

GreatHearts

Northern Oaks



Supplemental Reading Packet

April 20-24, 2020

2nd grade

Mrs. Doughty

Mrs. Garff

Ms. Torres

Mrs. Speer

Student Name: _____ Section: __

Chapter XIV

Dr. Dorian

THE NEXT day was Saturday. Fern stood at the kitchen sink drying the breakfast dishes as her mother washed them. Mrs. Arable worked silently. She hoped Fern would go out and play with other children, instead of heading for the Zuckermans' barn to sit and watch animals.

"Charlotte is the best storyteller I ever heard," said Fern, poking her dish towel into a cereal bowl.

"Fern," said her mother sternly, "you must not invent things. You know spiders don't tell stories. Spiders can't talk."

"Charlotte can," replied Fern. "She doesn't talk very loud, but she talks."

"What kind of story did she tell?" asked Mrs. Arable.

"Well," began Fern, "she told us about a cousin of hers who caught a fish in her web. Don't you think that's fascinating?"

"Fern, dear, how would a fish get in a spider's web?" said Mrs. Arable. "You know it couldn't happen. You're making this up."

"Oh, it happened all right," replied Fern. "Charlotte never fibs. This cousin of hers built a web across a stream. One day she was hanging around on the web and a tiny fish leaped into the air and got tangled in the web. The fish was caught by one fin, Mother; its tail was wildly thrashing and shining in the sun. Can't you just see the web, sagging dangerously under the weight of the fish? Charlotte's cousin kept slipping in, dodging out, and she was beaten mercilessly over the head by the wildly thrashing fish, dancing in, dancing out, throwing . . ."

"Fern!" snapped her mother. "Stop it! Stop inventing these wild tales!"

"I'm not inventing," said Fern. "I'm just telling you the facts."

"What finally happened?" asked her mother, whose curiosity began to get the better of her.

"Charlotte's cousin won. She wrapped the fish up, then she ate him when she got good and ready. Spiders have to eat, the same as the rest of us."

"Yes, I suppose they do," said Mrs. Arable, vaguely.

"Charlotte has another cousin who is a balloonist. She stands on her head, lets out a lot of line, and is carried aloft on the wind. Mother, wouldn't you simply love to do that?"

"Yes, I would, come to think of it," replied Mrs. Arable. "But Fern, darling, I wish you would play out-

doors today instead of going to Uncle Homer's barn. Find some of your playmates and do something nice outdoors. You're spending too much time in that barn—it isn't good for you to be alone so much."

"Alone?" said Fern. "Alone? My best friends are in the barn cellar. It is a very sociable place. Not at all lonely."

Fern disappeared after a while, walking down the road toward Zuckermans'. Her mother dusted the sitting room. As she worked she kept thinking about Fern. It didn't seem natural for a little girl to be so interested in animals. Finally Mrs. Arable made up her mind she would pay a call on old Doctor Dorian and ask his advice. She got in the car and drove to his office in the village.

Dr. Dorian had a thick beard. He was glad to see Mrs. Arable and gave her a comfortable chair.

"It's about Fern," she explained. "Fern spends entirely too much time in the Zuckermans' barn. It doesn't seem normal. She sits on a milk stool in a corner of the barn cellar, near the pigpen, and watches animals, hour after hour. She just sits and listens."

Dr. Dorian leaned back and closed his eyes.

"How enchanting!" he said. "It must be real nice and quiet down there. Homer has some sheep, hasn't he?"

"Yes," said Mrs. Arable. "But it all started with that

pig we let Fern raise on a bottle. She calls him Wilbur. Homer bought the pig, and ever since it left our place Fern has been going to her uncle's to be near it."

"I've been hearing things about that pig," said Dr. Dorian, opening his eyes. "They say he's quite a pig."



"Have you heard about the words that appeared in the spider's web?" asked Mrs. Arable nervously.

"Yes," replied the doctor.

"Well, do you understand it?" asked Mrs. Arable.

"Understand what?"

"Do you understand how there could be any writing in a spider's web?"

"Oh, no," said Dr. Dorian. "I don't understand it."

But for that matter I don't understand how a spider learned to spin a web in the first place. When the words appeared, everyone said they were a miracle. But nobody pointed out that the web itself is a miracle."

"What's miraculous about a spider's web?" said Mrs.



Arable. "I don't see why you say a web is a miracle—it's just a web."

"Ever try to spin one?" asked Dr. Dorian.

Mrs. Arable shifted uneasily in her chair. "No," she replied. "But I can crochet a doily and I can knit a sock."

"Sure," said the doctor. "But somebody taught you, didn't they?"

"My mother taught me."

"Well, who taught a spider? A young spider knows how to spin a web without any instructions from anybody. Don't you regard that as a miracle?"

"I suppose so," said Mrs. Arable. "I never looked at it that way before. Still, I don't understand how those words got into the web. I don't understand it, and I don't like what I can't understand."

"None of us do," said Dr. Dorian, sighing. "I'm a doctor. Doctors are supposed to understand everything. But I don't understand everything, and I don't intend to let it worry me."

Mrs. Arable fidgeted. "Fern says the animals talk to each other. Dr. Dorian, do you believe animals talk?"

"I never heard one say anything," he replied. "But that proves nothing. It is quite possible that an animal has spoken civilly to me and that I didn't catch the remark because I wasn't paying attention. Children pay better attention than grownups. If Fern says that the animals in Zuckerman's barn talk, I'm quite ready to believe her. Perhaps if people talked less, animals would talk more. People are incessant talkers—I can give you my word on that."

"Well, I feel better about Fern," said Mrs. Arable. "You don't think I need worry about her?"

"Does she look well?" asked the doctor.

"Oh, yes."

"Appetite good?"

"Oh, yes, she's always hungry."

"Sleep well at night?"

"Oh, yes."

"Then don't worry," said the doctor.

"Do you think she'll ever start thinking about something besides pigs and sheep and geese and spiders?"

"How old is Fern?"

"She's eight."

"Well," said Dr. Dorian, "I think she will always love animals. But I doubt that she spends her entire life in Homer Zuckerman's barn cellar. How about boys—does she know any boys?"

"She knows Henry Fussy," said Mrs. Arable brightly.

Dr. Dorian closed his eyes again and went into deep thought. "Henry Fussy," he mumbled. "Hmm. Remarkable. Well, I don't think you have anything to worry about. Let Fern associate with her friends in the barn if she wants to. I would say, offhand, that spiders and pigs were fully as interesting as Henry Fussy. Yet I predict that the day will come when even Henry will drop some chance remark that catches Fern's attention. It's amazing how children change from year to year. How's Avery?" he asked, opening his eyes wide.

"Oh, Avery," chuckled Mrs. Arable. "Avery is always fine. Of course, he gets into poison ivy and gets

stung by wasps and bees and brings frogs and snakes home and breaks everything he lays his hands on. He's fine."

"Good!" said the doctor.

Mrs. Arable said goodbye and thanked Dr. Dorian very much for his advice. She felt greatly relieved.


Chapter 2: “Harriet Beecher Stowe and Harriet Tubman”

Distribute copies of the Student Book. Ask students to turn to page 7 of the Student Book and look at the images as you read aloud.


CHAPTER
2

Harriet Beecher Stowe and Harriet Tubman

Harriet Beecher Stowe was one of the people who spoke out against slavery. She wrote a book called *Uncle Tom's Cabin*. The book is about the lives of slaves in the South at this time. The main character is Tom, a kind, old slave. Another character is a mean slave owner named Simon Legree.



Harriet Beecher Stowe



125,000 SETS, 270,000 VOLUMES SOLD.
UNCLE TOM'S CABIN
FOR SALE HERE.
The Greatest Book of the Age.

In the story, some of the slaves try to run away and are chased down by slave catchers. *Uncle Tom's Cabin* was a hit. It was turned into a play. Over the years, millions of people bought the book and saw the play. *Uncle Tom's Cabin* made people think about the suffering of slaves in the South.

7

CORE VOCABULARY—Explain that a **character** is a person or animal in a story.

Note to Teacher: Students in Core Knowledge schools may recall learning the word *character* as it applies to Chinese and Japanese writing. Make sure students understand that *character* is a multiple-meaning word, and in this context, it refers to the people and animals in a story—not the group of lines that represents a word or part of a word.

CORE VOCABULARY—Explain that **slave catchers** were people who received a reward or were paid to find slaves who had run away and return them to their owners.

Ask students the following questions:

LITERAL—Who was Harriet Beecher Stowe?


» She was a writer. She wrote a book called *Uncle Tom's Cabin*.

LITERAL—How did *Uncle Tom's Cabin* help in the fight against slavery?

» *Uncle Tom's Cabin* made people think about the suffering of slaves in the South.

Now ask students to look at the images on page 8 as you read aloud.

Harriet Tubman knew what it was like to be a slave. She had been one herself. In 1849, she escaped from the South to the North.



Many people would have been happy just to escape. But Harriet Tubman was very brave. She went back to the South to rescue her family and other slaves. She made at least nineteen trips into the South and helped free more than three hundred people.

8

CORE VOCABULARY—Explain that **escaped** means that Harriet Tubman ran away from her owners.

SUPPORT—Point out that even though Harriet Beecher Stowe wrote about slavery, she was neither a slave nor of African descent. Harriet Tubman, on the other hand, was a woman born into slavery and experienced slavery firsthand.

Ask students the following questions:

LITERAL—Who was Harriet Tubman?

» Harriet Tubman was a slave who escaped to the North and returned to the South to help other slaves escape too.

INFERENTIAL—The text says that Harriet Tubman was brave. How was Harriet Tubman brave?

- » She escaped to freedom in the North but continued to come back to the South many other times to help free hundreds of other slaves. She put her own safety at risk by doing this because she could have been caught each time she returned to the South. If she had been caught, she would have been returned as a slave to her owner.

Ask students to look at the image on page 9 as you read aloud.

Harriet Tubman was part of a group of people who worked to help slaves escape to the North or to Canada. They organized the Underground Railroad. The Underground Railroad wasn't really a railroad, and it didn't really go underground.



It was called a railroad because runaway slaves were given transportation from one place to the next. And it was called underground because this work was a secret.

9

CORE VOCABULARY—Explain that **transportation** is a way to get from one place to another.

SUPPORT—Make sure students understand that the Underground Railroad was not an actual railroad but a secret network of people and places that helped people escaping from slavery reach freedom.

Ask students the following questions:

LITERAL—What was the Underground Railroad?

- » The Underground Railroad was a group of people, including Harriet Tubman, who helped slaves escape to the North or to Canada.

LITERAL—Why was the group that helped slaves called the Underground Railroad?

- » It was called that because it provided transportation from one place to the next and it was secret.

Now ask students to look at the images on page 10 as you read aloud.

Helpers, or guides such as Harriet Tubman, were called “conductors.” The conductors had to think of all kinds of sneaky tricks to keep the slaves from getting caught. They traveled at night.



They hid their “passengers” in attics and basements during the daytime. These safe spots were known as “stations.”



10

SUPPORT—Guide students to recognize the references to railroad terminology, such as conductor (the driver of a train), passengers, and stations (where trains stop to let passengers on and off).

SUPPORT—**Show students images of a train, a conductor, passengers, and a train station.** Links to these images can be found in the CKHG Online Resources for this chapter. Help students identify a conductor, passengers, and a station in the images on page 10.

Ask students the following questions:

INFERENTIAL—Why do you think the people of the Underground Railroad traveled at night?

- » They traveled at night because it was dark outside and they would be less likely to be seen and caught.

LITERAL—What else did people who were part of the Underground Railroad do to keep from getting caught?

- » They hid slaves in attics and basements during the day so that slave catchers would be less likely to find them.

Ask students to look at the images on page 11 as you read aloud.

The conductors also knew how to survive in the wilderness. They knew which plants and berries were safe to eat. They studied the stars in the sky to figure out the way North.



When the sky was too cloudy to see the stars, the conductors would feel around the bottoms of trees. Moss usually grows on the north side of trees, and north was where they were going.



11

CORE VOCABULARY—Explain that to **survive** means to stay alive. The conductors knew how to stay alive—and to help the escaping slaves stay alive—in the wilderness.

CORE VOCABULARY—Explain that **wilderness** is an unsettled area, or an area where people do not live. It is a place where there are no—or very few—homes, farms, or other buildings.

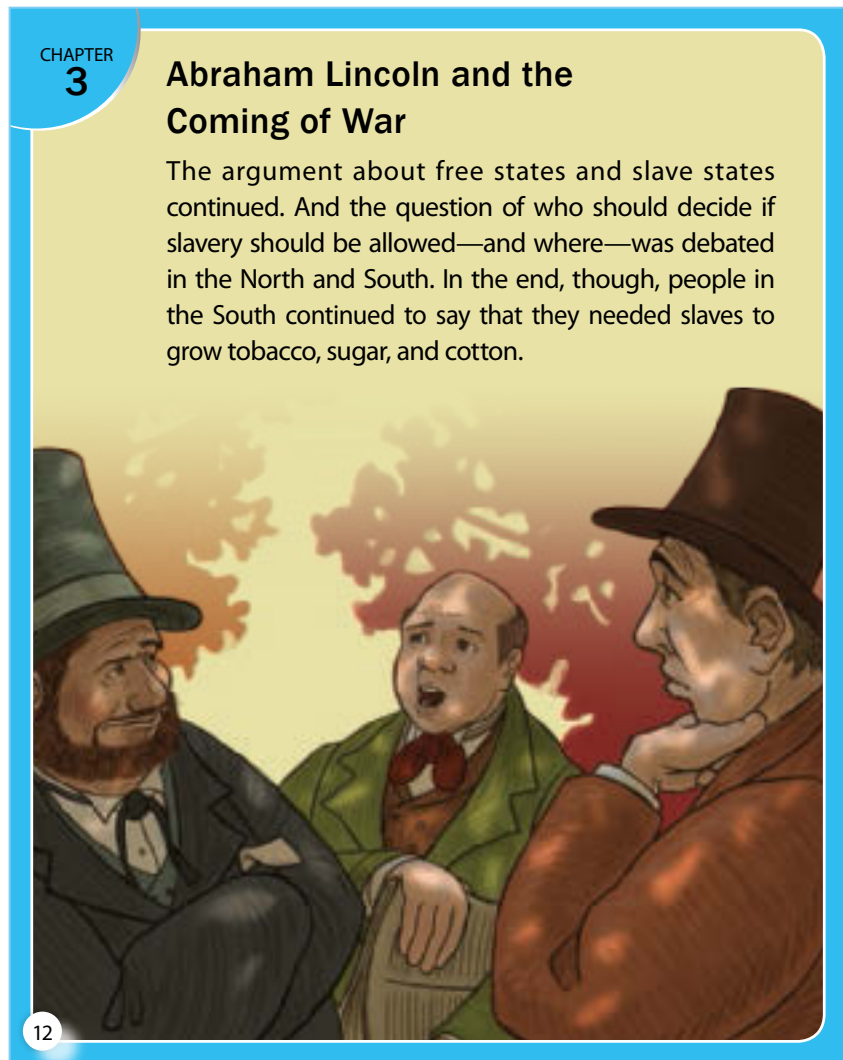
SUPPORT—Help students see that in the top picture, the conductor is pointing to a **constellation, or group of stars, called the Big Dipper**. It looks like a cup with a long handle. The cup of the Big Dipper points to the North Star. This star is not the brightest star in the sky, but it is useful because it is always in the same spot every night. Because of this, it is used to navigate north. Make sure that students fully appreciate that there was no internet or GPS and no computers or cell phones at this time that people could use quickly and easily to look up directions on how to get from one place to another.

Core Vocabulary

debated ran for president lawyer politician
Confederate States of America tensions

Chapter 3: “Abraham Lincoln and the Coming of War”

Distribute copies of the Student Book. Tell students to turn to page 12 in the Student Book, noting that this chapter is titled “Abraham Lincoln and the Coming of War.” Ask them to look at the image on the page as you read aloud and to listen carefully to find out what some Southern states did when Abraham Lincoln was elected president.



CORE VOCABULARY—Explain that **debated** means talked about and expressed different opinions or points of view about something.

SUPPORT—Ask students to turn back to the map on page 5 in the Student Book, showing free states and territories, slave states and territories, and places where the question about whether slavery would be permitted was to be decided “later.” Be sure students understand that people in the North and South continued to argue about whether slavery should be allowed.

Ask students the following questions:

LITERAL—What did the people living in the Northern and Southern states continue to argue about?

- » People continued to argue about if—and where—slavery should be allowed.

LITERAL—What did people living in the South continue to say?

- » People in the South continued to say they needed slaves to grow tobacco, sugar, and cotton.

Now ask students to look at the images on page 13 as you read aloud.

When, in 1860, Abraham Lincoln ran for president, the Southern states really did worry. Abraham Lincoln spoke out against slavery spreading into areas that could become new states.



Abraham Lincoln had grown up in a poor family. He had to work as a young boy. With little or no time for school, he had mostly taught himself. He eventually became a lawyer and then a politician.



13

CORE VOCABULARY—Explain that **ran for president** means competed for people’s votes to be elected president.

SUPPORT—Remind students that the president is elected, or chosen by people’s votes. When someone runs for president, he or she tries to convince people to vote for him or her.

CORE VOCABULARY—Explain that a **lawyer** helps people with matters that deal with the law. Lawyers can help people with important papers, help people understand their rights, or help people who are accused of breaking the law.

CORE VOCABULARY—Explain that a **politician** is someone who is elected to work in the government or who is trying to get elected to work in the government.

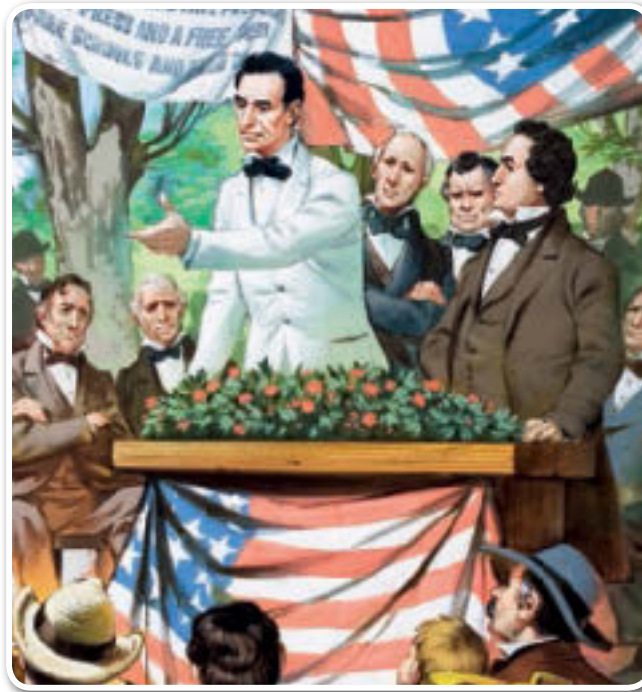
Ask students the following question:

LITERAL—What did Abraham Lincoln speak out about?

- » Lincoln spoke out against slavery spreading into any new areas that might become states.

Ask students to look at the image on page 14 as you read aloud.

Abraham Lincoln's ideas about slavery made him unpopular with many Southerners. They believed he would end slavery in the South, even though he said he wanted only to stop slavery from happening in new states.



Some Southerners said that the South should leave the Union if he became president. When Abraham Lincoln won the election and became president, seven Southern states did just that!

14

SUPPORT—Explain that “leave the Union” means leave the United States. States that left the Union would no longer be part of the United States.

Ask students the following questions:

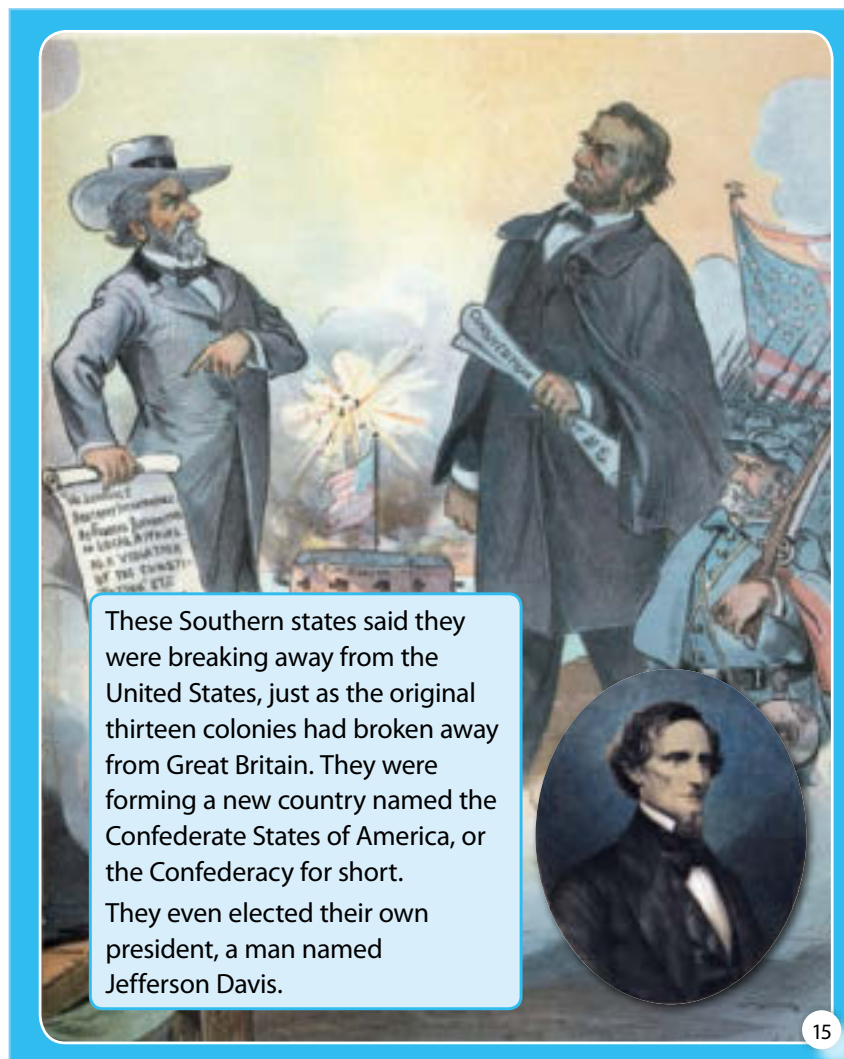
LITERAL—Why was Lincoln unpopular with many Southerners?

- » Lincoln was unpopular with many Southerners because they believed he would end slavery in the South.

LITERAL—What happened after Abraham Lincoln became president?

- » When Abraham Lincoln became president, seven Southern states left the Union.

Now ask students to look at the images on page 15 as you read aloud.



CORE VOCABULARY—Explain that **Confederate States of America** was the new name of the Southern states that left the Union.

Ask students the following questions:

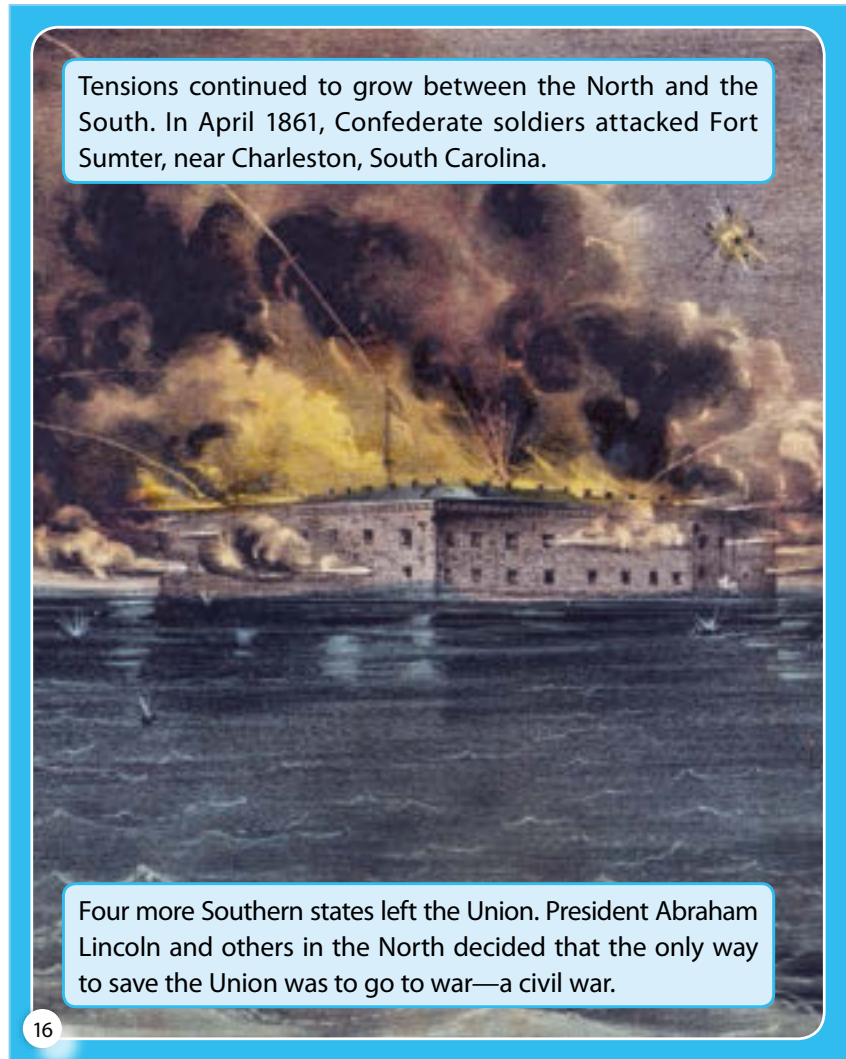
LITERAL—What was the name of the South’s new country?

- » The South named their new country the Confederate States of America, or the Confederacy for short.

LITERAL—Who was the president of the Confederacy?

- » Jefferson Davis was the president of the Confederacy.

Ask students to look at the image on page 16 as you read aloud.



CORE VOCABULARY—Explain that **tensions** are angry disagreements.

Activity Page  **SUPPORT**—Help students find South Carolina on their Map of the United States During the Civil War (AP 1.3).



AP 1.3

SUPPORT—Explain that a civil war is a war between groups in the same country—in this case, between the United States and the Confederate States of America.

SUPPORT—Explain that the people who were in Fort Sumter when it was attacked by Confederate soldiers were soldiers who were part of the U.S. Army.

SUPPORT—Remind students that the word *Union* refers to *all* of the states that were part of the United States of America. Explain that when President Lincoln said that the only way to save the Union was to go to war, he meant that the only way to keep all of the states a part of the United States of America was to go to war with the states that had decided to become a part of the Confederacy.

Ask students the following questions:

LITERAL—Who attacked Fort Sumter?

- » Confederate soldiers attacked Fort Sumter.

LITERAL—What did President Lincoln decide was the only way to save the Union?

- » President Lincoln decided that the United States would have to go to war with the states that had left the Union.



CHECK FOR UNDERSTANDING: BIG QUESTION


TURN AND TALK—Why did the North and South go to war?

- » President Lincoln and others in the North did not believe in the spread of slavery. They wanted to keep the Union together after some Southern states broke away and started the Confederacy. Confederate soldiers attacked Fort Sumter, and more states left the Union. President Lincoln and others in the North believed the only way to save the country was to go to war.

Additional Activities

More About Abraham Lincoln

Materials Needed: internet access, capability to display internet in the classroom

 **Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific links to the websites may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students they will learn more about Abraham Lincoln by first watching two short videos about him. Play the first video, *Abraham Lincoln for Kids—Part 1 (Childhood)* (06:27), which tells about Abraham Lincoln’s childhood.

Ask students the following questions:

- Tell me about the house that Abraham Lincoln lived in as a child.
 - » Lincoln lived in a small log cabin that had a dirt floor and was far away from other people.
- How did young Abe Lincoln learn new things?
 - » Young Abe Lincoln learned new things by reading and studying and repeating words on his own.
- What nickname did young Abe earn?
 - » Young Abe earned the nickname “Honest Abe.”

The Crickets

THE CRICKETS sang in the grasses. They sang the song of summer's ending, a sad, monotonous song. "Summer is over and gone," they sang. "Over and gone, over and gone. Summer is dying, dying."

The crickets felt it was their duty to warn everybody that summertime cannot last forever. Even on the most beautiful days in the whole year—the days when summer is changing into fall—the crickets spread the rumor of sadness and change.

Everybody heard the song of the crickets. Avery and Fern Arable heard it as they walked the dusty road. They knew that school would soon begin again. The young geese heard it and knew that they would never be little goslings again. Charlotte heard it and knew that she hadn't much time left. Mrs. Zuckerman, at work in the kitchen, heard the crickets, and a sadness came over her, too. "Another summer gone," she sighed. Lurvy, at work building a crate for Wilbur, heard the song and knew it was time to dig potatoes.

"Summer is over and gone," repeated the crickets. "How many nights till frost?" sang the crickets. "Good-bye, summer, good-bye, good-bye!"

The sheep heard the crickets, and they felt so uneasy they broke a hole in the pasture fence and wandered up into the field across the road. The gander discovered the hole and led his family through, and they walked to the orchard and ate the apples that were lying on the ground. A little maple tree in the swamp heard the cricket song and turned bright red with anxiety.

Wilbur was now the center of attraction on the farm. Good food and regular hours were showing results: Wilbur was a pig any man would be proud of. One day more than a hundred people came to stand at his yard and admire him. Charlotte had written the word RADIANT, and Wilbur really looked radiant as he stood in the golden sunlight. Ever since the spider had befriended him, he had done his best to live up to his reputation. When Charlotte's web said SOME PIG, Wilbur had tried hard to look like some pig. When Charlotte's web said TERRIFIC, Wilbur had tried to look terrific. And now that the web said RADIANT, he did everything possible to make himself glow.

It is not easy to look radiant, but Wilbur threw himself into it with a will. He would turn his head slightly and blink his long eye-lashes. Then he would breathe deeply. And when his audience grew bored, he would

spring into the air and do a back flip with a half twist. At this the crowd would yell and cheer. "How's that for a pig?" Mr. Zuckerman would ask, well pleased with himself. "That pig is radiant."

Some of Wilbur's friends in the barn worried for fear all this attention would go to his head and make him stuck up. But it never did. Wilbur was modest; fame did not spoil him. He still worried some about the future, as he could hardly believe that a mere spider would be able to save his life. Sometimes at night he would have a bad dream. He would dream that men were coming to get him with knives and guns. But that was only a dream. In the daytime, Wilbur usually felt happy and confident. No pig ever had truer friends, and he realized that friendship is one of the most satisfying things in the world. Even the song of the crickets did not make Wilbur too sad. He knew it was almost time for the County Fair, and he was looking forward to the trip. If he could distinguish himself at the Fair, and maybe win some prize money, he was sure Zuckerman would let him live.

Charlotte had worries of her own, but she kept quiet about them. One morning Wilbur asked her about the Fair.

"You're going *with* me, aren't you, Charlotte?" he said.

"Well, I don't know," replied Charlotte. "The Fair

comes at a bad time for me. I shall find it inconvenient to leave home, even for a few days."

"Why?" asked Wilbur.

"Oh, I just don't feel like leaving my web. Too much going on around here."

"Please come with me!" begged Wilbur. "I need you, Charlotte. I can't stand going to the Fair without you. You've just *got* to come."

"No," said Charlotte, "I believe I'd better stay home and see if I can't get some work done."

"What kind of work?" asked Wilbur.

"Egg laying. It's time I made an egg sac and filled it with eggs."

"I didn't know you could lay eggs," said Wilbur in amazement.

"Oh, sure," said the spider. "I'm versatile."

"What does 'versatile' mean—full of eggs?" asked Wilbur.

"Certainly not," said Charlotte. "'Versatile' means I can turn with ease from one thing to another. It means I don't have to limit my activities to spinning and trapping and stunts like that."

"Why don't you come with me to the Fair Grounds and lay your eggs there?" pleaded Wilbur. "It would be wonderful fun."

Charlotte gave her web a twitch and moodily watched it sway. "I'm afraid not," she said. "You don't

know the first thing about egg laying, Wilbur. I can't arrange my family duties to suit the management of the County Fair. When I get ready to lay eggs, I have to lay eggs, Fair or no Fair. However, I don't want you to worry about it—you might lose weight. We'll leave it this way: I'll come to the Fair if I possibly can."

"Oh, good!" said Wilbur. "I knew you wouldn't forsake me just when I need you most."

All that day Wilbur stayed inside, taking life easy in the straw. Charlotte rested and ate a grasshopper. She knew that she couldn't help Wilbur much longer. In a few days she would have to drop everything and build the beautiful little sac that would hold her eggs.