

 **Teacher's Note:**
As your student completes each lesson, choose skills from the Review Activities as needed. The Review Activities follow each lesson.



America

*My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the Pilgrims' pride,
From every mountainside
Let Freedom ring.*

“America” by Samuel Francis Smith, (1808-1895)

Day 1

- a. Listen as your teacher reads this poem to you. After your teacher reads it aloud a second time, look over the poem and list any words that are unfamiliar to you.

Words are listed alphabetically in the dictionary. Most dictionaries have **guide words** on the top of each page. Guide words tell you the first and last word listed on a page. Learn to use these guide words to help you find your word quickly and easily. Look at the sample dictionary page in **2b**. Look up any unfamiliar words in the dictionary, and write the definitions using your own words. After making sure you know the meaning of all the words, read this poem aloud to your teacher.

- b. List four to six words that you should study for spelling this week, or use the following list of suggested words: country, died, mountain, liberty, again, freedom.

There are several words that are spelled with the same ending as *mountain*. We say /moun**ten**/ but it is spelled *mountain*.

Spelling Tip

Words like *mountain* are spelled with **ain** to make an /**en**/ sound.

Copy the following words and underline **ain**. Say the words aloud as you write them.

fountain	captain
bargain	again
curtain	certain

- c. This poem describes America in three ways. The descriptions are easy to find because they each include the word *land*. Find and circle three descriptions.
- d. All of these descriptions talk about our heritage, or history. Talk with your teacher about the answer to these three questions regarding our history.
- 1) From what do you think our country provided liberty?
 - 2) Who do you think the poem means by “my fathers?”
 - 3) According to the poem, what was the Pilgrims’ attitude toward American?
- e. Think about the ways Americans remember the events and people of our history. Write a list of ways we remember our beginnings as a nation and the people who worked to help establish our country. A **list** does not have to be complete sentences.

Day 2

- a. Words can be broken down into **syllables**. A syllable consists of one of the following:

a vowel sound

example: (**a** in *a/bout*)

a vowel sound with consonant sounds before it

example: (**fa** in *fa/thers*)

a vowel sound with consonant sounds after it

example: (**er** in *lib/er/ty*)

a vowel sound with consonant sounds surrounding it

example: (**dom** in *Free/dom*)

Day 1

- c. Sweet land of liberty
Land where my fathers
died
Land of the Pilgrim’s
pride
- d. 1) Our country
provided liberty
from England’s rule.
2) “My Fathers” mean
the early Americans.
3) The Pilgrims
felt pride toward
America.
- e. Independence Day
Thanksgiving
Williamsburg, etc.

The key to finding syllables is to look for vowel sounds and determine what, if any, consonant sounds go with them. If you are unsure of how to divide a word into syllables, look in your dictionary. (See sample dictionary in **2b**)

Accented syllables are spoken with more stress than unaccented syllables. The word *chicken*, for example, has two separate vowel sounds, so there are two syllables. The consonants that go with the vowel sounds make the syllables *chick/en*. When we say *chicken*, the syllable *chick* is stressed or accented, but the *en* is soft. Therefore, the **accent** is on *chick* and *en* is unaccented. To show this, we use marks over the syllables that look like this: *chi[́]ck ^ěn*. If you are unsure of where to place the accent, look in your dictionary.

- b. Look at the sample dictionary page below. A dictionary gives you the following helpful information:

- | | |
|-------------------------|--------------------|
| 1) definition | 4) part of speech |
| 2) syllabication | 5) sample sentence |
| 3) pronunciation/accent | |

 **Teacher's Note:**
Dictionaries may vary.
Teach your student accordingly.

scorpion

secret

scorpion (skór pe en), noun: an arachnid with a poisonous sting
While cleaning the basement, the man was stung by a scorpion.

scout (skout), noun: one who is sent to spy
The scout reported back to his commander.
verb: to hunt to find something
Dad told me to scout for worms.

scream (skrem), verb: to make a loud piercing cry
I will scream for help.
noun: a loud piercing cry
The scream was heard throughout the neighborhood.

sea(se), noun: a body of salt water
The tourists sailed over the calm sea.

secret (sékrit), noun: knowledge kept unknown
She whispered a secret to her friend.
adjective: kept from being known
The boys found a secret passageway.

- c. Look at each line of the first verse of “America,” by Samuel Francis Smith. These lines can be divided into syllables, and the syllables can be marked accented or unaccented. First, count the number of syllables in each line. Next, mark the syllables accented or unaccented. Do you see a pattern? This pattern of accented and unaccented syllables is called **meter**.
- d. Read the verse again, using the marks in your pronunciation guide. Read the accented syllables with greater emphasis than the unaccented syllables. It may sound very awkward at first, so practice reading several times.
- e. Optional: Enrichment

Day 3

- a. Look at the first line of “America.” Can you find the work that names a person, place, thing, or idea? A word that names a person, place, thing, or idea is called a **noun**.
Ex: mailman – person library – place
chair – thing anger – idea
- b. Write two nouns for each of the following:
1) person 2) place 3) thing
- c. Words that name an idea are probably the hardest nouns to recognize. This is because an idea cannot be held or touched. The word *joy* is a noun. It cannot be touched but it is still an idea or thought; therefore, it is a noun. Some other nouns which express an idea are *war*, *flight*, *courage*, etc.
- d. Write two nouns which express an idea.
- e. Can you find three more nouns in “America” which name an idea?
- f. Look at the second, fourth, and seventh lines of the literature passage and list all the nouns.

Day 2

- c.
- My coun try tis of thee, 6
Sweet land of liberty, 6
Of thee I sing, 4
Land where my fathers
died, 6
Land of the Pilgrim's pride, 6
From every mountainside, 6
Let Freedom ring, 4

 **Teacher's Note:**
Stress marks may vary according to how it is read.

Day 3

- a. country
- b. Possible answers:
1) boy, girl, police, soldier, baby, etc.
2) park, store, home, lake, forest, etc.
3) chair, car, rabbit, circus, food, etc.
- d. Answers will vary. Refer to examples given.
- e. liberty, pride, freedom
- f. line 2-land, liberty
line 4-land, fathers
line 7-Freedom

Day 3

g. *My* refers to the poet or person reciting the poem.

I refers to the poet or person reciting the poem.

h. John made *his* bed and ran downstairs. *He* ate breakfast and fed *his* dog.

- i. 1) *their*
 2) *them*
 3) *They*
 4) *his*
 5) *He*

g. Look at line one of “America.” To whom does the word *my* refer? Look at line three. To whom does the word *I* refer? Now, look at line four. To whom does the word *my* refer?

Words like *my* and *I* take the place of a noun. These words are called **pronouns**. The word the pronoun replaces is called the **antecedent**.

h. Look at the following sentence:

John made *John’s* bed and ran downstairs. *John* ate breakfast and fed *John’s* dog.

Does it sound funny? You use pronouns every day when you speak, but you use them so often and easily, you may not realize it. Rewrite the sentences, replacing the italicized words with the correct pronoun. Look at the Personal Pronoun Chart below if you need help.

i. Now, try replacing the italicized words with pronouns in these sentences:

- 1) Ron and Sandy fixed *Ron and Sandy’s* bikes.
- 2) Alan waited for *Ron and Sandy*.
- 3) *Ron and Sandy* raced to the corner.
- 4) Alan got on *Alan’s* bike to meet them.
- 5) *Alan* was glad to see them.

j. Review your spelling words.

PERSONAL PRONOUNS		
Singular		
Subjective	Possessive	Objective
I	my, mine	me
you	your, yours	you
he, she, it	his, her, hers, its	it, him, her
Plural		
Subjective	Possessive	Objective
we	our, ours	us
you	your, yours	you
they	their, theirs	them

Day 4

- a. Read the excerpt from the book *Patriotic Songs*, part of the *Color the Classics* series. This excerpt tells about the song “America” and its author, Samuel Francis Smith. Answer the following questions.
- 1) Why do you think Samuel Francis Smith was interested in the ride of Paul Revere?
 - 2) Where did Samuel go to college? What did he decide to do after college?
 - 3) When did Samuel write “America?” When was it first performed?

The Story of "America"
(My County, 'Tis of Thee)

Samuel Francis Smith, 1808-1895

Samuel Francis Smith was born in Boston, Massachusetts on October 21, 1808. He was an only child who developed a fascination with the patriotic history of our country.

One spring morning in 1815, the pastor of Christ Church began his sermon discussing the events of Paul Revere’s ride to Lexington. Samuel often daydreamed about that heroic horse ride. He wondered what it would have been like to have traveled all those miles through the middle of the night. How did the British find out about Lexington? What was Paul Revere thinking as he crossed the Charles River? How fast was he riding? How long did it take him to get all the way to Lexington? Would he be caught? Would he ever see his family again? Oh, how Samuel wished he could have been there!

One day while waiting for his school friends, he happened to see the church maintenance man, Mr. Perry, sweeping the steps of Christ Church. Samuel asked him if he saw Paul Revere anymore. Perry mentioned that Paul was quite old now and that only his son, Joseph Revere, came to church. They sat and talked about the event that followed the hanging of the two lanterns. Perry described how Paul had to sneak past the British warship, the *Somerset*, in the channel and mount the horse that was waiting for him on the other side. Then Mr. Perry pulled out a set of old keys and said, “Come with me.” Curiously, the boy followed the custodian up the stairs to the belfry. After opening the door, the

Day 4

- a.
- 1) Answers will vary.
 - 2) Samuel went to Harvard. He then decided to become a pastor.
 - 3) Samuel wrote America while translating music books from German to English for Lowell Mason. It was first performed on July 4, 1831.

two stood there looking at two old lanterns. One was broken. Samuel's eyes could not have widened any bigger. "Are these...?" "Yes," said Mr. Perry, "they certainly are!"

Samuel's father had one dream for his only son. He wanted Samuel to attend Harvard University and receive a great education. Harvard was founded by men from England's University of Oxford and University of Cambridge. These Puritan men and their families believed that England's Universities were corrupt. Their intent was to establish a University in America with moral character, dependence upon Scriptural principles and, high academic standards. For many years Mr. Smith worked hard to make sure his son could attend that University. Eventually, his long hours as a cooper took their toll. When Samuel was 15, his father died unexpectedly. It was time to take care of his mother and fulfill his father's dream. Within a short time, Samuel was studying diligently at Harvard where he made many friends. Oliver Wendell Holmes and Lowell Mason were among his closest lifelong friends. Samuel quickly earned a reputation as a linguist and a writer. He translated and wrote for newspapers and journals. Because he studied all day and all night, he eventually mastered Latin, Greek, and German, as well as 11 other languages.

He graduated from Harvard in 1829. Samuel was asked by many what he was going to do with his life after college. He considered law, medicine, teaching, and translating. After much prayer, he decided to enroll in Andover Theological Seminary to become a pastor.

In February of 1831, his first year at Andover, 24 year-old Samuel heard a loud knock on his door. There stood Lowell Mason, a popular musician, with an arm full of books. Lowell, who did not understand German, asked Smith to translate the music books from German to English. Lowell was looking for an appropriate piece of music that he could use with the children for the upcoming 4th of July celebration five months away. Samuel accepted the task and Lowell left.

Samuel came across a piece of music that instantly grabbed his attention. He took a scrap of paper from the wastebasket and quickly jotted down five stanzas in 30 minutes. Thinking he had better continue with the work that Lowell had just left him, he placed the wastepaper in one of the books and forgot all about it. Little did he realize that the words he adapted to the tune would become a national hymn and that the tune would be shared by both England (*God Save the King*) and America.

On July 4th of that same year, Samuel walked down to the annual celebration given by the children of the community. What a shock to see the children stand up, follow the music leader, Lowell Mason, and sing the five verses that he had completely forgotten. “*My verses,*” he exclaimed. After the performance was over, the applause was overwhelming. Even more thrilling was the young woman, Mary White, who came up to congratulate him for such a beautiful poem. She later became Mrs. Samuel Smith.

Samuel preached in several large Baptist churches for many years. He composed over 150 hymns during his lifetime. Samuel always had a love for missions; he strongly promoted them. One of his sons became a missionary to Burma. When all his children were grown, he and Mary visited many countries as missionaries.

Annual Celebrations: Lowell wanted Smith to pick a melody from the collection of books and translate the German into English for the children’s celebration. It was performed in Boston on July 4, 1831 at the Park Street Church. Smith did not know he was using “God Save the King.” He was later accused of being pro-British. It became so popular that the tune was sung at patriotic rallies, schools and during the Civil War. One reason for its success was because people already knew the tune. There were originally five stanzas, but the last one was dropped because of its anti-British sentiment. The present four stanzas are exactly the way he wrote them. No revisions. The song was translated into Swedish, Latin, Italian and German. Once it became popular with the Americans, Samuel commented, “If only I had known that my song would be so well liked, I would have taken greater pains with it.”

Used by permission from *Color the Patriotic Classics*.
One in the series of historical books and musical cassette
tapes from *Color the Classics* by Carmen Ziarkowski.

Answer the following questions.

- 1) Why do you think Samuel Francis Smith was interested in the ride of Paul Revere?

2) Where did Samuel go to college? What did he decide to do after college?

3) When did Samuel write “America?” When was it first performed?

b. Optional: Take an or written spelling pretest.

Day 5

a. It is wonderful to memorize poetry. Memorizing something is not that hard, it just takes practice.

Begin memorizing “America.” You will need to practice more than one time to remember it. The best way to remember is to practice for a few minutes a couple of times a day.

Tips for Memorizing Poetry

1. Read your poem silently.
2. Reread the first three lines, either silently or out loud.
3. Read the first three lines again out loud.
4. Now look away, or close your eyes, and repeat the first three lines.
5. If you get stuck, open your eyes, find the word you need and then go on to the end of those three lines.
6. Keep doing this until you feel sure you know them.

b. When you have the poem memorized, say it for your family or class. By now you may know that this is also a song, so you may want to sing it instead. Once you have presented it on your own (either by speaking or singing) ask everyone to join in and do it with you the second time.

c. Take a spelling test.

d. Choose skills from the *Review Activities*.

e. Optional: Enrichment

Review Activities

Choose the skills your student needs to review.

1. *Accented Syllables*

Say the following words aloud. Place stress marks on the accented syllables.

- a. homeward
- b. surprise
- c. calendar
- d. fantastic
- e. carpenter
- f. united
- g. tremendous
- h. tornado
- i. towards
- j. paper

2. *Nouns*

- a. Write two nouns that name a person.
- b. Write two nouns that name a place.
- c. Write two nouns that name a thing.
- d. Write two nouns that name an idea.

3. *Pronouns*

Replace the italicized words with the correct pronoun.

- a. Robert went to *Robert's* uncle's house.
- b. Uncle Tom wasn't home, but *Uncle Tom* left a message on the door.
- c. The message said that *Uncle Tom* had gone fishing.
- d. Robert joined *Uncle Tom* at the lake.
- e. *Robert and Uncle Tom* fished all day.

4. *Poetry Memorization*

Recite the first verse of "America."

1.
 - a. home / ward
 - b. sur / prise
 - c. cal / en / dar
 - d. fan / tas / tic
 - e. car / pen / ter
 - f. u / ni / ted
 - g. trem / en / dous
 - h. tor / na / do
 - i. to / wards
 - j. pa / per

2. Ex:
 - a. Maria, Joe
 - b. home, school
 - c. apple, pen
 - d. happiness, excitement

3.
 - a. Robert went to *his* uncle's house.
 - b. Uncle Tom wasn't home, but *he* left a message on the door.
 - c. The message said that *he* had gone fishing.
 - d. Robert joined *him* at the lake.
 - e. *They* fished all day.