

Of America

Fifth Edition

I

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Biblical Worldview • Critical Thinking • Literary Development



Loyal **patriots**, courageous



bold



and daring **inventors**

will challenge and inspire you

as you read **Of America I.**

To Teachers and Parents

New friends and companions await within the pages of *Of America I*, as students explore inspirational stories about her people, her history, and her struggles. Students will become acquainted with the Wright brothers, Clara Barton, the Candy Bomber, and other interesting people. A variety of literature, such as poetry, plays, informative selections, and historical fiction will challenge students in their critical thinking skills. **Time to Think** questions focus on students' recall, while **I Wonder** questions allow students the opportunity for critical thinking. The **Think on These Things** feature encourages students to analyze the selections and draw conclusions to develop a biblical worldview. Following each literary piece, thinking questions will challenge students to recall facts, analyze material, and draw conclusions from the selections.

Of America I

Fifth Edition

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Pronunciation Key

<u>Symbol • Example</u>	<u>Symbol • Example</u>
ā āte	ö nöt
â dâre	oi boil
ă făt	ōō fōod
ä fäther	ōō bōök
ə ago (ə·gō')	ou out
ē ēven	th thin
ě ěgg	th thēre
ē (ər) pondēr	tŭ pictŭre
ī īce	ŭ ŭnit
ĩ ĩt	û hûrt
ō ōver	ŭ ŭp
ô côrd, taught, saw	zh measure

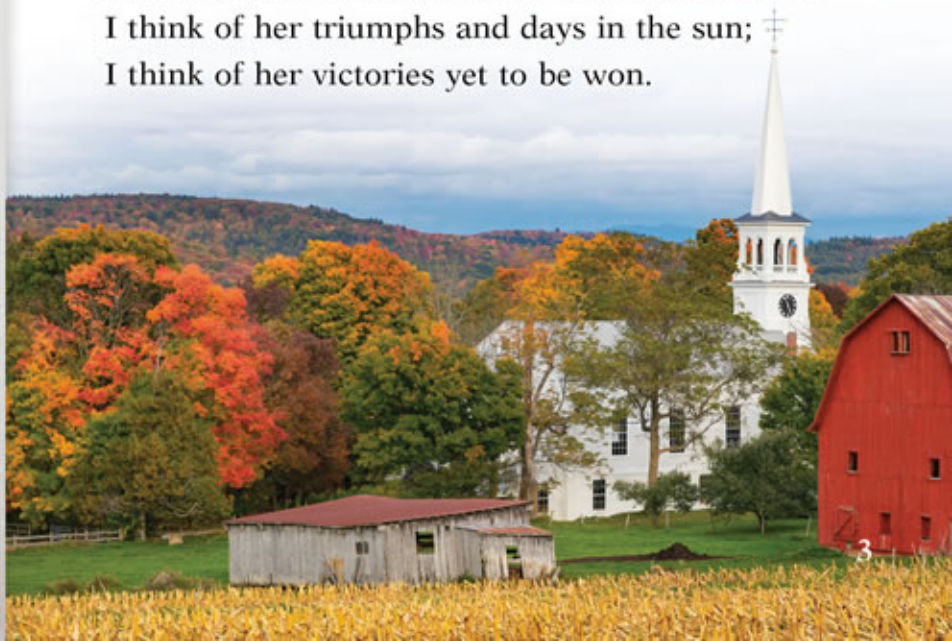


When I Think of My Country

Bethany Urbina

When I think of my country, my home, my land,
I think of white waves crashing onto the sand,
Or bison herds lumbering over the plain,
The fog on the mountaintops after the rain,
An eagle on the branch of a tree so tall,
Of baseball in summer and pumpkins in fall.

I then think of those who had less than a dime
But built a new life one hard day at a time.
I think of a voice raised in passion or praise;
I think of free worship and humble hands raised.
I think of her triumphs and days in the sun;
I think of her victories yet to be won.





The Land of Many Reasons

Bethany Urbina

CHARACTERS

Cast List

MR. MCGANN _____

MAE _____

DIEGO (*dee eh go*) _____

KATIA (*kah tee uh*) _____

JASON _____

MR. CAMPANO (*cahm pah no*) _____

MRS. CAMPANO _____

ACT 1

(Children sit in classroom listening to teacher, Mr. McGann.)

MR. MCGANN: Students, before the bell rings, let me remind you about your patriotic project this year. Over the course of this week, you will need to prepare a presentation. I have divided you into groups, and together you will answer this question: “What do you love about the United States of America?” On Monday, your group will present your project to the rest of the class. *(bell rings and teacher concludes)* Check the board before you leave to see who will be in your group. I will look forward to hearing your presentations on Monday.



(Students rush to the board to check the list and chatter softly.)

MAE: *(reading aloud)* Mae, Diego, Katia, and Jason!

DIEGO: *(giving Jason a high-five)* Great! We can all meet at my house to work on the project if you want!

KATIA: *(tapping Mr. McGann's shoulder)* Mr. McGann, I don't understand. What do you want us to do during this presentation?

MR. MCGANN: Anything you want! You could create an art project and explain it to the class. You could sing a song, or you could write a speech. As long as it answers the question, and you decide your answer together as a group, you can present your answer however you would like.

JASON: *(to the group)* Let's all go home and think of some ideas tonight. Then tomorrow after school, we'll meet at Diego's house and decide what to do.

MR. MCGANN: I am sure you will come up with something great! (*waving*) See you all tomorrow!

(*All exit.*)

(*Curtains close.*)

ACT 2

Scene 1

(*Curtains open.*)

(*Diego sits at his dining room table with an open notebook. Mr. Campano washes dishes in the kitchen.*)

MR. CAMPANO: You've been quiet for a long time, Son. Are you working on homework?



DIEGO: It's a group project. Mr. McGann asked us what we love about America. We're supposed to answer the question and present our answer to the class. What should my answer be?

MR. CAMPANO: Well, I can't answer that for you, Diego. Your teacher wants to know what you and the people in your group think.

DIEGO: Okay, then what would your answer be?

MR. CAMPANO: (*drying dishes with a towel*) I think I love the opportunities that I have here. Your *abuelo* brought me and your *abuela* to the United States when I was very little. He wanted me to be able to be anything I wanted to be.

DIEGO: So you became a scientist?

MR. CAMPANO: That's right!

DIEGO: What about Mom?



abuelo (ah bweh loh)—*Spanish for grandfather*
abuela (ah bweh lah)—*Spanish for grandmother*

(Mrs. Campano enters with grocery bags.)

MRS. CAMPANO: *(repeats)* What about Mom?

DIEGO: *(jumping up to help put groceries away)*

Why did you come to the United States?

MRS. CAMPANO: *(putting groceries away slowly)*

I was born here, Diego—in Maryland, actually. But long ago, my great-great-great-grandfather came to this country from Europe because he wanted to study the Bible and worship God freely.

DIEGO: So, is that what you like most about the United States? The freedom of religion?

MRS. CAMPANO: You know, I don't always think about what a gift freedom of religion is. Now that you ask, yes, I think it is what I love most.

DIEGO: *(making his way back to the table)* I see.

MRS. CAMPANO: What do you love most?

DIEGO: *(holding up his notebook)* I wrote down a lot of things here, but they aren't like Dad's answers or yours.

MR. CAMPANO: Let's hear them!

DIEGO: Well, I love the desert and the mountains. I love baseball. I love Thanksgiving, but those answers seem so silly now.

MRS. CAMPANO: They aren't silly, Diego. All of those things are a part of your life here in your homeland. Everyone living in the United States has different experiences, and that's why other people's answers will be different from yours.

MR. CAMPANO: As you grow older, your answers will probably change many times.



Time to Think

1. Why do you think the play is titled “The Land of Many Reasons”?
2. Why did Diego’s *abuelo* bring his family to the United States?
3. What did Mae want the group’s answer to be for the project?
4. Why does Katia love New York City?
5. What influenced Diego to change his answer?



I Wonder...

1. Was Mr. McGann asking the students to state facts or express opinions? Give a reason for your answer.
2. What do you love about the United States of America?

Historical Fiction

Is historical fiction real or make believe? The correct answer is—both. Authors of historical fiction do careful research to make their stories historically accurate and believable. In historical fiction, the **setting** always represents a real time period and place from the past. For example, the setting for a story might be America during the Colonial Period, England during the Industrial Revolution, or France during World War II. Regardless of the time and place the author chooses, the setting should be authentic and historically accurate.

Characters in historical fiction dress, speak, and live as people would according to the setting. Characters in Colonial America would not be driving cars; characters during the Industrial Revolution would not have cell phones; and soldiers during WWII would not be riding chariots and wearing armor. (Although these mismatched elements might make a story very interesting, that type of story would not be historical fiction.) Characters may be completely fictional or real historical persons. Often, the author includes both. When writers of historical fiction include real historical persons like George Washington, Clara Barton, or the Wright brothers, they are careful to use dialogue that fits the times, matches the events depicted, and agrees with what we know about the historical characters.

The author writes a **plot** that intersects with a real place and time period. The plot in a historical fiction can be a combination of real and fictional events, or the entire plot can be fictional. You have read many historical fiction stories that include real historical persons and events along with fictional characters created from the author's imagination. Some examples of historical fiction you may be familiar with are "Ben Franklin and the Wharf," "Scout for George Washington," "The Bible Rides the Western Plains," and *Message of the Mountain*. Can you think of any others?

HISTORICAL FICTION

Setting	Characters	Plot
<ul style="list-style-type: none">• Historically accurate• Real place and time	<ul style="list-style-type: none">• May be fictional or real historical persons• Speak, dress, and behave with historical accuracy	<ul style="list-style-type: none">• Historically accurate• Can be completely fictional• Can be a combination of real and fictional events

Time to Think

1. What three components of historical fiction must be believable and historically accurate?
2. Can a story be called historical fiction if it depicts George Washington as a general during World War II? Explain your answer.
3. True or False: Historical fiction must always include characters who are real historical persons.
4. In historical fiction, the setting is _____.
 - a. a future place and time
 - b. an imaginary place and time
 - c. a real past, time period, and place
5. What must authors of historical fiction do before writing?

