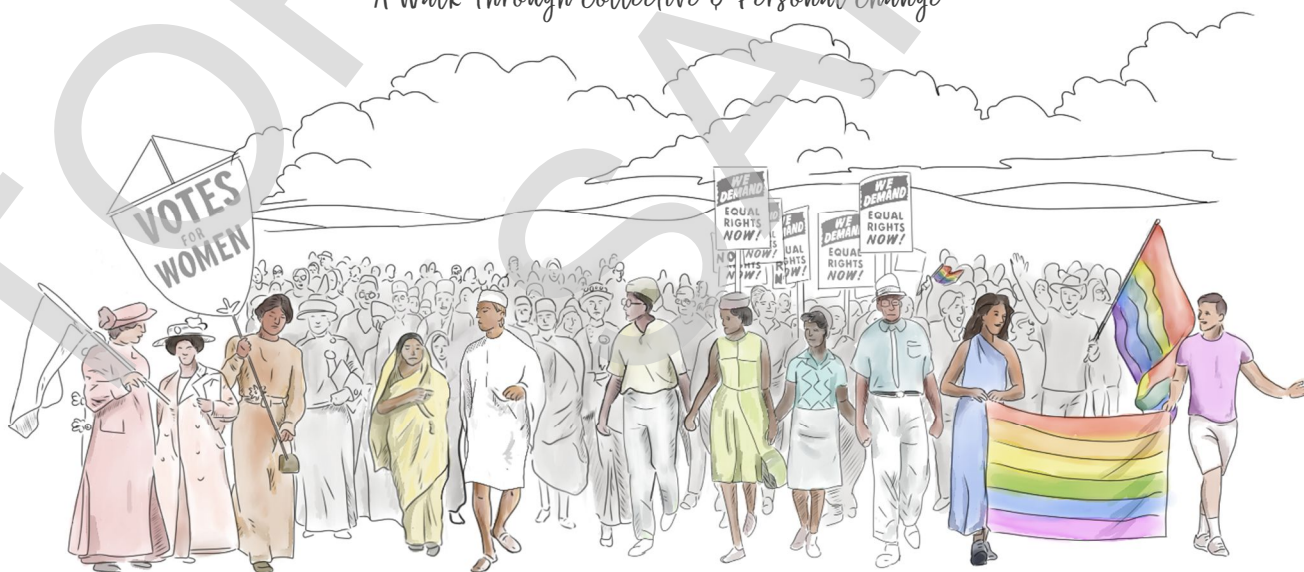


# LEVEL 4: IDEAS & IDENTITY

*Edition 1*



*A Walk Through Collective & Personal Change*





## WEEK 1: The British Empire (optional weekly schedule)

	Day 1	Day 2	Day 3	Day 4	Day 5
Lit & Poetry	Dactyl Hill, ch. 1-4 VSB	Dactyl Hill, ch. 5-8 Rhyme Scheme Activity	Dactyl Hill, ch. 9-12	Dactyl Hill, ch. 13-16	Dactyl Hill, ch. 17-20 Explosion at the Poem Factory
Writing/ Lang. Arts	SB, Wk. 1: Editing #1		SB, Wk. 1: Editing #2	SB, Wk. 1: Writing Opp.	BP, pp. 1-13 & prep Writer's Notebook
Art & Music	GA, pp. 6-13 & Art Style Guide	Women in Art, pp. 32-33			STCMP, pp. 1-20
Geo, S.S. & History	CCM, vol. I, sec. 1, ch. 1	THB, pp. 236-237	CCM, vol. I, sec. 1, ch. 2	THB, pp. 242	Watch Video
Math					
Science		SCI Level 4, Bologna Detection Kit		SCI Level 4, Machines I Sess. 1	
Ideas & Identity			Bl, pp. 9-18		GL, pp. 1-6 + act.

Read over Literature Primers & collect *Women in Art* images

### Week 1 Learning Partner Prep

Pre-read and prepare materials for *Game Logic* activity. Collect other supplies/materials for the week—Source online painting images for *Women in Art*. Pre-read pages 1-13 of *Brave the Page* to assist your learner in choosing a notebook that will suit their writing needs.

Read SCI, Machines 1, and collect supplies.

### Week 1 Activity Supplies

Art: Fabric, needles, thread, mason jar, hot-glue gun, polyester stuffing

Science: Check SCI

Game Logic: Collection of games, puzzles, and toys you already own





## Week 1—Checklist

### The British Empire

#### Student planner

- 📅 Allow student to order their week's assignments

#### Literature & Poetry

- 📄 Read *Dactyl Hill*, ch. 1–4
- 📄 Read *Dactyl Hill*, ch. 5–8
- 📄 Read *Dactyl Hill*, ch. 9–12
- 📄 Read *Dactyl Hill*, ch. 13–16
- 📄 Read *Dactyl Hill*, ch. 17–20
- 📄 Complete 2 pages of the Vocabulary Spell Book
- 📄 ⚡ Complete Rhyme Scheme activity on p. 24 and p. 60 in the Student Book
- 📄 Read Explosion at the Poem Factory

💡 *This selection can be read in two different ways. You can read through and study pp. 28-43, then read through the story or start with the story first. Pp. 28-43 are the "meat" of the learning with information about poetic elements that learners will need to know before they start writing poems of their own.*

#### Writing/Language Arts

- 📄 ⚡ Complete Torchlight Level 4 Student Book, Week 1: Editing #1
- 📄 ⚡ Complete Torchlight Level 4 Student Book, Week 1: Editing #2
- 📄 ⚡ Complete Torchlight Level 4 Student Book, Week 1: Writing Opportunity
- 📄 Read *Brave the Page*, pp. 1–13 & have your learner prep their writing notebook

💡 *Your learner will need a lined 8.5"x11" notebook of at least 150-300 pages (depending on if they anticipate hand-writing their novel/short story, or using a combination of their notebook for planning and the computer for typing their novel/short story). Be sure they write, "\_\_\_\_\_s Writing Notebook" on the cover. They can decorate it as they wish. While listening to or reading *Brave the Page*, they will be using their *Writer's Notebook* to take notes and complete the assignments and challenges posed within its pages. This process will prepare them, using easy-to-digest steps, to write their first novel, short story, or collection of short stories and provide all the information they need to reference during their writing process while keeping them on track. While your learner is participating in *Brave the Page* and *NaNoWriMo*, allow them to choose how to balance their writing life. If the amount of writing required means they need to take a pass on the weekly writing opportunities, that is a completely valid choice. It is best if they focus their attention on the writing that resonates with them the most.*

#### Art & Music

- 📄 Read *Great Art in 30 Seconds*, pp. 6–13, "About this book" and complete Art Style Guide, "Different Forms of Art" which can be found at the back of their Student Book, p. 78
- 💡 *This project will help learners become familiar with many different styles of art and practice distilling information into an efficient notetaking format. At year's end, we encourage planning an art gallery tour to use their finished guide and newly found art-style identification skills. Take the time along the way to observe the evolution of the styles as time progresses. Having the art styles close together in the Art Style Guide allows for a good direct comparison of styles.*
- 📄 Read *Women in Art*, pp. 32–33, "Beatrix Potter"
- 📄 Take a look online (or in print) at the paintings referenced in each biography to become familiar with their work.
- 📄 ⚡ Complete *Stitch Camp*, pp. 1–20, "Get Ready!"





## Social Studies & History

- 📄 Read *Curiosity Chronicles: Modern*, vol. I, section 1, ch. 1
- 📄 Read *Curiosity Chronicles: Modern*, vol. I, section 1, ch. 2

OR

- 📄 Read *The History Book*, pp. 236–237, "Scientific Advances"
- 📄 Read *The History Book*, pp. 242, "British Rule in India"
- 📄 ⚡ Look up all current territories under British sovereignty and mark them on your globe with washi-tape or mark each area on Google Earth. With a little research, can your learner figure out if the saying, "The sun never sets on the British Empire," has any truth to it today? Is Britain still an empire?
- 📄 Watch [Saragarhi – The Last Stand](#) (Extra Credits)

## Math



## Science

- 📄 Complete SCI Level 4, "Baloney Detection Kit"
- 📄 Complete SCI Level 4, "Machines I" (C11) Session 1: Leverage

## Ideas & Identity

- 📄 Read *Big Ideas for Curious Minds*, pp. 9–18, "What is Philosophy?" and "Know Yourself" and discuss
  - 💡 *These discussions will vary for each family depending on their worldview and life experiences. The key in making these discussions effective is to recognize that there is no "right" or "wrong" answer. Still, it is essential to reason your way to the thoughts you share and to challenge both your opinions (out loud for your learner's benefit) and challenge your learner's thoughts and ideas with more questions that add depth to the concept. As an added project, you can ask your learner to create a small booklet or poster that is illustrated by them with the week's philosophical ideas and a list of questions to ask themselves when they run into a similar situation. This will serve as a quick reference book that builds coping skills through the use of philosophical exploration. Have the Philosophy Discussion Guide on pp. 16-18 available.*
- 📄 Read *Game Logic*, pp. 1–6, "What is a game?"
- 📄 ⚡ Complete "Game, Toy, or Puzzle?" activity, p. 7
  - 💡 *Game Logic is an excellent complement to philosophical studies because it brings in the grounded study of reasoning and logic with a fun gamified twist. Materials for Game Logic activities vary depending on preference and what you have available. Therefore, look over each scheduled activity to decide on materials before each activity. Most activities involve simple supplies like paper, pencil, ruler, and tape.*





## Extensions

### Watch a video explaining what NaNoWriMo is

If you and your learners are unfamiliar with National Novel Writing Month, watch this [video](#).

### Watch 20 Dance Styles from Around the World

Watch and learn about [20 Dance Styles from Around the World](#) with Insider. Pause and find each country mentioned on your globe as you listen.

## The British Empire Enrichment Extensions

### Books

A Celebration of Beatrix Potter: Art and Letters by More Than 30 of Today's Favorite Children's Book Illustrators

Name That Art Style: All About Isms in Art

Horrible Histories: Barmy British Empire

Darwin and Evolution for Kids

Evolution: The Story of Life on Earth

On the Origin of Species: Young Readers Edition

Amazing Evolution: The Journey of Life

The Story of Life: Evolution is Amazing!

### Media/Movies

Miss Potter (2006)

*As with many movies based on real-life people, Miss Potter has both fact and fiction. To facilitate a discussion, here is a great article from [Horn Books](#) discussing the fact versus fiction.*

Genius of Charles Darwin

*Narrated by Richard Dawkins. Families with a religious belief system might want to pre-watch.*

Charles Darwin & The Tree of Life

Your Inner Fish

[How False News Can Spread \(Ted-Ed\)](#)

[Who Am I? A Philosophical Inquiry](#) (Ted-Ed)

### Learning Partners

Inglorious Empire: What the British Did to India

\* Please vet all movies prior to viewing with your learner for appropriateness.





## Rhyme Scheme

When reading *A Kick in the Head: An Everyday Guide to Poetic Forms*, you will see the parameters for writing that poetic form at the bottom of the page(s). This lesson is to help your learner understand the rhyme scheme patterns that are given within those parameters, so they can successfully create their poem in that form.

Rhyming words, as you likely know, are words that sound the same at the ends, such as **jump/bump**, or swimminging /skimminging.

When a poem has rhyming words at the **ends of its lines**, these are called "**end rhymes**." Here is an example of an end rhyme:

My friend loves rice.  
I also think it's quite nice.

A "rhyme scheme" is a way of describing the **pattern of end rhymes** in a poem. Each **new** sound at the end of a line in rhyming poetry is given a new letter, starting with "A," then "B," and continuing. If an end sound repeats the end sound of an earlier line, it gets the same letter as that earlier line.

Here are three slightly different poems, each with a different rhyme scheme. The first is **AABB**, the second is **ABAB**, and the third is **ABCB**):

He said, "Let's **go!**"           A  
I said, "**No!**"                    A  
We had a **talk.**                 B  
We decided to take a **walk.** B

I like to go with the **flow.**           A  
My friend likes **organization.**       B  
I love playing in the **snow.**           A  
My friend says it's just frozen **precipitation.** B

Today is **gray.**                 A  
I snuggle up with **tea.**        B  
My spot is cozy.                C  
It's perfect for me.             B





Have your learner complete the exercise in the Student Book, p. 60. Below is the key.

**Exercise KEY:**

1. Read the following poems by Christina Rossetti.
2. For each poem, identify the rhyme scheme and write it beside the poem's lines.

**Shut Out**

The door was shut. I looked between   A    
Its iron bars; and saw it lie,   B    
My garden, mine, beneath the sky,   B    
Pied with all flowers bedewed and green:   A  

From bough to bough the song-birds crossed,   C    
From flower to flower the moths and bees;   D    
With all its nests and stately trees   D    
It had been mine, and it was lost ...   C  

**Caterpillar**

Brown and furry   A    
Caterpillar in a hurry,   A    
take your walk   B    
To the shady leaf, or stalk,   B    
Or what not,   C    
Which may be the chosen spot.   C    
No toad spy you,   D    
Hovering bird of prey pass by you;   D    
Spin and die,   E    
To live again a butterfly.   E  

**What are Heavy?**

What are heavy? Sea-sand and sorrow;   A    
What are brief? Today and tomorrow;   A    
What are frail? Spring blossoms and youth;   B    
What are deep? The ocean and truth.   B  

**Today I Had a Rotten Day**

There is one that has a head without an eye,   A    
And there's one that has an eye without a head.   B    
You may find the answer if you try;   A    
And when all is said,   B    
Half the answer hangs upon a thread.   B  





## Hoover Stew

*Hoover Stew* was served across the U.S. during The Great Depression. It was designed to give even the most impoverished families something to eat.

### *How it got its name*

The dish was named after the United States' 31<sup>st</sup> president, Herbert Hoover, whose term was notably marked by the stock market crash of 1929 and the beginnings of the Great Depression.

During the Great Depression, temporary homes were gathered together in a central location on the outskirts of major cities. These “shantytowns” were set up across the nation as unemployed people were evicted from their homes. They were known as “Hoovervilles.” These shelters were cobbled together from wood, scrap metal, and even cardboard. You can read more about “Hoovervilles” via [Washington University](#).

The components of Hoover Stew were usually cooked macaroni, hot dogs, stewed tomatoes, and canned corn. Hot dogs became very popular during this time because they were inexpensive forms of protein. You can read more about the history of the hot dog [here](#). The ingredients were added together in a pot, simmered for a little bit and served in bowls.

This Depression-era recipe provided protein and carbohydrates, which kept up people’s energy during difficult times. After your learner tries the basic dish, you can perk it up for better consumption by adding a quick cheese sauce. If your family is vegetarian, you might choose to make [Boiled Depression Cake](#) instead, which has no eggs, no milk, or butter! The Spruce Eats has a few more [Depression era recipes](#) for you to consider and more information on food during the Great Depression, if interested.

### Ingredients:

- 1 16-oz box of elbow macaroni
- 2 16-oz cans of stewed tomatoes
- 1 package of hot dogs (veggie dogs or turkey dogs are a good substitute)
- 1 can of corn







Optional: Remember, this was Depression-era food to fill a need, so nothing fancy. If you want your kids to finish it, you might consider making a simple cheese sauce to add, once they have tasted Hoover Stew.



Cook the macaroni according to the package instructions. While this cook, slice up your hot dogs into thin bite-size slices.

Open the cans of tomatoes and corn, pour the complete contents of both cans, without draining first, into a large pot. Add your hot dog pieces. Break up the tomatoes as you stir and heat through.

Add the macaroni to the pot of tomatoes, corn, and hot dog pieces. Mix and heat through. Taste your creation; this is Hoover Stew!

Now, if it needs a bit more flavor for modern palettes, make a simple cheese sauce. Then drain the Hoover Stew through a colander. Add the cheese sauce and season to taste! Enjoy, and be thankful for cheese sauce!

