

**Unit:** #5 – Revolution

**Week:** 3/3

**History Theme:** Post War Events

**Science Theme:** Machines

**BOOK LIST**

**Independent:**

*A Child's History of the World* by Virgil M. Hillyer (CHW) ASIN B000B9RIM8

*Heroes of the Revolution* by David Adler (HR) ISBN 08241471X  
*Note that this book will be used throughout the unit. Your student should be prepared to orally narrate from this book each day.*

**Listening:**

*Why Not, Lafayette?* by Jean Fritz (WNL) ISBN 039923411X

**Read Together:**

*Shh! We're Writing the Constitution* by Jean Fritz (WWC) ISBN 0399214038

*Gear Up! Marvelous Machine Projects* by Keith Good (GU) ISBN 0822535661

*Note: teachers please read p. 4 for important safety information before completing any activities suggested in the book.*

**Reference Books & Materials** *Note that there are many more activities in this book than most students can make in a week. Listed are the common materials required for many of the projects described.*

Sheets of corrugated cardboard

Paper fasteners

Ruler

Scissors

Wooden dowel rods

Strips of thin cardboard, 1" wide

Plastic drinking straw that fits loosely on the rod

White glue

Screwdrivers (flathead and Phillip's head)

Small pair of pliers

Unwanted toy, old stereo, other small product that can be dismantled

Cardboard disks

Rubber bands

String

Thin white paper for tracing

Thin colored cardboard

Unit #5

Week 3

Days 96-100

<b>HISTORY/READING</b>		
<b>Day 96</b>	<p><i>Reading:</i> HR - pp 24-25 WNL - Ch 1-2 WWC - pp 7-13</p>	<p><i>Globe/Map Skills, Timeline and History:</i> WWC – What were the Articles of Confederation? Why was it important for the delegates to keep the convention discussions secret? WNL-What did Lafayette think of the Americans and George Washington specifically?</p>
	<p><i>Poetry/Fine Arts:</i> none</p>	<p><i>Projects:</i> none</p>
<b>Day 97</b>	<p><i>Reading:</i> HR - pp 26-27 WNL - Ch 3-4 WWC - pp 14-21</p>	<p><i>Globe/Map Skills, Timeline and History:</i> WWC – What are the three branches of government and why was the government set up that way? What fears did some of the delegates have about a “national” government? WNL – How did Lafayette feel about leaving America? Why was Lafayette considered the “Hero of the New World”?</p>
	<p><i>Poetry/Fine Arts:</i> none</p>	<p><i>Projects:</i> WWC - Have your student draw a tree and label it with the branches of the government as illustrated on page 15.</p>
<b>Day 98</b>	<p><i>Reading:</i> WNL - Ch 5-6 WWC - pp 22-30</p>	<p><i>Globe/Map Skills, Timeline and History:</i> WWC – What were some uncomfortable issues related to spending the summer in Philadelphia? What was the Great Compromise? WNL – What major position did Lafayette acquire after returning to France? How did Lafayette end up in prison? What was Napoleon and Lafayette’s relationship like?</p>
	<p><i>Poetry/Fine Arts:</i> none</p>	<p><i>Projects:</i> none</p>
<b>Day 99</b>	<p><i>Reading:</i> WNL - Ch 7-8 WWC - pp 31-37</p>	<p><i>Globe/Map Skills, Timeline and History:</i> WWC – What important section was missing from the Constitution? How was the government set up to check itself? WNL – Why did Lafayette return to America? How was he received? Who was Lafayette most eager to see? Why?</p>
	<p><i>Poetry/Fine Arts:</i> none</p>	<p><i>Projects:</i> none</p>
<b>Day 100</b>	<p><i>Reading:</i> CHW - Ch 76-77 WNL - Ch 9-10 WWC - pp 38-44</p>	<p><i>Globe/Map Skills, Timeline and History:</i> WWC – Was a Bill of Rights ever included in the Constitution? WNL – Why did Lafayette not like Charles X? How was Lafayette treated by the Americans when he died? Why?</p>
	<p><i>Poetry/Fine Arts:</i> none</p>	<p><i>Projects:</i> Have your student research The Bill of Rights and write down what freedom each of the ten Amendments protects.</p>

<b>SCIENCE</b>		<b>MEMORY WORK</b>
<i>Reading:</i> GU – pp 6 – 9 <i>Note that there are many possible projects listed. We recommend your student flipping through the book and deciding which ones he would like to build and concentrating on a few rather than trying to create all of them.</i>	<i>Discussion:</i> This is a book that will show your student the basic components of many machines. Read about and examine the basic components described in today's reading selection.	none
<i>Projects/Experiments:</i> Complete the activity on p. 9*, having your student dismantle an old mechanical toy or small appliance. Examine the different parts. *Make sure to follow all of the safety suggestions.		
<i>Reading:</i> GU – pp 10 - 15	<i>Discussion:</i> How does a lever work? How many items around your house can you find that are levers? What do crankshafts do? How do pulleys work?	Levers can be used to increase force or to change a small movement to a bigger one. Two or more levers are called a linkage.
<i>Projects/Experiments:</i> Choose some thing to make from the reading selection. Make sure to have on hand the basic supplies of corrugated and thin cardboard, paper fasteners, wire and pliers.		
<i>Reading:</i> GU – pp 16 - 19	<i>Discussion:</i> How do gears work? Did you see gears in the small toy or appliance you dismantled a few days ago?	Gears are used to make things faster or slower and to increase turning force, called torque.
<i>Projects/Experiments:</i> Make two gear wheels following the directions on pp. 16 and 17.		
<i>Reading:</i> GU – pp 20 – 25	<i>Discussion:</i> How do wheels and axles work? What would life be like without them?	none
<i>Projects/Experiments:</i> Make a basic vehicle using the directions on pp. 22 and 23. Roll it down a sloped surface. How do adding different amounts of weight affect the speed at which it rolls?		
<i>Reading:</i> GU – pp 26 - 29	<i>Discussion:</i> Would you like to design your own machine? What mechanical features would you like it to have? Would you like to add electricity to it? What would you like your machine to be able to accomplish?	none
<i>Projects/Experiments:</i> If your student is so inclined, have him design and build a machine, per the ideas and instructions given in this book. You might have him draw out his ideas before he begins construction. Have fun!		

Vocabulary: chassis, windlass, gear trains, load, force, torque

<b>NARRATION/WRITING ASSIGNMENTS</b>	<b>GRAMMAR/WRITING SKILLS</b>	<b>VOCAB/SPELLING</b>
<p>Have your student orally narrate from HR.</p> <p>Have your student imagine that he was a state delegate at the Convention. What would be the ten things that he would think were most important in establishing a new government. For today, just have him brainstorm and write down his ideas as notes.</p>	<p>This week your student will use his imagination to do some creative writing as noted in the Writing Assignments section. Today, you will be focusing on brainstorming or letting your ideas come freely without worrying about the actual writing skills.</p>	<p>Discuss the meanings of the following vocab from WWC: sovereign, scoffed, allegiance, adjourned</p> <p>Review the spelling words from the last four units. Orally quiz your student on 12-15 each day.</p>
<p>Have your student orally narrate from HR.</p> <p>Using his brainstorming notes from yesterday, have your student write out each of his ideas in complete thoughts or sentences.</p> <p>Have your student neatly copy today's science sentences.</p>	<p>The skill for today is moving from ideas to complete thoughts. You may want to do the first brainstorming idea with your student to demonstrate the difference between notes and complete sentences.</p>	<p>From WWC: legislative, executive, judicial, federal, presiding</p> <p>Spelling review</p>
<p>Have your student orally narrate from HR.</p> <p>Using his complete thoughts, have your student write a speech to convince others at the Convention that his ideas are sensible. Remember, he wants to be persuasive while clearly articulating his ten ideas.</p> <p>Have your student neatly copy today's science sentence.</p>	<p>In speech writing, it is important to catch the audience's attention but it is also important to have solid, clearly expressed ideas. Discuss both of these concepts with your student before he begins writing his speech.</p>	<p>From WWC: bombarded, droned, inhabitant</p> <p>Spelling review</p>
<p>Have your student orally narrate from HR.</p> <p>Have your student practice his speech today. He doesn't have to memorize it but should become familiar enough with it to present it orally tomorrow.</p>	<p>As your student practices his speech, remind him to make eye contact regularly and speak clearly.</p>	<p>none</p> <p>Spelling review</p>
<p>Have your student recite the science sentences for this week.</p> <p>Have your student orally narrate from HR.</p> <p>Have your student give his speech today.</p>	<p>none</p>	<p>none</p> <p>Spelling review</p>