

# Art of English



## UNIT FOUR:

FROM  
LIFE  
TO  
LEGEND

Practice and enrich ELA skills  
through **models** of American  
ART, CULTURE & *History*.

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**Welcome to the Art of English, Unit Four: From Life to Legend**

*This unit introduces you to a new way of learning English through activities based on the art, culture and traditions of early 19th century America, a time when its territory and its people expanded to its farthest frontiers.*

*Art of English is a multi-layered approach to learning language. It connects models of art, music, poetry, drama and historical writings to learning reading, vocabulary, pronunciation, writing and comprehension skills.*

*Art of English uses three little verbs: **Model, Practice, Enrich** to guide you into learning a second language the way you learned your first. It engages your senses and evokes feelings. Our first activity will demonstrate...*

**MODEL: WRITE.** Study the picture on the front of this unit. Write down as many words as you can to describe what you see! These are literal descriptions. *Examples: wagons, horses, men.* Second, Study the picture again and write down as many ideas as you can that come to mind. *Examples: frontier, immigrants.* These are interpretations.

**LITERAL DESCRIPTIONS**

**INTERPRETATIONS**

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

**PRACTICE: WRITE. READ. SPEAK. LISTEN.** Write down your favorite description and interpretation on the board. Listen to the instructor pronounce each word/phrase and repeat what you hear. After all the students have written on the board, discuss the similarities and differences in the descriptions and interpretations.

**ENRICH: READ. WRITE.** Choose *three* descriptions or interpretations you like best from the list on the board. Add a verb to the description or interpretation and arrange the three into a three line stanza to make an original *poem* inspired by the painting. Write the *poem* here then read it to the class. Example: *brave immigrants explore / flowering wilderness is crossed / unknown future awaits /*

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**SPEAK. LISTEN:** Read your *poem* to the class. Listen to others read their poems. **Discuss:** What makes your writing a poem. What new vocabulary words did you learn from listening to others? What language skills did you learn from this lesson?



## UNIT FOUR: FROM LIFE TO LEGEND

### Historic Time Line: Historic events, Arts and Letters

North America+++++1800-1850+++++Western Europe

|  |   |
|--|---|
| 1800 U.S. government moves to Washington   | Napoleon becomes First Consul-France  |
| 1803 U.S. negotiates Louisiana Purchase with France  |   |
| 1804 Lewis and Clark begin exploration west  | Napoleon crowns himself Emperor   |
| 1807 Robert Fulton makes first successful steamboat trip on <i>Clermont</i> from New York City to Albany |   |
| 1808   | Beethoven's 5 <sup>th</sup> , 6 <sup>th</sup> symphonies performed          |
| 1812 War of 1812 with Britain over shipping rights   | Napoleon invades Russia, great losses.                                      |
| 1814 War ends, <i>Star Spangled Banner</i> written   | France defeated, Napoleon exiled.   |
| 1817 -1819 Building of the Erie Canal  |   |
| 1820 Missouri Compromise   |   |
| 1821-1824 Guatemala, Panama, Santo Domingo, Mexico declare independence from Spain.                      |   |
| 1820 Monroe Doctrine: US warns Europe: stay out of Western Hemisphere.                                   |   |
| 1823 Factory system arrives in New England   |   |
| 1830 Abolitionists establish Underground Railroad  |   |
| 1831 Nat Turner leads 1 <sup>st</sup> slave rebellion: unsuccessfully.                                   | 1833: Slavery abolished in Britain  |
| 1836 Mexican army defeats garrison at the Alamo  |   |
| 1845 Edgar Allan Poe publishes <i>The Raven</i> , other poems  |   |
| 1846 U.S. declares war on Mexico, takes Cal., N. Mex.  | Potato famine – Ireland   |
| 1848 U.S. defeats Mexico, wins claims to Texas, Calif. New Mexico, Arizona. Utah, Nevada                 | Major European cities – revolutions<br>Karl Marx <i>Communist Manifesto</i> |
| Harriet Tubman escapes from slavery, joins Underground Railroad  |   |
| Women's Rights Convention: Seneca Falls, N.Y.  |   |
| 1849 Gold Rush begins  |   |

### AMERICAN PRESIDENTS 1800-1850

3. Thomas Jefferson 1800-1808
4. James Madison 1808-1816
5. James Monroe 1816-1824
6. John Quincy Adams 1824-1828
7. Andrew Jackson 1828-1836
8. Martin Van Buren 1836-1840
9. William Harrison 1840-1841\*
10. John Tyler 1841-1844
11. James Polk 1844-1848
12. Zachary Taylor 1848-1850
13. Millard Fillmore 1850-1852 \*

**MODEL: READ. LISTEN. SPEAK:** Listen to the instructor read the following essay aloud. Then follow the words of the essay and mouth the words as they are being read. Finally, listen to your classmates read the essay one paragraph at a time.

## AMERICAN LEGENDS

*A legend is a story coming down from the past, especially one that is popularly regarded as historical, although not **verifiable**.* (Webster's 9<sup>th</sup> New Collegiate Dictionary)

For the first three hundred years, the United States of America was a **wilderness**, a British colony, an army of **rabble-rousers**, a loosely joined set of thirteen colonies, a **fledgling** nation and finally a government neither democratic nor republican but a combination of both. Never before in history, was a nation so **conceived**, and **nurtured** by the best ideas of the past. Never before was a young nation so eager to improve upon the old. Call it "**cockeyed optimism**", but 19<sup>th</sup> century America's focus was clear and straight ahead; optimistic, yes, cockeyed, no.

The unique experiences of America's 17th century colonists had planted the seeds. Jefferson's 18th century Declaration, Washington's leadership, Madison's Constitution and the Bill of Rights provided the strong roots. The 19<sup>th</sup> century saw the **flowering** of the cultural characteristics that distinguish the United States of America from other nations of the earth.

The 1800's is the century of legends, inventions, explorations, and cultural wars that dramatically shaped our nation's character. Real people became models of courage, strength and vision: Lewis and Clark, Sacajawea, Dolly Madison, Abraham Lincoln, Sitting Bull, Crazy Horse, Thomas Edison. Folk songs celebrated plain **folks** and super heroes: John Henry, Paul Bunyan, 49ers, **pioneer** men and women. It is when America's world **persona** was born.

**PRACTICE: READ. WRITE:** Define the following words from the reading, list its part of speech and use in new sentences.

1. verifiable \_\_\_\_\_
2. wilderness \_\_\_\_\_
3. rabble-rousers \_\_\_\_\_
4. fledgling \_\_\_\_\_
5. conceived \_\_\_\_\_
6. nurtured \_\_\_\_\_
7. cockeyed \_\_\_\_\_
8. optimism \_\_\_\_\_
9. flowering \_\_\_\_\_
10. folks \_\_\_\_\_
11. pioneer \_\_\_\_\_

12. persona \_\_\_\_\_

**PRACTICE: SPEAK, LISTEN. WRITE: :** Discuss the following questions, then write the best answers to the questions below.

1. How did Europeans view the United States for the first 300 years?  
\_\_\_\_\_
2. What does the phrase *cockeyed optimism* mean?  
\_\_\_\_\_
3. Metaphorically, what did 17<sup>th</sup> century colonists do? \_\_\_\_\_
4. What changes did the 18<sup>th</sup> century patriots bring about? \_\_\_\_\_
5. What is America's world **persona**? \_\_\_\_\_

**ENRICH:** **A FAMILY LEGEND** **JOURNAL #1**

**WRITE:** Write about a member of your family who you think is a legend. Include as many details about him/her as you can remember. Start with these words...

This is the story of \_\_\_\_\_ (write name of person). It was told to me when I was a child. \_\_\_\_\_ (name of person) was a legend because \_\_\_\_\_

\_\_\_\_\_  
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\_\_\_\_\_

**READ. SPEAK. LISTEN:** Ask the instructor to correct your writing. Re-write it here including all corrections. Read your legend to the class, listen to others.

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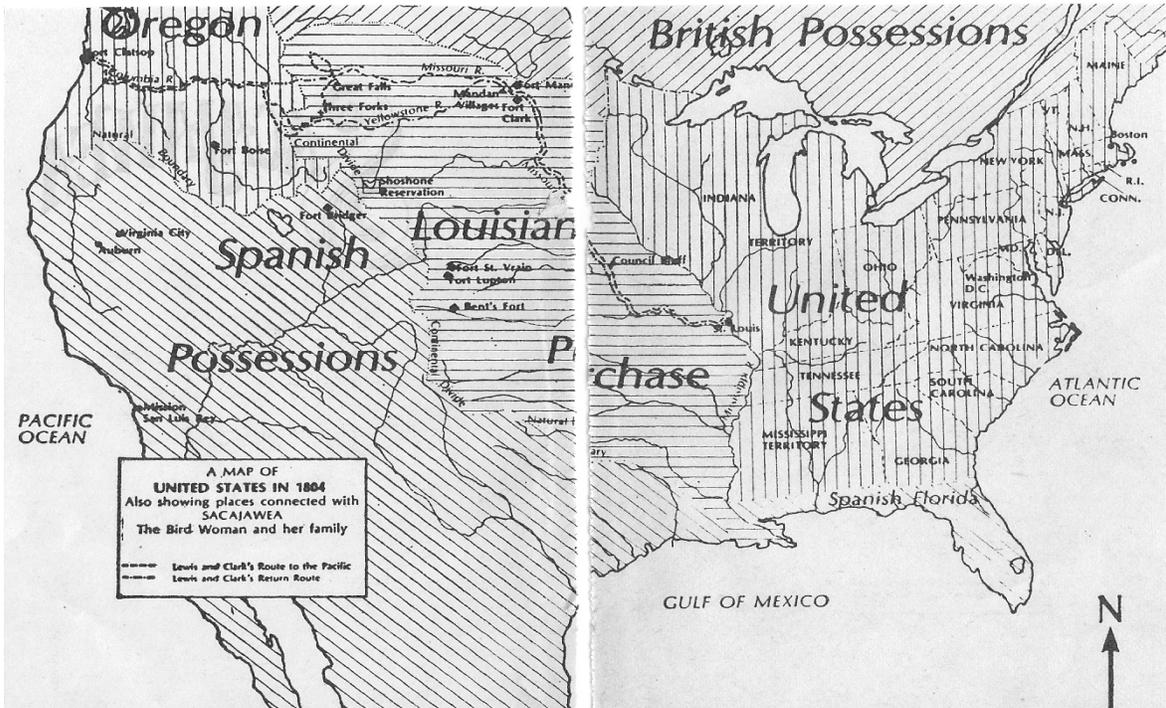




**MODEL: LISTEN, WRITE:** Listen to the instructor dictate **four** sentences about the Louisiana Purchase. Write down what you hear on the lines below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**NORTH AMERICA AT THE TIME OF THE LOUISIANA PURCHASE (1803-04)**



**PRACTICE: READ. WRITE:** Read the map, then write the names of the **Thirteen** colonies as they appear on this 1804 map.

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**PRACTICE: LISTEN, WRITE:** Listen to the instructor explain the map, then write the information in your own words. What was the United States like in the early 19<sup>th</sup> century? How does it differ from today?

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**PRACTICE: READ:** Read the **four** sentences about the Louisiana Purchase that were dictated on the previous page. Correct what you wrote for spelling, grammar.

**1. Thomas Jefferson bought the Louisiana territory from France in 1803 for 15 million dollars.**

**2. Napoleon sold the land because he needed the money for weapons and a bigger army.**

**3. Jefferson appointed Lewis and Clark to lead an expedition to find the Northwest Passage and to map out the territory.**

**4. Lewis and Clark started their expedition from St. Louis in 1804.**

**GRAMMAR CHECK: WRITE:** Using the four sentences above, write a question for each answer. Example: Answer: Jefferson Question: Who was president in 1803?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

What verb tense is used in three verbs in #3? \_\_\_\_\_

A proper name is spelled in two different ways in #4, write the two names here:

**ENRICH: READ. COLOR MAP:** Geographically, our country was the 13 original colonies when Captain William Clark and Merriweather Lewis were commissioned by President Thomas Jefferson in 1804 to explore the new Louisiana territory. Go back to the map on the previous page. **Color in the 13 original colonies.** Compare the colored area to the part of the map that remains uncolored is the territory Lewis and Clark were commissioned by President Thomas Jefferson to explore and map out. Discuss the difference in size between the 13 colonies and the Louisiana territory. *What effect did the Louisiana Purchase have on the history of the United States in geographical expansion alone?*

**MODEL: READ.** Listen to the instructor read the following paragraph. Follow the words in the paragraph and read it silently, moving your lips to form the words.

### **SACAJAWEA; LEWIS AND CLARK AND THE LOUISIANA TERRITORY.**

From Lewis and Clark's notebooks we know of the two years our first American legend, the native woman **Sacajawea**, traveled from the Dakotas to the Pacific Ocean (1804-1806). During that time Sacajawea gave birth to a son (February 1805), recovered important documents from a stormy river with her baby strapped to her back, convinced the Shoshones to sell horses to Lewis and Clark's party and was an essential symbol of goodwill for all: natives and explorers alike. The legendary Shoshone woman who at the age of ten was stolen from her people and enslaved by a warring tribe, is honored in American history for her part in helping the United States extend its territory into the lands of her people: in the eyes of the indigenous people, an ironic accomplishment.

**PRACTICE: READ.SPEAK. LISTEN:** Before you read the following passages from Lewis and Clark's notebooks, listen to the instructor pronounce each word, imitate the proper pronunciation. Define each word and use in new sentences.

#### **ADJECTIVES/ADVERBS**

timid  
topsy-turvy  
repeated  
instantly  
ashore  
on board  
overboard  
extravagant  
tender  
peculiarly  
touching  
ardent  
scarce  
instantly  
profusely  
moved  
frequently  
eldest

#### **NOUNS**

interpreter  
squaw  
portion  
cause  
vessels  
rudder  
orders  
duty  
bowsman  
kettles  
fortitude  
mark  
affection  
rigours  
captivity  
degree  
tears

#### **VERBS**

hired as  
delivered  
informed  
hasten  
administered  
penetrate  
trodden  
insure  
threatened  
righted itself  
rowed  
advancing  
sucking  
indicate  
embraced  
relieved  
weeping  
overpower

**WRITE:** Write 5 sentences using 10 adjectives/adverbs, nouns and verbs together.

Example: Charbonneau was *frequently hired as an interpreter.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**PRACTICE: SPEAK, LISTEN:** Choose one of your sentences and read it out loud to the class. Write down three of the read-aloud sentences as a dictation exercise.

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**GRAMMAR CHECK:**

**ADJECTIVES & ADVERBS**

**READ, WRITE:** Change the following **adjectives** into **adverbs** without changing the meaning of the sentence: Example: Interpreters give **repeated** instructions. Interpreters give instructions **repeatedly**.

1. Sacajawea was **timid** when she met Lewis and Clark.

2. Seeing Sacajawea and her brother together was **touching**.

3. Sacajawea showed **tender** feelings for her son.

**READ, WRITE:** Change the following **adverbs** into **adjectives** without changing the meaning of the sentence: Example: Sacajawea recognized her brother **instantly**. Sacajawea had **instant** recognition of her brother.

4. Charbonneau behaved **peculiarly** because he was afraid.

5. Sacajawea wept **profusely** when she recognized her brother.

6. Lewis and Clark wrote in their journals **frequently**.

**NOUNS & VERBS READ. WRITE:** Write two sentences for each of the following words: **first using it as a noun; second using it as a verb.**

7. cause (noun) \_\_\_\_\_  
cause (verb) \_\_\_\_\_

8. mark (noun) \_\_\_\_\_  
mark (verb) \_\_\_\_\_

9. List all the regular verbs from the Sacajawea vocabulary list \_\_\_\_\_

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**ENRICH: WRITE:** Become Sacajawea by recording her imagined feelings and ideas in **SACAJAWEA'S JOURNALS**, about each event described in Lewis and Clark's notebooks. Look at this painting. *Which one do you think is Sacajawea?*



**From the notebook of William Clark:  
November 1804**

*“A Mr. Toussaint Charbonneau came down to see us and wished to be hired as an interpreter. This man has a wife called **Sacajawea**, who is about 14 or 15 years of age. She is from the Shoshoni (Snake) nation and was captured by Hidatsa Indians when she was about 10. The Shoshonis lived by the Rocky Mountains and own many horses. Charbonneau informs us that his squaw (19<sup>th</sup> century name for Indian woman) will tell these Indians of our need for horses to carry baggage over the mountains. She is with child.”*

**SACAJAWEA'S JOURNAL:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**From the notebook of Merriweather Lewis** **February 11, 1805**

*This evening Sacajawea was delivered of a fine boy. This was her first child and Mr. Jessaume informed me that a small portion of the rattle of a rattlesnake had never failed to hasten a birth. Having such a rattle, I gave it to him. He administered two rings of it broken in small pieces and added to water. Whether this medicine was the cause or not, she had not taken it ten minutes before the baby was born.*

**SACAJAWEA'S JOURNAL:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**From the notebook of Merriweather Lewis**

**May 14, 1805**

*A sudden squall hit the white pirogue and Charbonneau, who is perhaps the most timid*



*waterman in the world, dropped the rudder, crying to his god for mercy and almost turning the boat topsy-turvy. In this pirogue was every article necessary to insure the success of our journey. Repeated orders could not bring him to do his duty until the bowsman, Cruzette, threatened to shoot him instantly. The boat righted itself, but was filled with water. The waves were running high. Cruzette ordered two of the men to throw out water with some kettles while he and two other men rowed her ashore.*

*Sacajawea, whose fortitude was equal to any person on board, caught and saved most of the light articles that were washed overboard*

*SACAJAWEA'S JOURNAL:*

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**VOCABULARY REVIEW: WRITE:** Fill in the blanks with the appropriate word from the list of Sacajawea vocabulary.

- Lewis and Clark \_\_\_\_\_(adverb) \_\_\_\_\_(past tense verb) Charbonneau, Sacjawea's husband, as an \_\_\_\_\_(noun).
- Sacajawea was \_\_\_\_\_(adverb) \_\_\_\_\_(past tense verb) of a baby boy when she drank a \_\_\_\_\_(noun) of rattlesnake ring.
- Because they saw a \_\_\_\_\_(noun) in the piroque with the men, the Indians did not try to \_\_\_\_\_(verb) Lewis and Clark's expedition.
- Sacajawea was the main \_\_\_\_\_(noun) of Lewis and Clark's success which was constantly \_\_\_\_\_(past tense verb) by the \_\_\_\_\_(noun) of the undiscovered Louisiana Territory.

**READ:** Read the last selection from Lewis and Clark’s journals aloud for pronunciation practice and dramatic emphasis.

**August 17, 1805...***Clark saw Sacajawea who began to dance and show every mark of the most extravagant joy, turning around and pointing to several Indians whom he now saw advancing on horseback, sucking her fingers at the same time to indicate that they were of her tribe (they had eaten together). Our party drew near to the camp and just as we approached it a woman made her way through the crowd towards Sacajawea and recognizing each other, they embraced with the most tender affection. The meeting of these two young women had in it something peculiarly touching not only in the ardent manner in which their feelings were expressed, but from the real interest in their situation. They had been companions in childhood, in the war with the Minnetarees they had both been taken prisoners in the same battle, they had shared the rigours of their captivity till one of them had escaped with scarce hope of ever seeing her friend relieved from the hand of her enemies. . . Sacajawea came into the tent, sat down and was beginning to interpret, when in the person of the chief she recognized her brother. She instantly jumped up and ran and embraced him, throwing over him her blanket and weeping profusely. The chief was himself moved, though not in the same degree. After some conversation with them, she attempted to interpret for us, but her new situation seemed to overpower her and she was frequently interrupted by tears. After the council, the unfortunate woman learned that all her family were dead except two brothers, one of who was absent and a son of her eldest sister, a small boy who was immediately adopted by her.”*

**SACAJAWEA’S JOURNAL:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

**MODEL:**  **READ:** In this painting by C.M. Russell, explorers Lewis and Clark are in the final days of their journey from Missouri territory to the Pacific Ocean. Sacajawea is using sign language with the Chinook Indians at Gray's Bay on the Columbia River. Captain Clark attributed the friendliness of the river tribes to the presence of Sacajawea. He wrote in his journal: "*We find she reconciles all the Indians as to our friendly intentions, a woman with a party of men is a token of peace.*" (November, 1805) Discuss the importance of Captain Clark's observation.



**PRACTICE:**  **WRITING DRAMATIC MONOLOGUES**

**WRITE:** Study the painting carefully and identify the historic characters you read about in the previous pages: Charbonneau, Sacajawea, Lewis and Clark and the Chinook leader. Choose two characters in the picture, write a dialogue their two names, write descriptive words on the line next to their names. The two

**CHARACTERS** in my DIALOGUE will be:

1. \_\_\_\_\_
2. \_\_\_\_\_



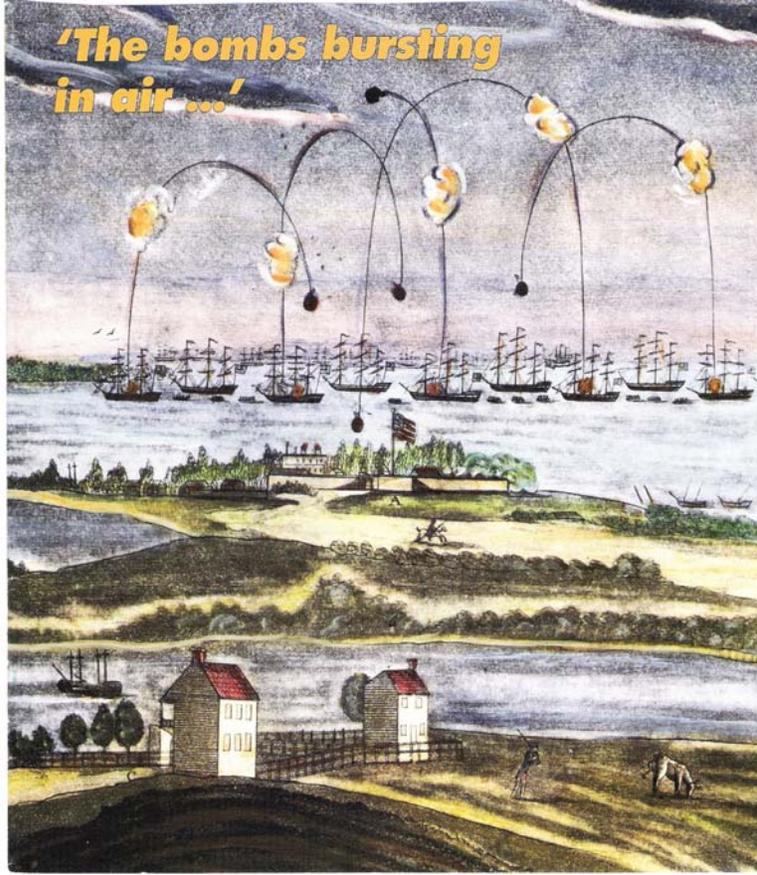
## ENRICH. READ. SPEAK. LISTEN:

## STUDENT DIALOGUE

Read the following dialogue written by an ESL student and inspired by the painting.

- Sacajawea: Today is a misty day, but we will receive god's blessing. Our earth mother is coming soon in the full moon.
- Clark: I can see in the river fog. Big boats with great birds on the floating wood. Terror is coming into our minds.
- Sacajawea: It is not time to die. Our gods are waving the leaves of the trees, swimming in the river. Don't be afraid. In their eyes I can see peace.
- Clark: Look at their weapons. Their faces demonstrate fierceness and fear. They are getting closer. I don't want to leave my life in this place. In a short time we will be corpses eaten by the eagles, falcon, wolves and fish.
- Chinook: Stop your travel. It is our water and river. Our mountains see your breath and your oars make waves in the quiet water.
- Sacajawea: *(to Clark)* They did not understand our language.  
*(to Chinook)* Even though you cannot understand my Shoshoni language, our sign language talks to your people about peace and trade.
- Chinook: We do not know if you are the messenger of death and destruction. We know that one day will come leaders in a big boat with blazing weapons and confused white faces. It is our prophesy.
- Sacajawea: Our languages have similar roots, but our feeling is like the hawk's flight, like The green forest where the bear was roaming many moons ago.
- Chinook: The white man is coming over the blood river. Of our forest, all that remains is black smoke. Our souls are in a desolate dream, a black cloud is arriving to blind the bear's eyes and dirty the clean water.
- Sacajawea: Our destiny is close.
- Chinook: It is close, our history too.
- Sacajawea: We only want to buy your products.
- Chinook: We can't sell our river, the fur from our animals. We can't sell the air. In the air are our grandfathers.
- Sacajawea: Permit us to continue our trip.
- Chinook: Our history is sealed. Today will be remembered forever,

**SPEAK. LISTEN:** *Compare this dialogue with your own and other students in the class*



**MODEL: READ:** Listen to the instructor read about the **War of 1812**. Then follow the words in the essay as the instructor reads. Then read part of the essay aloud for reading, pronunciation practice.

*The national anthem was born during the battle this painting depicts at Fort McHenry, Maryland in September, 1814. Composer Francis Scott Key was an eyewitness to the battle..*

## THE WAR OF 1812

**Conflict** between the Americans and the British didn't end with the American Revolution. In 1812, Europe was in **turmoil**; the British and the French **struggling** for control. America tried to remain neutral, but the British **blockaded** a number of American ports stopping goods from entering the country.

At the same time, a **confederation** of Indians under the Shawnee leader Tecumseh was trying to stop settlers from going farther west into land **claimed** by the British. When Indians attacked the **stronghold** of the American governor of the "Indian territory" in 1811, "**war hawks**" in Congress called for war.

Finally, desire for free commerce on the seas and free **access** to western lands led President James Madison to declare war on Britain in 1812. The war's **low point** for Americans was in 1814 when British troops marched into Washington and burned the Capitol and the White House. Until 9/11, the 1814 attack on the capital was the only time America had been attacked on its own **soil**.

No real changes resulted from the fighting and the peace **treaty**, signed in Ghent (Belgium) on Christmas Eve, 1814, made no change to America's boundaries. The one benefit of the War of 1812 is that Americans became stronger and more nationalistic because they had finally won complete independence from England.

**PRACTICE READ. WRITE:** Define the following words from the reading, list its part of speech and use in new sentences.

1. conflict \_\_\_\_\_
2. turmoil \_\_\_\_\_
3. struggling \_\_\_\_\_
4. blockaded \_\_\_\_\_
5. confederation \_\_\_\_\_
6. claimed \_\_\_\_\_
7. stronghold \_\_\_\_\_
8. "war hawks" \_\_\_\_\_
9. access \_\_\_\_\_
10. low point \_\_\_\_\_
11. soil \_\_\_\_\_
12. treaty \_\_\_\_\_

**PRACTICE: READ. WRITE:** Write the answers to the questions in complete sentences.

1. What country's navy blockaded a number of American ports?  
\_\_\_\_\_
2. What Shawnee leader tried to stop settlers from going west?  
\_\_\_\_\_
3. Who was president during the War of 1812?  
\_\_\_\_\_
4. What was the low point for Americans?  
\_\_\_\_\_
5. What incident in the War of 1812 is like the 9-11 attack?  
\_\_\_\_\_
6. How many years did the War of 1812 last?  
\_\_\_\_\_
7. What was one benefit of the War of 1812?  
\_\_\_\_\_
8. What does the picture with the words "the bombs bursting in air" represent?  
\_\_\_\_\_

**READ.SPEAK. LISTEN:** Read your answer to one of the above questions aloud, then write it on the board. Listen to others read their answers to the questions. Compare different ways of writing correct answers.

The complete sentence I wrote on the board was  
\_\_\_\_\_



**ENRICH:** **READ. SPEAK. LISTEN. SING!** Read the lyrics of the *Star Spangled Banner*, the national anthem of the United States of America. Follow the lyrics as you listen to a recording of the song. Sing along with the recording until you feel comfortable with the song.

### STAR SPANGLED BANNER

By Francis Scott Key

Oh, say can you see by the dawn's early light  
What so proudly we hailed at the twilight's last gleaming.  
Who's brought stripes and bright stars  
Through the perilous fight  
O'er the ramparts we watched  
Were so gallantly streaming  
And the rockets red glare  
The bombs bursting in air  
Gave proof through the night  
That our flag was still there  
Oh, say does that star spangled banner still wave  
O'er the land of the free and the home of the brave.

#### Vocabulary from the *Star Spangled Banner*

spangled \_\_\_\_\_  
banner \_\_\_\_\_  
dawn \_\_\_\_\_  
hailed \_\_\_\_\_  
twilight \_\_\_\_\_  
gleaming \_\_\_\_\_  
perilous \_\_\_\_\_  
ramparts \_\_\_\_\_  
gallantly \_\_\_\_\_  
streaming \_\_\_\_\_  
rockets \_\_\_\_\_  
glare \_\_\_\_\_  
bursting \_\_\_\_\_

**SPEAK. LISTEN:** Look again at the picture on the previous page of the scene that inspired Francis Scott Key's anthem. Discuss how the lyrics provide a powerful message about patriotism in time of war.

Compare the national anthem of your country and the event that inspired it to the *Star Spangled Banner*.

**MODEL: WRITE, SPEAK, LISTEN:**  Study this portrait of a famous 19<sup>th</sup> century American woman. Write a *literal* description of what you see in the painting. Read your description out loud to the class. Pronounce each word slowly and clearly.

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**GRAMMAR CHECK: READ.WRITE:** Write down all the adjectives you can think of to describe this woman. Use literal and interpretive adjectives.

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**READ.** Write an **L** next to the **Literal** adjectives; an **I** next to the **Interpretive** ones. Compare your list to one done by the class on the board.

**PRACTICE: READ.SPEAK. LISTEN:** Before you read the following passages from the letter Dolley Madison wrote to her sister during the British attack on Washington in 1814, listen to the instructor pronounce each word; repeat and try to imitate the proper pronunciation. Write a synonym for each next to those on the lists below.

**ADJECTIVES/ADVERBS**

- alarming
- warning
- tedious
- perilous\*
- wandering
- secured

**NOUNS**

- dispatches\*
- firesides
- signal
- intention
- hostility
- spyglass
- lack
- skirmish
- sunrise / sunset

**VERBS**

- unscrewed
- warning
- signal
- reach
- discern
- approach
- wandering
- hasten
- secured

**ENRICH: READ. WRITE. SPEAK. LISTEN:**

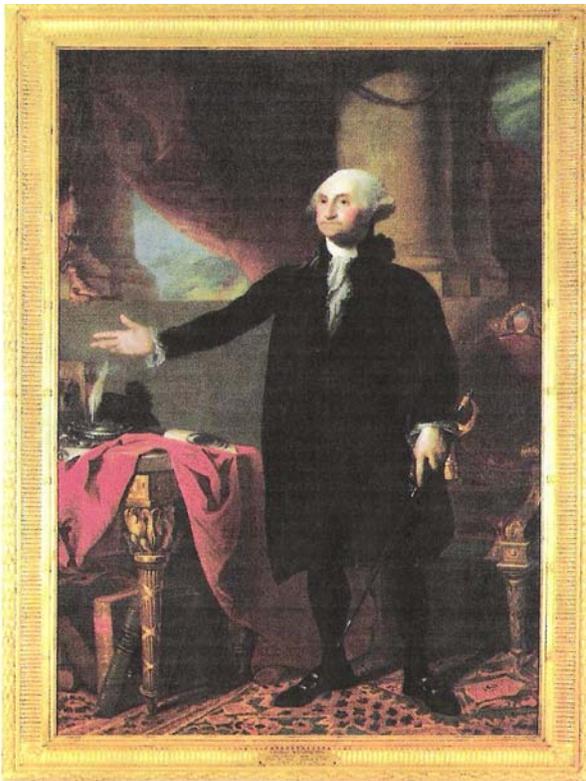
The woman in the portrait is Dolley Madison, wife of James Madison, the “father” of the Constitution and the fourth president of the United States. The portrait was painted by artist Gilbert Stuart who painted the portrait she saved of Washington. Dolley Madison was a popular hostess at the White House, and a close friend to Martha Washington and Thomas Jefferson. She is considered **the model** first lady by many historians. This is her letter to her sister of Tuesday, August 23<sup>rd</sup>, 1814.

*Tuesday, Augt. 23<sup>rd</sup>. 1814*

*Dear sister,*

*My husband left me yesterday morning...on my assurance that I had no fear but for him and the success of our army...I have since received two **despatches** from him, written with a pencil; the last is **alarming** because he desires I should be ready at a moment's warning to enter my carriage and leave the city; that the enemy seemed stronger than reported, and that it might happen that they would reach the city with the intention to destroy it. I am determined not to go myself until I see Mr. Madison safe, and he can accompany me, as I hear of much **hostility** towards him.*

*wednesday morning...twelve o'clock. Since sunrise I have been turning my*



*spyglass in every direction and watching with anxiety, hoping to **discern** the approach of my dear husband and his friends but **alas**, I can **descry** only groups of military **wandering** in all directions, as if there were a **lack** of arms, or of **spirit** to fight for their own **firesides**.*

*Three o'clock... Can you believe it, my sister? We have had a battle or **skirmish** near Bladensburg and I am still here within sound of the cannon. Mr. Madison comes not; may God protect him!*

*our kind friend, Mr. Carroll, has*

come to **hasten** my departure, and is in a very bad humor with me because I insist on waiting until the large picture of Gen. Washington is **secured** and it requires to be **unscrewed** from the wall. The process was found too **tedious** for these perilous moments; I have ordered the frame to be broken and the **canvass** taken out. It is done and the precious portrait placed in the hands of the two gentlemen of New York for **safe keeping**. And now, sister, I must leave this house, or the retreating army will make me a prisoner in it, by filling up the road I am directed to take.

When I shall again write you, where I shall be tomorrow, I cannot tell!!!

The famous portrait of George Washington by artist Gilbert Stuart that Dolley Madison saved from the White House during the War of 1812 was painted in 1797 and it is the only original White House possession that is in the White House today. Margaret Bayard Smith, owner of a Washington newspaper, described the scene in letters to her family.

*"None was so thoroughly destroyed as the President's House...the roof, that noble dome, painted and carved with such beauty and skill, lay in ashes in the cellars beneath, smoldering ruins yet smoking. Mrs. M. (Dolley Madison) seemed much depressed, she could hardly speak without tears."*



#### ENRICH: **SPEAK. LISTEN:**

#### HISTORIC IMPROVISATIONS

With different students playing the roles of Dolley Madison, James Madison, Dolley's sister, Mr. Carroll or Mrs. Smith, improvise scenes that might have taken place before, during or after the attack on Washington.

1. Dolley & James Madison...before James Madison leaves the White House:
2. Dolley and servants during the attack trying to save the Washington portrait.
3. Dolley when she returns to the White House after it is burned.



**MODEL**



**AMERICAN LEGENDS IN SONG**

**READ, LISTEN, SPEAK, SING:** Listen to the instructor read the words of the 19<sup>th</sup> century folk song “The Erie Canal”. Mouth the words while reading. Practice speaking the words that are difficult. Listen to a recording of the song and sing along.

**THE ERIE CANAL**

I've got a mule, her name is Sal  
Fifteen miles on the Erie Canal.  
She's a good old worker and a good old pal,  
Fifteen miles on the Erie Canal.  
We've hauled some barges in our day,  
Filled with lumber, coal and hay.  
And we know every inch of the way  
From Albany to Buffalo.  
Low bridge, everybody down,  
Low bridge, for we're comin' to a town  
And you'll always know your neighbor,  
You'll always know your pal,  
If you've ever navigated on  
The Erie Canal.

**PRACTICE: READ, WRITE:** Define the following words and use in new sentences.

1. pal (n) \_\_\_\_\_
2. hauled (v) \_\_\_\_\_
3. barges (n) \_\_\_\_\_
4. lumber (n) \_\_\_\_\_
5. coal (n) \_\_\_\_\_
6. hay (n) \_\_\_\_\_
7. inch (n) \_\_\_\_\_
8. bridge (n) \_\_\_\_\_
9. navigated (v) \_\_\_\_\_
10. mule (n) \_\_\_\_\_

Answer the following questions about the song *Erie Canal*.

1. Why is the mule, Sal, called a “good old worker”? \_\_\_\_\_  
\_\_\_\_\_
2. What do the barges carry? \_\_\_\_\_
3. Where is the Erie Canal located? \_\_\_\_\_
4. When does everyone have to lower their heads? \_\_\_\_\_
5. Who do you think is singing this song? \_\_\_\_\_

**[ENRICH: READ, WRITE, SPEAK, LISTEN:]** Listen to the instructor read this short history of the building of the Erie Canal. Follow the words on the second reading, then read one paragraph. Define all unfamiliar words before the third reading.

## THE ERIE CANAL

In the early 19<sup>th</sup> century, the majority of the population of the United States lived on the east coast. The Louisiana Purchase and the opening of the western **frontier** offered endless possibilities to families and businesses alike, but the Appalachian Mountains stood in the way.

DeWitt Clinton proposed a creative solution: construct a canal from Albany (which was on the Hudson River) to Buffalo (which was on the Great Lakes, Lake Erie). Most people thought Clinton was crazy and called the project “Clinton’s **Ditch**”, but in 1817, the New York State government approved his plan for the 363 mile inland waterway.

How did they do it? They cleared the land by cutting down trees and burning the land, digging a canal 40 feet wide and four feet deep and attaching mules to 100 foot ropes to pull the boats. The speed limit was four miles per hour.

There was one disaster which almost stopped the project from continuing. Workers in a **swamp** west of Syracuse were badly bitten by mosquitoes and became sick with what they called “ague” (*fever, chills*) many died. Many **remedies** were tried until someone suggested Jesuit’s bark from Peru (**quinine**). It was one of the first successful uses of quinine for the treatment of malaria.

The success and completion of the Erie Canal in 1819 inspired a canal-building boom in the United States. By 1840 there were 3,326 miles of canals connecting the east with the west. This **ingenious** network which **pre-dated** the transcontinental railroad by 40 years, made possible the growth of the western frontier and the east coast economy.

### **SPEAK. LISTEN:**

### **QUESTION CIRCLE**

Sit in a circle. Ask the classmate to your right a question that requires information from the essay about the Erie Canal in the answer. For example: *Question: What “disease” temporarily stopped work on the Canal? Answer: A disease called “ague” now called malaria.* Continue around the circle until everyone has had a chance to ask a question and answer someone else’s question.

### **SPEAK. LISTEN.**

### **TALKING CIRCLE**

Agree or Disagree: Clinton’s bold idea to build the Erie Canal had a powerful impact on the clashes of cultures which were to follow in the later 19<sup>th</sup> century:

- (a) east vs. west: the settlers vs. the indigenous people
- (b) north vs. south: the anti-slavery states vs. the slavery states.

**MODEL:**  **READ, LISTEN. SPEAK**

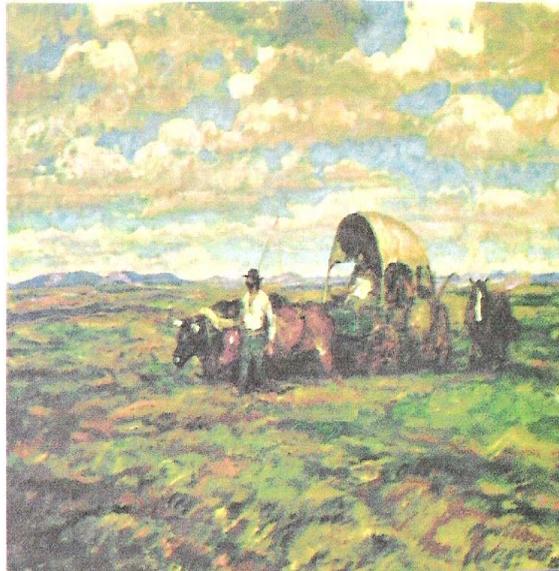
**SING:** Listen to the instructor read the words of the 19<sup>th</sup> century folk song “*Sweet Betsy from Pike*”. Mouth the words while reading. Practice speaking the difficult words. Sing !

### **SWEET BETSY FROM PIKE**

*Oh, do you remember Sweet Betsy from Pike?*

*Who crossed the wide prairies with her husband Ike?*

*With two yoke of oxen, an ole yaller dog,  
A tall Shanghai rooster and one spotted hog.....Hoodle-dang fol de dye do,  
Hoodle dang fol de day*



*The rooster ran off and the oxen all died;  
The last piece of bacon that morning was fried  
Poor Ike got discouraged and Betsy got mad;  
The dog wagged his tail and looked wonderfully sad.  
Hoodle-dang fol de dye do, Hoodle dang fol de day*

*The alkali desert was burning and hot,  
And Ike, he decided to leave on the spot:  
“My dear old Pike County, I’ll go back to you.”  
Said Betsy, “You’ll go by yourself if you do.”  
Hoodle-dang fol de dye do, Hoodle dang fol de day*

*They swam the wide rivers, they crossed the tall peaks.  
They camped on the prairie for weeks and for weeks.  
They fought off starvation and big storms of dust,  
Determined to reach California or bust.  
Hoodle-dang fol de dye do, Hoodle dang fol de day*

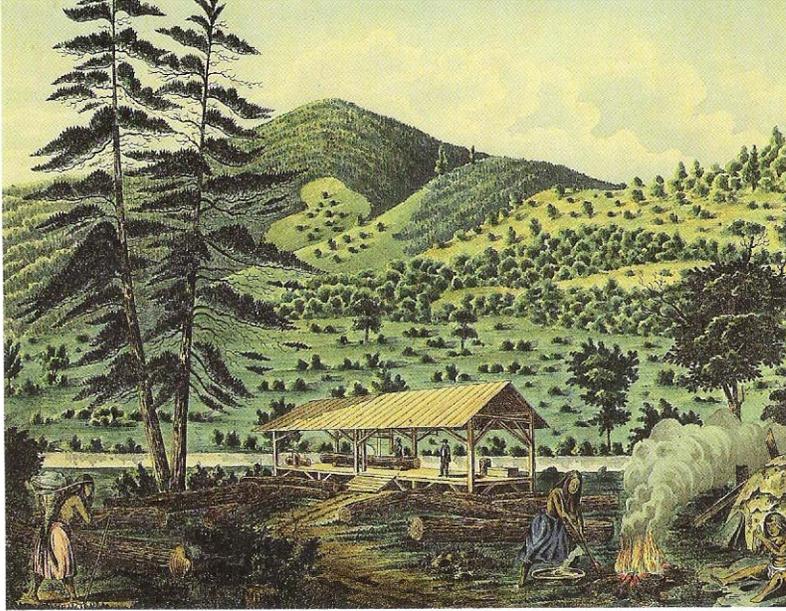
*They passed the Sierras through mountains of snow,  
Til old California was sighted below.  
Sweet Betsy she hollered and Ike gave a cheer.  
He said, “Betsy, my darling, I’m a made millionaire.”  
Hoodle-dang fol de dye do, Hoodle dang fol de day*

**PRACTICE, ENRICH: READ. SPEAK. LISTEN:** Between 1844-1866, 350,000 men, women and children loaded their belongings on covered wagons and headed west. So did Betsy and Ike. What are some of the problems Betsy and Ike had on their westward journey? How are they similar/ different from today’s migrants?

## MODEL:

## THE GOLD RUSH...1848-1849

**READ, SPEAK, LISTEN:** Listen to the instructor read the following historical account of the *Gold Rush*. Identify unfamiliar words, define them. Read a part of the account out loud for pronunciation practice. Re-tell the story in your own words.



*This is a painting of Sutter's Mill on the American River in Northern California. This is the place where gold was discovered on January 24, 1848. Instead of being the answer to German immigrant Johann August Sutter's dreams, the discovery of gold on his land became a nightmare.*

*Sutter had leased the land from the Indians for food and clothing. When gold was discovered by one of Sutter's employees, James Marshall, who was building a sawmill for him on the land, the United States government refused to recognize Sutter's claim to the land. The reason? Shortly after Sutter's gold was discovered, the U.S. government was awarded that same land (and much more) in a treaty with the Mexican government.*

*In the treaty Mexico ceded to the United States 500,000 square miles of territory, including the future states of California, Nevada, Utah, most of New Mexico, Texas, and Arizona and parts of Wyoming and Colorado. The U.S. government paid Mexico \$15 million plus \$3.25 million in claims.*

*One year later in 1849 (hence the term "forty-niners") more than one hundred thousand people were racing towards the once peaceful American River and its surrounding green hills where \$200 million worth of gold was waiting.*

**PRACTICE: READ, WRITE:** Write a synonym for the following words found in the above account.

1. leased \_\_\_\_\_
2. sawmill \_\_\_\_\_
3. claim \_\_\_\_\_
4. awarded \_\_\_\_\_
5. ceded \_\_\_\_\_
6. surrounding \_\_\_\_\_

## MODEL



## AMERICAN LEGENDS IN SONG

**READ, LISTEN, SPEAK, SING:** Listen to the instructor read the words of the 19<sup>th</sup> century folk song “Clementine”. This song tells a miner’s tragic story of the loss of a sweetheart, but there are also many comic details. Mouth the words while reading. Practice speaking the words that are difficult. Listen to a recording of the song and sing along.

### CLEMENTINE



**In a cavern, in a canyon, excavating for a mine.**

**Lived a miner, forty-niner, and his daughter Clementine.**

*Oh my darling, oh my darling, oh my darling Clementine  
You are lost and gone forever, dreadful sorry, Clementine.*

**Light she was and like a fairy and her shoes were number nine**

**Herring boxes without *topses*\*, sandals were for Clementine \*tops**

*Oh my darling, oh my darling, oh my darling Clementine  
You are lost and gone forever, dreadful sorry, Clementine.*

**Drove she ducklings to the water, every morning just at nine**

**Stubbed her toe upon a splinter, fell into the foaming brine.**

*Oh my darling, oh my darling, oh my darling Clementine  
You are lost and gone forever, dreadful sorry, Clementine.*

**Ruby lips above the water, blowing bubbles soft and fine,**

**But alas, I was no swimmer, so I lost my Clementine**

*Oh my darling, oh my darling, oh my darling Clementine  
You are lost and gone forever, dreadful sorry, Clementine.*

**There’s a churchyard on a hillside where the flowers grow and twine**

**There grow roses, ‘mongst the posies fertilized by Clementine**

*Oh my darling, oh my darling, oh my darling Clementine  
You are lost and gone forever, dreadful sorry, Clementine.*

**PRACTICE: READ. WRITE:** Define the following words and use in new sentences:

1. cavern (n.) \_\_\_\_\_
2. canyon (n.) \_\_\_\_\_
3. excavating (v.) \_\_\_\_\_
4. herring (n.) \_\_\_\_\_
5. ducklings (n.) \_\_\_\_\_
6. stubbed (v.) \_\_\_\_\_
7. splinter (n.) \_\_\_\_\_
8. foaming (adj.) \_\_\_\_\_
9. brine (n.) \_\_\_\_\_
10. churchyard (n.) \_\_\_\_\_
11. hillside (n.) \_\_\_\_\_
12. posies (n.) \_\_\_\_\_
13. fertilized (v.) \_\_\_\_\_
14. dreadful (adj.) \_\_\_\_\_

**PRACTICE: SPEAK. LISTEN:** Answer the following questions about the *Clementine*.

1. Where does the action in the song take place?
2. Who was Clementine?
3. What happened to Clementine?
4. Why does the singer of this song say “dreadful sorry” to Clementine?
5. Who is the singer of this song?
6. Which two descriptions are “funny” in an otherwise “tragic” song?



**ENRICH: SPEAK. LISTEN.**

**IMPROVISATION**

Use the story of the folk song Clementine and the picture with it of the prospectors (people who stake claims on the land to mine for gold) for inspiration and create improvisations based on the life of the people in the song or in the picture.

My character is (describe him/her) \_\_\_\_\_

His/Her conflict with the other character in this improvisation is \_\_\_\_\_

\_\_\_\_\_

**MODEL: READ. LISTEN. SPEAK.:** Listen to the instructor read the legend of **PAUL BUNYAN**, adapted by storyteller Lou Del Bianco into a dramatic monologue. Then follow the words of the monologue as it is read a second time. Define all words that are in bold type. Finally, each student will read a paragraph for pronunciation practice and dramatic emphasis.

## **PAUL BUNYAN**

Jumpin' Jehosophat! Just call me Paul Bunyan. I am the *biggest, strongest, smartest, hungriest* **lumberjack** to ever live in the USA. I was born in the state of Maine – that's real close to the Atlantic Ocean. When I came into this world, I **tipped** the **scales** at 350 pounds. Why, I was shaving by the time I was two weeks old and my daddy, Habacuck Bunyan, had to build me a new **cradle** every week I was growing so fast!

Finally, my daddy built me one the size of Noah's Ark. I was so big I had to be **lowered** into my new **cradle** by chains tied to a giant oak tree. By the great hornspoon, my daddy forgot to put **rockers** on the bottom of my cradle, so I had to be pulled by a team of 200 horses into the Atlantic Ocean so the waves would rock me to sleep. Well, the cradle rocked so much and made a wave so big that it washed all of the houses off the shore. I felt so terrible that I stood up, wearing a pair of diapers the size of my mammy's **bedsheets** and I busted out of that cradle.

I left home and **headed** west. The only thing I had was a toy **axe** my uncle gave me. So I started **chopping down** trees in my path. As I walked, I chopped. I got *bigger, stronger, smarter* and *hungrier*. I found out there was a job men do call lumberjacking. I thought I could be the best lumberjack that ever lived, but I needed help. I got help from a good friend of mine. We met during the winter of the blue snow. You never heard of the winter of the blue snow? Let me tell you about it.

One night when I was walking in the blue snow, trying to find my way back to my cabin, all of a sudden I spied two **horns sticking out** of the blue snow. I pulled the horns out of the snow and there it was, a little baby **ox**. Why, that **critter** must have been in the blue snow so long that it made his coat of hair completely blue, inside and out! I decided to make that baby ox my own. I called him Babe the Blue Ox. Guess you can figure out why.

The next morning, Jumpin Jehosophat! That baby ox grew ten times his size over night. And what an appetite! He started eating everything in sight. Sure as my name's Paul Bunyan, Babe became my best friend. Together we crossed this great big country: walking, working, chopping, sleeping and eating. All this talk of eating makes me hungry. I'm *gonna* get me some **flapjacks**. See you *folks*, later.

**PRACTICE: READ, WRITE:** Define the following unfamiliar words from the Paul Bunyan story and use in **five** new sentences.

1. lumberjack (n) \_\_\_\_\_
2. tipped (v) \_\_\_\_\_
3. scales (n) \_\_\_\_\_
4. cradle(n) \_\_\_\_\_
5. lowered (v) \_\_\_\_\_
6. rockers (n) \_\_\_\_\_
7. bedsheets (n) \_\_\_\_\_
8. headed (v) \_\_\_\_\_
9. chopping chopped (v) \_\_\_\_\_
10. horns (n) \_\_\_\_\_
11. sticking out (v) \_\_\_\_\_
12. ox (n) \_\_\_\_\_
13. axe (n) \_\_\_\_\_
14. critter (n) \_\_\_\_\_
15. flapjacks (n) \_\_\_\_\_

**NEW SENTENCES:**

Use a noun and a verb from the list above.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**GRAMMAR CHECK: READ, WRITE:** Answer the following questions.

1. Which four words from the legend are superlative adjectives?
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
2. Which four words from the legend are comparative adjectives?
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
3. Which word is a regionalism that means “going to”? \_\_\_\_\_
4. Which word is a regionalism that means “people”? \_\_\_\_\_



**ENRICH: READ, WRITE, DRAW:**

**Hyperbole** = a poetic device that uses **exaggeration** for humor or drama.

In legends like PAUL BUNYAN, **hyperbole** is used to keep the listener’s attention. It is also used in visual arts in cartooning. Create your own interpretation of PAUL BUNYAN: draw a cartoon or write a poem.



## MODEL: **JOHN HENRY: LIFE, LEGEND or both?**

When John Henry was a little baby  
You could hold him in the palm of your hand.  
He gave a long and lonesome cry,  
“Gonna be a steel-drivin man, Lawd, Lawd  
Gonna be a steel-drivin man.

Well, the Captain said to John Henry,  
“Gonna bring that steam-drill ‘round.  
Gonna take that steam-drill out on the job  
Gonna whop that steel on down, Lawd, Lawd  
Gonna whop that steel on down.’

John Henry said to the Captain,  
“Well, a man ain’t nothin’ but a man.  
And before I let a steam drill beat me down,  
Gonna die with a hammer in my hand,  
Lawd, Lawd.  
Gonna die with a hammer in my hand.”

They took John Henry to the tunnel,  
Put him in the lead to drive,  
The rock so tall, John Henry so small  
That he laid down his hammer and he cried,

Lawd, Lawd. He laid down his hammer and he cried.  
Well, the man that invented the speed drill  
He thought he was mighty fine.  
But John Henry drove his fifteen feet  
And the steam drill only made nine, Lawd, Lawd,  
The steam drill only made nine.

John Henry looked up at the mountain,  
And his hammer was striking fire.  
He hammered so hard he broke his heart  
And he laid down his hammer and he died, Lawd, Lawd,  
He laid down his hammer and he died.

They took John Henry to the tunnel, and they buried him in the sand.  
And ev’ry locomotive comes a-roarin’ by  
Says, “There lies a steel-drivin’ man, Lawd, Lawd.  
There lies a steel- drivin’ man.”

**PRACTICE:**  **READ, SPEAK, LISTEN:** Listen to the folk song about **John Henry**, mouth the words as they are being sung. Discuss the different parts of the story-song.

**WRITE:** List the meanings of all unfamiliar words and *regionalisms* (*local dialects*).

1. palm (n) \_\_\_\_\_
2. gonna (v) \_\_\_\_\_
3. Lawd (n) \_\_\_\_\_
4. 'round(adv) \_\_\_\_\_
5. whop (v) \_\_\_\_\_
6. ain't (v) \_\_\_\_\_
7. tunnel(n) \_\_\_\_\_
8. laid (v) \_\_\_\_\_
9. a-roarin'(v) \_\_\_\_\_
10. *steel-driving man* – A steel driver worked with a partner. The partner held a steel shaft in place; the driver hammered it repeatedly and drove it into the earth.

**ENRICH: READ:** Read the following historical account about folk hero **John Henry**.

### **JOHN HENRY: LIFE, LEGEND or both?**

John Henry was born a slave in the 1840s either in West Virginia or in Georgia. He was freed to become a steel driver for the Chesapeake and Ohio Railroad. The railroad workers came to the Big Bend Mountain in West Virginia and since they couldn't go around the mile and a quarter thick granite mountain, they had to dig through it.

The work was so dangerous, a thousand men lost their lives in the three years it took to drill and hammer through that mountain. John Henry was the most tireless worker, sometimes he drilled 10-12 feet in one day. No one else could work so quickly and so well.

One day, a salesman came to the camp with a steam-powered drill. The workers set up a contest between that drill and John Henry. The foreman used the steam drill and John Henry used two 20 pound hammers, one in each hand. To the cheers of the men and at the end of 35 minutes, John Henry had drilled 14 feet, the steam drill only nine feet.

As John Henry held up his hammer, the men shouted. John Henry stood for a moment, started to sway back and forth, then fell to the ground, the hammer still in his grasp. The crowd was silent, the foreman rushed to his side. It was too late: a blood vessel had burst in his brain, John Henry was dead.

**WRITE: Underline the** details from the historical account of **John Henry**'s life that are celebrated in the folk song.

**SPEAK. LISTEN:**

### TALKING CIRCLE

Use the **TALKING CIRCLE** technique. Agree or disagree with the following topics:

- a. The person of John Henry, a freed slave and a strong, uneducated man without a future is a metaphor for the socio-economic problems which were to come .
- b. The contest between manpower (John Henry's hammer) and the machine (steam-powered drill) is a metaphor for a growing industrial economy.

**MODEL. PRACTICE: READ. WRITE.**

### LITERARY LEGENDS

The legends of the Headless Horseman and Santa Claus (Saint Nicholas) were created in early 19<sup>th</sup> century America by Washington Irving and Clement C. Moore respectively. Look at the original illustrations from each legend carefully. Then write a **literal** description and an **interpretive** one for each illustration.



**LITERAL** \_\_\_\_\_

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**INTERPRETIVE** \_\_\_\_\_

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**LITERAL** \_\_\_\_\_

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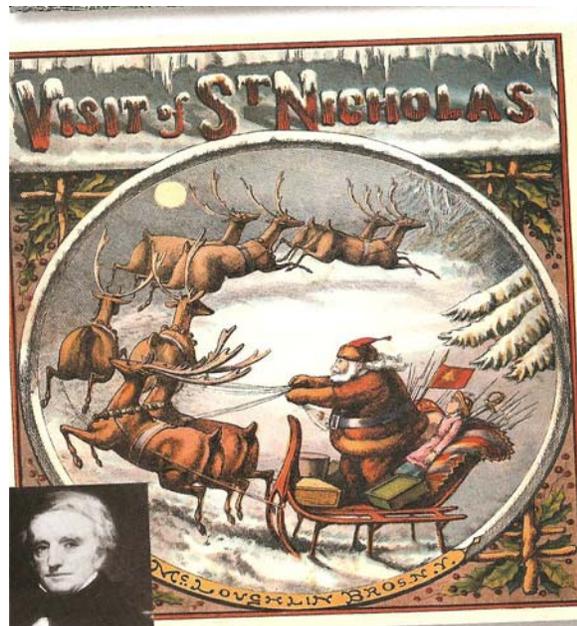
**INTERPRETIVE** \_\_\_\_\_

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**[ENRICH]: READ. WRITE. SPEAK. LISTEN.** Listen to the instructor read *A Visit from Saint Nicholas* by Clement C. Moore. Then follow the words while the instructor reads a second time. Finally, practice reading a stanza of the legend until you feel comfortable with the pronunciation.

---

Twas the night before Christmas when all through the house  
Not a creature was **stirring**, not even a mouse.  
The stockings were hung by the **chimney** with care  
In hopes that Saint Nicholas soon would be there.

The children were **nestled** all **snug** in their beds  
While visions of sugar plums danced in their heads.  
Mama in her **kerchief** and I in my cap  
had just settled down for a long winter's nap.

When out on the lawn there arose such a **clatter**  
I **sprang** from my bed to see what was the matter.  
Away to the window I flew like a flash  
Tore open the **shutters** and threw up the **sash**.

The moon on the breast of the new-fallen snow  
gave a **luster** of mid-day to objects below.  
When what to my wondering eyes should appear  
but a miniature **sleigh** and eight tiny **reindeer**.

With a little old driver, so lively and quick,  
I knew in a moment it must be Saint Nick.  
More rapid than eagles his **coursers** they came  
And he whistled and shouted and called them by name.

On Dasher, on Dancer, on Prancer and Vixen  
On Comet and Cupid, on Donner and Blitzen  
To the top of the porch, to the top of the wall,  
Now **dash away**, dash away, dash away all.

As dry leaves that before the wild hurricane fly  
Meet with an **obstacle mount** to the sky  
So up to the housetops the coursers they flew  
With a sleigh full of toys and Saint Nicholas too

And then in a **twinkling** I heard on the roof  
the **prancing** and **pawing** of each little **hoof**.  
As I drew in my head and was turning around  
down the chimney Saint Nicholas came with a **bound**.

He was dressed all in **fur** from his head to his foot.  
And his clothes were all **tarnished** with **ashes** and **soot**.  
A **bundle** of toys he had **flung** on his back  
And he looked like a **peddler** opening his sack.

His eyes how they **twinkled**, his **dimples** how merry.  
His cheeks were like roses, his nose like a cherry.  
His **droll** little mouth was **drawn up** like a **bow**  
And the beard on his chin was as white as the snow.

A **stump** of a pipe he held tight in his teeth  
And the smoke, it **encircled** his head like a **wreath**.  
He had a broad face and a little round belly  
That shook when he laughed like a bowl full of jelly.

He was chubby and plump, a right jolly old **elf**  
And I laughed when I saw him in spite of myself.  
A **wink** of his eye and a **twist** of his head  
Soon gave me to know I had nothing to dread.

He spoke not a word, but went straight to his work  
He filled all the stockings, then turned with a **jerk**  
And **laying** a finger aside of his nose,  
And giving a nod, up the chimney he rose.

He sprang to his sleigh, to his team gave a whistle  
And away they all flew like the **down** on a **thistle**.  
But I heard him exclaim ere he drove out of sight.  
Happy Christmas to all, and to all a good night.

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**READ, SPEAK, LISTEN:** Read the following legend written by an ESL student from Peru. Discuss: Is it a legend? Why or Why not? (*Review the meaning of legend in first essay*)

## THE SUN WAY

*When the Spanish conquerors disrupted their lives, the Incas were compelled to unite their forces against the enemy, but these towns had a feeble attack compared to the Spanish response. Once, the curaca (the holy man) decided to utter words to his people about the sun's way.*

*"The sun is our father. He never betrays us. We shall be happy in his kingdom. We have to go the sun's way. It will save our lives."*

*All the people in the towns took their precious stuff and began the venture. On the way the older people began to feel exhausted; they didn't have the force to continue, so the curaca made a magic beverage they hoped would unite them with their father. Despite the people dying en route, they never ceased their travel.*

*One day they arrived at the beach. They saw how awesome the sun's severe lines on the sea were. "He shows us the way," the people thought. They were rash and they ran at the shore, but they couldn't walk on the sea. They felt surprised that they couldn't walk on the surf, but at that moment the curaca said with severity, "With our prayers we will calm the water. Our father will open the doors." The curaca compelled the people to pray. Hours passed and the sun never beckoned them. The curaca saw the people tired and awkward. He decided to give them the special beverage to drink. "If our bodies cannot walk on the water, our souls can."*

*Next day, the people drank the magic beverage and died one by one. They were buried on the beach. The curaca saw he was alone. He thought, "who is going to bury me?" He felt misery in his soul*

*One afternoon at sunset, he sat down on the shore and said, "Father Sun, I always keep my faith. I never betray you. I have come with my people to follow you. Just show me the way." The sunset was unbelievably beautiful. He saw splendid sunshine in the middle of the sea. He opened his arms, he went toward the sun and uttered, "thank you, my god, thank you."*

*Then he walked and walked.*



## UNIT FOUR: FROM LIFE TO LEGEND

## REVIEW TEST

### READ, WRITE:

We have learned many things about the people, ideas and values of the United States in the 19<sup>th</sup> century from its stories, songs and legends. Many of the legends are based on historical accounts, many are exaggerations of people's lives.

In the past, stories and songs were passed from generation to generation through oral language alone. It is only within the last three centuries that people have been able to read these stories in print.

We have been reading the stories and songs in printed form. In order to do this, we had to learn a lot of new words. Many of those words are used in the following exercises, see how many you remember.

### A. MATCH THE WORDS TO THE LEGENDARY SONG OR STORY:

- |                         |                                     |
|-------------------------|-------------------------------------|
| 1. Clementine _____     | (a) captivity, squaw, interpreter   |
| 2. Erie Canal _____     | (b) tipped scales, cradle, rockers  |
| 3. Sacajawea _____      | (c) mule, pal, barges               |
| 4. Dolley Madison _____ | (d) cavern, canyon, brine           |
| 5. John Henry _____     | (e) canvass, spyglass, hostility    |
| 6. Paul Bunyan _____    | (f) tunnel, gonna, steel-drivin man |

### B. USE FIVE (5) OF THE FOLLOWING ACTION ADVERBS IN SENTENCES.

1. instantly \_\_\_\_\_
2. frequently \_\_\_\_\_
3. gallantly \_\_\_\_\_
4. repeatedly \_\_\_\_\_
5. profusely \_\_\_\_\_
6. alarmingly \_\_\_\_\_
7. tediously \_\_\_\_\_
8. perilously \_\_\_\_\_

### C. CHANGE THE ADVERBS INTO ADJECTIVES AND COMPLETE THE FOLLOWING SENTENCES:

*Example: frequently: Dolley Madison wrote frequent letters to her sister.*

1. Paul Bunyan grew at **an** \_\_\_\_\_ rate.
2. Folk songs and stories are passed down by \_\_\_\_\_ tellings.
3. Ike told Betsy he was tired of the \_\_\_\_\_ journey west.
4. John Henry's contest with the speed drill was \_\_\_\_\_ for him.

**D. SEPARATE THE COMBINATION NOUNS INTO 2 WORDS & DEFINE.**

*Example: waterman = water + man = man who works on the water.*

- 1. flapjack \_\_\_\_\_
- 2. hillside \_\_\_\_\_
- 3. churchyard \_\_\_\_\_
- 4. sawmill \_\_\_\_\_
- 5. bowsman \_\_\_\_\_
- 6. twilight \_\_\_\_\_
- 7. spyglass \_\_\_\_\_
- 8. fireside \_\_\_\_\_
- 9. lumberjack \_\_\_\_\_
- 10. bedsheets \_\_\_\_\_

**E. WESTWARD WORDS:** Use as many of the following **verbs**(action words) in a retelling of one of the legends you read in this chapter. Use the **-ing** or **-ed** ending. **rowed, righted (itself), advancing, overpower, wandering, tipped, headed, secured, chopping(down), hauled, navigated, excavated, behold/beheld, surrounding, threatened, trod/trodden, delivered.**

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**F. COMPARE A LEGEND FROM YOUR NATIVE COUNTRY TO ONE OF THE LEGENDS IN THIS CHAPTER. USE EXAMPLES OF SIMILARITIES AND DIFFERENCES.**

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WORDS, WORDS, WORDS.

UNIT FOUR VOCABULARY LIST

READ. WRITE. SPEAK. LISTEN.

1. **Pronunciation Practice:** Listen to the instructor pronounce each word, Repeat the proper pronunciation until it feels comfortable.
2. **Grammar Check:** Note the part of speech for each word. \* words can be used as more than one part of speech. Be sure you understand how this works.
3. **Writing Practice:** Use each word in a sentence. Try to combine them.

**Example:** Legends like *John Henry* are **touching** and **cause** people to feel **moved**.

| ADJECTIVES/ADVERBS: | NOUNS:         | VERBS:         |
|---------------------|----------------|----------------|
| verifiable          | legend         | conceived      |
| cockeyed            | wilderness     | nurtured       |
| timid               | rabble-rousers | hired as       |
| topsy turvy         | fledgling      | delivered      |
| repeated*           | optimism       | informed       |
| instantly           | flowering*     | hasten         |
| ashore              | folks          | administered   |
| on board            | pioneer        | penetrate      |
| overboard*          | persona        | trodden        |
| extravagant         | interpreter    | insure         |
| tender              | squaw          | threatened     |
| peculiarly          | portion        | righted itself |
| touching            | cause*         | rowed          |
| ardent              | vessels        | advancing      |
| scarce              | rudder         | sucking        |
| instantly           | orders*        | indicate       |
| profusely           | duty           | embraced       |
| moved*              | bowsman        | relieved       |
| frequently          | kettles        | weeping*       |
| eldest              | fortitude      | overpower      |
| spangled*           | mark*          | struggling*    |
| gleaming*           | affection      | blockaded      |
| perilous            | rigours        | claimed        |
| gallantly           | captivity      | gleaming*      |
| streaming*          | degree         | conflict*      |
| bursting*           | tears*         | glare*         |
| alarming*           | turmoil        | hailed         |
| warning*            | confederation  | soil*          |
| wandering*          | stronghold     | secured        |
| tedious             | war hawks      | signal         |
| ingenious           | low point      | lack*          |
| pre-dated           | treaty         | skirmish*      |
| foaming             | banner         | reach*         |
| dreadful            | dawn*          | discern        |
|                     | twilight       | approach*      |
|                     | ramparts       | unscrewed      |

ADJECTIVES/ADVERBS:

NOUNS:

VERBS:

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dispatches\*  
intention  
hostility  
spyglasses  
sunrise  
sunset  
firesides  
pal  
barges  
lumber  
coal  
hay  
mule  
frontier  
ditch  
swamp  
remedies\*  
sawmill  
cavern  
canyon  
herring  
ducklings  
splinter\*  
brine  
churchyard  
hillside  
posies  
lumberjack  
scales\*  
cradle\*  
bedsheets  
horns  
ox  
axe  
critter  
flapjacks  
palm  
tunnel

navigated  
behold  
sticking out  
dilated\*  
chopped  
hailed  
leased  
claim\*  
awarded  
ceded  
surrounding\*  
excavating  
stubbed  
fertilized  
tipped  
lowered  
headed

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WORD STRUCTURE:

PREFIXES, ROOTS, SUFFIXES:

1. List four regular **past tense** verbs that share the same suffix with four adjectives:

\_\_\_\_\_

2. List five regular **present continuous** verbs that share the same suffix with five adjectives:

\_\_\_\_\_

3. Change the following adjectives into adverbs by adding a suffix:

a. timid \_\_\_\_\_ b. tender \_\_\_\_\_ c. ardent \_\_\_\_\_  
d. scarce \_\_\_\_\_ e. tedious \_\_\_\_\_ f. ingenious \_\_\_\_\_

4. Change the following adverbs into adjectives:

a. instantly \_\_\_\_\_ b. peculiarly \_\_\_\_\_ c. profusely \_\_\_\_\_

5. List 12 nouns that are **compound** words: Example: twilight ('tween day and night)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List four that relate to places: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

List three that relate to people: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

6. Analyze the following verbs. They provide two ideas in one action word. Explain the ideas.

a. overpower \_\_\_\_\_  
b. unscrewed \_\_\_\_\_  
c. excavating \_\_\_\_\_

7. Analyze the structure of the adjectives "boundless" and "motionless".

a. What suffix do they share? \_\_\_\_\_ What do you think it means?

Before you answer here are other words that use **-less** as a suffix: tireless, careless, timeless.

8. Many of the adjectives and verbs on the list use **-ing** suffixes. Use a word that has an **-ing** suffix and can be used as an adjective or a verb in a sentence: *Example: The gleaming star is gleaming above.*

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

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