

The Courage of Sarah Noble

Book by Alice Dalgliesh

Unit study and lapbook by Jimmie

Day 1

Read chapters 1-2

Language Arts

Alphabetical Order

Alphabetize the names of the Noble children (Sarah and her siblings).

Do the same for the Robinson children. Use the Alphabetical Order Mini Book, if desired.

Vocabulary

Musket

Heathen

Savages

Mind (as in pay attention to)

Add these words and their definitions to moccasin shapes as you make a New Words book for your lapbook. When your book is completely finished, you can secure it by stapling on the left side.

Discussion Questions

Why would Sarah ask her dad to talk to her at night?

Why would it be hard to take the baby on the long journey to CT?

What is Sarah's dad thinking or feeling on p. 5?

In the Robinson home, why does Sarah want to keep her cloak? (Is it *really* because she's cold as she says?)

Later, why does Sarah ask for her cloak?

Why are the American Indians called "heathen savages?" What does this mean?

Social Studies

Thirteen Colonies

Label all 13 colonies on a map. Make a line from MA to CT, the route that Sarah and her dad took.

Transportation in Colonial America

Transportation in Colonial America was very simple. There were few roads. Mostly people traveled on American Indian paths by foot or by horseback. Later stage coaches were used by the wealthier colonists. Traveling was therefore slow, uncomfortable, and dangerous. Most colonists never traveled farther than their own communities.

Perceptions of American Indians

Notice how the American Indians are thought of by Sarah and her father. Discuss with your child the prejudices and stereotypes that existed. American Indians were thought to be savages, barbarians, and inferior to Europeans. American Indians were called “red men” because of their dark, ruddy skin. Many of the judgments made about native peoples were simply the result of cultural differences in ways of living (dress, food, communication, etc.) Discuss with your child that different ways of doing things does not mean different cultures are bad or wrong. It just means they are different. Discuss how the American Indians might have felt about the Europeans.

Science

Woodland Animals

Using whatever animal reference book you have available, study the woodland animals mentioned in these chapters: owl, fox, and wolf. Use the Forest Wildlife Mini Matchbooks to record what you learn about each animal.

Math

Quantifying Fear

How can you quantify or measure something abstract like a feeling? It's very subjective, but we can assign a value to levels of feelings.

Example -- How I feel about spinach:

1 = I love it and could eat it every day.

2 = It's okay, but I wouldn't ask for it.

3 = I don't like it at all. It is disgusting.

Using a scale like this, you could measure your family's feelings about spinach and even make math problems with those measurements.

Throughout this book, Sarah experiences fearful moments. Put yourself in her shoes, and assign a value to how scared you would feel. Mark your ideas onto the printable strips in the Fearful Situations Mini-book. Use pencil because you may want to change your answers as you read the other fearful moments.

Complete Fearful Situation #1 and #2.

Day 2

Read chapters 3-4

Language Arts

Vocabulary

Solemn

Add this word and its definition into the vocabulary mini-book.

Discussion Questions

How is this night's conversation about the night noises different from the night they slept outdoors in chapter 1?

"No love in that house"-- what does it mean?

"Too wise for your years" --what does it mean? What is her dad saying about her opinion of the Robinson home?

What are John Noble's ideals for his home?

Social Studies

Log Cabins in Colonial America

Swedish immigrants were actually the ones who first introduced the log cabins to America. English settlers mostly lived in wattle and daub homes made from thin wooden boards. The inside walls were filled in with wattle, a woven network of thin branches and saplings. Then the wattle was covered with daub -- clay, with added sand and straw (and sometimes animal dung). Daub insulated the houses against the long, cold New England winters.

Colonial Cooking and Meals

Cooking was always done over a fire. And since many families only owned one cast iron pot, they usually prepared one-pot meals such as bean porridge, soups, grain porridges. Often porridge was made from hominy (made from corn) and flavored with pork and vegetables. This basic diet of soups was supplemented with whatever meats, fruits, and vegetables they could raise or find.

Johnny cake is cornbread cooked over a fire.

(From Wikipedia – “the origin of the name is unclear, possibly from 'journey cake' as a bread easily prepared by travelers, or as a corruption of 'Shawnee cake', or based on a forgotten word. “)

Add your findings about colonial cooking in the Colonial cooking three fourths mini-book template. Draw pictures, copy recipes, or write text. Save some room in the mini-book for notes about corn (see lessons in day 3).

Science

Woodland Animals

Continue with the project from Day 2. Using whatever animal and plant reference books you have available, study the woodland animals & trees mentioned in these chapters: deer, birches, firs, woodchuck, and skunk. Use the Forest Wildlife Mini Matchbooks to record what you learn about each animal and tree.

Deer

Birches

Firs

Woodchuck

Skunk

Math

Quantifying Fear (continued)

Mark your ideas onto the printable strips in the Fearful Situations Mini-book.

Complete Fearful Situation #3.

Day 3

Read chapters 5-6

Language Arts

Vocabulary

Palisade

Mortar & pestle

Add these words and their definitions into the vocabulary mini-book.

Discussion Questions

Why would Sarah not admit she did mind staying alone while her dad built the house?

Why does Sarah get her cloak?

Sarah calls the other children foolish. Why? Would you call them foolish for this?

Why or why not?

How would it make you feel if someone thought your name was too long or too hard to say and gave you a foreign sounding name instead?

How does Sarah's relationship with and attitude towards the American Indian children change in chapter 6?

Bible

What is the scary part of the story of Isaac? Look it up and read about it in Genesis 22.

Social Studies

Colonial Meals: Corn

Corn was a staple food all over North America. Corn is native to the Americas. It, along with beans and squash, make up what the Iroquois called "The Three Sisters" – the foundation of the American Indian diet. Naturally, the colonists learned about corn from the people already living in America. It became a mainstay of their diet as well. Dried corn could be stored through long winters when no crops could be grown. The dried corn was ground into cornmeal and used in various ways – to make hominy porridge, to make Johnny cake, etc. (When Benjamin Franklin lived in London, he had his wife mail him sacks of cornmeal because he missed it so much!)

The American Indians also used all parts of the corn plant. The husks could be braided and woven to make masks, moccasins, sleeping mats, baskets or cornhusk dolls. Corncobs could be used for fuel, for game darts or for ceremonial use.

Add your findings about corn in the Colonial cooking three fourths mini-book template. Draw pictures, copy recipes, or write text.

Lifestyle of Woodland Indians

Use the Woodland Indian lifestyle top tab book template to record Woodland Indian life as portrayed in the book.

Tab 1. home

Record what you learned about the birch bark homes on this page.

Tab 2. clothing

Record what you learned about the clothing on this page. (Leave room for Days 4 & 5.)

Math

Quantifying Fear (continued)

Mark your ideas onto the printable strips in the Fearful Situations Mini-book. Complete strips for Fearful Situation #4 and #5.

Day 4

Read chapters 7-8

Language Arts

Personification

The text says “chimney promised.” How can a chimney promise something? Discuss personification with your student—when an inanimate object is given human characteristics.

Vocabulary

Fetch

Dear

Add these words and their definitions into the vocabulary mini-book.

Discussion Questions

How can you be afraid yet still have courage?

Sarah's cloak is mentioned again (p. 37). Why? What does the cloak symbolize?

Social Studies

Colonial food – Mush

Mush is another word for porridge – a soupy mixture usually made from a grain, in this case corn.

Woodland Indian Life

Record facts in the top tab book

Tab 2. Clothes – (add) no night clothes

Tab 3. Diet – no plates; used hands (leave room for Day 5's information)

Tab 4. Religion – Great Spirit

Bible

Is it okay to pray for a horse? For people of other cultures, lands, faiths?

Is Christian prayer to God through Jesus the same as American Indian prayer to the Great Spirit?

Consider these verses – 1 Tim. 2:5 and Acts 4:12.

Science

Maple Trees

Using whatever plant reference book you have available, study the tree mentioned in these chapters: maple. Use the Forest Wildlife Mini Matchbooks to record what you learn.

Math

Quantifying Fear (continued)

Mark your ideas onto the printable strips in the Fearful Situations Mini-book.

Complete Fearful Situation #6.

Day 5

Read chapters 9-10

Language Arts

Vocabulary

Outlandish

Charming

Tiresome

Petticoats

Add these words and their definitions into the vocabulary mini-book.

Discussion Questions

Sarah sleeps with her cloak (p. 43). Why?

Why must Sarah change into her dress and petticoat?

What was her mom's attitude towards the moccasins? What would've happened if Sarah wore her deerskin clothes?

Social Studies

Woodland Indian Life

Woodland Indians top tab book

Tab 2. add clothes of deerskin in fall/winter, moccasins

Tab 3. add diet of corn

Complete the top tab book and store it for the lapbook.

Math

Probability

Discuss the probability involved in the moccasin game.

What is probability? What other games do you play that involve probability?

(Yahtzee, for example-- you may even want to play it today.)

Experiment with probability. Make the spinner provided on the template. Spin it 36 times and record your outcomes on the graph provided. (If your child doesn't already know, teach your child how to make tick marks counting up to fives. Then count by fives to get your totals.)

Study the spinner. What portion of it is red? What portion is yellow? What portion is blue? How do those amounts compare to your spinning results? Theoretically, they should be the same. However, you may have to keep spinning many, many more times to finally get those expected numbers.

Quantifying Fear

Review all the fearful situation cards and change your ratings if necessary. Order them from scariest to least scary. Which ones were equally scary to you?

Use the data you collected to [make a bar graph](#) showing the levels of fear you associate with each situation. Paste the graph to your lapbook, if desired.

Store the cards in the pocket.

Day 6

Read chapter 11

Also read author's note and quote from Samuel Orcutt, both at beginning of book.

Language Arts

Writing

Write a short story in which Sarah's mom learns to appreciate the American Indians. Make her attitude change as Sarah's did.

Or

Write a "When I had Courage" story, telling how you overcame a frightening time.

Store your completed assignment in a pocket in your lapbook.

Newbery Award

Who is John Newbery? What is a Newbery Award?

He was an American book publisher and book seller (1713 - 1767) who was one of the first to market books especially for children. The Newbery Medal is given to outstanding American books for children. Look in your home library for books with the Newbery Medal? Do you agree that these are all outstanding books?

Make a list of reasons why this book is outstanding and include them in the Medal Shape Book.

Discussion Questions

What does Sarah's mother call the American Indians? Does Sarah still consider them savages? What does she call them?

Discuss the attitude changes that Sarah experiences through this novel.

To the Nobles, being clean and well-dressed are proofs that people are not savages. What do you think? What makes someone savage?

What else does Sarah's mother think about the American Indians? Will her attitude change like Sarah's did?

How does Sarah's speech towards and play with her doll Arabella prove that she's both a girl and has matured?

What is the status of the cloak at the end of the book? Why does Sarah no longer need it? What does it symbolize? Record your ideas in the Cloak Trifold printable.

Genre: Historical Fiction

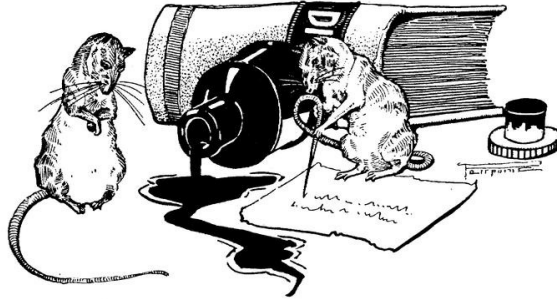
Read the notes at the beginning of the book. What parts of this novel are factual and which are created by the author? This kind of book is called historical fiction. What other books have you read that are historical fiction?

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ROBINSON
CHILDREN

ALPHABETICAL ORDER

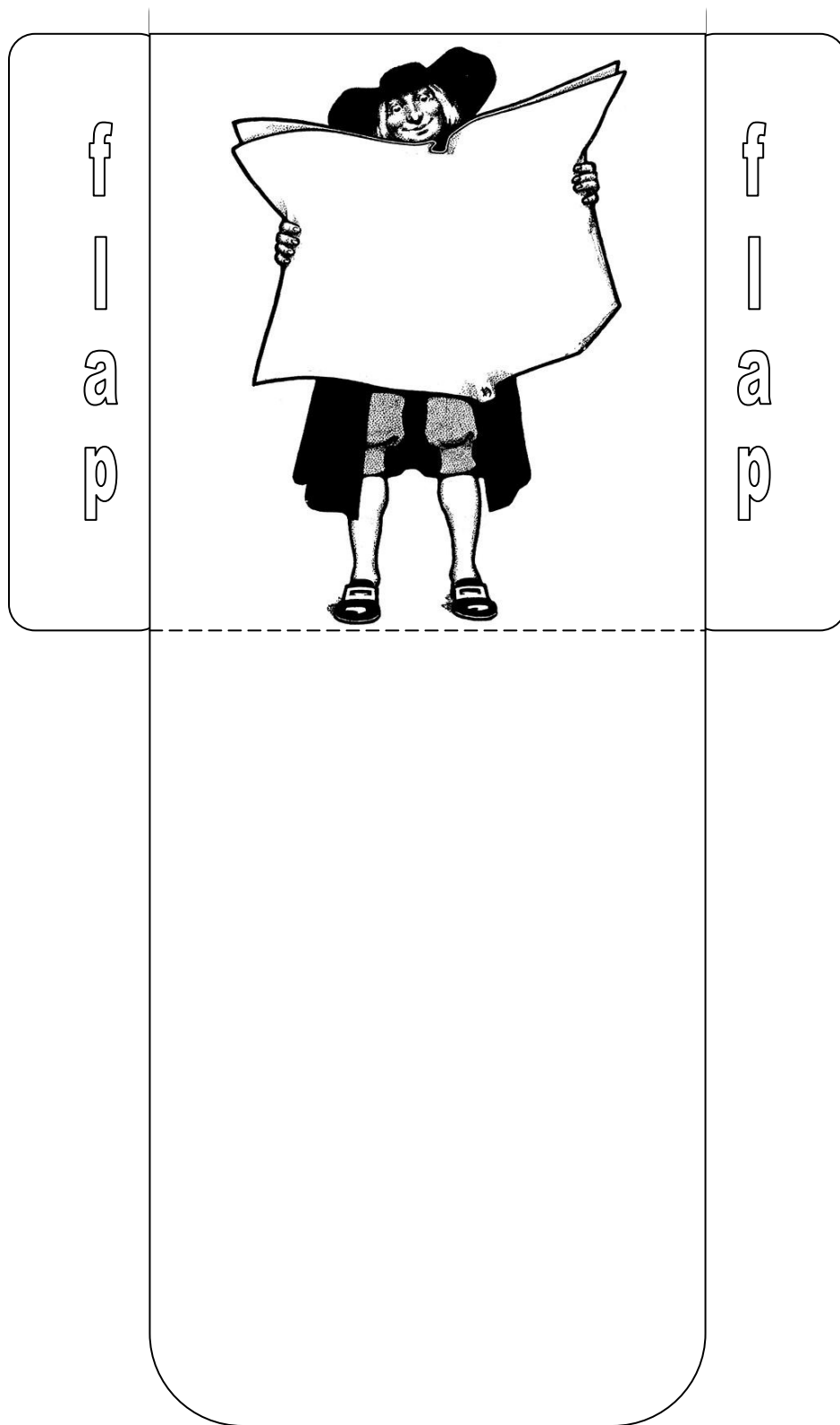


NOBLE
CHILDREN

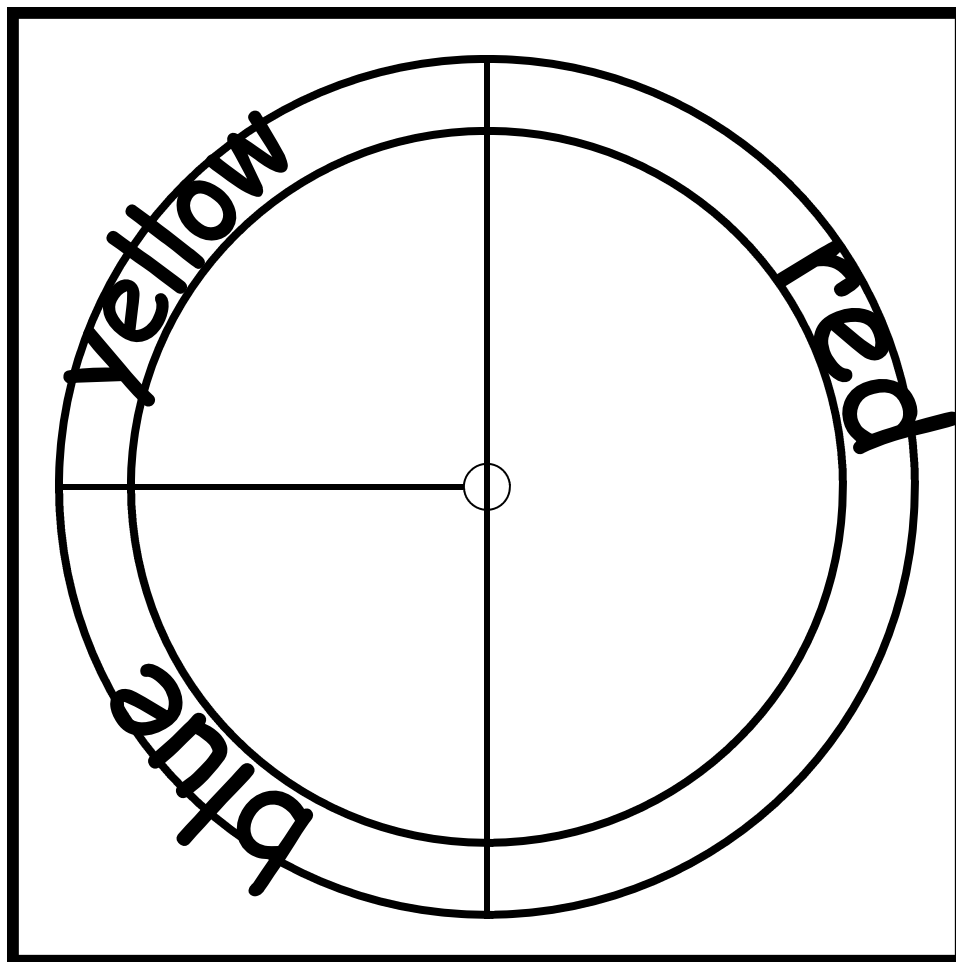
Cut out as one piece. Fold in half. Open. Fold ends to the inside. Fold in half again.

Cut pocket out as one piece. Fold back up. Wrap flaps around the back and glue down.

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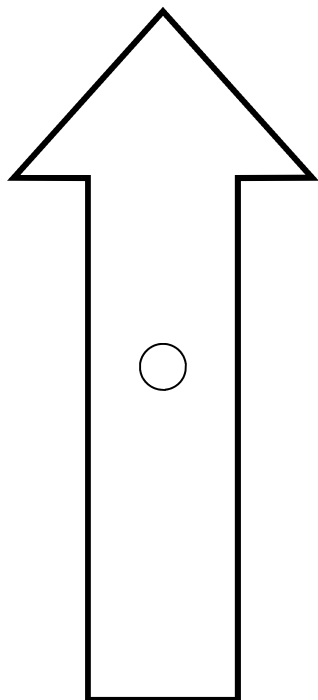
Probability Spinner



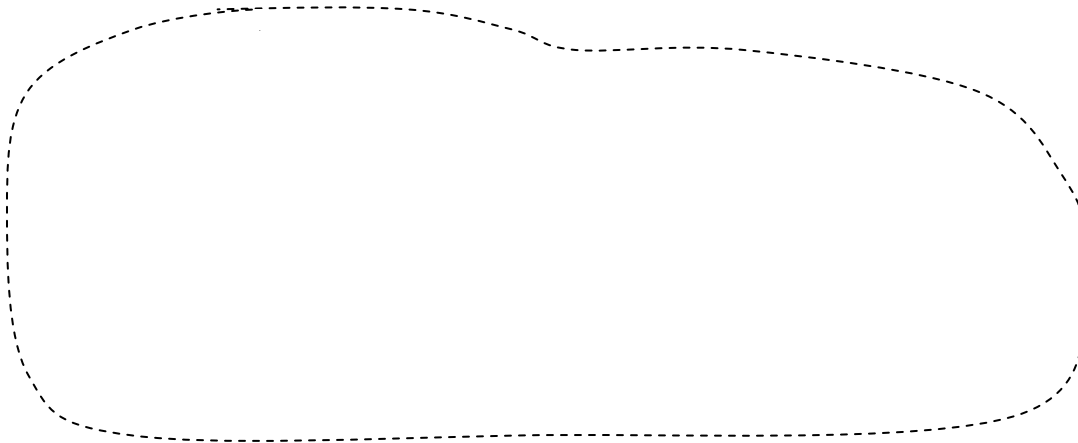
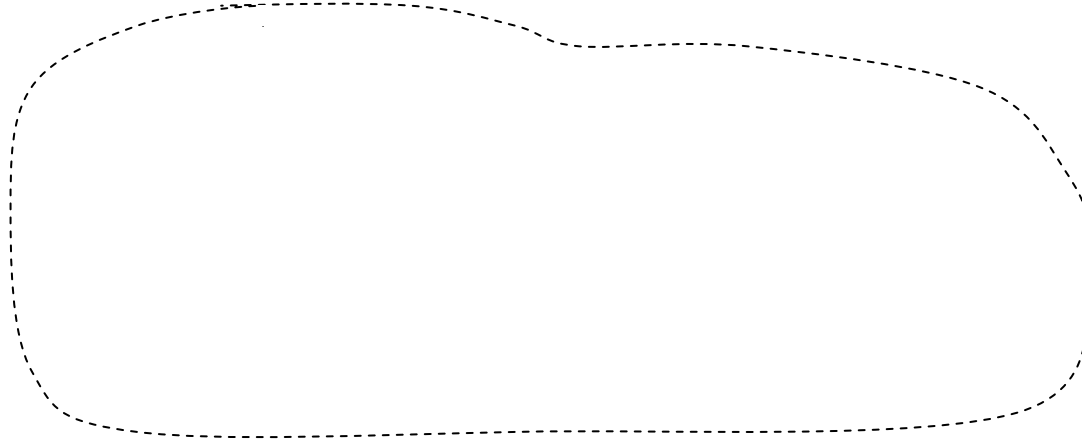
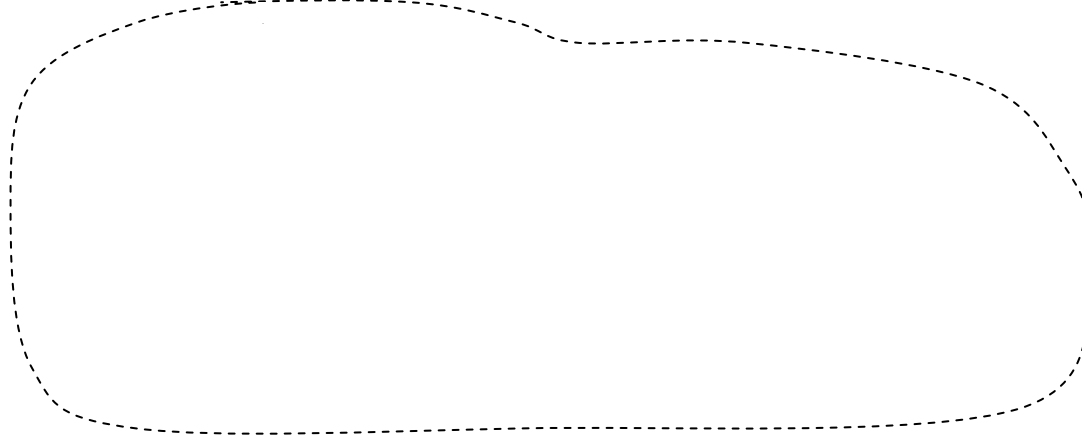
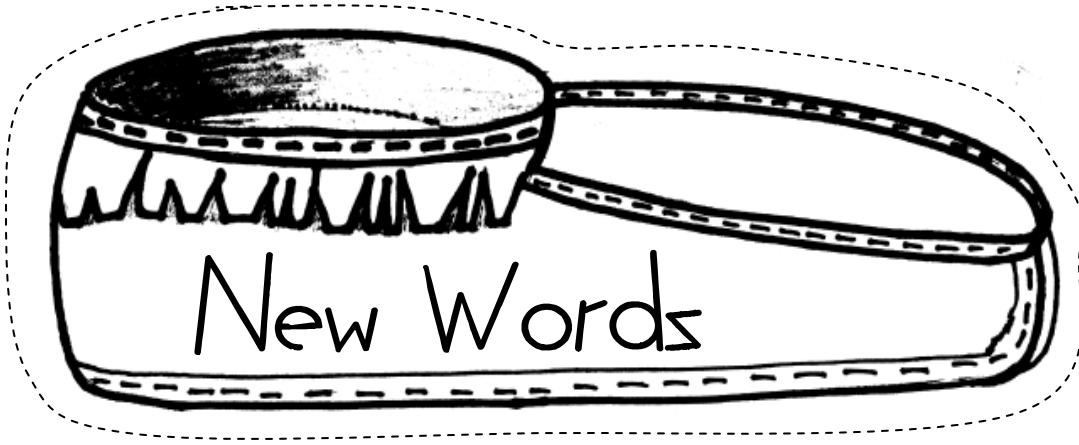
Print on cardstock.

Color the three parts of the spinner as labeled.

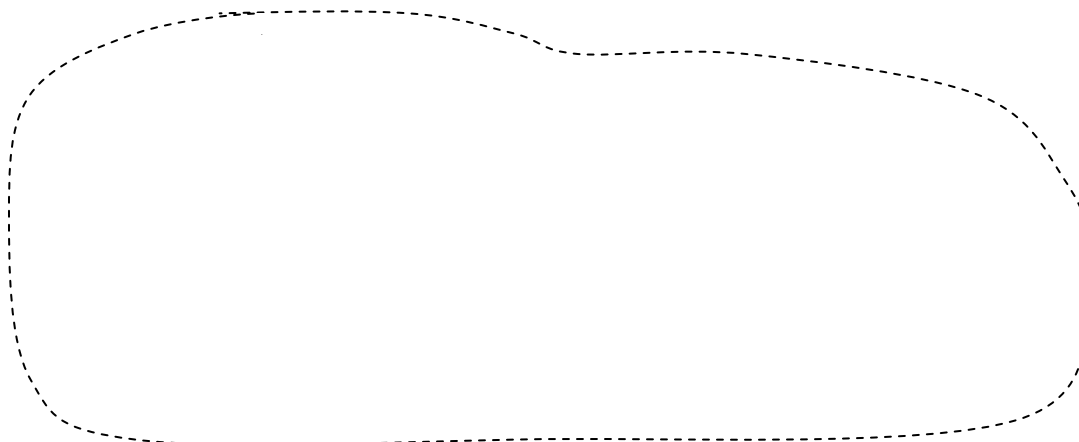
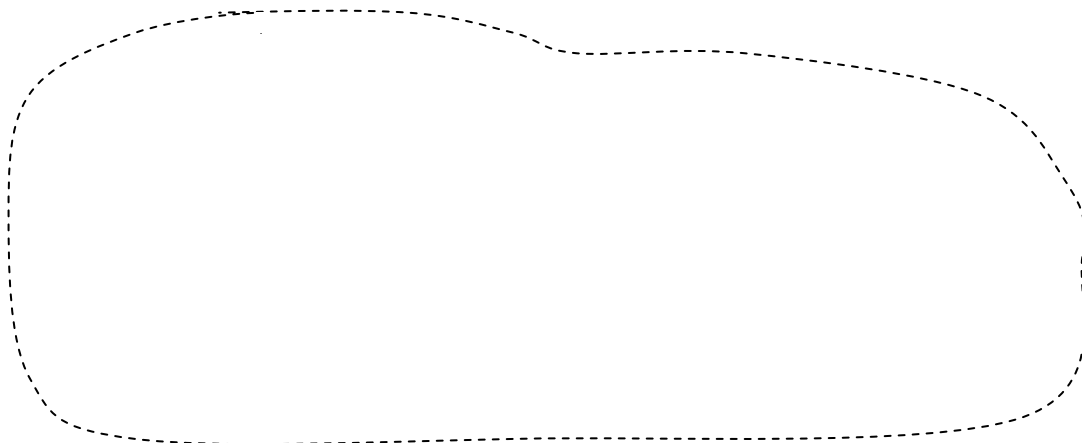
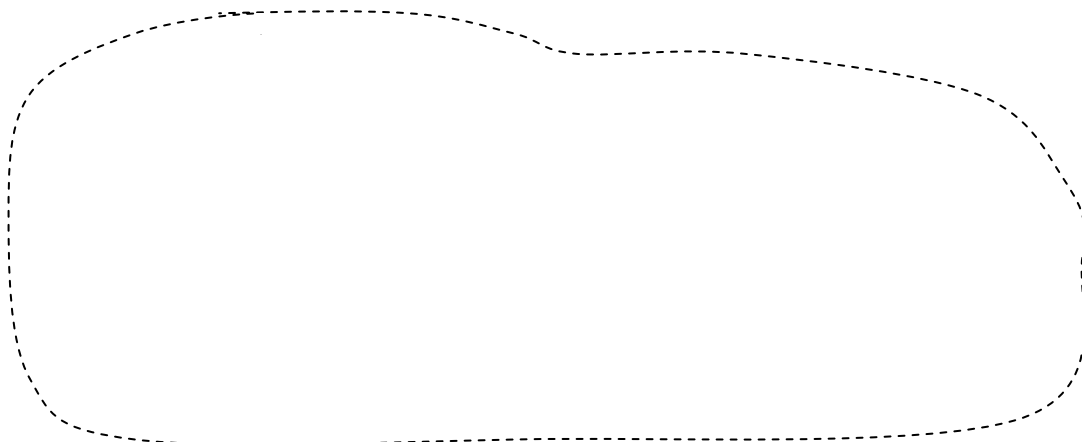
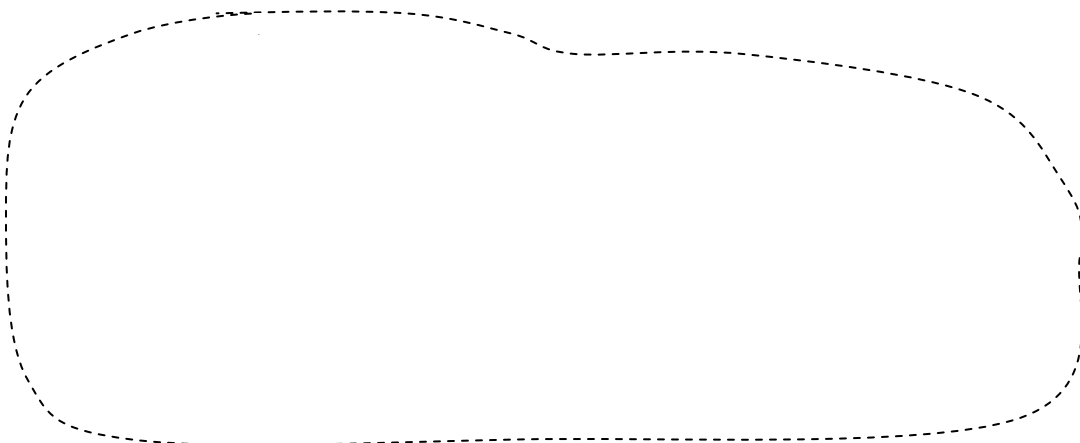
Use a paper fastener to hold the spinner onto the base.

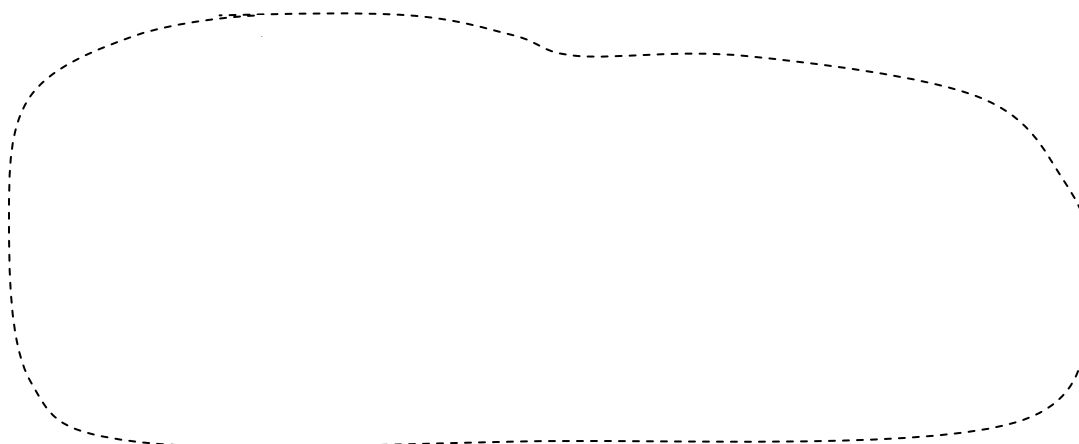
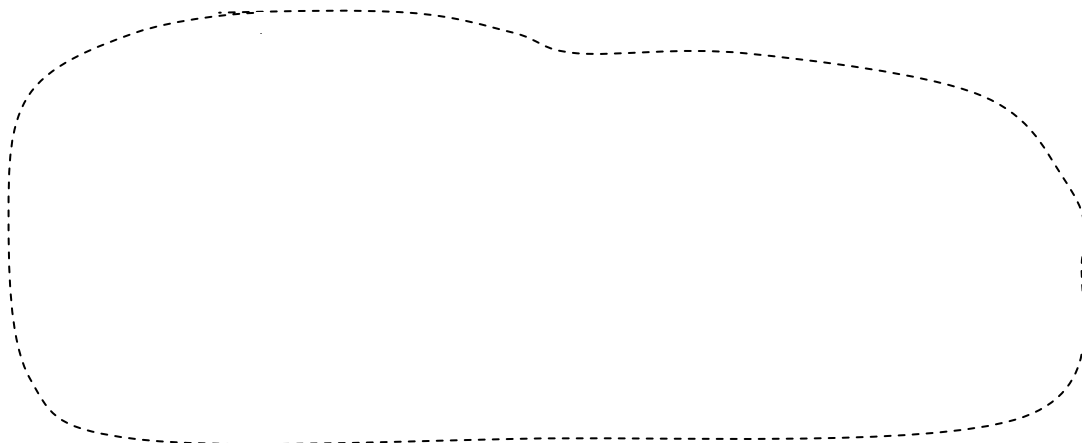
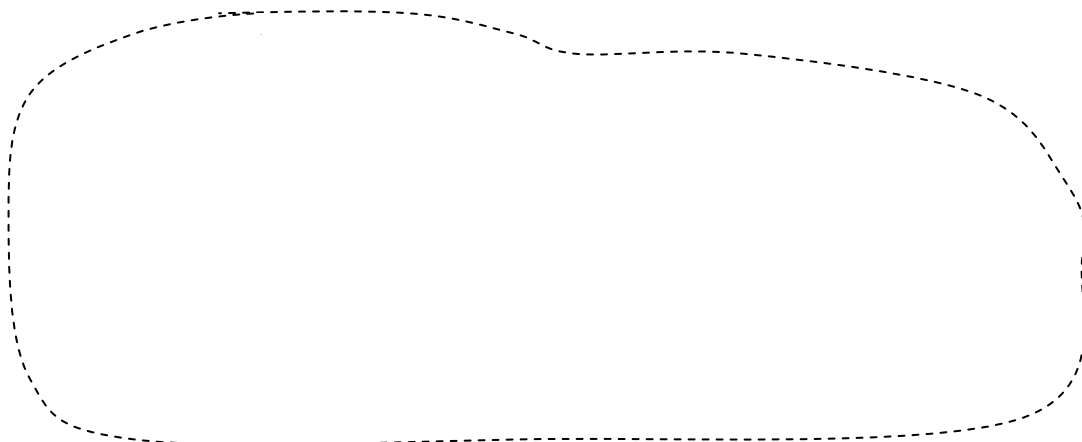
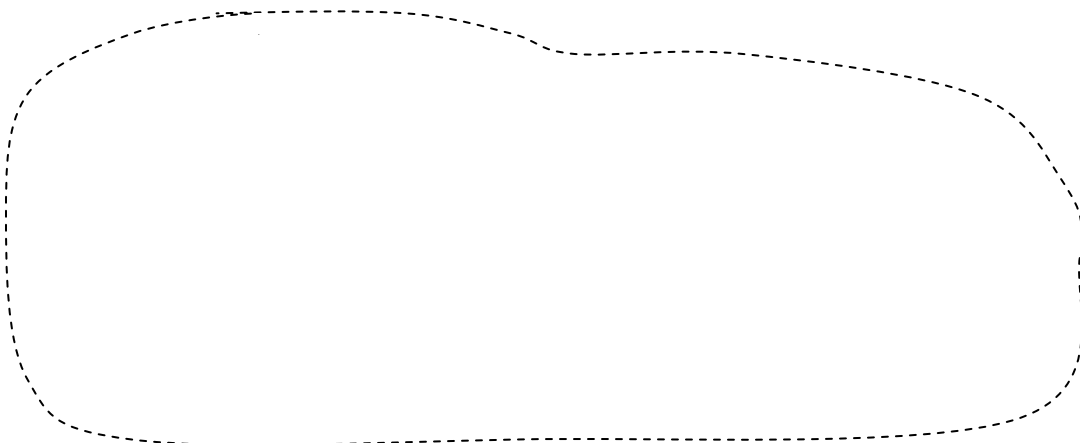


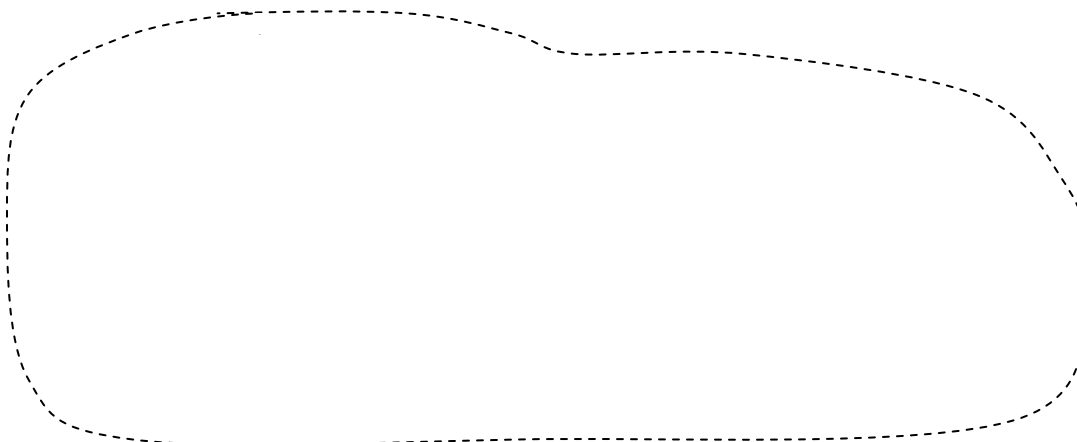
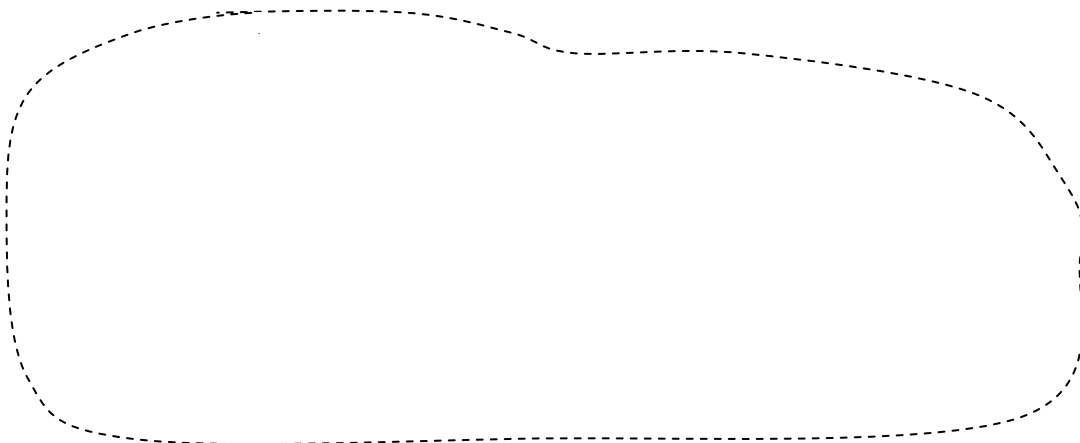
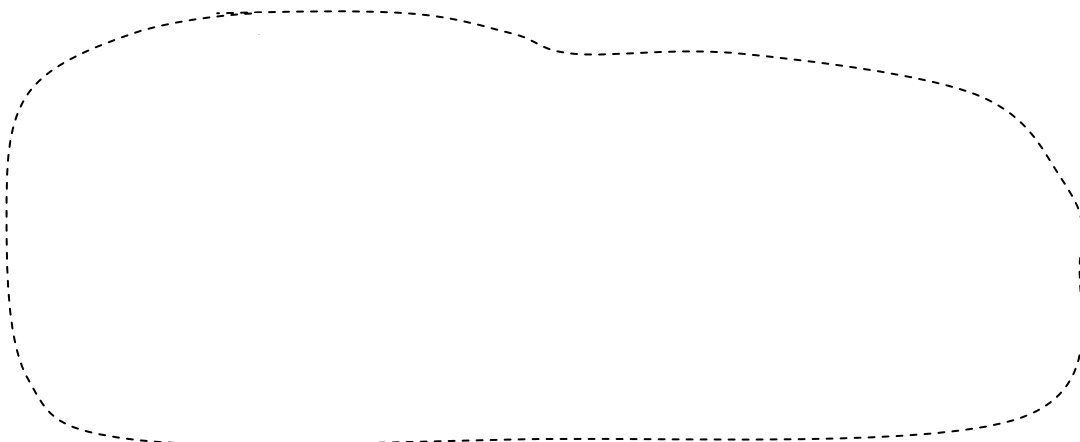
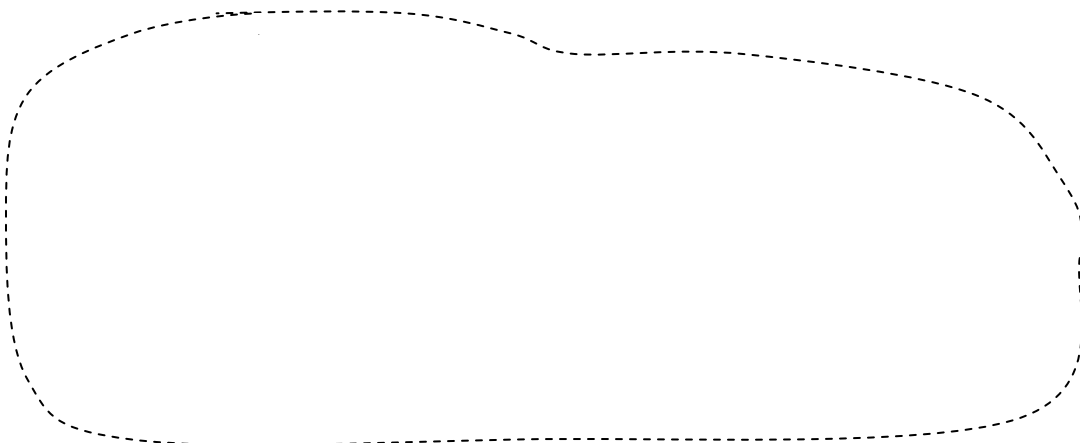
blue	red	yellow



Cut out the shapes. Write one vocabulary word and definition on each shape as you work your way through the book.

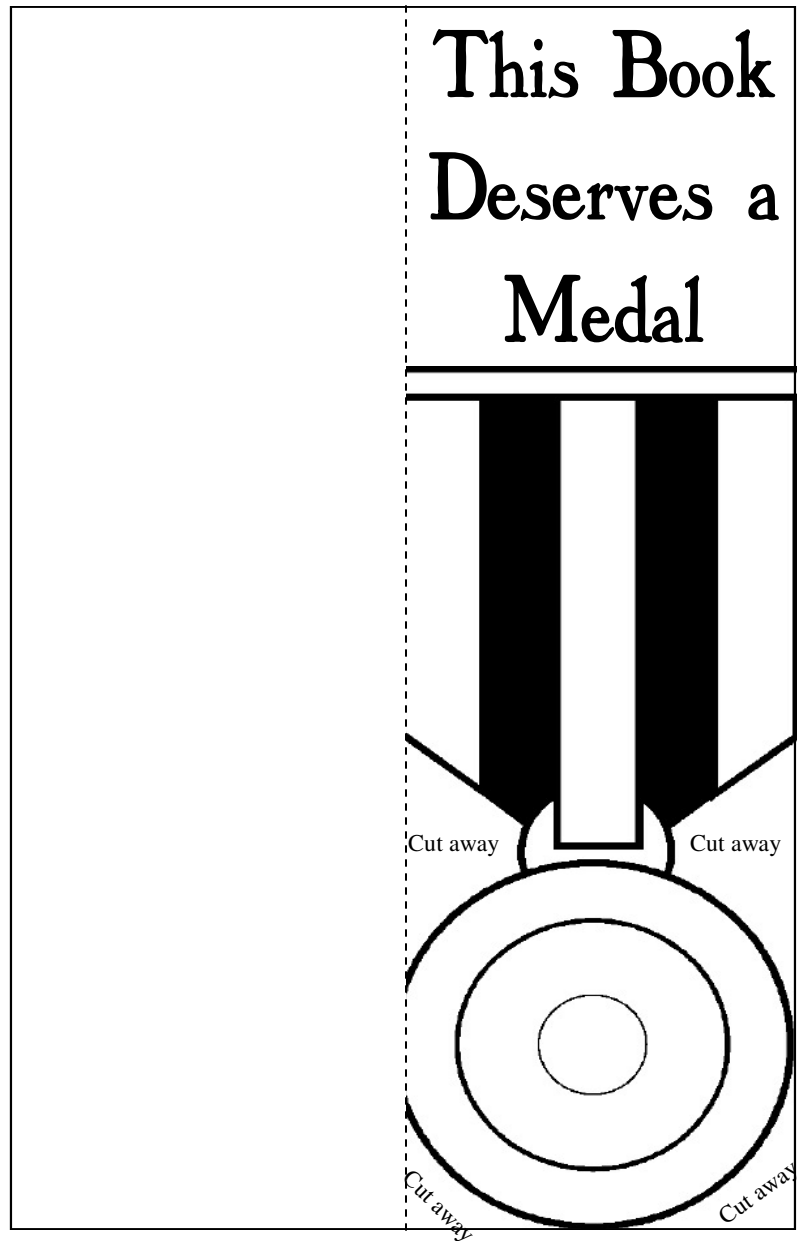






Cut out box. Fold in half. Cut around the medal shape (cutting away areas indicated).

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THE LIFESTYLE OF WOODLAND INDIANS



HOMES

REMOVE THIS AREA (Cut away so you have just a tab left)

CLOTHES

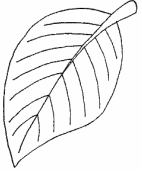
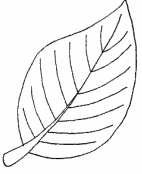
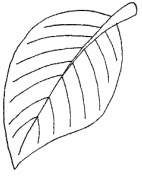
REMOVE THIS AREA

Assembly Directions:

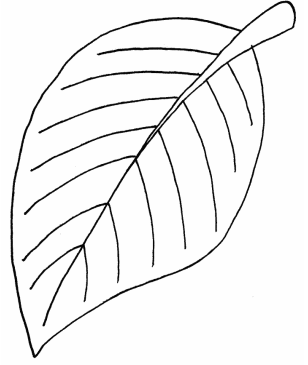
Cut the five strips along the solid outer lines. If there is a rectangle piece in the right corner of the strip, cut it off as indicated (remove this area). Stack your strips in order with cover on top and staple where indicated.

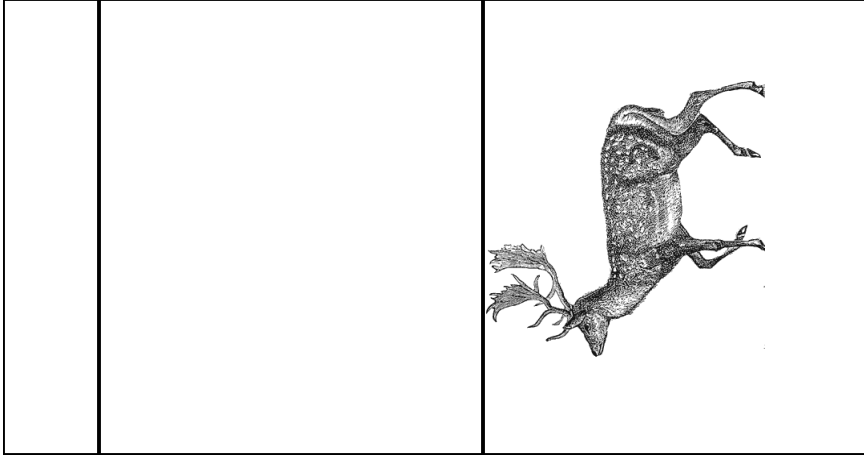
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<div data-bbox="889 785 958 819">DIET</div>	<div data-bbox="1081 785 1338 810">REMOVE THIS AREA</div>
<div data-bbox="1138 1358 1284 1392">RELIGION</div>	

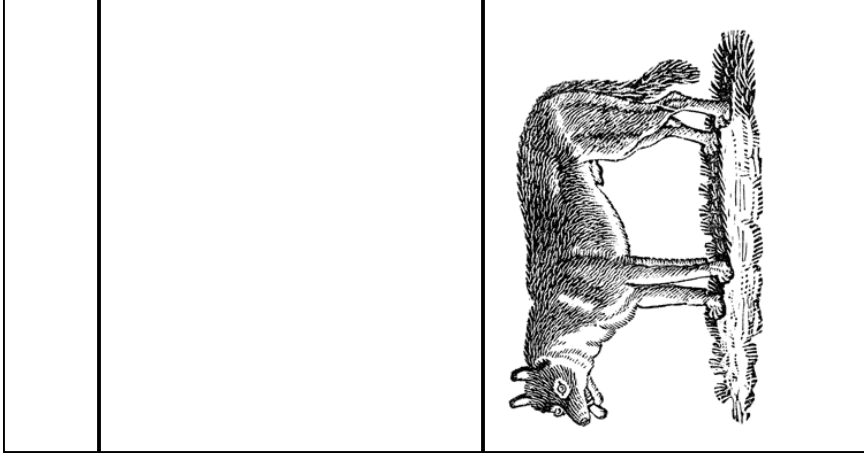


Forest Wildlife

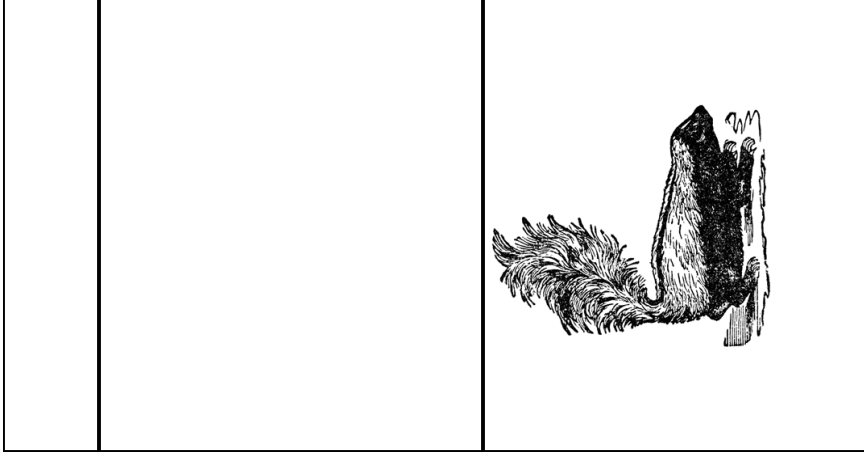




deer



wolf

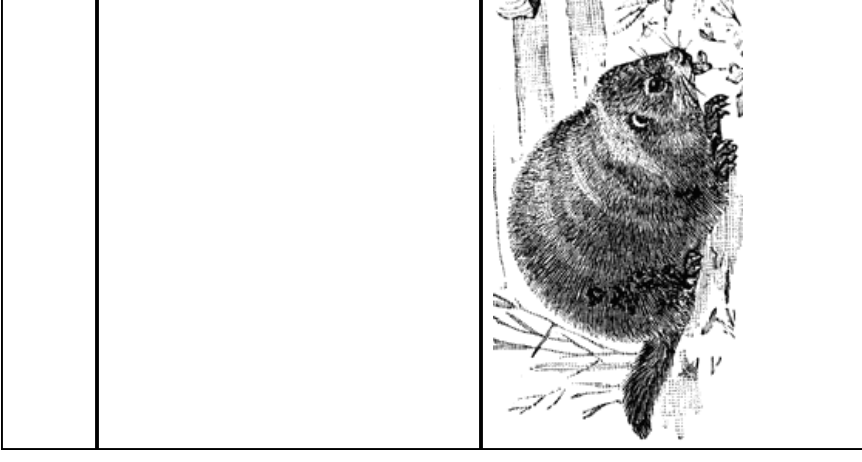


skunk

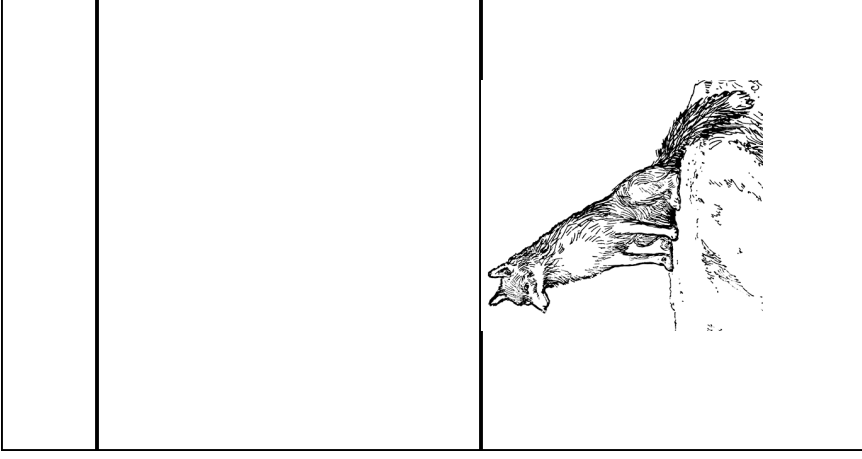
Directions. Cut out book on first page and fold twice (tri-fold style— folding both flaps in over toward the middle). There is room for a picture on the front. Either draw one or cut one out from another source. Unfold.

Cut out each matchbook (there are nine) and fold matchbook style. Write or draw content inside. Write the name of the animal on the bottom flap. Paste three on each part of the inside of your tri-fold book.

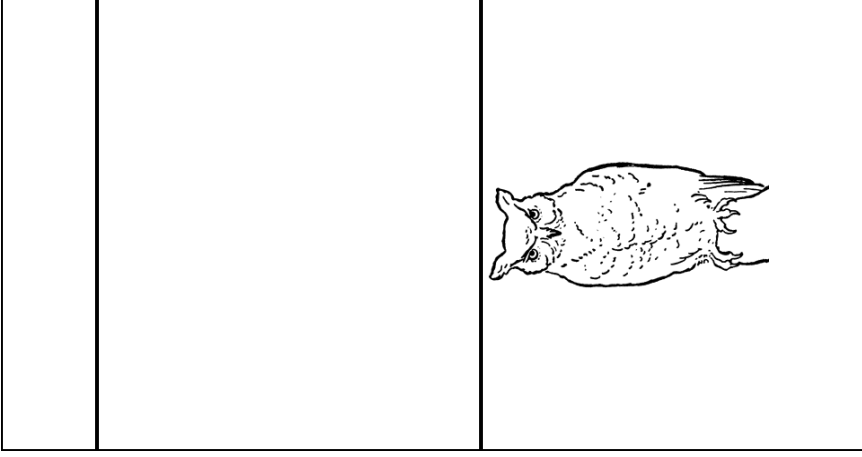
Animal graphics are from <http://etc.usf.edu/clipart/>



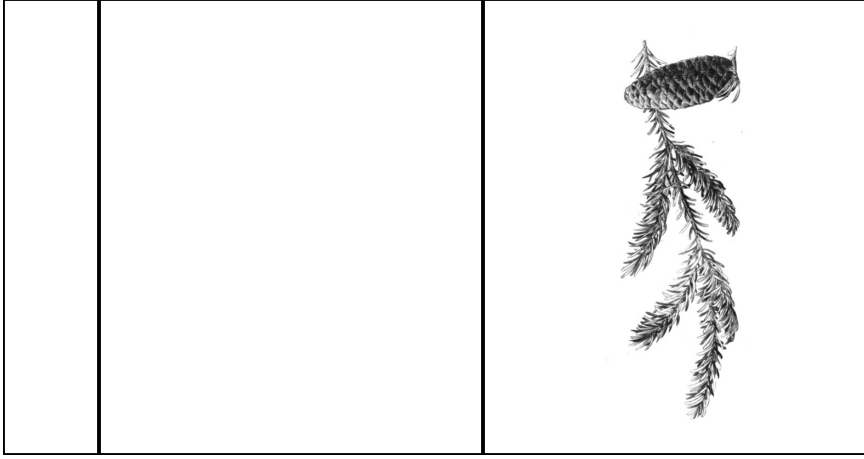
woodchuck



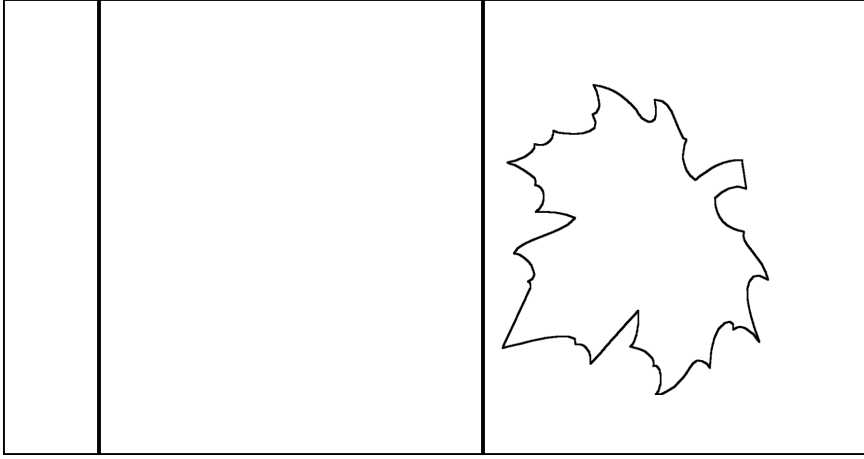
fox



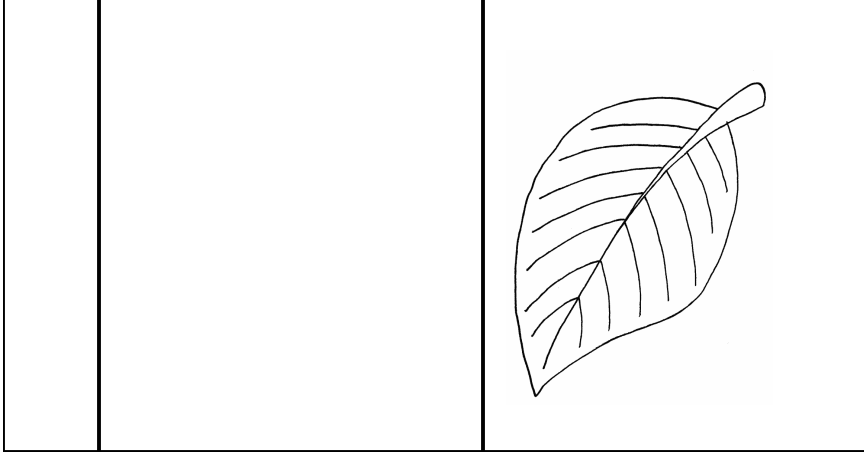
owl



fir



maple



birch

Fearful Situation #1: Sleeping outdoors in the woods with your dad while hearing animal noises.

1

not scary

2

3

4

5

terrifying

Fearful Situation #2: Sleeping on a quilt on the floor of an unfriendly home with mean children.

1

not scary

2

3

4

5

terrifying

Fearful Situation #3: Sleeping in a cave and hearing animal noises outside.

1

not scary

2

3

4

5

terrifying

Fearful Situation #4: Being home alone.

1

not scary

2

3

4

5

terrifying

Fearful Situation #5: Being surrounded by children you don't know, all of them staring at you.

1

not scary

2

3

4

5

terrifying

Fearful Situation #6: Being left with friends of another culture. You can't communicate with them. You don't know if your parents will return.

1

not scary

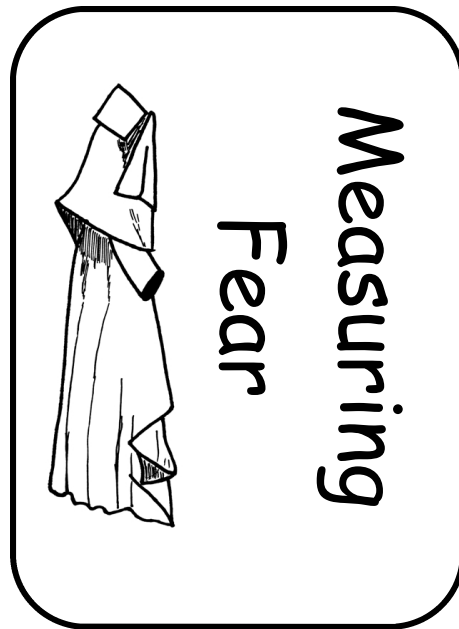
2

3

4

5

terrifying

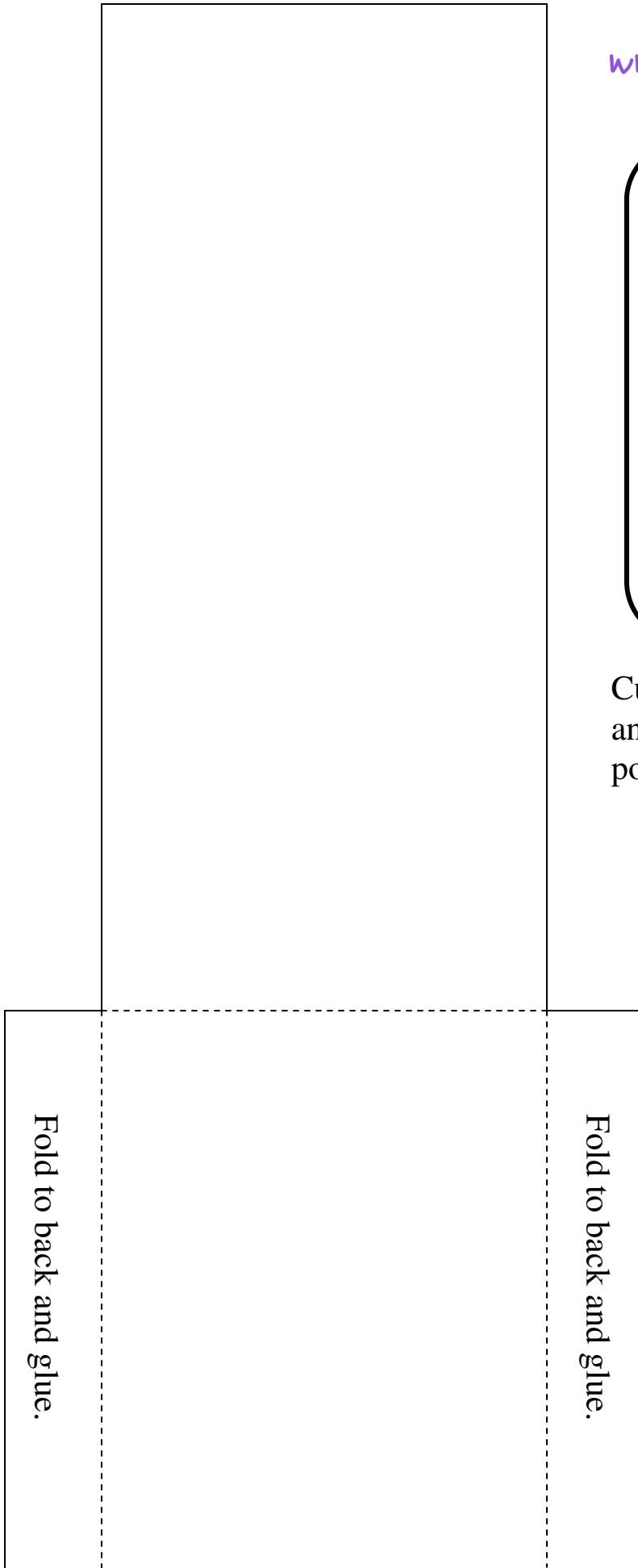


Cut out the rounded rectangle and glue it to the front of the pocket.

Print the cards and pocket template on cardstock.

For pocket, cut on solid lines and fold on dotted lines. Use tape or glue to affix the tabs to the back of the pocket.

Use the pocket to store the strips.



Colonial Cooking

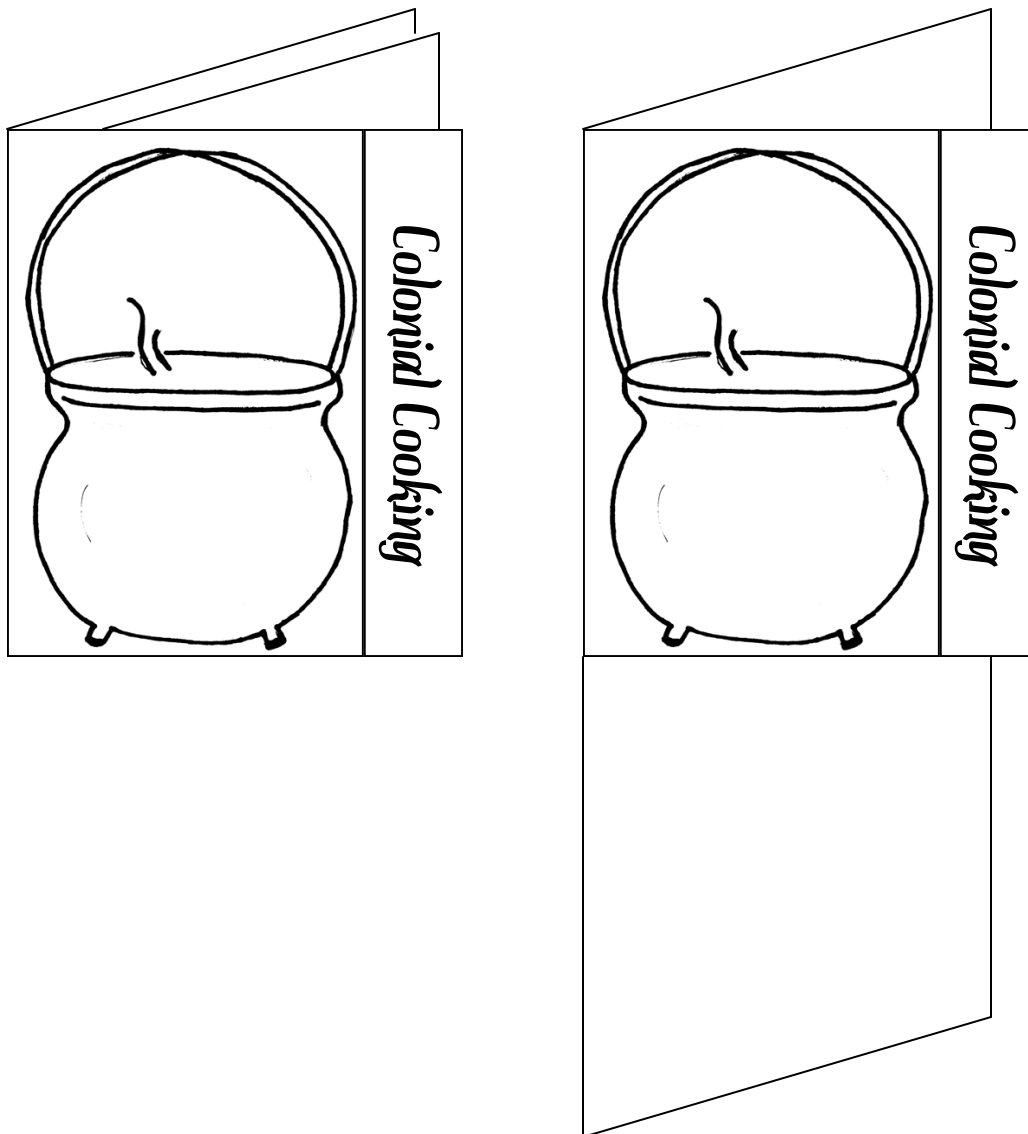


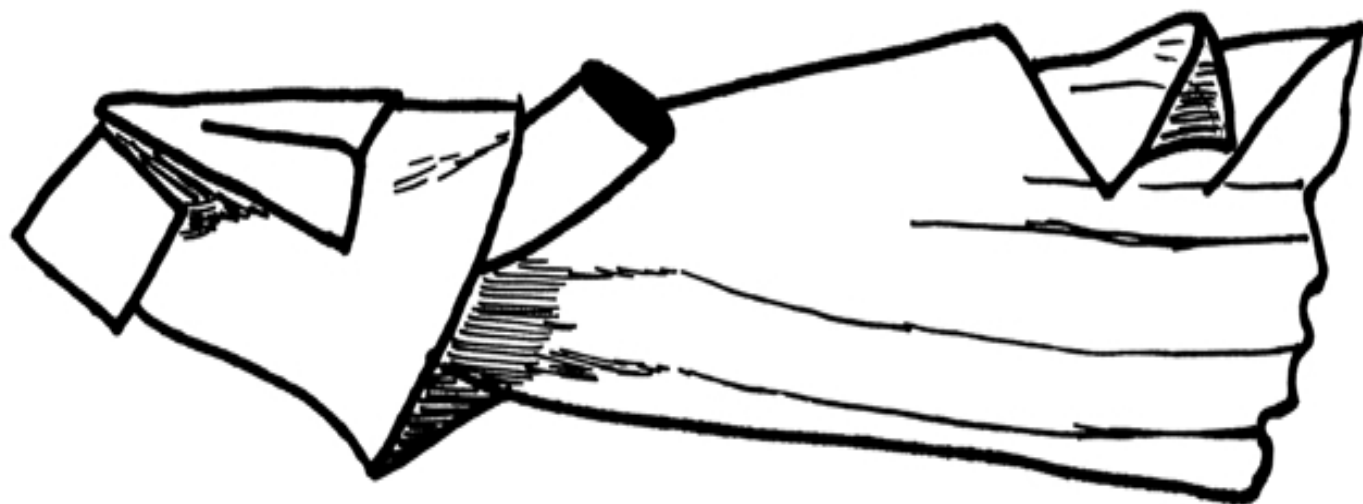
back

Cut away

Cut away the one fourth indicated. Fold on the dotted lines so that the pot and title are on the front.

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Print either the large size or small size template on cardstock.
Cut on solid lines and fold on dotted lines for a trifold minibook. (Fold as
you would fold a letter to put in an envelope.)

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