

# America's Champion Swimmer

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## *SOCIAL STUDIES*

### **Geography: The English Channel**

A channel is a body of water that connects two larger bodies of water. A channel is also a part of a river or harbor that is deep enough to let ships sail through. The English Channel is the part of the Atlantic Ocean that separates the island of Great Britain from northern France and joins the North Sea to the Atlantic.

An interesting side note about the English Channel-- the first woman to fly the English Channel (in 1912-- about the same time frame that Trudy swam it) was Harriet Quimby.

Your student may want to research some other famous English Channel crossers!  
First crossing by air (hot air balloon) -- Jean-Pierre Blanchard  
First person to swim the channel-- Matthew Webb  
First person to cross the channel in a heavier-than-air aircraft-- Louis Bleriot

### **History: Women's Rights Movement--Women's Suffrage**

Women's Suffrage (women's right to vote) was a major movement of the late 19th and early 20th centuries, with suffragists protesting vigorously for many years, demanding equality with men, and the right to vote. Prominent suffragists include Kate Sheppard, Sojourner Truth, Susan B. Anthony, Emmeline Pankhurst, Lucretia Mott, Elizabeth Cady Stanton and later Alice Paul, and Lucy Burns. Elizabeth Cady Stanton wrote a Declaration of Sentiments for the first Woman's Rights Convention, held in Seneca, New York, in 1848. She based the document on Thomas Jefferson's Declaration of Independence. Like Jefferson, Stanton included a list of complaints including the following:

- 1 . Women had to obey laws created without their input.

- 2 . Women could not attend college.
- 3 . Married women were, for all intents and purposes, legally dead.
- 4 . Women were not allowed to vote.
- 5 . Women’s self-esteem was ruined due to their treatment at the hands of men.
- 6 . Women had fewer rights than men with low morals and men who were not citizens.
7. Unmarried women were taxed with no say in how the money was to be spent.
- 8 . Women could not be ministers, doctors, or lawyers. Women’s work was low-paying.
- 9 . Women in divorce cases had no say over matters such as who would raise the children.
- 10 . A married woman had no rights to property or the money she earned.
- 11 . Men were given complete control over and responsibility for their wives .
- 12 . Men were unrightfully “playing God” by deciding what was appropriate for women.
- 13 . Because women could not vote, they could be more easily exploited.
- 14 . Women were not allowed to hold important positions in the church or the state.
- 15 . There was a different standard of behavior for men and women.

Go-along book *The Ballot Box Battle* by Emily Arnold McCully

### **History: Important Women in History Project**

If your student is interested in other women who have been important in history, consider one of the following project ideas:

1. Using the list of names below, create a time-line of women in history.
2. Using the list of names below, choose one for research and write an essay on the life of that woman and why she was important to history. Include information such as life story, the impact that person had on history (was it good or bad?), etc.
3. Create a small book of Important Women in History. Design a cover page and write a paragraph for each women chosen to be included in the book. You could even include other women you've studied that may not be mentioned below (such

as Fanny Crosby or Wilma Rudolph). Encourage your student to find pictures to place at the top of each entry and to type their paragraphs. You may even want to take this to an office supply store and have the end result bound with a comb binder.

Here is a list of names (with brief descriptions) to get your student started:

Louisa May Alcott (1832-1888)

Produced the first book for young girls in the 19th century. She published over 270 works; her most famous is *Little Women*.

Susan B. Anthony (1820-1906)

Fought for the women's right to vote.

Clara Barton (1821-1912)

Nursed Union soldiers during the Civil War. Later in her life she founded the American Red Cross.

Elizabeth Blackwell (1821-1910)

First woman to have a medical degree.

Pearl S. Buck (1892-1973)

First woman to win the Nobel Prize for literature.

Cleopatra (69-30 B.C.)

Became Queen of Egypt when she was still a teenager; known as a "shrewd" politician who spoke nine languages.

Marie Curie (1867-1934)

Physicist whose investigations led to the discovery of radioactivity and the element radium; first woman to win a Nobel prize.

Amelia Earhart (1897-1937)

First woman to fly across the Atlantic Ocean.

Elizabeth I (1558-1603)

During her reign (now known as the "Elizabethan Age"), England became one of the most important nations in Europe with a powerful navy.

Grace Hopper (1906-1992)

Advanced the world of computer programming by inventing one of the first user-friendly computer languages.

Joan of Arc (1412-1431)

She thought that her "divine mission" was to free her country, France, from England. She led French troops to victory in 1429's battle of Orleans.

Jackie Joyner-Kersey (1962-)

First American woman to win Olympic gold in the long jump, won other Olympic events as well as set the world record for the heptathlon (a series of six demanding events)

Hellen Keller (1880-1968)

Deaf, mute, and blind, Hellen Keller learned to overcome her disabilities and became an expert author and lecturer.

Mother Teresa (1910-1997)

Founded a group of nuns in India and devoted her life to helping others.

Rosa Parks (1913-)

Set in motion the Montgomery Bus Boycott when she refused to give her bus seat to a white person. This event was a cornerstone of the civil rights movement.

Sally Ride (1951-)

The first American woman in space.

Eleanor Roosevelt (1884-1962)

Human rights champion who worked to further rights for women, black people, poor people, and the unemployed.

Sacagawea (1787-1812)

Interpreter for Lewis & Clark during the exploration of the Northwest.

Margaret Thatcher (1925-)

First woman in European history to be elected prime minister.

Harriet Tubman (1820-1913)

Born a slave who eventually became a conductor on the Underground Railroad; she led over 300 slaves to freedom.

### **Human Relationships: Encouragement**

Encouragement is when someone causes someone else to feel courage, spirit, or hope. In what ways did Trudy's sister, Margaret encourage her throughout Trudy's swimming career? Discuss these with your student. Can your student think of someone she can be an encouragement to? (a sibling, a grandparent, a friend?) How can she help someone feel courage, spirit, or hope? Can you be an encouragement to your student? Think of practical ways to encourage your student to pursue her talents.

### **Character Building: Determination**

A person who is determined has firm or fixed intentions. Someone who isn't going to give up; someone who is going to reach their goals. Trudy was determined. "...it didn't matter what people said or wrote. She was going to swim the Channel...Trudy did not give up her dream. She found a new trainer, and a year later...was ready to try again." As Christians, what should we determine to do? Discuss this with your student. Pray with your student that God will give him determination to do what is right even in the face of temptation. You may also want to discuss other areas of life that require determination.

## **Government: Mayor and President**

This book mentions a mayor and a president and lends itself to introducing the concept of American government to your student.

After the American colonies won their independence from England, the thirteen colonies became thirteen states. The new states formed a league so they could work together. Their system of government was described in a document called the Articles of Confederation. In this system, the state governments had most of the power. The national government was very weak. This was very different from the government under the King.

Once the thirteen American colonies broke free from England, they became states and started working together. They wrote up a document (the Articles of Confederation) in which the state governments had the majority of the power leaving the national government very weak. They wanted a system very different than the one they were used to (with a King being in charge). However, The Founding Fathers saw that this system left the nation too weak and wrote up a new document (the Constitution). The Constitution divided the power between the national and state governments.

### National Government

The Founding Fathers (while framing the Constitution) wanted to form a government that did not allow one person (such as a King) to have too much control. They wanted to divide the power. First, they wanted the states to have a certain amount of power as well as the national government. They separated the national government's power into what we call three branches. Each branch has its own responsibilities while working together to make the country run smoothly. Each branch is accountable to the other branches to insure that the power stays balanced.

The three branches of the U.S. Government are the **legislative, executive, and judicial**.

## State Government (and Local Government)

Not only is there a national Constitution; each state has its own constitution based on its unique history, needs, philosophy, and geography. A state's constitution is similar to that of the national Constitution; however, the laws made in individual states cannot conflict with the national Constitution or national laws. The national Constitution is "the supreme law of the land."

Each state's constitution also separates power between three branches -- legislative, judicial, and executive. In addition, in most states, the legislative branch contains two houses. Instead of a president, each state elects a governor.

The third type of government is local governments. Most Americans live under the national government, a state government, and several local governments. Local government is divided into five categories:

County

Town and Township

Municipality

Special District

School District

If your student is interested in government (or if it's election time), allow him to research more about your local candidates. Who would he vote for? Why? (You could also discuss who you are going to vote for and why.)

### **Symbolism: The American Flag**

The colors on the flag symbolize: red - valor and hardiness, white-innocence and purity, and blue stands for vigilance, perseverance, and justice. Discuss the different qualities with your student. Why is it important for our nation to be founded on valor, purity, justice, etc.? Does our nation still represent these character traits?

valor- personal bravery in the face of danger

hardiness- bold, brave

innocence- free from guilt or blame

purity- freedom from guilt or sin

vigilance- alert to signs of danger

perseverance- to keep at something in spite of difficulties, opposition, or discouragement

justice- being in agreement with a standard of correctness

### History of the flag

No one knows for sure who it was that designed the first stars and stripes or who made the first flag. However, design credit is usually given to Francis Hopkinson and Betsy Ross may have sewn the first flag, but this is unlikely.

June 14, 1777- Congress passed the First Flag Act in order to establish an official flag for the new nation. It was to be made of thirteen stripes (alternating red and white); there were also to be thirteen stars (white in a blue field).

Have your student research how many stripes and how many stars are on the flag today. Why? (There are 50 stars-- each one represents a U.S. state; there are 13 stripes-- each one represents one of the original 13 colonies.)

### Learn The Pledge of Allegiance

#### *The Pledge of Allegiance*

*I Pledge Allegiance to the flag of the United States of America and to the Republic for which it stands,  
one Nation under God,  
indivisible, with liberty and justice for all.*

### **Citizenship: Patriotism**

Patriotism is defined as "love of one's own country". In what ways did Trudy show her patriotism? (Discuss with your student). In what ways can your student show her patriotism? (respecting the flag-- discuss flag etiquette; putting your hand on



your heart when the pledge of allegiance is being said; supporting and praying for troops; learning patriotic songs; praying for government leaders, etc.)

Your student may enjoy making a patriotism collage including different American symbols such as

American Flag

Bald Eagle

Figures of Justice

Great Seal

Liberty Bell

National Flower - Rose

Uncle Sam

She may also want to include some song lyrics on her collage. Here are some suggested songs:

America (My Country 'Tis of Thee)

America the Beautiful

Pledge of Allegiance

Star-Spangled Banner

Yankee Doodle

Other pictures may include soldiers, government buildings, and monuments.

## ***APPLIED MATH***

### **Make a Time Line (of Trudy's Life)**

In order to complete this project, your student will need to start with 1906 and determine what year the next even happened.

For example

1906- October 23-- Trudy was born

now, your student needs to add seven years to that date to find the next point on

his timeline in order to continue

born October 23, 1906

at age seven- she fell into a pond and nearly drowned

at age thirteen- she became a member of the New York Women's Swimming Association

at fifteen- Trudy won her first big race

the next year (age 16) she attempted to be the first woman to swim the more than seventeen miles from lower Manhattan to Sandy Hook, New Jersey

in 1924 she made the U. S. Olympic team and won three medals

1925- Trudy had set 29 U.S. and world records

August 18, 1925- first attempt at the channel

August 6, 1926- second attempt at the channel

### **Story Problems**

When Trudy went to swim the Channel (20 miles wide) her trainer pulled her out with less than 7 miles to go. How far had she gone?

She started her second attempt across the channel at about 7 a.m.

She ate her first meal at 10:30 a.m.

At about 1:30 in the afternoon, it started to rain.

by 6:00 p.m. the tide was stronger

at 9:40 p.m. she made it!

Based on the above information, answer the following problems

How much time passed from when Trudy started her adventure until she ate her first meal?

How much time passed from Trudy's first meal until she finished?

How much time between the beginning of the storm until the tide grew stronger?

Trudy swam the channel in fourteen hours and 31 minutes beating the men's time by (almost) 2 hours. What was the best time for men?

## Measurement

The waves were twenty feet high - measure 20 feet with your student

## *SCIENCE*

### **Biology: Sea Creatures**

This book mentions both jellyfish and sharks. Let your student research (check out books from the library or use links below) these wonders of the ocean. Would Trudy want to have an encounter with either one? Why not?

### **Ocean Currents**

What causes ocean currents? An ocean current is a permanent or continuous, directed movement of ocean water that flows in one of the Earth's oceans. The currents are generated from the forces acting upon the water like the earth's rotation, the wind, the temperature and saltiness, and the gravitation of the moon. In the demonstration, your student will observe how wind, temperature, and saltiness effect currents.

### Learning about Currents Demonstration

*Adapted from Ready-to-Use Earth Astronomical Science Activities for Grades 5-12*

#### Materials Needed:

Tin pie plates

Water (cold and hot)

Oregano

Plastic straw

Food coloring

Tablespoon and teaspoon measuring spoons

Table salt

#### Procedure:

1 Fill a tin pie plate to the inner rim with cold tap water.

2. Sprinkle a teaspoon of oregano over the surface.

3. Using a plastic straw, gently blow across the middle of the surface from one side of the pan.
4. Ask your student to describe the pattern created by the motion of the oregano. (Student should observe that the water is rippled by the artificial wind they create and that the currents on the surface circulate around the edges of the pan.)
5. Point out that the wind they created is analogous to the Equatorial Currents flowing west at the Earth's equator. These currents are forced into a clockwise rotation in the Northern Hemisphere and a counterclockwise rotation in the Southern Hemisphere because of the Earth's rotation and the landmasses that obstruct the waters' flow.
6. Heat some water until it is hot. In a separate container, add three tablespoons hot water, a tablespoon of salt, and several drops of food coloring. Stir the mixture.
7. Carefully pour the warm mixture into the pie plate with the cold water. What happens?
8. Ask your student to describe how this denser mixture behaves when poured into cool water.
9. After you finish with this demonstration, you may want to have your student label the major ocean currents on a map of the world. Use red lines for the warm currents and blue lines for the cool ones.

### **Health: Water Safety**

To protect Trudy from icy cold water, Margaret coated her sister with lanolin and heavy grease. Why would Margaret put lanolin and grease on her sister? What was she trying to protect her from? Swimmers can get hypothermia (dangerously low body temperature) in cold water.

Try the following demonstration with your student.

You will need

a bucket or tub

cold water and lots of ice

a thermometer

Crisco (or any brand of shortening)

## Latex Gloves

Fill the tub with ice cold water and check the temperature. Have your student place his hand in the water for a few seconds. Is it freezing? It should be! Now, have him put on a latex glove and cover it with shortening. Check the temperature again to see if it's just as cold (or colder) Have him put his protected hand back in the ice cold water. Is it freezing?

You may also desire to discuss the following rules with your students as applicable for your family.

### Rules for Boating Safety

Know your boat -- each boat has its own purpose. Make sure you use your boat correctly.

Always wear a life jacket while riding on a boat.

Make sure an adult is operating the boat.

Don't stand while a small boat is moving

Don't sit on the gunwale or bow of a moving boat.

Also, it's a good idea to know your state's laws governing boating and fishing.

### Rules for Swimming Safety

Learn to swim.

Always swim with a buddy.

Make sure an adult (or lifeguard) watches you.

If you can't swim, or if you are just learning to swim, wear a life jacket.

Don't use an inflatable air mattress or swim ring unless you know how to swim.

Don't swim in cold water-- it can cause dangerously low body temperature (hypothermia).

Never dive or jump into unknown waters.

Obey all "No Swimming" and other warning signs.

## Ears and Hearing

Read the note at the end of the story. What happened to Trudy's ears as a result of swimming the channel?

You may wish to introduce (or review with) your child the parts of the ear that help sound travel. There is the outer ear, the middle ear, and the inner ear. The outer ear is the part of the ear that we can see and is called the pinna. It collects the sounds and directs them toward the middle ear. Between the outer ear and the middle ear is the ear drum. It begins to move as sound hits it. This then causes three little bones inside the middle ear to also vibrate. These three bones are the tiniest in our body and they are called the hammer, the anvil, and the stirrup. These vibrations then move on to the cochlea, which is shaped like a snail's shell. The cochlea contains tiny hairs called cilia, which start the nerve signals that go to the brain. The brain then processes the sound.

## ***LANGUAGE ARTS***

### **Genre: Biography**

This word comes from the Greek words *bios* meaning "life" and *graphein* meaning "write." A biography is the written account of an individual life.

### Writing Assignment: Biography

Challenge your student to interview someone then to use the information gathered in the interview and write a biography.

Ideas for interview questions (each section can serve as a paragraph topic). After your student has collected information, encourage him to only use what he needs--the best information-- to write the biography (every detail probably won't be necessary).

#### 1. Birth Facts

Where were you born (city and or hospital name)?

What are your parents' names?

How much did you weigh?

Is there other information about your birth that you'd like to share?

## 2. Childhood

Where did you go to school?

What was your favorite subject? Why?

What subject was the most challenging?

Are there any funny stories you have to tell about your school days?

Who were your friends?

What were your favorite things to do? (Ask for descriptions of games and such if they are from another time)

What were your favorite books of childhood?

What else do you remember about your childhood that you'd like to share?

## 3. Family

Did you have any siblings (brothers? sisters?)

How did your siblings help shape your life?

## 4. Major Events in Your Life

What would you consider major events in your life? (salvation, marriage, birth of children/grandchildren, etc.) Please describe each one.

Were you in the military? If so, what branch and when? Peacetime or war? Any experiences you wish to share about your time serving?

## 5. Major Accomplishments

Where did/do you work?

Why did you choose this occupation?

Any word of advice/wisdom for future generations?

## Vocabulary

Many times, a word has multiple definitions. Find the following words within the text of the story with your student. Then, have your student determine which definition fits the word as used in context of the story.

myth

**1** : a story often describing the adventures of superhuman beings that attempts to describe the origin of a people's customs or beliefs or to explain mysterious events (as the changing of the seasons)

**2** : a person or thing that exists only in the imagination

**3** : a popular belief that is false or unsupported

shattered

**1** : to break or fall to pieces

**2** : to damage badly

prowess

**1** : great bravery in battle

**2** : very great ability

beacon

**1** : a signal fire commonly on a hill, tower, or pole

**2** : a guiding or warning signal (like a lighthouse)

**3** : something that inspires

modest

**1** : having a limited and not overly high opinion of oneself and one's abilities, not boastful

**2** : moderate in amount, size, or extent

**3** : clean and proper in thought, conduct, and dress

poised

**1** to hold or make firm or steady by balancing

**2** : to put into readiness

ultimate

**1** : the farthest, last in progression

**2** : arrived at as the last result



**3** : incapable of further division or separation

**4** : being the greatest or most extreme

flares

**1** : a fire or blaze of light used to signal, light up something, or attract attention

**2** : an unsteady glaring light

**3** : a spreading outward; *also* : a place or part that spreads

**4** : bell-bottom pants

### **Creative Writing: Newspaper Article**

Read some front page newspaper articles with your student. Give him the assignment of writing his own front page article that tells the story of Trudy's successful swim across the channel. Go back through the book and help him answer the *five w's* of news reporting-- who, what, where, when, why. You can use the prepared page to brainstorm. After he's compiled his answers, he's ready to start writing his article.

### **Italics**

Review with your student that names of boats should be underlined or in italics. This rule also applies for book titles.

### ***ART and MUSIC***

#### **Music**

The book states that "songs kept her brain and spirit good"

How does music do this? If music affects us in this way, why is it important to listen to the right kind of music? Read Philippians 4:8. Make a list together of the things we are to think on. Can we apply this scripture to the music we listen to? What happens when a person listens to music that focuses on the negative, the impure, and things that are untrue?

#### **Music: "The Star-Spangled Banner"**

(brief history information from [www.wikipedia.com](http://www.wikipedia.com))

The Star Spangled Banner was one of the songs that kept Trudy going. Does your student know this song?

Brief History: "The Star-Spangled Banner" is the national anthem of the United States of America, with lyrics written in 1814 by Francis Scott Key. Key, a 35-year-old lawyer and amateur poet, wrote them as a poem after seeing the bombardment of Fort McHenry in Baltimore, Maryland, by British ships in Chesapeake Bay during the War of 1812. In 1916, Woodrow Wilson ordered that "The Star-Spangled Banner" be played at military and other appropriate occasions. On March 3, 1931 by President Herbert Hoover signed a law adopting "The Star-Spangled Banner" as the national anthem of the United States.

Read and discuss the lyrics with your student.

Lyrics:

*O say, can you see, by the dawn's early light,  
What so proudly we hailed at the twilight's last gleaming,  
Whose broad 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;  
O say, does that star-spangled banner yet wave  
O'er the land of the free and the home of the brave?*

*On the shore, dimly seen thro' the mist of the deep,  
Where the foe's haughty host in dread silence reposes,  
What is that which the breeze, o'er the towering steep,  
As it fitfully blows, half conceals, half discloses?  
Now it catches the gleam of the morning's first beam,  
In full glory reflected, now shines on the stream  
'Tis the star-spangled banner. Oh! long may it wave  
O'er the land of the free and the home of the brave!*

*And where is that band who so vauntingly swore  
That the havoc of war and the battle's confusion  
A home and a country should leave us no more?  
Their blood has washed out their foul footsteps' pollution.  
No refuge could save the hireling and slave  
From the terror of flight, or the gloom of the grave,  
And the star-spangled banner in triumph doth wave  
O'er the land of the free and the home of the brave.*

*Oh! thus be it ever, when freemen shall stand  
Between their loved homes and the war's desolation,  
Blest with vict'ry and peace, may the Heav'n-rescued land  
Praise the Pow'r that hath made and preserved us a nation!  
Then conquer we must, when our cause it is just,  
And this be our motto: "In God is our trust."  
And the star-spangled banner in triumph shall wave  
O'er the land of the free and the home of the brave.*

### **Art: Detail**

Notice the kind of brush strokes (almost like dots) the illustrator used to make the water, the sand on the beaches, and the background people in the parade. Do you see these brush strokes anywhere else in the pictures?

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