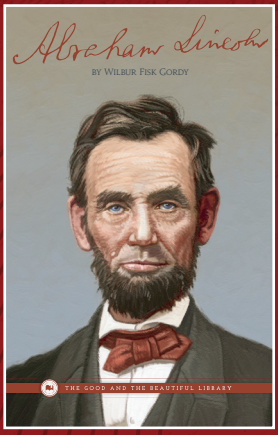
LEVEL EIGHT

BOOK STUDY

ABRAHAM LINCOLN

by Wilbur Fisk Gordy



- Writing
- Spelling
- Grammar, usage, and punctuation
- Geography
- Literature
- Handwriting
- Art

THE GOOD AND THE BEAUTIFUL

About the Book Study

What are book studies?

The Good and the Beautiful Book Studies are student-directed, consumable booklets that accompany select books from The Good and the Beautiful, helping children explore the book while also studying language arts, geography, and art. To complete a book study, the student simply reads and follows the instructions in each lesson. The parent or teacher checks the student's work using the answer key.

What topics does this book study cover?

- Literature
- Writing
- Spelling
- Vocabulary
- Geography
- Art
- Handwriting
- Grammar, Usage, Punctuation

Who are the book studies for?

Rather than replacing the language arts courses, book studies are extra, optional courses. Book studies are especially helpful for summer learning or for children who complete a language arts course in less than a year and need more material to finish off the year.

The Good and the Beautiful curriculum has no Level 8 Language Arts course. The language arts courses go from Level 7 to the high school courses. Level 8 book studies are designed for students who have completed The Good and the Beautiful Level 7 Language Arts course but do not want to start high school courses yet because

1) they finished Level 7 in the middle of a year and want something to work on before starting high school in the upcoming school year.

2) they are not interested in eventually completing high school courses earlier than 12th grade.

3) they are not quite ready for more intense reading or need more review of principles before moving on to high school courses.

4) they are not old enough for books with more mature (but still appropriate) topics and some wholesome romance.

Book studies are optional. Students do not need to complete any book studies between Level 7 and high school.

Level 8 book studies review grammar principles learned through Level 7. Book studies include new literature, spelling, memorization, geography, art, handwriting, and writing assignments.

What materials are needed?

To complete this book study, you will need the following items:

- This book study booklet
- *Abraham Lincoln* by Wilbur Fisk Gordy (published by The Good and the Beautiful)
- *The Good and the Beautiful Grammar and Writing Guide* (This nonconsumable guide is also used for the high school courses.)
- A blank (unlined) notebook for writing and drawing
- Tracing paper and a pencil

How many book studies should be completed and in what order?

- Each book study has a different number of lessons, depending on the length of the book. Each lesson takes an average of 25–35 minutes to complete. It is recommended that a student doing book studies for their sole language arts instruction do 1–2 lessons or more per day.
- The book studies do not go in any order. Students are encouraged to choose the book studies they would like to complete, but they are also encouraged to choose a variety of genres, including biographies.
- There is not a set number of Level 8 book studies that should be completed. These studies are a way to keep children reading good literature, learning new vocabulary, writing, and reviewing principles learned in previous levels until they are ready to begin the high school courses.

AT-A-GLANCE

28 Lessons

This section lists the main topics and principles covered in this book study.

Art

- Ancient Greek art
- Art appreciation
- Simple line drawing practice
- Mediums and styles of Greek artists of the 1800s

Geography Locations/Principles

- Kentucky
- Washington, D.C.
- Greece
- Geography terms and principles

Grammar, Usage, and Punctuation

Review of the following grammar, usage, and punctuation rules from our Levels 4–7 Language Arts courses:

- Abbreviations
- Plural nouns
- Capitalization rules
- Comma Rules 1, 2, 4, 5
- Possessive apostrophes

Handwriting

- Handwriting practice with inspiring quotes by Abraham Lincoln
- Handwriting assignments can be completed in print or cursive

Homophones

altar/alter	bail/bale	hostel/hostile
arc/ark	capital/capitol	

Correlated Literature Studies

- *Two Noble Lives* by Laura E. Richards (This short, full-length book is included in this booklet.)
- "Battle Hymn of the Republic" and other hymns by Julia Ward Howe

Rule Breakers and Commonly Misspelled Words

lasagna	achievement	analyze
mysterious	acquaintance	annual
accidentally	acquire	apparatus
accommodate	amateur	apparent
accumulate	analysis	ascend

Note: Some spelling words from Level 4 are also reviewed briefly.

Writing

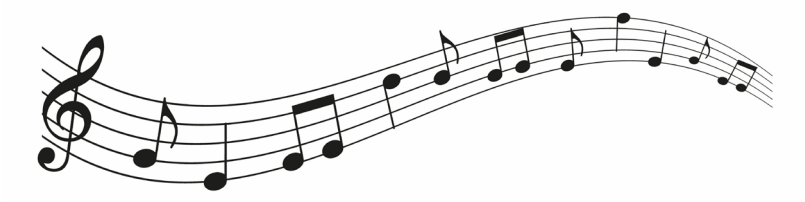
- Writing a response paper
- Short paragraph informative writing
- Effective writing instruction and practice

Memorization

In this course you will work on memorizing verses from "Battle Hymn of the Republic" by Julia Ward Howe, a writer you will study in this course. The course will refer you to this section to complete memorization exercises.

Battle Hymn of the Republic

(Verses 1, 4, and 5)



Mine eyes have seen the glory of the coming of the Lord:
He is trampling out the vintage where the grapes of wrath are stored;
He hath loosed the fateful lightning of his terrible swift sword,
His truth is marching on!

He has sounded forth the trumpet that shall never call retreat;
He is sifting out the hearts of men before his judgment seat;
Oh, be swift, my soul, to answer him, be jubilant, my feet!
Our God is marching on!

In the beauty of the lilies Christ was born across the sea,
With a glory in his bosom that transfigures you and me;
As he died to make men holy, let us die to make men free,
While God is marching on!

Lesson 2

Spelling

☐ Complete the exercises.

LOOK **at it,** SAY **it,** COVER **it,** WRITE **it,** CHECK **it. Complete twice for each word.**

lasagna _____ _____

mysterious _____ _____

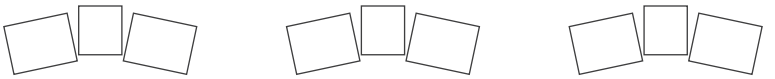
Write the following spelling words in alphabetical order: accumulate, accidentally, accommodate, achievement.

1. _____ 2. _____

3. _____ 4. _____

Write the syllables for each spelling word in the boxes.

ox - y - gen ex - er - cise re - li - gion



Homophones

- **ALTAR:** a platform or table used for worship. (Saul built an altar.)
- **ALTER:** to change (We had to alter our plans. I altered my dress.)

☐ Write a short sentence that uses each word correctly.

altar _____

alter _____

Vocabulary

proponent—a person who argues in favor of something
garner—to gather and store; reap
prominent—widely known; immediately noticeable; jutting outward
assimilate—to take in and incorporate as one's own; absorb
emulate—to strive to equal or become better than; to imitate
allocate—to assign, distribute, or set apart for a special purpose

☐ Fill in the blanks below with a vocabulary word from above.

1. Joseph will _____into the culture quickly.
2. The _____ congressman has a very _____ nose.
3. I want to _____ the famous Sauk athlete, Jim Thorpe.
4. The farmer will _____ an abundance of wheat this year.
5. My company will _____ a large amount of funds for remodeling projects next year.
6. My optimistic sister is a _____ of all that is good in the world.

Memorization

☐ Read the "Battle Hymn of the Republic" on page 9 two times out loud.

Wilbur Fisk Gordy Biography



☐ To your parent or teacher, read the following biography of Wilbur Fisk Gordy, author of *Abraham Lincoln*.

Although little is known about the personal life of Wilbur Fisk Gordy, his values and beliefs are evident in his life's work. Wilbur poured his heart and soul into his efforts as an educator, author, and proponent of peace. His desire to strengthen America's youth by creating curriculum that illustrated lessons learned from history in engaging and enlightening ways, which at the same time emphasized ideals of peace, harmony, and cooperation, provided a firm foundation in a nation that was still struggling to repair the damage done by its own Civil War.

Born in Salisbury, Maryland, on June 14, 1854, to Elijah Melson Gordy and Martha E. Sheppard, Wilbur was to be the middle child, with sister Lavina four years older and brother Vaughn six years younger.

Wilbur graduated from Wesleyan University in 1880 and accepted a position as vice-principal of Middletown Connecticut High School, where he stayed for three years. He then became principal at Henry Barnard School in Hartford, Connecticut, superintendent of schools in Hartford, Connecticut, and later superintendent of schools in Springfield, Massachusetts. Education was his passion, and Wilbur became a leader in his field. He served as president of the New England Teacher's Association and as a member of the Board of Education from 1913 to 1928.

During this time, Wilbur saw what was happening in European countries as they prepared for war, and he feared what could happen if America followed suit. He was determined to call his beloved countrymen to remembrance of the principles and values our nation had been forged

with, and he set to work writing, lecturing, and forming organizations to garner the support and strength needed to effectively instigate a return to our country's founding virtues.

In his lifetime, Wilbur authored 69 literary works and 246 publications. He began by collaborating on the book *Pathfinder in American History*, but he soon took the reins and continued to make American history come to life on his own. His most popular work, *School History of the United States*, has seen over 50 editions. Mindful of his audience, Wilbur recognized that in the early 1900s, half of the nation's students would not continue past sixth grade. It was Wilbur's desire to acquaint all American youth with prominent events and important people in American history. In his own words, "It is without doubt a great mistake to allow half of the pupils to go out from our public schools with almost no knowledge of the moral and material forces which have made this nation what it is today. It is an injustice to the young people themselves; it is also an injury to their country, the vigor of whose life will depend much upon their intelligent and patriotic support."

A quick glance at the titles of some of Wilbur's most popular works clearly demonstrates how committed Wilbur was to sharing America's legacy with its schoolchildren. *American Leaders and Heroes*, *Elementary History of the United States*, *Stories of American Explorers*, *Colonial Days*, *American Beginnings in Europe*, *Stories of Early American History*, *Stories of Later American History,* and *Abraham Lincoln* were just a few of his works, created in the hope that the nation's youth would see that cooperation and interdependence lead to progression in society and improvement of life for everyone.

Wilbur's goal was to present "the dramatic, the picturesque, the concrete, the personal" details of history to capture the attention of his readers. By invoking their imaginations and stirring sympathy in their hearts, he believed the content would be assimilated and students would seek to emulate those of noble character among our nation's heroes.

In many of his publications, Wilbur credits his wife, Isabel Drummond Hunter, for her criticism and feedback throughout the writing process.

The couple had no children of their own, but their tireless efforts blessed the lives of generations of schoolchildren with an understanding of and deep love for their country.

Although American history was riddled with war, Gordy proposed that Americans should not allocate their time and resources to preparations for war, but should unite in brotherhood and grow together in industry and civility. He believed that "our supreme business as a people is not the frightening of rivals but the making of friends." And that "to put this ideal into practice, we must live up to the motto that justice and righteousness are the keystone of national greatness." His strong convictions led him to join and become a board member of the American School Peace League—to promote "international justice and fraternity" through public education. A publication from the league in 1909 explained how the organization hoped to "further the work of developing a peace loving spirit among school children" by teaching the "destructive effects of war," including the loss of men—the moral wealth of the country—and the financial devastation it causes. Wilbur also served as president of the Connecticut Peace Society.

Although much of his life's work centered around education, Wilbur was a concerned citizen who sought to be involved in public life in his community. He, along with four other Hartford residents, founded the 1892 Club. This exclusive group of professionals met five times a year to discuss educational, social, and religious topics they deemed relevant to their lives or to worldwide welfare. Membership was by invitation only, and members took turns presenting at meetings. Remarkably, the club continues to operate to this day.

Wilbur's hard work and service did not go unnoticed. He received an honorary Masters of Arts degree from Marietta College as well as a Doctor of Humane Letters degree from Wesleyan University.

Wilbur Fisk Gordy passed away December 23, 1929, at the age 75, but many of his works are still in circulation today and touching the hearts of American schoolchildren generations later.

Grammar, Usage, Punctuation

☐ Read the following rules. Then, title a section in your notebook "Some of My Favorite Songs" and list three or more song titles, remembering to put them in quotation marks.

- Titles of books are put in italics or all capital letters, for example, *Little Men* or LITTLE MEN.
- Titles of songs are put in quotation marks, for example, "Amazing Grace."

Handwriting

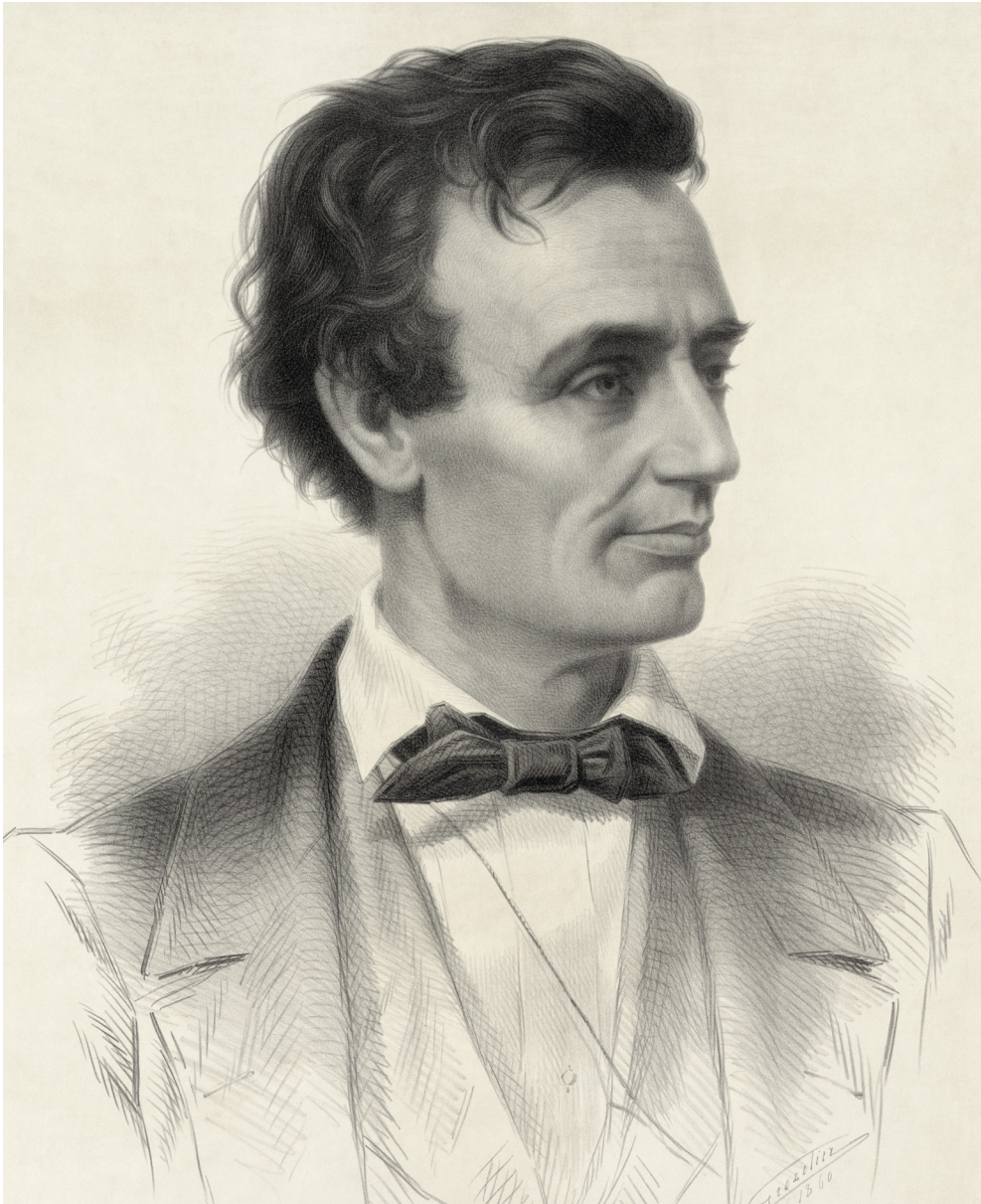
☐ Copy the following quote by Abraham Lincoln.

"Resolve to be honest in all events; and, if in your own judgment you cannot be an honest lawyer, resolve to be honest without being a lawyer."

"Resolve to be honest in all events; and, if in your own judgment you cannot be an honest lawyer, resolve to be honest without being a lawyer."

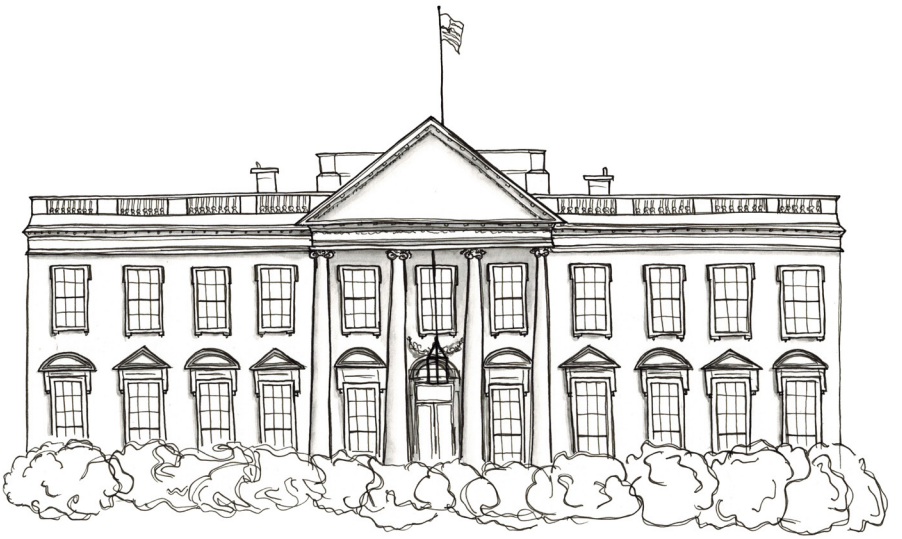
image is a water-repelling substance, while the negative image is water-retaining. When a certain type of ink is put on the plate, the ink will adhere to the positive part only. The plate is then pressed on the paper.

Below is a lithograph created by lithographer Leopold Grozelier (1830–1865) from the painting by Thomas Hicks (1823–1890). This image was created in 1860, before Lincoln grew his iconic beard.



Lesson 10

Geography



☐ Read the following facts about Abraham Lincoln's family and the White House:

1. President Abraham Lincoln, his wife Mary, and their sons Willie and Tad moved into the White House in March of 1861. Lincoln was the first president to set up family and official sides of the White House.

2. About a year after becoming president, Abraham Lincoln started living in a large summer cottage (on 250 acres of land) three miles from the White House from June to November. This allowed the Lincolns to escape the stresses of the city for part of the year.

3. Congressman Isaac Arnold, friend to Lincoln, wrote: "It will interest those who did not see him at the White House . . . to know something of his life and habits while he lived in the Executive Mansion. At Springfield, his home was a small, modest, comfortable, wooden cottage, such as is found everywhere in the villages of our country. Here he lived in a quiet unostentatious [not flashy] manner, without

any pretension, and dispensed to his personal friends and members of the bar and judges, a cordial but very simple hospitality. At the White House, he was compelled by custom and usage to have large receptions, to give dinners, and to adopt a life of conventional form and ceremony, to which it was not easy for him to conform, and which was far less agreeable than the simple and easy life he had led before."

☐ Read the following information about Washington, D.C.

Washington, D.C., with a total area of just over 60 square miles, is the capital city of the United States. It is not a state; it's a federal district.

When George Washington became the first president of the United States, the capital city of the country was New York. In those days there were only 13 states, and they were all along the East Coast. People wanted a capital city that was not too far north or south. George Washington chose a spot for the capital right in the middle of the 13 states. The city of Washington was named for George Washington, and the District of Columbia was named for explorer Christopher Columbus.

Because it was feared that people living in Washington, D.C. might unfairly influence Congress, residents of the District of Columbia pay full taxes but do not have representatives in the U.S. Congress. They can vote for the president of the United States, however. The federal government maintains jurisdiction over the city. Over 600,000 people currently live in Washington, D.C., and over 16 million people visit the area every year, enjoying the monuments and museums.

Important government buildings in Washington, D.C. include the U.S. Capitol Building (where Congress meets), the Supreme Court building, and the White House. The area also includes the Washington Monument, the Thomas Jefferson Memorial, and the Lincoln Memorial.

Interesting Facts

- The city was nearly destroyed during the War of 1812 against Great Britain.
- President George Washington never lived in the White House because it was not completed until a year after he died. John Adams was the first president to live in the White House.

- In 1912, Japan gave 3,000 cherry trees to the city as a show of friendship. They are especially beautiful when they blossom in the spring.



- Miles and miles of tunnels in Washington, D.C. are used by Congress.
- The huge Potomac River makes up a border of Washington, D.C. Several islands on the river have fantastic walking trails.
- The Library of Congress in Washington, D.C. is the largest library in the world. It houses more than 160,000,000 objects. If you were to set all the bookshelves side by side, they would extend for more than five hundred miles. The Library contains more than 6,000 books that were owned by Thomas Jefferson.
- "The district's population is among the most educated in the entire United States. Nearly half of all adults have at least a bachelor's degree. That's because Washington draws to it many of the nation's most ambitious young people, who come seeking opportunity in public service and politics." (common.usembassy.gov/wp-content/uploads/sites/70/2022/05/washington-dc.pdf)

Reading

☐ Read Chapter 8 of *Abraham Lincoln*. Remember to take notes in the section of your notebook you titled "Noble Character Traits of Abraham Lincoln."

Memorization

☐ Read the "Battle Hymn of the Republic" on page 9 two times out loud. Then, on page 10 complete the "Practice 1" activity by reading the song out loud and filling in the blanks verbally.

Lesson 22

Challenging Pronunciation Vocabulary

☐ Read the following words and definitions **to your parent or teacher.**

1. ***Porous*** [POUR–us]: full of pores; permeable by liquid or water
2. ***Iconic*** [i–CON–ic] : 1) widely recognized and well-established, like an iconic brand name; 2) widely known and acknowledged, especially for distinctive excellence, like an iconic author
3. ***Antithesis*** [an–TITH–ih–sis]: exact opposite
4. ***Dingy*** [DIN–gee]: shabby, dirty; lacking brightness and freshness
5. ***Anomaly*** [uh–NOM–uh–lee]: something that deviates from what is standard, normal, or expected
6. ***Eminent*** [EM–uh–nunt]: distinguished, noteworthy; lofty, high
7. ***Piazza*** [pee–ATZ–uh]: an open square or public place in a city or town
8. ***Secession*** [sih–SESH–un]: the act of seceding [SIH–seed–ing] (formally withdrawing from an alliance, political group, organization, etc.)
9. ***Coercion*** [koh–UR–shun]: compelling through force or threats
10. ***Cordial*** [CORE–jewl]: warm and friendly
11. ***Pallor*** [PAL–er]: paleness, as from fear, ill health, or death
12. ***Preceding*** [pree–SEE–ding]: previous, coming before

☐ Fill in the blanks with the appropriate vocabulary word from above.

1. We managed to clear the town _____ without the use of _____.
2. The _____ countertop seemed to absorb everything that touched it.
3. After years of hard work, his bakery had finally become _____ to the town.

4. Although they were disappointed following his _____ from the organization, the members were still _____.
5. With the _____ of a ghost, I stood before the crowd and sang my first solo.
6. It was a wonderful surprise to find that there would be a dinner _____ the play.
7. The _____ home was an _____ in the neighborhood.
8. Dr. Hansen, an _____ surgeon, completed the challenging procedure in record time.
9. The cheery disposition of the nanny was a welcome _____ to the previous babysitter.

Memorization

☐ Read the "Battle Hymn of the Republic" on page 9 two times out loud. Then, on page 11 complete the "Practice 3" activity by reading the song out loud and filling in the blanks verbally.

Reading

☐ Read Chapter 1 of *Two Noble Lives*.

Two Noble Lives

Samuel Gridley Howe and Julia Ward Howe

By Their Daughter, Laura E. Richards

First published in 1893

Chapter I: The Hero

My father, Samuel Gridley Howe, was born in Boston, Massachusetts, November 10, 1801. He came of good Colonial stock on both sides, his grandfather, Edward Compston Howe, having been one of the "Indians" of the Boston Tea Party, while his mother's uncle, Richard Gridley, was a gallant soldier and engineer who served at Louisburg in 1745, fortified Bunker Hill the night before the battle, and, under Washington's orders, aided in preparing the siege-works which finally drove the British from Boston.

Sam Howe, as my father was called, was a handsome boy with dark hair, rosy cheeks, and bright blue eyes—full of fun and mischief.

His father was a maker of ropes and cordage, and had a large "rope walk" on Charles Street. Sam was very fond of playing about the rope-walk and on the shore close by; for in those days the Back Bay was really a bay, and the water flowed up to the Charles Street houses, and stood deep over the spot where now the Public Garden blossoms. In winter the broad sheet was a clear surface of ice where there was fine skating and sliding. In spring, when the ice was breaking up, there was another sport, exciting but not at all safe, in which little Sam Howe delighted; and he spent much of his play time in "running tiddledies," which means jumping from one floating ice-cake to another. Once, while doing this, he fell in and was fished out and brought to his father's office, which was nearby, dripping with ice-cold water.

"Go home," said Grandfather Howe, "and tell your mother to whip you!"

"I went home," my father used to say, "but my mother did not whip me."

Sam went through the Boston Latin School. Then came the question, "What next?" There were three boys, Joseph, Samuel, and Edward. Their father was not rich and could not send them all to college. He called them round him one day and opened the big family Bible.

"Do you each read me a chapter!" he said. "The one who reads best shall go to college."

Sam read very much the best, so he was sent to Brown University in Providence, Rhode Island. Here he stayed for four years, studying a good deal, but sometimes playing naughty pranks. But the spirit of adventure which led him into mischief was soon to lead him to far different things.

On leaving college, Sam Howe went through the Harvard Medical School and received his diploma as Doctor of Medicine.

At that time the Greek War of Independence was going on. Greece had for centuries been under the cruel rule of Turkey, but now the Greeks had resolved to be free and had taken up arms against their oppressors. They were a brave and gallant people, and many young men of other countries went to help them in their struggle for freedom. Among these was my father (as I shall call him from now on). He had always loved Greek history; he greatly admired the poetry of Lord Byron, who had recently given his services to Greece; and he determined to do likewise and join the band of Philhellenes, or lovers of Greece.

In 1824, being then twenty-three years of age, he sailed for Greece and offered his services as surgeon to the Greek government. They

were accepted, and for six years he remained in Greece, first with the army and later as surgeon-in-chief to the Greek fleet. He fought in many a battle, side by side with the hardy Greek mountaineers; dressed like them in the "snowy camise and the shaggy capote;" he shared their toils and their hardships; and slept rolled in his cloak, with a stone for his pillow, under the open stars. Often for months at a time he tasted no flesh save that of mountain snails or roasted wasps. For weeks he went without bread, and sometimes for days together without food of any kind.

I remember asking him once, long years after, whether roasted wasps were not "horrid!"

"Not at all," he replied. "Roasted to a crisp and strung on a straw like dried cherries, they were not at all bad. I was often thankful enough to get them!"

The Greek chieftains loved him and called him "the beautiful youth." You have read in Whittier's ballad how he once saved the life of a wounded Greek, putting him on his own horse, with the Turkish soldiers close at hand, and barely escaping on foot with his own life. This man became his faithful servant and followed him like a dog, sleeping at his feet at night, and unwilling to lose sight of him even for an hour.

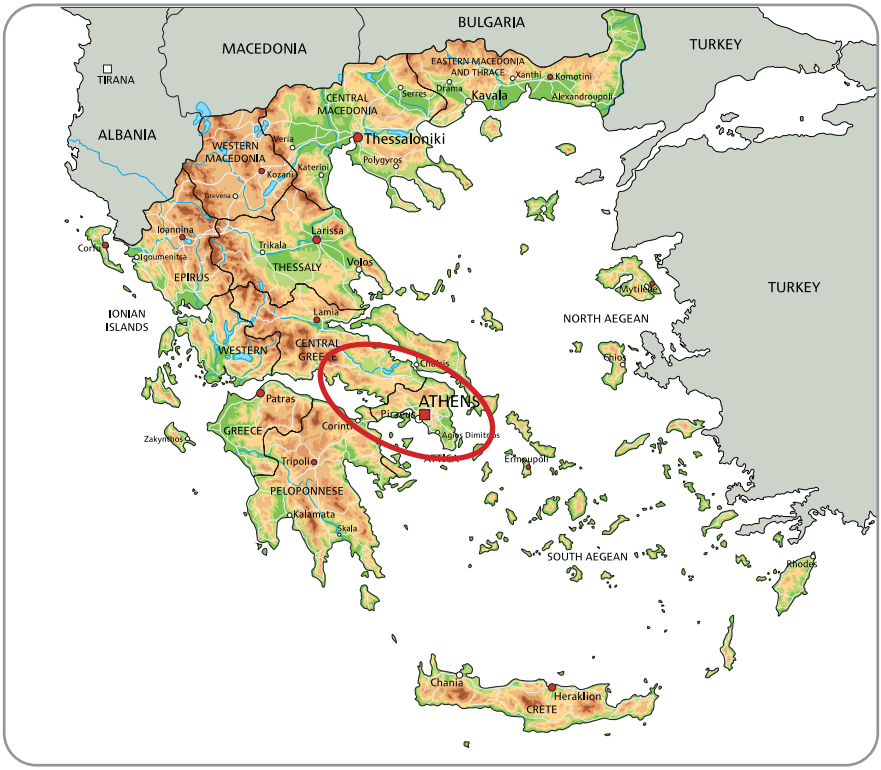
An officer who served with him said afterward that the only fault found with him was that he always would be in the fight and was only a surgeon when the battle was over.

My father kept a journal during the Greek Revolution, as this war was called. I have it now, a little sheepskin volume, small enough to carry in the pocket, the pages covered with very fine, crabbed writing in faded ink, which is now hard to read. In this book, by the light of the campfire or the smoky lamp in a village hut, he would jot down the


BLACK SEA
MACEDONIA
BULGARIA
ALBANIA
TIRANE
Istanbul
MARMARA DENIZI
TURKEY
Izmir
Samothraki
Thassos
Lemnos
Lesbos
Chios
Psara
Skyros
Thessaloniki
Chalkidiki
Mount Olympus
Larissa
GREECE
AEGEAN SEA
Euboea
ATHENS
Piraeus
Andros
Tinos
Mikonos
Ikaria
Samos
Patmos
Leros
Kos
Rhodes
Kea
Kithnos
Syros
Paros
Naxos
Amorgos
Astipalea
Sifnos
Serifos
Ios
Milos
Santorini
Kithira
Peloponnesus
Patra
Heraklion
Crete
Carpathos
SEA OF CRETE
MEDITERRANEAN SEA
IONIAN SEA
Lefkada
Ithaki
Kefalonia
Zakinthos
Kerkira
0
50
100
150 km
0
50
100
150 mi

☐ Read and complete.

Athens, the capital city of Greece, is the largest city in Greece, with a population of about 3.5 million people. Athens lies on a long ***peninsula***, a piece of land almost surrounded by water or projecting out into a body of water.



Athens has a mild, gentle climate. The winters are cool, without frost or snow. The summers are very warm and dry, often with light, pleasant breezes and cool nights. This lovely climate affects the architecture of the city.



Memorization

☐ On page 11 complete the "Practice 3" activity by reading the song out loud and filling in the blanks verbally.

Editing

☐ Edit the following sentences from *Two Noble Lives*. Use editing marks as shown on page 4 of your *Grammar and Writing Guide*. There are 15 mistakes that deal with these rules in your *Grammar and Writing Guide*: page 13—apostrophes, page 18—Rules 1 and 2, page 19—Rules 4 and 5.

1) My father, Samuel Gridley Howe, was born in Boston massachusetts November 10 1801.

2) They were a brave and gallant people and many young men of other countries went to help them in there struggle for freedom.

3) He found some little blind children took them home to his fathers house and taught them to read and write.

4) He gave them all clothing, and they set to work at once under his orders

5) My father was now an old man but he felt that he could not let them suffer while he had strength to help. He called a meeting of kind people in boston told them the sad story of the brave cretans and called on them for aid.



"The Waiting," an iconic 1900 painting by Nikiforos Lytras (1832–1904), was one of his most well-known depictions of Greek life. Using a large variety of color, artists like Lytras created works that made life look idealistic.

First Steps (1893)

Georgios Jakobides (1853–1932), another member of the Munich School, loved to paint scenes of infants and children. During the academic realism era, landscape painting became less common and most art depicted portraits or scenes of everyday life with realistic details that helped tell a story.



Lesson 27

Reading

☐ Read Chapter 7 of *Two Noble Lives*, the final chapter of the book.

Chapter 7: Afternoon and Evening

In the year 1867, my father had the happiness of going once more to Greece on an errand of mercy. When Greece won her freedom, the island of Crete had been left under Turkish rule; but now the islanders, a brave and hardy race, had risen against their tyrants and made a gallant struggle to win their freedom too.

As in the case of Greece so many years before, there was great suffering among the women and children. My father was now an old man, but he felt that he could not let them suffer while he had strength to help. He called a meeting of kind people in Boston, told them the sad story of the brave Cretans, and called on them for aid. It was generously given, and once more he sailed for Greece, carrying food for the hungry and clothing for the naked.

My mother went with him, as did my sister Julia and I, and we all helped in giving out the clothes, many of which had been made by Boston school girls. It was a delightful time for all of us. The Turks were angry and forbade my father to go to Crete, setting a price on his head, but he went all the same and came back safe.

Once, indeed, he came very near shipwreck. He was in a wretched little steamboat, the machinery of which broke down, leaving the vessel helpless. They drifted about all night at the mercy of the waves. With the morning a breeze sprang up, but the captain and crew of the tug (for it was nothing more) were only the more frightened and wept

and wailed, calling on the saints to help them. My father, however, tore down a piece of the awning and, with the help of a passenger, held it up by way of a sail, and so brought the vessel safe into port.

The brave Cretans did not succeed in winning their freedom that year, though they fought hard for it, but now they have their own government and are prosperous and thriving.

So long as he lived, my father never ceased to work for the good of others. He has been called "the Servant of Humanity," because he gave his whole life for the service of his fellow men.

In the year 1876, this great and good life ended.

My mother had still many long years before her, and she continued to fill them full of good and lovely and helpful deeds. She did not give up her studies, but she added to them all kinds of other work. We children were now grown up and married, so she had much more time at her disposal. She felt that the women of our country and of all countries might make their lives fuller and freer and broader than they had been. So she founded or helped to found many clubs and associations of women, some for work and some for study, all based upon the idea of helping women to help themselves. She felt that women should have the right to vote, and worked ardently in this cause. She wrote many essays and lectures, and went about the country delivering them. And wherever she went, she was gladly welcomed, as the author of the famous Battle Hymn, and as an earnest lover of her kind. The words of wisdom and cheer that she spoke gave help and comfort and strength to very many people, and her name became more and more beloved.

She felt that war was one of the most terrible evils, and that women ought to fight against it with the weapons of peace. So, for this cause too she spoke, often and well, and for it she wrote more than one poem.

My mother's poems fill several volumes, and some of them have

become household words. Here is one which I have always specially loved.

THE PARABLE

"I sent a child of mine today;
I hope you used him well."
"Now, Lord, no visitor of yours
Has waited at my bell.

The children of the Millionaire
Run up and down our street;
I glory in their well-combed hair,
Their dress and trim complete.

But yours would in a chariot come,
With thoroughbreds so gay;
And little merry men and maids
To cheer him on his way."

"Stood, then, no child before your door?"
The Lord, persistent, said.
"Only a ragged beggar-boy,
With rough and frowzy head.

The dirt was crusted on his skin,
His muddy feet were bare;
The cook gave victuals from within;
I cursed his coming there."

What sorrow, silvered with a smile,
Slides o'er the face divine?
What tenderest whisper thrills rebuke?
"The beggar-boy was mine!"

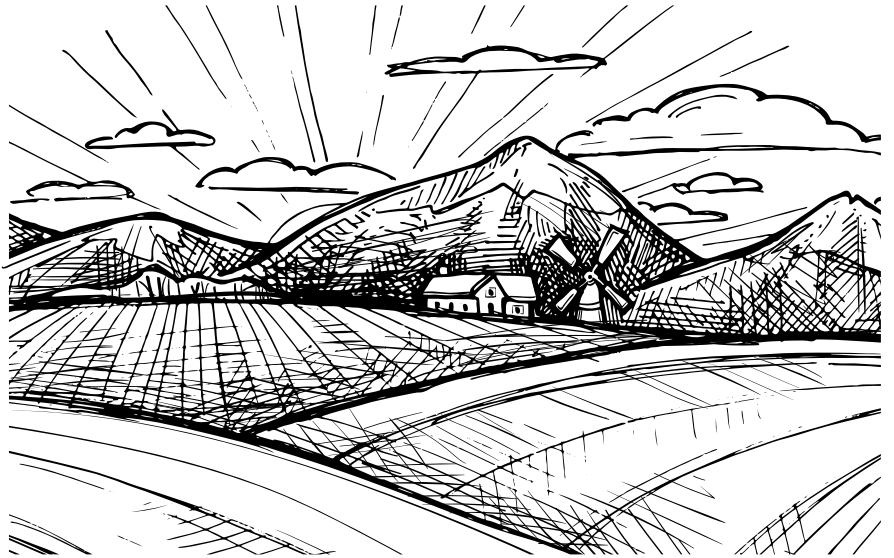
Lesson 28

Art and Writing

☐ Complete the assignment.

Laura Richards uses the beautiful imagery of a golden sunset to describe the end of her parents' lives. In your notebook, draw the sunset scene below or your own variation of the scene.

Then, in your notebook or on a computer, write your thoughts about this question: "What do I want to accomplish in my life so that the end of my life could be described as a beautiful sunset, bathing the world around it in glory?"



Memorization

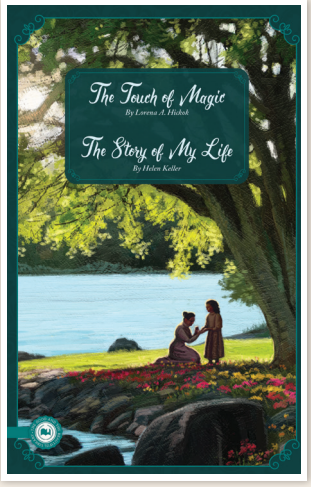
☐ Recite to a small or large group the verses of "Battle Hymn of the Republic" that you memorized in this course.

The Good and the Beautiful

LEVEL EIGHT

BOOK STUDY

The Touch of Magic by Lorena A. Hickok and *The Story of My Life* by Helen Keller



- Writing
- Spelling
- Grammar, usage, and punctuation
- Vocabulary
- Literature
- Handwriting
- Art

Level 8
Book Study

The Touch of Magic
by Lorena A. Hickok

The Story of My Life
By Helen Keller

Created by Jenny Phillips and The Good and the Beautiful Team

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goodandbeautiful.com

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About the Book Study

What are book studies?

The Good and the Beautiful Book Studies are student-directed, consumable booklets that accompany select books from The Good and the Beautiful, helping children explore the book while also studying language arts, geography, and art. To complete a book study, the student simply reads and follows the instructions in each lesson. The parent or teacher checks the student's work using the answer key.

What topics does this book study cover?

- Literature
- Writing
- Spelling
- Vocabulary
- Art
- Handwriting
- Grammar, Usage, Punctuation
- Geography

Who are the book studies for?

Rather than replacing the language arts courses, book studies are extra, optional courses. Book studies are especially helpful for summer learning or for children who complete a language arts course in less than a year and need more material to finish off the year.

The Good and the Beautiful curriculum has no Level 8 Language Arts course. The language arts courses go from Level 7 to the high school courses. Levels 8 and 9 book studies are designed for students who have completed The Good and the Beautiful Level 7 Language Arts course but do not want to start high school courses yet because

1) they finished Level 7 in the middle of a year and want something to work on before starting high school in the upcoming school year.

2) they are not interested in eventually completing high school courses earlier than 12th grade.

3) they are not quite ready for more intense reading or need more review of principles before moving on to high school courses.

4) they are not old enough for books with more mature (but still appropriate) topics and some wholesome romance.

Book studies are optional. Students do not need to complete any book studies between Level 7 and high school.

Levels 8 and 9 book studies review grammar principles learned through Level 7. Book studies include new literature, spelling, memorization, geography, art, handwriting, and writing assignments.

What materials are needed?

To complete this book study, you will need the following items:

- This book study booklet and the accompanying answer key
- *The Touch of Magic* by Lorena A. Hickok and *The Story of My Life* by Helen Keller (published by The Good and the Beautiful)
- *The Good and the Beautiful Grammar and Writing Guide* (This non-consumable guide is also used for the high school courses.)
- A blank (unlined) notebook for writing and drawing
- Drawing paper, drawing pencil and eraser, and a ruler
- 36-count or 48-count Prismacolor colored pencils (Note: Prismacolor colored pencils are a high-quality colored pencil. They are a little more expensive than other colored pencil brands. If you choose to use a cheaper brand, the smoothness, blending quality, and overall look of your drawing will not be as nice.)

How many book studies should be completed and in what order?

- Each book study has a different number of lessons, depending on the length of the book. Each lesson takes an average of 25–35 minutes to complete. It is recommended that students doing book studies for their sole language arts instruction do 1–2 lessons or more per day.

- The book studies do not go in any order. Students are encouraged to choose the book studies they would like to complete, but they are also encouraged to choose from a variety of genres, including biographies.

- There is not a set number of Levels 8 and 9 book studies that should be completed. These studies are a way to keep children reading good literature, learning new vocabulary, writing, and reviewing principles learned in previous levels until they are ready to begin the high school courses.

AT-A-GLANCE

30 Lessons

This section lists the main topics and principles covered in this book study.

Art

- Nature art appreciation
- Famous nature artists
- Art instruction in colored pencil

Grammar, Usage, and Punctuation

Review of the following grammar, usage, and punctuation rules from our Levels 4–7 Language Arts courses:

- Adjective & Adverb Rule #3: Double Negatives
- Adjective & Adverb Rule #4: Comparisons
- Adjective & Adverb Rule #5: Irregular Comparisons: Little and Bad
- Apostrophes—Indicating Possession (Plural and Multiple Nouns)
- Avoiding Faulty Comparisons
- Avoiding Shifts in Person, Voice, and Number
- Interjections

Commonly Confused Words

breath/breathe	may be/maybe
everyday/every day	of/have

Literary Devices

- Simile
- Metaphor
- Foreshadowing
- Imagery
- Hyperbole
- Onomatopoeia

Handwriting

- Handwriting practice with inspiring quotes by Helen Keller and Annie Sullivan
- Handwriting assignments can be completed in print or cursive

Homophones

soul/sole	coarse/course
beat/beet	desert/dessert

Correlated Literature Studies

- Poetry by John Greenleaf Whittier
- Biography on Alexander Graham Bell

Rule Breakers and Commonly Misspelled Words

arctic	business	battalion
beginning	appearance	benefited
belief	arithmetic	boundaries
believe	athletic	calendar
beneficial	attendance	candidate
Britain	balance	category

Writing

- Writing effective short answer responses
- General writing instruction and practice

Vocabulary

- Practice reading vocabulary words that are hard to pronounce (not listed here)
- Practice with vocabulary words from reading assignments:

Ambition [am–BIH–shun]: a strong desire to do or to achieve something, typically requiring determination and hard work
His friends and family knew that his ***ambition*** would take him far in life.

Amiable [AIM–ee–uh–bull]: friendly; pleasant; good-natured personality
She was ***amiable*** with everyone she met.

Adulation [add–you–LAY–shun]: excessive admiration, praise, or flattery
He was introduced with ***adulation*** to the expectant crowd.

Antagonism [an–TAG–uh–niz–um]: hostility; opposition; rivalry
The man dressed in black treated the young newcomer with ***antagonism***.

Auspicious [oss–PISH–uss]: favorable; conducive to success; promising
Her inspiring graduation speech became an ***auspicious*** springboard to a life of public speaking.

Barren [BEAR–uhn]: bleak; lifeless; without much or any vegetation
To grow successful crops on such ***barren*** land would be a challenge indeed.

Conveyance [cun–VAY–unce]: transportation; making an idea or feeling understandable to someone
The stagecoach was the only ***conveyance*** available.
Through his unique ***conveyance*** of sign language, I was able to comprehend his meaning.

Reticent [REH–tih–sent]: withdrawn; not readily sharing thoughts and feelings
She was ***reticent*** with the unfamiliar group that morning.

Scrupulous [SCREW–pew–luss]: attentive to details; very careful to not do wrong
He was ***scrupulous*** in everything he wrote.

Unpretentious [uhn–pree–TEN–shuss]: modest; humble; sincere; not concerned with appearing grand
Her ***unpretentious*** manner made everyone instantly feel at ease.

Veneration [vehn–ir–AY–shun]: great respect; reverence
I could not help but treat the gentle old man with ***veneration***.

Virtually [VIR–choo–ole–ee]: practically; nearly; almost
The bullet he shot straight into the air could have landed ***virtually*** anywhere.

Lesson 2

Spelling

☐ Complete the exercises.

LOOK **at it,** SAY **it,** COVER **it,** WRITE **it,** CHECK **it. Complete twice for each word.**

appearance _____ _____

attendance _____ _____

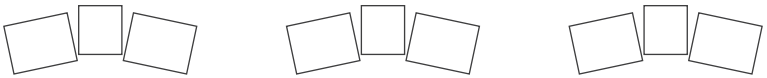
Write the following spelling words in alphabetical order: belief, beginning, beneficial, believe.

1. _____ 2. _____

3. _____ 4. _____

Write the syllables for each spelling word in the boxes.

cal – en – dar can – di – date ath – le – tic



Homophones

- **COARSE:** rough in texture (The wooden rail felt coarse.); rude in language or appearance (Her coarse manner was unattractive.)
- **COURSE:** a route or direction (We need to follow the course.); a series of classes about a particular subject in school (I finished the language arts course yesterday.)

☐ Write a short sentence that uses each word correctly.

coarse _____

course _____

Lesson 3

Editing

☐ In your *Grammar and Writing Guide*, read Adjective & Adverb Rule #3: Double Negatives (page 12). Then, edit the following sentences from *The Touch of Magic*. Use editing marks as shown on page 4 of your *Grammar and Writing Guide*. Hint: watch for double negatives. There are 12 mistakes.

1) No one in the women's ward knew nothing about her past

2) annie couldn't see nothing of course, but she could smell the Burned cloth and scorched flesh.

3) Also she spent a great deal of time with father barbara.

4) "You're not afraid no more, are you, Annie? he asked.

5) She must have been in constant pain, but no one never heard her complain

Reading

☐ Read Chapter 3 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled "Inspiration from Annie Sullivan and Helen Keller."

Handwriting

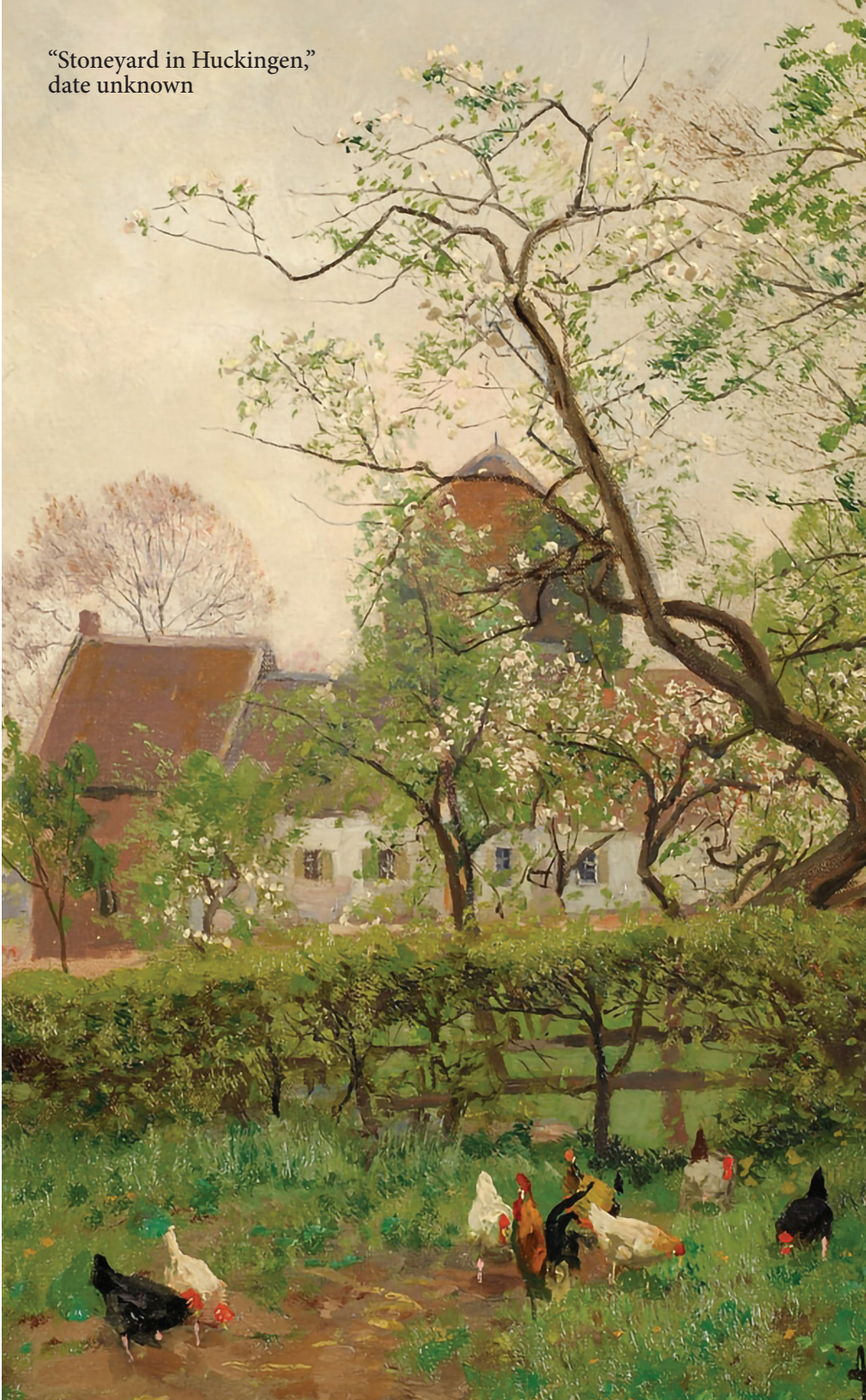
☐ Copy the following quote by Helen Keller.

"When one door of happiness closes, another opens; but often we look so long at the closed door that we do not see the one which has been opened for us."

"When one door of happiness closes, another opens; but often we look so long at the closed door that we do not see the one which has been opened for us."

Art

☐ Though blind, Helen Keller loved nature and was able to discover beauty all around her. Adolf Lins (1856–1927) was a German painter who lived at the same time as Helen Keller (1880–1968). Study the paintings by Adolf Lins on the following pages. Notice the colors, contrast, shadows, and the beauty that he found in the world around him. Ponder how you can notice the beauty around you with all of your senses.



"Stoneyard in Huckingen,"
date unknown



"Summer Lake Landscape," 1885

Lesson 11

Reading

☐ Read Chapter 11 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled "Inspiration from Annie Sullivan and Helen Keller."

Grammar, Usage, Punctuation

Apostrophes

☐ In your *Grammar and Writing Guide*, read Apostrophes: Indicating Possession—Singular, and Apostrophes: Indicating Possession—Plural (page 13). Then, write the possessive form of the noun that has been placed in parentheses at the end of each sentence.

Example: I found the bear's den.

Example: I found the two bears' favorite fishing spot.



1. I placed the purple flower on my _____ pillow. (mother)
2. The busy street was blaring with all the _____ horns. (cars)
3. _____ father owned many fine hounds. (Helen)
4. Let's leave cookies on the _____ porches. (neighbors)
5. The doors to every last one of the _____ stalls had been left open. (horses)
6. The _____ artwork was on display at the fire station. (children)
7. On our hike we spotted three _____ nests. (birds)



"The Ladies' Army Remount Depot, Russley Park, Wiltshire, 1918," 1919

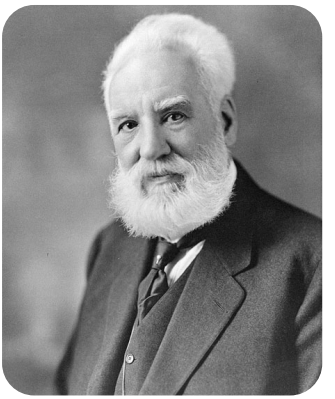
Lesson 13

Dr. Alexander Graham Bell Biography

☐ To your parent or teacher, read the following biography of Dr. Alexander Graham Bell, a dear friend to Annie Sullivan and Helen Keller.

"The inventor . . . looks upon the world and is not contented with things as they are. He wants to improve whatever he sees, he wants to benefit the world."

— Alexander Graham Bell



Alexander Graham Bell is best known for inventing the telephone, yet throughout his life, Alexander invented numerous scientific devices, most involving the generation and interpretation of sound waves. He also worked tirelessly to develop technologies that helped his deaf students improve their abilities to communicate and the quality of their lives. His interest in helping others was heavily influenced by his family and upbringing.

Alexander Graham Bell was born on March 3, 1847, in Edinburgh, Scotland. His father, Alexander Melville Bell, was a teacher as well as a phonetician and elocutionist, helping people improve their speech. His uncle and grandfather were also elocutionists. Paradoxically, his mother, Eliza Grace, began to lose her hearing when Alexander was 12 years old. Alexander was very compassionate and attentive to his mother. He learned the manual alphabet and would sit with her in the evenings, interpreting the family's conversation for her. He would also speak directly onto her forehead, which enabled her to hear him. Most of Alexander's early learning took place at home. He was very interested in music and taught himself to play the piano at a young age. He enjoyed creating things to solve problems and make things more efficient. He crafted his first invention at age 12. His best friend's family operated a flour mill, where Alexander often played. After watching the men work long hours husking grain, Alexander came up with a contraption using paddles, brushes, and nails that helped remove the husks

Lesson 15

Literary Devices

☐ Read the following and complete the exercises.

The literary device ***foreshadowing*** is using words and phrases to hint at what is going to happen without revealing the story or spoiling the suspense.

> *Examples:* "She had no idea that leaving the rake in the path would end up stopping a crime." "He never would have left his horse in the stall if he knew what was to take place that very night."

The opening line of Chapter 15 of *The Touch of Magic* reads: "There were a few happy, carefree years at Wrentham—four or five years in all—before it became apparent that Helen Keller was not going to be able to earn her living as a professional writer." This use of foreshadowing creates an interest in what will happen in the story, without revealing the story.

Read the following sentences and match them to the literary device used.

simile	The barren places in my mind blossomed like a rose.
metaphor	But about this time, I had an experience which taught me that nature is not always kind.
foreshadowing	She broadened my mind into a deep river.
simile	These happy days did not last long.
metaphor	The bits of knowledge one gathers become pearls of thought.
foreshadowing	The air stung my cheeks like fire.

5. Now it's time to draw the reflections of the trees and mountains in the water. The halfway grid line cuts the image in half so that the reflections should look nearly symmetrical to the mountains and trees.

6. Lastly, lightly draw some wispy clouds in the sky and some watery looking reflections of clouds in the water.

7. When you are done drawing the lake scene, erase your halfway point grid lines, except for the part of the horizontal line that defines the horizon line of the lake and the lighter blue hill in the distance. Also, if you have drawn any heavy lines with your pencil, lightly erase them so that you can still see the lines, but they are faint. After you have added colored pencil and you have completely finished, you do not want to have any graphite pencil lines showing.

Adding the First Layer of Color

When making a colored pencil drawing, it is important to understand that you are essentially blending layers of colors to achieve an overall look. Each colored pencil set comes with a wide variety of colors. In your set, you will likely find several different blues, several different greens, several different reds, and so on. You may not have the exact perfect "blue" in one colored pencil that you might need for the sky, but you can almost always achieve the blue that you are wanting (or something very close to it), by mixing and layering different colors together. Also, when you are trying to dull a color, or make a shadow color, you will never use black to do this, at least for the purpose of this colored pencil project. Often times there is a darker version of that color that you can layer over the top to darken or dull something, or you can use a color's opposite—or complementary—color to darken an area. For example, red's complementary color is green, yellow's is violet, and blue's is orange. You will begin by blocking in areas of colors for the first couple of layers.

1. <u>Lighter blue mountain in the distance above the canoe:</u> Using a light blue, color in the mountain in the distance. Layer a medium violet color over it, specifically on the upper top of the mountain area and the area to the right on the mountain.



2. Dark blue mountains above the trees: Using a dark blue, color in the mountains above the trees and the reflection of those mountains in the water. Do this on both sides of the canoe.

3. Trees: Choose a dark green and fill in the tree areas and tree reflections in the water.

4. Strip of grassy area at the base of the trees: Using a light green, block in the grassy area strip at the base of the trees.

5. Sky: Color in a medium blue for the bottom layer over the entire sky area, except for the clouds. Also, gradually press lighter and softer on your colored pencil as you fill in the sky areas above the canoe and the mountain in the distance, so that the sky appears to be a lighter blue in those areas. Next, layer a darker, royal blue over the sky, mostly near the top of your picture, and let it gradually fade as you get to the lighter blue parts of the sky.

6. Canoe: For the canoe, use a turquoise blue and a dark blue. Outline the passenger's body shape with a dark blue and dark brown, and leave the passenger's body either white or lightly color it in with brown.



Of Puerto Rico, Annie wrote to Helen:

> "The island is a dream of loveliness, a perfect riot of color, blossoming trees and shrubs, roses, clematis, tree-like lilies, poinsettias and many beautiful flowers I never saw before. But best of all, the climate is gorgeous, warm not hot. I mean it is not cruelly hot. There is always a delightful breeze from the ocean. The houses are painted all colors of the rainbow."

Reading

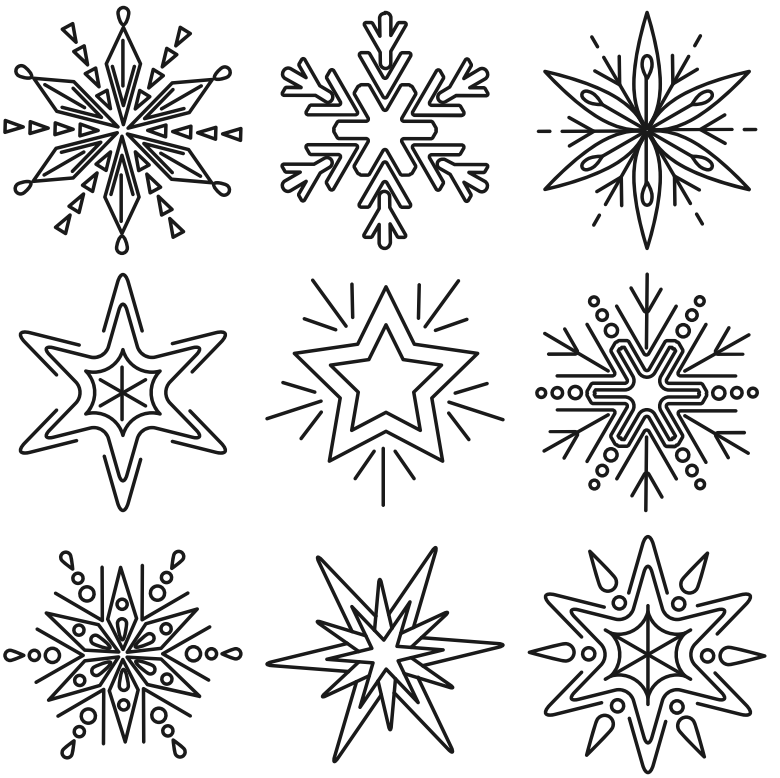
☐ Read Chapters 12 and 13 of *The Story of My Life*. Remember to make notes in the section of your notebook you titled "Inspiration from Annie Sullivan and Helen Keller."

Art

☐ Read and complete:

In the chapters you just read, Helen experienced her first snow. She wrote, "The air stung my cheeks like fire. . . The rays of the sun fell upon the trees, so that the twigs sparkled like diamonds and dropped in showers when we touched them." What a wonderful use of similes and imagery!

Choose your two favorite snowflakes and draw them in your notebook.

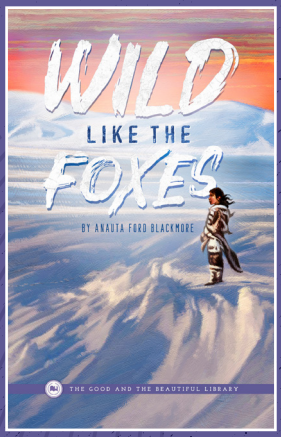


LEVEL EIGHT

Book Study

WILD LIKE THE FOXES

by Anauta Ford Blackmore



- Writing
- Spelling
- Grammar, usage, and punctuation
- Geography
- Literature
- Art

THE GOOD AND THE BEAUTIFUL

Level 8
Book Study



Created by Jenny Phillips and The Good and the Beautiful Team

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- Spelling
- Vocabulary
- Geography
- Art
- Editing
- Grammar, Usage, Punctuation

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2. they are not interested in eventually completing high school courses earlier than 12th grade.
3. they are not quite ready for more intense reading or need more review of principles before moving on to high school courses.

4. they are not old enough for books with more mature (but still appropriate) topics and some wholesome romance.

Book studies are optional. Students do not need to complete any book studies between Level 7 and the high school courses.

Level 8 book studies review grammar principles learned through Level 7 while introducing students to new literature, spelling, geography, art, and editing and writing assignments.

What materials are needed?

To complete this book study, you will need the following items:

- This book study booklet
- *Wild Like the Foxes* by Anauta Ford Blackmore (published by The Good and the Beautiful)
- *The Good and the Beautiful Grammar & Writing Guide* (This non-consumable guide is also used for the high school courses.)
- A blank (unlined) notebook for writing and drawing
- Watercolor paints (dry cakes), paintbrushes, watercolor paper, painter's or art tape, white acrylic paint, cup of water for rinsing

How many book studies should be completed and in what order?

- Each book study has a different number of lessons. Each lesson takes an average of 25–35 minutes to complete. It is recommended that students doing book studies for their sole language arts instruction do 1–2 lessons or more per day.
- The book studies do not go in any specific order.
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AT-A-GLANCE

19 Lessons

This section lists the main topics and principles covered in this book study.

Art

- Art appreciation
- Franklin Carmichael
- Watercolor instruction

Geography Locations/Principles

- Arctic region
- Aurora borealis
- Baffin Island
- Geography terms and principles
- Newfoundland and Labrador
- Political divisions of Canada
- Provinces and territories of Canada
- The Butchart Gardens

Grammar, Usage, and Punctuation

Review of the following grammar, usage, and punctuation rules from our Levels 4–7 language arts courses:

- Adjectives
- Adverbs
- Comma Rules 6 and 7
- Editing
- Plural nouns
- Quotation punctuation

Commonly Confused Words

affect/effect	fewer/less	good/well	lay/lie

Literature

- About the Author: Anauta Ford Blackmore
- Descriptive writing
- Reading comprehension
- Similes
- Static vs. dynamic characters
- Sensory language
- Using strong verbs

Spelling Words and Challenging Pronunciation Vocabulary

ambiguous	language	Quebec
atrocity	Niagara Falls	Vancouver
audacious	Nova Scotia	
bilingual	Ontario	
connoisseur	parliament	

Writing

- Letter writing
- Using well-chosen verbs
- Writing a summary
- Writing descriptive sentences and paragraphs

Vocabulary

arrayed [uh–RAY–d]: dressed splendidly
The young man was ***arrayed*** in a sharp red uniform.

buoyant [BOY–ant]: cheerful and optimistic; able to float on liquid or gas
Joe's ***buoyant*** smile brightened the room.
Apples bobbed, ***buoyant*** in the water.

coquettish [koh–KET–tish]: flirtatious without true affection to gain admiration or attention
Acting ***coquettish*** is not admirable; you should be genuine.

disheveled [dih–SHEV–ld]: untidy, unorganized
Sleeping made Roy's hair ***disheveled***.

ecstatic [ek–STAT–ic]: overwhelmed with good emotions
I am ***ecstatic*** to be offered a position with your company; this is my dream job.

emulate [EM–yoo–late]: strive to be equal or become better than; imitate
We ***emulate*** our ancestors because we admire their perseverance.

escapades [ES–kah–paydz]: unapproved or dangerous adventures
No one approved of their risky ***escapades***.

Lesson 1

Course Introduction

☐ Read the section.

Welcome to the *Wild Like the Foxes* book study! The goal of The Good and the Beautiful book studies is to strengthen both your mind and your heart. Thus, you are about to dive into a study of things that are pure, lovely, and of good report (Philippians 4:8), and . . . you are about to have a lot of fun! This is because learning that is connected to truth, meaning, and beauty, even if it requires challenging work, makes you feel good as it brightens and gives nourishment to your spirit.

Your mind is like a garden. You choose the seeds of flowers, trees, and grasses to plant in your mind and how hard you will work to nourish and care for the garden. Good and beautiful books will help your mind become a place where beautiful things grow and thrive. What do you want the garden of your mind to look like? Whatever design you think of, you can create by your choices and hard work!

Wild Like the Foxes is based on a true story. The main character, Alea, is the author's mother. The story is a fictionalized account of Alea's youth in Arctic Northern Canada. All the characters, settings, and main events in the book are true, but some of the details and dialogue are the author's best guess.

In addition to studying the book, you will practice grammar, usage, critical thinking, punctuation, editing, spelling, writing, vocabulary, geography, and art.

Terminology

☐ Read the section.

Dictionary.com explains, "The name Inuit, by which the native people of the Arctic from northern Alaska to western Greenland call themselves, has largely supplanted Eskimo in Canada and is used officially by the Canadian government. Many Inuit consider Eskimo derogatory.



Inuit Terms

ahaila: yes, certainly, in complete agreement

anana: mother

atata: father

nanook: polar bear

pepsi: dried fish

toktu: reindeer or caribou

☐ Using the terms and definitions above as a reference, draw a line from the term to its meaning.

ahaila	mother
anana	yes, certainly, in complete agreement
atata	dried fish
nanook	father
pepsi	reindeer or caribou
toktu	polar bear

Reading

☐ Read the Introduction and Chapter 1 of *Wild Like the Foxes*, and then describe how the characters below are related to each other.

Ahpea: _____

Koopah: _____

Soona: _____

Alea: _____

Finally, the provinces along the Atlantic seaboard are known as the Maritime provinces. This expanse of islands and peninsulas is earmarked by steep cliffs and fjords on the coasts and dense forests inland. The coasts contain nutrient-rich tide pools where sea life flourishes.

In a later lesson, you will learn more about the political divisions of this great country.



Reading

☐ Read Chapters 4–5 of *Wild Like the Foxes.*

☐ Optional: If you are reading this book at the same time as a parent, teacher, sibling, or classmate, discuss the following questions:

Do you think it would have been better for Alea to stay with Mrs. Jamieson? Why or why not?

Writing

☐ Read and complete.

Read these well-written descriptive sentences from *Wild Like the Foxes*.

"The trading post was a pretty place with its two white wooden buildings built on a smooth, flat grassy meadow. Back of the houses was a mountain of gray rock, towering high up as if to form a majestic background for this quiet place. The foreground stretched down to the sandy shore where the boat was now landing."

"Alea stood quietly on the shore. It was late fall, always heavy with fog. The quack of the eider ducks was near, yet the birds themselves were not visible in their shelter of thick weather. The cry of seagulls echoed eerily as they dove for bits of fish or mussels spewed up by the seals or whales. The smell of salty seaweed was everywhere. Alea heard the splash of a seal, safe now in its cover of fog and snow. How she loved it all!"

Modeling the writing style you just read, describe the scene on the next page, using your imagination to add sensory details of sight, sound, touch, and smell.



Lesson 10

About the Author

☐ Read this section and answer the questions.

ANAUTA FORD BLACKMORE

The date was unknown, but the night was fierce and stormy when Alea, an Inuit woman, gave birth to a baby girl. The midwife, Oomiálik, was glad for the diversion, for her only son, Anauta, and his friend were trapped on an ice floe being blown toward the sea by the harsh wind. When word came that the ice floe had been destroyed and the young men were gone, Alea did what any decent Inuit woman would do according to tradition: she named the baby girl after the midwife's dead son and let the midwife raise her. That was how author Anauta Ford Blackmore began her fascinating life.



Raised by Oomiálik on Baffin Island, 400 miles from the North Pole, Anauta learned to hunt, fish, build snow houses, and do everything necessary to survive the harsh life in the bitterly cold regions of northernmost Canada. Life was a constant struggle, with death waiting around every corner, but that was normal for Anauta and the warm-hearted Inuit people. Little did she realize, however, as she was building snow houses and hunting seals, that she would someday make her living writing books and speaking to audiences about the exciting and dangerous events she and her family and friends had experienced over the years.

But that's exactly what happened. Life events sent her south from Baffin Island to Labrador, Halifax, Montreal, Detroit, and finally to Indianapolis, where Anauta married Harry Blackmore and began sharing her stories with eager listeners, including her future coauthor, Heluiz Washburne, who begged her to put them into a book. Anauta and Washburne wrote piles of pages and sent them to a publisher who accepted the writings. Anauta's books were translated into foreign languages

Geography: Aurora Borealis

☐ Read the article.

On very clear nights near the Arctic Circle, a colorful display of lights called the aurora borealis can often be seen dancing across the sky. It may look magical, and many cultures have indeed passed down myths and legends about these beautiful lights, but there is actually a fascinating scientific explanation for this natural wonder.

The aurora borealis, or "northern lights," as it has been commonly called, has been known to light up the sky in every color of the rainbow, though green is most commonly seen. The northern lights have often been described as looking like a curtain shifting across the sky, although the motion of these "curtains" is not due to a cool breeze. It is caused by a solar wind that travels 93 million miles from our sun!

Each time a radioactive event called a solar flare erupts on the surface of the sun, it sends out a blast of plasma that forms solar wind. When solar wind nears our planet, some electrons are able to pass through the earth's magnetic field at its weakest points, the magnetic poles. Those electrons then smash into the gases that make up our atmosphere's electrically charged ionosphere layer. The crash affects the various gases differently, causing different colors to appear. Those colors and the way they move in the sky create the lights we know as the aurora borealis.



It is difficult to guess exactly when the northern lights will appear, but they usually peak along with solar storms every 11 years. The best viewing places are in the northernmost parts of Alaska, Canada, and the Nordic countries because these Arctic regions have little to no light pollution, especially during their long, dark winters when the sun is seen for only brief periods.

Art

☐ Follow the steps to create a watercolor painting of the aurora borealis.

1. Prepare area with supplies, and tape your watercolor paper to prevent sliding.
2. With your paint brush, apply a very thin layer of water to your paper.
3. Add a layer of base colors to start. Let this layer dry or use a hair dryer to speed up the process.



4. Add another thin layer of water. Then deepen the colors with another layer of paint. Watch the colors spread into one another and blend with a round brush by gently nudging the paint where you want it to go. Let dry.



Lesson 14

Vocabulary

☐ Draw a line from each vocabulary word to its definition. Refer to pages 6–7 for definitions, if needed.

arrayed	flirtatious without true affection
buoyant	dressed splendidly
coquettish	overwhelmed with good emotions
disheveled	cheerful and optimistic; able to float on liquid
ecstatic	untidy, unorganized

Quotation Punctuation

☐ Read and complete the section.

- If a full sentence is being quoted, begin with a capital letter.

  Correct: She said, “If I see two seals, I say I see two seals.”

  Incorrect: She said, “if I see two seals, I say I see two seals.”

- If a quotation is interrupted mid-sentence, do not capitalize the second part of the quotation.

  Correct: “I was listening,” Ahpea told her, “and heard him.”

  Incorrect: “I was listening,” Ahpea told her, “And heard him.”

Use editing marks as shown on page 4 of your *Grammar & Writing Guide* to edit the following sentences.

1. “The great trouble” he said, “Won’t come to us up the bay.”
2. “When we got here” he said, “We saw a lot of people on the shore who do not want their sons to go away.”
3. He said in a husky voice, “son, always be careful. Always be fair.”

“Bay of Islands” by Franklin Carmichael (1890–1945), 1930

Plural Nouns

☐ Make each word plural. (Drop the Y and add IES if a word ends with a consonant + Y.)

strawberry _____

valley _____

cherry _____

secretary _____

Geography: Political Divisions of Canada

☐ Read the article and answer the questions using the map. You do not need to use full sentences.

Canada is the second-largest country in the world next to Russia. The ten provinces of Canada were formed and given powers and structure by the Canadian Constitution in 1867.

In the southeast are the provinces of Ontario and Quebec. Ontario, with its breathtaking Niagara Falls tourist attraction, boasts the largest population of all the provinces, while French-speaking Quebec encompasses the largest land area.

British Columbia, the westernmost province in Canada, is renowned for the majestic, snow-covered Rocky Mountains and the Pacific Cordillera mountain range. The city of Vancouver, in British Columbia, is consistently ranked as one of the top places in the world to live.

Alberta, Saskatchewan, and Manitoba run along the central northern border of the United States. Saskatchewan is known for its glorious sunrises and sunsets. Whale lovers will want to travel to Manitoba,



Baffin Island

Reading

☐ Read Chapters 19–20 of *Wild Like the Foxes.*

☐ Optional: If you are reading this book at the same time as a parent, teacher, sibling, or classmate, discuss the following questions:

1. What was the difference between Jamieson's reaction and his wife's upon realizing that Alea had journeyed through that storm?
2. Try to put yourself in Alea's shoes (or boots) in this greatest trial of her life thus far. Try to describe what she might be feeling. Can you think of what you might have done? Would it have been the same as Alea's plan? Why or why not?
3. Why do you think Tamanna chooses to be unkind to Alea?

Writing

☐ Complete the writing activity.

In a previous lesson, you studied examples of how an author can reveal traits about a character without directly stating what those character traits are. The author did not say, "Alea was a hardworking girl." Rather, the author showed you she was hardworking. Sometimes authors can effectively tell the reader things in a direct way, but often it is more effective to show instead of tell.

Create an imaginary character and write a paragraph that shows (and doesn't tell) one or two admirable character traits.

Vocabulary

☐ Draw a line from each vocabulary word to its definition. Refer to pages 6–7 for definitions, if needed.

retentive	a thoughtless insult
speculatively	dark or slightly dark-skinned
piazza	an open square or public place in a city or town
slight	having power to retain, keep
swarthy	with curious, questioning thoughts

Art

Study the lines in this painting by Franklin Carmichael. Notice the slanting lines of the clouds, the wavy lines of the river, and the curved lines of the hills. This painting is of a silver mine in northern Canada.

