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First trace the cursive letter pairs and then write your own beside them.

Aa

Cc

Ee

Oo

Gg

Ll

Ii

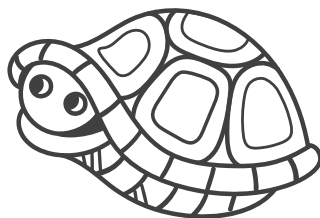
Jj

Bb

Trace the first part of the sentence and complete it by writing your favorite animal on the line below in cursive.

My favorite animal is a

Draw a scene around the scared turtle.



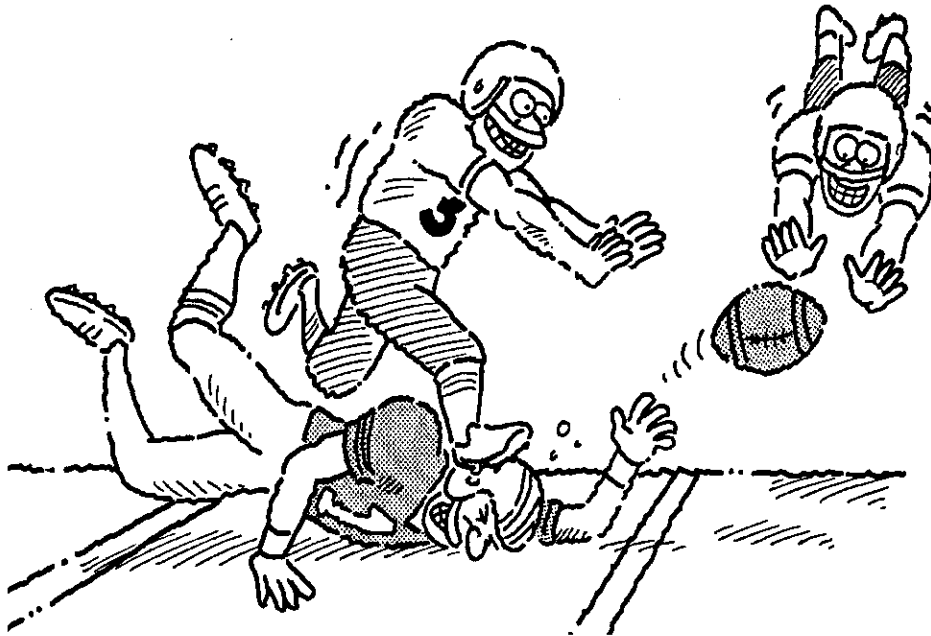
- Write a sentence of your own using your vocabulary word of the day.

## **FUMBLE**

(FUM bul) v.

to mishandle something; to feel around awkwardly while searching

Sounds like: **TUMBLE**



*"It's dangerous to **FUMBLE** the ball and take a **TUMBLE**."*

- ☐ Jane **FUMBLED** through her purse to find her car keys.
- ☐ The cook **FUMBLED** with the hot plate of food.
- ☐ The detective **FUMBLED** the crime investigation.

Your Sentence:

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A LITTLE HISTORY STORY TO BE RETOLD

Israel Putnam was a man who loved both his home and his country and fought bravely for them. Read this story about him:

About the year 1739, Putnam went to Connecticut to build a home. The country was **unsettled**. **Dangers and hardships** were many and great. Among other things, the people **suffered loss** through wolves. In one night Putnam had seventy fine sheep and goats killed, and many lambs and kids wounded , by an old wolf.

This old wolf had long escaped capture. At last, a party was made up to hunt her to her death. She took refuge in her den. Dogs, guns, fire, sulphur, could not force her out, nor could any man be hired to go in after her. At last, in spite of all that his friends could say, Putnam made ready to go into the den. He took off his coat and waist coat, and fastened a long rope to one leg. When he gave the sign, he was to be pulled out with this rope.

Head foremost he crept in. Within all was as dark as night, and as stil as death. He lighted some birch bark that he had brought. In the end of the cavern sat the fierce old beast. At sight of the intruder she growled and gnashed her teeth. Then Putnam gave the sign, and the men outside pulled him out so quickly that his shirt was almost torn from his back.

Do you think that he came out because he was afraid ? By no means! He needed his gun. Having loaded it, he went back into the den. This time the wolf sprang at him. At that instant, the gun went off, and Putnam ,half stunned with the noise and suffocated with the smoke, signaled a second time and was drawn out.

A third time he crept into the den. Not a sound could he hear. Seeing the wolf on the floor of the cavern, he put his torch to her nose. She did not stir. He signaled to his friends; they pulled vigorously, and out came the plucky hunter dragging the old enemy, dead.



Study the story carefully to see how closely it follows the outline : -

1.Putnam's hardships in founding his home. The damage done by the wolf. 2.The hunt for the wolf. 3.Putnam's resolve. 4. Putnam's first entrance into the den, 5. Putnam 's second entrance. 6. Putnam's last entrance.

Rewrite the first paragraph using different words or phrases for the italicized words.

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## HENRY VI - THE MAID OF ORLEANS

When Henry v. died in 1422 A.D., his son, who was also called Henry, was only a tiny baby nine months old. Yet the people had loved Henry v. so much that they chose that this tiny baby should be called their King. Of course a baby nine months old, who could not even speak, could not rule, so his uncle, the Duke of Gloucester, ruled instead. Queen Catherine, the baby's mother, married a Welsh gentleman called Owen Tudor, and took no part in ruling the kingdom.

For a little time things seemed to go well, but soon troubles began. Charles, the mad King of France, died about two months after the death of Henry V, and the baby Henry VI was proclaimed King of France in his place. 'May God grant long life to Henry, by the grace of God, King of France and England,' cried the heralds. But the Dauphin, Charles, felt that he was the rightful heir, and he, too, called himself King of France.

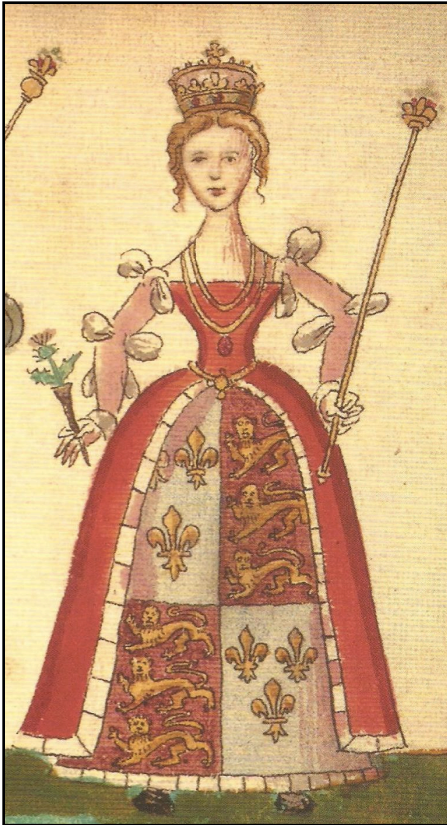
The baby king of course did not know anything about what was happening, but his uncle John, Duke of Bedford, who ruled France for him, was very angry with the Dauphin and began to fight with him.

The English were so strong that at first they defeated the French armies, and the Dauphin was in despair.

The Scots had been helping the French. To stop them doing so, the English said that they would set their King free if they would promise not to help the French any more.



An illustration of John, Duke of Bedford, kneeling before St. George, from his family prayer book



Joan Beaufort, the woman James I of Scotland fell in love with and married while he was in England

The Scottish King James, when he was a little boy, had been taken prisoner by Henry IV, and he had now been in prison for nineteen years.

While in prison James had seen a beautiful lady, from his window, as she walked in the garden of the palace. He loved her, although he had never spoken to her, nor heard her speak. James was a poet as well as a king, and he wrote some beautiful poetry about her.

'And therewith cast I down my eyes again,  
Where as I walking beneath the tower,  
Full secretly, new coming her to play,  
The fairest and the freshest young flower  
That ever I saw before that hour,  
For which sudden surprise, anon did start  
The blood of all my body to my heart.'

As soon as James was free, he married this beautiful lady and went back to Scotland with her.

But before he went the English made him pay a large sum of money in return for all that had been spent on him while he was in prison. He also promised not to help the French in their battles with the English.

So this is why the Scots could no longer fight for the French. But other help came to them. They found a great leader who brought them victory. This great leader was a woman.

In a peaceful little village, far away from the sounds of war, lived a peasant girl called Jeanne d'Arc or, as we call her in English, Joan of Arc. She had never been to school She could neither read nor write. Ever since she had been quite a little girl she had had to work hard all day long in the fields and in the house. But although she was ignorant, Joan was gentle and good, and her heart was full of love for her country.

From time to time stories of battle and loss and death were brought to the little village by sick and wounded soldiers from the battlefields. As Joan



listened to these stories, tears filled her eyes, and a great longing grew in her heart to do something for her dear country.

She spent long days alone in the fields taking care of her master's sheep. While she watched the sheep, she kept thinking and longing. 'What can I do?' she said to herself. 'I am only a poor, ignorant girl; what can I do for my country?'

At last it seemed to her as if the empty air around her was full of voices, which answered her question. It seemed to her that saints and angels came to her and whispered that she was chosen to free France.

'Put on the courage and the armour of a man,' said the voices, 'and lead the armies to victory.'

When Joan told people that God had chosen her as captain, they thought at first that she was mad. But she was so earnest and so sure that at last they took her to the Dauphin.

Dressed like a man in shining white armour, riding upon a beautiful white horse, and carrying a white banner sewed with the gold lilies of France, she looked so beautiful and so good that the Dauphin and the soldiers could not but believe in her.



*Joan of Arc Hearing Voices (1884) by Pedro Americo*

So this peasant girl, who knew nothing of war, who had never before worn armour, nor carried a sword, nor ridden upon a horse, took command of the army. The rough soldiers honored, obeyed, and almost worshipped



An engraving of Joan of Arc from 1903

her. New hope sprang up in their hearts, new strength to fight.

So full of courage were they now, that in less than a week fortune changed, the English began to lose and the French to win. Joan's first fighting was at Orleans, which had been besieged by the English for some months. Joan beat the English and drove them away, and because of that she was afterwards often called the Maid of Orleans. Battle after battle was fought, town after town was taken from the English, until about two months from the time Joan began to fight, the French were so completely victorious that the Dauphin was crowned at Rheims.

It was a very splendid sight. The church was crowded with knights and nobles and rejoicing people, but no one rejoiced more than the Maid of Orleans. Dressed still in her beautiful white armour, holding her white banner in her hand, she stood beside the Dauphin as the crown was placed upon his head and he was proclaimed King of France instead of the little English King Henry VI.

Then when all was over Joan begged to be allowed to go home again to tend sheep once more and to be with her brothers and her sisters. 'They would be so glad to see me,' she said, 'my work here is done.'

But the King would not let her go. The English still remained in the country and fighting still went on. So Joan, as she was not allowed to go





*Joan of Arc at the Coronation of Charles VII in Reims Cathedral (1865) by Ladislaus Bakalowicz*

home, went on fighting too. But one sad day, during a battle, she was wounded and taken prisoner by the English.

The English were very glad of this, because they thought that she was a witch. In those days people still believed in witches and were very much afraid of them. The English thought that no one who was not a witch could have done the wonderful things Joan had done.

After being kept in prison for nearly a year, Joan, young, beautiful, and good though she was, was burned as a witch because she had freed her country. The English did not do this wicked deed but, what was almost as bad, they allowed their friends, the Burgundians, who were French, but who had been fighting on the English side, to do it.

After this the English proclaimed Henry VI as King of France at Paris. But it was only an empty show, for he was not really King of France. Fighting



*Joan of Arc Burned at the Stake* (1888) by Eugène Lenepveu

still went on, but the English lost more and more till at last they had lost all the lands they had ever held in France. In 1451 A.D., only the town of Calais remained to them, and the Hundred Years' War, begun by Edward III in 1340 A.D., came to an end.

While these things were happening in France, the baby King of England was growing up to be a man. And a very weak man he grew up to be. He was pulled this way and that among his many advisers who ruled the country and quarreled among themselves.

The lords made the King marry a French lady called Margaret of Anjou. She was very strong willed and it was really she, more than King



Henry, who ruled. The country was in a very unhappy state. The long wars with France had cost a great deal of money and a great many lives. The people were heavily taxed in order to pay for the wars. The men who were taken away for soldiers very often never came home again. There were not enough people in the country to do the work, and famine, disease, and all kinds of misery followed.

At last the people rebelled, just as they had rebelled in the time of Richard II under Wat Tyler. This time their leader was called Jack Cade. It all happened very much as before. The rebels marched to London and camped upon Blackheath. A battle was fought in which the King's men were defeated. Then Jack Cade and his followers were promised what they asked. Many of them afterwards went home quietly, but Jack Cade himself was killed.

This rising lasted only a few weeks, but another struggle which lasted thirty years soon began. This struggle was called the Wars of the Roses.



*Lancaster Rose*



*York Rose*



- Over days 1-4 read chapters 7-9 of *Farmer Boy* by Laura Ingalls Wilder
- Answer the following questions using complete sentences.
- Audio book: Farmer Boy

Read the following questions and answer in a complete sentence.

What happened to Almonzo while cutting ice??

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2. How did the Wilders store ice?

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3. How long did it take them to fill the icehouse?

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4. What treats did mother make with the ice?

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MAY

May shall make the world anew;  
Golden sun and silver dew,  
Money minted in the sky,  
Shall the earth's new garments buy.  
May shall make the orchards bloom;  
And the blossoms' fine perfume  
Shall set all the honey-bees  
Murmuring among the trees.  
May shall make the bud appear  
Like a jewel, crystal clear,  
'Mid the leaves upon the limb  
Where the robin lilts his hymn .  
May shall make the wild flowers tell  
Where the shining snowflakes fell;  
Just as though each snowflake's heart,  
By some secret, magic art,  
Were transmuted to a flower  
In the sunlight and the shower.  
Is there such another, pray,  
Wonder-making month as May?



– FRANK DEMPSTER SHERMAN

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### ORAL EXERCISE:

Conversation.— The verses tell us four things that May is sure to do for the world. See if you can discover what the four things are. Read the group of lines describing each.

How is May to make the world new? The poet imagines that money coined in the sky from “ golden sun and silver dew ” will buy new garments for the earth. This is the poet's way of saying that the sun and the dew will bring forth grass and foliage to cover the earth. What is the second thing that May is going to do? What will the blossoms do? Tell another change that May will bring. How is a bud like a jewel? What else will May do? What will take the place of the snow? How would you answer the last question in the poem? Give a reason for your answer.

Now shut your eyes and see the orchards in bloom, and hear the murmuring bees, and the robin singing his song, and even scent the fine perfume of the flowers. Through which of your senses do you know each of these pleasant experiences? Which do you see? Which do you hear?

Copy the first four lines of the poem "May" below.

May shall make the world anew;

Golden sun and silver dew,

Money minted in the sky,

Shall the earths new

garments buy

Draw a golden sun and a scene around the children.



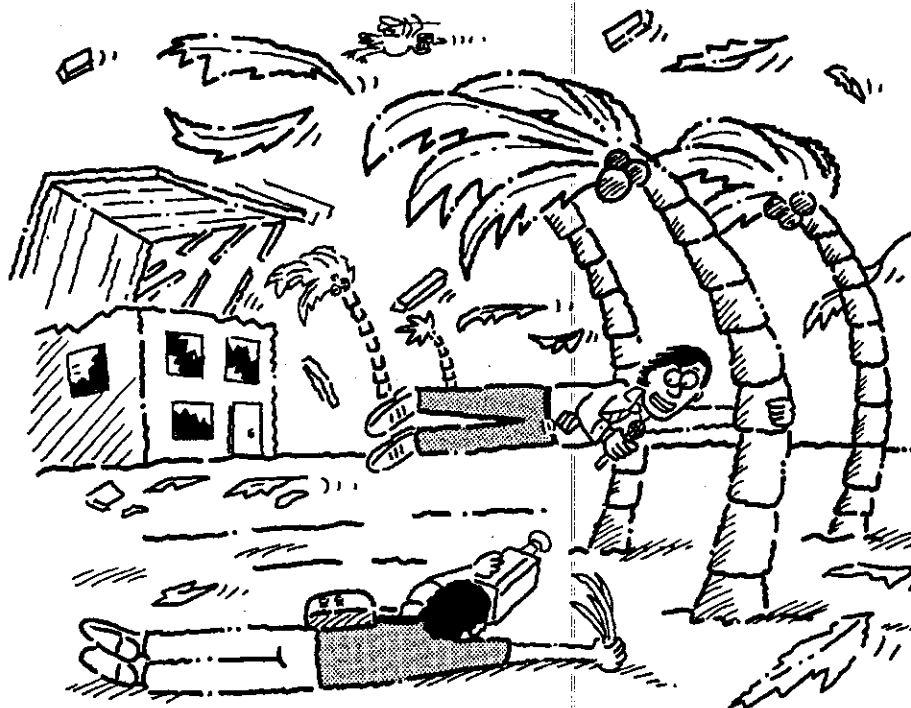
4. Vocabulary: Word of the Day

- Write a sentence of your own using your vocabulary word of the day.

**TOPIC**

(TOP ik) v.

a subject of discussion

Sounds like: **TROPIC**

*"In the **TROPICS** a weatherman's **TOPIC** is often hurricanes."*

- ☐ Jim's father said worms were not a great **TOPIC** of conversation while they were eating spaghetti.
- ☐ The travel agent's **TOPIC** for the evening was Hawaii.
- ☐ Vacations are a good **TOPIC** about which to write a school report.

Your Sentence:

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Written Exercise. — Dictation—Have your child listen as you read the lines of the poem “May”. Have them complete the missing words in the section below. When dictating, do not help them with spelling. Instead, once they are done gently have your child erase and correct any mistakes. Be sure to spell all the words correctly.

May \_\_\_\_\_ make the world \_\_\_\_\_;  
\_\_\_\_\_ sun and silver \_\_\_\_\_,  
\_\_\_\_\_ in the sky,  
Shall the \_\_\_\_\_ new \_\_\_\_\_ buy.  
May shall make the \_\_\_\_\_ bloom;  
\_\_\_\_\_ the blossoms' fine \_\_\_\_\_  
Shall set all the \_\_\_\_\_  
\_\_\_\_\_ among the trees.  
May shall \_\_\_\_\_ the bud \_\_\_\_\_  
Like a \_\_\_\_\_, \_\_\_\_\_ clear,  
'Mid the \_\_\_\_\_ upon the limb  
Where the robin \_\_\_\_\_ his \_\_\_\_\_ .

## MORE ABOUT THE FOOD WE EAT.

1. Bread and beef, about which I told you previously, are, as you know, not the only things we eat. For nearly every day a boy has potatoes or some other vegetable with his dinner ; while, perhaps, with other meals he often gets fish or eggs ; and with all these things he takes salt. Now let us try to learn something about each of these four articles of food.
2. You have all heard of that great country called America, which we reach by crossing the Atlantic Ocean. About four hundred years ago, Englishmen did not know that there was such a land. It was discovered by Columbus, in the year 1492 ; and as other travelers soon followed him, many strange plants and animals were brought back from time to time. Among other things, the vegetable which we now call the potato was brought to Europe by the Spaniards. At first, it was grown in gardens as a curiosity. No one thought of eating it. The great sailor, Sir Francis Drake, brought it to England; but it was not largely used for food until Sir Walter Raleigh returned from America with it in the time of Queen Elizabeth. At the present time, the potato is eaten by the people of all countries, except in the hottest and the coldest parts of the world.
3. It is not the root of the potato-plant which we eat, although it looks like it. It is, as I told you in previously., a part of the stem which is underground, and the 'eyes' are really buds. So a common way of planting potatoes is to cut them into pieces, keeping one of these eyes in each piece, which is then placed in the earth.
4. The potato is covered by a skin, which is formed of a material very much like cork. The substance of the potato itself is made up of cells containing grains of starch and a great deal of water. Suppose we grate a potato into water; starch will settle at the bottom. If we pour off the water, and again add fresh water and allow it to settle, we shall have pure starch, which can be dried in the sun, and forms a bright white powder. So you see that the potato is not very nourishing as food, because it contains a great deal of water and starch. In fact, if a man is to live chiefly on potatoes, he must eat about ten pound- weight of them every day.
5. Frost spoils potatoes, and in a very simple way. You have not forgotten, I hope, the first chapter of this book in which I told you that water suddenly expands just before it freezes. Now, when a potato is exposed to the frost, the watery juices in the cells and between them expand, and in doing so, they burst the cells. This kills the potato. Then, when it is thawed, it begins to decay,- like every other dead thing.
6. Frost, however, is not the only enemy the potato has. It is liable to a very common disease, which commences in the leaves and passes down into the stem,

and there causes brown spots to appear. If a potato in this state is cooked, these spots remain hard, and are like so much rotten wood.

7. What a useful thing a potato is! Besides forming part of our food in the way you have just been told, potatoes are mixed with flour by the baker and made into bread. A kind of cheese is also sometimes made from potatoes; and the starch obtained from them is of great service. A spirit is also distilled from potatoes, and largely used in different parts of Europe. Even the seed-vessels, which look something like small apples, are pickled and eaten.

8. I have told you that the potato has been known as an article of food by the people of the Old World for nearly four hundred years. Fish, however, has been one of the foods in common use for a longer period of time. It was a common food among the Israelites, for it is nearly four thousand years since Moses gave these people directions as to which kind of fish they should eat. They were only allowed to eat fish which had fins and scales. About eight hundred years ago, one of the kings of England died through eating too greedily of lampreys—a fish which he had been warned not to eat, I suppose because it has no scales.

9. The flesh of some fish is white, while that of others is slightly red. You must have seen such white-blooded fish as cod, sole, whiting, and haddock ; and among red-blooded ones have noticed the salmon, and perhaps the sturgeon. It is thought that the flesh of red fish is nearly as nourishing as meat. It is, however, heavier than that of white fish, and contains more oil, so that people with weak stomachs cannot take it as food.

10. No kind of fish is so nourishing as meat; but if people can have plenty of fish, they may become just as strong as those who live on meat from the butcher. You know how strong fishermen are, and their wives and boys too ; yet they live very much on fish. Herrings are very nourishing, although rather fat. The flesh of the cod contains no fat; it is all stored up as oil in the liver. You have heard of 'cod-liver oil.' You very often see cod that is for sale at the fishmongers' shops sliced or 'crimped.' When the fish was caught, it was struck on the head, a number of cuts were made, and it was then plunged into cold water. This caused the flesh to curl up in the way you see it. As this only lasts for a few hours after the death of the fish, you can be sure that this cod which is crimped is fresh.

11. Certain kinds of fish are very suitable for weak people. Thus, a delicate fish such as the whiting, which is called the chicken of the fish tribe, can often be eaten by invalids when they are unable to eat anything else.

## NATURE JOURNAL

Sketch the object you are observing in the box below:



WHAT IS IT? \_\_\_\_\_

WHERE DID IT COME FROM? \_\_\_\_\_

IS IT ALWAYS HERE? \_\_\_\_\_

WHERE DOES IT LIVE? \_\_\_\_\_

WHAT DOES IT EAT? \_\_\_\_\_

OTHER OBSERVATIONS \_\_\_\_\_



Copy the cursive letter pairs below.

Aa

Cc

Ee

Oo

Gg

Ss

Ii

Jj

Bb

Trace the first part of the sentence and complete it by writing your favorite place to swim on the line below in cursive.

*I love to swim in the*

Add the water and anything else to complete the scene.



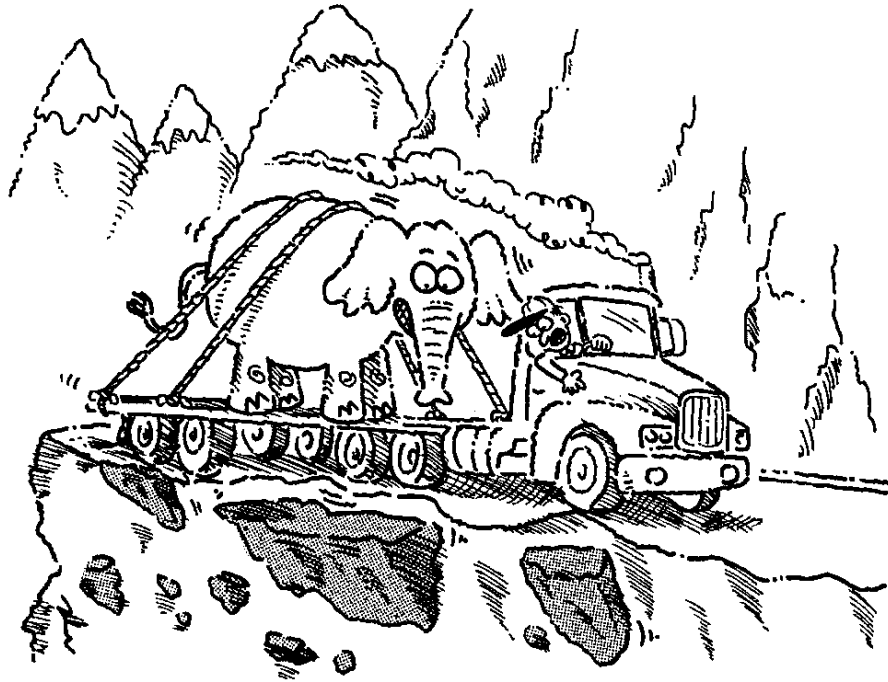
3. Vocabulary: Word of the Day

- Write a sentence of your own using your vocabulary word of the day.

**ERODE**

(eh RODE) v.

to wear away or become worn away;  
to eat away

Sounds like: **ROAD**

*"A heavy load can **ERODE** a **ROAD**."*

- ☐ We sat and watched the sand castle **ERODE** as the tide came in.
- ☐ Divorce was the only solution to their **ERODING** relationship.
- ☐ After the storm, the beach **EROSION** became so bad it actually threatened the foundations of many beach homes. (n.)

Your Sentence:

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Write a short story using the following outline for each paragraph:

***1. Warm day in early spring - ice along shores of creek – boys on ice playing with long poles.***

***2. Ice, bearing the boys, breaks off from shore—swings into current — floats slowly down stream — boys laughing.***

**3. Creek becomes narrow, current grows faster - cries of boys — under bridges — people on bridge - poles caught - boys, frightened and cold, but safe.**

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## HENRY VI OF WINDSOR— THE RED ROSE AND THE WHITE



Henry VI

You remember that Henry IV, who took the crown from Richard II, was descended from John of Gaunt, Duke of Lancaster, the fourth son of Edward III. But there was some one who had a better right to the throne. That was Edmund Mortimer, who was descended from the third son of Edward III. Now in the time of Henry VI there was still living a descendant of Edmund Mortimer. He was called Richard, Duke of York.

The Wars of the Roses began because Richard claimed to be the rightful heir to the throne. At first Richard said he only wanted to be made protector of the kingdom because he saw how weak and easily led the King was. It seemed indeed as if the King needed a protector, for he was not only weak and foolish, but at times he was quite mad and unable even to speak for days. The Duke of York hoped that if he was protector during Henry's life, the people would make him King after Henry died.

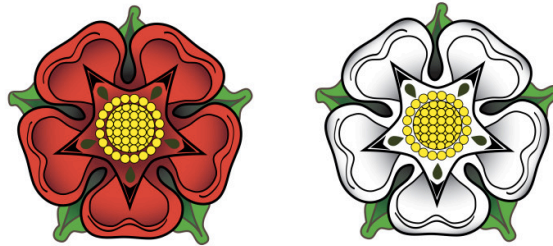
The people would very likely have agreed to this had not a little son been born to Henry. This little son was called Edward, and many of the nobles turned from the Duke of York for his sake. Although Henry was quite unfit to rule, they hoped that his little son would grow up wise and good and more like his grandfather, Henry V. So some of the nobles sided with the Duke of York and others with the King, and the quarreling between them became very bad. Many at first were afraid to speak out and say openly on which side they were, but soon the quarrel grew to be so bitter that not only the nobles but the whole nation took sides.

One day while walking in the Temple gardens in London with some other nobles, Richard, Duke of York, tried to persuade them to join his cause. "Ah," he said at last, "I see you are afraid to speak out. Well, then, give me a sign to show on whose side you are."

"Let him that is a true-born gentleman,  
And stands upon the honor of his birth,  
If he supposes that I have pleaded truth,  
From off this brier pluck a white rose with me."

Saying that he pulled a white rose which grew on a bush near and stuck it in his cap. Then the Duke of Somerset sprang forward and, tearing a red rose from another bush, said:

“Let him that is no coward, nor no flatterer,  
But dare maintain the party of the truth  
Pluck a red rose from off the thorn with me.”



Then one after another all the nobles who were there plucked red or white roses. Those who were for Lancaster, that is the King, because he was descended from John of Gaunt, Duke of Lancaster, wore red roses in their caps; those who were for the Duke of York wore white roses in theirs. And even after, during all the years that the wars lasted, red and white roses were the sign or badge of the two parties, and the wars were called the Wars of the Roses.

The first battle was fought at St. Albans in 1455 A.D. The White Rose won this battle and King Henry was taken prisoner. The Duke of York treated Henry very kindly, and, as he became quite mad for a time, the duke ruled the country.

The next year, however, the King recovered from his madness. He sent the duke away, and once more ruled the kingdom himself, or rather it was the Queen who ruled, for she was very fond of power, but did not care in the least to do what was best for the people. So she was greatly hated, and it was not long before war again broke out.

This time, too, the White Rose was successful. Queen Margaret fled to Scotland with her little son, and Henry was again taken prisoner. The Duke of York now claimed the throne in earnest. He entered London in great state. Trumpets were sounded, the sword of office was carried before him, and he was followed and surrounded by a train of soldiers and servants. He rode straight to Westminster, where Parliament was sitting, and did not pause until he reached the House of Lords. There he marched up to the throne and laid his hand upon the cloth of state with which it was covered, as if he meant to show that he had taken possession of it. But he did not sit on the throne.



Richard, Duke of York,  
watches over Henry VI

He stood for some time in silence looking at the empty seat, keeping his hand still upon the cloth. Then turning he looked at the nobles, as they crowded before him. Still silent he stood wondering and as if asking himself, “Are they glad or sorry to see me?”

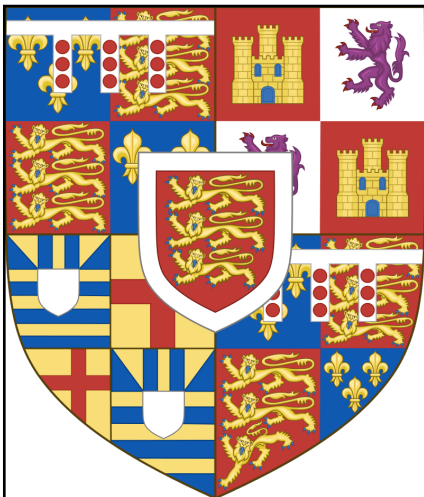
Then in the silence the Archbishop of Canterbury stepped forward. “My lord duke,” he said, “will you come to see the King?”

The Duke of York drew himself up proudly. “I cannot remember, my lord archbishop,” he said, “that there is any one in this kingdom who should not rather come to me than I go to him.” Then he turned and boldly sat upon the throne. Sitting there, the duke made a long speech to the lords. He reminded them that Henry IV. had taken the crown by force, and tried to show that he, the Duke of York, had a better right to the throne than Henry VI.

“Therefore,” he said, “according to my just and free title I have and do take possession of this royal throne and, with God's help, I shall keep it for His glory, my own honor, and the good of all my people.”

When the duke had finished there was a deep silence. The lords sat as if struck dumb. In their astonishment they seemed afraid even to whisper or utter one word. -

“It is good,” said the duke at last, “that you should think well of what I have said,” and rising he went away, not very pleased at their silence, yet not quite displeased either. He went to the royal palace, took possession of Henry's own rooms, and lived there more like a king than a duke.



Richard's very complicated coat-of-arms

Left to themselves, the lords and the commons, after a great deal of talking, decided that while Henry lived he should still be called King, but that the Duke of York should be protector, and that when Henry died the duke should be the next King.

Henry, who was weak and idle, was quite satisfied with this. So was the duke, for he was a wise man who really loved his country. He meant to rule well, and hoped in this way to become King without further fighting. But Queen Margaret was very angry. She loved to rule and she hated the Duke of York, and she would not be ruled by him nor have her son set aside for him. She came from Scotland, where she had been hiding with her little boy and, gathering an army, fought another battle with the Duke of York and his followers. It was a terrible battle. This time the Red Rose won, and the Duke of York himself was taken prisoner.





Richard, Duke of York talks to his troops before the Battle of Northampton, where he was defeated and taken prisoner.

After the battle was over the Red Rose soldiers set the duke on a little mound. They crowned him with bulrushes and then knelt before him crying, “Hail king without rule! Hail king without heritage! Hail duke and prince without people or possessions!” and after this cruel mocking of a helpless prisoner they cut off his head.

The wicked Queen Margaret laughed with joy when she saw it and, to mock the dead man still further, she placed a paper crown upon the head and stuck it upon the walls of York.

One of the duke's sons, a pretty boy of only twelve, was killed too. He was trying to run away with his tutor when he was caught by one of the Red Rose soldiers.

“Oh please, please do not kill me,” sobbed the boy, the tears running down his cheeks, “I do not want to die.” But the soldier had a cruel, hard heart and would not listen. Dumb with fear, the poor little boy fell upon his knees, holding up his hands to beg for mercy. But the soldier had no mercy.

“Your father killed mine,” he cried, “I will kill you.” So the poor little boy died.

Queen Margaret had no mercy either. She seemed mad with revenge. She killed as many of the White Rose nobles as she could, and the White Rose cause seemed lost. But



although Richard, Duke of York, was dead, he had a son called Edward, who now became duke and the head of the White Rose party, and more terrible battles were fought.

The people hated the Queen for her cruelty and her wickedness. She had no money with which to pay her soldiers, so she allowed them to plunder, and they too were hated and feared wherever they went. The gates of London were closed against them, the people refusing to give them even the plainest food.

But Edward of York was young, brave, and handsome, and, when he came to London with his army, the people threw open the gates to him welcoming him as their King.

Then the Bishop of Exeter, standing up among the great crowds who had gathered to meet him, reminded the people of all the cruel wrongs which they had suffered during Henry's reign. "Will you have him still to rule over you?" he asked.

"No! no!" shouted the people. "No! no!"

"If you will not have Henry, whom will you have?" asked the bishop. "Will you serve, love, honor, and obey Edward, Earl of March and Duke of York, as your only King and sovereign lord?"

"Yes, yes," shouted the people. "King Edward, King Edward, long live King Edward!" So with shouting and cheering and clapping of hands the people chose Edward of York to be their King.



Portrait medallion of Queen Margaret (1463) by Piero da Milano



*Rosa Bonheur, The Horse Fair, 1852–55*

### THE HORSE FAIR

What a proud, prancing procession of fine horses! They are on the way to the Paris fair. Here their keepers will lead them up and down the great parade, showing off their strength and beauty to the very best advantage. Perhaps many may be sold. Perhaps a grand prize may be given to the finest. How proudly they sweep by!

The dapple-gray Percherons are very conscious of their beauty. See their glossy coats and gracefully arched necks! Just back of them is a rearing black colt. Possibly he is from Arabia. Beside him is a white colt. He follows the example of the black one by plunging and rearing about playfully.

Trotting along beside them is a quiet little pony with a blanket strapped to his back. He, perhaps is not to be sold. He may carry one of the keepers back to the country.

What a fine black steed comes trotting up at the left! His head is up. His mane and tail fly to the breeze. With even pace his keeper trots along beside him. They have had a spirited run on this broad highway shaded with trees. Away into the hazy distance march the trees! They make a fine background for the moving forms of the horses. On they come! On they come, this proud, prancing parade!

Each horse has a groom. One man, however, drives the two powerful draft horses. It takes all his strength to control this spirited team. He leans far back as he holds the reins. His rolled up sleeve shows the muscular arm, and his firm grip on the rein.

There are many more horses in the picture than we see at first. Some one has counted thirty. The artist, however, wanted us to see a few distinctly, so she painted the more important ones very carefully. She chose the beautiful dapple-grays and blacks because they make a fine contrast of dark and light.

She painted the sun falling full upon the powerful grays, making them the most important in the picture. Next we see the rearing black and white, and then the fine black steed bringing up the rear.

Notice the patches of shadow on the ground. Can you tell where the sun is? Can you tell the time of day? On they go to the open spaces beyond! The fluttering blouse of the foremost rider and the scampering feet of his horse lead the way.

Many of the people in the picture are beyond the trees. Here is the market-place with its track. Here the crowd is waiting for the on-coming parade.

For a long time, people did not believe that the picture had been painted by a woman. Because it was so large, and the animals so powerful, they thought that it could have been painted only by a man. The French woman, however, Rosa Bonheur, is the greatest animal painter of the world.

### THE ARTIST

All her life long Rosa Bonheur loved to draw and paint animals. Cattle, horses, donkeys, lions, and other four-footed creatures were her delight.

Rosa was the oldest of four children. All of these children could draw, and model in clay. Rosa could draw before she could write. She attended school with other children, but the margins of her books were covered with sketches of all kinds of animals.

Rosa's father was a painter, and taught the little girl much about drawing and painting. Though he knew she had much talent, he decided that she must learn to be a dressmaker. So Rosa went to learn the dressmaking trade.

By and by, however, the father marvelled at her wonderful drawings; for though she was learning to sew she still kept on with her sketches. Then he changed his mind. He now said: "Rosa must learn to draw and paint." So the little artist gave up the dress-making trade and gave all her time to art study.

She walked through the streets of Paris and out through the country, studying the animals she saw. By and by she became known as the "animal painter" of France. She painted many celebrated pictures of oxen, cows, horses, and dogs. Before painting our picture,—“The Horse Fair,”—she made a study of horses in all positions. She drew them rearing, tossing their heads, running, trotting, and galloping. A woman artist was not permitted to go freely among

the horses; so Rosa Bonheur cut off her hair and wore men's clothes, so she would not be noticed as she studied at the horse stalls.

She was eager for her native village to buy her picture, and offered it for \$2400. The village, however, did not buy. Instead an English firm purchased it for \$8000. In 1887 it was sold to an American for \$55,000. The buyer presented it to the the Metropolitan Museum of New York City, where it now hangs.

The artist once said: "I love to catch the rapid motion of animals, and the light and color in their glossy coats." In this great picture we see the rapid motion and the shiny coats she loved to paint.

### ***DIRECTED STUDY***

***1. Where are the horses going? Do they want to go? Why do you think so?***

***2. Do you see all the horses distinctly? Which do you see first? Which do you see next? Next?***

***Why do you see them in this order?***

***3. Which horses seem proud? Meek? Frightened? Spirited? Which do you like best?***

***4. Where is the sun? How do you know? Where is the "center of interest"? How is it emphasized?***

***5. Which is more interesting,—the horses or the landscape? Why? What are the men doing? In what are they interested? Which man shows great strength?***

***6. Who is the artist? Where is her great picture,- "The Horse Fair?"***

### ***Related Music:***

***FESTIVAL AT BAGDAD-RIMSKY-***

***Last Half....Korsakow***

***THE WILD HORSEMAN***

***Schumann***

In the following sentences, use the proper word:

**Hour, our:** \_\_\_\_\_ clock stopped half an \_\_\_\_\_ ago.

**Of, off:** \_\_\_\_\_ jumped the conductor \_\_\_\_\_ the car.

**Meet, meat:** Did you \_\_\_\_\_ the man who brings the \_\_\_\_\_ ?

**Rode, road:** What a \_\_\_\_\_ we \_\_\_\_\_ through!

Write two sentences about the pictures study:

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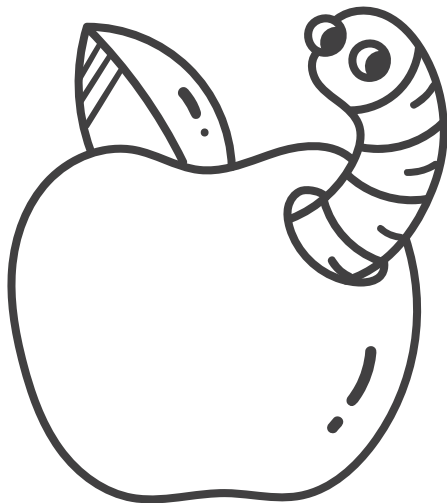
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Write your name and three of your friends' names in cursive on the lines below.

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid) for cursive writing.

Copy the picture into the box below. Color if desired.



A large, empty rectangular box with rounded corners, outlined in blue, intended for copying the apple and worm illustration.

**SUPPLE** (SUH pul) adj. easily bent or folded; moving or changing easily

Sounds like: SUPPER

**SALIENT** (SAIL ee unt) adj. prominent; something that sticks out

Sounds like: SAIL ANTS

**TREK** (trek ) n . a journey, or the leg of a journey especially long and difficult

Sounds like: STAR TREK

1. The \_\_\_\_\_ feature of Dumbo, the elephant, is his large ears .

2. The leather purse was \_\_\_\_\_ and soft to the touch.

3. The \_\_\_\_\_ through the waist-deep snow made it difficult for the rescue party to reach the avalanche victims.

**FUMBLE** (FUM bul) v. to mishandle something; to feel around awkwardly while searching

Sounds like: TUMBLE

**TOPIC** (TOP ik) v. a subject of discussion

Sounds like: TROPIC

**ERODE** (eh RODE) V. to wear away or become worn away; to eat away

Sounds like: ROAD

4. We sat and watched the sand castle \_\_\_\_\_  
as the tide came in.

5. Jane \_\_\_\_\_ through her purse to find her  
car keys .

6. Jim's father said worms were not a great \_\_\_\_\_  
of conversation while they were eating spaghetti .



12. Eggs differ from one another, as you know, in size and color of the shell. They also differ in taste. Thus, the large egg of the sea-gull is much stronger in taste than that of the duck or fowl. Even with the same bird, if the kind of food that is eaten be changed, the flavor of the egg is changed also. Yet, however different eggs may be in size, flavor, and color of the shell, they are all made up of exactly the same parts.

13. Let us see what these parts are. Outside of all is the shell, which has in it very small holes through which the air can pass. Inside the shell is a kind of skin which lines it closely, except at the broad end of the egg, where a space is formed between the shell and this skin. Inside of this skin is the white of the egg. In the middle of the white is the yolk. Perhaps you may have noticed, when your mother has broken an egg into a cup, two white twisted cords, one at each end of the yolk. These cords are joined to the yolk, but not to the shell, and they help to steady the yolk as it floats in the white.

There is on the yolk a small white patch, which you can only see by looking closely. From this patch the chick grows little by little, until it bursts the shell.

14. The egg of a fowl weighs about two ounces when it is fresh ; but as there is water in the white, some of this escapes through the holes in the shell, if the egg be kept. Because we know this, we can find out if an egg has been kept long. ***Dissolve one ounce of salt in half a pint of water, and into this place the egg we wish to try. If it is a good one, it will sink; but if bad, it will float.***

15. Besides the water which escapes from the egg, air passes through the shell into the egg, and causes it to become bad. In order to keep out this air, eggs are sometimes covered with wax or oil, or even gum. They are packed in bran, too, or in lime; but they often get the taste of the things around them. From this cause, good eggs, when placed in a basket with bad ones, often become bad also.

16. Before an egg is cooked, the white is a liquid, as, of course, you know. It flows out directly once you break the shell. After cooking, however, it is quite changed — it becomes a solid. You will remember that water, when heated to the same degree, is changed into steam, and that the only way to change water into a solid is by cooling it greatly. Thus you see that white of egg is a substance very different from water.

17. The kinds of food about which I have told you are all very useful; but it would be quite possible for us to live and be healthy without ever having tasted some of them. This is not the case with the article of food about which you are going to

read. There are no boys or girls who can say that they have never tasted salt. This is so necessary to us, that if forced to go without it, we become ill. Even the cattle in South America go off in herds for many miles to lick the salt rocks.

18. Perhaps you have tasted sea-water, and know how salt it is. The salt which we take with our food is sometimes obtained from this. The water is boiled in large boilers, and the salt is left behind. It is not fit for use until it has been separated from the other substances which are to be found in sea-water. There are in the earth at certain places vast beds of what is called rock-salt. Salt-mines are formed at these places, and some of these mines have been worked for six or seven hundred years, and they still contain salt for many hundreds of years to come. Down some of these mines, men are sometimes sent as prisoners to work all their lives. In Poland, there is a mine of very great depth, and which contains houses and chapels. These are said to look very beautiful when lighted with torches and lamps, for they are cut out of the salt. Rock-salt is not white; it is colored by impurities, which give it a red or blue or yellow color.

19. Most of the salt which we use comes from salt-springs. The water rising in these springs has passed through underground salt rocks. As it rises, it is pumped into a large tank, from which it flows into the boilers, where the water is boiled away and the salt left behind.

**20. From this chapter we learn that**

*(1) The potato-plant was brought from America about three hundred and fifty years ago.*

*(2) The potato is part of the underground stem.*

*(3) Because the potato contains a great deal of starch and water, it is not a very nourishing food.*

*(5) Fish is eaten in all countries, but especially where the climate is very cold.*

*(6) The flesh of some fish is white; that of others is red or pink. Red fish are thought to be the most nourishing.*

*(7) All eggs, however unlike they may look, are made up of the same parts. These are shell, white, and yolk.*

*(8) If an egg be kept, it becomes lighter. This is because water escapes from it through the shell. Air also passes through the shell to the egg, and causes it to become bad.*

*(9) White of egg is a liquid, but becomes a solid when heated.*

*(10) Salt may be obtained by boiling away sea-water. It is also dug out of the earth as rock-salt ; and it comes up from the ground in salt- springs.*

## NATURE JOURNAL

Sketch the object you are observing in the box below:



WHAT IS IT? \_\_\_\_\_

WHERE DID IT COME FROM? \_\_\_\_\_

IS IT ALWAYS HERE? \_\_\_\_\_

WHERE DOES IT LIVE? \_\_\_\_\_

WHAT DOES IT EAT? \_\_\_\_\_

OTHER OBSERVATIONS \_\_\_\_\_