

Lesson 3

In or Out?

Pages 7-9

Open Windows, pages 65-68

Objectives


- Learn the definitions of *ember*, *furtive*, *imperil*, *incite*, *unnerve* **A**
- Learn about the word *massacre* **B**
- Make a prediction **C**
- Summarize the story **D**
- Use context to determine word meanings **E F**
- Predict what may have happened after the story **G**
- Learn about onomatopoeia and identify onomatopoeic words **H I** **New**

Review


- **Summary:** Summarize a familiar Bible story, such as the one about Moses being hidden in a basket on the Nile River.
 1. Characters: Moses, mother, sister, princess
 2. Setting: land of Egypt in Bible times
 3. Problem: The king said Jewish baby boys must be thrown into the river.
 4. Event: Moses' mother put him in a basket and put the basket in the river. Moses' sister watched the basket.
 5. Solution: The princess found Moses and wanted to keep him for her own. She hired Moses' mother to be a nurse for Moses.
- **Context:** Ask students for a word that replaces the underlined word and matches the context.
 1. Grandma is an attractive woman with silvery hair, bright blue eyes, and smiling lips. (*Examples: pretty, lovely*)
 2. As we walked past the kennels, the dogs barked, wagged their tails, and pressed against the wires. (*Examples: pens, cages*)
 3. Philip grabbed a pen, tore off a sheet of paper, and scrawled a note. (*Examples: scribbled, wrote*)

Introducing the Story

This true story happened in the early days of America when white people were just beginning to settle the land the American Indians inhabited. Because of misunderstandings and greed, many American Indians and white people found it hard to trust each other. They often fought and sometimes killed one another.



3 In or Out?



Vocabulary

△ ember furtive imperil incite unnerve

A Write each vocabulary word beside its definition.

1. unnerve to cause to become nervous or upset
2. incite to stir up; to urge to action
3. furtive done in a secret way to avoid being noticed
4. imperil to put in danger
5. ember a glowing piece of coal or wood from a fire

Word Focus massacre

massacre (ma' si kər): to violently kill a group of people.

Massacre! The word sent chills down the backs of settlers living in North America in the 1700s. Britain and France were both fighting for control of land in North America. Both sides had groups of Indians helping them. French soldiers encouraged Indians to burn cabins and massacre whole families. It was a terrible time for the settlers, with injustices happening on both sides.

B Complete the activity.

6. One of the Ten Commandments tells what God thinks of a massacre. Look up Exodus 20:13 and write it on the line.

Thou shalt not kill.

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These settlers lived long before 911, when a telephone call would have brought fire trucks and police officers in a few minutes. They had no yard light to reveal who was prowling around their house in the darkness.

When news came that angry American Indians were on the warpath, some settlers fled while others prepared to fight. But the couple in this story knew it was wrong to kill people, even to save their own lives. They had always treated the American Indians fairly and kindly, and they wanted to continue living peacefully with them.

Demonstrate the way a latchstring works so that students understand the meaning of the title and the problem the Tylers faced.



Assign "In or Out?" (pages 65-68).



New Literary Technique: Onomatopoeia

Read the teaching box. Students who have used CLE's Reading curriculum in prior grades have been introduced to this term before. Make sure students know how to pronounce the word.

Explain that onomatopoeic words help us hear sounds. Give example sentences and have students notice the difference onomatopoeia makes.

- The squirrel made sounds from the top of the tree.
 - The squirrel *chattered* from the top of the tree.
- Mr. Pepper looked up as the bell on the door rang.
 - Mr. Pepper looked up as the bell on the door *jingled*.
- We heard the tires driving over the gravel.
 - We heard the tires *crunching* over the gravel.

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Story Comprehension

C Read the introduction and write an answer to the question.

Long ago a man and his wife heard that Indians were headed toward their settlement and would likely harm them. What should they do to protect their family? The neighbors urged them to bar the door, but the Tylers were not accustomed to doing this. They had to decide whether they would try to protect themselves or trust God entirely for protection. How do you think you would try to stay safe?

△ 7. **Answers will vary.**



Silently read "In or Out?" (pages 65-68).

D Complete the summary of the story. **Wording may vary.**

(8.) **James** and (9.) **Mary** Tyler lived long ago at a time when (10.) **Indians** were massacring white people. One night James and Mary struggled to know whether to put their (11.) **latchstring** in or out. They finally pulled it (12.) **in** and went to bed, but they could not (13.) **sleep**. They decided to (14.) **trust God** entirely, so James got up and (15.) **put the latchstring out**. The Indians did come to kill them, but when they found the latchstring out, they realized the Tylers (16.) **trusted God**. They left without harming James and Mary's family.

E Read the context surrounding each italicized word. Circle the letter of the word that best replaces it.

- "Every man within five miles has *upbraided* me for not protecting my children." (page 65)
 - scolded
 - encouraged
 - jailed
- "But is it really protection?" Mary *queried*, as now they sat alone in their cabin. (page 66)
 - shouted
 - thought
 - asked
- "Aye, James, I should feel much safer so," she replied. (page 67)
 - yes
 - no
 - perhaps

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F Sometimes a word is defined by a phrase near it. Underline the phrase in the following sentence that is a context clue for the italicized word.

- They had still continued to leave out the *latchstring*, the leather thong that enabled a person outside the door to lift the latch and enter.

G Write what you think the Tylers may have done after the Indian massacre.

△ 21. **Example: thanked God for His protection**

Literary Technique: Onomatopoeia

Onomatopoeia (ă' nă mă' tə pé' ə) is the use of words that imitate the sound they describe. Writers use this literary technique to help you *hear* what is happening.

Onomatopoeic words: pop crackle whirl



H Complete the definition of the term.

- Onomatopoeia is the use of **words** that **imitate** the **sound** they describe.

I Write an onomatopoeic word from the story to complete each sentence.

- The silence was broken only by the moaning of the wind in the pine trees and the **crackling** of the logs on the hearth.
- The latch **clicked** and the door swung open.



Looking Back

J Write the definition of each prefix.

- fore- **before; in front of**
- semi- **half; partly**

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Comprehension Information			
Part	Nos.	Skill	Page
C	7	Prediction	—
D	8-10	Summary	65
D	11	Summary	66
D	12-15	Summary	67
D	16	Summary	68
E	17	Context	65
E	18	Context	66
E	19	Context	67
F	20	Context	—
G	21	Prediction	—
I	23	Onomatopoeia	66
I	24	Onomatopoeia	67



Optional Story Activities

- Make a model of a door that can be barred using a latchstring.
- Read other stories from this period of history or ones about nonresistant Christians.

Lesson 4

In or Out?

Pages 10-13

Open Windows, pages 65-68

Objectives

- Analyze the significance of an action **A**
- Identify the cause of an effect **B**
- Support conclusions with story information **C**
- Lesson Verse: Learn that trusting God brings peace **D**
- Learn about nonfiction, biographies, and autobiographies **E F New**
- Interpret the meaning of the poem **G**
- Match bodies of water with their descriptions **H**
- Identify the rhyme pattern of the poem **I New**

Class Preparation

- Oral reading: A picture of the scene from this story that is painted on the south wall of the capitol building in Harrisburg, Pennsylvania. (In 2016 it could be found at www.pacapitol.com/Resources/PDF/History/Art-Architecture/08-Chapter-6-Part-1.pdf.)
- New: Stanzas of poetry on the board to practice rhyme patterns:
 1. *A wee little worm in a hickory nut
Sang, happy as he could be,
“O I live in the heart of the whole round world,
And it all belongs to me!”
— James Whitcomb Riley*

2. *A man of words and not of deeds,
Is like a garden full of weeds.
For when the weeds begin to grow,
Then doth the garden overflow.
– Unknown*
3. *The heights by great men reached and kept
Were not attained by sudden flight,
But they, while their companions slept,
Were toiling upward in the night.
– Henry Wadsworth Longfellow*

Review

- **Onomatopoeia** (*the use of words that imitate the sound they describe*)

Give students a theme word from the list below and have them name onomatopoeic words that fit each one. The words must imitate the sounds they describe. For example: water runs, but *run* does not sound like running water; children play, but *play* does not sound like children playing.

1. water (*Examples: gurgle, trickle, drip*)
2. recess (*Examples: chatter, bump, bang, thud*)
3. transportation (*Examples: honk, whiz, beep, screech, vroom*)
4. eating (*Examples: crunch, slurp, clink, fizz, clatter*)

- **Vocabulary words**

A. Review definitions. Then ask students to use the words in sentences.

1. ember – a glowing piece of coal or wood from a fire
2. furtive – done in a secret way to avoid being noticed
3. imperil – to put in danger
4. incite – to stir up; to urge to action
5. unnerve – to cause to become nervous or upset

B. Ask the following questions:

1. Do people **associate** happiness with frightening experiences? (*no*)
2. If someone is **reluctant** to do something, how does he feel about doing it? (*unwilling*)
3. How would you **calculate** how much time your homework would take on a certain evening?
(*Think about how much you have to do and how long it usually takes.*)
4. If you were ordering pizza, what would you **specify** that you want on it? (*Examples: pepperoni, cheese, onions, olives, peppers*)

- **Memory verse:** *The counsel of the LORD standeth forever, the thoughts of his heart to all generations.
Psalm 33:11*

Oral Reading

Share a personal story of a time you were afraid but trusted God, a time when you couldn't sleep because of worrying, or a dangerous experience through which God kept you safe.

Discuss the feelings the Tylers had throughout the story: the worry about how to protect their family, the fear they felt when they went to bed, the peace when they put the latchstring back out, and the sadness when they saw what had happened to their neighbors.

As students read, encourage them to use an appropriate tone of voice, such as whispering, talking nervously, or talking solemnly. This will help bring out the emotions of the story.

 Read "In or Out?" (pages 65-68).

Questions for Discussion

An artist named Violet Oakley painted a scene from this story on the south wall of the capitol building in Harrisburg, Pennsylvania. The painting is 12½ feet by 7 feet, 10 inches. It depicts the instant when the Indians opened the door and entered the cabin. Within the cabin, down from above, can be seen the wings of an angel. Two outstretched hands forbid the Indians to come any farther. If you have access to this picture, show it to students.

Discuss the following questions:

1. Do you think James and Mary Tyler expected that their faith in God and obedience to His Word would later be pictured in a public building for all to see?
2. Had the Tylers pulled in the latchstring to keep out the Indians or because their neighbors thought they should? (*because their neighbors thought they should*)
3. Did they put out the latchstring again because they wanted to trust God or because they knew the Indians wouldn't harm them? (*because they wanted to trust God*)
4. What happened to the neighbors who trusted in their barred doors? (*Their cabins were burned, and they were killed.*)
5. Do you think trusting God will always look good or make sense to other people who are watching you? (*Help students understand that doing things because of what others think often brings trouble and unrest; obeying and trusting God brings peace even if others do not understand.*)



Lesson Verse

Behold, the LORD's hand is not shortened, that it cannot save; neither his ear heavy, that it cannot hear. Isaiah 59:1

God is in control over everything, and He plans that certain events will happen. He picks the people and sees that it comes to pass. Men also make plans. They too choose their people and make their plans work. Wicked men sometimes plan to harm God's children. God knows all about such plans. He may do something to destroy the plans, or He may allow them to happen.

God's thinking is so different from ours that we cannot understand why He sometimes allows His children to suffer. Sometimes it seems to us that God cannot hear our prayers—His ears seem heavy—or that He is not doing something for us that we need him to do—His hand seems too short. But God is all-knowing. He sees our entire lives and knows the purposes He has for us.

James and Mary did not know if God *would* save them from the Indians, but they knew He *could*. They chose to put their trust in God rather than in a latchstring.

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Oral reading class: "In or Out?" (pages 65-68)

Story Comprehension

A Write a sentence to answer each question.

1. When James and Mary left the latchstring out, what did it tell the Indians?
Example: It told the Indians that the Tylers trusted God.
2. What did the latchstring being left out tell God?
Example: It told God that the Tylers were trusting Him.

B After James put the latchstring out, he and Mary experienced peace. Circle the letter of the cause of their peace.

3. a. They knew nothing bad would happen to them.
- b.** They had put their trust entirely in God.

C You can draw the following conclusions about the setting of the story. Write a fact that supports each statement and the page number where it is found.

4. The Tyler's cabin was near trees.
moaning of the wind in the pine trees page **66**
5. The Tylers did not have electricity. **or a branch scraped the roof** page **67**
- James rose and lighted the candle.** page **67**

Lesson Verse

Behold, the LORD's hand is not shortened, that it cannot save; neither his ear heavy, that it cannot hear. Isaiah 59:1

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New Nonfiction: Biography and Autobiography

Read the teaching box. Review and discuss the term *nonfiction*. The purpose of nonfiction is to inform or explain. Nonfiction writing provides factual information. Some genres (zhān' rēz) or categories of nonfiction are newspaper articles, letters, encyclopedias and other reference books, textbooks, diaries, essays, and reports.

Some stories also fall in the category of nonfiction. If the story is about a real person and is written by another person, it is a *biography*. If the story is about a real person and is written by the person himself, it is an *autobiography*. Noticing the meanings of the parts of the words *biography* and *autobiography* will help students keep the two genres apart.

Keep in mind that these genres often rank poorly on a fifth grader's list of favorite books to read. Motivate students to read biographies and autobiographies by introducing them to characters from history who led interesting lives and make good role models. Provide students with biographies that are written at a level they can understand and enjoy. Read a biography for story time.

Discuss the stories of the lives of your students and how the things they do today would be part of their biographies or autobiographies.

Following are ideas for projects that reinforce this skill. Use the life of George Washington Carver (from "George Makes a Way" in Lessons 11-14 of this LightUnit) or another character your students have read about. Assign one of the following projects. You may want to make this a class project rather than an individual one.

1. Make a time line. Use a roll of adding machine paper or tape strips of paper together. Record important events in the person's life, starting at his birth, ending at his death, and adding problems, events, and solutions in between.
2. Make a poster. Draw or find pictures that remind you of the person's life. Add a famous quote by the person, copy or write a poem, list character qualities, accomplishments, etc.
3. Make a biography box. Decorate the outside of a square tissue box to depict the character. (For George Carver, make it look like a log cabin or a school building.) Leave an opening in the box and put objects inside that remind you of the character. Attach a card with an explanation to each object. (For George Carver, you could put in a pack of seeds, cough drops, a pencil, picture of a corn dodger, a recipe, candle, etc.)
4. Make an imaginary journal. Write details that the character might have written. (Example for George Carver: Dear Journal, tonight I am so thankful that God led me to this place. I learned how to cook for the Paynes this evening and hope I will be a good cook for them.)

James and Mary didn't know if God *would* save them from the Indians, but they knew He *could*. They felt safer trusting God than trusting a lachstring pulled inside.

Trusting God for protection brings peace, while relying on ourselves or other things for protection brings worry and fear.

D Write words from the verse to complete each promise.

6. God's hand is not shortened. He can save you.
7. God's ear is not heavy. He can hear you.

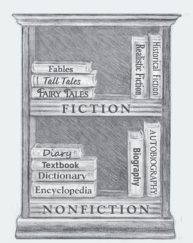
Nonfiction: Biography and Autobiography

When an author writes about real characters and happenings or facts about a subject, he is writing **nonfiction**. Two types of nonfiction stories are biographies and autobiographies.

A **biography** is the story of someone's life written by another person. An **autobiography** is the story of someone's life written by the person himself.

The words *biography* and *autobiography* both come from Greek words.

bio – life *graph* – write *auto* – self



E Complete the definition of each term.

8. Biography: the story of someone's life written by another person.
9. Autobiography: the story of someone's life written by the person himself.

F Write biography or autobiography to identify each book.

10. autobiography Anne Frank: *The Diary of a Young Girl* by Anne Frank
11. biography Anne Frank: *Life in Hiding* by Johanna Hurwitz



“Indian Names” (page 69)

Discuss the history of America and how American Indians inhabited the land long before any Europeans arrived. They got their food from the land by gathering fruit, nuts, seeds, roots, and wild plants; raising crops; and hunting and fishing. They made their clothes from animal skins and built simple shelters. Their way of life was much different from the explorers, trappers, and settlers who came to the New World.

The English language has borrowed many words from the American Indians, such as *moose*, *opossum*, *raccoon*, *skunk*, *hickory*, *pecan*, *squash*, *moccasin*, and *toboggan*. Hundreds of rivers, mountains, cities, and towns have Indian names. More than half the states of the United States have Indian names, and some of the provinces in Canada do too. Although few American Indians remain, we have many reminders of this group of people.

Read the poem to students. It describes four bodies of water: Lake Ontario, Niagara Falls, Missouri River, and Rappahannock River. Ask students if they know of any other bodies of water or places that have Indian names.

New Rhyme Pattern

Read the teaching box. Practice labeling the three common rhyme patterns with the stanzas you wrote on the board. If students need a visual aid for the patterns, circle the *a* rhyming words, underline the *b* rhyming words, and draw a box around the *c* rhyming words.

1. abcb 2. aabb 3. abab

Comprehension Information

Part	Nos.	Skill	Page
A	1	Story facts	68
A	2	Story facts	67
B	3	Cause and effect	67
C	4	Inference	66, 67
C	5	Inference	67

Lesson 4

Indian Names

Page 69 Long ago large numbers of Native Americans, then called Indians, lived in North America. Although many of them are gone, their names have not been forgotten. Many places and bodies of water in America have been given Indian names.

G Write the answer to each question.

12. Who is the “noble race and brave” that the poem talks about? Indians

13. What is the meaning of the phrase “their name is on your waters”?
Bodies of water in America have been given Indian names.

H Write the letter of the body of water that matches each picture or action.

14. d a child sleeping on his mother’s chest a. Lake Ontario
15. c brings payment from the west b. Niagara Falls
16. b thunders that wake the echo of the world c. Missouri River
17. a has great waves like the ocean has d. Rappahannock River

Rhyme Pattern

The **rhyme pattern** is the pattern formed by the lines that rhyme in a stanza. To label the rhyme pattern, begin with *a* for the first line and use *a* for every line that rhymes with it. Use *b* and *c* in the same way for other lines that rhyme.

Ye say they all have passed away, a
That noble race and brave; b
That their light canoes have vanished c
From off the crested wave. b
— Lydia Huntly Sigourney

I Underline the rhyme pattern of each stanza of “Indian Names.”

18. aabb abab abcb

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Lesson 4

Looking Back

J Write the definition of the term.

19. onomatopoeia the use of words that imitate the sound they describe

K Cross out an incorrect word in each sentence and write a vocabulary word to replace it.

embers furtive imperiled incited unnerved

20. unnerved ~~Comforted~~ by the near accident, Mom pulled off the road to rest.
21. embers ~~ached~~ The campfire burned down until only glowing ~~aches~~ remained.
22. furtive ~~obvious~~ Nobody noticed Annette’s ~~obvious~~ glances toward the door.
23. imperiled ~~protected~~ The doctor ~~protected~~ his life by driving on the icy streets.
24. incited ~~controlled~~ Barabbas was in jail because he had ~~controlled~~ a fight in the street.

L Write the vocabulary word that is a synonym of the italicized word in each sentence.

associate calculated reluctant specify

25. reluctant ~~unwilling~~ Janet had such a good time that she was ~~unwilling~~ to leave.
26. calculated ~~figured~~ “The way I ~~figured~~, we should make over ten dollars,” Emily said.
27. specify ~~identify~~ The instructions say you must ~~identify~~ the size and color you want.
28. associate ~~connect~~ Spot soon learned to ~~connect~~ lifting his paw with getting a reward.

M Complete the memory verse.

29. The counsel of the Lord standeth forever, the thoughts of his heart to all generations. Psalm 33:11

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