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Goals

- To investigate effects of World War I on people in the United States
- To examine differences between life during World War I and life today

Notes to the Teacher

Although World War I began in Europe, America eventually became involved, sending soldiers to fight on faraway battlefields. Many Americans remaining at home changed their lifestyles to help the war effort. Because they felt that living according to the rules had not been able to guarantee safety or security, or keep them out of war, many returning soldiers experienced a sense of disillusion. Women stepped out of the role of housewife to fill jobs vacated by soldiers, and blacks began to make their voices heard. These and other events caused several cultural changes in the United States. Advances in technology also changed lives in America, as people began to move into the twentieth century.

One of the trade books in this section is a biography of a prominent scientist. Two books are fiction based on fact, and the last is a novel depicting life in America during World War I. All the books can be read aloud to students. If multiple copies are available, students may share or read the book on their own. The illustrations help students visualize the books in their proper time.

During this unit, students have the opportunity to make peanut butter*, grow a sweet potato, play in a baseball game, and take a trip to the post office. They are also given the chance to experience the different emotions a young boy feels during World War I.

Students get to start a fad, prevent an epidemic, create a new snack food, and contribute to a quilt. They learn about a regiment of African-American soldiers, research a national park, retell a familiar story on the radio, and decide how to divide tax money.

Some activities require materials not commonly found in the classroom, including roasted peanuts; unroasted peanuts; blender; canola or peanut oil; transparent plastic containers; a sweet potato; apples; a pair of dice; yarn, fabric, and trim scraps; yarn needle; prewashed muslin fabric; fabric crayons; pipe cleaners; craft sticks; white tissue paper; paper punch; old magazines and newspapers; jingle bells; small paper cups; two cake pans or pie tins; waxed paper; paper towels; paper plates; large paper cups; napkins; plastic utensils; plastic gloves; and a fine-point permanent black marker. The activities are designed to help students have fun while learning.

*Note: Peanut allergies are increasingly common, and allergic reactions can be severe—even fatal. Before beginning any activity that involves peanuts, be certain that none of the students are allergic. Consider sending a note to parents/guardians, alerting them about the activity and asking about any allergies their child may have to the ingredients.

Trade Books: Bibliographies/Summaries

1. Adler, David A. *A Picture Book of George Washington Carver*. New York: Holiday House, 1999.

This book describes the life of George Washington Carver, a child of slaves, who became famous as a scientist. It tells of the many struggles faced and overcome by Carver, who turned his boyhood love of plants into a quest for ways to help his people.

2. Bildner, Phil. *Shoeless Joe and Black Betsy*. New York: Simon and Schuster Books for Young Readers, 2002.

Avoiding the controversy surrounding the end of Shoeless Joe Jackson's career, this book focuses on his efforts to pull himself out of a batting slump. It describes how Joe came to own a black bat and the various techniques the bat smith suggested to help Joe out of his slump.

3. Kinsey-Warnock, Natalie. *The Night the Bells Rang*. New York: Puffin Books, 1991.

This book describes how Mason matures through a year of personal turmoil. World War I lurks in the background, coming to the forefront to help Mason realize how his behavior needs changing.

4. Tunnell, Michael O. *Mailing May*. New York: Greenwillow Books, 1997.

When May wants to visit her grandmother in a faraway town, family finances do not allow for her to ride the train. This book tells the creative way her father devises to send May on the much-longed-for trip to visit her grandmother.

Trade Book Activities

◆ *A Picture Book of George Washington Carver*

Procedure

1. Ask students if they know who George Washington Carver was. (*Some may know*.) Tell students they are going to learn more about this remarkable man.
2. Distribute **Handout 1**. If possible, have an overhead transparency of the handout available. If not, use a wall map of the United States. Point out the state of Missouri and have students find it on their maps. Ask students to put the point of their pencil on Neosho. As you read through *A Picture Book of George Washington Carver*, show students the towns Carver lived in on the wall map or the overhead. Have students point to each successive town on their handout and draw a line between them (*Fort Scott, Kansas; Olathe, Kansas; Paola, Kansas; Minneapolis, Kansas; Indianola, Iowa; Ames, Iowa; Tuskegee, Alabama*).
3. After finishing the book, discuss it by using the following questions. Accept all reasonable responses. Encourage students to justify their answers.
 - Who acted as George's parents after his mother and father were gone? (*the Carvers*)
 - How do you think George felt about being raised by the people who had owned his mother?

- Do you think the time George spent in his garden as a child was really wasted? Why or why not?
 - What did George learn from living with the Watkins? (*the value of time; how to use plants for medicines*)
 - What caused George to do so much work with peanuts and sweet potatoes? (*his love of plants; a desire to help his people*)
 - George often said “Save everything. From what you have, make what you want.” How did he do that? (*by using every part of the peanut and sweet potato plants in different ways*)
 - How did being an African American make life difficult for George? (*living with different families after the deaths of his parents; attending poor schools; living in fear of the Ku Klux Klan; being rejected by a college; working to help his people find a way to make money from crops; getting a job at Tuskegee Institute*)
4. If possible, bring unroasted peanuts and a sweet potato into the classroom. Tell students these are the foods that George Washington Carver researched. Ask the following questions: Can you imagine using a peanut for shampoo? (*probably not*) Would you ever think about using a sweet potato for glue? (*no*) Indicate that these two plants can give us many surprising things.
 5. Distribute **Handout 2**, and explain that the pictures show how peanuts and sweet potatoes grow. Ask students what the straight line represents (*the ground*). Point out that in both these plants, the part we eat actually grows on the root. Allow time for students to color the peanuts brown and the sweet potatoes orange.
 6. Soak some unroasted peanuts overnight. The next day, have students soak paper towels in water and place them in a transparent plastic container. Use rocks or some equally heavy items to keep the paper toweling against the side of the container; then help students place two of the soaked peanuts between the wet towels and the side of the container. Keep the paper towels wet, and have students observe how the peanut grows into a new plant over the next few days. When the plants are a good size, send them home with students.
 7. Tell students they are going to see how one peanut product—peanut butter—is made. Pour one cup of roasted, salted peanuts into a blender, put the cover on, and run at high speed for five seconds to create ground peanuts. Remove the cover of the blender, and add one tablespoon canola or peanut oil. Replace the cover, and run at high speed for ten seconds. Stop the blender, switch to low speed, and continue blending until the ground nuts turn into peanut butter. Allow students to sample the peanut butter on a cracker or small slice of bread.
 8. Ask students whether they know how a sweet potato plant grows. (*Most will say no.*) Tell them they are going to grow a sweet potato plant. Put toothpicks about a third of the way down from the rounded end of a potato. Rest the toothpicks on the rim of a transparent plastic container filled with water (with the pointed end of the potato in the water); then put the container in a sunny spot in the classroom. The potato should

sprout stems in a few weeks. This takes a lot of patience, so consider doing one for the classroom, rather than one per student.

9. Distribute **Handout 3**. Explain that just as George Washington Carver was able to find many different items hidden in a peanut and a sweet potato, students will have the chance to be word scientists. Point out the words *peanut* and *sweet potato* on the handout. Tell students that inside each word are many other words. Students are to find other words hidden in the names of the plants. Encourage them to put the letters in different order to find more words.

Suggested Responses:

peanut—*ate, aunt, eat, nap, nut, pan, pant, pea, pen, punt, tan, tape, ten, tuna*

sweet potato—*ate, east, eat, oats, owe, past, paste, pat, paw, pest, pet, poet, post, pot, sat, set, soap, soot, stew, swap, sweat, sweep, swoop, tap, tape, taste, tea, test, toast, toe, toot, top, tote, tweet, waste, weep, west, wet, woe*

Make a game out of seeing how many words the class can find.

◆ **Shoeless Joe and Black Betsy**

Procedure

10. Ask students how many of them have ever watched or played in a baseball game (*most or all of them*). If any students have not seen a baseball game, explain the rules briefly. (*The pitcher throws the ball to the catcher. The pitch may be either a ball or a strike. A player from the other team, called a batter, tries to hit the ball. If a batter gets three strikes, he or she is called out. If a batter gets four balls, he or she gets a walk and can go to first base. If the batter hits the ball, he or she runs as far around the bases as possible before one of the fielders throws the ball back. If the runner gets to first base, the hit is called a single; to second base, a double; to third base, a triple. If the runner gets all the way back to home plate, it is called a home run. If the hitter hits the ball and it is caught, or if the fielder throws the ball to the base before the runner gets there, the hitter is out. Nine innings make up a game, and each team gets three outs in its part of the inning.*)
11. Tell students they are going to play a baseball game. If possible, go outside for this activity; otherwise, push desks to the side of the room. Set up a baseball field with a home plate and three bases. Divide students into two groups. Have each group decide on a name for its team and the order in which teammates will bat. Draw straws to determine which team will bat first.
12. Distribute **Handout 4**. Give a pair of dice to the first batter. Have him or her roll the dice, add the pips on both dice, and then check **Handout 4** for what that number means. If the batter gets a hit or a walk, have him or her run to the appropriate base. For example, if the batter rolls a five and a three, he or she has eight, which is a single, and should run to first base. Play at least six innings. If students enjoy the game, continue playing for nine innings.

13. Debrief by explaining that our baseball game depended on luck, or the roll of the dice. In a real baseball game, the outcome depends on the skill of the players, not on the roll of a pair of dice. Tell students they are going to read about a very skillful baseball player—a man known as Shoeless Joe.

14. Distribute copies of *Shoeless Joe and Black Betsy*, and read it with students. Define any terms or ideas that students may not understand. Some concepts that may need explanation are as follows:

Babe Ruth—one of the best and most famous baseball players during the early years of baseball

minors—a baseball league where players practice their baseball skills so that they can play in the big leagues

hitting slump—a series of games when a batter gets very few hits

batting lefty or righty—holding the bat in your left or right hand

bat smith—a person who makes bats

odd character—a person with a unique personality or different behaviors

Betsy Ross—the seamstress who legend says sewed the first American flag

superstitions—behaviors or objects that people believe bring good or bad luck

spikes—sharp points on the bottom of a shoe that keep the athlete from slipping

tobacco juice—a mixture of saliva and the liquid created when chewing tobacco

major leagues—the professional baseball teams made up of the very best players

sent down—when a player is sent from the majors to the minors to rebuild skills

dejected—sad

massage—a special kind of rubbing, often done with oil

15. After reading the book, discuss it by using the following questions. Accept all reasonable responses. Encourage students to justify their answers.

- What did Joe want his bat made from? (*hickory wood*)
- Did he want a little bat or a big bat? (*a big bat*)
- What did Charley tell Joe to do to get more hits? (*take the bat to bed with him; massage it with sweet oil; wrap it in cotton cloth*)
- What was Joe really good at? (*hitting a baseball*)
- Have you ever been good at doing something? (*probably yes*)
- Think about something you do really well; then imagine you couldn't do it any more. Perhaps you write very neatly. One morning you wake up and your writing is very sloppy. How would you feel? (*worried, nervous, scared*)
- Who would you ask for help? (*parents, friends, teacher*)

- Would you try as many different things as Joe did to be able to do it again? (*probably yes*)

Tell students that when a baseball player is sent down to the minors, it is a sad time for him. It feels like a punishment for not playing as well as he should.

16. Point out that Shoeless Joe and many other baseball players were known for being superstitious. Ask students whether they are superstitious. (*Some students will probably say yes; others will say no.*) Regardless of students' responses, continue by asking these questions: How many of you wish on the first star at night or say "God bless you" when someone sneezes? (*Some probably do.*) Do you make a wish before blowing out the candles on your birthday cake? (*probably yes*) If you blow all the candles out, does that make your wish come true? (*no*) Point out that many people will not open an umbrella in a house or will cross the street rather than walk under a ladder. Explain that a superstition is something people think will bring good luck or bad luck, or even make a wish come true.
17. Have students suggest other superstitions (*a rabbit's foot or horse shoe bringing good luck; a newfound penny bringing good luck; a black cat bringing bad luck; holding your breath when driving past a cemetery; knocking on wood*). Ask the following questions: Are superstitions really true? (*no*) How do you think superstitions get started? (*One person does something different, and it appears to bring good luck, so he or she keeps doing it, and then other people do it too.*) Indicate that when Joe thought any Jackson had to use a bat made out of hickory, simply because President Andrew Jackson had the nickname "Old Hickory," he was creating his own superstition. Baseball is full of superstitions. Some players will wear the same shirt as long as they play well. They change the shirt when they have a batting slump or make a lot of errors (mistakes when catching or throwing the ball). Other players always step on first base as they go on and off the field between innings. Others may twirl the bat over their head three times before they bat or always put their mitt in the same spot in the dugout at the end of an inning.
18. Explain that baseball has traditions as well as superstitions. A tradition is something people do often, and something they have done for many, many years. Nations and families have traditions. Watching baseball games and having Fourth of July picnics are traditions in America. Some families always go to Grandma's house for Thanksgiving dinner or celebrate birthdays by going to a movie.
19. Tell students that some traditions may be based on superstitions. For example, people in the South eat black-eyed peas every New Year's Day because it supposedly brings good luck. They eat greens, such as lettuce and spinach, on New Year's Day because such foods are believed to bring money.
20. Tell students that there are many traditions associated with baseball. At most baseball games, during the seventh-inning stretch, the fans stand up and sing "Take Me Out to the Ball Game." Usually a special person, sometimes even the president of the United States, throws out the first pitch of an opening day game. Baseball fans collect baseball

cards, take their own baseball glove to the ball park, and keep their own scorecard during the game. Baseball fans often eat hot dogs, Cracker Jacks, and peanuts at baseball games.

21. Ask students to think about their own families and any traditions they may have. If they need help, encourage them to think about how they celebrate holidays. Do they always go to someone's house or eat special food? Do they go to the same place for vacation every year? After each student has a tradition in mind, help him or her write a one-sentence description of that tradition. After checking spelling and grammar, distribute a sheet of blank paper to each student. Ask students to recopy their sentence at the bottom of the page, and to draw and color a picture of their family celebrating that tradition at the top of the page.
22. Have students prepare a small presentation about their tradition. Encourage them to describe how the tradition began, what family members are included, and what the tradition means to them and their families. Provide time for each student to share his or her tradition with the class.

◆ ***The Night the Bells Rang***

Procedure

23. Read *The Night the Bells Rang* aloud. After finishing chapter 1, ask the following questions. Accept all reasonable responses. Encourage students to justify their answers.

- Who are the members of Mason's family? (*Mother, Father, Ira*)
- Do they live in a town or in the country? (*in the country*)
- How do you know they live in the country? (*the picture of the barn; they own a horse*)
- In what state does Mason live? (*Vermont*)

Point out Vermont on a wall map. Show how close Vermont is to Canada. Ask the following questions:

- Why is Vermont so cold in winter? (*northern state*)
- Would you like to live in Vermont? Why or why not?
- Who is the bully in this story? (*Aden Cutler*)
- Do you know anyone who is mean to other children? (*probably yes*)
- Is that person as mean as Aden? (*probably yes*)
- Mason's dad thought Aden acted mean because Aden's dad had been mean to Aden. Does that help you like Aden any better? (*probably not*)

24. Continue reading. After chapter 2, ask the following questions:
 - What were some of the chores Mason had to do in the winter? (*haul water for the house and barn, feed the animals, get hay down so that the animals could eat it*)
 - Were the chores harder or easier because it was so cold? (*harder*)
 - Have you ever been so afraid of something that you felt sick? (*probably yes*)

- Why do you think Mason was so mean to Ira? (*He was angry and wanted to hurt someone; he couldn't treat Aden badly because Aden was bigger.*)
 - How did Mason feel after he was mean to Ira? (*sad*) Why? (*Mason was not normally a mean person; he knew he hurt Ira; being mean to Ira didn't make Aden stop being mean to Mason.*)
25. Following the reading of chapter 3, ask the following questions:
- What did Mason make for his father's birthday? (*a picture of the horses pulling the snow roller*)
 - What happened to the picture? (*It fell onto the frozen river.*)
 - Why didn't Mason get his picture? (*His father told him never to go out on the frozen river.*)
 - What might have happened if Mason walked out onto the ice? (*The ice might break and Mason would fall into the freezing water.*)
 - What did Aden do that was surprising? (*got Mason's picture from the ice*)
 - Why do you think Mason was afraid to tell his father about the picture? (*because Mason should have kept Aden from going on the ice; because Aden could have been hurt; because his father might think saving the picture was more important than drawing the picture*)
26. After finishing chapter 4, ask students why Mason got out of school (*sugaring season*). Explain that sugaring season is the time when people make maple syrup. Ask the following questions:
- Do you like maple syrup? (*probably yes*)
 - Did you know the syrup came from trees? (*probably no*)
 - What kinds of things do you do with maple syrup? (*put it on pancakes or waffles; cook with it*)
 - Did you ever think about heating it and putting it on snow? (*probably no*)
 - What is "sugar-on-snow"? (*warm maple syrup poured on snow*)
 - Do you think you would like a picnic in the middle of winter? (*probably no*)
 - Why do you think Aden joined the army? (*to get away from home; to get out of going to school anymore; to feel more like a grown-up*)
27. After reading chapter 5, ask the following questions:
- What chores did Mason have during the summer? (*planting and weeding the garden; haying the fields; laying new shingles; helping put up wallpaper; whitewashing [painting] the springhouse*)
 - What fun things did Mason do during the summer? (*swimming; fishing; picking berries*)
 - How did Mason treat Ira? (*He was mean to him.*)
 - What did his father do? (*wouldn't let Mason train the horse*)
 - What did Mason's father tell him after they made apple cider? (*that Aden had been killed in the war*)

- What did Mason remember when his mother said Aden never did anything good in his life? (*that Aden had gotten Mason's picture from the ice*)
 - How did Mason treat Ira after Aden died? (*He was nicer to him; helped him feed the chickens.*)
28. After reading chapter 6, ask the following questions:
- Why was everyone so happy the war was over? (*No more people would be killed; all the soldiers would be coming home.*)
 - What did Mason tell Aden's mother? (*that he was not glad Aden was dead; that Aden had done something nice for Mason; that he wished Aden was coming back*)
 - Why do you think Mason wanted to help Aden's mother? (*She was all alone with no one to help her; he wanted to thank Aden for getting the picture; he wanted to act like a man.*)
29. Remind students that Mama was upset because it was so cold and everyone was short of fuel. Sometimes at dinner, Mama and Father talked about food rationing. Explain that when a country fights a war, it needs many things for the soldiers who are fighting. Soldiers need food. Soldiers also need fuel for the vehicles they use, as well as for heat. In order for the soldiers to have the things they needed, the people at home sometimes had to make do with less food and fuel. During World War I, the government encouraged families to have "Meatless Mondays" and "Wheatless Wednesdays." Ask the following questions:
- Would you be willing to eat foods other than meat one day a week if you knew it would help soldiers? (*probably yes*)
 - What kinds of food are made with wheat? (*bread; hamburger and hotdog buns; cakes; cookies; muffins; bagels; donuts; biscuits; spaghetti; macaroni; lasagna; crackers; pancakes; waffles*)
 - Which would be harder to give up—wheat or meat?
 - Do you think most people did give up meat and wheat one day a week? (*probably yes*)
 - Why do you think they did? (*one way to help the soldiers; because the government asked them to do it; it wasn't very hard*)
30. Tell students their class has been asked to make posters to inform the rest of the school that they are being asked to have "Meatless Mondays" and "Wheatless Wednesdays" for the next month. However, they need to imagine that all their crayons have been taken, melted down, and the wax used to make candles for the soldiers. Their pencils, pens, and markers have been taken and given to the soldiers.
31. Write "Meatless Monday" and "Wheatless Wednesday" on the board. Divide students into groups of three or four, and have them decide on a way they can make a poster without using any writing or drawing implements. Next, have them determine what they want the poster to say. Give each group a sheet of 12" x 18" construction paper and make glue, scissors, yarn, fabric and trim scraps, pipe cleaners, craft sticks, magazines, newspapers, and similar items available for students to use. Encourage students to be creative.

32. When the posters are finished, help students display them in the halls. Suggest that students themselves may want to try not eating meat on Mondays or wheat on Wednesdays for a month, to help them understand how rationing affected people.
33. Ask the following questions:
 - Why was Mason's father riding the horse so fast in the last chapter of the book? (*The war was over.*)
 - What did the end of the war mean? (*The killing was over, and the men would be coming back home.*)
 - Was the end of the war a happy time for everyone? (*no*) Why not? (*Some people had been killed in the war and would not be coming home.*)
 - Who was sad at the end of the book? (*Aden's mother*)
 - Even though she was sad, Aden's mother attended the big celebration in the town. How did the town celebrate the end of the war? (*by ringing every bell they could find*)
34. Remind students that the end of World War I came on November 11, 1918. Germany surrendered at 11 A.M. November is the eleventh month, so peace came at the eleventh hour on the eleventh day of the eleventh month. When the news reached America, people all over the country celebrated. Many rang bells, banged on tin cans, or blew horns and whistles. Some cities had police cars and fire engines drive through the streets with their sirens blaring. Other cities closed parts of downtown to traffic and let people dance and celebrate in the streets. Every November 11, people in America celebrated Armistice Day. Explain that *armistice* means two people or countries agree to stop fighting. In 1954, after Americans fought in World War II and the Korean War, President Eisenhower signed a bill changing Armistice Day to Veterans Day, to remember all those who fought in all the wars.
35. Remind students that bells often have messages written on the outside of them. Ask: What is written on the outside of the Liberty Bell? (*Proclaim liberty throughout the land.*) Then ask: If you were to write a message on a bell for World War I, what it would say? Distribute **Handout 5**, and have students write their message. Provide class time for students to share the message from their bells. Then display the completed handouts on the bulletin board.
36. Tell students they are going to make bells. Give each student a small paper cup, an eight-inch piece of yarn, and a jingle bell. Help students thread their yarn through a yarn needle, then poke the needle through the bottom of the cup, through the loop on the jingle bell, and back through the bottom of the cup. Remove the needle, and tie a knot in the yarn. Write each student's name on the inside of his or her bell, and let students decorate their bells as they wish.

◆ **Mailing May**

Procedure

37. Ask students if anyone in their family has ever received a package through the mail (*probably yes*). Encourage students to describe the

incident, including how the package was delivered, its size, what it contained, and the reaction of the person who received it. Ask students whether anyone knows who the first postmaster general of the United States was. (*Probably no one knows that it was Benjamin Franklin.*) Explain that today we take the U.S. Postal Service for granted, but this was not always true. Explain that during the colonial period, people took their letters to the post office and picked up their mail at the post office. In a few larger cities, people could pay one or two cents more for each letter to have the letter brought to their house. Gradually, more and more cities delivered mail to people's houses, but the mail was only letters. Packages traveling through the mail are called parcel post. Parcel post service first began January 1, 1913. Tell students they are going to read about an unusual postal package.

38. Read the book *Mailing May* with students. As you read, help students understand some of the colloquial expressions used in the book. Some words or expressions that may be new to students include the following:
- made a beeline*—went someplace as quickly as possible
 - slogged*—walked slowly, as if her feet were very heavy
 - commenced*—began
 - flat flabbergasted*—totally surprised, stunned
 - permissible*—allowed
 - valise*—suitcase
 - carted*—transported
 - snorting like a boar hog*—making a loud noise like a large, wild pig
 - Daniel Boone*—a woodsman who traveled to many places of the United States where only Native Americans lived, and helped other people move to those places and build their homes there
 - trestles*—frames that support a bridge
 - steel on stilts*—stilts are long poles with a place for a person's feet to rest, so the person can walk and appear to be much taller than he or she is, and steel refers to the steel railroad tracks.
39. Review the book, and point out how the pictures help set the story in a certain time. Some pictures to highlight are as follows: the heating stove in the house; May's dress; the cash register, coffee grinder, and barrels for fruit in the grocery store; the kerosene lamp, pitcher, and bowl in May's bedroom; the post office and mail wagon; the weighing scale; and the train and water tower. Encourage students to think about how those items look today. Explain that the stove provided the only heat for the whole house and the pitcher and bowl in May's bedroom took the place of the bathroom sink.
40. Discuss the story by asking the following questions. Accept all reasonable responses. Encourage students to justify their answers.
- Where did May want to go? (*to Grandma Mary's house*)
 - What was the problem with getting May there? (*no money*)
 - Do you think sending May through the mail was a good idea? Why or why not?

- How would you have felt traveling across the country in the mail car of a train? (*scared, excited, nervous*)
 - May's father knew the people who worked at the post office and rode on the mail car. Do you think he would have sent May through the mail if he did not know the people? (*probably no*)
 - Do you think May would have felt as comfortable and had as much fun if she had been riding with a person she did not know, or her father did not know? (*probably no*)
 - Would you rather ride in the passenger car of a train, sitting on a soft seat and looking out the windows, or in a mail car like May did? (*Most will probably prefer the passenger car.*)
41. Continue the discussion by asking the following questions:
- Have you ever really, really wanted something special and your parents said no because it was too expensive? (*probably yes*)
 - How did you feel when they said no? (*sad, angry, disappointed*)
 - Have your parents ever surprised you with something you wanted after they said no? (*probably yes*)
 - How did you feel then? (*happy, excited, thankful*)

Ask students to think of one special thing that they really wanted but that their parents had to say no to because it cost too much. Remind students that their answer does not have to be a toy or a television or a new bike. They should also think about a special vacation, music lessons, or a pet.

42. Divide the class into groups of four or five. Ask students to share what it was they really wanted. After each student has shared, have the groups brainstorm ways to help their members attain what they wanted. Groups may need to come up with different ways to raise money to buy a new toy, or services they could trade for music lessons, or a driving vacation rather than flying to the destination. Make sure the groups devise at least one realistic solution for each member.
43. Once every student has a solution, distribute a blank sheet of paper to each student. Tell students to draw a picture of what they wanted in the top half of the page, and the best idea for attaining it in the bottom half of the page. Have students color the pictures with crayons or felt-tip markers. Encourage students to write a sentence describing what they wanted on the line across the middle of the page. Help students who need assistance with writing or spelling. Give students a chance to explain their pictures to their classmates before displaying their work on a bulletin board in the classroom.
44. Call your local post office, and arrange for a tour of the facility. Tell students to pay special attention to the packages being mailed. What sizes are the packages? Which is the largest package they see? How do the packages get delivered? Ask the postal worker giving the tour to describe the biggest package he or she has seen and if that package received treatment different from that given other packages.

45. After the field trip, debrief the experience. Ask the following questions:
 - What did you learn about mailing packages?
 - Do you think the post office would accept a child as a package now? (*probably no*) Why or why not?
 - Would you like to be mailed as a package today? (*probably no*)
46. Help students dictate a group thank-you letter to the post office, listing the things they enjoyed seeing and what they learned. Copy the letter on a 12" x 18" sheet of construction paper, and have each student write his or her name on the bottom. Mail or take the letter to the post office.

Beyond the Unit

Teachers who are interested in having selected students extend their study of the World War I period beyond the scope of this unit may encourage completion of some of the following activities. Once research is completed, provide class time to share information. Have students use **Handout 3** in the appendix as a guide for their research and **Handout 4** in the appendix as a guide for their book reports.

1. Bring in baseball equipment to demonstrate how it is used. Compare and contrast the baseball equipment used today with that used by Shoeless Joe Jackson. Explain why the changes were made and in what ways, if any, the equipment changes affected the way the game is played.
2. Research "Box" Brown, an African American who actually did send himself through the mail. Report on his adventures, and compare them with the fictional account in *Mailing May*.
3. Make sugar on snow. This requires a candy thermometer and a way to heat the syrup. If the syrup is too hot, it will melt the snow too quickly. If it is too cool, it becomes watery and flows through the snow to the bottom of the bowl. Boil Grade A Light Amber maple syrup until it reaches 225 degrees. In the meantime, scoop snow into a large bowl or pan. Drizzle the hot syrup lightly over the snow; then eat the sticky top layer with forks.
4. Originally told by loggers around the campfire, Paul Bunyan stories were first printed during this time. Read some of the stories; then choose a different natural formation, perhaps one from a national park. Create a Paul Bunyan legend explaining the creation of that formation, write it down, and illustrate the story.
5. Research the Lincoln Memorial. Using a shoe box and other available materials, create your own Lincoln Memorial. Write the quotations carved on the memorial in your neatest handwriting on construction paper, and tape them in the correct spots in your model.
6. Macy's Thanksgiving Day parade began during this time. Create a visual time line showing the order in which the big balloons were added to the parade.
7. Celebrate Veterans Day. Interview a veteran about why he or she fought in a war. Take a few minutes to think about the sacrifice veterans have made for the freedoms guaranteed all Americans, then celebrate the end of the war by having a parade through the halls and ringing bells.

Where He Lived

Directions: As you read the book, locate each town where George Washington Carver lived, and draw a line between them.



A Baseball Game

Directions: You are now part of a baseball team. Use the following guide to determine the outcome of your turn at bat.

If You Roll a . . .	You Get a . . .
2	Triple (three-base hit)
3	Single (one-base hit)
4	Walk (free pass to first base)
5	Fly out
6	Strike out
7	Pop out
8	Single (one-base hit)
9	Double (two-base hit)
10	Fly out
11	Strike out
12	Home run (four-base hit)