the North versus the South?



ADDING IT ALL UP

Name _____ Date _____

Directions: Answer the following questions by using the narratives in this unit, the internet, or any others sources you may find helpful. Write the answers on the lines provided.

1. How many months did the Civil War cover? **49 Apr. - March for 4 years and then Apr. 1865**

2. What does fourscore and seven years equal? **87 years**

3. How old was President Lincoln when he was assassinated? **56 years old**

4. During 1861-1865, of the more than 955,000 immigrants arriving, 764,000 went to the North, and 191,000 went to the South. What is the ratio of immigrants who went to the North versus to the South?

4:1

5. In 1860, if New York City had a population of 800,000 and New Orleans had 180,000, what is the proportion when rounding the answer off to the nearest tenth?

4.8 to 1

6. Approximately how many men did Braxton Bragg send by railroad from Corinth, Mississippi, to Chattanooga, Tennessee, in July 1862? He sent four divisions and each division had eight thousand men.

32,000 men

7. What is the percent of states that seceded from the Union? **33%**

8. With approximately 51,112 men dead or wounded at Gettysburg during the 3-day battle, give the average of how many men were killed or were wounded each day, each hour, each minute. Round to the nearest whole number.

17037 a day **710** an hour **12** a minute

9. If 130,000 men deserted from the Union forces in a 2-year period, what was the average per week?

1250 men per week

10. Florida furnished approximately 2,400 men to the Union and 15,000 men to the South. What is the ratio of men to the North versus the South?

1:6



ABRAHAM LINCOLN

Our tallest president (at six feet four inches) poked fun at his own looks – and the opinion was unanimous.

Skinny and homely, Abraham Lincoln had a wart on his cheek, a scar over one eye (from a fight with a gang of thieves), and a beard that he grew at the suggestion of an eleven-year-old girl. Enemies called him apelike, a “well-meaning baboon.” His careless dress didn’t help: pants that were often too short, in winter a blue cape or gray shawl fastened with a large safety pin, in summer a linen coat once white.

Very private and undemonstrative, Lincoln was still genuinely interested in people and their problems. He would sit rubbing his chin – a good listener, compassionate, and tolerant. He would also often sit alone, staring out the window for hours. Melancholy moods gave him insomnia and many nightmares.

Lincoln estimated that he had one year altogether of formal education, but he was always passionate about learning. His idea of a best friend was someone who gave you a book you hadn’t read yet. In a famous episode, he once walked six miles into the woods to borrow what he had heard was a great grammar book. A few years into his administration, a new kind of book began appearing – collections of Lincoln’s witticisms, retold by people who had heard him speak.

The funny books were a result of Lincoln’s unique way of breaking up his bouts with depression: storytelling. Always the center of attention in a group, he had jokes, tall tales, and anecdotes for every occasion. He loved puns, especially corny ones. Passing a store named for its owner, T. R. Strong, he couldn’t resist murmuring, “Coffee are stronger.” He really loved to laugh. It filled a need – “I laugh because I must not cry,” he once told a friend. His jokes also got him out of answering difficult questions, lightened up tense conversations, and deflected criticism. “That reminds me of a story—,” he would say, and be off. His face would light up, his eyes would sparkle, he’d give his hearty high-pitched laugh and sometimes rock back and forth, wrapping his arms around his knees. “He could make a cat laugh!” insisted a witness.

His storytelling skills didn’t translate into effective public speaking; his high voice distracted from his words (though the words were always eloquent – notably the 272 of them that make up the Gettysburg Address.) Nor was organization a strength; he frequently stashed documents in his stovepipe hat for lack of a proper place. In his office was a pile of papers labeled WHEN YOU CAN’T FIND IT ANYWHERE ELSE, LOOK IN THIS.

Never joining a church, Lincoln read the Bible daily and thought of religion as a totally private matter. He wrestled all his life with questions about race, at first making statements that were clearly racist, later changing his opinions. Once, while on a steamboat ride, he saw ten slaves shackled together and was profoundly affected. He decided the system of slavery was evil: “Whenever I hear anyone arguing for slavery, I feel a strong impulse to see it tried on him personally.” He despised war but came to see the Civil War as the only means of keeping the country together.

Hatred of slavery was something he found in Mary Todd. He met her at a party and told her he wanted “in the worst way” to dance with her. They shared much else – a love of politics and good



writing, ambitious goals – but were not always compatible. She cared more than he did about what people thought and was embarrassed when people found Lincoln in his favorite position: stretched out on the floor with a piece of corn bread and a book. He was moody and liked to sit quietly before the fire at night; she was sociable and starved to talk.

Lincoln's inattentiveness drove Mary crazy, and once she even struck him on the nose with a piece of firewood to get him to look at her. Lincoln, ever tolerant, didn't take her temper seriously, but White House staff referred to her as "Her Satanic Majesty" and "the Hellcat." Well educated and a driving force behind the Emancipation Proclamation, which made slavery illegal, Mary was viciously criticized by the press no matter what she did. She was a target of abuse about her looks, taste, and spending habits; her good works were ignored.

Mary and Lincoln had separate beds, in the fashion of well-to-do couples at the time. He used his bedroom as an office, banishing to a guest room the extravagant rosewood bed she'd had made for him. But they remained devoted to each other, and each tried to protect the other from distressing news. She called him "Mr. Lincoln," and he addressed her as "Puss," "Little Woman," and – after the children were born, — "Mother."

His own father had been harsh, but Lincoln was frequently heard to say, "It is my pleasure that my children are free, happy, and unrestricted by parental tyranny." He was an indulgent father to his three sons, Robert, Willie, and Tad. Tad came to be known as the "Tyrant of the White House" for his way of twisting his father around his little finger and having fun at others' expense. Lincoln sometimes helped out with child care, which was so unusual for the times that neighbors labeled him "henpecked." He read to the boys, one on each knee, the third on the back of the chair. Or he hauled them up and down the street in a little wagon while he read a book not always noticing if one of them fell out.

The Lincolns allowed their sons to have all the pets they wanted, including ponies; two pet goats, Nanko and Nanny, who had free run and sometimes barged in on White House receptions; a grey-and-white cat named Bob; and a pet turkey, Jack, that the boys had saved from becoming Thanksgiving dinner.

Lincoln's daily routine began with a small breakfast (coffee and one egg). From early morning to dusk he received long lines of visitors with requests, complaints, news – his palms would become swollen and blistered from shaking so many hands. He sometimes forgot to eat lunch, or made it brief, an apple or a biscuit with a glass of milk. A teetotaler, he most often drank water. Sometimes he went for an afternoon horseback ride or a carriage ride with Mary. After dinner – he ate whatever was put in front of him, though he was partial to oysters and fricasseed chicken – he usually went back to his office for several more hours. Sometimes he wrapped his gray shawl around his shoulders and walked over to the War Department, without escort or guard, to follow the progress of the increasingly bloody Civil War. Getting back to Mary by midnight, he'd discuss the day with her. Besides swapping jokes, Lincoln relaxed by playing chess and rarely missed an opportunity to see a play, slipping into theaters unannounced and sitting in a specially provided rocking chair.

After Willie became the only child ever to die in the White House (from typhoid), his parents were distraught. Mary became increasingly unstable and met often with spiritualists, trying to reach her son's spirit. Lincoln, deeply interested in psychic phenomena, attended several séances with her.



The war took its toll on the White House, which gradually went shabby, with bugs in the furniture and tobacco juice stains around the spittoons.

Five days after the war ended, Lincoln went to Ford's Theatre in Washington to see *Our American Cousin*, a popular comedy of the day. He sat in his rocking chair, holding hands with Mary. As usual, one line got the biggest laugh; "Well, I guess I know enough to turn you inside out, old gal – you sockdologizing old man trap," said one character. The laughter covered the sound of a shot fired into Lincoln's head by John Wilkes Booth, a mentally unbalanced actor who detested Lincoln's views against slavery, as many people did at the time. Lincoln died nine hours later, at the age of fifty-six without regaining consciousness – the first president to die by assassination.

Because he is now regarded as one of our greatest presidents, it is hard to imagine how disliked Lincoln was during his lifetime. He received death threats even before he was elected and got more than ten thousand of them afterward. Considering the threats a novelty, he kept some of them in his desk in an envelope labeled "Assassinations," but he also directed secretaries to toss out threatening letters without showing them to him. He believed that a president should not be shielded from people and took few safety precautions. "I cannot bring myself to believe that any human being lives who would do me any harm," he said.

Courtesy of: Scholastic, Inc.
Lives of the Presidents
New York, New York



ABRAHAM LINCOLN

Name _____ Date _____

After reading the previous selection, answer the following questions on the lines provided.

1. Did Mr. Lincoln ever think someone would harm him? _____
Give proof for your answer. _____
2. For breakfast Mr. Lincoln usually ate what two items? _____
3. Give the name of Mr. Lincoln's wife. _____
4. Give the name of the play Mr. Lincoln was watching when he was assassinated.

5. Give the name of the son who died in the White House. _____
6. Give the two names Mrs. Lincoln was called. _____
7. How did Lincoln get the scar over his eye? _____
8. How old was Mr. Lincoln when he was assassinated? _____
9. How tall was Abraham Lincoln? _____
10. Lincoln once said, "I laugh because I must not _____."
11. Lincoln walked for _____ miles once to borrow a grammar book.
12. Mr. Lincoln came to see the Civil War as the only means of _____
_____.
13. Name 2 foods Mr. Lincoln especially liked. _____
14. Name the 3 sons of the President. _____
15. Name the following pets of the Lincolns.
Cat _____
Two Goats _____
Turkey _____



16. Name the theatre where Mr. Lincoln was killed. _____
17. There are how many words in the Gettysburg Address? _____
18. What did Mr. Lincoln's son die of? _____
19. Who assassinated Mr. Lincoln? _____
20. What did Mrs. Lincoln call the President? _____
21. Who suggested to Lincoln that he wear a beard? _____
22. Where did Mr. Lincoln stash documents when he knew of no where else to put them?

23. When speaking in public, his _____ voice distracted from his words.
24. What kind of a mood gave Lincoln insomnia and nightmares? _____
25. Which son of the President was known as the "Tyrant of the White House?" _____
26. Was Lincoln ever considered a racist? _____
27. What church did Lincoln belong to? _____



ABRAHAM LINCOLN

Name KEY Date _____

After reading the previous selection, answer the following questions on the lines provided.

1. Did Mr. Lincoln ever think someone would harm him? No

Give proof for your answer. "I cannot bring myself to believe...do me any harm."

2. For breakfast Mr. Lincoln usually ate what two items? coffee 1 egg

3. Give the name of Mr. Lincoln's wife. Mary Todd

4. Give the name of the play Mr. Lincoln was watching when he was assassinated.

Our American Cousin

5. Give the name of the son who died in the White House. Willie

6. Give the two names Mrs. Lincoln was called. Her Satanic Majesty & the Hellcat

7. How did Lincoln get the scar over his eye? In a fight with a gang of thieves

8. How old was Mr. Lincoln when he was assassinated? 56 years of age

9. How tall was Abraham Lincoln? 6 feet 4 inches

10. Lincoln once said, "I laugh because I must not cry."

11. Lincoln walked for 6 miles once to borrow a grammar book.

12. Mr. Lincoln came to see the Civil War as the only means of _____

keeping the country together

13. Name 2 foods Mr. Lincoln especially liked. oysters fricasseed chicken

14. Name the 3 sons of the President. Robert Willie Tad

15. Name the following pets of the Lincolns.

Cat Bob

Two Goats Nanko & Nanny

Turkey Jack



16. Name the theatre where Mr. Lincoln was killed. **Ford's Theatre**
17. There are how many words in the Gettysburg Address? **272**
18. What did Mr. Lincoln's son die of? **Typhoid**
19. Who assassinated Mr. Lincoln? **John Wilkes Booth**
20. What did Mrs. Lincoln call the President? **Mr. Lincoln**
21. Who suggested to Lincoln that he wear a beard? **an eleven year old girl**
22. Where did Mr. Lincoln stash documents when he knew of no where else to put them?
In his stovepipe hat
23. When speaking in public, his **high** voice distracted from his words.
24. What kind of a mood gave Lincoln insomnia and nightmares? **melancholy**
25. Which son of the President was known as the "Tyrant of the White House?" **Tad**
26. Was Lincoln ever considered a racist? **Yes**
27. What church did Lincoln belong to? **None**



THE NORTH VS. THE SOUTH

Name _____

Date _____

Using the map on the next page, answer the following questions by giving the complete name of each state. Write the answers on the lines provided.

1. Name each of the eleven seceding states.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

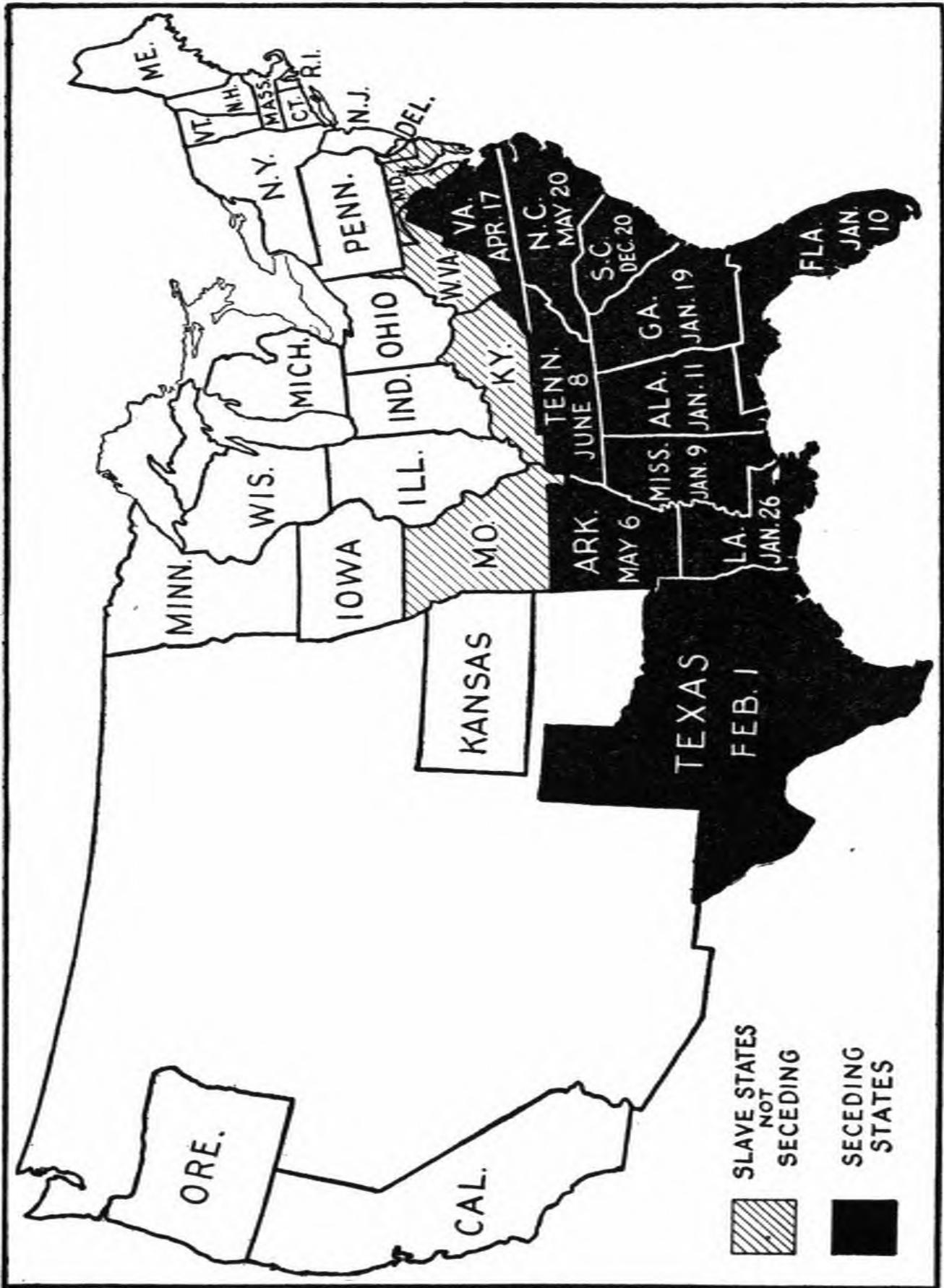
2. Name each of the nineteen states that were not slave states and did not secede.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Name the five slave states that did not secede.

_____	_____	_____
_____	_____	_____





THE NORTH VS. THE SOUTH

Name _____ **KEY** _____

Date _____

Using the map on the next page, answer the following questions by giving the complete name of each state. Write the answers on the lines provided.

1. Name each of the eleven seceding states.

_____ **Alabama** _____

_____ **North Carolina** _____

_____ **Arkansas** _____

_____ **South Carolina** _____

_____ **Florida** _____

_____ **Tennessee** _____

_____ **Georgia** _____

_____ **Texas** _____

_____ **Louisiana** _____

_____ **Virginia** _____

_____ **Mississippi** _____

2. Name each of the nineteen states that were not slave states and did not secede.

_____ **California** _____

_____ **Massachusetts** _____

_____ **Ohio** _____

_____ **Connecticut** _____

_____ **Michigan** _____

_____ **Oregon** _____

_____ **Illinois** _____

_____ **Minnesota** _____

_____ **Pennsylvania** _____

_____ **Indiana** _____

_____ **New Hampshire** _____

_____ **Rhode Island** _____

_____ **Iowa** _____

_____ **New Jersey** _____

_____ **Vermont** _____

_____ **Kansas** _____

_____ **New York** _____

_____ **Wisconsin** _____

_____ **Maine** _____

3. Name the five slave states that did not secede.

_____ **Delaware** _____

_____ **Maryland** _____

_____ **West Virginia** _____

_____ **Kentucky** _____

_____ **Missouri** _____



NUMBERS TELL THE STORIES

Name _____ Date _____

Answer the following questions by using the internet, using the narrative elements of this unit, or using any other sources you may find. Write the answers on the lines provided.

1. What was the population of the United States in 1860, slaves included, but American Indians not counted?

2. At Antietam, or Sharpsburg, about how many casualties were suffered by each side on Wednesday, September 17, 1862?

Confederates _____ Union _____

3. The two warring capitals--Washington, D.C., and Richmond, Virginia--are how far apart?

4. How many states had announced their secession from the Union at the time Abraham Lincoln was inaugurated?

5. How many states seceded to form the Confederacy? _____

6. What was the largest city in the Confederacy, with a population of 168,000 in 1860?

7. With a population exceeding 800,000 in 1860, what was the largest city in the North?

8. How many states were in the Union in 1860? _____

9. In 1861, what was a Union soldier's monthly pay? _____

10. In the three-day carnage at Gettysburg, what was the combined casualty total of dead, wounded, and missing for the two armies?

11. How many Confederate generals were killed at Gettysburg? _____



12. How many blacks eventually served in the Union army and navy? _____
13. By the end of the war, how many graves had been dug and filled at the infamous Andersonville Prison?

14. Immediately after Fort Sumter fell to Confederates, Abraham Lincoln called for how many volunteers?

15. At Cancellorsville, Virginia, where Stonewall Jackson was mortally wounded, what were the total losses of the combatants?

16. After Virginia, what state was the site of the most battles? _____
17. At Cold Harbor, how many Federals died in less than ten minutes? _____
18. What was the estimated damage done to Georgia during Sherman's ninety-day March to the Sea?

19. How many stars were in the flag Confederate troops carried into battle? What did they represent?

20. How many amendments to the Constitution were the direct result of the Civil War?

21. How many military engagements occurred during the war? _____
22. How many officers and men were in the U.S. Army when Confederates captured Fort Sumter?
Officers: _____ Enlisted men: _____
23. As president of the United States, what was Mr. Lincoln's annual salary? _____
24. How many states were classified as "border states," remaining in the Union but with strong ties to the South? Do not count West Virginia, which was not a state yet.



NUMBERS TELL THE STORIES

Name _____ **KEY** _____ Date _____

Answer the following questions by using the internet, using the narrative elements of this unit, or using any other sources you may find. Write the answers on the lines provided.

1. What was the population of the United States in 1860, slaves included, but American Indians not counted?

_____ **31,443,321** _____

2. At Antietam, or Sharpsburg, about how many casualties were suffered by each side on Wednesday, September 17, 1862?

Confederates _____ **13,700** _____ Union _____ **12,400** _____

3. The two warring capitals--Washington, D.C., and Richmond, Virginia--are how far apart?

_____ **100 miles** _____

4. How many states had announced their secession from the Union at the time Abraham Lincoln was inaugurated?

_____ **Seven South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, Texas** _____

5. How many states seceded to form the Confederacy? _____ **Eleven** _____

6. What was the largest city in the Confederacy, with a population of 168,000 in 1860?

_____ **New Orleans** _____

7. With a population exceeding 800,000 in 1860, what was the largest city in the North?

_____ **New York City** _____

8. How many states were in the Union in 1860? _____ **Thirty-three** _____

9. In 1861, what was a Union soldier's monthly pay? _____ **\$13** _____

10. In the three-day carnage at Gettysburg, what was the combined casualty total of dead, wounded, and missing for the two armies?

_____ **51,112** _____

11. How many Confederate generals were killed at Gettysburg? _____ **6** _____



12. How many blacks eventually served in the Union army and navy? Almost 200,000
13. By the end of the war, how many graves had been dug and filled at the infamous Andersonville Prison?
12,912 (total deaths were probably much higher)
14. Immediately after Fort Sumter fell to Confederates, Abraham Lincoln called for how many volunteers?
75,000
15. At Cancellorsville, Virginia, where Stonewall Jackson was mortally wounded, what were the total losses of the combatants?
Hooker lost more than 17,200 Lee lost 12,700
16. After Virginia, what state was the site of the most battles? Tennessee
17. At Cold Harbor, how many Federals died in less than ten minutes? At least 6,800
18. What was the estimated damage done to Georgia during Sherman's ninety-day March to the Sea?
\$100,000,000
19. How many stars were in the flag Confederate troops carried into battle? What did they represent?
13; representing a seceded state and the secession governments of KY and MO
20. How many amendments to the Constitution were the direct result of the Civil War?
Three Amendments Thirteen, Fourteen, and Fifteen
21. How many military engagements occurred during the war? 10,455
22. How many officers and men were in the U.S. Army when Confederates captured Fort Sumter?
Officers: 1108 Enlisted men: 15,259
23. As president of the United States, what was Mr. Lincoln's annual salary? \$25,000
24. How many states were classified as "border states," remaining in the Union but with strong ties to the South? Do not count West Virginia, which was not a state yet.
Four Delaware, Maryland, Kentucky, and Missouri



FIRST EVENTS & ACHIEVEMENTS

Name _____ Date _____

Answer the following questions by using the internet, using the narrative elements of this unit, or using any other sources you may find. Write the answers on the lines provided.

1. In what year did the city of Vicksburg, Mississippi, first celebrate the Fourth of July after it fell to General Grant on July 4, 1863?

2. What naval officer is believed to have been the first to order the Fourth of July celebrated by a twenty-one gun salute?

3. When did northern newspapers first report the sighting of Confederate observation balloons?

4. Where did Union forces win their first victory in a major battle?

5. What was the first major battle in which black troops actively participated for the Union?

6. Who was the first presidential candidate of the newly formed Republican Party of 1856?

7. When did Congress first authorize a Medal of Honor for enlisted men of the U.S. Navy and Marine Corps?

8. Who was first to be generally recognized as a double agent, working simultaneously for the North and South?

9. Where did the first modern naval battle between ironclad vessels take place?



10. Who was the first member of the Republican Party to become president?

11. When and where did Abraham Lincoln first meet with Confederate commissioners who wanted to talk peace?

12. Where was the first C.S.A. military prison, a converted three-story tobacco barn?

13. Where was the first gun fired in defense of the Union? _____
14. Who was the only man killed at Fort Sumter? _____
15. Where did the first Confederate Congress meet? _____
16. What Indian tribe was the first to declare its loyalty to the C.S.A.? When?

17. After the war, what was the first state to be readmitted into the Union? When?

18. Where was the first Civil War monument erected? When?

19. What was the specific objective of Henry Heth's Confederate division, which made the first major contact with Union forces at Gettysburg?

20. About how many casualties resulted from the first major military fighting at Bull Run?

21. Who was the first (and only) slave trader executed under Federal Law? Where was he from?

22. What was the first plantation mansion seized by Federal forces?



FIRST EVENTS & ACHIEVEMENTS

Name _____ **KEY** _____ Date _____

Answer the following questions by using the internet, using the narrative elements of this unit, or using any other sources you may find. Write the answers on the lines provided.

1. In what year did the city of Vicksburg, Mississippi, first celebrate the Fourth of July after it fell to General Grant on July 4, 1863?

1945, with a larger celebration in 1947 attended by General Dwight D. Eisenhower

2. What naval officer is believed to have been the first to order the Fourth of July celebrated by a twenty-one gun salute?

Captain David G. Farragut, 1862

3. When did northern newspapers first report the sighting of Confederate observation balloons?

June, 1861, in the vicinity of Big Bethel, Virginia

4. Where did Union forces win their first victory in a major battle?

At Fort Donelson, Tennessee, February 13-16, 1862

5. What was the first major battle in which black troops actively participated for the Union?

Port Hudson, Louisiana, May 27, 1863

6. Who was the first presidential candidate of the newly formed Republican Party of 1856?

Future Major General John Charles Fremont

7. When did Congress first authorize a Medal of Honor for enlisted men of the U.S. Navy and Marine Corps?

December 21, 1861

8. Who was first to be generally recognized as a double agent, working simultaneously for the North and South?

Timothy Webster, arrested in Richmond in April 1862

9. Where did the first modern naval battle between ironclad vessels take place?

Hampton Roads, Virginia, March 8, 1862



10. Who was the first member of the Republican Party to become president?

Abraham Lincoln

11. When and where did Abraham Lincoln first meet with Confederate commissioners who wanted to talk peace?

February 3, 1865, at Hampton Roads, Virginia

12. Where was the first C.S.A. military prison, a converted three-story tobacco barn?

Richmond, Virginia

13. Where was the first gun fired in defense of the Union? **Pensacola, Florida**

14. Who was the only man killed at Fort Sumter? **Private Daniel Hough**

15. Where did the first Confederate Congress meet? **Montgomery, Alabama**

16. What Indian tribe was the first to declare its loyalty to the C.S.A.? When?

The Choctaws, February 7, 1861

17. After the war, what was the first state to be readmitted into the Union? When?

Tennessee, July 24, 1866

18. Where was the first Civil War monument erected? When?

Shiloh battleground, late in 1863

19. What was the specific objective of Henry Heth's Confederate division, which made the first major contact with Union forces at Gettysburg?

They were looking for shoes for their troops.

20. About how many casualties resulted from the first major military fighting at Bull Run?

Just under 5,000

21. Who was the first (and only) slave trader executed under Federal Law? Where was he from?

Nathaniel Gordon of Portland, Maine (summer 1862)

22. What was the first plantation mansion seized by Federal forces?

Arlington, the property of Mrs. Robert E. Lee

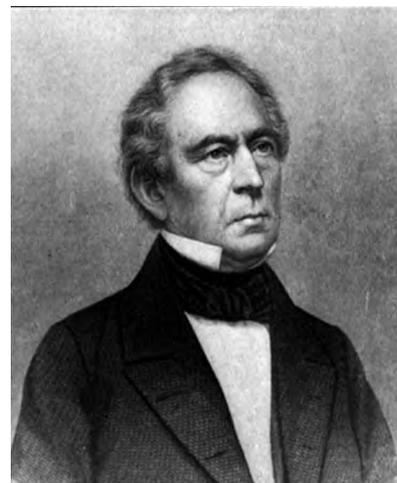


A DAY TO REMEMBER

The following has been adapted from the book *Gettysburg* by MacKinlay Kantor.

It would indeed be a splendid speech on this day in November. Fifteen or twenty thousand people were on hand for the speech making.

The speaker who would talk today had been an ambassador. He had also been a minister, secretary of state, president of Harvard; and he was said to be the greatest orator since Daniel Webster. It was wonderful to think of the fine address which Mr. Edward Everett would utter and the brilliance of his appearance.



Also the President of the United States would be present and would say a few words.

The President was not happy on this Thursday, November 19, 1863. To begin with, he was a worried father. His youngest surviving child, Tad, was sick as a cat. The doctors didn't know what ailed the little scamp—hadn't known, at least, when Mr. Lincoln left Washington. Bob was away at college, and his mother was fit to be tied. Willie had died less than two years before...now this illness of Tad's....

Some people, invited belatedly to put in an official appearance at a ceremony like this, might have backed out. President Abraham Lincoln didn't think that he should back out.

He tried to forget his spoiled, gabbling child. He tried to banish the vision of a hot, fever-dried face, and the hand wringing of the noisy woman who would be hovering over Tad's bed at the White House.



This trip up here to Pennsylvania was important—it seemed so to the President, anyway. People had told a lot of yarns about him when he visited the battlefield of Antietam previously. They weren't very pleasant yarns. The stories related that Mr. Lincoln had joked in public, that he had recited vulgar rhymes while passing the graves of soldiers who had died in Maryland to uphold his dream of national unity.

Well, the stories weren't true—not as printed in the newspapers. But folks had been bitter in their reaction. Abraham Lincoln was going to have to show them that he could behave with reverence and dignity in the dedication of a military cemetery.



Abe Lincoln had worked on his speech before he left Washington. Short, short, short—and to the point—that was the way he planned it.

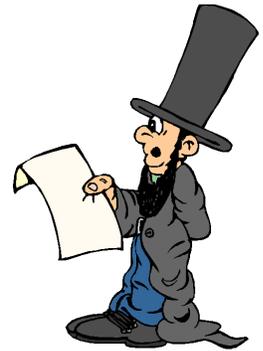
Folks explained about the graves, the new cemetery, when Lincoln took dinner at Mr. David Wills’s house in Gettysburg on Wednesday night. All the Union dead came from northeastern states—states which began with Minnesota and nudged each other all the way to Maine and Maryland. The identified dead would be buried, according to their regiments, in a great semicircle.

As purchasing agent for Pennsylvania, Mr. Wills bought about seventeen acres on a hilltop where some of the worst fighting had occurred. Bodies had to be lugged from all over. They were dug out of the clefts at Little Round Top. They were lifted from the clay of the railroad cut at Oak Ridge, from battered wheat fields and orchards in between. They were scratched up from near Sherfy’s pigpen, and from behind Mr. Codori’s barn.

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It would be a great speech, a wonderful speech, delivered by the Honorable Edward Everett. But where indeed was the speaker? Mr. Everett was late.

Bands kept playing, to while away the time. It had been a remarkable procession, with soldiers and sailors in uniform, governors, firemen, mayors, Masons and Odd Fellows and Knights Templar and Knights of Columbus; and, of course, the President.



He was so homely, *Ach*, it gave you a pain. He looked like a cartoon in a city newspaper: high black hat, black suit, long pantaloons. His horse was too small for him. And people who stood close and heard Mr. Lincoln speak to his companions said that he had a shrill, high voice, and talked through his nose. That was no way for a President to talk.

But it had been a fine procession.



The President squeezed two sheets of folded paper within his pocket; he put his gaunt hand in to make sure the paper was there. He had toiled over this speech—if you could call it a speech—for hours the night before, revising, adding, taking things out. Yes, he had chewed it like an old hound working on a dry bone. He hoped it wouldn’t sound bone-dry.

Let’s see, That beginning....

*Hail, ye heroes, heav’n-born band
Who fought and bled in Freedom’s cause....
And when the storm of war was gone
Enjoyed the peace your valor won.*

The President sat pinching the unpressed cloth drawn over his thin knee, trying to fit remembered words to the boom of instruments. “Enjoyed the peace your valor won.” Well, some thousands of



warriors hereabouts would be enjoying only the peace of beetles and rotting acorns and good Pennsylvania dirt.

The dead weren't all moved yet—only a few of them. Mr. Wills said that the digging, the moving, the reburials had been in progress for only about three weeks. Now the coming of frost would put an end to such work until the frost got out of the ground next spring. Mr. Wills said that they figured there were about a thousand Unknown—maybe more.

“The peace your valor won.” Maybe peace would come in time.

And the speech...let's see...how had he started it, to begin with?

It was over eighty years since the nation found birth. Lincoln first planned his speech as beginning, “Eighty-seven years since, our fathers brought forth—” That wasn't very smooth. “Fourscore” sounded better than “eighty.” More dignified. Dignity was important on this day. “Fourscore and seven years since—” No—”ago.” “Ago” was better still.



Lincoln dreamed back. Eighty-seven years ago...there were men in powdered wigs, crowded, arguing in that Philadelphia hall only a hundred miles away, sticking their necks fairly into the hangman's noose as they signed the Declaration.

A long time, a very long time. Thirty-three years before he, Abe Lincoln, was born—a whole third of a century before he was born. He was going on fifty-five now. He wondered how long he would live. To be eighty-seven—to be fourscore and seven himself? He guessed not.

Lincoln felt a shudder between his shoulder blades. It was kind of chilly up there on that platform. The President wished that he had a shawl. Would the perils of the present be understood in a distant future? Could he describe them to an age that felt them not? Who, he thought, would even remember that he had lifted his voice at Gettysburg?



+++++
Some say that Mr. Everett spoke for one hour and fifty-seven minutes. Some said that it was well over two hours from the time he began until the moment he reached his final words: “Down to the latest period of recorded time, in the glorious annals of our common country, there will be no brighter page than that which relates the battles of Gettysburg!”

Everett seemed to think that folks would remember; and Lincoln knew that he, himself, was prophesying it.

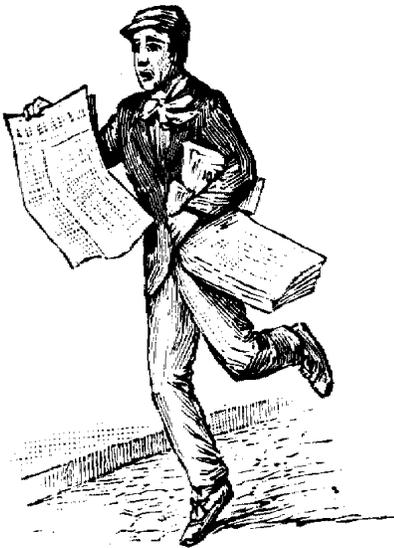


He had something to say about that recollection—at least that prophecy of recollection—among his own brief remarks.

The leading orator of the country had just finished a noble speech. But the President felt no real jealousy. He knew that he could accomplish nothing stately in the oratorical line—full of fuss and fury, quotations from the Greeks, and five-legged words. Lincoln knew that whenever he started quoting folks he usually ended up by quoting some old bumpkin he had known in Sangamon County, Illinois.

Abe Lincoln knew how his voice sounded: it was always high-pitched—especially when he first began to speak. It was a mannerism which he couldn't seem to shake off, no matter how hard he tried.

His friend Ward Lamon introduced "The President of the United States," and Lincoln got up and moved forward, drawing the precious folded papers from his pocket as he went. There was a certain amount of applause and commotion. He wondered whether there would be any cheers after he had finished.



He hoped that the newspapers wouldn't be too hard on him. But probably they would be. Probably it was a good thing for his peace of mind that he couldn't see just how some of the papers would react to this.

Take the New York *Tribune*, for instance. They would introduce his effort with one line: "The dedicatory remarks were then delivered by the President." The Chicago *Times* would be worse—speaking of his "ignorant rudeness" and "silly, flat and dishwatery utterances."

The London *Times* would jeer through the mouth of its American correspondent: "The ceremony was rendered ludicrous by some of the sallies of that poor President Lincoln."

Perhaps worst of all would be in what amounted to the local press: the *Patriot and Union*, published in the Pennsylvania capital. "We pass over the silly remarks of the President... we are willing that the veil of oblivion shall be dropped over them and that they shall no more be repeated or thought of."

Wind moved along the hilltop and carried the scent of dead horses still bulking in the ditches where they had been dragged. Wind gathered up a taint of other decaying meat.

People coughed, people whispered, children ran on the outskirts of the crowd, boys went scrambling heedlessly among fence rails, hunting for relics.

With more politeness, the crowds gathered nearer the speakers' stand tried to pay heed to the tall rusty figure on the wooden platform before them. They tried to listen.

No one could let them know that they were listening to the most famous words of the American tradition, spoken here for the first time.



GETTYSBURG ADDRESS

Fourscore and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

Courtesy of: Random House
New York, New York



Name _____ Date _____

Use the narrative entitled ***A Day To Remember*** as you answer the following questions. Write the answers on the lines provided.

1. At whose house had Mr. Lincoln stayed the night before? _____
2. Finish the last line of the Gettysburg Address. ...and that government _____

3. Give the name of the main speaker at this ceremony. _____
4. Had Mr. Lincoln worked on his speech the night before or was this a last-minute speech?

5. How many years is fourscore and seven? _____
6. How old was Mr. Lincoln at the time of this speech? _____
7. In the Gettysburg Address, Mr. Lincoln stated that our new nation had been conceived in

8. In which state is Gettysburg located? _____
9. On what date was the Gettysburg Address delivered? _____
10. Some people say the main speaker spoke for what length of time?

11. Upon what had Mr. Lincoln written his speech? _____
12. What three words describe how Mr. Lincoln wanted his speech to be?

13. Where was his son Bob? _____
14. Which newspaper described Mr. Lincoln's speech as "ignorant rudeness"?

15. Which newspaper gave Mr. Lincoln the worst review? _____



Name _____ **KEY** _____ Date _____

Use the narrative entitled ***A Day To Remember*** as you answer the following questions. Write the answers on the lines provided.

1. At whose house had Mr. Lincoln stayed the night before? Mr. David Wills
2. Finish the last line of the Gettysburg Address. ...and that government _____
of the people, by the people, for the people, shall not perish from the earth.
3. Give the name of the main speaker at this ceremony. Mr. Edward Everett
4. Had Mr. Lincoln worked on his speech the night before or was this a last-minute speech?
He had worked on it the night before.
5. How many years is fourscore and seven? 87 years
6. How old was Mr. Lincoln at the time of this speech? 54 years of age
7. In the Gettysburg Address, Mr. Lincoln stated that our new nation had been conceived in _____
Liberty.
8. In which state is Gettysburg located? Pennsylvania
9. On what date was the Gettysburg Address delivered? November 19, 1863
10. Some people say the main speaker spoke for what length of time?
1 hour 57 minutes
11. Upon what had Mr. Lincoln written his speech? 2 pieces of paper
12. What three words describe how Mr. Lincoln wanted his speech to be?
short, short, short or to the point
13. Where was his son Bob? away at college
14. Which newspaper described Mr. Lincoln's speech as "ignorant rudeness"?
the Chicago Times
15. Which newspaper gave Mr. Lincoln the worst review? Patriot and Union newspaper



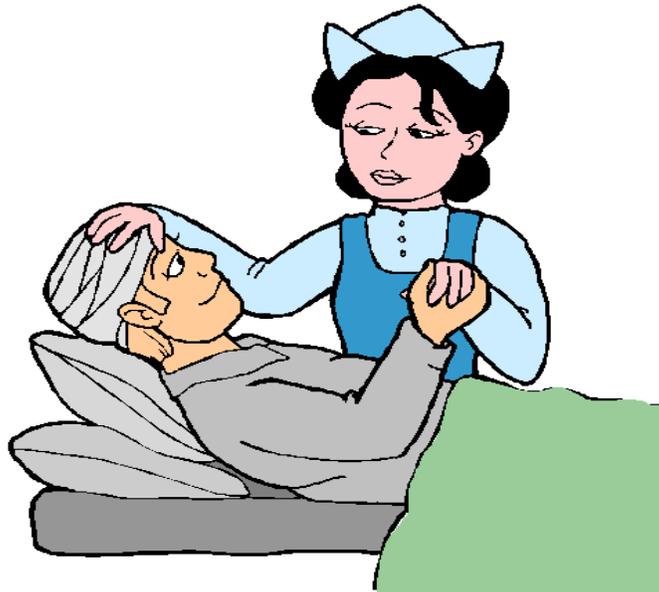
CLARA BARTON

There are some achievements that require not only imagination, but also an indomitable determination in the face of odds and opposition. Clara Barton knew all about that, but thanks to her persistence the world has been the beneficiary.

Women, of course, were not supposed to have a role in this war, other than urging young men to enlist. For Clara Barton, born Christmas day, 1821, a lifetime spent as a school teacher seemed to offer nothing to the Union cause in 1861 when she was forty. She was working at the Patent Office in Washington in April when she saw her first soldiers, the 6th Massachusetts, which had been attacked by a pro-Southern mob in Baltimore on its way to the capital. Many of the men were injured, and Barton spontaneously organized some local women into a relief group to see to their nursing and comfort.

That commenced her true calling. The aftermath of the first battle at Bull Run in July revealed that the military was wholly unprepared for the care of the wounded, especially in the way of supplies. The whole Union army had only eleven thermometers! She once more organized a relief charitable organization, this time on a much larger scale, and soon had the sanction of the surgeon general for her efforts. By 1862 she was actually traveling with the Army of the Potomac on an official pass, and thereafter spent the rest of the war alternately raising money and donations of supplies, and

tending soldiers in the field, from Washington to South Carolina, wherever the eastern armies went. In 1864 she was made superintendent of nurses in the Army of the James, and before the war ended was already busy at the work of helping families locate missing sons, and later in marking the graves of the dead at Andersonville.



The experience she gained in the Civil War put Barton on the path she would follow for the rest of her life. Twenty years after she tended those first injured Massachusetts soldiers, she finally founded the American Red Cross in 1881, and thereafter served as its head until 1904. When she died April 12, 1912, she had become internationally famed as a humanitarian, and had her organization in place and ready, this time, for the coming wars of the twentieth century, as well as the myriad civil endeavors that have seen the organization she started spread around the globe.

Courtesy of: *Portraits of the Civil War*
Salamander Books, Ltd.
London, United Kingdom



JENNIE HODGERS

It should hardly be a surprise that not just the young men of America felt their blood pulse when war erupted. Women felt the same patriotism, the same excitement, and not a few wanted somehow to share in the experience. A few actually did in every respect.

In 1861, as for millennia previously, women's role in war was assumed to be almost nonexistent. The Civil War would change that, seeing thousands serve as nurses, and drawing tens of thousands more into the work force for the first time to replace men gone to the armies. A few girls even became "vivandiers," regimental mascots of a sort, with uniforms and marching like cheerleaders when regiments went on parade, though when the men went to the front the vivandiers usually stayed home. For some, however, that was not enough. No one knows the exact count, but perhaps as many as 300 or 400 young women actually posed as young men and enlisted to fight.

One was Jennie Rodgers of Belvidere, Illinois. She was actually Irish by birth, born Christmas day 1844, but left home and came to America as a stowaway before the war, revealing already a nature bent on adventure. On August 6, 1862, the slightly built girl, not yet 18, dressed as a man and enlisted as a private in the 95th Illinois Infantry. Fortunately for her, enlistment physical examinations were less than perfunctory, and for the rest of the war no one saw through her disguise. She became Albert Cashier, and served with her unit through the Vicksburg campaign in the summer of 1863, then went to Louisiana for the Red River campaign the next year, then into Mississippi, fighting Nathan Bedford Forrest at Brice's Cross Roads, seeing action in Missouri that fall, and then in the inferno at Nashville in December 1864. She served right to the end, mustering out in August 1865 as a sergeant.

Her messmates knew Cashier as a quiet fellow who kept to himself. That and her straight, slim build helped Rodgers keep her secret. Indeed, she kept up the impersonation for the next 46 years, until she was struck by an automobile in 1911 and a doctor discovered her gender. Crippled and unable to care for herself, Rodgers actually gained entry to the Quincy, Illinois, Soldiers and Sailors Home for two years until she lost her sanity and was moved to an asylum. On October 11, 1915, she finally died, her secret only then becoming generally known. She had received her full soldier's pension for years, and her old comrades of the 95th Illinois buried her in her uniform. There are two headstones on her grave at Saunemin, Illinois. One is a civilian marker with the name Jennie Rodgers. The other is a regulation United States Army veteran's stone placed by the government, and bearing the name of Albert Cashier.

Courtesy of: *Portraits of the Civil War*
Salamander Books, Ltd.
London, United Kingdom



HARRIET TUBMAN

The people of the Civil War era were a generation highly influenced by their religion and the imagery of their Bible. They were all, on either side, convinced that they were doing their God's work. That applied to black as well as white, and in the emotionally charged atmosphere of freedom on the horizon, it was no wonder that biblical metaphors became common. Yet still there were surprises, and what more unusual than that it should be a woman that a people now called "Moses."



As was the case with so many one-time slaves, no one knew the exact date of birth of Harriet Tubman, though it was probably around 1821 in Dorchester County, Maryland. Certainly she was middle-aged by the time the Civil War erupted, and was herself an escaped slave who became an abolitionist of some note on attaining freedom in the North. In the decade before the war broke out, she repeatedly went into Maryland and Virginia and led groups of fugitive slaves back across the border to the North along the so-called "Underground Railroad." She was living in Auburn, New York, by 1861, already well-known as a symbol of the struggle for emancipation.

In early 1862, after Union forces had occupied part of the Sea Island area of coastal South Carolina, Massachusetts Governor John A. Andrew asked Tubman if she would go to Beaufort to help with the influx of runaway slaves—now called contrabands—coming into Union lines. Tubman spent the next several months in South Carolina, learning from the

slaves the layout of the interior, and herself going behind Confederate lines both to scout the landscape, and also to help bring more slaves out. She did so with the aid and support of the military authorities, some of whom had already adopted the practice of hundreds of former fugitive slaves who called her Moses. She also nursed ill contrabands, and ran a small commissary selling things that she and they made to aid in their support while the military decided what to do with them.

In 1863 her role took a dramatic turn, as she started accompanying coastal expeditions. The first people the Yankees encountered were usually runaway slaves, and they would trust Harriet and tell her of Confederate forces and positions in the interior, which she relayed to the army commanders. In one expedition starting June 1, 1863, she actually planned and led the raid up the Combahee River that brought back more than 700 fugitive slaves. She remained at Beaufort until May 1864, meanwhile taking part in a raid on the Florida coast as well, and then returned home to New York, where she wrote a memoir, *Scenes in the Life of Harriet Tubman*, published in 1869, and reissued in 1886. The proceeds from the book as well as most of what else she earned, she gave to black charities, and kept doing so until her death in March 1913, known universally as "the woman called Moses."

Courtesy of: *Portraits of the Civil War*
Salamander Books, Ltd.
London, United Kingdom



MUSIC OF THE WAR BETWEEN THE STATES

The following piece is taken from <http://users.erols.com/kfraser/music/index.html>. Put yourself in the place of the soldiers as the following events are described. Think about what music would have meant to you as each scene takes place. After reading the following paragraphs, find the words to "Music in Camp" and see what the author is talking about.

Robert E. Lee once remarked that without music, there would have been no army. Certainly, music was a large part of the life during the War Between the States, both in the camps and at home. Not only was it a major source of entertainment, it was also a way to give voice to feelings that words alone often could not express.

In his excellent volume on the Lower Peninsula campaign of 1862, *To the Gates of Richmond*, historian Stephen Sears cites an incident that occurred during the Battle of Williamsburg:

[Federal] Corps commander [Samuel] Heintzelman joined the desperate struggle to close the broken ranks. He hit on the novel idea of rallying them with music. Finding several regimental bands standing by bewildered as the battle closed in, Heintzelman ordered them to take up their instruments. "Play! Play! It's all you're good for," he shouted. "Play,...Play some marching tune! Play 'Yankee Doodle,' or any doodle you can think of, only play something!" Before long, over the roar of the guns, came the incongruous sound of "Yankee Doodle" and then "Three Cheers for the Red, White, and Blue." One of [General Joseph] Hooker's men thought the music was worth a thousand men. "It saved the battle," he wrote.

Survivors of General George Pickett's disastrous charge at the Battle of Gettysburg (July 3, 1863) remembered in later years that Confederate regimental bands stationed in the trees played stirring martial airs as they started off across the mile-long field that separated them from George Meade's Army of the Potomac. Those same bands greeted them with "Nearer, My God, To Thee" as they streamed back to the safety of their own lines after being repulsed at the stone wall.

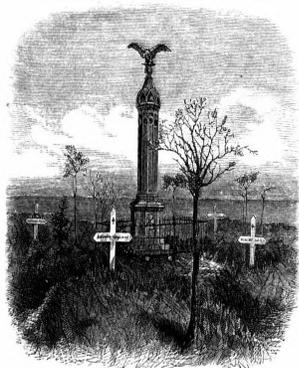
"Music in Camp" illustrates the importance of music to both armies by recounting an incident that took place along the banks of the Rappahannock River several weeks after the Battle of Chancellorsville.



THE BLUE AND THE GRAY

By Francis Miles Finch

By the flow of the inland river,
Whence the fleets of iron have fled,
Where the blades of the grave-grass quiver,
Asleep are the ranks of the dead:
Under the sod and the dew,
Waiting the judgment-day;
Under the one, the Blue,
Under the other, the Gray.



These in the robes of glory,
Those in the gloom of defeat,
All with the battle-blood gory,
In the dusk of eternity meet:
Under the sod and the dew,
Waiting the judgment-day,
Under the laurel, the Blue,
Under the willow, the Gray.

From the silence of sorrowful hours
The desolate mourners go,
Lovingly laden with flowers
Alike for the friend and the foe:
Under the sod and the dew,
Waiting the judgment-day,
Under the roses, the Blue,
Under the lilies, the Gray.



So, with an equal splendor,
The morning sun-rays fall,
With a touch impartially tender,
On the blossoms blooming for all:
Under the sod and the dew,
Waiting the judgment day,
Broidered with gold, the Blue,
Mellowed with gold, the Gray.



So, when the summer calleth,
On forest and field of grain,
With an equal murmur falleth
The cooling drip of the rain;
Under the sod and the dew,
Waiting the judgment-day,
Wet with the rain, the Blue,
Wet with the rain, the Gray.

Sadly, but not with upbraiding,
The generous deed was done,
In the storm of the years that are fading
No braver battle was won:
Under the sod and the dew,
Waiting the judgment-day,
Under the blossoms, the Blue,
Under the garlands, the Gray.



DIXIE'S SUNNY LAND

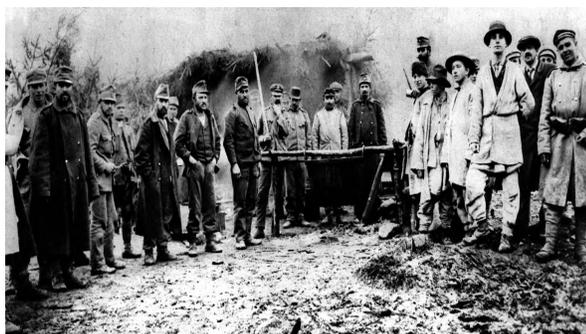
By Private John Lauffer

Come friends and fellow soldiers brave,
 Come listen to our song;
 About the rebel prisons, and
 Our sojourn there so long.
 Our wretched state and hardships great,
 No one can understand
 But those who have endured this fate
 In Dixie's sunny land.



When captured by this "chivalry,"
 They stripped us to the skin,
 But failed to give us back again
 The value of a pin –
 Except those lousy rags of gray,
 Discarded by their band,
 And thus commenced our prison life
 In Dixie's sunny land.

With a host of guards surrounding us,
 Each with a loaded gun.
 We were stationed in an open plain,
 Exposed to rain and sun.
 No tent or tree to shelter us
 We lay upon the sand,
 Thus side by side great numbers died
 In Dixie's sunny land.



This was our daily bill of fare
 In that secesh saloon:
 No sugar, tea, or coffee there,
 At morning, night, or noon;
 But a pint of meal, ground cob and all,
 Was served to every man,
 And for want of fire we ate it raw,
 In Dixie's sunny land.



We were by these poor rations, soon
Reduced to skin and bones;
A lingering starvation, worse
Than death we could but own.
Three hundred lay both day and night,
By far too weak to stand;
Till death relieved their sufferings,
In Dixie's sunny land.

We poor survivors off were tried
By many a threat and bribe,
To desert our glorious Union cause,
And join the rebel tribe;
Though fain we were to leave the place,
We let them understand
We'd rather die, than thus disgrace
Our flag, in Dixie's land.

Thus dreary days and nights rolled by,
Yes, weeks and months untold;
Until the happy time arrived,
When we were all paroled.
We landed at Annapolis,
A wretched looking band,
But glad to be alive and free,
From Dixie's sunny land.



O CAPTAIN! MY CAPTAIN!

By Walt Whitman

O Captain! my Captain! our fearful trip is done,
The ship has weathered every rack, the prize we sought is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring;
 But O heart! heart! heart!
 O the bleeding drops of red,
 Where on the deck my Captain lies,
 Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up – for you the flag is flung – for you the bugle trills,
For you bouquets and ribboned wreaths – for you the shores a-crowding,
For you they call, the swaying mass, their eager faces turning;
 Hear Captain! dear father!
 This arm beneath you head!
 It is some dream that on the deck
 You've fallen cold and dead.

My captain does not answer, his lips are pale and still,
My father does not feel my arm, he has no pulse nor will,
The ship is anchored safe and sound, its voyage closed and done,
From fearful trip the victor ship comes in with object won;
 Exult, O shores, and ring O bells!
 But I, with mournful tread,
 Walk the deck my Captain lies,
 Fallen cold and dead.



Español al Explorarlo (Spanish- to be explored)

An Exploratory Study
of the Spanish Language



Written by

Helen E. Sherman



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Spanish Teaching Resources

Administration Tips



Introduction

Español al Explorarlo has been created for any teacher who wishes to acquaint his/her students with the Spanish language in a fun and interactive manner. This unit has been done with an interdisciplinary approach in mind. Previous language experience in the Spanish language is not needed since the pronunciations for all the vocabulary will be clearly given. Although some of the activities and exercises included may be suited for primary grades, many of them can be adapted for higher grades. Use your judgement to determine which activities are best suited for your students.

The unit has been broken down into mini-units of study. Each mini-unit begins with an English/Spanish vocabulary list that will introduce the teacher to the vocabulary that will be covered within that unit. (You may want to copy these and send them home for parents to help their children with practice of their pronunciation). Each unit includes vocabulary cards with the Spanish vocabulary and the English translation. These cards can be cut and put into an index file for quick reference or used in games and other types of mentioned activities. You can also use them as a review exercise or assessment.

Each unit will also contain activity sheets as well as ideas for instructional activities. The teacher will decide which ones are suitable for the students. These can also be used to create portfolios which the students can keep at the end of the school year. Some units will also provide your students with a miniature study book of their own. The mini-books are usually sent home for the parents to see what students have been learning in class.

The themes included in this unit are those that I generally cover during a school year. My Spanish classes meet twice a week for thirty minutes. I have included a potpourri of activities from which you can choose according to the time available and age of your students. This unit of study can be expanded into a two-year unit. Remember that "practice makes perfect," and the more the students practice it the better they'll be at it.

The latest research shows compelling evidence that experience with two languages gives rise to mental flexibility, a superiority of concept formation and a more diversified set of mental abilities. It further demonstrates that language acquisition skills are sharpest at an early age. Younger children have a greater capacity for second language acquisition than older children and adults. (Enclosed you will find an interesting article on brain learning and languages)

My approach to teaching a foreign language to small children is a hands on, experiential approach, based on the principles of fun, interaction and repetition. I have found that in this manner children learn very quickly and begin to use their "new" vocabulary words in their day to day activities.

It is my hope that this unit will enhance your current program as you and your students explore the exciting and fascinating study of the Spanish language together.



Latest Information About How Language is Stored in the Brain

The science of brain mapping is providing new information about how people develop the ability to speak different languages. Researchers at Memorial Sloan-Kettering Cancer Center in New York are using new imaging techniques called functional MRI. This technique captures images while the brain is at work. It has been found that the ability to speak a second language is stored in different places in the brain depending upon the age at which a person becomes bilingual.

It has been determined that learning a second language later in life is fundamentally different than learning language early in life. Young children who learn a second language along with their native tongue store this capacity in a single sector in the brain. But if a second language is acquired later (such as in high school), the brain designates a separate area for it.

The researchers in this study caution that these results don't provide any definitive answers and that further research is necessary. However, other researchers maintain that it is very unlikely that anyone can acquire the proficiency of a native without learning the language before puberty. It isn't clear why the brain would use a separate area for a second language learned later in life. It may be that adults learn languages differently than younger children or that once a specific area for language production is established, its capacity can't be expanded. A new language may be processed through a different area of the brain.

These findings may help explain why people who move to the United States as adults never lose a foreign accent even when they speak perfect English. In contrast, those who learn two languages at an early age retain an ability to speak both as if each were their native language.

The implications of this study could greatly impact when and how a second language is learned in the United States. Language experts across the country are advocating that students begin the study of a second language in elementary school. Studies such as this will draw the attention to their claims and cause many schools to revisit how and when students learn a second language.

Prentice Hall Publishing
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Saludos

(Greetings)



Hola, ¿cómo estás?

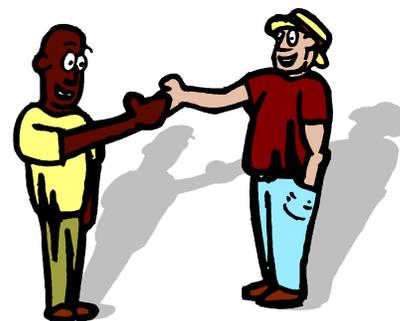


Muy bien, gracias. Y ¿tú?



Saludos

Greetings
Vocabulario



English	Español	Pronunciation
Hello	¡Hola!	<i>oh-lah</i>
How are you? (* "Usted" is used when talking to an adult)	¿Cómo estás? (tú) ¿Cómo está Usted*?	<i>coh-moh ehs-tahs</i> <i>coh-moh ehs-tah oos-tehd</i>
I am fine.	Estoy bien.	<i>eh-stoy byehn</i>
And you?	¿Y tú?	<i>ee too</i>
Very well.	Muy bien.	<i>mwee byehn</i>
Not very well.	No muy bien.	<i>now mwee byehn</i>
So-so.	Así, así.	<i>ah-see, ah-see</i>
Thank you.	Gracias	<i>grah-see-yahs</i>
What's your name?	¿Cómo te llamas tú?	<i>koh-moh teh eah-mahs</i>
My name is _____.	Me llamo _____.	<i>meh eah-moh _____.</i>
Nice to meet you (my pleasure.)	Mucho gusto.	<i>moo-choh goos-toh</i>
Same here.	Igualmente	<i>ee-goo-ahl-mehn-teh</i>
What's the boy's name? What's the girl's name?	¿Cómo se llama el muchacho/ la muchacha?	<i>koh-moh seh eah-mah ehl</i> <i>moo-</i> <i>chah-choh/moo-chah-chah</i>



His/Her name is _____.	Se llama _____.	<i>seh eah-mah</i> _____.
It's a pleasure.	Mucho gusto.	<i>moo-choh goos-toh</i>
Good Morning.	Buenos días	<i>bweh-nohs dee-ahs</i>
Good Afternoon.	Buenas tardes	<i>bweh-nahs tahr-dehs</i>
Buenas tardes	Buenas noches	<i>bweh-nahs noe-chehs</i>
Good-bye.	¡Adiós!	<i>ah-dee-yohs</i>
Until later.	¡Hasta luego!	<i>ahs-tah loo-eh-goh</i>
See you.	¡Nos vemos!	<i>nohs beh-mohs</i>
Welcome	¡Bienvenidos!	<i>bee-ehn-beh-nee-dohs</i>

Note to the teacher:

- *Me llamo* literally means I call myself. *Me* is the object of the verb not the subject. The subject, *yo* is implied in the first person conjugation of the verb *llamar* (llamo). *Se llama* actually means he/she calls himself or herself or you call yourself (formal).
- There are two ways to express *you* in Spanish, the formal (***usted***) and the familiar (***tú***). The formal is used as an indication of respect when addressing elders and people of positions of authority, or when speaking to strangers. The familiar ***tú*** is used when addressing family, friends, and colleagues. In most Spanish speaking countries the plural form of you is ***ustedes***. This is used to address any group of people, close friends, and elders alike. In Spain the plural form of you is ***vosotros*** and ***vosotras***.
- The abbreviations Sr./ Sra./ Srta. stand for ***Se ÷or, Se ÷ora, Se ÷orita***.
- In Spanish, special punctuation is used to warn the reader that the sentence will be either a question or an exclamation. To begin a question, an upside down question mark (***¿***) is used. Similarly, an upside-down exclamation point warns of an exclamation (***¡***).



Songs

Buenos días

(to the tune of "Frère Jacques")
(use thumbs as finger puppets or shake hands with each other)

Buenos días, buenos días,
¿Cómo estás?, ¿Cómo estás?

Estoy muy bien, gracias.
Estoy muy bien, gracias.

Y tú, ¿cómo estás?
Y tú, ¿cómo estás?
(Substitute *Buenas tardes* & *Buenas noche* for *Buenos días*)

Hola Means "Hello"

(to the tune of "London Bridge")

Hola means hello-o-o,
hello-o-o, hello-o-o.
Hola means hello-o-o. ¡Hola, amigos!

Adiós means Good-bye

(to the tune of "London Bridge")

Adiós means goo-ood-bye,
goo-ood-bye,
goo-oo-bye,
goo-ood-bye.

Adiós means goo-ood-bye.
¡Adiós, amigos!

¡Hasta luego!- see you later,
see you later,
see you later.

¡Hasta luego!- see you later.
¡Hasta luego, amigos!

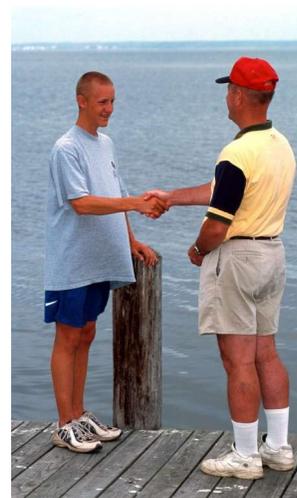
Buenos días a tí

(To the tune of the "Happy Birthday to You")
(Teacher & children can shake hands with each other while singing)

Buenos días a tí.
Buenos días a tí.
Buenos días amigo,
Buenos días a tí.

Buenas tardes a tí,
Buenas tardes a tí,
Buenas tardes amiga,
Buenas tardes a tí.

Buenas noches a tí,
Buenas noches a tí,
Buenas noches amiguito,
Buenas tardes a tí.



¡Hola, Chicos!

(to the tune of "Goodnight Ladies")

¡Hola, chico! ¡Hola, chica!
¡Hola, chicos! ¿Cómo están hoy?

¡Hola, chico! ¡Hola, chica!
¡Hola, chicos! ¿Cómo están hoy?

Adiós a Ustedes

(to the tune of "Happy Birthday to You")

Adiós a ustedes,
Adiós a ustedes,
Adiós, amiguitos,
Adiós a ustedes, adiós,



Vocabulary Cards - Saludos

¡Hola!

¿Cómo estás?

Muy bien.

Gracias

¿Y tú?

Estoy bien.

No muy bien.

Así, así.

¿Cómo te llamas?

Me llamo
_____.



¿Cómo te llamas?

Me llamo _____.

Mucho gusto

Igualmente

¿Cómo se llama el muchacho / la muchacha?

Se llama _____.

Buenos días

Buenas tardes

Buenas noches

Adiós



Vocabulary Cards - Greetings

Hello!

How are you?

Very well.

Thank you.

And you?

I am doing
well.

Not very well.

So, so.

What's your
name?

My name is
_____.



Nice to meet
you.

Same here.

What is his/her
name?

His/her name
is _____.

Good morning.

Good
afternoon.

Good night.

Good-bye.

Until later!

See you.



Putting it together

(Sample conversation- directed to the class)

Teacher: ¡Buenos días, clase!
 Students: ¡Buenos días, Sr./Sra./Srta. _____!
 Teacher: ¿Cómo están ustedes? (*"Ustedes" is you plural*)
 Students: Muy bien, gracias. ¿Y Usted.?
 Teacher: Yo estoy muy bien. Gracias clase.

(English)

Teacher: Good Morning, class!
 Students: Good Morning, Ms. _____!
 Teacher: How are you?
 Students: Very well. Thank you and you?
 Teacher: I'm very well. Thank you class!

(Sample conversation- directed to one student & then to the entire class)

Teacher: Hola, ¿Cómo estás?
 Student: Estoy bien. ¿Y Usted?
 Teacher: Muy bien. Gracias.
 Teacher: ¿Cómo te llamas?
 Student: Me llamo _____.
 Teacher: Mucho gusto _____.
 Teacher: Clase, ¿cómo se llama el/la muchacho/a?
 Students: Se llama _____.

(English)

Teacher: Hello, How are you?
 Student: Very well, thank you.
 Teacher: What's your name?
 Student: My name is _____.
 Teacher: It's a pleasure _____.
 Teacher: What the boy's/ girl's name?
 Students: His/ her name is _____?



(Sample conversation between two students or student and teacher)

Student 1- Hola, ¿cómo estás?
 Student 2- Muy bien, gracias, ¿y tú?
 Student 1- Muy bien, gracias.
 Student 1- ¿Cómo te llamas?
 Student 2- Me llamo _____. (name)
 Student 1- Mucho gusto, _____.(name)
 Student 2- Igualmente.
 Student 1- ¡Nos vemos!
 Student 2- ¡Adiós!

(English translation)

Student 1- Hi, how are you?
 Student 2- Very well, thank you, and you?
 Student 1- Very well, thank you.
 Student 1- What's your name?
 Student 2- My name is _____. (name)
 Student 1- Nice to meet you, _____.(name)
 Student 2- The same here
 Student 1- See you!
 Student 2- Bye!

Tips:

1. Try making it a routine to begin and end each Spanish class time using the same greetings and leave takings. Students will quickly acquire some common phrases using the vocabulary.
2. Younger children learn very quickly singing the songs.
3. Have students stand up when you greet them.



Activity Ideas

Activities	Directions	Materials
Greeting	Begin each class with a greeting. Write greetings and illustrate them on a large piece of poster board for students to see.	poster board
Singing Songs	Write down the greetings and songs on a large piece of paper. *	large piece of paper, markers
<i>Buenos días</i> song	Have students shake hands with the person sitting next to them while they are singing.	None
Vocabulary Cards	These can be used as flash cards for the older students.	Scissors to cut cards them with.
Vocabulary Cards	Cut Spanish vocabulary cards and glue along the top to the corresponding English translation so that it looks like a window when you flip it up.	Scissors and glue
Picture Cues	Cut out and mount pictures depicting people in conversation (or greeting each other). Ask students to tell you in Spanish what they think they are telling each other.	Color pictures from magazines, scissors, glue, poster board.
<i>Sí- No</i> game	Teacher says a greeting and its meaning. If the answer is correct, students say <i>Sí</i> . If it is not, they say <i>No</i> .	None
"Tres en Raya" or "Cuatro en Raya" (3 or 4 in a row game)	Use vocabulary cards and have students arrange them in three rows of three or four rows of four. Teacher calls out the greeting in English or Spanish and students turn the card over when they have 3 or 4 in a row they call out "tres" (three) or "cuatro". (Students turn their cards back) This works best with older students.	Vocabulary cards (already cut out)
<i>Saludos en círculo</i> - game	All students stand in a circle. The teacher throws the ball to one of the students while saying the following: "Buenos días. Me llamo Señora/ Sr. _____ y tú, ¿cómo te llamas?" The student throws back the ball and answers: "Muy bien, gracias, ¿y Usted?" Teacher responds: "Muy bien, gracias _____." (name) The teacher then throws the ball to another student and starts the dialogue once again.	beach ball or other large soft ball



Los números

(The numbers)

0

9

3

2

5

1

7

4

8

6



Los números (Numbers)

Vocabulario

<u>Inglés</u>	<u>Español</u>	<u>Pronunciation</u>
one	uno	oo-noh
two	dos	dose
three	tres	trehs
four	cuatro	kwah-tro
five	cinco	seen-koh
six	seis	sehs
seven	siete	syeh-the
eight	ocho	oh-cho
nine	nueve	nweh-beh
ten	diez	dee-yes
eleven	once	ohn-say
twelve	doce	doh-say
thirteen	trece	treh-say
fourteen	catorce	kah-tor-say
fifteen	quince	keen-say
sixteen	dieciséis	dee-yeh-see-sehs



<u>Inglés</u>	<u>Español</u>	<u>Pronunciación</u>
seventeen	diecisiete	dee-yeh-see-syeh-teh
eighteen	dieciocho	dee-yeh-see-oh-cho
nineteen	diecinueve	dee-yeh-see-nweh-beh
twenty	veinte	behn-the
What number is it?	¿Qué número es?	khe new- meh-roh ehs?
It's the number _____.	Es el número _____.	ehs- ehl- new-meh-rho _____.
Which is bigger number _____ or number _____?	¿Cuál número es más grande el _____ o el _____?	koo-ahl noo-meh-roh ehs mahs grahn-deheh / _____ oh ehl _____?
Which is a smaller number _____ or number _____?	¿Cuál número es más pequeño el número _____ o el número _____?	koo-ahl noo-meh-roh ehs mahs peh-keh-nyoh ehl _____ oh ehl _____?
How many _____ are there?	¿Cuántos _____ hay?	koo-ahn-tohs _____ ah-ee?
There are _____.	Hay _____.	ah-ee _____.

* Teach numbers 1-10 first and then 11-20.



Songs

Diez Deditos

(Ten Little Fingers)
(Sing to “Ten Little Indians” tune)

Uno, dos, tres deditos,
cuatro, cinco, seis deditos,
siete, ocho, nueve deditos,
diez deditos hay.

Diez, nueve, ocho deditos,
siete, seis, cinco deditos,
cuatro, tres, dos deditos,
un dedito hay.

Variation: Substitute the word “*dedito*”
for “*amiguito*”. (little friend)

Note: During the song children begin with their hands close and open them up one finger at a time as they sing the song. Then they go backwards closing their hand slowly one finger at a time until only one finger is left.

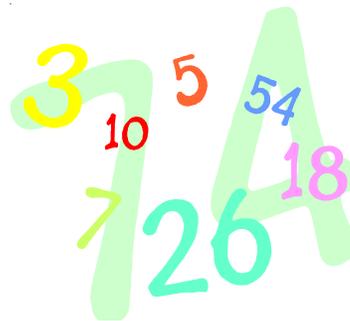
With the words “*amiguito*” I have ten children stand up one at a time until all ten are standing and then sit down one at a time until one remains standing.

Los Números

(The Numbers)
(Sing to “Mexican Hat Dance” tune)
(La Raspa)

Uno 1, dos 2, tres 3,
cuatro 4, cinco 5 y seis 6.
Siete 7, ocho 8, nueve 9,
y no olvides, (don't forget) diez 10.
Once 11, ... doce 12, ...trece 13,catorce 14,
quince 15, dieciséis 16, diecisiete 17,
dieciocho 18, diecinueve 19 y veinte 20.

(Professor Parrot Speaks Spanish “*Somos Amigos*”)



Vocabulary Cards - *Los números*

uno

dos

tres

cuatro

cinco

seis

siete

ocho

nueve

diez



once

doce

trece

catorce

quince

dieciséis

diecisiete

dieciocho

diecinueve

veinte



1 one

2 two

3 three

4 four

5 five

6 six

7 seven

8 eight

9 nine

10 ten



11 eleven

12 twelve

13 thirteen

14 fourteen

15 fifteen

16 sixteen

17 seventeen

18 eighteen

19 nineteen

20 twenty



Games

Photocopy and cut Quizmo cards. You may want to copy cards in different colors. Variation: Instead of calling it Quizmo, call it “*tres en raya*” (three in a line). Students call out “tres” instead of Quizmo.

For numbers 1-10

Number Quizmo		
1	7	10
5	8	6
8	3	4

Number Quizmo		
4	2	9
6	5	8
7	3	1



Number Quizmo

5	8	7
3	2	1
9	3	6

Number Quizmo

5	8	7
3	2	1
9	3	6



For numbers 11 - 20

Number Quizmo		
11	15	18
13	14	16
17	20	15

Number Quizmo		
13	17	15
18	20	11
19	14	12



Number Quizmo

19

18

16

15

17

6

13

14

11

Number Quizmo

20

14

11

15

19

13

12

18

16



Other Games

¿Qué Número Falta? (What Number is Missing?)

Use large numbers. Have students close their eyes while you take away one of the numbers (I usually teach numbers 1-10 & 11-20 separate and use them separately on this game) Then ask the question: *¿Qué número falta? (¿keh noo-meh-roh fahl-tah?)* Students then take turns answering: *Falta el número _____* or simply: *El número _____*.

Slap That Number

Using large numbers, place them on the floor. Choose two children to begin playing and hand them each a different color fly swatter. When you call the number in Spanish the first one to slap the correct number wins the round.

Variation of Seven-Up

Assign a number to each student and instead of guessing each student that touched them by their name, they guess using their number. (This works better with older students.)

Hands Off!

This is a chalk board game in which two teams of students compete against each other. The teacher says a word or number in Spanish and one student from each team writes the correct answer and covers the answer with his or her hands. When the the teacher says "HANDS OFF", the students uncover their answers. The students with correct answers receive points. The team with the most points wins.



Los números del 1-10

Numbers 1-10

Me llamo _____

Copy the numbers in Spanish.

uno

dos

tres

cuatro

cinco

seis

siete

ocho

nueve

diez



Los números del 11-20

Numbers 11-20

Me llamo _____.

Copy the numbers in Spanish.

once

doce

trece

catorce

quince

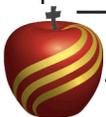
dieciseis

diecisiete

dieciocho

diecinueve

veinte



Los números del 1-20

Numbers 1-20

Write the number in the blank and draw that many things in the box.
The first one has been done for you.

 <p>diez means ___ 10</p>	<p>cinco means _____</p>	<p>tres means _____</p>
<p>cuatro means _____</p>	<p>trece means _____</p>	<p>nueve means _____</p>
<p>catorce means _____</p>	<p>siete means _____</p>	<p>doce means _____</p>
<p>dos means _____</p>	<p>viente means _____</p>	<p>seis means _____</p>



Me llamo _____.

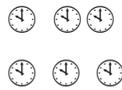
Los números del 1-10

Numbers 1-10

Draw a line from the objects to the numbers in Spanish.



tres



seis



siete



cinco



ocho



nueve



cuatro



dos



diez



uno



Palabras de Números

Number Words

Me llamo _____

Write the number word for each set of objects.















Listen for the numbers 0-10

Me llamo _____

Listen to the words the teacher says.

Circle the number that tells the meaning of the word.

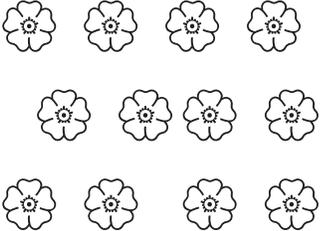
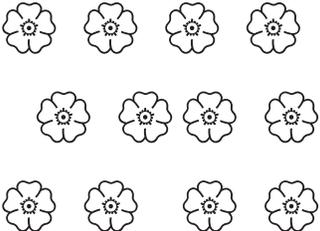
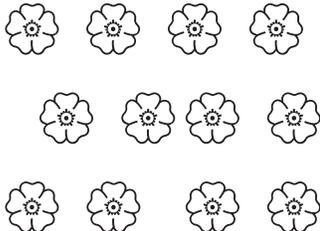
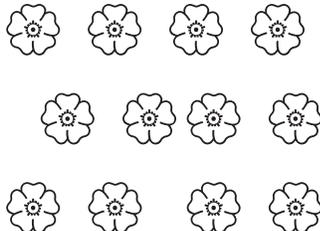
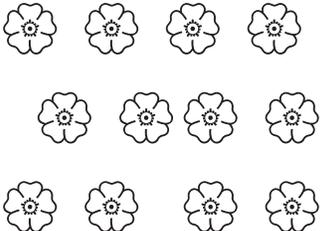
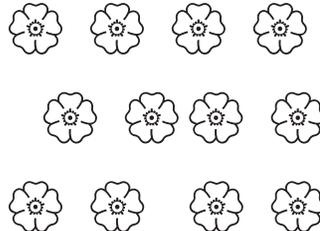
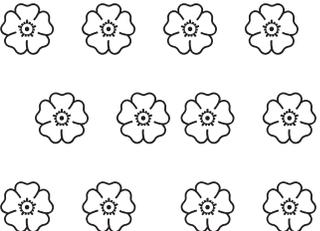
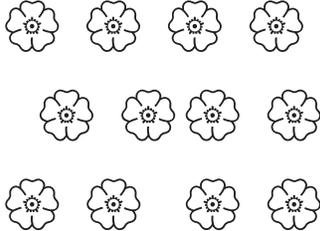
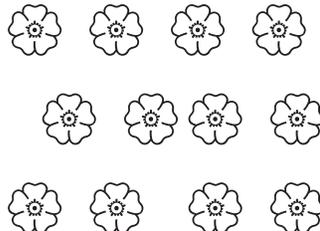
cinco	6	4	5
dos	2	6	3
cuatro	7	5	4
nueve	4	2	9
diez	10	8	7
tres	0	3	5
siete	9	7	1
seis	5	8	6
ocho	1	9	8
uno	3	1	8



Coloring 1-10

Me llamo _____

Color the number of flowers that show the number written in Spanish.

 <p>uno 1</p>	 <p>nueve 9</p>	 <p>tres 3</p>
 <p>seis 6</p>	 <p>diez 10</p>	 <p>cinco 5</p>
 <p>ocho 8</p>	 <p>cuatro 4</p>	 <p>siete 7</p>



Putting it Together

Sample conversation- directed to the class.

(Spanish)

Teacher: ¡Hola, clase!

Students: ¡Hola (Señor/ Señora/ Señorita) _____.

Teacher: Y, ¿Cómo están ustedes?

Students: Muy bien, gracias. ¿Y usted?

Teacher: Yo estoy muy bien gracias, clase.

Teacher: Clase, ¿Qué número es?

Student: Es el número _____.

Teacher: ¿Cuál número es más grande, el _____ o el _____?

Student: El número _____.

Teacher: ¿Cuál es el número más pequeño, el _____ o el _____?

Student: El número _____.

(English)

Teacher: ¡Hello, class!

Students: ¡Hello (Mr./ Mrs./ Miss) _____.

Teacher: And, How are you?

Students: Very well thank you, and you?

Teacher: I am very well, thank you class.

Teacher: Class, What number is this?

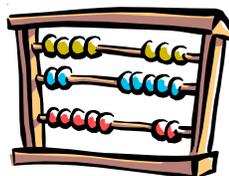
Student: It's the number _____.

Teacher: Which number is bigger _____ or _____?

Student: Number _____.

Teacher: Which number is smaller _____ or _____?

Student: Number _____.



Activities	Directions	Materials Needed
Singing Songs	Write down the words of the song on a large piece of paper.	large piece of paper markers
Vocabulary Cards	Copy and cut vocabulary cards so each child has a set.	scissors cards
Vocabulary Cards - as an activity sheet	Cut Spanish vocabulary cards and glue along the top to the corresponding English translation so it looks like a window when you flip it up.	scissors glue
Quizmo Game	Photocopy the quizmo card onto color paper. Laminate it if possible. Play like regular quizmo - using Spanish when calling the numbers.	quizmo cards markers
"Tres en Raya" or "Cuatro en Raya" (3 or 4 in a row game) * For older students	Cut out vocabulary cards. Have students arrange them in three rows of three or four rows of four. Call out the number in English or Spanish. Students turn the card over when hearing the number. When they have 3 or 4 in a row turned over, they call out " <i>tres</i> " (three) or " <i>cuatro</i> " (four).	vocabulary cards
"Pizarras Arriba" (Boards Up)	Using whiteboards and marker have students write the numbers that you call. When you say "pee-sah-rrahs ah-ree-bah", students up their boards up to show their answers. The teacher then acknowledges their work by saying " <i>muy bien, fantastico, excelente,</i> " etc.	small chalkboards chalk or whiteboards markers



<p>Mini Books</p>	<p>To use the mini books, photocopy back to back and cut in half. Fold and insert the middle pages and staple them together. Have students copy the numbers and color them.</p>	<p>scissors pencils crayons</p>
<p>Typical Physical Response (TPR)</p>	<p>Typical Physical Response is a language teaching method in which the children respond using some form of physical response. Example - Have students use their fingers to show a number called in Spanish. Or when learning the numbers, have them jump or do exercises while reciting the numbers.</p>	<p>none</p>
<p>Counting Practice</p>	<p>Count boys, girls, or objects in the classroom.</p>	<p>none</p>



Write the correct number for each word.

_____ tres
_____ siete
_____ nueve
_____ cinco
_____ dos
_____ seis

8

Los Numeros

1 9 7

4 8 3

2 6 10

5

1

nueve

tres

diez

6

cuatro

3



Circle the number you hear.

uno

8
9 5
3 6 1 2
4

dos

2

7

cinco

siete

seis

4

cuatro

3



En el salón de clase

(In the classroom)



El salón de clase

The classroom Vocabulario

INGLÉS	ESPAÑOL	PRONUNCIATION
the book	el libro	ehl lee -broh
the pencil	el lapiz	ehl lah -pees
the pen	la pluma	lah pluh -mah
the paper	el papel	ehl pah -pehl
the table	la mesa	lah meh -sah
the chair	la silla	lah see -ya
the desk	el pupitre	ehl poo- pee -treh
the blackboard	la pizarra	lah pee- sah -rah
the chalk	la tiza	lah tee -sah
the flag	la bandera	lah bahn- deh -rah
the clock	el reloj	ehl reh -loh
the globe	el globo	ehl gloh -boh
the map	el mapa	ehl mah -pah
the ruler	la regla	lah reh -glah
the crayon	el crayón	ehl krah -yohn
the calendar	el calendario	ehl cah-lehn- dah -ree-yo
the notebook	el cuaderno	ehl kwah- dehr -noh
the scissors	el tijeras	ehl tee- heh -rahs
Show me _____.	Muéstrame	moo- ehs -trah-meh
Draw	Dibuja	dee- boo -ha



Note to the teacher:

- ◆ In Spanish the translation for the definite article **the** is **el/la (los/las-** plural) and the translation for the indefinite article **a/an** is **un/una** (unos/unas- for plural). When talking about a specific object or person (such as describing something or someone) **el/la/los/las-**is used.
- ◆ English speakers often misuse the word **el papel**. It refers to a piece of paper only. It does not refer to a report, which in English is often called a paper. In Spanish that kind of report is **un informe**. Nor does it refer to the newspaper, which in Spanish is **el periódico**.



Songs

Los objetos de la clase

(to the tune of "Black & White"
by Three Dog Night)

Maestra teacher
y piso floor,
ventana window
y puerta door.

Bandera es flag
y mapa es map
Reloj es clock
Y tiza chalk

Mesa es table
y silla chair,
Alumno student
y cuadrado square.

Libro es book,
triángulo triangle,
Cuaderno notebook
y rectángulo rectangle.

Y así cantamos
esta canción
que nos ayuda
con la lección.

En mi escuela

(to the tune of the "Muffin Man")

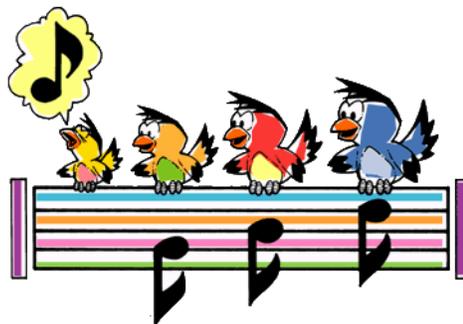
En mi escuela hay una tiza.
Hay una tiza, hay una tiza.
En mi escuela hay una tiza.
Y aquí está.

En mi escuela hay una silla.
Hay una silla, hay una silla.
En mi escuela hay una silla.
Y aquí está.

En mi escuela hay una pluma.
Hay una pluma, hay una pluma.
En mi escuela hay una pluma.
Y aquí está.

En mi escuela hay un pupitre.
Hay un pupitre, hay un pupitre.
En mi escuela hay un pupitre.
Y aquí está.

En mi escuela hay un reloj,
Hay un reloj, hay un reloj.
En mi escuela hay un reloj.
Y aquí está.



More Songs

Classroom Objects Song

(to the tune of the "Farmer in the Dell")

A *silla* is a chair,
a *libro* is a book,
a *mesa* is a table in our classroom.

A *lápiz* is a pencil,
tijeras are scissors,
a *borrador* is an eraser in our classroom.

Ventana is window,
cuaderno is notebook,
papel is paper in our classroom.

A *puerta* is a door,
a *pluma* is a pen,
escritorio is a desk in our classroom.



Vocabulary Cards

Los Objetos de la Clase

el libro

el lápiz

la pluma

el papel

la silla

la mesa

el pupitre

la pizarra



la tiza

la bandera

la regla

el reloj

el globo

el calendario

el mapa

el crayón



Vocabulary Cards

Classroom Objects

the book

the pencil

the pen

the paper

the chair

the table

the desk

**the
chalkboard**



the chalk

the flag

the ruler

the clock

the globe

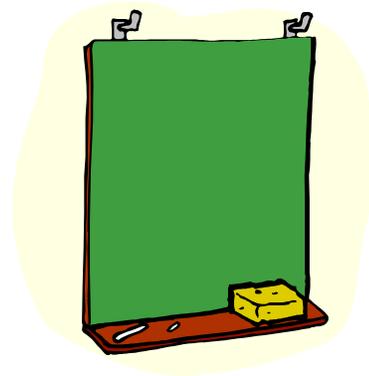
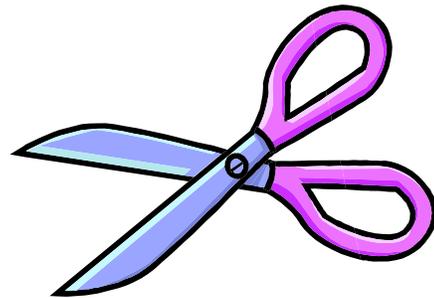
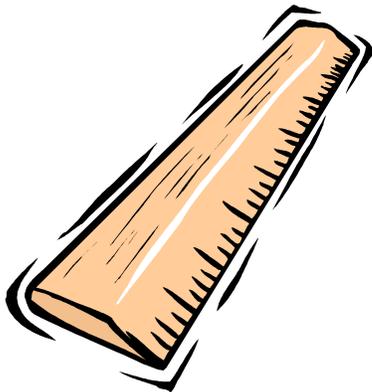
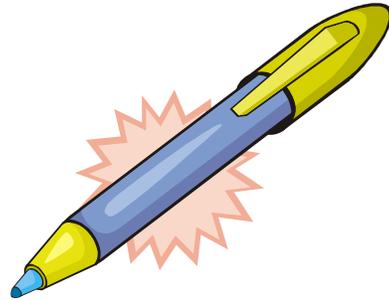
the calendar

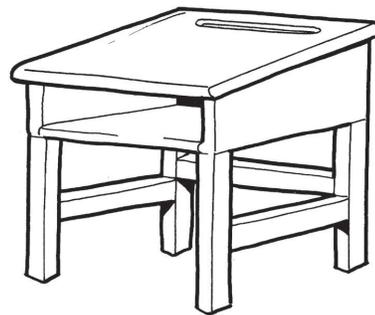
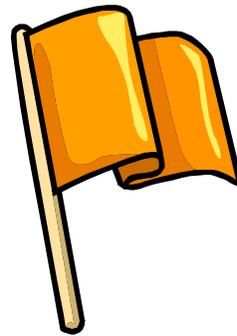
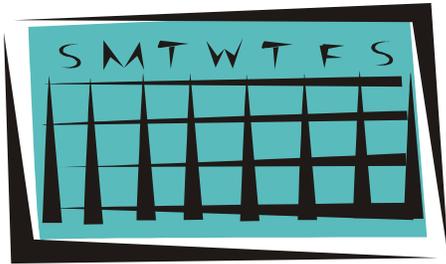
the map

the crayon



Vocabulary Pictures

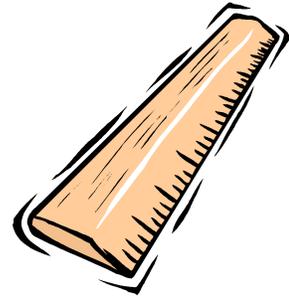




Putting it Together

(Sample conversation- directed to the class)

Teacher: Buenos días, clase!
 Students: Buenos días, Sr./Sra. _____!
 Teacher: ¿Cómo están ustedes? (*"Ustedes" is you plural*)
 Students: Muy bien, gracias. ¿Y Usted.?
 Teacher: Yo estoy muy bien. Gracias clase.
 Teacher: Clase, ¿qué es esto?
 Students: Es un _____ or una _____.



(English)

Teacher: Good Morning, class!
 Students: Good Morning, Ms. _____!
 Teacher: How are you?
 Students: Very well. Thank you and you?
 Teacher: I'm very well. Thank you class!
 Teacher: Class, what is this?
 Students: It's the _____.



Teacher: Buenos días, clase!
 Students: Buenos días, Sr./Sra. _____!
 Teacher: ¿Cómo están ustedes? (*"Ustedes" is you plural*)
 Students: Muy bien, gracias. ¿Y Usted.?
 Teacher: Yo estoy muy bien. Gracias clase.

(After distributing pictures of items to students, ask them to show the items in the vocabulary list)

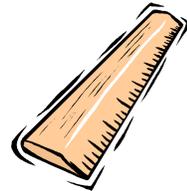
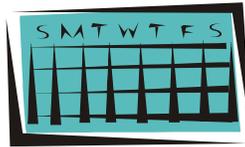
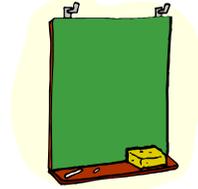
Teacher: Clase muestren (*moo-ehs-trehn*) (show) (el lápiz, la regla, el libro, etc.)
 Students: (Students respond by showing the items asked for.)
 Teacher: Excelente, clase. Ahora (now) muestren.....

Other affirmations: Buen trabajo (*boo-ehn trah-bah-ho*) good job!
 Bien hecho (*bee-ehn eh-choh*) well done!

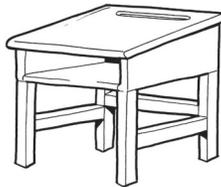


Quizmo

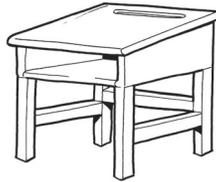
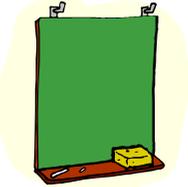
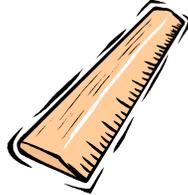
El salón de clase



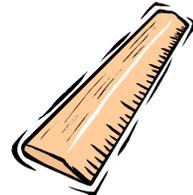
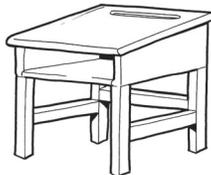
El salón de clase



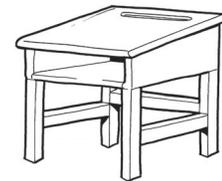
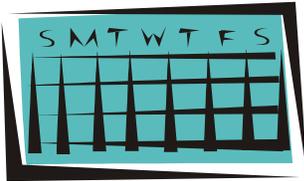
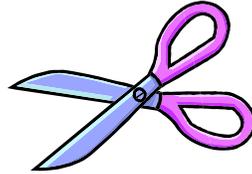
El salón de clase



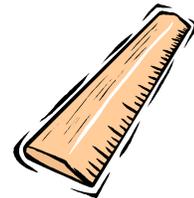
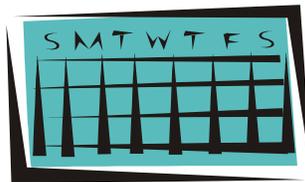
El salón de clase



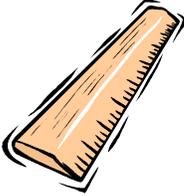
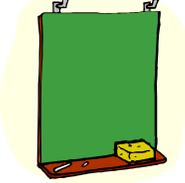
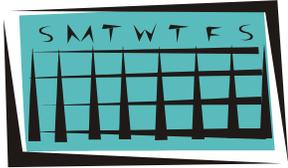
El salón de clase



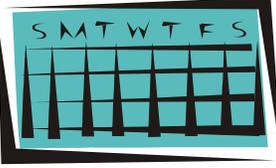
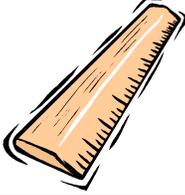
El salón de clase



El salón de clase

El salón de clase

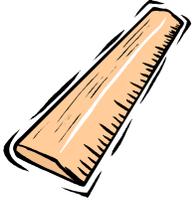
		
		
		



Nombre _____

Fecha _____

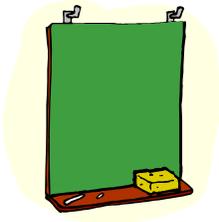
Match the pictures with their Spanish names.



pizarra



libro



lápiz



regla



cuaderno



tijeras



Los objetos de la clase

Me llamo _____

Fecha _____

Directions: Copy the names of the classroom objects.

el libro

el lápiz

el papel

la pluma

la silla

la mesa

el pupitre

la pizarra





la tiza

la bandera

el reloj

el globo

la regla

el calendario



Los objetos de la clase

Me llamo _____ Fecha _____

Directions: Write down what each name means in English and then draw a picture in the box.

<i>libro</i> means _____		<i>pupitre</i> means _____	
<i>lápiz</i> means _____		<i>pizarra</i> means _____	
<i>pluma</i> means _____		<i>tiza</i> means _____	
<i>papel</i> means _____		<i>bandera</i> means _____	
<i>mesa</i> means _____		<i>reloj</i> means _____	
<i>silla</i> means _____		<i>globo</i> means _____	

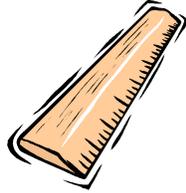


La Escuela

Nombre _____

Fecha _____

Directions: Read the word. Say it aloud. Write the word and say it again as you write it.



la regla
(reh-glah) _____



la pluma
(plooh-mah) _____



la pizarra
(pee-sah-rrah) _____



las tijeras
(tee-heh-rahs) _____



el lápiz
(lah-pees) _____



el crayón
(krah-yohn) _____



el libro
(lee-broh) _____



la tiza
(tee-sah) _____



Cosas en la Escuela

Things in School

Me Llamo _____ Fecha _____

Directions: Draw a picture for each word.

el lápiz

el papel

la pizarra

la tiza

el crayón

la regla

el libro

la bandera

el globo

la pluma



Los Objetos de la Clase

el crayón



la pluma



las tijeras



el lápiz



la tiza



la regla



Dibuja tu objeto de la clase favorita.
(Draw your favorite classroom object.)

8

Mi nombre es

1

Dibuja un libro.

2

Dibuja un lápiz.

7



Dibuja una tiza.

2

Dibuja unas tijeras.

7

Dibuja una pluma.

4

Dibuja un crayón.

2

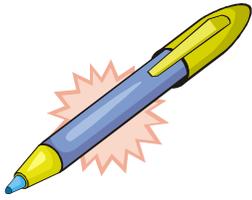


Instructional Activities



ACTIVITIES	DIRECTIONS	MATERIALS
Singing Songs	Write down the words of the song on a large piece of paper. * Try singing a song each class.	large piece of paper markers
Quizmo Cards	Copy and laminate (if possible.) Play like regular Quizmo or use variations suggested.	quizmo cards
Bulletin Board	Collect pictures or objects representing the different classroom objects and post them with the words on the board.	pictures of classroom objects
Vocabulary Cards	Copy and cut vocabulary cards so each student has a set.	scissors vocabulary cards
Vocabulary Cards	Cut Spanish vocabulary cards and glue along the top to the corresponding English translation so that it looks like a window when you flip it up.	scissors glue





More Activities

Spanish Bee	Have students give the meaning of classroom object words that the teacher calls out in Spanish.	List of vocabulary words
<i>Si o No</i> game	Teacher shows an object and makes true or false statements about the pictures. Example: " <i>Es un libro. Es una tiza.</i> " If the answer is correct, students say <i>Sí</i> . If it is not, they say <i>No</i> .	Classroom objects
¿Que es? game (What is it?)	One student guides a blindfolded student to a classroom object (from vocabulary list.) The blindfolded person must identify the object in Spanish. The student will say: <i>Es un/ una (a) _____</i> .	blindfold for each team of students
Hands Off! game	Students write the English (or Spanish) word for the classroom object named by the teacher.	List of classroom vocabulary.
Classroom Objects Pictures	Use picture cards to ask students to show you if they understand the Spanish vocabulary. Say " <i>Muéstrame el libro, el crayón, la tiza, la pizarra.</i> "	pictures of classroom objects
Mini Books	Photocopy back to back and assemble. Have children draw the objects mentioned.	Copies of mini books



More Games!

¿Qué falta? (What's missing?)

Use pictures or classroom objects. Lay them on a table or on the floor. Have students close their eyes while you take away one of the objects. Then ask the question: *¿Qué falta?* (*¿keh fahl-tah?*) Students then take turns answering: *Falta el* _____ .

Slap That Object

Place pictures or classroom objects on the floor.. Choose two children to begin playing and hand them each a different color fly swatter. When you call the color in Spanish, the first one to hit the correct object wins the round.

Hands Off! Game

Hands off is a chalkboard game in which two teams of students compete against each other. The teacher says a word in Spanish and one student from each team writes the correct answer with his/ her hands. When the teacher says, "Hands off," the students uncover their answers. The students with correct answers receive points. The team with the most points at the end of the game wins.

Object Cake Walk

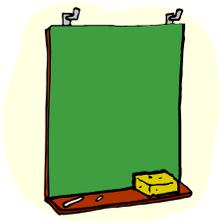
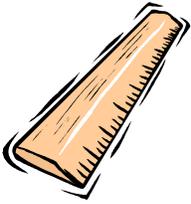
Place classroom objects in a circle on the floor. Have equal number of children as objects stand in front of each one. Play some music. Have children go around the circle and when the music stops, they stop walking. Call an object. Whoever is standing in front of the object has to sit down. The last person standing is the winner.



Nombre KEY

Date _____

Match the names of the objects in Spanish and the pictures.



pizarra

libro

lápiz

regla

cuaderno

tijeras



Los objetos de la clase

Me llamo **KEY** _____

Date _____

Directions: Copy the names of the classroom objects.



el libro

el lápiz

el libro

el lápiz

el papel

la pluma

el papel

la pluma

la silla

la mesa

la silla

la mesa

el pupitre

la pizarra

el pupitre

la pizarra





la tiza

la bandera

la tiza

la bandera

el reloj

el globo

el reloj

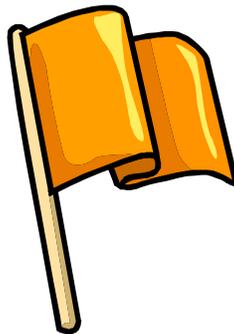
el globo

la regla

el calendario

la regla

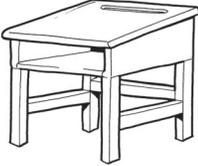
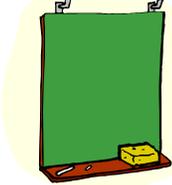
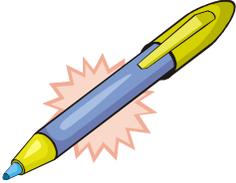
el calendario



Los objetos de la clase

Me llamo KEY Date _____

Directions: Write down what each name means in English and then draw a picture in the box.

<p><i>libro</i> means <u>book</u></p>		<p><i>pupitre</i> means _____</p>	
<p><i>lápiz</i> means _____</p>		<p><i>pizarra</i> means _____</p>	
<p><i>pluma</i> means _____</p>		<p><i>tiza</i> means _____</p>	
<p><i>papel</i> means _____</p>		<p><i>bandera</i> means _____</p>	
<p><i>mesa</i> means _____</p>		<p><i>reloj</i> means _____</p>	
<p><i>silla</i> means _____</p>		<p><i>globo</i> means _____</p>	

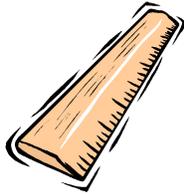


La Escuela

Nombre Key

Date _____

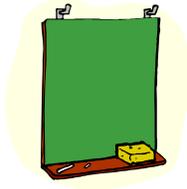
Directions: Read the word. Say it aloud. Write the word and say it again as you write it.



la regla
(reh-glah) la regla



la pluma
(ploo-mah) la pluma



la pizarra
(pee-sah-rrah) la pizarra



las tijeras
(tee-heh-rahs) las tijeras



el lápiz
(lah-pees) el lápiz



el crayón
(krah-yohn) el crayón



el libro
(lee-broh) el libro



la tiza
(tee-sah) la tiza



Cosas en al Escuela

Things in School

Me Llamo KEY Date _____

Directions: Draw a picture for each word.

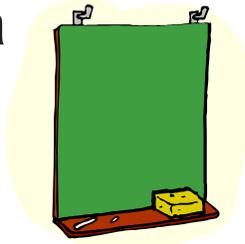
el lápiz



el papel



la pizarra



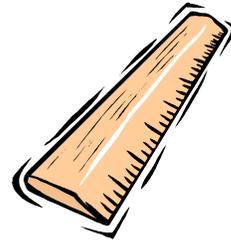
la tiza



el crayón



la regla



el libro



la bandera



el globo

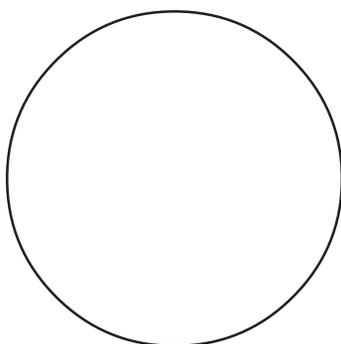
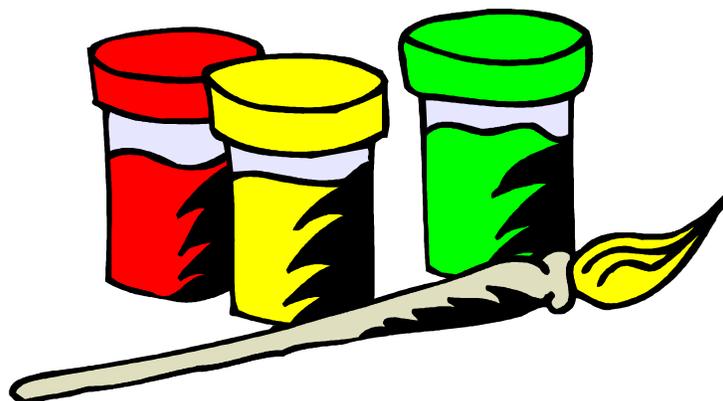


la pluma



Colores y Formas

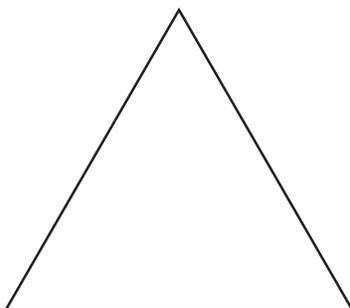
Colors & Shapes



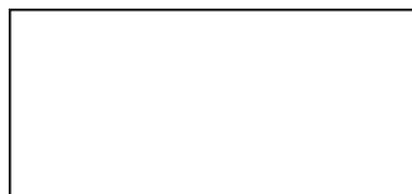
círculo



cuadrado



triángulo



rectángulo



Colores y Formas

Colors and Shapes

Vocabulario

INGLÉS	ESPAÑOL	PRONUNCIATION
red	rojo/a	roh-gho/roh-jha
green	verde	behr-deh
orange	anaranjado/a	ah-nah-rah-n-ghah-doe/dah
yellow	amarillo/a	ah-mah-ree-yo
blue	azul	ah-sool
purple	violeta; morado/a	vee-oh-leh-ta; moh-rah-doe
black	negro/a	neh-groh/ neh-grah
white	blanco/a	blahn-koh/ blahn-kah
pink	rosado/a	roh-sah-doe/ roh-sah-da
brown	color café / marrón	koh-lore kah-feh/mah-rrohn
What color is it?	¿Qué color es?	keh koh-lore ehs
It's _____.	Es _____.	ehs _____.
the triangle	el triángulo	tree-ahn-guh-loe



More Vocabulary

INGLÉS	ESPAÑOL	PRONUNCIATION
the square	el cuadrado	kuah-drah-doe
the rectangle	el rectángulo	rehk-tahn-gooh-loe
the circle	el círculo	seer-kuh-loe
small	pequeño	peh-keh-nyo
big	grande	grahn-deh
What is this?	¿Qué es esto?	keh-ehs-ehstoh
It's a _____.	Es un _____.	hes-uhn _____
What's your favorite color?	¿Cuál es tu color favorito?	koo-ahl ehs too koh-lohr fah-boh-ree-toh
My favorite color is _____.	Mi color favorito es _____.	mee koh-lohr fah-boh-ree-toh ehs _____.



ENGLISH	TO THE CLASS	TO ONE STUDENT	PRONUNCIATION
Show me	Muestrenme	Muestrame	moo-ehs-trehn-meh/m-oo-ehs-trah-meh
Example: Show me the red circle	Muestrenme el circulo rojo.	Muestrame el circulo rojo.	moo-ehs-trehn ehl seer-kuh-loe roh-gho/roh-gho
Touch	Toquen	Toca	toh-kehn/ toh-kah
Example: Touch the blue triangle.	Toquen el triangulo azul.	Toca el triangulo azul.	toh-kehn/ toh-kah ehl tree-ahn-guh-loe.

Note to Teacher:

- * Using commands involves students in a physical type of response. This also provides the teacher with a quick form of assessment. Use the commands as a form of review before playing games. Ex. Touch the red circle.
- * The question **¿De qué color es?** Literally asks of what color is it? In English we have shortened the question to, What color is it?
- * When colors are used as adjectives in Spanish, the gender of the color must agree with the gender of the noun being described. Using **el sombrero amarillo** as an example, **sombrero** is masculine, so **amarillo** must also be masculine. If you were to translate yellow house into Spanish, it would be **la casa amarilla**, because casa is feminine.
- * Colors that end in consonants can be used with both masculine and feminine nouns without changing their spellings: **el sombrero azul** (the blue hat); **la casa azul** (the blue house).

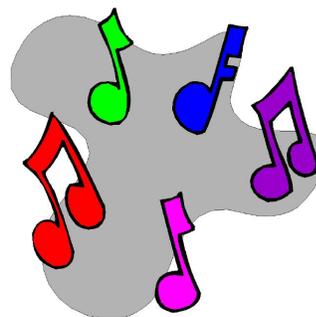


Songs

The Colors Song

(Sing to the tune of “Twinkle, Twinkle, Little Star”)

Red is rojo; green is verde;
purple, morado; brown, marrón;
yellow, amarillo; blue, azul;
pink, rosado; orange, anaranjado;
white is blanco; black is negro;
colors, colores; colors, colores.



Los Colores del Arco Iris

(The colors of the Rainbow)
(Sing to the tune of “Cielito Lindo’s” chorus)

Ay, ay, ay, ay,
Los colores del arco iris,
amarrillo, verde,
rosa, azul,
violeta, anaranjado
y rojo.
(Repeat twice)

Professor Parrot Speaks Spanish
Somos Amigos



Los Colores y las Formas

Vocabulary Cards

rojo

blanco

azul

anaranjado

verde

morado

negro

amarillo



rosado

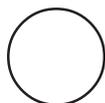
marrón



rectángulo



cuadrado



círculo



triángulo

grande

pequeño



red

white

blue

orange

green

purple

black

yellow



pink

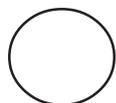
brown



rectangle



square



circle



triangle

big

small



Games to Play

Photocopy and cut Quizmo cards. You may even color each box for the younger grades. Variation: Instead of calling it Quizmo, I call it “tres en raya” (three in a line) and students call out “tres” instead of Quizmo.

Variations:

Besides the traditional Quizmo game, try four corners, or forming the letter X, the letter T, I, or four in a square.

(You may use this blank Quizmo card to create your own game. Ideas: Children can color squares to create their own cards. Also they can draw shapes of different colors and sizes)

<h2>Tres en Raya</h2>		



Color Quizmo		
rojo	negro	azul
verde	blanco	morado
rosado	anaranjado	amarillo

Color Quizmo		
verde	azul	marrón
rojo	morado	amarillo
anaranjado	blanco	negro



Color Quizmo

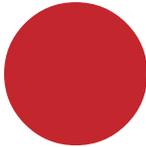
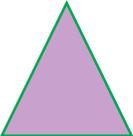
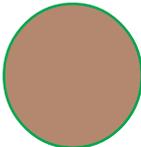
rosado	anaranjado	blanco
verde	azul	morado
negro	amarillo	rojo

Color Quizmo

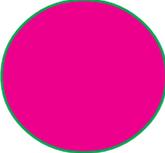
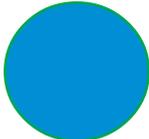
amarillo	negro	verde
azul	rojo	rosado
blanco	morado	anaranjado



Las Formas

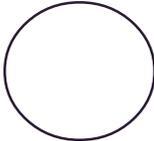
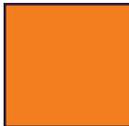
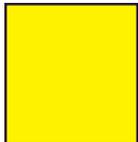
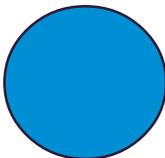
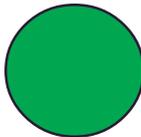
		
		
		

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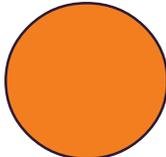
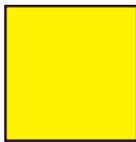
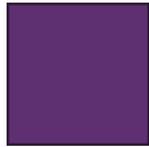
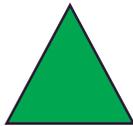
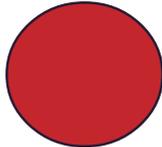
		
		
		



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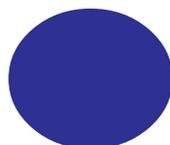
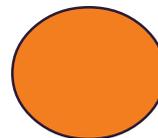
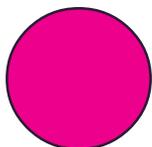
		
		
		

Las Formas

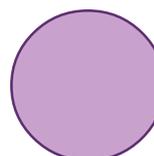
		
		
		



Las Formas



Las Formas



Las Formas Quizmo

Shape Quizmo can be played like regular Quizmo. This will be a good review. All you have to do is call the shapes and colors in Spanish:

Example: rectángulo rojo* (red rectangle)
 círculo verde (green circle)
 cuadrado azul (blue square)
 triángulo anaranjado (orange triangle)

(*In Spanish the name of the color goes last.)

Other Games:

¿Qué color falta?

(What color's missing?)

Lay down pieces of colored construction paper. Have students close their eyes while you take away one of the colors away. Then ask the question:

¿Qué color falta? (*¿keh koh-lohr fahl-tah?*) Students then take turns answering: *Falta el _____* (rojo, amarillo...).

Slap that color

Place pieces of colored construction paper on the floor. Choose two children to begin playing and hand them each a different color fly swatter to each child. When you call the color in Spanish the first one to hit it the correct color wins the round.

Color cake walk

Place colored construction paper or objects of different colors in a circle. Have equal number of children as colors stand in front of each color. Play some music. Have children go around the circle and when the music stops, they stop walking. Call a color. Whoever is standing in front of the color has to sit down. The last person standing is the winner.

Estoy Pensando

(I'm thinking)

Using vocabulary cards, small pieces of colored construction paper (or colored shapes), have a child choose one and hide it behind his back. The child begin the game by saying "*Estoy pensando en un color*" (*ehs-toy pehn-sahn-doh ehn oohn koh-lohr*) (I'm thinking about a color) The children then guess- "*¿Es rojo?*" "*¿Es verde?*" and the student leader answers "*Sí or No*" until the correct color is guessed. The person who guesses then has the chance to come and choose another color.



More advanced games with colored shapes

The leader says “**Esoty pensando en una forma**” (*ehs-toy pehn-sahn-doh ehn ooh-nah fohr-mah*) The children guess **¿Es un círculo rojo? ¿Es un cuadrado verde?** and so on and the person who guesses correctly then has a chance to come up front and choose another shape.

Tres en Raya con las Formas

Cut out large and small shapes out of colored construction paper. Have students place them in three rows to three with an empty space in the middle. The teacher calls out “**triángulo grande or cuadrado pequeño**” and the students turns that shape over.

More advanced: When calling out the shapes use the colors as well as the shapes.

Example: **el círculo pequeño amarillo. El cuadrado grande rojo.**

Note: Always place the color before the shape. Ex. **triángulo azul, círculo verde.**

Podemos Contar

(We can count)

Students can practice numbers as well as learn their classmates names in this game. All you need is a large ball.

One player bounces the ball, counting to any number he or she chooses, once for each bounce. The other children count with him or her. Sometime during the count, (ex. *uno, dos, tres*) the player calls another player, “*Marta*” for example, and tosses the ball to her. The child who catches the ball must say. “*Hola, me llamo Marta.*” Then she bounces the ball and continues counting (ex. *cuatro, cinco, seis, siete ...*) (from the number where the other student stopped), accompanied by others. In order for each child to have a turn, each player may be limited to ten bounces, after which he or she must throw the ball to someone else.



Los colores

The Colors

Me llamo _____ Date _____

Directions: Copy the colors in Spanish using colored pencils. Use the correct colored pencil for each color.

azul

amarillo

blanco

anaranjado

rojo

verde

morado

rosado

negro

marrón



Los colores

The Colors

Me llamo KEY Date _____

Directions: Copy the colors in Spanish using colored pencils. Use the correct color pencil for each color.

azul

azul

amarillo

amarillo

blanco

blanco

anaranjado

anaranjado

rojo

rojo

verde

verde

morado

morado

rosado

rosado

negro

negro

marrón

marrón



Los colores

The Colors

Me llamo _____ Date _____

Directions: Draw a line from the picture to the name of the color.



rojo



azul



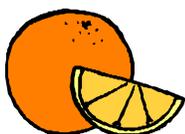
amarillo



marrón



anaranjado



verde

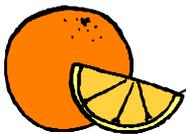


Los colores

The Colors

Me llamo KEY Date _____

Directions: Draw a line from the picture to the name of the color.



rojo

azul

amarillo

marrón

anaranjado

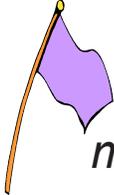
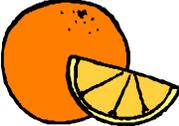
verde



Los Colores

Me llamo _____ Date _____

Directions: Write the English word for the Spanish color listed. Use the words at the bottom to help you.

 <p><i>rojo</i> means _____</p>	 <p><i>verde</i> means _____</p>	 <p><i>amarillo</i> means _____</p>
 <p><i>morado</i> means _____</p>	 <p><i>azul</i> means _____</p>	 <p><i>blanco</i> means _____</p>
 <p><i>marrón</i> means _____</p>	 <p><i>anaranjado</i> means _____</p>	 <p><i>rosado</i> means _____</p>

Which color isn't used? _____

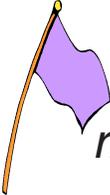
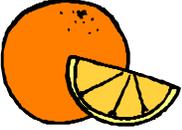
white red orange green pink
blue yellow brown black purple



Los Colores

Me llamo Key Date _____

Directions: Write the English word for the Spanish color listed. Use the words at the bottom to help you.

 <p><i>rojo</i> means _____red_____</p>	 <p><i>verde</i> means _____green_____</p>	 <p><i>amarillo</i> means _____yellow_____</p>
 <p><i>morado</i> means _____purple_____</p>	 <p><i>azul</i> means _____blue_____</p>	 <p><i>blanco</i> means _____white_____</p>
 <p><i>marrón</i> means _____brown_____</p>	 <p><i>anaranjado</i> means _____orange_____</p>	 <p><i>rosado</i> means _____pink_____</p>

Which color isn't used? _____Black_____

white red orange green pink
blue yellow brown black purple



Las Formas

Me llamo _____ Date _____

Directions: Write the number of the statement that you hear under the correct shape and then color each shape.

1.			2.		
	_____	_____		_____	_____
3.			4.		
	_____	_____		_____	_____

(Teacher reads the following statements)

1. El cuadrado pequeZo es verde.
2. El triángulo grande es anaranjado.
3. El círculo pequeZo es rosado.
4. El rectángulo grande es amarillo.
5. El triángulo pequeZo es marrón.
6. El círculo grande es rojo.
7. El cuadrado grande es azul.
8. El retángulo pequeZo es morado.



Las Formas

Me llamo KEY Date _____

Directions: Write the number of the statement that you hear under the correct shape and then color each shape.

1.			2.		
	<u>6</u>	<u>3</u>		<u>7</u>	<u>1</u>
3.			4.		
	<u>2</u>	<u>5</u>		<u>4</u>	<u>8</u>

(Teacher reads the following statements)

1. El cuadrado pequeZo es verde.
2. El triángulo grande es anaranjado.
3. El círculo pequeZo es rosado.
4. El rectángulo grande es amarillo.
5. El triángulo pequeZo es marrón.
6. El círculo grande es rojo.
7. El cuadrado grande es azul.
8. El retángulo pequeZo es morado.



Putting it Together

(Sample conversation- directed to the class)

Teacher: Hola, clase!
 Students: Hola, Señora/Señorita/Señor _____!
 Teacher: ¿Cómo están ustedes? (*"Ustedes" is you plural*)
 Students: Muy bien, gracias. ¿Y Usted.?
 Teacher: Yo estoy muy bien. Gracias clase.
 Teacher: Clase, ¿qué color es?
 Students: Es _____.

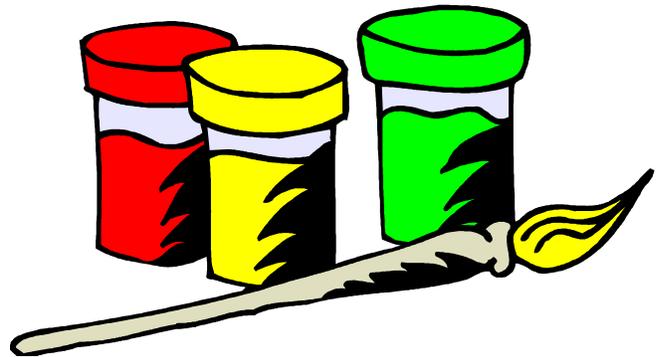
(Sample conversation- directed to one student)

Teacher: (Tommy) ¿Qué color es?
 Student: Es _____.
 Teacher: ¿Cuál es tu color favorito (*fah-boh-ree-toh*)?
 Student: Mi color favorito es _____.

(English translation)

(Sample conversation- directed to the class)

Teacher: Hello, class!
 Students: Hello, Mrs./ Ms. /Mr. _____!
 Teacher: How are you?
 Students: Very well thanks, and you.?
 Teacher: I'm very well. Thank you, class.
 Teacher: Class, what color is it?
 Students: It's _____.



(Sample conversation- directed to one student)

Teacher: (Tommy) What color is it?
 Student: It's _____.
 Teacher: What's your favorite color?
 Student: My favorite color is _____.

(Sample conversation- directed to the class)

Teacher: Clase, ¿el cuadrado es grande o pequeño?
 Students: Es grande/ pequeño.*
 Teacher: El cuadrado es rojo o verde?
 Students: Es rojo.*

(English translation)

Teacher: Class is the square large or small?
 Students: It's large/ small.
 Teacher: Is the square red or green.
 Students: It's green.*
 (you can use any size or color)



Los Colores y las Formas



círculo



cuadrado



triángulo



rectángulo

Mi nombre es

Dibuja un objeto en tu color favorito.
(Draw an object in your favorite color.)

8

1

Dibuja un cuadrado rojo grande.
(Draw a large red square.)

6

Dibuja un círculo morado pequeño.
(Draw a small purple circle.)

3



Instructional Activities

Activities	Directions	Materials
Singing Songs	Write down the words of the song on a large piece of paper. Try singing a color song each class.	large piece of paper markers
Quizmo Cards	Copy and laminate (if possible). Play like regular Quizmo or use variations suggested.	Quizmo cards
Bulletin Board	Collect pictures representing the different colors and post them with the words on the bulletin board.	colored pictures
Vocabulary Cards	Copy and cut vocabulary cards so each student has a set. Use to play games.	scissors to cut cards
Vocabulary Cards	Cut Spanish vocabulary cards and glue along the top to the corresponding English translation so that it looks like a window when you flip it up.	scissors glue
<i>"Tres en Raya"</i> or <i>"Cuatro en Raya"</i> (3 or 4 in a row game)	Use vocabulary cards and have students arrange them in three rows of three or four rows of four. Teacher calls out the color in Spanish. or English (using the Spanish voc. cards). Students turn the card over. When they have 3 or 4 in a row they call out <i>"tres"</i> (three) or <i>"cuatro."</i>	Vocabulary cards



ACTIVITIES	DIRECTIONS	MATERIALS
Spanish Bee	Have students give the meaning of color words that the teacher calls out in Spanish.	list of vocabulary
Teaching " <i>grande & pequeño</i> " with shapes	Cut out shapes in large and small sizes. Use construction paper of all colors available and laminate for durability. Make statements like: <i>¿Es un triángulo grande o pequeño?</i> Students answer : <i>Es grande or es pequeño.</i> You can also use shapes with the <i>Sí o No</i> game that follows.	large and small colored shapes
<i>Sí o No game</i>	Teacher shows a color and makes true or false statements about the pictures. Example: " <i>Es verde. Es un triángulo.</i> " If the answer is correct students say <i>Sí</i> . If it is not, they say <i>No</i> .	color shapes
Shapes	Use shapes to ask the students to show you if they understand the Spanish vocabulary. Say " <i>Muestrenme el cuadrado, el triángulo, el círculo, el rectángulo.</i> "	shapes
Colors	Use the crayons to ask: " <i>Muestrenme el color rojo, azul.</i> " and so on.	Crayons
Mini Books	Copy back to back. Assemble. Have children color and do the exercises.	Copies of mini books



El tiempo y las estaciones

(The weather and the seasons)



Hace sol.



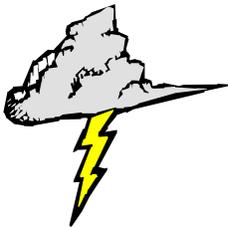
Hace frío.



Hace viento.



Hace calor.



Hace mal tiempo.



Nieva.



Llueve.



Está nublado.



El tiempo y las estaciones

(The weather and the seasons)

Vocabulario

<u>Inglés</u>	<u>EspaZol</u>	<u>Pronunciation</u>
It's cold.	Hace frío	ah-say free-yoh
It's hot.	Hace calor	ah-say kah-lore
It's sunny.	Hace sol	ah-say sohl
It's cool.	Hace fresco	ah-say frehs-koh
It's windy.	Hace viento	ah-say byen-toe
It's good weather.	Hace mal tiempo	ah-say malh tyem-poh
It's bad weather.	Hace buen tiempo	ah-say bwehn tyem-poh
It's cloudy.	Esta nublado	ehs-tah noo-blah-doh
It rains.	Llueve	jweh-bay
It snows.	Nieva	nyeh-bah
What's the weather like?	¿Qué tiempo hace?	keh- tyem-poh ah-say
What's the weather like in the _____?	¿Qué tiempo hace en _____?	keh- tyem-poh ah-say ehh _____ (season)
It's _____.	Hace _____. Está _____.	ah-say _____ or ehs-tah _____.
The seasons	Las estaciones	lahs ehs-tah-cioh nehs
Spring	La primavera	lah pree-mah-beh-ra
Summer	El verano	el beh-rah-no
Fall	El otoño	el oh-toh-nyo
Winter	El invierno	el een-byehr-no



Note to the teacher:

- The verb **hacer** (*to make, to do*) is used to express most weather conditions in Spanish.
- The phrases like **hace sol** and **hace viento** are literally translated as *it makes sun* and *it makes wind*. We don't use that particular structure in English; we translate the phrases as *it's sunny* and *it's windy*.
- Optional: You might want to tell the children about the different weather and opposite seasons (to U.S.) in South America. Example: Children in Chile and Argentina go to the beach in December and January and go skiing during our summer months.



Songs

¿Qué tiempo hace?

(What's the weather like?)

(Sing to the tune of "Are You Sleeping?")

¿Qué tiempo hace? ¿Qué tiempo hace?
 ¿Sabes tú? ¿Sabes tú?
 Hoy hace sol y hace calor.
 Hace buen tiempo. Hace buen tiempo.

¿Qué tiempo hace? ¿Qué tiempo hace?
 ¿Sabes tú? ¿Sabes tú?
 Hoy está nublado y hace frío.
 Hace mal tiempo. Hace mal tiempo.

(English)

(What's the weather like?)

What's the weather like? What's the weather like?
 Do you know? Do you know?
 Today is sunny and hot.
 It's good weather. It's good weather.

What's the weather like? What's the weather like?
 Do you know? Do you know?
 Today is cloudy and cold.
 It's bad weather. It's bad weather.



Vocabulary Cards

El tiempo



Hace frío.



Hace calor.



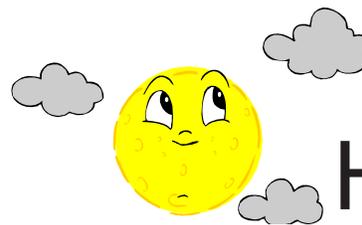
Hace fresco.



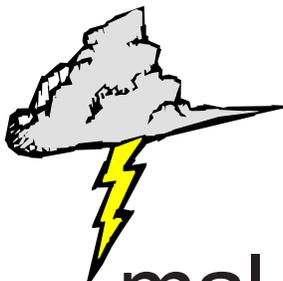
Hace viento.



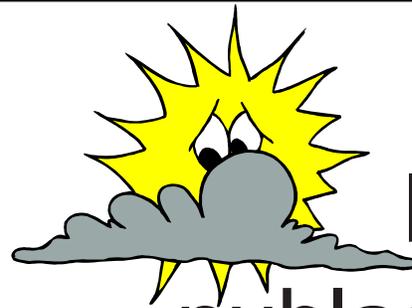
Hace sol.



Hace
buen tiempo.



Hace
mal tiempo.



Está
nublado.



Nieva



Llueve



¿Qué tiempo
hace?

Las
Estaciones

La
primavera



El verano

El otoño



El invierno



Vocabulary Cards

Weather

It's cold.

It's hot.

It's cool.

It's windy.

It's sunny.

It's good
weather.

It's bad
weather.

It's cloudy.



<p>It snows.</p>	<p>It rains.</p>
<p>What's the weather like?</p>	<p>The seasons</p>
<p>Spring</p>	<p>Summer</p>
<p>Fall</p>	<p>Winter</p>



Putting it Together

(Sample conversation- directed to the class)

- Teacher: Buenos días, clase.
 Students: Buenos días, (Señora, señorita, señor) _____.
 Teacher: Clase, ¿qué tiempo hace hoy?
 Students: Hace _____.
 Teacher: Y ¿qué tiempo hace en la primavera (el verano / el otoño/ el invierno)?
 Students: Hace _____.
 Teacher: Muy bien.

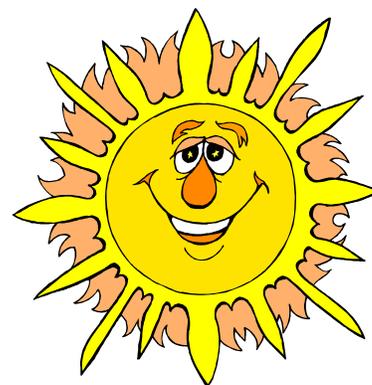
English translation:

(Sample conversation- directed to the class)

- Teacher: Good Morning class.
 Students: Good Morning, Mrs., Miss, Mr. _____.
 Teacher: Class, What's the weather like today?
 Students: It is _____.
 Teacher: And what's the weather like in the spring, (summer, fall, winter)?
 Students: It is _____.
 Teacher: Well done!

(Sample conversation- directed to the class)

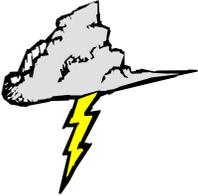
- Teacher: Buenos días, Sara.
 Students: Buenos días, (Señora, señorita, señor) _____.
 Teacher: Sara, ¿qué tiempo hace hoy?
 Students: Hace _____.
 Teacher: Y ¿qué tiempo hace en la primavera (el verano / otoño/ el invierno)?
 Students: Hace _____.
 Teacher: Muy bien, Sara.



Games

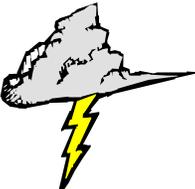
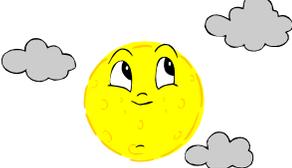
Copy and cut Quizmo cards. Copy cards in different colors . Variation: Instead of calling it Quizmo, call it “tres en raya” (three in a line). Students call out “tres” instead of Quizmo.

Weather Quizmo		
		
		
		

Weather Quizmo		
		
		
		



Weather Quizmo

Weather Quizmo

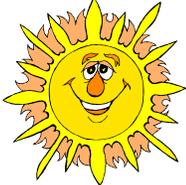
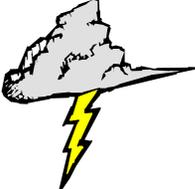
		
		
		



Weather Quizmo

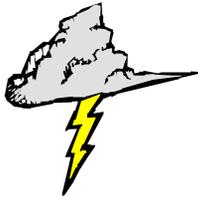
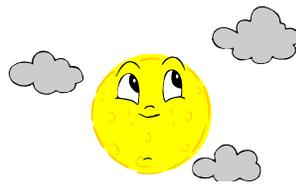
		
		
		

Weather Quizmo

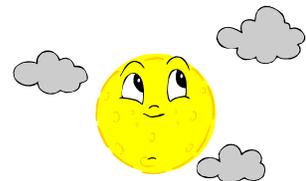
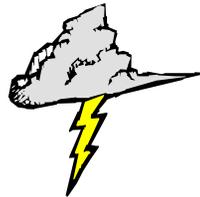
		
		
		



Weather Quizmo



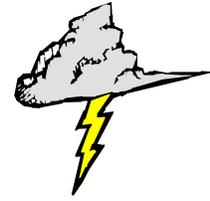
Weather Quizmo





Additional Games

¿Qué tiempo hace?



Charades

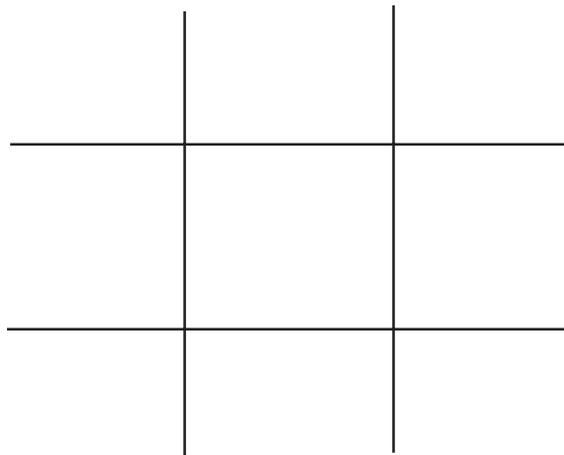
Teach the children different ways of acting out the different weather patterns. Use vocabulary cards. Give or show the student player the vocabulary card and have the student act out the weather while class guesses in Spanish. The teacher asks “Clase, ¿Qué tiempo hace?”

Pictionary

Older students really like this. Give or show the student player the vocabulary card and have the student come up to the board to draw the weather pattern while his/her team guesses the weather in Spanish.

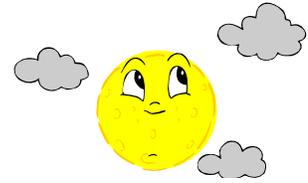
Tic-Tac-Toe

Make large flash cards/ pictures depicting the weather patterns. Place nine envelopes on the board (numbered 1-9). You can hold them with magnets or tape. Make 5- X cards and 5- O cards and hand them to each team. Use nine of the weather pictures and place them inside the envelopes (numbered 1-9) have students ask for numbers 1-9 in Spanish. Have students give you the X's & O's and place them where they tell you.



El tiempo

(The weather)



Me llamo _____

Date _____

Directions: Copy the weather in Spanish.

Hace frío.

Hace calor.

Hace fresco.

Hace viento.

Hace sol.

Hace buen tiempo.

Hace mal tiempo.

Llueve.

Nieva.

Está nublado.



¿Qué tiempo hace?



Me llamo _____ Date _____

Directions: Translate the following weather related expressions into English.

Word Bank

How's the weather?	It's cold.	It's bad weather.	It's windy.
It's good weather.	It's cool.	It's snowing.	It's sunny.
It's raining.	It's hot.	It's cloudy.	

1. ¿Qué tiempo hace? _____
2. Hace buen tiempo. _____
3. Hace mal tiempo. _____
4. Hace calor. _____
5. Hace fresco. _____
6. Hace viento. _____
7. Hace sol. _____
8. Llueve. _____
9. Nieva. _____
10. Está nublado. _____



¿Qué tiempo hace?

Me llamo KEY Date _____

Directions: Translate The following weather related expressions into English.



Word Bank

How's the weather? It's cold. It's bad weather. It's windy.

It's good weather. It's cool. It's snowing. It's sunny.

It's raining. It's hot. It's cloudy.

1. ¿Qué tiempo hace? How's the weather?

2. Hace buen tiempo. It's bad weather

3. Hace mal tiempo. It's good weather.

4. Hace calor. It's hot

5. Hace fresco. It's cool.

6. Hace viento. It's windy.

7. Hace sol. It's sunny.

8. Llueve. It's raining.

9. Nieva. It's snowing.

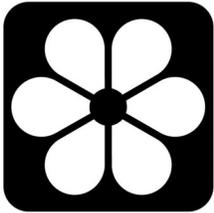
10. Está nublado. It's cloudy.



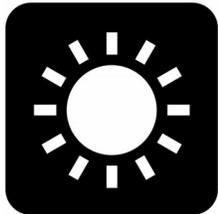
Las Estaciones / The Seasons

Me llamo _____ Date _____

Read the word. Say it aloud. Write the word and say it again as you write it.



primavera _____
(pree-mah-veh-rah)



verano _____
(veh-rah-noh)



otoño _____
(oh-toh-nyoh)



invierno _____
(een-vyehr-noh)



¿Qué tiempo hace?



Hace buen tiempo.



Hace sol.



Hace viento.



Hace calor.



Está nublado.

Mi nombre es

Dibuja: Tu tiempo favorito
Draw: Your favorite weather

8

1

Está nublado.

6

Hace sol.

3



Hace mal tiempo.

2

Hace calor.

7

Nieva.

4

Hace buen tiempo.

5



ACTIVITIES	DIRECTIONS	MATERIALS
Greeting and Weather	After the days of the week and the weather have been introduced, make it a habit to ask what day it is and what the weather is like -every morning.	None
Singing Songs	Write down the words of the song on a large piece of paper.	Large piece of paper Markers
Bulletin Board	Collect pictures representing different weather patterns. Label them in Spanish.	Bulletin Board Materials
Vocabulary Cards	Copy and cut vocabulary cards so each child has a set.	Scissors to cut cards with.
Vocabulary Cards	Cut Spanish vocabulary cards and glue along the top to the corresponding English translation so that it looks like a window when you flip it up.	Scissors Glue
<i>Si o No</i> game	Show a weather picture and make true or false statements about the pictures. If the answer is correct, students say <i>Si</i> . If it is not, they say <i>No</i> .	None
"Tres en Raya" or "Cuatro en Raya" (3 or 4 in a row game)	Cut out vocabulary cards and have students arrange them in three rows of three or four rows of four. Teacher calls out the greeting in English or Spanish and students turn the card over when they have 3 or 4 in a row they call out "tres" (three) or "cuatro." (Students turn their cards back.) This works best with older students.	Vocabulary Cards



Weather Bulletin

Keeping a daily weather bulletin in the classroom is helpful in strengthening Spanish vocabulary in this area. Use a large piece of bristol board and write the following short sentences in large letters.



Hoy es _____, el _____ de 200__.

(day) (month) (year)

Es _____

(Season)

Hoy _____

(Weather expression)



El Calendario



septiembre



lunes	martes	miércoles	jueves	viernes	sábado	domingo
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					



Los meses del aZo



enero



febrero



marzo



abril



mayo



junio



julio



agosto



septiembre



octubre



noviembre



diciembre



Los meses del año

Months of the year Vocabulario

Inglés	Español	Pronunciation
January	enero	<i>eh-nehr-oh</i>
February	febrero	<i>feh- brehr-oh</i>
March	marzo	<i>mahr-so</i>
April	abril	<i>ah-bril</i>
May	mayo	<i>my-yo</i>
June	junio	<i>ghoo-nee-yo</i>
July	julio	<i>ghoo-lee-yo</i>
August	agosto	<i>ah-go-stoh</i>
September	septiembre	<i>sehp-tee-yehm-breh</i>
October	octubre	<i>ohk-too-breh</i>
November	noviembre	<i>no-byem-breh</i>
December	diciembre	<i>dee-syem-breh</i>
Winter	el invierno	<i>el een-byehr-no</i>
Spring	la primavera	<i>lah pree-mah-beh-ra</i>
Summer	el verano	<i>el beh-rah-no</i>
Autumn	el otoño	<i>el oh-toh-nyo</i>
What month is it?	¿Qué mes es?	<i>keh mehs ehs?</i>
It's _____.	Es _____.	<i>Ehs _____.</i>
What's the date?	¿Cuál es la fecha?	<i>Koo-ahl ehs lah feh-chah</i>



Inglés	Español	Pronunciation
Today is _____.	Hoy es el _____ de _____.	<i>oh-ee ehs ehl _____ deh _____.</i>
When is your birthday?	¿Cuándo es tu cumpleaños?	<i>keh mehs ehs too coom-pleh-ah-nyos?</i>
It's in _____ (month).	Es en _____.	<i>Ehs ehn _____.</i>
What season is it?	¿Qué estación es?	<i>keh ehs-tah-see-ohn ehs?</i>
It's _____.	Es el/la _____.	<i>ehs el/ah _____.</i>
What's your favorite season?	¿Cuál es tu estación favorita?	<i>koo-ahl ehs too ehs-tah-see-ohn fah-voh-ree-tah?</i>
It's _____.	Es el/la _____.	<i>ehs ehl/ ah _____.</i>



Los Días de la Semana

The Days of the Week Vocabulario

INGLÉS	ESPAÑOL	PRONUNCIATION
What day is today?	¿Qué día es hoy?	<i>keh dee-ah ehs oy</i>
Today is _____.	Hoy es _____.	<i>oy ehs _____.</i>
The days of the week	Los días de la semana	<i>lohs dee-ahs deh lah seh-mah-nah</i>
Monday	lunes	<i>loo-nehs</i>
Tuesday	martes	<i>mahr-tehs</i>
Wednesday	miércoles	<i>myehr-koh-lehs</i>
Thursday	jueves	<i>ghweh-vehs</i>
Friday	viernes	<i>byehr-nehs</i>
Saturday	sábado	<i>sah-bah-doe</i>
Sunday	domingo	<i>doh-mihn-go</i>

Note to the Teacher:

- ◆ In Spanish the days of the week, the months and the seasons of the year are not capitalized.
- ◆ Happy Birthday can be expressed in Spanish as **Feliz cumpleaños**. **Cumpleaños** literally translates as years completed.
- ◆ FYI - One of the first calendar systems ever was invented by the Maya, a group of the highly advanced indigenous people who inhabited parts of Mexico, Guatemala, Honduras and Belize. According to this calendar has 260 days: 20 weeks of thirteen days each and thirteen months of 20 days each. Although it was very complex, it is considered to be the most accurate pre-Gregorian calendar.



Songs

Month song

(Sing to the tune of "London Bridge")

Enero, febrero, marzo, abril,
 mayo, junio, julio, agosto,
 septiembre, octubre,
 noviembre y diciembre,
 y ya se acabó el aZo. (*and the year is already over*)

Los días de la semana

(Sing to the tune of "Clementine")

Domingo, lunes,
 martes, miércoles,
 jueves, viernes, sábado,
 domingo, lunes,
 martes, miércoles,
 jueves, viernes, sábado. (Repeat)



The Seasons Song

(Sing to the tune of "London Bridge")

Hojas nuevas en el árbol,
 en el árbol, en el árbol.
 Hojas nuevas en el árbol.
 Es la primavera.

New leaves on the tree
 On the tree, on the tree.
 New leaves on the tree
 It is Spring.

Muchas hojas en el árbol,
 en el árbol, en el árbol.
 Muchas hojas en el árbol,
 Es el verano.

Many leaves on the tree.
 On the tree, on the tree.
 Many leaves on the tree.
 It is Summer.

Pocas hojas en el árbol,
 en el árbol, en el árbol.
 Pocas hojas en el árbol.
 Es el otoZo.

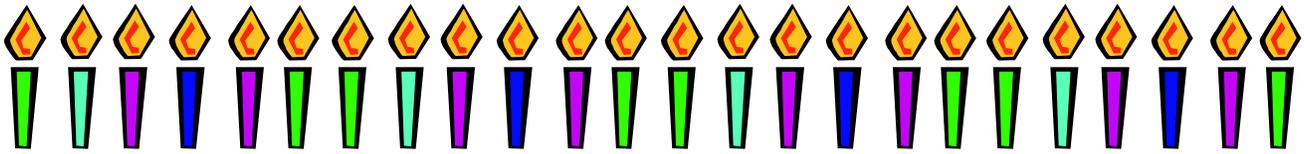
Few leaves on the tree.
 On the tree, on the tree.
 Few leaves on the tree.
 It is Autumn.

Ya el árbol no tiene hojas.
 No tiene hojas, no tiene hojas.
 Ya el árbol no tiene hojas.
 Es el invierno.

The tree has no more leaves.
 No more leaves, no more leaves.
 The tree has no more leaves.
 It is winter.

(Ideas for song: Draw a tree on the board and add and erase the leaves as you sing the song. The song can also be illustrated with the different seasons and children can hold the pictures as they sing the song.)





The Birthday Song

(Sing to the tune of the *Happy Birthday* song)

CumpleaZos Feliz
Te deseamos a tí.
CumpleaZos a _____ (name)
CumpleaZos feliz.

Songs to Reinforce

Any music already existing with English lyrics can be used by replacing with the new Spanish vocabulary. Children can make patterns of beats for the days of the week as well. Let one child clap the beats of the syllables in the word “lunes.” Then let the next child clap the syllables in the word “martes.” Continue the process until every child has had a chance to clap the beats of at least one day of the week. This way all of the children have experienced the pronunciation of the new vocabulary words in slow repetition.



Vocabulary Cards

Days of the Week

What day is today?	¿Qué día es hoy?
Today is . . .	Hoy es . . .
Monday	lunes
Tuesday	martes



Wednesday

miércoles

Thursday

jueves

Friday

viernes

Saturday

sábado

Sunday

domingo



Los Meses y las Estaciones

Vocabulary Cards

 <p>enero</p>	 <p>febrero</p>
 <p>marzo</p>	 <p>abril</p>
 <p>mayo</p>	 <p>junio</p>
 <p>julio</p>	 <p>agosto</p>





septiembre



octubre



noviembre



diciembre

la primavera

el verano

el otoño

el invierno



Vocabulary Cards

Months and Seasons

January

February

March

April

May

June

July

August



September	October
November	December
Spring	Summer
Autumn	Winter



Putting it Together

(Sample conversation- directed to the class)

Teacher: Buenos dias clase. ¿Qué dia es hoy?

Student: Hoy es _____ (day)

Teacher: y ¿Cuál es la fecha?

Student: Es el _____ de _____
(Num.) (Month)

Teacher: Good Morning, class. What day is today?

Student: Today is _____ . (day)

Teacher: And what is today's date?

Student: It's _____ of _____.
(Num.) (Month)

(Asking about any particular month)

Teacher: ¡Hola clase!

Students: ¡Hola SeZora/SeZor/SeZorita _____ !

Teacher: ¿Qué mes es este? (Point to a specific picture representing a month.)

Students: Es el mes de _____ . (month)

Teacher: Hello, class.

Student: Hello, Mr./Mrs./Miss _____ .

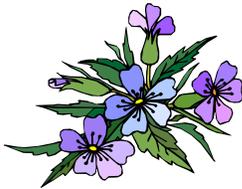
Teacher: What month is this?

Student: It's the month of _____ .



Month Quizmo

Los Meses del año



Los Meses del año



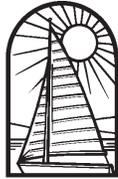
Los Meses del año



Los Meses del año



Los Meses del año

Los Meses del año



Monthly Match

Name _____

Date _____

Directions: Match the names of the months in Spanish with the correct picture.



marzo



octubre



mayo



agosto



noviembre



febrero



diciembre



enero

abril



junio



septiembre



julio



¿Cuál es tu mes favorito? _____



Tres en Raya

Month Quizmo

enero	marzo	abril
febrero	octubre	diciembre
mayo	junio	septiembre

Month Quizmo

marzo	abril	septiembre
octubre	mayo	enero
agosto	junio	noviembre



Month Quizmo

mayo	agosto	diciembre
octubre	abril	marzo
noviembre	septiembre	julio

Month Quizmo

abril	noviembre	julio
agosto	febrero	mayo
diciembre	marzo	enero



Los meses del aZo

Me llamo _____ Date _____

Directions: Write the Spanish word for each given month. Then in the box, draw a picture of something that happens in that month. (Remember that Spanish months do not begin with capital letters.)

agosto	septiembre	noviembre	mayo
junio	enero	octubre	febrero
marzo	julio	diciembre	abril

January _____		July _____	
February _____		August _____	
March _____		September _____	
April _____		October _____	
May _____		November _____	
June _____		December _____	



Las Estaciones

Me llamo _____ Fecha _____

Draw a picture that shows what you like to do during the four different seasons.

la primavera	el verano
el otoño	el invierno



Los meses del aZo

Me llamo _____

Date _____

Copy the months in Spanish. (Note: Months are not capitalized in Spanish.)

enero

julio

febrero

agosto

marzo

septiembre



abril

octubre

mayo

noviembre

junio

diciembre



Los días de la semana

The Days of the Week

Nombre _____ Date _____

Directions: Copy the days of the week in Spanish.

domingo

jueves

lunes

viernes

martes

sábado

miércoles



ACTIVITIES	DIRECTIONS	MATERIALS
Singing Songs	Write down the words of the song on a large piece of paper.	large piece of paper markers
Bulletin Board	Collect pictures representing the twelve months of the year and label them in Spanish.	Pictures representing the months of the year
Vocabulary Cards	Copy and cut vocabulary cards so each child has a set.	Scissors & vocabulary cards
Writing Practice	Have students complete the worksheets for writing practice.	Worksheets
Vocabulary Cards	Cut Spanish vocabulary cards and glue along the top to the corresponding English translation so that it looks like a window when you flip it up.	Scissors Cards Glue
"Tres en Raya" or "Cuatro en Raya" (3 or 4 in a row game)	Cut out vocabulary cards and have students arrange them in three rows of three or four rows of four. Call out the vocabulary word in English or Spanish. Students turn the card over if they have the match. When they have 3 or 4 in a row - they call out "tres" or "cuatro."	Vocabulary Cards
Si o No game	Teacher shows a picture representing a month and makes true or false statements about the picture. Example: <i>Es el mes de marzo</i> . If the answer is correct the students say <i>Si</i> . If it is not, they say <i>No</i> .	None
Spanish Bee	Have students give the meaning of vocabulary words that are called out in Spanish.	List of vocabulary words
Hands Off! Game	Students write the English or Spanish word for the month named by the teacher.	List of vocabulary words
Typical Physical Response	Use picture cards to ask students to show you if they understand the Spanish vocabulary. Say " <i>Muestrenme el mes de marzo, mayo, junio, etc.</i> "	Pictures representing the months of the year.



ACTIVITIES	DIRECTIONS	MATERIALS
<p>Season's Workstations</p>	<p>Divide the class of children into four equal groups. Set up work stations in four different areas of your classroom. Assign each group to a work station. Explain to the children that each work station represents one of the four seasons. Label each 'seasonal' station with Spanish name for that season.</p> <p>Send the groups to their particular seasonal station. At their station the children should discuss the activities and weather conditions that are special to that season.</p> <p>Upon completion of the discussion the children, (as a group) should paint a picture of their assigned season. When the seasonal picture is completed, each group will have the opportunity to present their seasonal picture to the rest of the class.</p> <p>Have each of the children use the following sentence to begin their description of their painting and tell about that the season that they like.</p> <p>Example: En el invierno me gusta _____. el primavera el verano</p> <p>(In the season I like _____.)</p>	
<p>Days of the week</p>	<p>Incorporating the Spanish translation of the days of the week into your regular curriculum can be done many ways. One very simple method is to alter your room calendar slightly. Attach cue cards with the Spanish words for the appropriate day of the week. As children become familiar with the new Spanish vocabulary, encourage them to recite the words before revealing the cue card's English equivalent.</p>	



More Games!

Calendar Games

There are many ways of integrating the Spanish days of the week into the curriculum, and games are certainly an enjoyable way of doing this. Collect some cardboard pieces and using a permanent marker write down the new Spanish vocabulary. Punch holes into either ends of the cardboard and attach a string through the holes; this makes it possible for children to wear the word. Divide the class into groups of eight children. Have seven of the children wear the seven Spanish days of the week. The remaining child must try to align the children in the correct order and then recite (in Spanish) the days of the week. The remaining child must try to align the children in the correct order and then recite (in Spanish) the days of the week.

For added fun, have relays or timed races. This game is recommended for children who already have a fairly developed understanding of the new vocabulary.

Variation:

Use the months of the year at the end of this section and play the same game using the months of the year.

¿Qué mes falta?

(What month is missing?)

Use pictures representing the months of the year. Lay them on a table or on the floor. Have students close their eyes while you take away one of the pictures. Then ask the question: *¿Qué mes falta?* (*¿keh mehs fahl-tah?*) Students then take turns answering: *Falta el mes de _____*.

Hands off! game

Hands off! is a chalkboard game in which two teams of students compete against each other. The teacher says a word in Spanish and one student from each team writes the correct answer with his/ her hands. When the teacher says, "Hands off!," the students uncover their answers. The students with correct answers receive points. The team with the most points at the end of the game wins.



Month Cake Walk

Place the months of the year in a circle on the floor. Have equal number of children as months stand in front of each one. Play some music. Have children go around the circle and when the music stops, they stop walking. Call the month. Whoever is standing in front of the month has to sit down. The last person standing is the winner.

Birthday Game

If you keep a birthday calendar in your room, add some Spanish flavor by playing the Birthday Game. Children love celebrating their special day of the year. Have them tell you their birth month using the new Spanish vocabulary in this unit. (Mi cumpleaños es el _____ de _____.) If you have children who may be too young to recall the month they were born, come prepared to class with those dates. Begin by reciting the month of the year slowly. When the children hear their month they stand until the next month is introduced. Pick up speed as you go through the months a second and third time. Children love the movement and speed so be prepared for some volume.

Variations:

Have the children clap, sit, or if you are really brave, have them shout back the month when it is called.



lunes

martes



miércoles

jueves



viernes

sábado



domingo

enero



febrero

marzo



abril

mayo



junio

julio



agosto

septiembre



octubre

noviembre



diciembre



Bulletin Board Idea

Los meses del aZo

 <p>enero</p>	 <p>febrero</p>	 <p>marzo</p>	 <p>abril</p>
 <p>mayo</p>	 <p>junio</p>	 <p>julio</p>	 <p>agosto</p>
 <p>septiembre</p>	 <p>octubre</p>	 <p>noviembre</p>	 <p>diciembre</p>

Teaching Ideas:

Divide the bulletin board into twelve sections. Label each sections. Label each section with a different month. As a class project, have the children illustrate a picture that is representational of that month.

Variation:

The bulletin board can make an attractive three dimensional display. Ask the children to bring objects that can be placed in each section.



Monthly Match

Name KEY

Date _____

Directions: Match the names of the months in Spanish with the correct picture.



marzo



octubre



mayo



agosto



noviembre



febrero



diciembre



enero

abril



junio



septiembre

julio



¿Cuál es tu mes favorito? _____



Los meses del aZo

Me llamo KEY Date _____

Directions: Write the Spanish word each given month. Then in the box, draw a picture of something that happens in that month. Remember that Spanish months do not begin with capital letters.

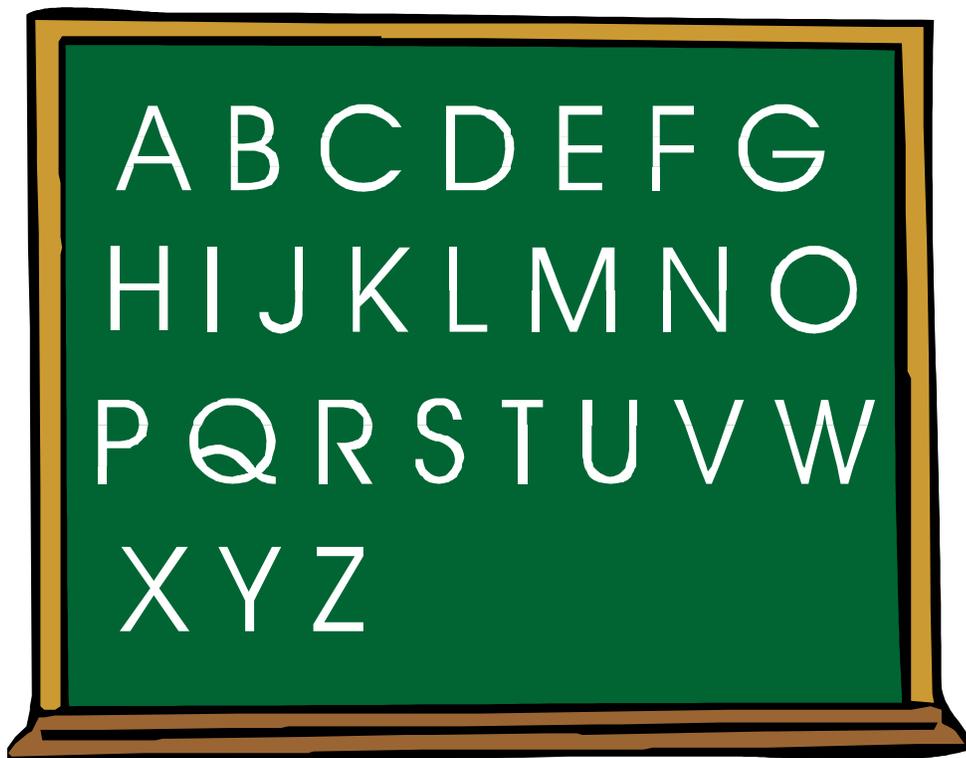
agosto	septiembre	noviembre	mayo
junio	enero	octubre	febrero
marzo	julio	diciembre	abril

January <u>enero</u>		July <u>julio</u>	
February <u>febrero</u>		August <u>agosto</u>	
March <u>marzo</u>		September <u>septiembre</u>	
April <u>abril</u>		October <u>octubre</u>	
May <u>mayo</u>		November <u>noviembre</u>	
June <u>junio</u>		December <u>diciembre</u>	



El Alfabeto EspaZol

The Spanish Alphabet
Supplement



El Alfabeto Español

LAS VOCALES

VOWELS	HOW TO PRONOUNCE	ENGLISH SAMPLE
a	ah	open wide and say "ah"
e	eh	letter
i	ee	see
o	oh	only
u	uh	boo

LAS CONSONANTES

CONSONANTS	LETTER NAME	HOW TO PRONOUNCE	ENGLISH EXAMPLE
b	<i>beh</i>	b	baby
c	<i>seh</i>	ca, co, cu = k ce, ci = s	car centenial
d	<i>deh</i>	d	door
f	<i>efeh</i>	f	far
g	<i>geh</i>	ga, go, gu = g ge, gi = j	garage



CONSONANTS	LETTER NAME	HOW TO PRONOUNCE	ENGLISH EXAMPLE
h	<i>ah-cheh</i>	in Spanish it is silent	
j	<i>hoh-tah</i>	j	
k	<i>kah</i>	k	karate
l	<i>eleh</i>	l	lemon
ll	<i>eh-ieh</i>	ia/ie/io/iu	
m	<i>emeh</i>	m	money
n	<i>eneh</i>	n	
ñ	<i>eh-nyeh</i>	nyo/a (nasal sound)	
p	<i>peh</i>	p	
r	<i>eh-reh</i>	r	
rr	<i>eh-rreh</i>	thrilled	
s	<i>eh-seh</i>	s	
t	<i>teh</i>	t	
v	<i>beh</i>	v	
w	<i>doh-bleh beh</i>	ua/ue/ui/	
x	<i>eh-kees</i>		
y	<i>jeh</i>	j	
z	<i>seh-tah</i>	s	



Alphabet Song and Chants

The Alphabet Song

(Sing to the tune of "Bingo")

A B C D E F G
 (The was a farmer had a dog)

H I J K
 (and Bin- go was his name-o)

L M N O
 (B I N G O)

P Q R S T
 (B I N G O)

U V W
 (B I N G O)

X Y Z
 (an Bingo was his name-o)

Vowel Chant

A E I O U - ¿Cuántos a ÷os tienes tú?

Las Vocales en Español

Las vocales en español.

A E I O U.

Las vocales en español.

A E I O U.

La M (emeh)	con la A	dice (dee-seh)	Ma (mah)
La M "	con la E	dice "	Me (meh)
Con la I (ee)		dice	Mi (mee),
Con la O (oh)		dice	Mo (moh),
La M con la U (uh)		dice	Mu (mooh).

Las vocales en español.

A E I O U.

Las vocales en español.

A E I O U.



Vocabulary Cards

El Alfabeto

a

b

c

d

e

f



g

h

i

j

k

l



ll

m

n

ñ

o

p



q

r

rr

s

t

u



v

w

x

y

z



Teaching Ideas

1. Sing the alphabet song.
2. Have students write the first letter of the word they hear.
3. Think of a word game- Divide students into teams. Write a letter of the alphabet on the board. Ask each team to think of a word that begins with that letter.
4. Spanish Bee- Students give the English equivalent of the Spanish letters that the teacher says.
5. Say the vowel chant in chorus.
6. Cut flash cards and place on desk in multiples of three or four to play “Tres en Raya” or “Cuatro en Raya.” (Three or Four in a row.)
6. Refer to other teaching ideas in the other mini-units.



La Navidad



¡Feliz Navidad y Prospero AZo !
(Merry Christmas & prosperous New Year)



Spanish Christmas Songs

Noche de paz

(Silent Night)

Noche de paz, noche de amor,
todo duerme en derredor.
Entre los astros que esparcen su luz,
bella anunciando al niño Jesús.
Brilla la estrella de paz,
Brilla la estrella de paz.

Noche de paz, noche de amor,
oye humilde el fiel pastor.
Coros celestes que anuncian salud,
gracias y glorias en gran plenitud.
Por nuestro buen redentor.
Por nuestro buen redentor.

Cascabel

(Jingle Bells)

Caminando por la nieve,
en un lindo trineo,
con mi bella Susana
salimos de paseo.

Brillaba la alegría
en nuestros corazones,
en esta tarde fría
tan llena de emociones.

Cascabel, cascabel,
lindo cascabel,
con sus notas de alegría,
van buscando a él.

(Repeat once)

Cascabel, cascabel,
lindo cascabel,
con sus notas de alegría,
van buscando a él.

Pueblecito de Belen

(Oh, Little Town of Bethlehem)

O, pueblecito de Belen,
la cuna de Jesús.
bendito pueblo de Belen,
la cuna de Jesús .

El Rey tan adorado,
el santo Redentor,
el Rey que vino al mundo,
a darnos paz y amor.



Bulletin Board Idea

Mis Regalos para el Niño Jesús

(My gifts for Baby Jesus)

Teaching Ideas:

Use a picture of the manger with the three wise men like the one down below. Ask the children to draw pictures of gifts they would like to give to baby Jesus. You can provide them with some ideas. This can also be creative in a three-dimensional way by bringing objects placing them on the bulletin board. If you are able, label the pictures or objects (in English or Spanish) and teach the new vocabulary.

Culture Note:

Explain that in Spanish speaking countries Santa Claus is usually replaced by the Three Wise Men (Los Tres Reyes Magos) who bring gifts to the children on January 6. (Puerto Rican children being bi-cultural, have both a Santa Claus and the Three Kings.)

During this time the children leave out their shoes filled with straw for the camels. In the morning the straw is replaced by candy and toys.

In the *Barrios* (neighborhoods) of Mexico City the Wise Men actually parade down the streets with candy for the underprivileged children of the city. The *nacimiento* (manger scene) is the center attraction in many households rather than the Christmas tree; el Niño Jesús (baby Jesus) does not appear in the crib until the day of his birth.

Puestos (little stands) are filled with the tastes and smells of breads and pastries. Groups of people celebrate Las Posadas (The Inn) nine nights before Christmas, going from house to house re-enacting Mary and Joseph's search for shelter. Each night someone finally lets them in for a fiesta, with the biggest fiesta being on Dec. 24.



Action Poems



Christmas Time

See the snowflakes falling.
(Wiggle fingers like dancing snowflakes.)
 See the candles glow.
(Hold up index finger like a candle.)
 See the wreaths upon the door.
(Form wreath shape with fingers.)
 It's Christmas time I know!

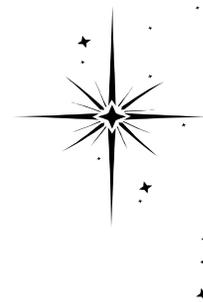
The First Christmas

Clop, clop, clop went the donkey's feet,
 Clop, clop, clop down the stony street.
 Nod, nod, nod went Mary's head.
 She was tired, and she needed a bed.
 Knock, knock, knock went Joseph at the door.
 "Do you have room for anyone more?"
 "No, no, no!" the innkeeper said,
 "I don't even have one more bed."
 "Wait, wait, wait," the innkeeper said,
 "You can use my stable for a bed."
 "Sh, sh, sh ... what is that I hear?
 The cry of baby Jesus, Oh so dear."



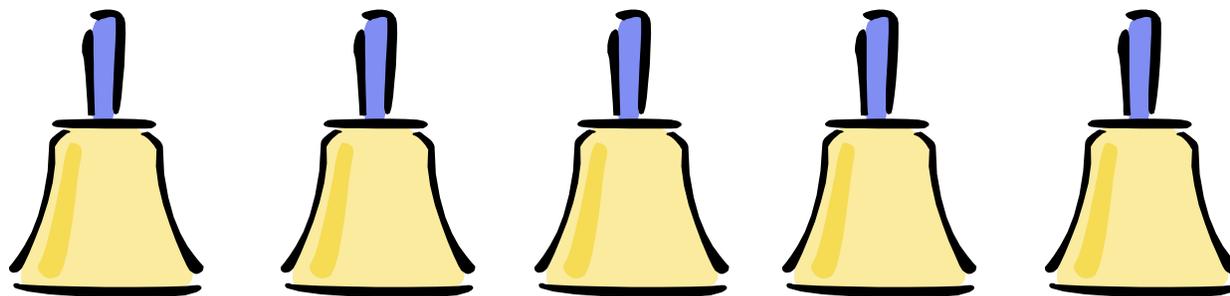
A Shining Star

On the very first Christmas night,
(Put hands together; lay head on hands as if sleeping.)
A wondrous star shone big and bright.
(Hold hands above head; more fingers like stars shining.)
It marked the spot where the baby lay,
(Pretend to rock baby.)
So kings and shepherds could come to pray.
(Fold hands and kneel.)



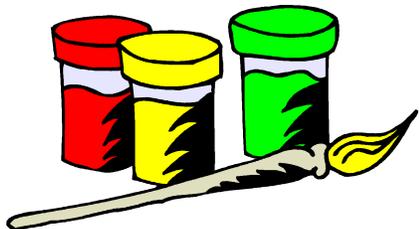
Five Little Bells

Five little bells hanging in a row,
(Hold up five fingers.)
The first one said, "Ring me slow."
(Hold up one finger.)
The second one said, "Ring me fast."
(Hold up two fingers.)
The third one said, "Ring me last."
(Hold up three fingers.)
The fourth one said, "I'm like a chime."
(Hold up four fingers.)
The fifth one said, "Ring us all at Christmas time."
(Hold up five fingers.)



Arts & Craft Activities

Bread Ornaments



Materials needed:

a loaf of white bread
 assorted cookie cutters
 straws
 paintbrushes
 poster or powder of paints
 household glue
 gold string
 glitter (optional)
 assortment of sequins, beads, etc. for decorating (optional)

The day before:

Cut shapes into white bread using cookie cutters. With one end of a straw make a hole near the top of the shape. Leave shapes uncovered to harden overnight.

The next day:

Paint in bright colors using either poster paints or powder paints with a little household glue added. Leave ornaments to dry.

After ornaments have dried, turn them over and paint the other side. When dry, decorate with beads, glitter etc.

Loop gold string through hole. Hang on Christmas tree.

Christmas Card Puzzles

Materials needed:

old Christmas cards
 black marker
 scissors
 small plastic bags

1. Collect old Christmas cards. Cut off card fronts and save.
2. Using a black marker, draw several squiggle lines on the back side of the card front (not the picture side).
3. Cut card along these lines. Place all pieces in a plastic bag.

These puzzles are especially fun to create with a friend. Choose cards, mark, and cut, then exchange pieces. See who can assemble their puzzle more quickly.

Hint: Use a separate bag for each puzzle.



Aromatic Dough Cut-outs

Materials needed:

1 cup ground cinnamon

3/4 to 1 cup applesauce

2 Tbsp. white glue

1 Tbsp. ground nutmeg (optional)

1 Tbsp. ground cloves (optional)

1. Mix cinnamon, nutmeg, and cloves with glue and 3/4 cup applesauce to form a smooth, stiff dough. Additional apple sauce may be added if needed.
2. Divide dough into three or four portions.
3. Place each section between two sheets of waxed paper, and roll to 1/8 inch thickness.
4. Use cookie cutters to cut Christmas shapes out of dough. While dough is still soft, use a straw to make a hole near the top of each shape where ribbon can later be inserted for hanging.
5. Place cut shapes on flat surface to air dry for several days.
6. Flip shapes daily to prevent curling. After shapes are thoroughly dry, insert ribbon in hole, tie, and hang as Christmas ornaments.

Courtesy of geocities.com
Christmas/cart



Spanish Craft Activities

Mexican PiZata

A *piZata* is a very popular toy used for festive occasions, particularly birthdays. It is made from papier mache and filled with candy, toys or fruit and hung from a ceiling or tree branch. Everyone sings a song while a child is blindfolded and tries to break the *piZata* with a stick. When the *piZata* finally breaks, everyone rushes to grab the contents that have fallen to the ground.

Materials needed

balloons
 newspaper strips
 wallpaper paste
 string
 poster paint
 tissue paper- assorted colors
 white glue
 candy or small toys
 white construction paper



Use papier mache to create a colorful *piZata*, great for any celebration.

1. Blow up balloon. Cover thoroughly with newspaper strips dipped in wallpaper paste. Let dry.
2. Tie strong string around the *piZata*. This will be used to hang the *piZata*.
3. Make four cones by rolling construction paper. Fill the inside with crushed newspaper.
4. Tape cones to *piZata*.
5. Cover with two more layers of newspaper strips dipped in wallpaper paste. Do not cut string.
6. Carefully cut a hole at the top of the shape where the string is hanging. Do not cut string.
7. Paint the *piZata* with bright colors and designs.
8. For a glossy finish, dilute white glue with water and paint over dry paint.
9. Make the tassels out of tissue paper and glue to the tips of the cones.
10. Fill the *piZata* with candy and seal opening so the candy will not spill out.



Papel Picados

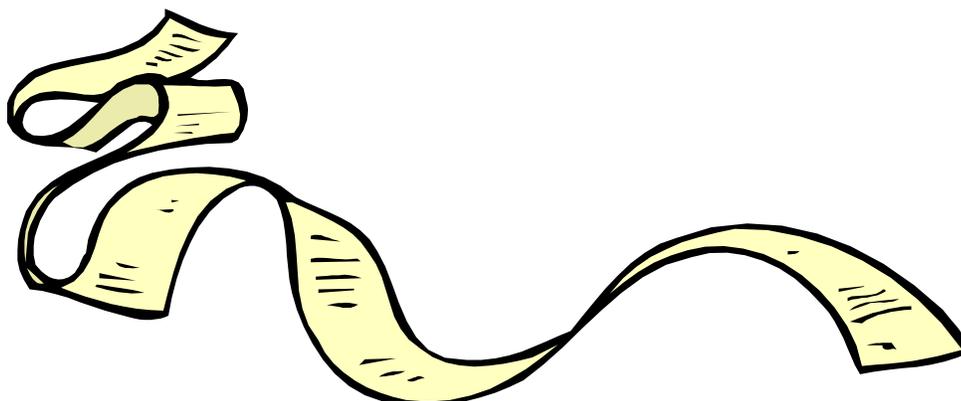
Papel picado is made by cutting tissue paper with sharp instruments to create intricate designs. Papel picado is used to decorate homes and shops around Mexico. Usually a few different brightly colored designs are strung together and hung across a room, wall or ceiling.

Materials needed

color tissue paper, "8 1/2 x 11"
scissors
glue
pencil

Make colorful papel picado to decorate the classroom. Hang during special fiestas such as Cinco de Mayo, La Navidad, or a birthday.

1. Fold paper in half, and then half again.
2. With pencils draw simple designs on the paper.
3. Cut out the designs while the paper is still folded.
4. Unfold the paper and smooth out.
5. Fold the top one inch of the paper down the back.
6. Glue the very edge of the fold to the back of your papel picado, leaving enough room to put a length of string through.





Edible Crafts

Sweet Christmas Tree

Materials needed:

sugar cones
green frosting
small candies
plastic knives

Hand each child a sugar cone and a plastic knife. Show them how to frost the sugar cones with green frosting to make a Christmas tree. After the tree is frosted, decorate with small candies.

Bagel Wreaths

Materials needed

Plain or cinnamon bagels
cream cheese, tinted green
(may be sweetened slightly, if desired)
dried cranberries ("craisins"), raisins, or dried cherries

1. Give each child half a bagel and a plastic knife.
2. Spread cream cheese onto bagels to make a wreath. Decorate the wreath with dried fruit.

Holly Jolly Christmas Candies

Materials needed

- | | |
|--------------------------|----------------------|
| ■ 4 cups of corn flakes | ■ heat source |
| ■ 2 cups of marshmallows | ■ large mixing spoon |
| ■ ½ cup margarine | ■ waxed paper |
| ■ 1 tsp. vanilla | ■ plastic spoons |
| ■ green food coloring | ■ red hot candies |

1. Melt together over low heat marshmallows and margarine.
2. After mixture is melted, remove from heat and add vanilla and food coloring and stir in corn flakes.
3. Let children take turns dropping the mixture by spoonfuls onto waxed paper.
4. Add three cinnamon "holly berries" to each candy.
5. Allow to dry before eating.

The candies will look both pretty and delicious!



Spanish Holiday Treats

Arroz con Leche (Rice pudding)

Materials needed

- 4 cups of milk
- 1-14 oz. can sweetened condensed milk
- 1 Tbsp. Margarine or butter
- 1 cup white rice
- 1 ½ cup of sugar
- 1 stick of cinnamon
- 3 egg yolks

1. Bring two cups of milk to boil with the cinnamon stick.
2. Remove from heat. Remove cinnamon stick.
3. Add rice and let stand for two hours.
4. Cook rice and milk on medium heat. Add the rest of the milk at this time.
5. When the rice is very soft, remove from heat.
6. Beat eggs.
7. Soften margarine or butter.
8. Add eggs, sugar, condensed milk and butter to mixture.
9. Put back onto heat to thicken, stirring constantly.
10. Pour into desert cups and allow to cool, sprinkle with cinnamon and serve.

Makes about 6 servings

Besitos de Coco (Coconut kisses)

Besitos de coco, little coconut kisses are a popular sweet made by many Spanish speaking families during fiesta time and many other special occasions such as *La Navidad*.

Materials needed

- 1-14 oz. can of sweetened condensed milk
- 3 1/2 - 4 cups of shredded coconut

1. Pour sweetened condensed milk into a large mixing bowl.
2. Add coconut.
3. Stir ingredients until mixture thickens. If mixture does not thicken add more coconut.
4. Cover bowl and place in refrigerator until mixture becomes stiff enough to hold a molded shape.
5. Roll mixture into small balls. Place the *Besitos* on a serving plate and serve at once. If not serving immediately, cover and refrigerate.

Makes about 24 pieces



Sangria para niños (Fruit Punch for Children)

Materials

2 oranges
1 lemon
1 lime
2 apples
1-28 oz. bottle of carbonated water
or club soda
2 cups grape juice

1. Chill carbonated water.
2. Wash peels of all fruit very well.
3. Squeeze the juice from the lemon, lime and one orange into a large pitcher.
4. Pour in grape juice. Stir well.
5. Cut the apples and orange into bite size pieces.
6. Stir into mixture.
7. Pour in chilled carbonated water and stir well.
8. Serve chilled. Add ice as necessary.

Makes about 24 servings.



Shepherds, Angels, and a Manger

by Dr. Ralph F. Wilson



The hundreds of sheep were quiet now, except for an occasional bleat. Night had fallen, stars were sharp in the nippy sky, and shepherds reclined on a steep hillside above Bethlehem, watching their flocks.

The men talked quietly, their low voices soothing to the animals. Old Elias had spent his lifetime on these sheep fields. Then there was Judah ben-Ozzri, twenty years old and cynical. His uncle had been imprisoned by Roman occupation troops for some minor offense. When he could, Judah plotted secretly with a unit of Zealot guerrillas. David, Israel's greatest king, had been a shepherd on Bethlehem's hills a millennium before. As a teenager, David had defeated the giant Goliath and thrown off the yoke of Philistine tyranny. Judah ben-Ozzri longed to do the same. If only a Leader, a Deliver, would come and drive the cursed Romans from their land!

"The lambs will all die before long," he muttered darkly. "Only the ewes, will survive."

"Eh?" said Elias, a bit too loudly. His hearing had faded over the years.

Judah spoke a bit louder, "The ewes will be sheared next summer, and bear more lambs, but the lambs themselves..."

"Ah, Passover in the temple," returned Elias. "On the Holy Day they'll sacrifice a lamb for each family."

"What?" asked Elias, leaning closer.

"The lambs," said Judah loudly into his ear, "won't live beyond Passover. In the Jerusalem temple, they'll be sacrificed."

Jerusalem and its temple were just six miles north of Bethlehem, and supplying lambs for the Passover sacrifice was these shepherds' livelihood.

"Passover..." reflected the old man. "I wish I could have seen the first Passover!"

Elias would rather talk than listen, since it was hard for him to catch the words when others spoke.

"Moses was our Deliverer on that first Passover night when God's judgment fell upon Egypt." As he spoke, his listeners could picture the destroying angel that had passed through Egypt. "The Egyptian firstborn were killed," said Elias, "but each Israelite slave family had sacrificed a precious lamb, and put its blood across the top and on both sides of their doorways. Their sins were atoned for, the lamb's life for theirs. And God's terrible judgment passed over them."

"The ewes will live on," repeated Judah, "but the lambs will be sacrificed."

"What?" said Elias, but Judah didn't say it again.

"I don't think I'd like to be a lamb," the youngest shepherd said solemnly.

The shepherds now fell silent, and tugged their heavy cloaks about them to shelter them from the whistling wind. Their eyes were accustomed to the blackness. Every few moments they would look up to scan the hills for wolves or thieves. They weren't about to lose sheep by carelessness. All of a sudden their hillside was flooded by the light of a thousand of lamps, blinding them with its intensity. When they could



finally see, a man in shining apparel stood before them. “Do not be afraid,” he declared in the ringing voice of a herald.

“I bring you good news of great joy that will be for all the people.

Today in the town of David a Deliverer has been born to you. He is the Lord’s Messiah.”

“The Messiah! The Deliverer!” breathed Judah ben-Ozzri. “He is come at last to set our people free.”

They could scarcely comprehend. Good news! Great joy! In the town of David, the Son of David is born this night. The Lord’s Messiah! The shining man, glowing with the very Shekinah glory of God, had declared it. It must be so!

The angel continued: “This will be a sign to you. You will find a baby wrapped in swaddling clothes and lying in a manger.”

What a strange sign. But there was no time to think.

Now the shining angel drew himself to full height, and as he opened out his arms, the radiance and glory upon him began to spread until it covered rank after rank of angels, the heavenly host, the army of God himself — more and more, company after company, battalion after battalion, began to fill the sky. And now they began to chant, to shout in unison.

“Glory to God in highest.”

The sound bounced off the hills and echoed from the valleys, like the rumble of thunder, like the roar of a great waterfall, the shout of triumph reverberated. The shout of worship, the shout of honor, the shout of glorious praise.

“Glory to God in the highest,” they chanted in unison, the overwhelming resonance blotting out everything else and infecting shepherds “Glory to God in the highest,” they shouted together with one enormous voice of worship.

with its utter joy. The host of God, overcome with awe at the archangel words, now shouted again, “Glory to God in the highest! And on earth Shalom — peace — to those whom God has favored.”

Again and again the waves of praise rolled over the hillsides, until finally the voices began to fade, and only in the distance could the shepherds still hear shouts of “Glory, glory, glory,” that finally diminished to silence at last. The brilliant light, too, was fading, like the final streaks of sunlight dipping below the horizon and painting the clouds red and pink in departing splendor.

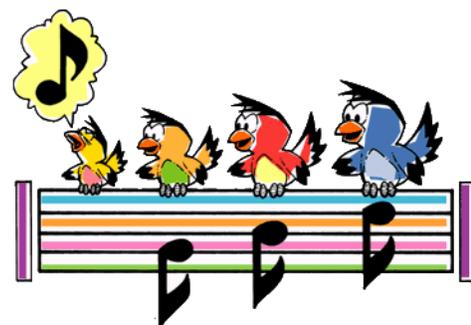
Old Elias was first to speak, “Praise the Lord, dear friends. We have witnessed what the prophets only dreamed of.”

“Angels,” breathed the youngest.

“The hosts of God’s army,” said Judah.

“Something greater still,” Elias said. “The chance to see the Lord’s Messiah with our own eyes. You heard the angel. He’s here, yonder in Bethlehem, and we must find him. The angel told us how — a baby, wrapped in the swaddling bands of a newborn, lying in a manger.... A manger,” repeated the old man.

You could find dozens of cattle troughs if you searched all the outlying farms, but a manger with a newborn lying in it — that was the sign! In Bethlehem itself, Elias could think of just one — inside a cave at the very edge of town where travelers’ animals were quartered. The old man careened down the hillside at a pace that left the younger shepherds breathless. He was ahead of them now, almost running to the cave behind the inn.



When they finally caught up, the old man was standing at the doorway to the cave, tears running down his cheeks.

“The Son of David,” he was saying, “The Lord’s Messiah. The Deliverer has come.”

The shepherds moved inside and knelt at the manger, peering at the sleeping baby boy, all tightly wrapped in swaddling bands.

The youngest explained to the mother, “An angel told us,” he stammered, “and then thousands, millions of angels filled the sky, lit up with God’s light. ‘Glory to God,’ they shouted, and we joined them until we were hoarse, until they were gone.”

Then Elias addressed her. “Young woman, mother of this blessed Child. You are one of the favored ones of whom the angels spoke, upon whom God’s glory and grace is resting tonight.”

You could see her lips form the words, “Yes, I know,” but no voice came.

The old shepherd went on, “The angel told us that your Child is God’s promised Messiah, our Deliverer.”

Then the old man was silent. He just knelt there for a few more moments. Finally he rose up, took the mother’s hand, and pressed it with his own. “God has entrusted you to raise his own Son, my dear. Our prayers are with you.”

He motioned his compatriots towards the door, and they got up, leaving the cave and its manger and its Christ-Child. Nor were the shepherds silent about what they had seen. They spread the good news far and wide.

Then they went back to their flocks, and carefully tended lambs that were destined for sacrifice on Passover. And though they could not know or understand it, the baby Deliverer in the manger would not challenge the Roman oppressors, but instead deliver from sin and death that oppress us all. For these lamb-herders had seen God’s Lamb, born to be a Passover sacrifice for the sins of the entire world.

Glory to God in the highest, and on earth peace, Shalom, for us all.

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A Child of Promise.

A Prayer for Christmas Morning

by Dr. Ralph F. Wilson



Who are you little baby? Who are you little Christ child, lying so quietly in manger straw? Who are you that angels should herald your presence and stars announce your birth? That wise men and shepherds — the high and the low — should bow before you? Who are you, child of Bethlehem, son of David? What is your future? What is your promise?

Seven centuries before your birth the ancient Scriptures speak of you.....

**For to us a child is born,
To us a son is given,
And the government will be on his
shoulders,
And his name will be called
Wonderful, Counselor,
Mighty God
Everlasting Father,
Prince of Peace.
Of the increase of his government and of
peace
There will be no end.***

What is this government? What is this peace, O Christmas baby? Are you a warrior-to-be?

Are you a king? What promise do you hold?
How can you be the Mighty God while flecks of straw, blown from the stable floor, dot your fine hair? How is this?

How can you be the Everlasting Father while not yet an hour old? How is it?

How can you be a Wonderful Counselor before you've learned? A teacher before you've been taught? What is the wellspring of your wisdom?

What is this mystery set before us, enigmatic newborn lying in a stable manger, born of parents poor, yet destined for this greatness? You must be the One we've hoped for, longed for all our lives. The One who will set us free from our depressions and oppressions, within and without.

Little wonder angels cannot contain their Good News of Great Joy. Little wonder heavenly host sing in chorus,

**Glory to God in the highest,
and on earth peace to men....***

Be my peace, O Prince of Peace. Let its gentle, joyful blanket comfort my nervous soul, and still the warring of your earth.

Be my government, O Christ. Govern not my own heart only, but also this desperate world in which I live.

Be my Everlasting Father and my Counselor. By your counsel guide me out of confusion and turmoil into the sunlight that always shines above my low-lying clouds.

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Spanish Teaching Resources

Educational Websites

Directory of resources for teachers interested in using computer technology in the foreign language classroom (Excellent website)

<http://www.public.iastate.edu/~egarcia/fles.html>

General Vocabulary for Elementary Schools

<http://www.pthsd.k12.nj.us/main/Drew/gspanishvocabul.htm>

Juegos y Canciones para Niños

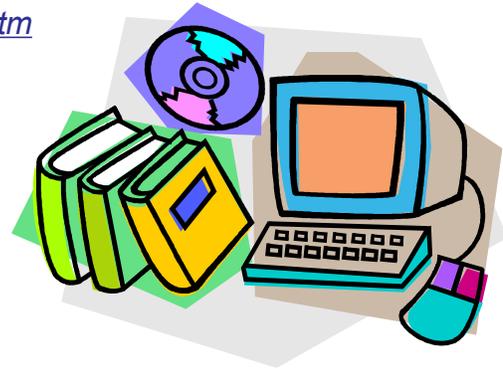
(Songs and games for children) (Excellent website)

<http://www.hevanet.com/dshivers/juegos/>

Microsoft Classroom Teacher Network_

(Lots of wonderful teaching ideas for all subjects)

<http://www.C:education/content/MCTN.asp>



Teaching Spanish in the Elementary Schools

<http://www.teach.fhu.edu/technology/EDU230/elemspanish.html>

World Languages Resources for Elementary School Spanish teacher

(Teacher resources, assessment, stories, songs and games, publishers & webquests. Excellent website)

http://www.geocities.com/sra_rk/worldlang_resources0.htm

Misc. Websites

Schoolnotes.com

(I highly recommend this website if you don't have your own.

I use it to post homework, events and notes for students and parents)

<http://www.schoolnotes.com>

Learn Spanish-Language.com

<http://www.learn-spanishlanguage.com/webquests.htm>

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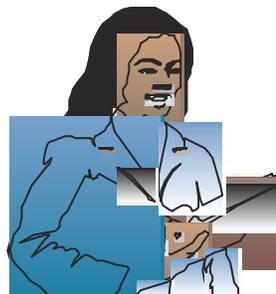
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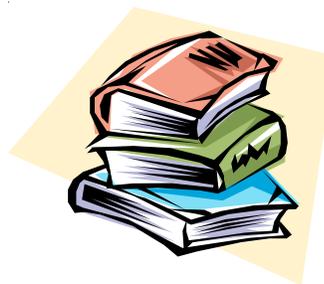
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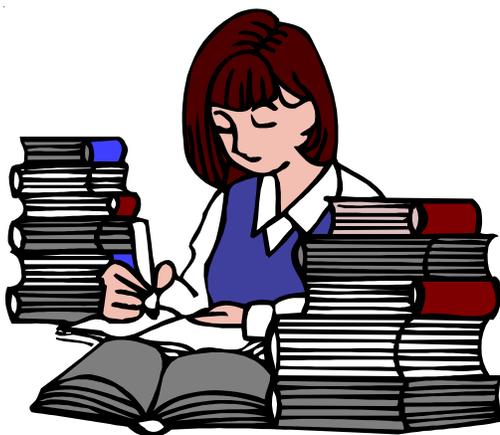
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Seven Recommendations You Can Give Every Parent

Over and over again a child's academic success in school is affected by many factors. But one thing is certain: The more teachers and parents choose to work together-and the more parents are involved in the work of their child's education- the better young people do in school. Fortunately most parents want our help-and many know that they need it. Like effective teaching, however, effective parenting is not an easy task.

When we seek parents out- or when they seek us out- our professionalism and expertise need to stand out. And we need to have good recommendations at our finger tips. That will help their children. We must be ready when parents seek us out about a specific problem and be prepared when they want to expand their conversation into more ways they can help their child. Here are seven simple but vital suggestions we can make to help parents enhance the possibilities of their child success in school.

First we can strongly recommend that parents establish a daily family routine for their child. Parents can establish both a time and a quiet time to study. Parents can also assign responsibilities for household chores, be firm about times to go to bed, and set time for the family to be together. Parents need to know that having an established routine helps young people manage time, set priorities, and get their work done.

Second, we can recommend that parents monitor out-of-school activities. They can meet this recommendation in various ways, including setting school-night rules and limits on TV watching. They can check on children when they're not home-and arrange for after school activities and supervised care. Parents need to know that when children are unsupervised and not accountable for their time, their school work almost always suffers. Their unstructured lifestyle can be counterproductive to doing well in school. We can also remind parents that it's not just in the evening hours that young people get into trouble. Many studies point out the fact that it's between the time the students get out of school and when parents get home from work that many people engage in the wrong activities.

Third, we can urge parents to attend school events involving their child-and to support and model the value of school, learning self discipline, and hard work. This can be achieved by communicating with their children through conversation and questioning. Parents can also give testimony to the fact that achievement comes from consistently working hard. It does not come by just wanting and wishing.

Fourth, parents can help their children perform well in school by expressing high but realistic expectations for achievement. They can also do so by setting goals that are appropriate for their child's age and maturity. Too, parents can recognize and encourage special talents. Further, when children overhear their parents telling friends and family about their child's successes, they are more likely to keep their standards and motivation high.



Fifth, by maintaining a warm, caring, and supportive home, parents can encourage their child's development and school progress. This action includes showing interest in child's development and school progress. This action includes showing interest in children's education by supporting homework and projects-and often discussing the advantages of participating in opportunities offered by the school. Career options can be discussed as well. In the process, parents should be urged to stay in touch with teachers and school staff-and always seek answers to their questions and concerns.

Sixth parents should be encouraged to read and discuss interesting topics and issues within the family. Many family activities help meet this need: Reading, listening to children read, and talking about what is being read and studied in class. Families can also discuss the day at dinner, tell stories, and share hopes and dreams as well as problems.

Seventh, parents can use family, school, and community resources to strengthen their children's school performance. They can enroll their children in sports programs and music lessons. They can also introduce children to new activities, including community resources available to young people.

The Master Teacher knows parents need our professional help. After all, our primary expertise lies in knowing what young people need to do to be successful at school. And parents should not be reluctant to ask for our advice-and we shouldn't be reluctant to share it. If our concern is for the welfare of children, giving parents advice is one of the most important things we do. In the same vein, we need to be aware that we need parents. Parents usually know more about their children than we do-and have information we can use to reach and teach their child.

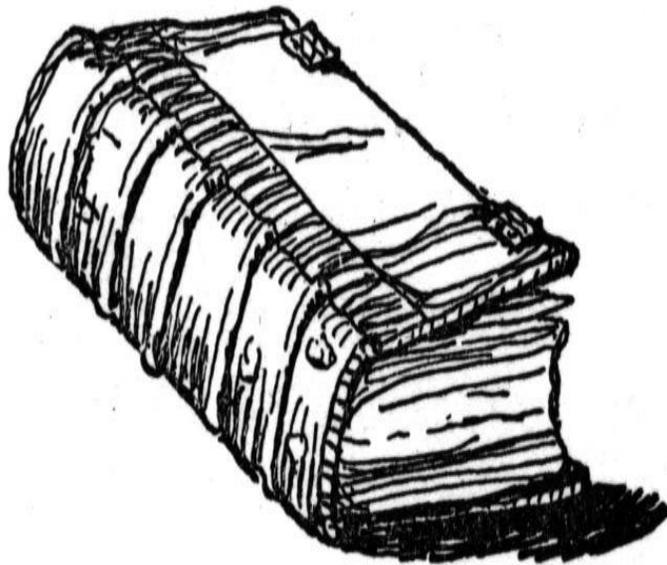
The Master Teacher knows it's wise to give directions and offer recommendations to parents after we ask for their input and advice. We can say, "What do you know about your son or daughter that I should know? How could I help him or her?" Then we can follow up by saying, " Let me recommend some things we know about the relationship between home and school which enhances school success." Remember, teachers and parents both have knowledge needed by the other. Sharing that knowledge can't help but benefit young people-if both we and parents use it professionally, ethically, and constructively.

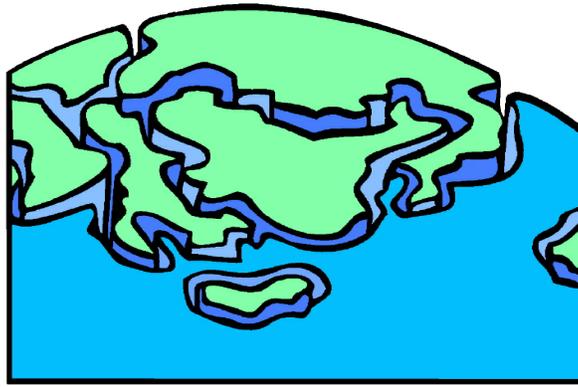
The Master Teacher
(Vol. 32 No. 7)



Stories that Teach

By
Beverley Bucknor





Stories that Teach

Black Christian Perspective of Life Lessons

Introduction

The incredible impact of a great story compares with the impact of great music. It is riveting. It is educational; it is emotive, and it is entertaining. From the time the earth was created, God came to share, to teach, to talk with Adam and Eve. He made provision for communication to continue between Himself and His creation after sin. He taught using stories. He also taught through His prophets, and His Written Word, the Bible. History and moral instruction were originally delivered to give impact and worded in such a way that it remains memorable.

Stories may be called the heartbeat of any society. They were the custom of each civilization. In ancient cultures, stories taught the community its history and its traditions. They were used to convey caution when inappropriate behavior was exhibited. It is interesting to note that some stories were based on a true occurrence and some were entirely the creation of the storyteller. All were delivered orally and were to be memorized by the listeners. Some of these stories are called parables because they relate to specific Biblical themes.

You will be reading stories that originated in the African, African American, and Caribbean cultures. The activities in this unit will review as well as show how to use the stories for various purposes.

Why should you study these stories? They help you to understand a little of the history of specific ethnic people. They sometimes convey the background to their way of thinking. They also have an entertainment factor. It is important to recognize that there are differences in the way the world looks at the mysteries of origins and life situations. You will see that the characters in a story from one country are also used by another country. This occurred because of slavery. Stories traveled with the people across land and across oceans.

This unit is intended for the upper grades.



African Stories

There are quite a few spider stories. Some of them are about Anansi. There are some stories in which Anansi is depicted as human. As you will see, Anansi is cunning and tries to outwit various characters. However, there is always a lesson to learn.

HOW SPIDER OBTAINED THE SKY GOD STORIES

(This story is told by the Ashanti tribe.)



Kwaku Anansi, the spider, once went to Nyankonpon, the sky god, in order to buy the sky god's stories.

The sky god sneered, "What makes you think that *you* can buy my stories?"

The spider answered and said, "I know that I will be able to buy them!"



The sky god stated, “Great towns and people have come to buy these stories, but were unable to. Now you, who do not have a master or have great value have come and you say that you are able?”

The spider asked, “What is the price of the stories?”

The sky god said, “They will only be sold for Onini the python, Osebo the leopard, Mmoatia the fairy, and Mmoboro the hornets.”

Anansi replied that he would bring at least one of each and would also include his old mother, Nsia the sixth child in the bargain.

The sky god said, “Go and bring them then.”

The spider returned home and sought out his mother to tell her all about his bargain.

Anansi consulted with his wife, Aso, saying, “What is to be done to get Onini the python?”

She instructed him, “You must cut a branch off a palm tree, and cut some string-creeper as well. Then bring them.”

Anansi did just that. When he returned with the items, his wife ordered him to, “Take them to the stream.”

So Anansi took them; and as he was going along he said, “It’s longer than his is, it’s not so long as he; you lie, it’s longer than he.”

A short distance away, the spider saw his quarry and said aloud, “There he is, lying yonder.”



Now, the python overheard the imaginary conversation then it asked, “What’s this all about?”

To which the spider replied, “Is it not my wife, Aso, who is arguing with me that this palm branch is longer than you, and I say she is a liar.”

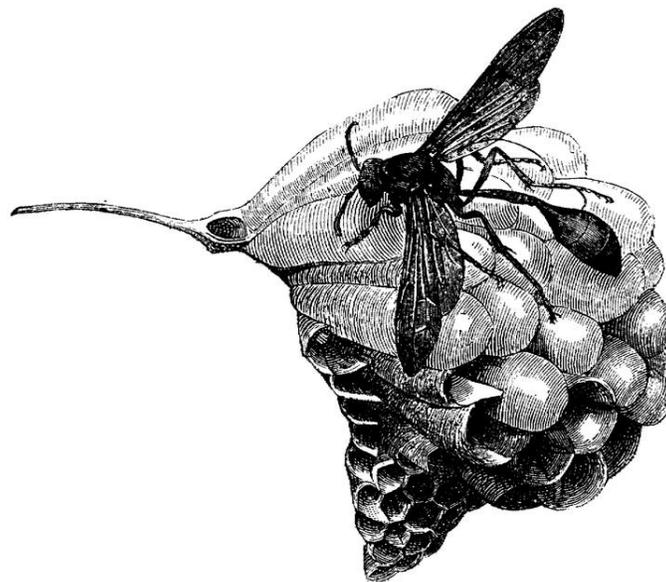
The python, Onini said, “Bring it, and come and measure me.” Anansi took the palm branch and laid it along the python’s body. He told the snake to stretch himself out. The python did what he was instructed to do. Anansi took the rope creeper and quickly wound it around Onini. The rope creeper made a ‘nwene’ sound as it was wound around the python.

When the spider came to the snake’s head he said, “Fool, now I shall take you to the sky god and receive the sky god’s tales in exchange.”

So, Anansi took him off to Nyame, the sky god. He said, “I have touched it with my hand; there remains what still remains.”

Anansi returned home and told his wife what had happened, saying, “There remains the hornets.”

His wife told him to look for a gourd, fill it with water and seek the hornets. He went off through the bush. He heard the buzzing sounds they made and spied them just ahead hanging from a limb. The spider poured out some of the water he was carrying and sprinkled it over the hornets. He then poured the rest over himself and cut a leaf off the plantain tree to cover himself.



He then spoke to the hornets. “As you can tell the rain has come, it would be better for you to enter my gourd so that the rain will not beat you. I have provided shelter for myself with the plantain leaf.”

Of course, the hornets were grateful and said, “Thank you Aku, we all thank you, Kwaku.” Then all the hornets proceeded to disappear into the gourd, shrom!

Kwaku Anansi was joyful. He covered his mouth, and exclaimed, “What fools! I have you, and I am taking you the sky god in exchange.”

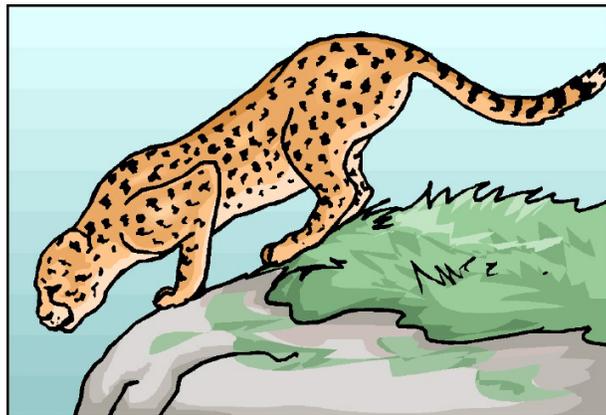
When he took the gourd filled with hornets to the sky god, the god stated, “I have touched it with my hand; there remains what still remains.”

So once again, the spider, Anansi, returned home and stated to his wife, “There remains the leopard, Osebo.”

His wife, Aso, told him to “Go and dig a hole.”

The spider interrupted her and stated, “I know, I know, that’s enough!” He took off to the bush to look for leopard tracks. When he found them, he dug a deep, deep pit, covered it over, and returned home. Anansi was so excited, he could hardly sleep. He got up just before dawn when the outside shapes looked like silhouettes. He traveled to where he dug the pit. Sure enough, he found a leopard trapped in it.

The spider said to it, “Little father’s child, little mother’s child, I have told you not to get drunk. It is to be expected that you would fall in a pit if you are intoxicated.” The cunning spider continued, “If I were to get you out and on the next day when you saw me or a member of my family you would catch us.”



The leopard said, “No, no, I would not do such a thing!”

Anansi proceeded to get two sticks and cut them to the right sizes. Then he returned to the pit and instructed the leopard to, “Put one of your paws here and the other there.” Osebe, the leopard, followed the directions and proceeded to raise himself out of the pit when Anansi lifted up his knife and struck him in the head, gwam! The poor leopard fell once again into the pit, flam! The spider got a ladder to descend into the pit to get the Osebe out.

Anansi exclaimed, “Oh, what a fool, I am taking you to exchange for the stories of the sky god. When he got to the sky god, he lifted it up and gave it to Nyame who stated, “I have touched it with my hand; there remains what still remains.”

On the way back home, Anansi set to thinking about how he was going to catch a fairy, Mmomatia. He decided that he would carve an Akua’s child, which was a black flat-faced wooden doll. After forming the doll, he extracted some sticky sap from a tree and painted the dolls with it. Next, he made pounded yams called eto. He placed some in the doll’s hand and put the rest in a brass bowl. Then, he tied a length of string to the doll’s waist and placed it at the foot of the odum tree where it was said that the fairies liked to play.



After waiting a while, Anansi heard the sound of fairies flying over his head, ‘streesch.’ A Mmomatia descended and approached the spider.

“May I have some of your mash?” the fairy asked the doll. Anansi pull the string to allow the doll’s head to nod, yes. The fairy turned to her companions and stated that the doll had agreed to share some of her mash. The others encouraged her to eat. The food tasted so good. The fairy thanked the doll, but it did not reply.

The fairy turned to her sister and stated, “The doll did not reply.” The sister told her to slap the doll in its crying place. She slapped the doll, but wait, she could not move her hand. It was stuck! The sister fairy told her to take the other hand and slap the doll once again. The other hand was now stuck!





“My two hands are now stuck,” said the fairy. She was instructed to push the doll with her stomach, now she was really stuck. Anansi came out of hiding and tied her up.

He said, “What a fool! I have got you now and I will take you to the sky god in exchange for the stories.” He took her to his home.

The sixth child, who was also Anansi’s mother, was visited by her son. He informed her that he was taking her to the spy god along with the fairy as he had told her a few days earlier. He took both of them to the sky god and reminded him of the promise he had made about the purchase of the stories.

The sky god called all his elders together and placed the matter before them stating, “Great ones have come and were not able to buy the stories but Kwaku the spider has paid the price and stated for these. I have received the leopard, the python, the hornets, the fairy and even his mother the old woman. We must praise him for his achievements.”

“Eeye, eeye,” they replied. Anansi was asked to step forward.

“Kwaku, you have my congratulations. You have fulfilled all that you stated you would do. Now take the sky god stories, well done. We shall tell no more stories of the sky gods, we will call them spider stories.”





Activity

A. Choose the statement that best fits the main idea of the story.

- 1. ___ What one prizes can be gained at any cost.
- 2. ___ When you give something personal you get what you want.
- 3. ___ The wisest one gets the prize.

B. State what you consider to be the lesson in this story.

C. Why did Anansi go to his wife for advice?

D. What characteristics does the real spider have that compares to the characteristics of Anansi in the story?



Name: _____

Date: _____

Anansi Webbing

Directions: Reread the story, **How Spider Obtained the Sky God Stories**, and then complete the following worksheets.

The Setting Characters: _____ Place: _____
--

The Problem _____ _____

The Goal _____ _____

Event 1 _____
Event 2 _____
Event 3 _____
Event 4 _____
Event 5 _____
Event 6 _____
Event 7 _____

The Conclusion _____ _____



Name: _____

Date: _____

Anansi Webbing – Key

Direction: Reread the story, **How Spider Obtained the Sky God Stories**. Then complete the following worksheets.

The Setting

Characters: Anansi, his wife-Aso, sky god, python, leopard, hornets, fairy, Anansi's mother

Place: somewhere in Africa's bush land

The Problem

How can Anansi purchase the sky god's story?

The Goal

Anansi will become the owner of the story.

Event 1 Anansi meets with the sky god

Event 2 Returns home to plan his strategy

Event 3 Seeks and captures the python

Event 4 Seeks and captures the leopard

Event 5 Seeks and captures the hornets

Event 6 Seeks and captures the fairy

Event 7 Arrests his mother and takes her with the fairy to complete the transaction

The Conclusion

Anansi completes the successful purchase of the sky god's stories.



Name: _____

Date: _____

Character Development Weave

Directions: Imagine that you are weaving the story and you want to reveal the characters. You will need to skim the story, **How Spider Got the Sky God's Stories**. Complete the following table.

CHARACTER	EVENT	WHAT HE SAYS OR DOES CONCERNING THE EVENT	WHAT THIS REVEALS ABOUT THE CHARACTER
Anansi			
Wife			
Spy god			
Fairy			



The Leopard, Goat, and Yam

(This story is from the Hausa tribe in Africa.)

Mbotu was running away from his village with all he possessed in the world. All he had was a leopard, a goat and a yam. He came to a river where there was only one boat. It was so small that he could take only one of his properties with him at a time. He had a leopard, a goat and the yam!

What a dilemma! How could he get all his possessions to the other side? If he left the yam with the goat; the goat would eat it. If he left the goat and the leopard; the leopard would eat the goat.

What did he do? He took the goat over first and then the yam. He returned with the goat and ferried the leopard to return a fourth time for the goat.

Directions: Retell the story by filling out the sequence frames.

The form consists of six empty hexagonal shapes arranged in two rows of three. These are intended for students to draw or write the sequence of events from the story.



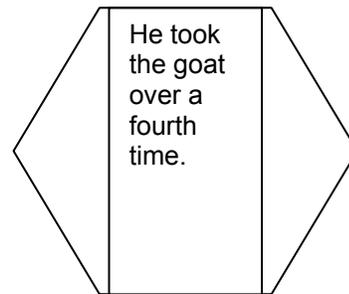
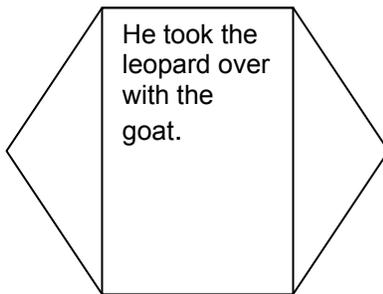
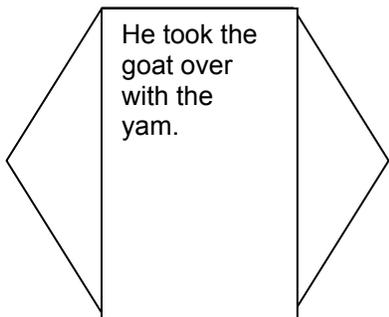
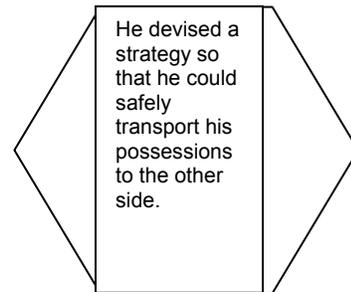
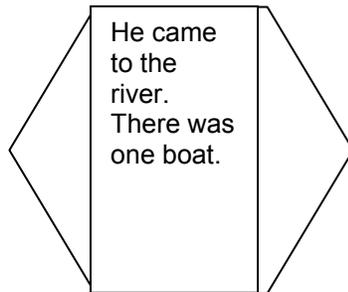
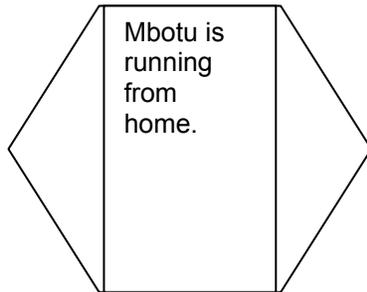
Leopard, Goat, and Yam - Key

(This story is from the Hausa tribe in Africa.)

Mbotu was running away from his village with all he possessed in the world. All he had was a leopard, a goat and a yam. He came to a river where there was only one boat. It was so small that he could take only one of his properties with him at a time. He had a dilemma. How could he get all his possessions to the other side? If he left the yam with the goat; the goat would eat it. If he left the goat and the leopard; the leopard would eat the goat.

What did he do? He took the goat over first and then the yam. He returned with the goat and ferried the leopard to return a fourth time for the goat.

Directions: Retell the story by filling out the sequence frames.



Why the Hare Runs Away

(This story is told by the Ewe tribe in Africa)

The earth was parched, so parched that it was very hard. The dew could not be formed. Even the animals from the earth had suffered from thirst. There was a famine all over the land. The animals decided to set up a council.

They deliberated for many hours trying to answer, "What should we do to keep from dying of thirst and of hunger?" They finally decided that each animal would cut off the tips of its ears and render the fat from them. The fat would be collected and sold. The proceeds of the sale would go to purchase a hoe and to dig a well in order to get water.

"Let us cut off the tips of our ears, came the response." Each animal fulfilled the agreement that was made except, for the hare. He refused.

"Well! Well," thought the astonished animals. They did not say anything aloud. They continued to extract the fat, collected it and sold it for a hoe.

When they returned with the hoe, they proceeded to dig a well in the dry bed of the largest lagoon. At last, they found water!

"Now we can drink away our thirst," they said.

The hare had not stayed around to help, but when the midday sun shone brightly in the sky he made his way to the well carrying a calabash.

As he walked along, the calabash dragged and bounced along the ground and of course made much noise. It clanged and clanged and clanged and clanged. The animals who were watching by the lagoon heard the din and were frightened.

They questioned each other, "What is that sound?" The noise came closer and closer. It was terrible! They decided that they were not going to stay around to find out what caused the noise. They ran!

Of course, the hare was pleased and was able to drink as much water as he could take in. Then he filled up his calabash and even had time to go down into the well and take a bath. As a result, he muddied the water.

The next day, all the animals returned to get water, but alas, the water was muddy. "Oh no," they cried, "someone has muddied our water. He has spoiled our well."



“We will get a dummy-image and cover it with bird lime.” When the middle of the day came, they went to hide in the brush near the lagoon.

“Clang, clang, clang, clang!” What was that awful sound again? It was getting closer and closer. The animals were careful not to make a sound. They saw the hare.

He approached the image. He did not think that anything or anyone was hiding in the brush. He saluted the image. It said nothing. “Watch out, I will slap you,” shouted the hare to the image. It did not respond, so he slapped it and his right hand stuck in the bird lime.

“Ow, Ow,” he cried, “I’ll kick you with my feet you foolish thing.” He did, and now his feet were stuck. He could not get away. He desperately wanted to run.

The animals leapt out of their hiding places and ran towards the hare and his calabash.

“Shame on you! Shame on you!” they cried in unison. “At first, you agreed to cut off your ears and when it came to your turn, you refused. Now you came to muddy our water?”

They took whips and fell upon the hare. They beat him until he was nearly dead. “We should really kill you for what you have done to us, but run. Run and keep on running.”

Since that time, the hare does not leave the grassland, and it usually runs away quickly.



How Frog Lost His Tail

(This story is told by the African Sukuma Tribe)



He was miserable as he sat in his muddy home on the edge of the water hole. I am ugly, he thought. I have a huge dark mouth and scary bulging eyes. He looked at himself. I am fat. In fact, he thought he looked like a seeded potato, and on top of that, he had no tail!

Frog despaired when he saw the forest and savanna animals visiting together at the watering hole just before sunset each evening. They would swish their tails and jeer at him because he was so ugly. He decided to go to the sky god. He begged the god to improve his appearance. If you can't do everything, but one thing, wise one, give me a tail.

"You may have your tail if you will attend to my request. You must guard my special well that never dries up."

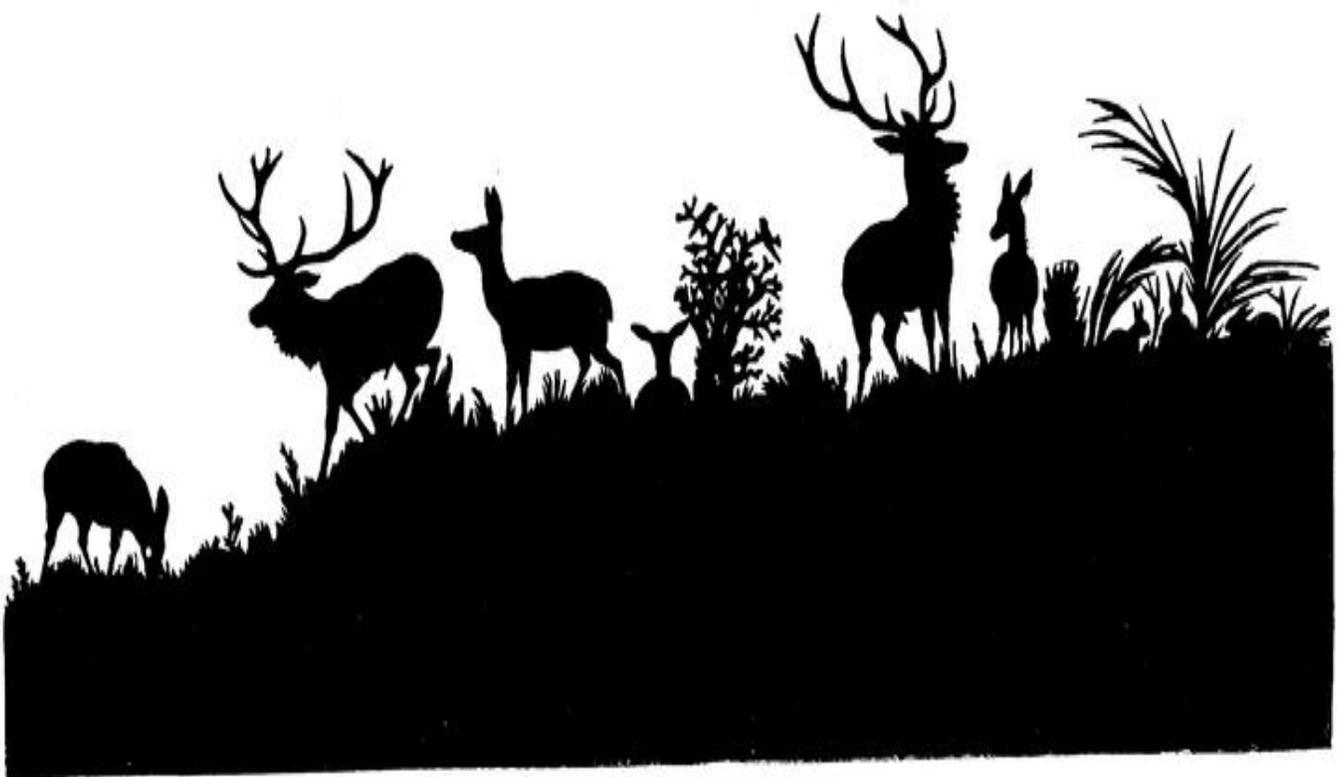
Frog quickly replied, "I agree to guard your well closely. Now, please give me a tail!"



Now that he had a tail, he preened and hopped around for joy outside his new home beside the special well. He became obnoxious, and bossy. He behaved as though he was better than any other animal, and became more unbearable when all wells except the special one he was guarding dried up.

When the weak animals crawled to his well in search of water, he would shout the question, "Who is coming to this muddied well? Go away, go away! The well is dry; there is no water here!"

In his far away land, the sky god heard of frog's bad behavior. He thought that it would be good to pay a visit to see what frog was doing. He disguised himself and quietly approached the well and received the same rude behavior from frog. The sky god was appalled. He was so angry that he shook in anger. He decided that frog would be punished. Frog's tail was taken away, and he lost his new home when he was sent away from the well.





The Rich Man and the Poor Man

(This story is told by the Akamba tribe.)

This story took place a long, long time ago in one of the villages of Akamba. There were two men who were neighbors. One was poor and the other was rich. Of course the poor man worked for the rich man and they became the best of friends. It happened that a famine came to the land. Many people began to suffer because there was no food or water. Each man tried to provide for his family. Due to the troubles, the rich man forgot about his friend, the poor man. The poor man begged the rich man for help. But the rich man angrily sent him away. He continued to beg for food.

“I do not want to see you again at my door begging for anything. I have to provide for my family. I have given you scraps from the little that I can forage for my wife and kids, and now I cannot share even that with you because that is all I have left to help my loved ones. You should provide for yours! Don't ever come back to my house.”

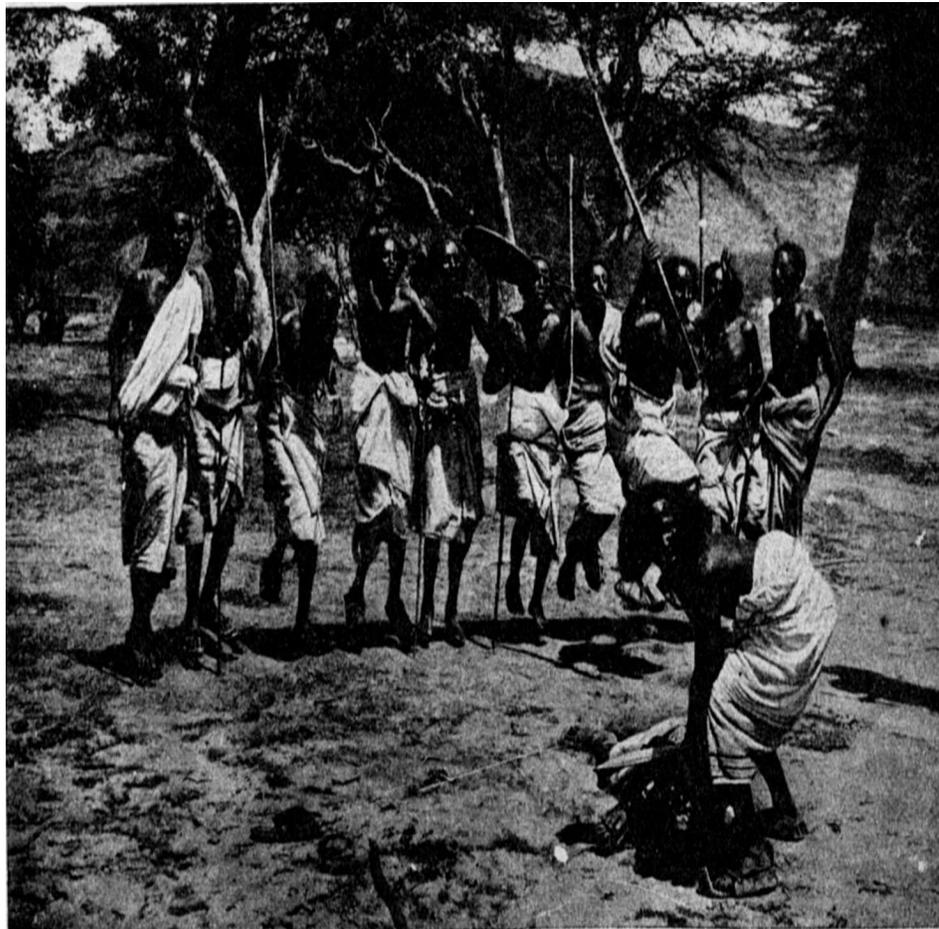
The poor man decided to go to the village where he may glean from the leftover food and grain of the residents. While he was foraging for something to eat, a man took pity on him and gave him some maize. He was so happy. He took it home and gave the corn to his wife who cooked it. Alas, his wife had no seasoning for the food. She had no meat, or salt. The poor man told his wife that he would go to his neighbor and see if they were cooking soup that day. As he got closer to the house, he smelled a sweet smell. He went home to get some of the maize and returned to sit outside against the rich man's wall so that he could smell the good food while eating his maize. When he had eaten, he returned home.



A few days later that week, he saw the rich man walking towards the village. He told him that he had rested near his house so that he could enjoy the scent of the food while eating his meal.

This made the rich man very angry. He believed that his food had tasted bland because the poor man had smelled his food.

In fact, he said, “You took the good taste from my food and now you will pay for it. I will make sure that you pay because I will take you to court and file a case against you. The judge will decide!”

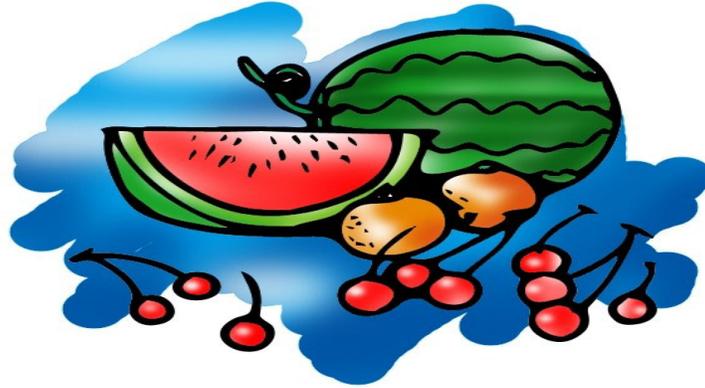


The case was taken to the local court and the judge ruled that the poor man pay the cost by giving a goat to the rich man in restitution for eating the sweet smell of the rich man’s food. The poor man was distraught. “How can I pay with a goat? I do not own one!” The judge gave him some time to make the payment.

While on the way home, the poor man met a wise man. He was also the local speechmaker. He him told what had happened. The wise man decided to help him. He was given a goat and told to keep it until he returned from his trip.

The appointed day for the payment had arrived. The town’s people were excited. They accompanied the judge to the rich man’s house to see what would take place. The wise man was among the group. He asked some of the people standing near him, why they were making so much of the whole situation.





The judge replied, "This man took the sweet smell of the rich man's food away from him. He has to repair the offense by giving him a goat."

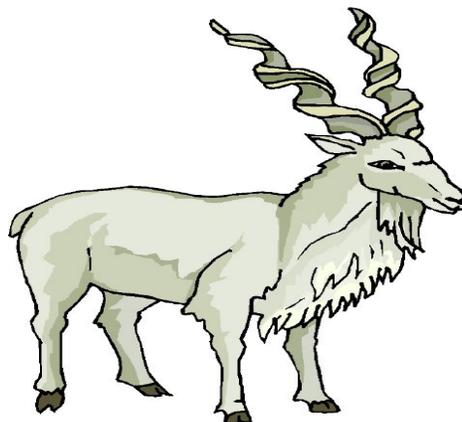
The wise man requested of the onlookers, that he be allowed to give another solution to the problem. They agreed.

The wise man continued, "A man who steals must return only as much as was taken, not more, not less."

The people asked the wise man, "How could the poor man repay the price of taking the scent of sweet smelling food away?"

"I will show you," replied the wise man. He faced the rich man and directed him, "I will hit this goat and I want you to take its bleating sound as it cries following the hit. You are not to touch the poor man's goat because he did not touch your food."

He hit the goat and it bleated. Then he told the rich man to take the sound of the goat as payment for the smell of his sweet smelling food.



Name: _____

Date: _____

Telling Stories

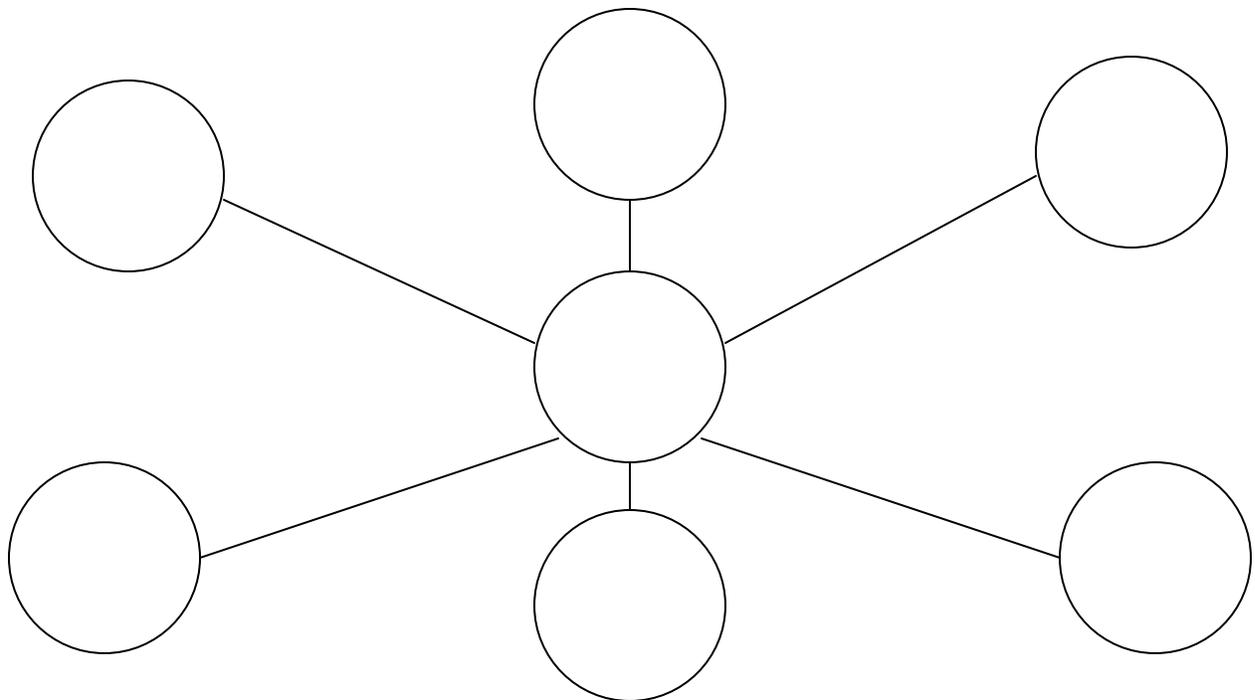
Part of the joy of stories is the storyteller’s interpretation of the plot. As in the original delivery, these stories are to be shared orally. The storyteller will adapt the story to suit the audience. They must tell it with expression and allow the voice, hands, and facial expressions to give texture to the presentation.

Use a clear modulated voice that projects when speaking softly and/or quickly. Make eye contact with your audience.

How does one adapt a story to tell, for instance, at church for children’s service during the Divine Hour? First, select a story that is short and has a strong moral message. Use a Bible concordance to help you find and select a relevant text for the story. If the story has speaking animals, try changing the characters to human beings. Give them names that you are familiar with. The situation in the story must be relevant to the audience’s age level. Adapt the plot by making the story simple. Eliminate violent actions in the story and change conflict to a situational account. Use expressions and language that are appropriate for church and school aged children. Have a friend, classmate, or family member read and critique your adaptation of the story. Practice telling the story in front of a mirror. When you feel comfortable about your delivery of the story; practice in front of friends and or family members.

Activity

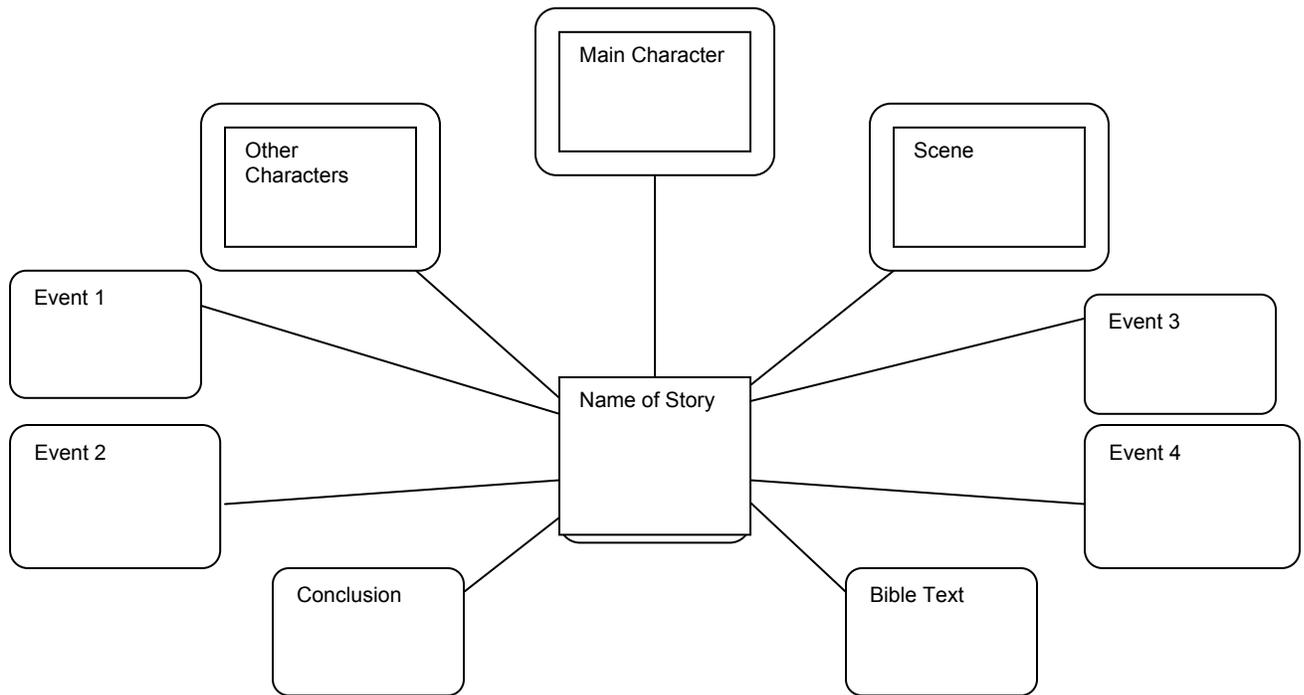
Directions: Below is a story map that you will fill in about a story or tale that you have read in this unit or in another publication. After completing this map, you will need to convert a story for use in church by mapping it out on the web on the following page.



Name: _____

Date: _____

Converted Story Plot



After you have completed the two plots, you will need to write the story. Remember, not to make the plot too complicated or too long. Your listening audience will have a short attention span.



Name: _____

Date: _____

Charting the Discussion

Direction: Work in small groups and discuss what you have concluded about African folktales. What do they have in common? What scenes are used in their stories? Are the themes similar? What Bible story could you compare them with?

African Stories

Differences	Similarities	Themes	Biblical Stories
1.			
2.			
3.			
4.			
5.			



Name: _____

Date: _____

What Do They Mean?

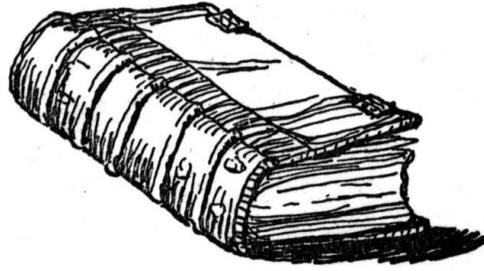
Directions: Use a dictionary and look up the meaning of each of the following words as used in the context of this section of the unit. Write the definition, then a sentence, and a synonym for each word.

#	Vocabulary	Definition	Sentence	Synonym
1.	Render			
2.	Parched			
3.	Deliberated			
4.	Astonished			
5.	Calabash			
6.	Din			
7.	Impact			
8.	Restitution			
9.	Modulated			
10.	Appalled			
11.	Riveting			
12.	Sneered			
13.	Miserable			
14.	Character			
15.	Ethnic			
16.	Inappropriate			
17.	Glean			
18.	Forage			
19.	Convey			
20.	Emotive			
21.	Intoxicated			
22.	Maize			
23.	Unbearable			
24.	Despaired			



Name: _____

Date: _____



What Can We Learn?

Directions: Read the following statements and choose the story that matches each.

- A. _____ Wisdom combines with experience and strategy to solve problems successfully.
- B. _____ Give all to get all.
- C. _____ When, someone cheats, success is temporary.
- D. _____ Solutions can usually be found to a problem.
- E. _____ Success is momentary when wishes are achieved.
- F. _____ Friendship is fleeting when one's family is at risk.
- G. _____ This story tells about the origin.
- H. _____ The story highlights strategy.
- I. _____ This story is about wisdom.
- J. _____ This story is about avoidance of wrong behavior.



Stories of the African American People



IN THE PROMISED LAND.

The following section of this unit highlights the Black American stories. The first narrative begins with the removal of a group of people from their homeland and forcefully taken to a strange country. Think about this while you read the story and you will begin to understand why these stories were important to these people.

The People Who Could Fly

A long, long time ago, they were captured, chained, and herded into ships. They did not know where they were headed. All they knew was that freedom had ended. Their dignity was in tatters. They were treated less than the animals they had cared for back in their homeland.

The trip across the sea was a nightmare. The claustrophobic space in the belly of the ship smelled of human excrement, unclean bodies, rotting flesh, fear and anger. What was going to happen to them? Would they ever see their family again? Why were they captured? Why did some of their own people sell them as slaves? Why, Why?

Upon landing in this strange country, some were separated from their families and forced to stand naked or near naked before the white man and sold like cattle. It became apparent that the black man was money to the white man. When they went to the farms they worked in the fields. There was some resistance. Some did not want to work so they were killed. When



whipped by the overseer, some wrested the whip away and in turn, whipped the master. Of course they were killed.

Life was unbearable—the rage, the anger, seemed to consume some of the slaves. They rebelled by running away. Some were caught, but it didn't deter the desire for freedom, for Africa. Their need to return to Africa resulted in numbers of slaves deciding to walk home. Tragically, they even walked in the ocean. It was said by the slaves that no one knew whether they were successful in their quest or whether they drowned. It did not matter because they were free!

A story was created in South Carolina that specifically referred to one ship load of Africans. Among the slaves was the son of a village wise man. He, just prior to his capture, had completed the study of the mysteries of his village and their beliefs. This slave carried these secrets to the New World.

It was a hot, scorching day. A young pregnant woman succumbed to the heat and fainted. The overseer saw her fall and proceeded to demand that she get up and resume her work. He threw water in her face and ordered her to get up in addition to calling her a derogatory name. Suddenly, he used the whip in his hand and slashed it on her back. The woman screamed in pain, then tried to get back on her feet.

The slaves in the field stopped working to watch what was happening. They were threatened to resume work or expect punishment. They attended their work. The young man was making his way towards the woman when she collapsed a second time. The white man continued to whip her. The lashes were so severe that her body lifted off the ground after each impact. Her screams were so hard to hear. The young slave managed to reach her side. He whispered something in her ear. Then, she whispered to the person nearest to her and so it went. One by one a message was passed around the field to each of the slaves.





Another slave suddenly fainted and the white man turned in the direction of that person and rode towards him. Suddenly, the young wise man shouted “Now!” then uttered some words in his secret language. The person who had fainted gradually rose from the ground while moving his arms as though they were wings. It is said that he flew up into the sky and was not seen anymore.

The overseer looked at the other slaves in the field. They were not watching him. They stared off into the distance with small smiles on their faces. The white man demanded to know who had shouted out. Their silence was mutual. A few minutes later, the young pregnant woman fainted again. The overseer rode hard towards her. Just before he reached her, she lifted her hands and waved them like wings. She was seen flying into the sky to be seen no more.

By this time, the overseer had seen the young man who had shouted out. He raised his whip to hit him when the young man shouted, “Now! Now! Everyone! Now!” He uttered some strange African words and all in the field lifted their arms and flew away. It is said that they flew back to Africa.

The slaves believed that one day the strange words would be remembered and uttered and everyone would fly to freedom and leave the misery, the suffering, the fear, the longing for freedom behind.

In Christianity, we believe that when Jesus, our Messiah returns, we will be caught up with Him in the sky to live in heaven for a thousand years. The reality of Jesus supersedes any other story and any earthly mystery.



What's in the Crib?

He crept up to the pigpen. He looked around to see if anyone was watching him. He wanted a pig. The old massah had enough. He would not miss one of them. The pig would be good for several meals.

John reached for the pen gate, opened it, then closed it. He did not want the pigs to get excited. If only they would not make a sound. Ah, there's the one that always came to him.

"Come, come little piggy. Come to John," he said. The pig approached him and John quickly grabbed him. He hurried out of the pen and looked around as he was locking the pen gate.

As he was on his way home, he saw his master in the distance. He was nervous. Did his master see the pig or was he looking for something else? John returned home without incident.

Shortly after he returned home, he saw his master enter the path leading to the house. What should he do? A baby's crib was in the corner of his kitchen, so he decided to place the pig in it. Then, he covered it up with a blanket and began to rock the pig to sleep.

There was a knock on the door. John invited his master in. The master stated that he had come for a visit.

"What is wrong with your baby?" asked the old master.

John answered, "I think that the baby has the measles."

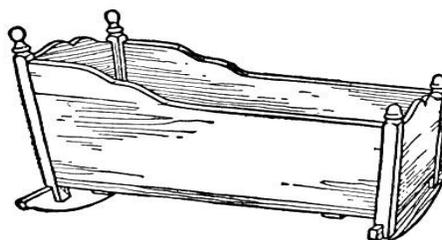
"Let me look at him."

John quickly stated, "You can't; the doctor said that he should not be disturbed or the covers taken off because that will cause the measles to reenter the body and kill him."

The old master stated, "That is not my problem John, I want to see him!"

He proceeded to pull the blanket off the pig.

John immediately said, "Now, if that baby turns to a pig, I am not to blame."



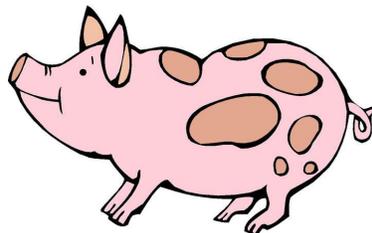
Name: _____

Date: _____

What's In the Crib? - Activity

Directions: Answer the following in sentence form.

1. Why is it that when we are caught in an act of deceit, some of us do not admit to it and we continue to lie?
2. What lesson did John learn that day?
3. Do you think that his master could trust him?
4. What would you have done if you were his master? Fire him? Allow him to keep the pig? Why?
5. Think of another title for this story. Write it in the space below.



Your Barn is Burning, Master

This story took place at a plantation in Brunswick County, North Carolina. It was during the time of slavery and this particular plantation owned more than three hundred slaves. The master was old and he had some older slaves who had worked for him for many years. One of these slaves was called Old Tom. Tom wanted to be the best and wisest slave. So he pretended to be able to read his master's mind when it came to giving daily work orders to his fellow slaves.

When his master met with the slaves each morning to give instructions, Tom would rush ahead and state what his master intended to say. This surprised the Old Master. Eventually, he allowed Tom to give the daily work orders. The Old Master also pondered how Old Tom was getting the information.

Now, Old Tom has another goal besides wanting to be the wisest slave on the plantation. He wanted to sleep in a real bed in the master's house instead of sleeping on a quilt in his cabin. This was the reward for the slave who was the most indispensable to the master. Tom had dreamed of this for most of his life. He was tired of working hard and wanted an easier life that would be realized if he got a room in the big house.

How was Tom getting his information? He would quietly, crawl under the master's house at night when the old man was talking to his wife about the day and what he wanted to do the next day. After a week of foretelling what his master would do, he was granted his wish. He would get his own room and sleep in a real bed. Another bonus benefit would be that his work would be significantly reduced. What a glorious day for Old Tom!

It was during the winter that the Old Master, when speaking with his wife, decided that he would test Old Tom to see how smart he really was. Tom was called to talk with his master. When he entered the room, he saw his master and his wife seated in front of the fire. The Old Master asked Tom, "What is that?" as he pointed to the fire.

Tom replied, "That's a fire, sir."

"No," said the master. "That's a flame of evaporation."

The family cat passed in front of the fire.



“Tom, do you know what just walked by in front of the fire?”

Tom answered, “Why, that’s the old cat, master.”

The master stated, “That’s a high-ball-a-sooner.”

Tom was agitated. Why all these questions? What was the Old Master trying to do? He walked over to the window and was looking out; when the Master joined him there.

“Tom, what are you looking at?”

He replied, “I’m looking at that haystack over there.”

“That is not a haystack, Tom,” stated the old man. “It’s a high tower.”

Tom was not feeling very well by this time. He was tired and worried. Was his master going to send him back to the cabin? What were these questions all about? He sat in a chair near the window to take his shoes off. He was preparing to walk up to his attic room and he did not want to track the dirt from outside on the carpets.

The Old Master pointed to Tom’s shoes and asked, “What are those?”

Tom said, “Those are my shoes.”

“No,” said the master; “Those are called tramp-tramps.”

The master pointed to his bed which could be seen through an open door. “What is that, Tom?”

“It’s a bed, master.”

“No Tom, it’s not. That is a flowery stage of ease. I am going there right now. I need a rest. We have a very busy day tomorrow.”

The master and his wife went to bed. Tom checked the doors and windows before he went up to his attic room. He had just settled down to sleep, when he heard the cat yowl. Tom jumped out of bed and looked out the window. The cat was on fire. It ran toward the haystack, and set it on fire.

Tom started yelling to his master. He called, “Master, Master, get up, get up out of your flowery stage of ease and put your tramp-tramps on because the high-ball-sooner has run through the flame of evaporation and set your high tower on fire.”

The master did not respond. He had heard Tom and laughed as he stated to his wife, “Tom is a smart slave. He is talking that Latin up there.”

Old Tom called again and repeated his message several times. His master laughed and told his wife that Tom was quite a smart person because he had learned the Latin so easily.



Finally, when Tom saw that his master was not paying attention to the grave situation, he yelled, “Master, you had better get up out of that bed of yours, put on your shoes, go outside, and put out that haystack that’s on fire. Your cat started it. If you don’t, the farm is going to burn down soon.”

Activity

Answer the following in sentence form.

- A. Who was the smartest in this case? The Old Master or Old Tom?
- B. What personality traits would you assign to Old Tom and the Old Master?
- C. Who do think gained the most from this experience? Why?
- D. What do you think the Old Master learned?
- E. What do you think Old Tom learned?
- F. What lesson could you draw from this story?
- G. Imagine that you were in Old Tom’s place, what would you have done to get a room in the Old Master’s house?



The Tar-Baby Story



This story is considered to be an Uncle Remus lesson.

The wily Brer Fox was up to something again. What was that contraption called that he had made. I believe that he called it a tar baby. He was busy at work mixing tar and turpentine which he painted on the tar baby. He took the tar baby and set it down in the middle of the main road. Then he found a hide out in some bushes at the road's edge. He did not have to wait long. Brer Rabbit was jauntily hopping along. As he hopped he made the sound, whippity-slippity, slippity-whippity.

Fox lay low unseen behind the bushes. Brer Rabbit hopped up to the tar baby.

“Good morning to you,” he said. “What nice weather it is today.”

The tar baby did not respond. Brer Fox lay low in the bushes.

“Are you OK?” asked Brer Rabbit.

The tar baby did not say anything. Brer Fox slowly winked his eye even though he could not be seen by Brer Rabbit.



“What’s the matter with you? Are you deaf?” shouted Brer Rabbit. “If you are deaf, I can holler louder.”

Tar baby was quiet and Brer Fox lay low.

“You are such a stuck up person. I m going to teach you how to be polite if it is the last thing I do,” warned Brer Rabbit. The tar baby said nothing. Fox chuckled silently to himself.

“I’m going to teach you how to talk to respectable folks. If you don’t take off that hat and tell me good day, I will burst you wide open,” said Brer Rabbit.





Brer Fox continued to lay low and the tar baby remained silent. Brer Rabbit continued to talk to the tar baby for a while and got more and more angry. Suddenly, he drew back his fist and punched the tar baby on the side of its head. His fist was stuck and he could not pull loose. Tar baby remained silent and Brer Fox lay low.

“You had better let me go, or I’ll knock you again,” complained Brer Rabbit.

He reached back with the other hand and hit the tar baby again. Well, what do you know? His fist stuck.

“Turn me loose. Turn me loose,” pleaded the rabbit. Tar baby said nothing and Fox lay low. “If you do not free me, I will kick you,” said Brer Rabbit.

Now both feet were stuck, and tar baby said nothing while Brer Fox lay low. Brer Rabbit couldn’t understand what had happened to him. He threatened to butt tar baby with his head. He butted it, and can you guess what happened? He was truly stuck. What could he do but call out to any one that was traveling near by.

Brer Fox decided to leave his hide-out and casually walked up to Brer Rabbit with an innocent look on his face.

“Hello, Brer Rabbit! What’s up? You seem to be havin’ a little difficulty.”

He could not help himself, he had to laugh. Just looking at the rabbit stuck to the tar baby was the best joke he had in a while.

“I hope that you will sit to dinner with me, Brer Rabbit. I have some tasty roots and leaves for you to eat. I’m not taking any excuse for an answer,” said the Fox.

The more he looked at the rabbit the better he felt. In fact, he was feeling mighty good about what had happened to Brer Rabbit.

“Well, I guess I got you this time. You have been causing much grief and all these pranks that you have done to me have given you much to strut around the area about. You think that you are in charge of all the animals around here. You’re not the boss! You’re always sticking your nose into everyone’s business. Now, who asked you to talk to this tar baby? Who caused you



to be stuck where you are? Nobody! Now there you are. I am fixing up a wonderful stewpot with you as my main course,” challenged Brer Fox.

Brer Rabbit was feeling very stupid and very humble at this time.

He said, “I don’t care what you do to me, Brer Fox, just do not throw me in the briar patch. Roast me, Brer Fox. Please, don’t throw me in the briar patch.”

“It’s too much trouble to kindle a fire,” mused the fox, “I’ll just have to hang you,” he concluded.

“Hang me as high as you choose,” said the rabbit, “Just don’t throw me in the briar patch.”

Brer Fox looked around, “I haven’t got any string; I think I’ll just have to drown you.”

“Drown me as deep as you please, Brer Fox, only please, don’t throw me in the briar patch,” pleaded Brer Rabbit.

“Well, there is no water near by, so I suppose I will have to skin you,” said Brer Fox.

“Oh, skin me, take my eye out, tear out my ears, cut off my legs, pull out my tail hair by hair, Brer Fox; but, please don’t throw me into the briar patch,” implored the rabbit.

Of course, Brer Fox was still angry with Brer Rabbit. He wanted to hurt him, so he decided to throw him into the briar patch. He picked up the tar baby with the attached rabbit and threw them into the briars. There was much noise and fluttering in the bushes. Brer Fox stood nearby to see what would happen. Silence! Who was calling to him up on the hill? There was Brer Rabbit sitting cross-legged as smug as ever while combing out the tar with some wood chips. Brer Fox was angry. He knew that he was once again outwitted by Brer Rabbit.

He heard Brer Rabbit singing in the distance, “Bred and born in a briar patch, Brer Fox, bred and born in a briar patch!”



Name: _____

Date: _____

Metaphors

Metaphors are often used in writing to give a new twist to the original meaning of a word. In other words, a term is changed from the object it is in reality to a new object. For example:

Just before the storm broke out; the wind began to howl like a wolf.

The wind shrieked and whistled through the tunnel.

The flower danced and swayed to the rhythm of the wind.

Direction:

Write a metaphor for the following words.

#	WORD	METAPHOR
1.	LEOPARD	
2.	RABBIT	
3.	PIG	
4.	ORCHESTRA	
5.	CLASSROOM	
6.	HARE	
7.	SPIDER	
8.	PARROT	
9.	GUINEA FOWL	
10.	SURF	
11.	WATERFALL	
12.	GULL	
13.	WAGON	
13.	WHEEL	
13.	VARYING	
14.	HARE	



The Made-up Word

Brer Rabbit looked around his home one day and saw that he was short of help. He thought he'd run down to the watering hole at sunset and bribe some animals to work for him.

The sun was beginning to set, when he decided to visit the watering hole. He stuffed enticing food in his pockets and shoulder bag.

He walked up to some of the animals and dangled the food in front of them.

"Come to my home for supper tonight," he invited. "I have prepared a wonderful feast for you. As you can see, I have some of your favorite foods here. There is more delicious food for you to enjoy."

Brer Rabbit invited them inside his shed. He pushed them inside and locked the door. The animals were very unhappy because they were tricked by the rabbit.

Someone inside the shed shouted, "Hey, Brer Rabbit, where is the food you promised us? We will promise to work for you if you feed us."

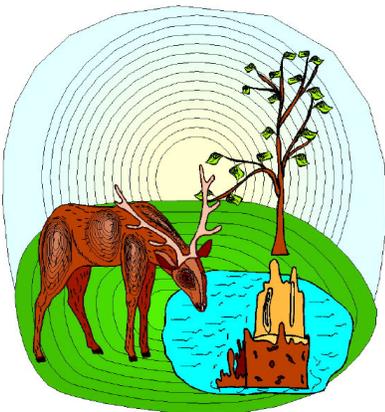
After thinking about the matter for a few minutes, the rabbit said, "Ok, I agree. I'll get some food for you."

The foods in his pockets and shoulder bag were a small price to pay for getting much needed help. Brer Rabbit opened the door, and before he could share the food, the animals pushed him down and ran away.

The rabbit was not happy to be outwitted.

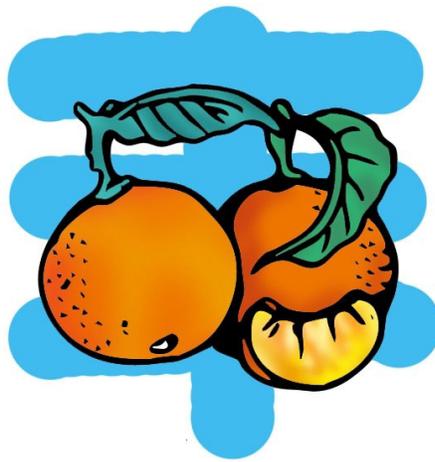
Another voice called out and asked. "Hey Brer Rabbit, you had some trouble today. What are you going to do? Will you be able to get the help you need?"

His reply was, "Unh, Hunh." From that time on that's the way we say "Yes" when we do not want to talk.



Stories of the Caribbean

The following stories come from the countries of Haiti, Jamaica, and Puerto Rico. These countries have acknowledged their African traditions of story telling. The ones that you will read are popular in their culture.



The Magic Orange Tree (As told in Haiti)

The house was supposed to be filled with joy at her birth, but there was much sorrow. Her mother had died minutes after she was born. Her father grieved for his loss, but he loved his little girl.

A few years later, he decided that it was time to marry. The girl was excited. Would this woman be a mother to her? Would she love her and listen to her when she needed help?

Alas, the woman that married her father was cruel and mean. Some days the girl would not get any food because her stepmother would not allow it.

One day she come home from school and saw three oranges left on the dining room table. The smell was tempting; she was hungry... She took an orange, peeled it, and savored the textures and flavor as she slowly ate it. That orange was so good. She decided to eat the second and then the third ones. Then she heard her stepmother enter the house.



The stepmother looked at the table and asked, “Who has taken the three oranges I left on the table?”

The girl did not answer.

The stepmother continued, “Well, I guess that that person had better say some prayers at this time, or they will not be able to say them later.”

The threat frightened the girl so much that she ran away from home. She ran so hard that she ended up at her mother’s grave. All night she prayed and cried, begging for help. She was so exhausted that she fell asleep on her mother’s grave.

Early the next morning she was awakened by the sun. When she stood up to stretch, something dropped from her skirt to the ground. She bent down to look. It was an orange pit. Suddenly, before her eyes the pit sank into the ground and a shoot sprang up. The girl watched in awe. She knelt down and sang:

“Oh orange tree,
Grow and grow and grow.
Orange tree, orange tree,
Grow and grow and grow,
Orange tree.
Stepmother is not my real mother,
Orange tree.”

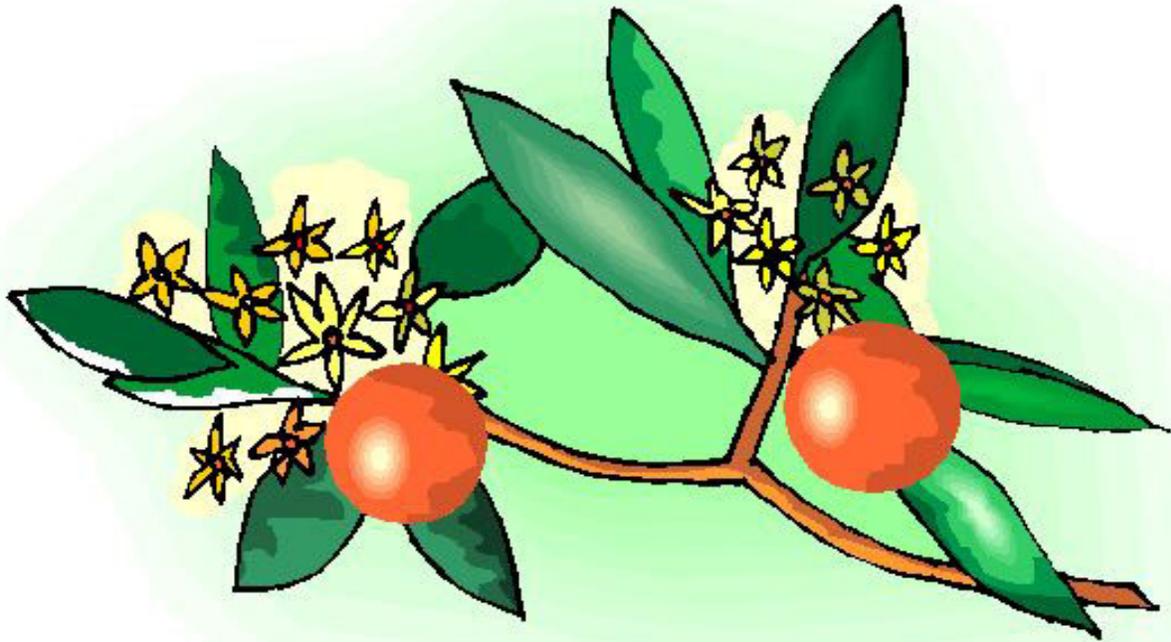
The tree grew. It grew to the height of the girl. She sang:

“Orange tree,
Branch and branch and branch.
Orange tree, orange tree,
Branch and branch and branch,
Orange tree,
Stepmother is not my real mother,
Orange tree.”

The many branches began to grow and intertwine with each other. The girl sang:

“Orange tree, orange tree,
Flower and flower and flower,
Orange tree, orange tree,
Flower and flower and flower,
Orange tree,
Stepmother is not my real mother
Orange tree.”





Pretty white flowers covered the tree. Then soon they began to fade and small buds appeared in place of the blossoms. The girl continued to sing:

“Orange tree, orange tree,
Ripen and ripen and ripen,
Orange tree, orange tree,
Ripen and ripen and ripen
Orange tree
Stepmother is not my real mother
Orange tree.”

The oranges ripened, and the tree was filled with beautiful orange and gold oranges. The girl danced around the tree. She was so happy that she began to sing again:

“Orange tree,
Grow and grow and grow,
Orange tree, orange tree,
Grow and grow and grow,
Orange tree,
Stepmother is not my real mother,
Orange tree.”

When the girl looked, she saw that the tree had grown too high. It had reached the sky. The branches were far beyond her reach. What could she do? She decided that since she sang



words that the tree seemed to respond to, she would sing another set of instructions. So she sang:

“Orange tree, orange tree,
Lower and lower and lower,
Orange tree, orange tree,
Lower and lower and lower,
Orange tree,
Stepmother is not my real mother,
Orange tree.”

The orange tree lowered itself to her height. She picked the choicest fruit and took them home. As soon as she placed them on the kitchen table the stepmother walked into the room and seized them then began to eat them. She ate all of the oranges.

“Tell me, little girl,” she said, “Where did you find those delicious oranges?”

The girl did not want to tell her. The woman grabbed her wrist and twisted it.

“Tell me, you foolish girl!”

The girl led her stepmother through the woods to the place where the orange tree stood. The girl began to sing:

“Orange tree, orange tree,
Grow and grow and grow,
Orange tree, orange tree,
Grow and grow and grow,
Orange tree,
Stepmother is not my real mother,
Orange tree.”

The tree began to grow towards the sky. The stepmother was distraught. She wanted those oranges. They tasted so good. She pled and begged the girl to tell the tree to lower itself. She decided that flattery would get the girl to do what she wanted.

“Please tell the orange tree to stop growing. If you do this, you will be my own special daughter. I will always give you as much food as you need. You will never starve again.”

The girl began to sing:

“Orange tree, orange tree,
Lower and lower and lower,
Orange tree, orange tree,
Lower and lower and lower,
Orange tree,
Stepmother is not my real mother,
Orange tree.”

The tree began to lower its height. When it came to the stepmother’s height, she leaped on it and very quickly climbed up onto the higher branches. She ate the oranges as she climbed



from branch to branch. The girl realized that the stepmother's intent was to eat all the oranges. Most of them were already eaten. What could she do? She sang:

“Orange tree, orange tree,
Grow and grow and grow,
Orange tree, orange tree,
Grow and grow and grow,
Orange tree,
Stepmother is not my real mother,
Orange tree.”

The orange tree grew and grew and grew and grew.

“Help!” squealed the stepmother as she rose into the sky. “H-E-e-e-L-P!”

The girl sang loudly to the tree. “Break! Orange tree, break!”

The orange tree began to creak, followed by the sound of snapping. The tree broke into many pieces. The stepmother was also broken into many pieces.

The clever girl searched among the branches for an orange pit. She found one and carefully planted it. She sang softly once more to the tree:

“Orange tree, orange tree,
Grow and grow and grow,
Orange tree, orange tree,
Grow and grow and grow,
Orange tree,
Stepmother is not my real mother,
Orange tree.”

The orange tree grew to the girl's height. She picked some of the fruit and took them to the town center to sell them. The people were surprised that the oranges were so sweet. They purchased all of her oranges.

Every market day, she would pick the oranges and take them to her stall to sell. One day a woman went up to her and asked her if she would give one of the oranges for free.

The girl replied, “Oh no, I could not do that. I have been through so much to get this fruit!”





The Smart Parrot

(As told in Puerto Rico)

In a town in Puerto Rico lived a man and his parrot. This parrot was very unique. He could speak Spanish in a Puerto Rican accent. Yet, there was one word that it could not say, and that was the name of the town in which it lived. The town's name was 'CataZo.' The master tried all manner of techniques to teach the parrot how to say the name of the town in which it was born.

On a particular day, a man from San Juan was passing by the house and heard the parrot. He tried to buy the bird, but of course the master, at first, refused the offer. Now, the owner of the bird badly needed some money and eventually he agreed to sell the parrot. During the negotiations, the owner told the man from San Juan that there was a word that the parrot could not say. The man stated that it did not matter; he would purchase the bird anyway.

"I will be able to teach the parrot to say 'CataZo,'" stated the new owner.

He took the parrot to its new home in San Juan. There, the owner immediately set to teaching it to say 'CataZo.' He tried and tried to no avail; the parrot would not say the word. The owner became angry and lost his patience when it was apparent that the parrot was not going to utter the word.



“What is the matter with you, you silly bird? Why can you say everything, but the word CataZo? If you do not say CataZo, I will kill you!”

The man continued to train the bird, but was not successful when it came to it speaking the word ‘CataZo.’ He resorted to threatening the bird again and again. It seemed that the bird was like a stonewall when it came to uttering the word. It was in frustration after hours of fruitless practice that, one day, the man threw the bird in the chicken coop, which housed the hens intended for eating.

“You are not worth the trouble and are beneath the level of the chickens; so therefore, I’ll finish you just like I end the lives of the fowl.”

That very day the parrot was thrown into the coop it saw that there were four hens inside that were designated to be eaten the following Sunday.

The next morning the man opened the coop to take the birds out to prepare them for the Sunday meal. He was astounded by what he saw. The parrot was surrounded by the four dead chickens.

The parrot stood in front of one of the birds screaming, “Say ‘CataZo’ or I’ll kill you! Say ‘CataZo’ or I’ll kill you!” The chickens could not say ‘CataZo’ so the parrot had to kill them.

The man looked at the scene then he began to laugh.

“This time I was certainly fooled by a parrot,” he chuckled.

He prepared one of the chickens for dinner that very night and considered that he had a fine meal. He never called the parrot names again.

He always stated, “A wise master knows a smart servant.”



Greed Chokes Anansi

(As told in Jamaica)

A long time ago, Anansi lived in a country that was ruled by a queen with special abilities. She decreed that anyone who spoke that word 'five' would die. She did not want anyone to use the word because it was her secret name.

Along came Bruda Anansi. He was considered to be clever and was also very hungry. There was a famine in that country at the time and Bruda Anansi decided that he would build a new house near the river where everyone in the area came to get water. As he began to prepare the land for his home's foundation, he would call out to anyone collecting water.

"Hey man, I beg you, tell me how many yam hills you see I have here? You see, I'm having trouble with my counting today."

Secretly, he was wondering when someone would count from one to five, then fall down dead. He would then take the body, corn them in his corning barrel then eat them. He wanted to prepare a pantry of food for famine times and times of plenty.

Anansi finally finished his new home and planted his yams. Along came Ma Guinea Fowl.

Anansi, seeking opportunity, called out, "A beg you, Missis, how many yam holes you see me have dare?"

The Guinea Fowl went to sit on one of the yam hills and began to count. "One, two, three, four, and the one me sitting on, Bruda Anansi."

"Oh, cho" fussed Anansi while sucking his teeth, "I thought you could count. You just can't count right!"

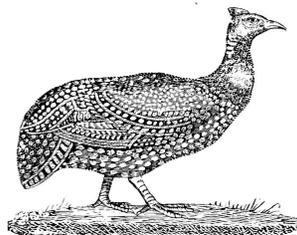
The Guinea Fowl moved to another hill and began counting again. "One, two, three, four, and the one me sitting on, sah!"

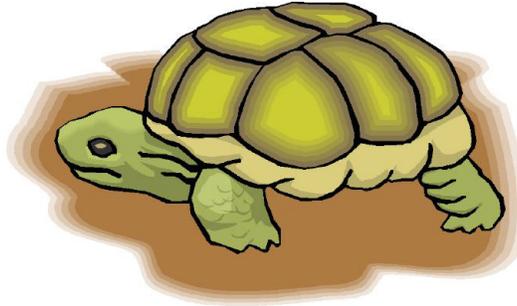
"You can't count at all, fowl, cho!" complained Anansi.

Missis Guinea Fowl asked him, "How you count, then, Bruda Anansi?"

"Why, one, two, three, four, FIVE...!" Anansi fell down dead. Guinea Fowl ate him up!

Who was the wisest one, Anansi or Guinea Fowl?





Bye-Bye

(As told in Haiti)

The birds decided it was time to leave Haiti and fly to New York. Turtle was lamenting the fact that he could not go. He did not have wings.

The pigeons heard Turtle's concern and they felt sorry for him. "Turtle," said one of them, "I'll take you with me. You must follow my instructions very carefully. I'll hold one end of a stick in my mouth and you will hold onto the other end. Do not for any reason let go. If you do, you will fall in the water."

It was time to begin the journey, the pigeon took one end of a stick and Turtle took the other end. Turtle was excited as he was lifted in the air. The air was cooler and it was great to see so many wonderful things from up above. Up, up they flew, over the land and in the direction of the sea.

They were nearing the ocean, when Turtle and Pigeon saw a group of animals on the shore. They had gathered to wave goodbye to the birds who were leaving. It was almost simultaneously that they noticed Turtle being assisted in the air by Pigeon. The animals stopped waving and they started to talk at once.

"Look at them! Look, Look!" they shouted to each other. "Look at that, Turtle is going to New York. Can you imagine? Turtle is going to New York!"

Turtle was so pleased to hear fellow animals talking about him that he called out the one English word he knew:

"Bye-bye!"

Ooh lah lah! Turtle had opened his mouth to speak; as he let go, he fell into the sea.

To this day, the animals say that that is the reason there are so many pigeons in New York and why the turtle remained in Haiti.





Mango fruit

Common Sense

(As told in Jamaica)

A long, long time ago, Anansi sat thinking under a mango tree. He wanted to collect all the common sense in the world and keep them for himself. He thought that he could make a lot of money and acquire plenty of power because people around the world would come to him for advice. He would charge a hefty fee for his advice.

Anansi began to collect and collect up all the common sense that he could find and put them in his huge calabash. He would search and search for more common sense, but could not find any more. He made sure that his calabash was tightly closed and he looked around for a place to hide his treasure. He found a very tall tree and decided that its highest branches would be a good place to hide his treasure. He thought that nobody else could reach it.

How would he get the calabash up to the highest branches in the tree? He decided to tie a rope around the neck of the calabash and tied the ropes' two ends together then hung the rope around his neck so that the calabash lay against his tummy. He began to climb up the trunk of the tree, but the calabash was preventing him from getting to the top quickly. He was so focused on his task that he was startled to hear a voice burst in laughter below him. When he looked down, he saw a little boy balancing on an exposed root of the tree.

The boy stated, "What a foolish man, you are! If you want to climb a tree facing the trunk, why don't you put the calabash behind you?"

Well, you can imagine, Anansi was vexed. Who was this child to tell him, a grown man, that big piece of common sense? He thought that he had collected all the common sense in the world. Anansi took off the calabash, threw it down and broke it into many pieces. Of course, the common sense scattered out, and was taken by the breeze to all corners of the world. Everyone got a portion of common sense. However, no one got it all! We have Anansi to thank, because he made it happen.



Decorated calabashes



Lessons from Nature

“Be anxious for nothing; but in everything by prayer and supplication with thanksgiving let your requests be made known unto God. And the peace of God, which passeth all understanding, shall keep your hearts and minds through Christ Jesus.” Philippians 4:6, 7

The Varying Hare



Unlike the hare in a previous story, the Varying Hare/Snowshoe Rabbit is able to exhibit flexibility in the face of danger. Survival was on the mind of the snowshoe rabbit of this particular time one winter day. The winter had been too long and cold. The previous conditions of summer and the fall had been the driest in many a year. The water level was very low in the swamps. As a result plant growth was stunted. There was half the usual amount of snow. The hare and snowshoe rabbit population was dwindling. The bobcats and owls were making them the target for meals.

The doe, as the female is called, sensed that she was in trouble. She was expecting a little one. She had to find food for herself and the offspring. Was she strong enough to deliver the young one? The food reserves in her body were gone. She was weak and had lost weight. The embryo was about three weeks old. Due to the doe's body, an unusual function takes place. The embryo stops growing and is reabsorbed within her system. This allows the adult female to concentrate on survival until the conditions are right for her to carry a young one.

“Nevertheless these ye shall not eat of them that chew the cud, or of them that divide the cloven hoof; as the camel, and the hare, and the coney: for they are unclean unto you.” Deuteronomy 14:7

The tamarack tree is a favorite food to the hare. This tree is a deciduous conifer. The needles will turn a gold-yellow in the fall. The needles do fall shortly after they turn color. The tamarack grows in swampy areas and spreads its roots wide and not deep. The root span may be measured wider than its height. Its roots may only reach to a one-and-one-half-foot depth. When the hare feeds on this tree its flesh as meat takes on a very unpleasant taste. The hare is also considered to be a poor source of nutrition. Native Americans used to say that they were “starving on rabbit” when other game was unavailable for consumption.





Amaziah

Reference: II Kings 14:1-11; II Chronicles 25

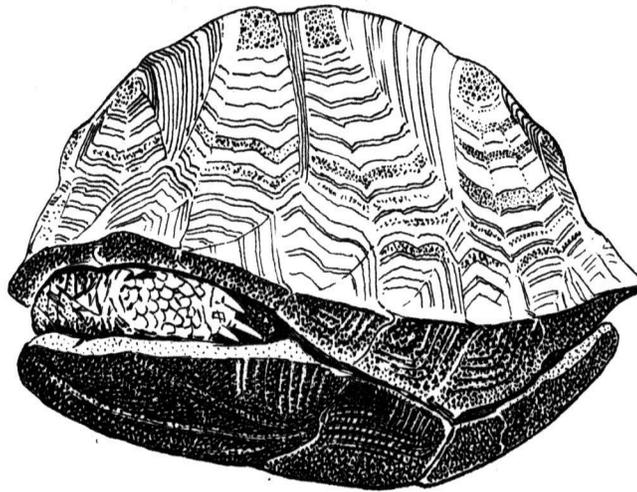
He was twenty-five years old when he ascended the throne following his father's assassination. He determined that he was not going to repeat the mistakes that his father had made. However, he held a deep bitterness in his heart that prevented him from exhibiting flexibility. He decided to avenge the death of his father. He ignored that fact that his sire had conspired against and committed the murder of God's prophet. Amaziah did not show any remorse for what his father had committed. He wanted revenge.

To conduct his evil deed, he hired 100,000 soldiers from allied neighbors. God's prophet warned him not to do what he had planned. He knew that the man of God spoke the truth. However, he was more concerned about his incurred expenses. The prophet assured him that God would supply more than he would lose.

Amaziah sent home the hired troops, but allowed his own troops to continue with the plans he had made. When they returned home victorious, God's prophet rebuked him and asked why he had to bring back heathen gods that were to be worshiped, and therefore defile God's people.

When the King of Israel advised him that he should not go into battle, he ignored his advice and returned home defeated. He was assassinated just like his father.





The Box Turtle

"It is neither good to eat flesh, nor to drink wine, nor any thing whereby thy brother stumbleth, or is offended, or is made weak." Romans 14:21

Can a turtle set aside privileges which may weaken it? This little animal is called a terrestrial because of its tendency to spend more of its time on land than in the water. It is considered to be the clumsiest of all the turtles. It is not a good swimmer. It can easily overeat which can result in diminished defense when facing danger.

The box turtle likes the woodland area and fields which include ponds, brooks, and streams. It is most active in the daytime and because it is a cold-blooded animal, the sun is most important. The turtle's comfort temperature is between 55 to 60 degrees. To keep from overheating, it burrows a cool place in the ground or finds shelter under leaves and logs.

Now, there are times when the turtle is vulnerable to danger. This occurs shortly after it eats. One of its favorite foods is the blackberry. On this particular occasion it was seen to be feasting on the fruit which was at its peak. Suddenly, there appeared two piercing black eyes directly in front of it. The turtle did not sense immediate danger even when the raccoon began to poke and prod its body. The turtle's shell is hinged on the underside. This allows the turtle to pull itself into the shell and close itself in the shell without exposing its body. However, on this occasion when it pulled itself inside; it had some difficulty because the food inside was not completely digested. It tried to hold the shell together and endure the investigation of the raccoon. This struggle went on for a while. It became impossible for the turtle to remain inside because it was suffocating. It eased the shell open a little. That was enough to allow the raccoon access, and that was the end of that box turtle's life.

Enduring unto the end is a concept the turtle needed to exercise.

"These also shall be unclean unto you among the creeping things that creep upon the earth: the weasel, and the mouse, and the tortoise after its kind." Leviticus 1:29



Name: _____

Date: _____

What's the Truth?

In the story 'Bye Bye' the subject of the story was the turtle. In the description of the Box Turtle as viewed in nature, similarity in characteristics can be seen between the real and the imaginary creatures. List those similarities below.

What are the similarities between the box turtle and the turtle in 'Bye Bye?'

<u>Similarities</u>	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____

In the Bible, there are characters who tried to conform but could not maintain their stance.

Name a character in the Old Testament and one in the New Testament. Briefly outline their story and what made them change. What happened to them?

Old Testament

New Testament



Name: _____

Date: _____

Seeing Similes

Similes compare one object to another. They are a figure of speech that highlights the comparison of two very different things. You will find that the words 'like' and 'as' are usually found in similes.

The sound of the wind moving through the leaves was like the sound of the sea.

When Gillian woke up, she was as hungry as a lion.

Directions: Complete the following to make your own simile.

1. Amaziah was as stubborn as _____.
2. Brer Anansi was as wily as _____.
3. The leopard runs like a _____.
4. The heat was as _____.
5. The aircraft carrier was as big as _____.
6. The snore was as loud as _____.
7. The spring blossom looked like _____.
8. The gazelle leaped like a _____.
9. The kite soared like a _____.
10. The parrot was as smart as _____.
11. The fence was as rickety as _____.
12. The opera singer screeched like _____.



Orchestrating an Agreement

There was a dispute among the Jews and the early Christians during the Apostle James' leadership in Jerusalem. The dispute concerned the purchase of meat for individual needs. Apparently, the Christians were buying their meat from the pagan temple stalls. This meat was the best in quality and price. The Christian Jews protested the transaction because the meat originated from a defiled place.

A council meeting was organized for the dispute to be settled. Each side had the opportunity to state their case. One man sat and listened attentively. When he felt that the appropriate time for him to speak was at hand, he stood to address the audience.

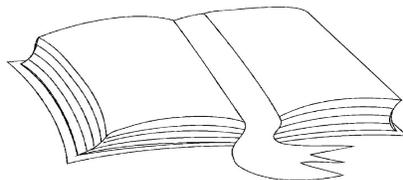
In verses 13 – 22 James stated;

“Men and brethren, hearken unto me: Simeon hath declared how God at first did visit the Gentiles, to take out of them a people for his name. And to this agree the words of the prophets; as written, after this I will return, and will build again the tabernacle of David which is fallen down; and I will build again the ruins thereof, and I will set it up: that the residue of men might seek after the Lord, and all the Gentiles upon whom my name is called, saith the Lord, who doeth all these things. Known unto God are all his works from the beginning of the world. Wherefore my sentence is, that we trouble not them, which from among the Gentiles are turned to God: But that we write unto them, that they abstain from pollutions of idols, and from fornication, and from things strangled, and from blood. For Moses of old time hath in every city them that preach him, being read in the synagogues every Sabbath day. Then it pleased it the apostles and elders, with the whole church, to send chosen men of their own company to Antioch with Paul and Barnabas, and Silas, chief men among the brethren...”

James' conclusion was written in a letter and sent to the Christians in the early churches. They were waiting for it and needed to know that the leaders of the church had reached a unanimous decision.

The conclusion of the meeting meant that the Christian Jews and Christian Gentiles could once again meet and break bread together in harmony.

Christ came to this earth to bring the world, this earth, back in harmony with God and what He had originally created for humanity.



Bembix Wasp

Deuteronomy 7: 20

“Moreover the Lord thy God will send the hornet among them, until they that are left and hide themselves from thee, be destroyed.”

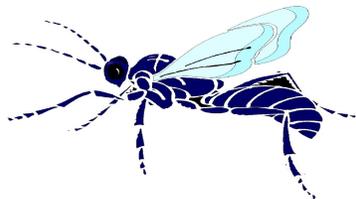
In the Bible, when the word hornet is used, it usually included the wasp. The city called Zoriath means hornets.

The bembix wasp is found in hot sandy areas. It makes its home by burrowing below the hot, dry layers of sand to the lower areas where the ground is cool and moist. If the wasp builds in a shady sand dune it may only dig its nest about eight inches deep. If the sand dune is larger and unprotected, the wasp will dig deeper to form its nest where the sand will not erode due to destructive storms, and the intense heat of the day.

After the site has been selected for the nest, the bembix wasp creates a series of shallow pits. Then, it digs a tunnel at a slight angle to the top surface of the sand dune. Perhaps, as scientists suggest, the pits will determine if the tunnel will be structurally sound and not cave in. This is not the true tunnel. However, the wasp digs the true burrow at an angle to the preliminary one. Then, a nursery is dug leading off from the end of the second one. Finally, the preliminary burrow will be plugged with the excavated material from the true tunnel.

When the female lays its egg, it loosely seals the chamber and stands guard at the entrance for up to two days. She then goes to the surface to catch flies for the larva. She lays the flies in a row from smallest to largest so that the larva can eat its way to the entrance of its nursery. Periodically, she returns to the nursery chamber and tidies the remains of the partially eaten fly, and then encases the remains at the back of the chamber. Finally, when the larva is ready to produce its cocoon, the female leaves the chamber for good. The cocoon is made of a combination of sand grains and the silky excretion that comes from the larva. The combination of materials is like cement, and it is virtually indestructible.

After the wasp emerges from the cocoon, it finds its way to the surface. It is somewhat wet, so it has to dry its wings before it can fly. When the wasp takes its first flight it immediately performs an intricate sequence in the air. Many of the male wasps will join together to perform their own unique choreography which is called the ‘sun dance’ that attracts the female to mate and begin the cycle again.



Poems that Teach

There are poems that tell stories. Poems that teach, express feelings about life and the mysteries of life. In the Bible, the psalmist David created many word pictures that teach; that comfort, and ones that even lament the woes in life.

The following hymn expresses origins:

This Is My Father's World

This is my Father's world,
And to my listening ears,
All nature sings and round me rings
The music of the spheres.
This is my Father's world,
I rest me in the thought
Of rocks and trees, of skies and seas,
His hand the wonders wrought.

This is my father's world,
The birds their carols raise,
The morning light, the lily white,
Declare their Maker's praise.
This is my Father's world,
He shines in all that's fair;
In the rustling grass I hear him pass,
He speaks to me ev'ry-where.

This is my Father's world,
O let me ne'er forget
That tho' the wrong seems oft so strong,
God is the Ruler yet.
This is my Father's world,
Why should my heart be sad?
The Lord is King, let the heavens ring;
God reigns, let the earth be glad.

By Maltbie Babcock



Songs and Poems of the Black Experience

Negro spirituals were passed around the Black American community orally until the Civil War. A few white officers who headed the black regiments in the Union army took up the charge to write what they heard their men sing. **Slave Songs of the United States** was the first written publication of these songs. It was published in 1867. The popularity of the Black American music increased when the Jubilee Singers, from Fisk, became a promotional music group and traveled around the United States and Europe. Since that time many music scholars and musicians have researched and written down the songs, and folk music of the slaves.

Some of the rhythms in Black American music originated in Africa. There is a strong beat and a message in most songs and poetry. Many of the Black American songs referred to freedom. They used religious music to their own interpretation. Heaven was sometimes synonymous with going back to Africa. However, the stories and songs in Africa referred to weather conditions, their religious beliefs, and property. West Indian songs and stories centered on their life such as the weather, personalities, food, and love of their land.

The following songs sketch life in an African village. These songs may be used for a school program. Begin part one with the *Before Dinner* song and follow with the *Congo Lullaby*. Part two shows the drought season is on and the villagers are worried. The song *Rooster Chick* refers to a popular African story about the Rain Cow who lives in the sky. At times, in her sympathy for the human plight during famine, she would run across the clouds thereby causing them to release the rain. The third part concludes with a celebration that the rains had fallen. The songs *Saturday Night* and *The Zulu Warrior* bring the program to an end.



African Poetry

Before Dinner

Translated by Carol Hart Sayre
A Belgian Congo folksong

First we go to hoe our garden, ya, ya, ya, ya,
Then we pound the yellow corn, ya, ya, ya, ya,
Now we eat, come gather around the campfire, ya, ya, ya, ya.

Next we carry jugs of water, ya, ya, ya, ya,
Then we stir our pots of mush, ya, ya, ya, ya,
Now we eat, come gather round the campfire, ya, ya, ya, ya.



Congo Lullaby

Translated by Carol Hart Sayre
Belgian Congo folksong

Yo, Yo, yo, yo, yo,
Yo, Yo, yo, yo,

Mwana, dear, now do not cry;
Soon will come your tata:
Food he'll bring you by and by
And perhaps a bata.

Yo, Yo, yo, yo, yo,
Yo, Yo, yo, yo, yo.



Rooster Chick

Translated by Charles O'Neal

Rooster chick, rooster chick,
See with one eye, Hm__
Rooster chick, rooster chick,
Earth very dry, Hm__

Speak to the Rain Cow,
Speak with your crowing,
Say to the Rain Cow,
River's not flowing,
Rain Cow grazing in the sky,
Give us milk or soon we die!

Rooster chick, rooster chick,
See with one eye,
Mealie lands dry.



The Zulu Warrior

I kama zimba, zimba zayo,
I kama zimba, zimba, zee,
See him there, the Zulu warrior,
See him there, the Zulu chief
Chief, chief, chief.

I kama, zimba, zimba, zee,
Chief, chief, chief, chief
Ghee kama lioh
Ghee, Wah!
Shout!





Saturday Night

A Nigerian Folksong

Ev'rybody likes Saturday night,
Ev'rybody likes Saturday night,
Ev'rybody, ev'rybody, ev'rybody,
Ev'rybody, ev'rybody,
Likes Saturday night.

Ev'rybody likes Africa,
Ev'rybody likes Africa,
Ev'rybody, ev'rybody, ev'rybody,
Ev'rybody, ev'rybody,
Likes Africa.

Activity

Plan a program using the African songs above. Write a short skit in the form of a story that includes the songs. Then perform for your classmates or school.

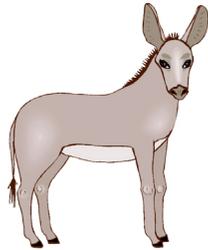


West Indian Poetry

Tangaleo

A West Indian folksong

Tangaleo (tch, tch)
Come, little donkey, come;
Tangaleo (tch, tch)
Come, little donkey, come
My donkey walks, my donkey talks,
My donkey eats with a knife and fork;
My donkey walks, my donkey talks,
My donkey eats with a knife and fork.



Oh Island in the Sun

As sung by Harry Belafonte

Oh, island in the sun,
Yield to me by my Father's hand.
All my days I will sing God's Praise
Of your forest, waters, and shining sands.
Oh, island in the sun
Yield to me by my Father's hand.



African American Poetry

Laurence Dunbar was a black poet who wrote about the black experience. Some of his work has been put to music, such as the poem below.

John W. Work was the department chairman of the Fisk University music department in Nashville, Tennessee. He was also the director of the famous Fisk Jubilee Singers.

Just Whistle a Bit

By Laurence Dunbar and John Work

Just whistle a bit if the day be dark and the sky be overcast;
If mute be the voice of the piping lark, why, pipe your own small blast.
And it's wonderful how o'er the gray sky track the truant warbler comes stealing back;
But why need he come, for your soul's at rest,
And the song in the heart, ah! that is best.
Just whistle a bit if your heart be sore,
'Tis a wonderful balm for pain.
Just pipe some old melody, o'er and o'er, till it soothes like summer rain.

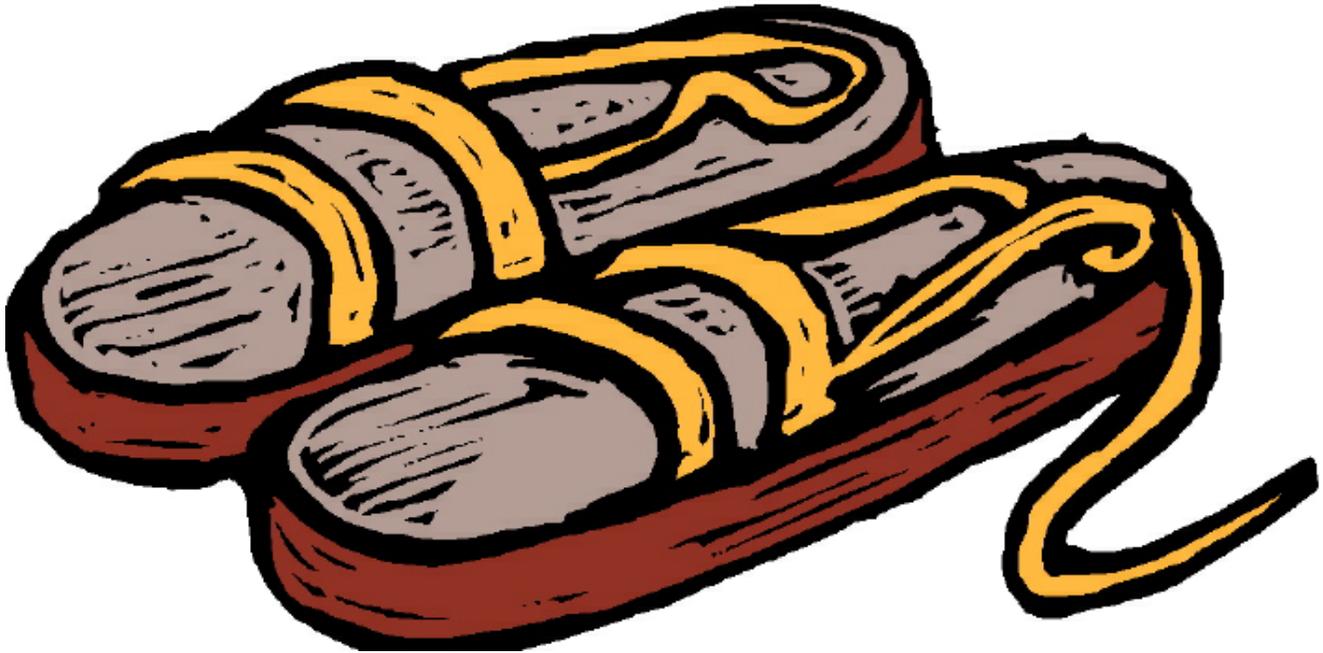


Don't Stay Away

O Brother! Brother! O Brother
Don't stay away
Don't stay away
For my Lord says there's room enough
Room enough in the heaven for us all.
My Lord says there's room enough, so don't stay away
Don't stay away.

O Sister! Sister! O Sister
Don't stay away
Don't stay away
For my Lord says there's room enough
Room enough in the heaven for us all.
My Lord says there's room enough, so don't stay away
Don't stay away.





Trampin'

I'm trampin' trampin',
 Tryin' to make heaven my home;
 I'm trampin', trampin'
 Tryin' to make heaven my home;

I've never been to heaven
 But I've been told
 Tryin' to make heaven my home
 That the streets up there are paved with gold
 Tryin' to make heaven my home

Sometimes I'm up, Sometimes I'm down,
 Tryin' to make heaven my home
 Sometimes I'm almost to the ground
 Tryin' to make heaven my home

Sometimes I'm up, Sometimes I'm down
 Sometimes my soul feels heaven bound
 Tryin' to make heaven my home

I'm trampin' trampin',
 Tryin' to make heaven my home;
 I'm trampin', trampin'
 Tryin' to make heaven my home.



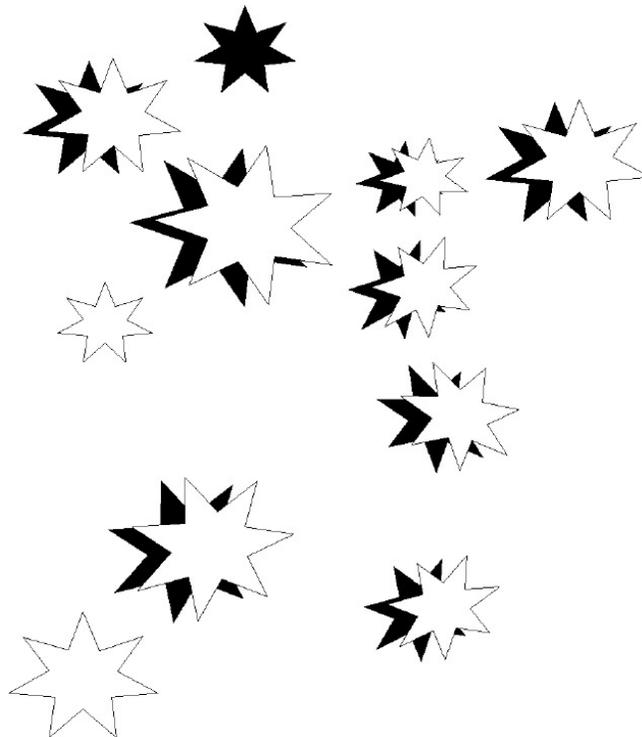
My Lord, What a Morning

My Lord, what a morning,
My Lord, what a morning,
My Lord, what a morning when the stars begin to fall

You'll hear the trumpet sound to wake the nations underground,
Looking to my Lord's right hand,
When the stars begin to fall

You'll hear the people cry to wake the nations underground,
Looking to my Lord's right hand,
When the stars begin to fall

My Lord, what a morning,
My Lord, what a morning,
My Lord, what a morning when the stars begin to fall.





King Jesus Built Me a House Above

King Jesus built me a house above,
King Jesus built me a house above,
King Jesus built me a house above,
It was built without a hammer or a nail.
It was built without a hammer or a nail.
It was built without a hammer or a nail.

King Jesus built me a house above,
King Jesus built me a house above,
King Jesus built me a house above,
An' He built it on Jerusalem Lane,
An' He built it on Jerusalem Lane,
An' He built it on Jerusalem Lane.

I want my brother to walk with me,
I want my brother to walk with me,
I want my brother to walk with me,
To walk down Jerusalem Lane,
To walk down Jerusalem Lane,
To walk down Jerusalem Lane.

Name: _____

Date: _____



Finding the Rhythm

The poetry that you have read uses words to convey more than their definitions. Words can create moods through their specific sounds and rhythms. One of the techniques used by poets is called onomatopoeia.

This may be a big word, but it simply means words that imitate what they name. There are words in this unit that would be classified as onomatopoeia. Look at the following examples:

Sneer, bleat, screech, drip, buzz

Activities

1. Choose five words from the unit and five from other written material then make a list of them. Illustrate at least two of them to emphasize their meaning.
2. Work with a group. Study the poetry in this unit in terms of its rhythm. Then, choose a poem and create rhythms that will compliment the poem when it is read aloud. Perform your creation before your class.
3. Work with a group and play the following game. Choose a word similar to the following. State the word and instruct a person in the group to recite as many words that rhyme with the designated one. When a person becomes 'stumped for words,' go to the next until the rhymes are exhausted. Assign points for the ones that win the round.





Foods That Delight the Palette

The study of cultures would not be complete without the investigation of foods. Telling stories while planting, cooking and eating are part of most societies.

In Africa, North America and the Caribbean certain foods are eaten that are common to all. The peanut, the pumpkin, corn, green leafy vegetables, and potatoes are just a few of these foods. You will be given a few recipes that you may try whenever you choose.

Try any or all of the following recipes to get a taste of something different and delicious.

Roti –Caribbean

Peanut Soup-African and African American

Potato Salad-African American

Home Greens-African, African American, Caribbean

Plantain Chips- African, Caribbean

Mango Medley-Caribbean

Ginger Beer-Caribbean

The following recipe is called *roti*. It is a dish that was derived from an East Indian dish. Indians that immigrated to South America and the Caribbean adapted their cooking to the black cuisine. It is simply a flatbread called *chapati* with flavorful vegetable or legume filling encased inside.



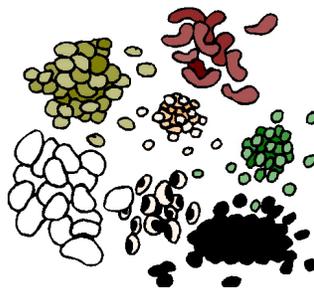
Roti

Ingredients	
Filling	Chapati-bread
2 cups Split peas	3 cups All purpose flour
2 tsp Salt (or to taste)	3 tsp Baking powder
¼ tsp Turmeric	¼ tsp Ghee (clarified butter or margarine)
2 tsp Cumin	Vegetable oil for frying
1/8 tsp Chili powder (optional)	Makes: 5 servings

Method:

1. Rinse the split peas and put them in a saucepan filled with water. Add half of the salt and turmeric.
2. Bring the peas to a boil and cook for 10 minutes. The peas should be half cooked.
3. Drain the peas and put them in a food processor or blender to form a powder.
4. Add the cumin and chili to the mixture and set aside.
5. Sift the flour, salt and baking powder into a mixing bowl. Mix in the ghee or margarine until well blended.
6. Add small amounts of warm water a little at a time until the soft dough is formed. Knead this dough for about 5 minutes.
7. Pull small amounts of the dough and form balls. Then set them to one side on a floured board.
8. Flour your hands and flatten each of the balls into thick circles.
9. Put 1 or 2 tablespoons of the split-pea mixture into the center of each circle.
10. Close the dough over the filling by turning the edges of the circumference toward the middle. Make sure that the filling is sealed inside.
11. Roll the roti with a floured rolling pin on a floured surface. Make sure that you keep the shape in a circle. The diameter should be about 5 inches and thickness at ¾ inch.
12. Brush the top of the roti with oil, then turn them oiled side down on a hot griddle.
13. Cook the roti for 3 minutes. Brush the top with oil and turn it over. The roti should be cooked and lightly browned on both sides.
14. Remove them to a clean dishtowel. Wrap them to keep them warm.

Note: This is a good food that may be used as a snack or part of lunch.



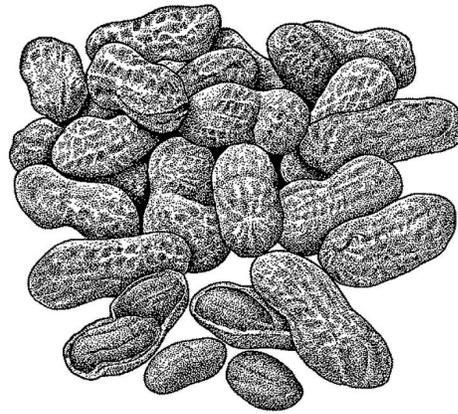
Potato Salad

INGREDIENTS	
7 medium potatoes-steamed and diced	1 Tbsp salt
1 medium onion-finely diced	1 Tbsp turmeric
1 small red pepper-finely diced	1 ½ cup mayonnaise-sandwich spread
1 small green pepper-finely diced	½ Tbsp mustard
2/3 cup celery-finely diced	1/3 cup nutritional yeast-optional
½ cup pickled relish	<i>8 servings</i>

Method

1. Prepare all the ingredients
2. Mix them together.
3. Chill then serve.





Peanut Soup

This recipe is one of many enjoyed in African and African American cuisine. It is sometimes called ground nut soup.

Ingredients	
¼ cup butter or margarine	3 ¾ cups chicken flavor stock
1 onion-grated	½ cup crunchy peanut butter or
1 celery stick-chopped	2 ¼ cup coarsely ground peanuts
1 garlic clove-crushed	2 cups milk
1 sprig fresh thyme-chopped	Pinch of cayenne pepper
1 tbsp all purpose flour	¼ green bell pepper, seeded and chopped
	4 servings

1. Melt the butter/margarine in a large saucepan over a low temperature.
2. Add the onion, celery, garlic, and thyme and sauté till browned. Keep stirring.
3. Continue stirring the flour and stock.
4. Stir in the peanuts or peanut butter and allow the stock to simmer for 10 minutes.
5. Reduce the heat then add salt, pepper and milk. The soup needs to simmer for another 15 minutes.
6. Garnish with the chopped green pepper.
7. Serve hot.

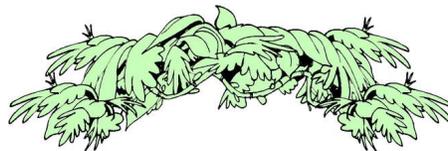


Home Greens

Ingredients	
A bunch collard or other greens	1 cup water
2 medium onions-cut in rings	2 medium tomatoes
1 medium eggplant –finely chopped	½ cup oil
2 tsp garlic-finely chopped	Salt – to taste
	6 servings

Method

1. Wash and shred the greens.
2. Put the oil, water and eggplant in a large skillet or medium pot with the greens and cook for 12 minutes.
3. Sauté onions then add tomatoes in a separate skillet.
4. Add the garlic and salt to taste.
5. Stir the greens in with the sautéed vegetables.



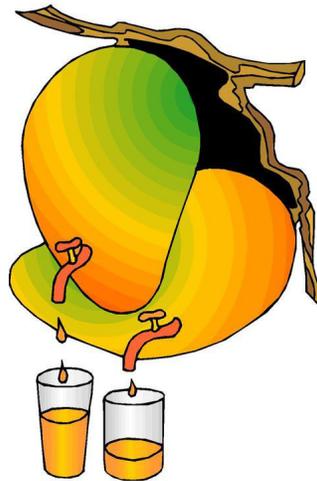
Plantain Chips

Ingredients	
4 green plantains	Salt
½ lime	Vegetable oil –frying
	6 servings

Method

1. Peel the plantains.
2. Slice the plantains in circles or on the diagonal to form ovals.
3. Squeeze the lime juice into a shallow bowl.
4. Dip the plantain in the lime juice then allow them to drain.
5. Season with salt.
6. Heat the oil in a large skillet.
7. Place the plantains in the skillet and turn them until they are crisp golden on each side.
8. Drain on a paper towel and serve when cool.





Mango Medley

INGREDIENTS	
1 large ripe mango	Peach sherbet –to taste
5 ice cubes	Ginger ale
Sugar to taste	4 servings

Method

1. Cut the flesh from the mango. You may want to save 4 slivers for decoration.
2. Place the rest of the flesh in a blender or food processor with the crushed ice, sherbet. The consistency should be smooth when blending is complete.
3. Add sugar if it needs a sweeter taste.
4. Add ginger ale.
5. Decorate glass with the slivers of mango.
6. Serve immediately.

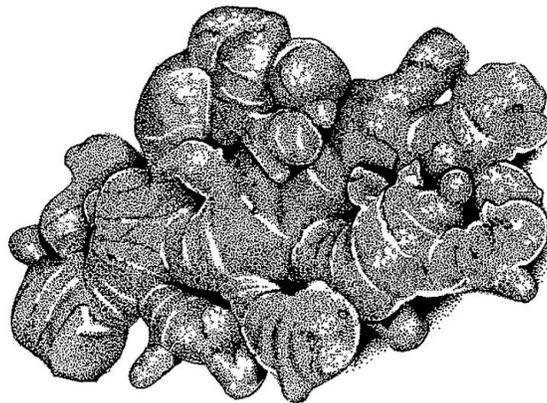


Ginger Beer

INGREDIENTS	
6 oz fresh ginger root	4 cups sugar
1 lemon or lime	2 ½ quarts water
3 whole cloves	
4 oz West Indian sorrel-optional	6 servings

Method

1. Wash the ginger root and slice thinly. You may place the ginger root between two clean old dishrags and pound it with a hammer.
2. Combine the ginger root, lime juice, cloves, and sorrel in a large saucepan. Bring to a boil and allow the mixture to simmer for one-half hour to an hour.
3. Allow to cool, then strain the liquid and sweeten to taste.
4. Bottle the ginger beer and leave them in the refrigerator.
5. Serve with ice.



Name: _____

Date: _____

Summing Up the Recipe

Directions: Solve the following problem. You need to plan for a reception following a storytelling event. However, the recipes you are using are not the amounts for a group of twenty-five people. How would you change the Potato salad, Plantain Chips and Ginger Beer recipes to make enough for twenty-five people?

Use the grids below to make changes to the amount for each ingredient in the recipes. Keep in mind that you always make more portions than the number of guests. Some may want doubles.

1.

Plantain Chips	Servings _____

2.

POTATO SALAD	SERVINGS _____

3.

GINGER BEER	SERVINGS _____

Name: _____

Date: _____



Planning for Company

Directions: You are to plan for an afternoon of storytelling for a lower grade class or small group. Plan the menu using some of the recipes above. Decide on a theme for your storytelling. Use the following guide to help you.

Theme: _____

Scripture: _____

This should carry the main thought of the program.

How many stories will be told? _____

Title: _____

Title: _____

Bible Story: _____

Concluding Summary: _____

Host: _____

Storyteller: _____

Storyteller: _____

Menu: _____

Venue: _____

Guest List: _____

Note: Plan with your theme in mind. You may want to work with a classmate or group.



WORK CITED

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THE BEST CHRISTMAS I NEVER HAD

By MaryJanice Davidson

My sister, Yvonne, was fourteen the year our home and everything in it was destroyed. I was seventeen. Our home was heated by a wood-burning stove, and every fall, my family and I would mark dead trees, cut them down, haul the wood and stack it in the basement. The week before Christmas, the basement was half full of dry wood.

Yvonne and I were home from school, and she did as either of us had done a thousand times before; checked the furnace, tossed a few more logs on the fire and slammed the door shut.

At the time, I was upstairs sulking. I had a sink full of dishes to wash, homework to tackle and my grandfather, after a lonely day at home, wouldn't leave me alone. Stomping around the kitchen, listening to him chatter, I thought about how I couldn't wait to get out of this house, this town. *Lightning could strike this very spot and I wouldn't care.* Or so I thought.

The house seemed a little smoky, but that wasn't unusual. It often became that way after the furnace had a few new logs to chew up. I simply waved the smoke away and kept doing dishes and daydreaming of getting away from my family. My sister's cats were no help; they were as starved for affection as Grandpa, and kept twining around my ankles.

My sister wandered in and said, "Don't you think it's a little too smoky in here?"

I shrugged sullenly and kept washing dishes. But after another minute, we knew something was wrong. The smoke was much too thick. My sister and I looked at each other, then at

our grandfather. He was the adult, but he lived with us because he couldn't take care of himself. If there were decisions to be made, my sister and I—high school students—would make them. The thought was daunting, to say the least.

Without a word to each other, we went outside and opened the garage door (foolish in retrospect) and stared in disbelief as smoke and flames boiled out.

We had no time for tears or hysterics. That would come later. Instead, we both turned and ran up the hill. My sister shot through the kitchen door and raced for Grandpa's coat while I searched frantically for my keys. "There's a fire, Grandpa," I said abruptly. *Where in the world had I put my purse?* "We have to get out."

"Oh, Okay," he agreed. Amiable as a child, Grandpa stood still while my sister jerked him into his coat. She made sure he was warm and tightly bundled, forced warm slippers on his feet and hustled him out the door. I was so busy wondering where my keys were and trying the phone, which was dead, I never noticed that in her great care to make sure our grandfather was protected from the elements, she had neglected her own coat and boots.

I glanced out the window, blinking from the smoke. December in Minnesota was no joke...and no place for two teenagers and an old man to await help. If I could find my keys, I could get back down to the garage and probably, if the flames hadn't spread that far, back the van out of the garage. We could wait for help in relative comfort, and at least my mom's van could be saved.





Memory flashed; I had tossed my purse in my room when I'd come home. My room was at the end of a long hallway, far from the kitchen. Daughter and granddaughter of professional firefighters, I should

have known better. But things were happening so quickly—my little sister and my grandfather were standing in the snow, shivering—I had to get the van. So I started for my room, the worst decision I've ever made.

The smoke was gag-inducing, a thick gray-black. It smelled like a thousand campfires and I tried not to think about what was being destroyed: my family's pictures, their clothes, furniture. I'd gone three steps and couldn't see, couldn't hear, couldn't breathe. *How was I going to make it all the way to my room?*

I wasn't, of course. I instantly knew two things: if I went down that hallway, I would die. Number two, what was I still doing in this inferno? Ten-year-olds were taught better. My sister was probably terrified, and in another moment, she'd come after me. How stupid could I be?

I stumbled back to the kitchen, took one last glance around my home, then went out into the snow.

Yvonne was sobbing, watching our house burn to the foundation. Grandpa was patting her absently. "That's what insurance is for," he said. A veteran of the New York City Fire Department, I couldn't imagine how many house fires he had fought. For the first time, I could see him as a real person and not my aged, feeble grandfather who took up entirely too much of my time with his endless pleas for me to sit down and talk to him.

"I'm going to the neighbors' to call for help," Yvonne said abruptly. She was wearing a sweater, jeans and slippers. I was in sweat pants, a T-shirt and socks. The closest neighbor was down the length of our driveway and across the highway, about a mile.

"Okay," I said. "Be careful crossing the..." But she was gone, already running through the snow and down the driveway.

Then I remembered Yvonne's three cats, which were, I guessed, trapped in the house. *When she remembered them*, I thought, *she would go right out of her mind.*

It seemed she was only gone for a moment before I saw her puffing up the driveway. "I called," she gasped, "they're on their way."

"You should have stayed with the neighbors and gotten warm," I said, mad at myself because I hadn't told her to stay put.

She gave me a look. "I couldn't leave you out here in the cold."



"Actually, I'm not that..." I began, when suddenly Yvonne clapped her hands to her face and screamed.

"Oh, no, the cats!" she shrieked, then burst into hoarse sobs.

"It's okay, Yvonne, it's okay, I saw them get out," I said frantically, reaching for her. I could tell she didn't believe me, but she didn't say anything more, just wept



steadily and ignored my fervent assurances—my lies.

As it swiftly grew dark, our burning house lit up the sky. It was as beautiful as it was awful. And the smell...to this day, whenever someone lights a fire in a fireplace, I have to leave the room briefly. A lot of people find fireplaces soothing, but to me the smell of burning wood brings back the sense of desolation and the sound of my sister's sobs.

We could hear sirens in the distance and moved out of the way as two fire trucks and the sheriff pulled in. The sheriff screeched to a halt and beckoned to us. In another minute he was talking to my grandfather while Yvonne and I sat in the back of the police car, getting warm.

After a long moment, Yvonne sighed. "I just finished my Christmas shopping yesterday."

I snorted...and the snort became a giggle, and the giggle bloomed into a laugh. That got my sister going, and we laughed until we cried and then laughed some more.

"I got you the CD you wanted," I told her.

"Really?" she said. "I bought you a new Walkman."

We listed all the things we had bought for friends and family that were now burning to cinders. Instead of being depressing, it was probably the highlight of the evening. The sheriff interrupted our spiritual gift-giving to open the door and say, "Your parents are here."

We scrambled out and raced down the driveway. If I live to be one thousand, I'll never forget my mother's face at that moment:

bloodless and terrified. She saw us and opened her arms. We hurled ourselves at her, though we were both considerably taller than she was and nearly toppled her back into the snow. Dad looked us over, satisfied too that we weren't hurt, and some of the tension went out of his shoulders. "What are you crying about?" he asked, pretending annoyance. "We've got insurance. And now we'll get a new house for Christmas."

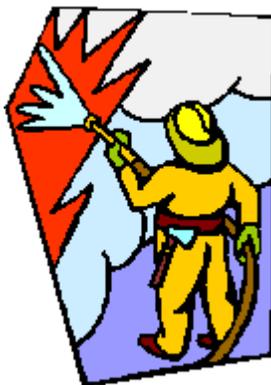
"Dad...for Christmas...I got you those fishing lures you wanted but..."

He grinned. "That reminds me. I picked up your presents on the way home." He stepped to the truck and pulled out two garment bags. Inside were the gorgeous jackets Yvonne and I had been longing for since we'd fallen in love with them at the mall.

We shrugged into them, ankle-deep in snow, while the house crackled and burned in front of us. It was a strange way to receive a Christmas present, but neither of us was complaining.

"We'll have to come back here tomorrow," Dad said. "It's going to be depressing and stinky and muddy and frozen and disgusting and sad. Most of our stuff will be destroyed. But they're only things. They can't love you back. The important thing is that we're all okay. The house could burn down a thousand times and I wouldn't care, as long as you guys were all right."

He looked at us again and walked away, head down, hands in his pockets. Mom told us later he had driven ninety miles an hour once he'd seen the smoke, that they both gripped the other's hand while he raced to the house. Not knowing if we were out safe was the worst moment of her life.



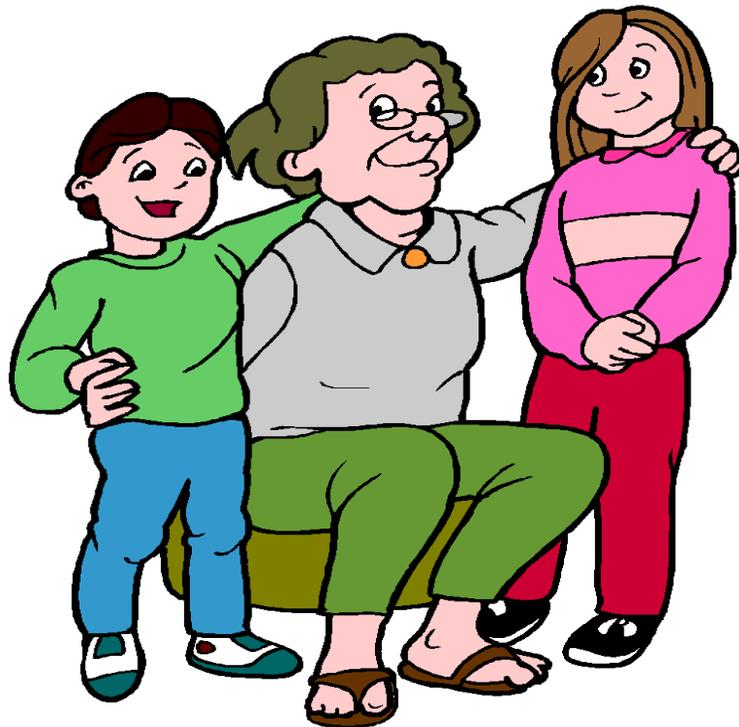
Later we found out the pipe leading from the furnace to the wall had collapsed, spilling flaming coals all over our basement. If it had happened at 2:00 A.M., we all would have died of smoke inhalation. In less than half an hour, our house transformed from a safe haven to a death trap. Asleep, we would have had no chance.

We lived in a motel for more than a month, and we spent Christmas Day in my grandmother's crowded apartment eating take-out because she was too tired to cook. For Christmas, Yvonne and I got our jackets and nothing else. My parents got nothing except the headache

of dealing with insurance companies. All the wonderful things my family had bought for me had been destroyed in less time than it takes to do a sink full of dishes. But through it all I had gained long-overdue appreciation for my family. We were together. That was really all that mattered.

I'll always remember it as the best Christmas I never had.

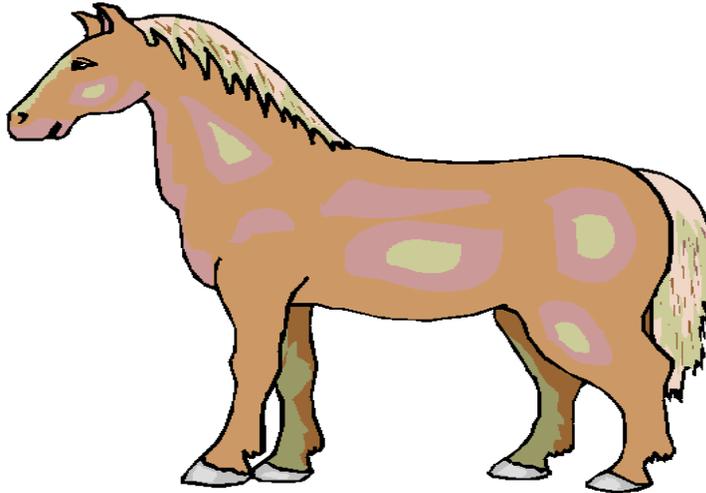
Courtesy of:
Chicken Soup for the Preteen Soul
Health Communications, Inc.
Deerfield Beach, FL 33442-8190



FAMILIES THAT CARE, CARE ABOUT FAMILIES

By Rachele P. Castor

My tenth Christmas was one I was not looking forward to. Money was scarce. Dad was a preacher, and preachers for our church don't make much. Mom said we were old enough now to be brave and not count on gifts. Just being together would be enough.



shopping around so that we could give the Walters family a Christmas basket.

"If anyone needs some cheer, it's the Walters," Mom reminded us.

"But the Walters. Mom. I wouldn't be caught dead at their front door."

We weren't the only family in our small community who would have a meager Christmas. But the knowledge that others were going through the same thing didn't help much. One night, as my sister and I huddled together in our shared bed, we had a small pity party for each other.

"How can I even wear that same old dress one more time?" I complained.

"I know," said my sister. "I think I might as well give up asking for a horse, too. I've asked for one forever but it just never happens."

"Yeah, and even if we got one where would we keep it?" I said, destroying her last hope.

I couldn't stop thinking about my sister's long-held dream to own a horse and decided I was willing to give up every gift for ten Christmases if only her dream could come true.

The next day, Mom added salt to my wounds by telling us that she had been saving up and

Mom gave me a dirty look.

But I knew she would have to agree that the Walkers were the strangest people we knew. Looking a lot like a family of hobos, they could have at least washed their hair once in a while. After all, water is free. I always felt embarrassed for them.

Mom was determined. And it was our duty to load up our little sled and pull the basket full of flour and sugar, a small turkey, potatoes, and bottled peaches over to the Walters, leave it on the doorstep and run.

On the way we noticed that Mom had tucked a small gift for each of the children in among the food. I was distraught. How could Mom be so generous with someone else's kids when our own family didn't have enough?

We delivered the package, knocked hard on the door and ran fast to hide behind a nearby bush. Safely hidden, I looked back the way we had come and realized my sister was standing



in plain view. I was so mad. I didn't want them to know our family had anything to do with this.

After the Walters gathered up their basket of goodies and had closed the door, I said in a loud whisper, "What are you doing? I know they saw you!"

"I wanted to see their faces when they saw the gifts," my sister said innocently. "That's the best part."

"Whatever," I said, relenting to the unchangeable. "Did they look happy?"

"Well, yeah, happy, but mostly they looked like, well, like they were thinking, *Maybe we do belong.*"

Christmas morning arrived just a couple of days later. To my surprise, I unwrapped a fabulous-looking dress. I smiled at my parents as if to say, "I can't believe you actually got this for me." Then I glanced at my sister's face, which was full of anticipation. There was only one small package under the tree. She unwrapped it and found a currycomb. *A currycomb? Had my parents totally lost it? My sister's face was blank and I was thinking, Is this some kind of a mean joke?*

We hadn't realized that Dad had slipped outside. Just as I was about to speak, he rode up in front of the big picture window atop my sister's new horse!

My sister was so excited that she jumped up and down, then stopped and put her head in her hands, shook her head back and forth in disbelief and screamed, "Oh, my ...oh, my!" With tears rolling down her cheeks, she ran out to meet her new friend.

"Mom, how did you do all this?" I asked. "We were ready for a no-present Christmas."

"Oh, everybody pitched in. Not necessarily trading but just helping each other. Mrs. Olsen at the dress shop let me bring your gift home now, even though I'll be paying for a while. Dad did some marriage counseling for the Millets's son. I hung up Mrs. Marshall's tree lights since her arthritis is getting her down. We were thrilled that Mr. Jones had a horse that needed some TLC, and he was thrilled we had someone to love it. And then for a moment we thought all was lost because we couldn't figure out where to house the horse. Then the Larsens, down the way, offered some of their pasture to keep the horse penned and well fed."

"I thought since you were giving away food to the Walters that we would never have enough. They really don't have anything to give in return."

"They will some day. But there is enough and more to share. Everything's God's anyway. Doesn't matter who can or can't give. If we just listen to our hearts, the right gifts will end up with the right families."

Mom always knew truth.

I glanced out the window at my sister now sitting on her horse, and thought about how she had described the expression on the Walters's faces when they discovered the Christmas basket. That "belonging" feeling was more precious than any of the gifts. And I thought, *Families that care, care about families. All families.*

That was the Christmas that I learned about the magic of giving.

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A CHRISTMAS GIFT

By Bob White

It was a half-hour before midnight on December 24, 1989. I was a ticket-counter supervisor for a major airline and was looking forward to the end of my shift at Stapleton International Airport in Denver, Colorado. My wife was waiting up for me so we could exchange gifts, as was our tradition on Christmas Eve.

A very frantic and worried gentleman approached me. He asked how he could get home to Cheyenne, Wyoming. He had just arrived from Philadelphia and missed his connecting flight. I pointed him to the ground transportation area. There he could either hire a limousine or rent a car from the various agencies.

He told me that it was extremely important for him to be in Cheyenne for Christmas. I wished him well, and he went on his way. I called my wife to let her know I would be home shortly.

About fifteen minutes later, the same gentleman returned and informed me that all the buses

were full and there were no cars or limousines available. Again he asked if I had any suggestions. The most logical option was to offer him a room in a hotel for the night and get him on the first flight to Cheyenne in the morning. When I suggested this, tears

started running down his cheeks.

He explained that his son was seventeen years old and weighed forty pounds. He had spina bifida and was not expected to live another year. He expected that this would likely be the last Christmas with his son and the thought that he would not be there to greet him on Christmas morning was unbearable.

“What’s your name, Sir?” I asked.

“Harris, Tom Harris,” he replied, his face filled with desperation.

I contacted all of the ground transportation providers and the car rental agencies. Nothing. What was I to do? There was no other choice.

I told Tom to go to the claim area, collect his luggage and wait for me. I called my wife Kathy and told her not to wait up for me. I was driving to Cheyenne, and I would explain everything in the morning. Something had come up that was more important than our exchanging gifts on Christmas Eve.

The drive to Cheyenne was quiet, thoughtful. Tom offered to compensate me for my time and the fuel. I appreciated his gesture, but it wasn’t necessary.



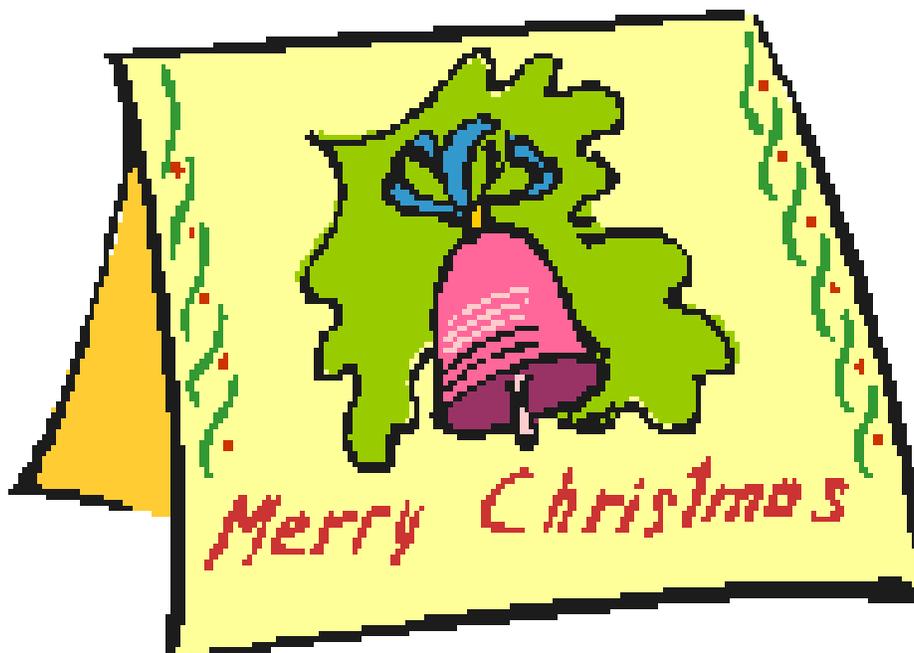
We arrived at the airport in Cheyenne around 2:30 A.M. I helped Tom unload his luggage and wished him a Merry Christmas. His wife was meeting him and had not yet arrived.

We shook hands. As I got into my car, I looked back at him. He was the only customer in the airport. I noticed how peaceful and quiet this was compared to the hectic, crowded airport in Denver. Pulling away, I waved good-bye and he waved back. He looked tired and relieved. I wondered how long he would have to wait for his wife to pick him up. She was driving quite a distance.

Kathy was waiting up for me. Before we went to bed, we traded gifts and then our conversation concerned Tom. We imagined his family on Christmas morning as Tom and his wife watched their son open his last Christmas presents. For Kathy and me, there was no question that driving Tom to Cheyenne was the only option. She would have done the same thing.

A couple of days later, I received a Christmas card with a picture of Tom and his family. In it, Tom thanked me for the special gift he had received that holiday season, but I knew the best gift was mine.

Courtesy of:
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A CHRISTMAS DINNER

By Robin Leach

My work calls for me to venture to the farthest reaches of the world, but one of my most memorable encounters occurred while traveling close to home.

A few years ago, a group of my far-flung friends decided to gather in Connecticut to celebrate Christmas.

I was to buy all the soft drinks and a doctor friend would get the turkey and trimmings.

On our way from New York City to Connecticut, my friend and I stopped in for a Christmas Eve party in upstate New York. As we left, I ran into the doctor and casually asked him what size bird he had bought. His eyes widened with surprise—he had bought all the drinks.

So here we were on a snowy Christmas Eve with sufficient drinks to serve a cruise ship but not one piece of food for twelve hungry people! We searched around, but every supermarket was closed. Finally, just before midnight, we found ourselves at a gas station quick-food shop.

The manager was willing to sell us cold sandwiches. Other than potato chips, cheese and crackers, he didn't have much else. I was very agitated and disappointed. It was going

to be a rather miserable Christmas dinner. The only bright spot was that he did have two cans of cranberry jelly!

In the midst of my panic, an elderly lady stepped from behind one of the aisles.

"I couldn't help overhearing your dilemma," she said. "If you follow me home, I would happily give you our dinner. We have plenty of turkey, potatoes, yams, pumpkins and vegetables."

"Oh no, we couldn't do that!" I replied.

"But you see, we no longer need it," she explained. "Earlier today we managed to get a flight to Jamaica—to see our family down there, for the holidays."

We couldn't say no to such kindness. We thanked her and followed her car. The journey seemed endless as we meandered through back roads and dimly lit streets. Eventually, we reached this kind woman's house.

We followed her in and, sure enough, she removed a turkey and all the trimmings from the fridge. Despite our attempt to reimburse her for her generosity, she refused our money.

"This is just meant to be," she said. "I don't need it anymore—and you do."

So we accepted her gift, asked her for her name and address, and went on our way.



The next day we impressed and surprised our friends by presenting them with a complete feast and telling them our amazing story about the old lady's help. Despite the last-minute scramble, Christmas dinner turned out to be a great success.

Before we left Connecticut, we went to a department store, picked out a gift and drove to the lady's home to leave our small token of appreciation.

We searched and searched but we couldn't find her place. We couldn't find the street address on any maps. The name she had given us wasn't listed anywhere. Baffled, we questioned several local store owners, yet no one knew of the elderly lady. Even the gas station manager told us that he had never seen her before.

Every effort we made to locate our Christmas angel failed.

As I returned home, I pondered our bizarre encounter with this beneficent woman. Who was this lady who had appeared just in time to help out two desperate strangers, only to disappear with the night?

Years later, when I look back upon that particular holiday season, I recall the joy of gathering with friends from across the world and an amazing little old lady whose generosity embodied the very meaning of the Christmas spirit.

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Lewis and Clark Online



The Bicentennial of the Lewis and Clark Expedition will occur in 2003. State and federal agencies, universities and institutions are already preparing marvelous resources to assist educators in the gigantic national commemoration scheduled for 2003-2006. Find out what's going on and how to get involved online.

Lewis and Clark 200 <http://www.lewisandclark200.com> The World's Premier Connection to the Lewis and Clark Bicentennial

PBS Online - Lewis and Clark <http://www.pbs.org/lewisandclark/> Inside the Corps Inside the Corps Enter the world of Lewis, Clark and the rest of the Corps of Discovery. Native Americans, Indian tribes, and much more.

Lewis and Clark @ nationalgeographic.com <http://www.nationalgeographic.com/west/> Go West Across America with Lewis and Clark. Here's another fun choose-your-own-adventure site. Explore what's behind the "Did You Know?" and "Journal" buttons

Lewis and Clark Education Center <http://www.lewisandclarkeducationcenter.com/> **The National Lewis and Clark Education Center** engages educators in a dynamic understanding of The Lewis and Clark expedition (1803-1806) and the nature of the trail's historical and modern landscapes. To achieve these objectives, The Education Center utilizes advanced education technologies, integrates interdisciplinary curricula into the classroom, supports scholarly dialogue and develops multimedia geographical data accessible through the Internet.

Lewis-Clark.org: Home Page <http://www.lewis-clark.org/> From Discovering Lewis & Clark™, Interactive workshop providing an overview of the journey of Lewis and Clark, including journal excerpts. You can request regular monthly update announcements for Discovering Lewis & Clark™

Education World http://www.educationworld.com/a_lesson/lesson179.shtml More than 20 activities to help students take part in America's westward expansion. Native Americans learned how to survive in some of America's most beautiful and treacherous territories. Join us now, as we "Re-live the Adventure" of Lewis and Clark.





Lewis and Clark Trail Re-live the Adventure of the Corps <http://lewisandclarktrail.com/> In a span of 28 months, Corps of Discovery, covered 8,000 miles, developed friendships with the **Trailblazers April 2001** <http://www.trailblazermagazine.com/April01/html/toc.htm> Trailblazer Magazine is a unique publication aimed at 4-6 classrooms. It debuted in the spring of 1998 and is published seven times during the school year. Trailblazer's mission is to provide a tool to support teachers as they integrate technology into the classroom.

Explorers and Travelers <http://www.kcmuseum.com/riv1.html> (3-8) This site profiles some of the first explorers of the lands west of the Mississippi, including George Catlin, Lewis and Clark, and John C. Fremont.

Lewis and Clark: Sierra Club <http://www.sierraclub.org/lewisandclark/> (6-12) Visit the Sierra Club for a report on the effect westward movement has had on the environment along the Lewis and Clark trail and what is now being done to preserve it.

Lewis and Clark Bicentennial Space-Age Atlas http://www.emporia.edu/nasa/lewis_cl/index.htm From vantage points a few hundred feet above the ground to 100s of miles in space, we can now look down upon the Earth by means of remote sensing. The purpose of this atlas is to portray, through striking visual images and brief explanations, the modern environments of the lower Missouri River along which the Corps of Discovery passed.

Lewis and Clark in Idaho <http://idahoptv.org/lc/index.html> (Idaho Public Television)

Lewis and Clark in Montana <http://lewisandclark.state.mt.us/discovery.shtm> Join us on the trail with Lewis and Clark and the Corps of Discovery! Using our interactive map you can follow the route of Lewis and Clark from border to border. With our navigational features you can trace the route from Montana's eastern border to the western border and back.

Lewis and Clark in the Rockies <http://www.bitterroot.net/usdafs/lcindex.HTML> Trace the day-to-day challenges of the explorers Lewis and Clark as they charted a route across the trans-Mississippi West.



Lewis and Clark Mapping the West http://www.edgate.com/lewisandclark/mapping_on_trail.html Learn about cartography and Lewis and Clark at the same time. (This site has great teacher lesson plans)

Lewis and Clark Historic Trail <http://www.lewisclark.net/> Maps, timeline, journals (summary), biographies, and did you know?

Lewis and Clark in North Dakota <http://www.ndlewisandclark.com/frames.html>

The Journals of Lewis and Clark From the University of Virginia <http://xroads.virginia.edu/~HYPER/JOURNALS/journals.html> Read history as it was written! Here you can read entries from the journals of Lewis and Clark.

Lesson Plans and Handouts



Lewis & Clark Teacher Institute Lesson Plans <http://www2.state.id.us/ishs/LCLessonPlans.html> To discuss and analyze the historic and current questions about the effects of Lewis and Clark's expedition.

Lewis and Clark Expedition <http://www.nara.gov/education/cc/lewis.html> (5th grade) Several project ideas for teaching about the Lewis and Clark expedition. Students make a board game, design a product to make life easier for the explorers, and create a timeline.

Corps of Discovery: Voyaging with Lewis & Clark http://score.rims.k12.ca.us/activity/corps_of_discovery/ (Gr. 4-9) You need to become prepared to "step back in time" so you can "recreate" your journal from the expedition for President Jefferson.

Teachers' Guild Lesson Plan: Corps of Discovery — Lewis and Clark <http://www.classroom.com/edsoasis/TGuild/Lessons/CorpsDisc.html> Time 2-4 weeks. Groupings. Whole Class presentations. Pairs online research. Teams create HyperStudio project.

The Lewis and Clark Expedition <http://www.scsc.k12.ar.us/1999outwest/members/MockK/lessonplan.htm> (Gr. 7-8) For students to gain a general knowledge about how Lewis & Clark determined latitude and longitude. Also each student should gain enough skill to use a sextant properly.

The Science of the Lewis and Clark Expedition http://www.scsc.k12.ar.us/1999outwest/members/WarnockJ/lesson_plan.htm (4-6) Identify species in the animal and plant kingdom. Describe characteristics of specific plants and animals. Make clear, concise, and detailed journal entries. Illustrate plants and animals.

Lewis and Clark Routes <http://www.eduplace.com/ss/ssmaps/pdf/Map/Lewis&Clark.pdf> A printable blackline map depicting the exploration of Lewis and Clark.

Lewis and Clark Ideas <http://www.abcteach.com/StudentTeachers/lewisclark.htm> Great ideas on how to teach Lewis and Clark to your students.



Northwest Regional Education Laboratory's Lewis and Clark Program

Curriculum Ideas and Education Resources <http://www.nwrel.org/teachlewisandclark/home.html>

This is an excellent on-line resource developed by the Northwest Regional Lab as part of their support for the Corps of Education Partners program.

On This Day with Lewis and Clark http://edsitement.neh.gov/lessonplans/on_this_day.html - An instructional unit with web-linked primary sources. Students learn about the hazards these explorers' faced, trace their expedition, and list some of their discoveries.

Lewis and Clark (What was life like in the west) <http://fga.freac.fsu.edu/fetli/lewis.htm> Lesson plan.

Lewis and Clark Exposition <http://hometown.aol.com/MomCaroe/LandC.html> Activities, books, web sites, etc. This unit has been taught to K, 1, 4, and 9.

Lewis & Clark - Brochure Activity http://www.neisd.net/et/itc/lewis_clark/Lessons/brochure.htm Brochure Activity about the Lewis and Clark expedition.

The Lewis and Clark Expedition <http://www.nara.gov/education/cc/lewis.html> Constitutional Connection - This lesson relates to the power granted to the president and the Senate in Article II, Section 2, Clause 2, of the U.S. Constitution, the power to make treaties with foreign nations. Students use printable worksheets to analyze primary source documents about the Lewis and Clark expedition, the Louisiana Purchase, and manifest destiny.

The Corp of Discovery <http://www.uakron.edu/education/outreach/barberton/PDSUNITS/Exploration/LP2.html> (Gr. 5+) Students will evaluate the contributions made by Lewis and Clark, by describing from their perspective, the importance of their expedition in journal form. Students will identify Thomas Jefferson's role in forming the Corps of Discovery.

Lewis and Clark info <http://www.kiko.com/jmarshall/a-journey-with-lewis-and-clark> This lesson will introduce you to the expedition of Merriweather Lewis and William Clark. It includes graphics, web links to important resources, and a quiz activity.

WebQuests and Thematic Units

Adventure into the Unknown <http://www.urich.edu/~ed344/webquests/lewisclark/> (Gr. 5) Research Lewis and Clark then create a board game to demonstrate your knowledge.

Lewis and Clark (5) <http://www.wcboe.k12.md.us/mainfold/technolog/techsat/gerstner/newlewisandclark.html>



Lewis and Clark A WebQuest <http://www.nevada.edu/~rpeters/landc.htm> Fifth graders work in cooperative groups to decide whose likeness **will** adorn a new fifty-cent coin in recognition of the historic journey.

Lewis and Clark WebQuest http://www.richardson.k12.tx.us/schools/rwjh/Lewis_Clark_WebQuest/index.htm You have just won the Illinois Lotto and you decide to trace Lewis and Clark's journey. Your goal is to find out how much it would cost to make this journey in today's economy.

Lewis & Clark Mapping the West <http://www.edgate.com> Grades: 3–9 This site sets the historical stage, features online access to Lewis and Clark maps and other primary resources, and provides related activities and lesson plans.

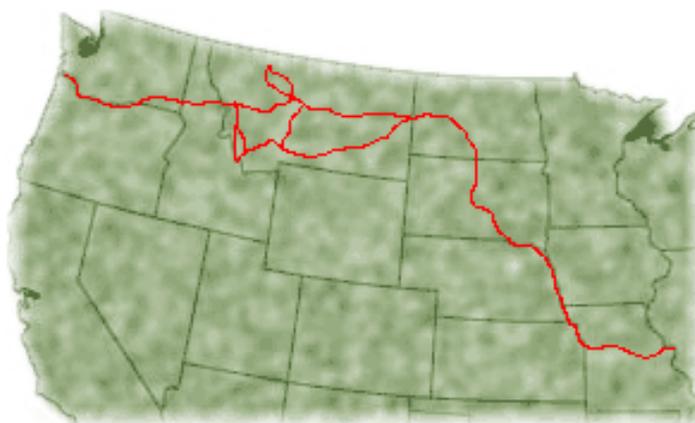
Lewis and Clark WebQuest (7) <http://www.moric.org/ric/mspelan/case/lewis.html>

Lewis and Clark Reliving the Journey (Thematic Unit) Grade 2 <http://teachers.k12.sd.us/CP021/lewisandclark.htm>

Journeys in Time: Lewis and Clark <http://www.ucds.org/LCWeb/lchome.htm> (3-5) Follow UCDS students, as we join the Corps of Discovery to travel with Lewis and Clark.

Sacajawea <http://teacherlink.ed.usu.edu/TLresources/longterm/LessonPlans/famous/sacajawe.html> (Gr. 3) Students will compare challenges they have had to face to those that Sacajawea experienced.

Historic Steps of Lewis & Clark http://www.usaweekend.com/97_issues/971102/lewis_and_clark/971102trail_intro.html (Gr. 4+) You'll face six major decisions that affected the outcome of the expedition.



Courtesy of: Debra C. Rollins
drollins@techtrekers.com



Acorn Wreath

What You Need

- Acorns
- Wicker wreath
- Hot glue gun
- Glue sticks
- Newspaper
- Flowers or other decoration



How To Make It

1. First, spread the newspaper on a flat surface. Lay your wreath down flat. Heat your glue gun.
2. Next, starting in the middle of the wreath begin gluing the bottom of the acorn. Place the glued part of the acorn in the middle of the wreath and stand the acorn straight up. Make 1 row in a straight line going all the way around the wreath. Repeat the process from top to bottom with the wreath still lying flat.
3. Then decorate with flowers, bows, or even holiday ornaments. Be sure not to leave any open spaces except in the back. The back of the wreath shouldn't have any acorns on it so when you lay it down it is flat.



Apple Printing

Make a fun design, wrapping paper, decorative t-shirts, or a tote with apple prints.

What You Need

- Apples
- Paint
- Paper plate, shallow tray, or wide paint brushes
- Something to print on, like paper
- Newspapers to protect the table
- Knife to cut the apple



How To Make It

If you are going to make your prints on paper, use washable poster paint for good results. If you want to decorate fabric - like a t-shirt or tote, make sure to get fabric paints - and the kids need to be dressed in old clothing!

Apple printing is always fun: there are two very different prints you can get by cutting apples in half through the middle OR from the top to bottom.

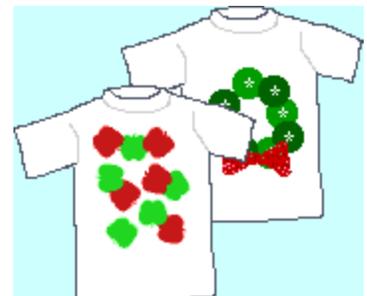
You can cut them in half through the stem, dip them in red and green paint, and make a very nice-looking collage of apple shapes. Cutting them through the middle makes a circle stamp with a star in the middle.

To paint on a t-shirt or tote, put a thick layer of paper inside the shirt/tote to prevent the paint from bleeding through to the back of the fabric.

An easy and very effective project is to decorate a plain tote with apple stamps cut from top to bottom (making an apple shape) in a horizontal line around the tote.

You can make a wreath by using two colors of green paint and apples cut through the middle (to make circles with 'star' centers). Then take a sponge, cut a triangle (for 1/2 of the bow) and dip it into red paint - add the bow. To make dark green paint, add a little black paint at a time to some green paint.

You can also make a fun gift by brushing the paint onto hands and decorating the shirt or tote with those special handprints.



Fall Wreaths

Collect materials for your wreath by taking walks, collecting fall leaves and pine cones, etc.

What You Need

- Fall leaves, pine cones, etc.
- Hay wreath
- Hot glue gun
- Large bow in fall colored ribbon
- Fall colored ribbons to hang pine cones with



How To Make It

1. Bake all pieces for 45 minutes at 200 degrees to kill any insects and eggs.
2. Use the hot glue gun to attach the leaves, seeds, etc, to the wreath, and the large bow.
3. Attach the pine cones to ribbons and hang them in the center.

As a simpler project for classrooms, paper plates with the centers cut out and craft glue can be used to make small wreaths. Punch a hole in the top of the plate and put a ribbon or yarn through to hang it.



Leaf Painted Placemat or Collage

What You Need

- Large piece of brown construction paper
- Leaf shaped cookie cutters
- Tempera paints in yellow, orange, and red
- Clear Con-Tact paper (if making placemat)
- Scissors



How To Make It

1. Dip the cookie cutters in the different colors of paints and “stamp” them onto the brown construction paper.
2. Cover the whole thing with clear Con-Tact paper – or laminate - and use as a placemat. (Adults will need to cover with Con-Tact paper)
3. This is a fun project for children to paint.



Dressed Leaves Placemat #2

What You Need

- 2 Sheets of wax paper, placemat size
- Scissors
- Leaves
- Wax paper, for pressing
- Large book, Dictionary, or Encyclopedia
- Iron
- Paper sacks



How To Make It

1. Gather some fall leaves.
2. Place each of the leaves between 2 pieces of wax paper.
3. Place the leaves inside a large book to flatten them.
4. After the leaves are flattened, take them out of the book and remove the wax paper. This may take a day to about a week.
5. Cut the paper sack in half, discarding the bottom of the sack.
6. Place one piece of the paper sack on a safe place to iron (countertop is ideal, ask first!).
7. Preheat your iron to medium setting (no steam).
8. Place one sheet of wax paper (cut to placemat size) on the sack.
9. Arrange your leaves on the wax paper in any way desired.
10. Place the second sheet of wax paper (cut to placemat size) on top of the leaves.
11. Place the second piece of paper sack to cover.
12. Iron on the sack, checking to see if the wax paper has adhered together. Let cool.
13. You can trim around the edges or use decorative scissors to give it a different look.



Schedule "White Spaces"

To everything there is a season, and a time to every purpose under Heaven. Ecclesiastes 3:1

Too much of anything, even good things, is just that – too much! Regardless of how social you are – or how much you love spending time with others – there is something magical and peaceful about looking at your calendar and seeing white space, unplanned-for-time. "White space" is time for you to catch up, or to do nothing at all. Creating blocks of time in your calendar where absolutely nothing is planned contributes to a feeling of peace, the feeling that you have enough time.

If you wait for everything to get done before you allow time for yourself, you'll rarely, if ever, find it. Instead, your calendar and schedule will miraculously fill up with your own commitments, as well as with the needs and requests of others. Your spouse will have things for you to do, your kids (if you have them) will have no trouble firing requests at you, as will the neighbors, your friends, and family. Then there are the social commitments – some you love, others agreed to out of obligation. Many other requests, of course, come at you from work as well as from strangers such as telephone solicitors and salespeople. It seems that everyone wants and gets a piece of your time. Everyone, that is, except you.

The only solution seems to be to schedule time for yourself with the same degree of respect and commitment that you would schedule an appointment with your doctor or best friend. You make an appointment and, short of an emergency, you keep it!

The procedure itself is very simple. You look at your calendar and schedule (in pen) time for yourself. You need to cross out a block of time, where you don't allow anything to be formally scheduled.



As I look at my own calendar, I'm noticing that I have time for myself scheduled this Friday between 1:20 and 4:30 p.m. There is *nothing* scheduled during that time and, short of an emergency, nothing will be. This means that when someone asks me to do something during that time block, a radio show wants an interview, someone wants me to call, a client needs my help, whatever, I can't do it. I've already got plans! And those plans are with myself. Later this month, I have an entire day blocked out. This too, is sacred time, and I can almost guarantee that it won't be filled up.

As you can imagine, this takes some getting used to. What I realized, however, was that I was worth it – and so are you.

This white space time has become one of the most important scheduled activities on my calendar and is something I have learned to protect and value. This doesn't mean my work is any less important to me, or that my time with my family isn't still the most important activi



CLASSROOM MANAGEMENT OF STUDENTS WITH AUDITORY PROCESSING DEFICITS

The following are a few ways that you can make school life more tolerable for students with auditory processing deficits.

1. Seek classroom placement to avoid settings that are noisy or reverberant and avoid open classroom placement.
2. Provide the child preferential seating near the place where the teacher spends most of his/her time giving auditory instructions, and away from distracting auditory and visual “noise.”
3. Teach children to use visual information (look and listen).
4. Encourage teachers to gain the child’s attention before auditory instruction.
5. Check the child’s comprehension of auditory information.
6. Rephrase and restate important information to provide auditory redundancy.
7. Counsel teachers and parents regarding the child’s auditory needs.
8. Teach compensatory strategies.
9. Teach listening skills, including when to listen for meaning rather than exact repetition. Teach a child to wait until instructions are completed before the child begins a task.
10. Give the child time to think and to respond to auditory instructions or questions.
11. Use attention devices such as calling the child’s name, saying “listen” and “are you ready” before giving assignments.
12. Limit the amount of information in each instruction.
13. Provide in-services to help teachers and parents understand auditory processing problems.
14. Allow for a “buddy system” that the child can use to check on homework assignments or other instructions.



THE ENLIGHTENED TEACHER

By Richard Smith
Administrative Superintendent
Florida Conference

As I visit the different classrooms around our conference I am happy to see many good things taking place. The students are involved and excited about class projects and learning. Why? Their teachers are teaching to their various learning styles and broadening their learning environments. Students are given activities that allow them to be out of their seats and classrooms in a quest for knowledge. These same teachers are using innovative ways to assess the knowledge of their students.

Please understand that while I embrace the push and development of new and exciting teaching strategies, I do not endorse change simply for the sake of change. Also, as we develop new methods we must not forget vital concepts at each grade level that are critical to a child's academic growth. Although there are many good traditional teaching methods which bring excitement to the learner, I do feel that some things need to be reevaluated and thrown out...quickly.



The intent of this article is to affirm those who are already trying innovative ideas and to encourage teachers who have not as yet embraced more effective teaching procedures. As educators, it is vital to remember that we are living in a world where videos, computer games, and movies capture the attention of students. Unless we find ways of repackaging the old product, some children may not learn the concepts we are attempting to teach.

At a recent Southern Union Education Council meeting, a presenter asked the question, "What are some factors that contribute to a successful education?" The following answer was given for everyone to consider, "A child who has learned to play the education game well." This answer brought the following questions to mind:

1. Does education boil down to simply learning how to pass quizzes and tests to please the teacher?
2. Is education just an endless game of Trivial Pursuit, fulfilling someone else's vision of what a student should know and be able to do?
3. Does education honor the student who is the best con artist in the classroom?

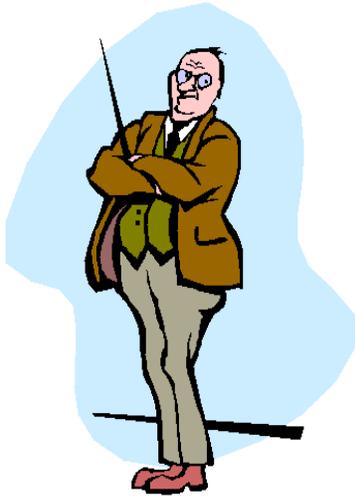
Ronald Wolk in his article, "Bored of Ed" says the following, "For too many adolescents, school falls somewhere between a waste of time and a series of humiliating failures." Unfortunately, such an observation is an indictment on the educational process, not on the student! I'm afraid many teachers



are teaching subjects, not students. In this type of practice the teacher gives reading assignments from the textbook followed by written assignments from a workbook or worksheet. A traditional test then follows in the next day or two. Using only this strategy is rote teaching that does not utilize new teaching methods.

Alfie Kohn supports Ronald Wolk's findings by asking and answering the question, "What if our kids are lucky enough to have a teacher who does things differently and makes school exciting for students? Sure, we're glad to see them happy, but part of us wonders whether they're really learning anything.

After all, learning is memorizing random facts and doing whatever you're told. You're not supposed to like it."



Today's teachers should look at their students as individual children of God and tailor the schoolwork to meet the students' learning style. Students should not be asked to digest and then regurgitate useless information. They must be challenged to do research, to grasp and understand developmentally appropriate concepts, and then demonstrate the knowledge gained using innovative forms of assessments.

Wolk continues his observation by pointing out that students who are placed in a nourishing environment and blessed with competent and caring teachers are able to overcome huge deficits. There are some teachers in the classrooms who are not providing a caring and nurturing environment for their students. In many cases these are teachers who are unfriendly to children. They expect their students to be seen

and not heard and do not encourage them to freely express their own ideas and questions. God is not pleased with such teachers. *Counsel to Parents, Teachers and Students* tells us the following: "No man or woman is fitted for the work of teaching who is fretful, impatient, arbitrary or dictatorial. These traits of character work great harm in the classroom."

I end this article with another quote from Alfie Kohn, "In response to people who say that traditional schooling has worked just fine for decades, we might ask how long they would continue to go to a doctor who says: 'I practice medicine exactly the same way I did thirty years ago—I haven't changed a thing. I don't hold with all that newfangled stuff.'"



DEVELOP ENTHUSIASM

1. **START THE DAY RIGHT.** You can condition a day in the first five minutes after you wake up. Henry Thoreau used to be abed in the morning telling himself all the good news he could think of. Then he arose to meet the day in a world filled with good things, good people and good opportunities.

The late William H. Danforth, a prominent business leader, said, "Every morning, pull yourself up to your full height and stand tall. Then think tall - think great, elevated thoughts. Then go out and act tall. DO that and joy will flow to you."

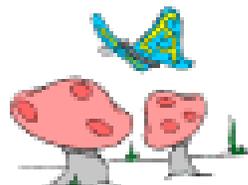
Go on spreading enthusiasm all day and at night you will have a deposit of joy in your life such as you never had before.

2. **READ YOUR BIBLE,** for it is full of enthusiasm generators. What greater motivators, for example are there than, "All things are possible to him that believeth," (Mark 9:23) and "Whatsoever you shall ask in prayer, believing, ye shall receive." (Mark 21:22)

The Bible positively glows with excitement and enthusiasm. "Be renewed," it says in Ephesians 4:23, "in the spirit of your mind," not merely on the surface of your mind, but in the deep spirit that activates your thoughts. Saturate your mind with great passages from the Bible. Then pray to God for guidance and get going!

3. **LOVE LIFE and PEOPLE.** Love people. Love the sky, love beauty, love God. The person who loves always becomes enthusiastic. Begin today to cultivate the love of living. Like Fred, for example, who runs a little eating place.

Resting a big hand on the counter, he asked me,
"O.K., brother, what do you have?"
"Are you Fred?"



Along the counter was an old man who looked extremely miserable. He was sitting hunched over. His hand shook. After Fred had put my burger in front of me, he went over and put his hand on that old fellow, "That's all right, Bill," he said. "That's all right. I am going to fix you a bowl of that nice hot soup that you like." Bill nodded gratefully.

Another old man got up and shuffled over to pay his check. Fred said, "Mr. Brown, watch out for the cars out there on the avenue. They come pretty fast at night." And he added, "Have a look at the moonlight on the river. It's extremely pretty tonight."

When I paid my check, I couldn't help remarking, "You know something, my friend? I like the way you spoke to those old men. You made them feel that life is good."

"Why not?" he asked. "Life is good, to me. I get a kick out of living. They're pretty sad old guys and our place is sort of like home to them. Anyway, I kind of like 'em."

Find needs and fill them. And bring bona fide enthusiasm to your life.

4. GUARD YOUR ENERGY LEVEL. To keep full of enthusiasm, as God intended you to be, keep your intake of energy greater than the outgo of energy. If you are tense and uptight, the constant tension depletes you so that your energy dissipates and with it your enthusiasm.

Therefore, discover the great technique of being able to "let go and let God." Ask God for wisdom and guidance, and then give life the very best. Having done your best, leave the outcome to the Lord.

