Vocabulary

ember  furtive  imperil  incite  unnerve

A Write each vocabulary word beside its definition.

1. ___________ to cause to become nervous or upset
2. ___________ to stir up; to urge to action
3. ___________ done in a secret way to avoid being noticed
4. ___________ to put in danger
5. ___________ 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.
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. __________________________

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

Complete the summary of the story.

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

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

17. “Every man within five miles has upbraided me for not protecting my children.” (page 65)
   a. scolded          b. encouraged          c. jailed

18. “But is it really protection?” Mary queried, as now they sat alone in their cabin. (page 66)
   a. shouted          b. thought            c. asked

19. “Aye, James, I should feel much safer so,” she replied. (page 67)
   a. yes              b. no               c. perhaps
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.

20. 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.

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

21. ____________________________________________________________________

**Literary Technique: Onomatopoeia**

**Onomatopoeia** (ä′ nə mä′ tə pē′ 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 whir

Complete the definition of the term.

22. Onomatopoeia is the use of ________________ that ________________ the ________________ they describe.

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

23. The silence was broken only by the moaning of the wind in the pine trees and the ________________ of the logs on the hearth.

24. The latch ________________ and the door swung open.

Write the definition of each prefix.

25. fore- _____________________________

26. semi- ____________________________
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?
   
2. What did the latchstring being left out tell God?
   
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.
   
5. The Tylers did not have electricity.

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
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 latchstring pulled inside.

T outing 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 _______________. He can _______________ you.
7. God’s ear is not _______________. He can _______________ 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.

\[bio – life\quad graph – write\quad auto – self\]

**E** Complete the definition of each term.

8. Biography: the story of someone’s life written by ____________________________.
9. Autobiography: the story of someone’s life written by the ________________________.

**F** Write biography or autobiography to identify each book.

10. _________________ *Anne Frank: The Diary of a Young Girl* by Anne Frank
11. _________________ *Anne Frank: Life in Hiding* by Johanna Hurwitz
Indian Names

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? ______________________

13. What is the meaning of the phrase “their name is on your waters”? ______________________

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

14. _____ a child sleeping on his mother’s chest a. Lake Ontario

15. _____ brings payment from the west b. Niagara Falls

16. _____ thunders that wake the echo of the world c. Missouri River

17. _____ 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, ________________
That noble race and brave; ________________
That their light canoes have vanished ________________
From off the crested wave. ________________

– Lydia Huntly Sigourney

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

18. aabb abab abcb
Looking Back

**J** Write the definition of the term.
19. onomatopoeia ____________________________________________________________________________
   ____________________________________________________________________________

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

- **20.** ____________ Comforted by the near accident, Mom pulled off the road to rest.
- **21.** ____________ The campfire burned down until only glowing ashes remained.
- **22.** ____________ Nobody noticed Annette's obvious glances toward the door.
- **23.** ____________ The doctor protected his life by driving on the icy streets.
- **24.** ____________ 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.

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

**M** Complete the memory verse.
29. The ____________ of the ____________ standeth ____________, the ____________ of his ____________ to all ____________. Psalm 33:11
Use this checklist to review for Quiz 1.

☐ Review the Looking Back sections.
☐ Study the meanings of the vocabulary words from Lesson 1.
☐ Study the memory verse: Psalm 33:11.

When you are ready, ask your teacher for Quiz 1.

Extra Activity: Onomatopoeia

A: Circle the onomatopoeic words in the word search puzzle.

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

BEEP
CROAK
DING
FIZZ
GIGGLE
HISS
JINGLE
MEW
OINK
PURR
QUACK
SPLAT
SWOOSH
TWANG
VROOM
WHIZ
YIP
ZOOM