

LITERATURE

Worksheet for *Silent Night*, illustrated by Thomas Kinkadee

This famous song, written in 1818, is sung all over the world today. Look at the three translations below.<sup>1</sup> Isn't it wonderful to know that people everywhere can celebrate Christ's birth?



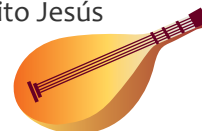
**German: Stille Nacht**

Stille Nacht! Heil'ge Nacht!  
Alles schläft; einsam wacht  
Nur das traute hoch heilige Paar.  
Holder Knab' im lockigen Haar,  
Schlafe in himmlischer Ruh!



**Spanish: Noche de paz**


Noche de paz, noche de amor,  
Todo duerme en derredor.  
Entre sus astros que esparcen su luz  
Bella anunciando al niño Jesús  
Brilla la estrella de paz,  
Brilla la estrella de paz.

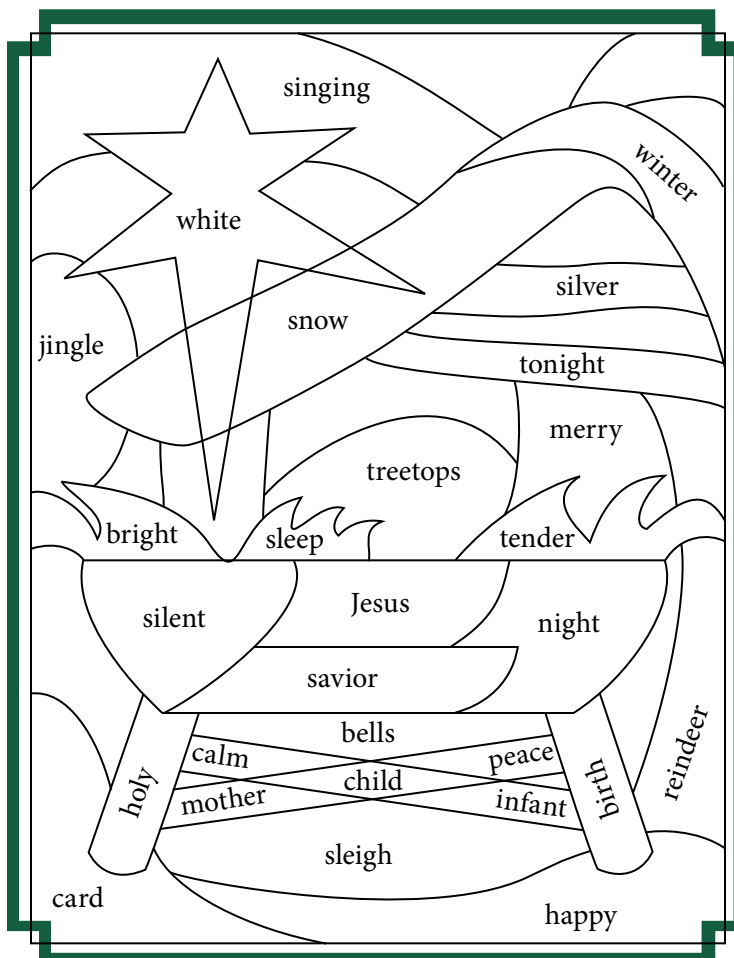


**Dutch: Stille nacht, Heilige nacht**

Stille nacht, Heilige nacht,  
David's zoon lang verwacht.  
Die miljoenen eens zaligen zal,  
Wordt geboren in Bethlehems stal.  
Hij, der schepselen heer,  
Hij, der schepselen heer.



 In the picture below, color only the words that are in the song "Silent Night." 



<sup>1</sup> *Silent Night Web*. JAK Olivier. 5 April 2008. Accessed 22 April 2008. <<http://www.silentnight.web.za>>

## UPPER GRAMMAR LEVEL

## FINE ARTS AND ACTIVITIES

1. Finish preparing your costume for your Unit Celebration. (Week 3 of 3)
2. From the recipes that you've been making, choose one or two to prepare for your Unit Celebration. (Week 3 of 3)
3. Prepare your report, presentation, or invention project for display at your Unit Celebration. (Week 7 of 7)
4. If you are making a President card bank, this week add James Monroe. He held office from 1817-1825.

From *America: Ready-to-Use Interdisciplinary Lessons & Activities*:

5. Complete an activity from your resource:
  - "People of the Mississippi Valley" (famous person summary)
  - "Patout's of New Orleans Restaurant"
  - "Pecan Pralines"
  - "Praline Sundaes"
  - "Bread Pudding"

## GEOGRAPHY

1. If you are building a deck of state cards, add these states:
  - Mississippi, which joined the Union in 1817
  - Illinois, which joined the Union in 1818
  - Alabama, which joined the Union in 1819
  - Maine, which joined the Union in 1820
  - Missouri, which joined the Union in 1821
2. Finish the three-week survey of South America. (Week 3 of 3)
  - Color in and add flags of Brazil, Paraguay, Uruguay, and the Guianas to your display.
  - Brazil, Paraguay, Uruguay, and the Guianas have some very interesting and unique flora or fauna. Use your printed resources or Internet links to learn about them, then indicate them on your display.
  - From your resources, learn what some of the major natural resources are of Brazil, Paraguay, Uruguay, and the Guianas. Use symbols to indicate them on your display.
  - On your display map or smaller paper map, label some important cities and major geographical landforms for Brazil, Paraguay, Uruguay, and the Guianas listed below.

Brazil

- Brasília
- Amazon River
- Sao Paulo
- Rio de Janiero

Paraguay

- Asunción
- Parana River
- Gran Chaco

Uruguay

- Montevideo
- Rio de la Plata
- Cuchilla Grande

French Guiana

- Cayanne
- Tumuc-Humac Mountains
- Maroni River
- Oyapock River

Suriname

- Paramaribo

Guyana

- Georgetown
- Mazaruni River

3. Finalize all your work from this unit. As you put on the finishing touches, review all that you have done! Prepare any displays of your Geography work that you may wish to present at your Unit Celebration.

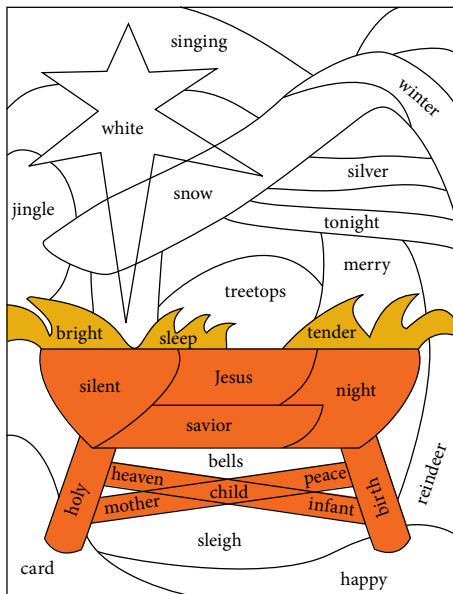
*God alone that gives us the love we need to be diligent mothers! Education is a wonderful gift to any woman and can be used to God's glory, our husbands' delight, and to promote our children's welfare, but it is not education that changes our hearts from selfish to loving ones!*

3. What were the evidences of rising nationalism during the Era of Good Feeling?
  - Americans, freed from threats of European interference, began a century of isolated growth. They focused inwardly on the settlement and development of their own country.
  - The Monroe Doctrine was a bold statement to Europeans of America's national strength and independence.
  - The recognition of the new, independent nations of Central and South America and the announcement of protection for them arose from a sense of national strength, pride, and responsibility to others who were both nearby and like the United States. It was an expression of how the Western Hemisphere differed from the Eastern.
  - Monroe's action in sending General Jackson into Spanish Florida and subsequent negotiations with Spain that yielded territories to the United States again bolstered confidence.
  - There were both calls and funding for the improvement of American infrastructure (roads and canals). Though the enthusiasm for infrastructure funding diminished during Monroe's time, there were plenty of congressional leaders who continued to be enthusiastic for these developments.
  - Protective tariffs and the Second Bank of the United States were approved by a Congress eager to foster the domestic development of industry immediately after the war was concluded. The expressed hope was independence from European markets.
  - The Supreme Court expanded the power of the federal government in studied attempts to strengthen the nation.
  - Finally, the nation seemed united and single-minded. There was only really one political party in existence for this period. The Federalists had disappeared as a party after the Hartford Convention, and only Jeffersonians remained in power.
  
4. What were some troubling indications that not everyone felt good during Monroe's presidency?
  - Sectionalism was strengthened during Monroe's tenure. The South continued to develop as a slave-dependent, cotton growing farming society that was closely tied to European markets. Sectionalism was particularly revealed in the heated debates over Missouri's request to enter the Union as a slave state.
  - Even though there were protective tariffs, cheaper and better finished European goods did flood American markets, resulting in an economic panic in 1819.
  - Free blacks were dismayed at laws in Missouri and Northern states that effectively, if not explicitly, limited their options to hold certain jobs or live in certain homes.
  - Slaves of the deep South led hard lives; they had no part in the nationalistic feelings or the prosperity. More and more, they were spoken of as property, not people, as Southern whites sought to justify the continuation of the institution of slavery.
  - Though Republicans seemed to be in full control during Monroe's tenure, it was during this time that new factions were developing within that party. The election of 1824 would reveal these factions openly.
  
5. Part of your job as a homeschooling teacher is to teach your dialectic- and rhetoric-age children how to study, review for, and succeed in taking major evaluations. This does not mean you must lead them by the hand through the actual content. Below are printed some review strategies you can teach your students.
  - Ask students to recall the title of the unit ("Napoleon's World"). Talk with students about important dates and events from 1800-1825. Here are some key events and dates to review:
    - The French Revolution (1789-1799) begins the period, and the successful independence movements of South America and the Monroe Doctrine (1823) ends it.
    - Four American presidential terms, those of John Adams, Thomas Jefferson, James Madison, and James Monroe, span the era. These were men of the so-called "Virginia Dynasty."
    - During this period, the American republic was both challenged and strengthened against a backdrop of almost constant Napoleonic Wars in Europe.
    - American territory doubled, and eight new states were added to the Union: Ohio, Louisiana, Indiana, Mississippi, Illinois, Alabama, Maine, and Missouri.
    - In these times, the Industrial Revolution in both England and America began to take off in earnest. In America, the North and parts of the Midwest became more and more industrialized and interdependent, while the South developed plantation systems that depended on slave labor and European commerce.

- ❑ During this era, the people of South America established their independence from European control, largely under the leadership of Simón Bolívar. This work began in 1812 and was largely completed by 1825.
- ❑ Recall with students the books they have read for Literature. Ask students for ways these selections have enriched their study of this period.
- ❑ Go through each week-plan, looking at the Teacher’s Notes “Threads” section. Remind students of the general title of each week-plan, and ask them to list major themes they remember learning about that week. Prompt for or restate themes they have forgotten.
- ❑ Go over any written assignments—essay topics, for instance—that will help students recall details from the unit.
- ❑ If you plan to administer a written evaluation, encourage students to look over their maps, reading notes, class notes, and answers to discussion questions before their evaluation. (If the test is a *Tapestry* product, you’ll want to review it ahead of time to make sure your directions for review are adequate.<sup>1</sup>)

## LITERATURE: LOWER LEVEL QUESTIONS AND ANSWERS

### Answers to Lower Grammar Worksheet for *Silent Night*



According to *World Book*, “The words of the famous carol ‘Silent Night’ were written on Christmas Eve in 1818 by Joseph Mohr, an Austrian priest. Franz Gruber, the organist of Mohr’s church, composed the music that same night, and the carol was sung at midnight Mass.”<sup>2</sup>

1 Lampstand Press offers published tests and quizzes, as well as review guides for students at this level. You can purchase *Evaluations 3* by the learning level or by the year-plan for all levels. As with all published tests and homeschooling curricula, be sure to preview the test and make sure that either your review covers all aspects of the test or that you plan to exclude or edit any test questions that don’t apply to material you chose to cover in your unique setting.

2 Excerpted from a *World Book* article entitled *Christmas*. Contributor: Robert J. Myers, M.A., Author, *Celebrations, The Complete Book of American Holidays*.