

Lesson 4  
*Read Aloud Story: Childhood Adventures*

Lady Catherine is Mother's aunt by marriage, and Mother is one of the few people she is not rude to.

She is very rude, and yet she is very kind, especially to the poor. But she does kind things so rudely, that people now and then wish that she would mind her own business instead. Father says so, though Mother would say that is gossip. But I think sometimes that Mother is thinking of Aunt Catherine when she tells us that in kindness it is not enough to be good to others, one should also learn to be gracious.

Mother thought she was very rude to *her* once, when she said, quite out loud, that Father is very ill-tempered, and that, if Mother had not the temper of an angel, the house could never hold together. Mother was very angry, but Father did not mind. He says our house will hold together much longer than most houses, because he reprimanded the workmen, and went to law with the builder for using dirt instead of mortar, so the builder had to pull down what was done wrong, and do it right; and Father says he knows he has a bad temper, but he does not mean to pull the house over our heads at present, unless he has to get the bricks out to heave at Lady Catherine if she becomes quite unbearable.

We do not like dear Father to be called bad-tempered. He comes home cross sometimes, and then we have to be very quiet, and keep out of the way; and sometimes he goes out rather cross, but not always. It was what Chris said about that that pleased Lady Catherine so much.

It was one day when Father came home cross, and was very much vexed to find us playing about the house. Arthur had got a new Adventure Book, and he had been reading to us about the West Coast of Africa, and the natives, and their tom-toms, and "going Fantee"; and James gave him a lot of old corks out of the pantry, and let him burn them in a candle. It rained, and we could not go out; so we all blackened our faces with burnt cork, and played at the West Coast in one of the back passages, and at James being the captain of a slave ship, because he tried to catch us when we beat the tom-toms too near him when he was cleaning the plate, to make him give us rouge and whitening to tattoo with.

Dear Father came home rather earlier than we expected, and rather cross. Chris did not hear the front door, because his ears were pinched up with tying curtain rings on to them, and just at that minute he shouted, "I go Fantee!" and tore his pinafore right up the middle, and burst into the front hall with it hanging in two pieces by the armholes, his eyes shut, and a good grab of James's rouge-powder smudged on his nose, yelling and playing the tom-tom on what is left of Arthur's drum.

Father was very angry indeed, and Chris was sent to bed, and not allowed to go down to dessert; and Lady Catherine was dining at our house, so he missed her.

Next time she called, and saw Chris, she asked him why he had not been at dessert that night. Mother looked at Chris, and said, "Why was it, Chris? Tell Aunt Catherine."

Mother thought he would say, "Because I tore my pinafore, and made a noise in the front hall." But he smiled, the grave way Chris does, and said, "Because Father came home cross." And Lady Catherine was pleased, but Mother was vexed.

I am quite sure Chris meant no harm, but he does say very funny things. Perhaps it is because his head is rather large for his body, with some water having got into his brain when he was very little, so that we have to take care of him. And though he does say very odd things, very slowly, I do not think any one of us tries harder to be good.

I remember once Mother had been trying to make us forgive each other's trespasses, and Arthur would say that you cannot *make* yourself feel kindly to them that trespass against you; and Mother said if you make yourself do right, then at last you get to feel right; and it was very soon after this that Harry and Christopher quarreled, and would not forgive each other's trespasses in the least, in spite of all that I could do to try and make peace between them.

Chris went off in the sulks, but after a long time I came upon him in the toy-cupboard, looking rather pale and very large-headed, and winding up his new American top, and talking to himself.

When he talks to himself he mutters, so I could only just hear what he was saying, and he said it over and over again:

*"Do's first and feel's afterwards."*

"What are you doing, Chris?" I asked.

"I'm getting ready my new top to give to Harry. *Do's first and feel's afterwards.*"

"Well," I said, "Christopher, you *are* a good boy."

"I should like to punch his head," said Chris - and he said it in just the same sing-song tone - "but I'm getting the top ready. *Do's first and feel's afterwards.*"

And he went on winding and muttering.

Afterwards he told me that the "feels" came sooner than he expected. Harry wouldn't take his top, and they made up their quarrel.

Christopher is very simple, but sometimes we think he is also a little sly. He can make very wily excuses about things he does not like.

He does not like Nurse to hold back his head and wash his face; and at last one day she let him go downstairs with a dirty face, and then complained to Mother. So Mother asked Chris why he was so naughty about having his face washed, and he said, quite gravely, "I do think it would be *such pity* if the water got into my head again by accident." Mother did not know he had ever heard about it, but she said, "Oh, Chris! Chris! That's one of your excuses." And he said, "It's not my 'scusis. She let's a good deal get in - at my ears - and lather too."

## Lesson 4

### *Fun Places in the Garden: Building a Vining Teepee*

#### ***What You Will Need:***

*A sunny, flat area of ground that has been cleared of grass and weeds*

*Potted vines (such as clematis or honeysuckle) or pole bean seeds*

*Shovel*

*8 straight sticks or poles, 8 to 10 feet in length*

*Twine or string*

*An adult helper*



In a well-drained, flat area that has been cleared, use a stick to draw out a large circle at least 6 feet in diameter. Mark 8 even increments around the outside of the circle.

Have your parent help you make your sticks or poles into a large bundle, tied together loosely at one end, about 10 to 12 inches from the end. Stand the sticks or poles up with the tied end toward the top. Place this standing up bundle of sticks in the middle of your circle. While one person holds the sticks in the middle of the circle in an upright position, the other person will gently take the bottom of each stick and move it to sit in the place where one of the increments has been marked around the circle that you have drawn.

Do this with each of the 8 sticks or poles, keeping the tied part of the bundle in the middle of the circle. Your sticks will begin to resemble a teepee. Once the sticks are all in place, tie the sticks together at the top tighter, so that they do not shift.

Secure the bottom of each stick into the ground by digging a small hole, placing the end of the stick into it, and covering it with dirt.

When you have arranged all of the sticks or poles in place, teepee fashion, plant one of your potted vines or a few green bean seeds around the base of each stick. Keep well watered.

As your vines begin to grow, train them to wrap around the sticks by tying them if necessary. As they grow toward the top, a teepee will form, which will be a fun place for you to play!

## Lesson 4

### *The Designing of a Garden Pathway*

A pathway that winds through a garden begs those that enter to take a stroll! Normally, the path is laid out before the plants are planted. This allows the gardener to plant his plants in strategically-placed locations at different points in the path. There may, of course, be some already established elements, like a particular boulder, tree, or bush that you will want to incorporate into your path design.

As an example, in the photograph below, you can see that the path curves around the large tree, which was probably growing there long before the path was made, using the tree as a natural place to make a bend in the path. The ferns and other plants on either side of the path were likely added later.



As you can see, a garden with a path or walkway invites those who enter to visit the entirety of what has been created, and, if properly laid out, highlights particular points in your garden. A garden with a path says to those who enter, “follow me – I’m going somewhere!”

## Lesson 4

### *Hands-On Activity: Adding Flowers to Your Garden - The Choosing*



#### *What you will need:*

*Old magazines with colored photographs of flowers, bushes, and other garden elements*

*Scissors\**

\* parental supervision required

Today you will begin getting together plants for a flower garden you will design and create!

Since this activity will only take two days, it will be a garden that is “planted” on a sheet of paper in tomorrow’s lesson rather than out of doors, though it may certainly spur you on to create an outdoor garden at a later time.

Select some old magazines that contain color photographs of plants, trees, flowers, and other items you would like to include in your garden. Be sure to check with your parent first, both to make sure the magazines are appropriate for you to be looking through, and also to make sure your parent is done with the magazines beforehand.

Store your photographs in a safe, undisturbed place until tomorrow, when you will use them.

## Lesson 4

### *Hands-On Activity: Designing Your Garden - Putting it Together*

#### *What you will need:*

*The photographs you cut out yesterday*

*Glue Stick*

*Colored pencils or crayons*

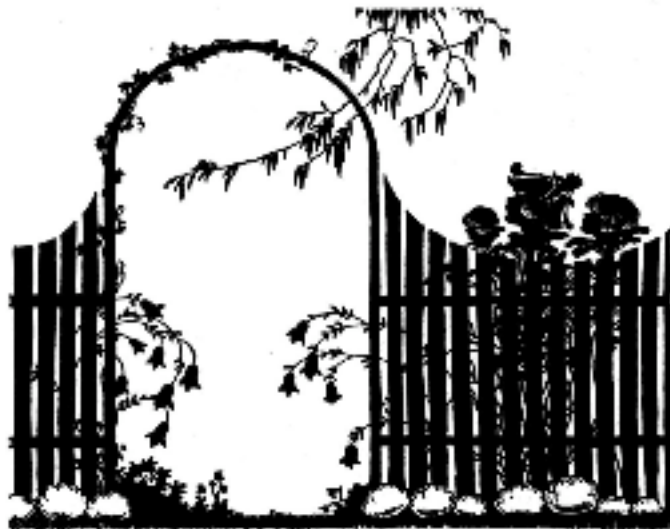
Choose from the photographs you cut out yesterday the plants you wish to include in your garden. Try to choose plants that are true to life in their size relationship toward one another; for example, don't use a photo of a daisy that is 3 inches wide and a pine tree that is 3 inches tall in the same garden. If you do, your garden won't look realistic.

Before gluing any plants in place, lay them out on the blank page that follows, moving them around to get a feel for where you want them. It's OK to overlap plants, as they would be in a real garden.

Once you get an idea of where you want to place your plants, go ahead and glue any large bushes and trees in place, saving the flowers and smaller plants to be placed later. The large items, such as trees, will be the backbone of your garden.

Next, with your colored pencils or crayons, sketch a path through your garden, using the large plants you just glued in place to create natural bends in your path.

Finally, glue the rest of your plants in place to finish your garden.



Lesson 5  
*Read Aloud Story: Mary's Meadow*

But, with all his whimsical ways, Lady Catherine is devoted to Christopher. She likes him far better than any one of us, and he is very fond of her; and they say quite rude things to each other all along. And Father says it is very lucky, for if she had not been so fond of Chris, and so ready to take him too, Mother would never have been persuaded to leave us when Aunt Catherine took them to the South of France.

Mother had been very unwell for a long time. She has so many worries, and Dr. Solomon said she ought to avoid worry, and Aunt Catherine said her worries were killing her, and Father said "Pshaw!" and Aunt Catherine said "Care killed the cat," and that a cat has nine lives, and a woman has only one; and then Mother got worse, and Aunt Catherine wanted to take her abroad, and she wouldn't go; and then Christopher was ill, and Aunt Catherine said she would take him too, if only Mother would go with her; and Dr. Solomon said it might be the turning-point of his health, and Father said "the turning-point which way?" but he thanked Lady Catherine, and they didn't quarrel; and so Mother yielded, and it was settled that they should go.

Before they went, Mother spoke to me, and told me I must be a Little Mother to the others whilst she was away. She hoped we should all try to please Father, and to be unselfish with each other; but she expected me to try far harder than the others, and never to think of myself at all, so that I might fill her place whilst she was away. So I promised to try, and I did.

We missed Christopher sadly. And Saxon missed him. The first time Saxon came to see us after Mother and Chris went away, we told him all about it, and he looked very sorry. Then we said that he should be our brother in Christopher's stead, while Chris was away; and he looked very much pleased, and wagged his tail, and licked our faces all round. So we told him to come and see us very often.

He did not, but we don't think it was his fault; he's chained up so much.

One day Arthur and I were walking down the road outside the Old Squire's stables, and Saxon smelled us. We could hear him run and rattle his chain, and he gave deep, soft barks.

Arthur laughed. He said, "Do you hear Saxon, Mary? No I dare say the Old Squire thinks he smells tramps and wants to bite them. He doesn't know that Saxon smells his new sister and brother, and wishes he could go out walking with them in Mary's Meadow."

## Lesson 5

### *Facts About Meadows*

*In the United Kingdom, the word “meadow” is often used to refer to a hayfield or field of other grassy plants that are cut or harvested yearly.*

*There are certain types of meadows which maintain their meadow status naturally because their climatic conditions prohibit growth of woody plants. In other words, the only types of plants that can grow there are meadow plants.*

*This would include coastal meadows, which are sprayed with salt from the sea, making the climate unsuitable for many types of plants.*



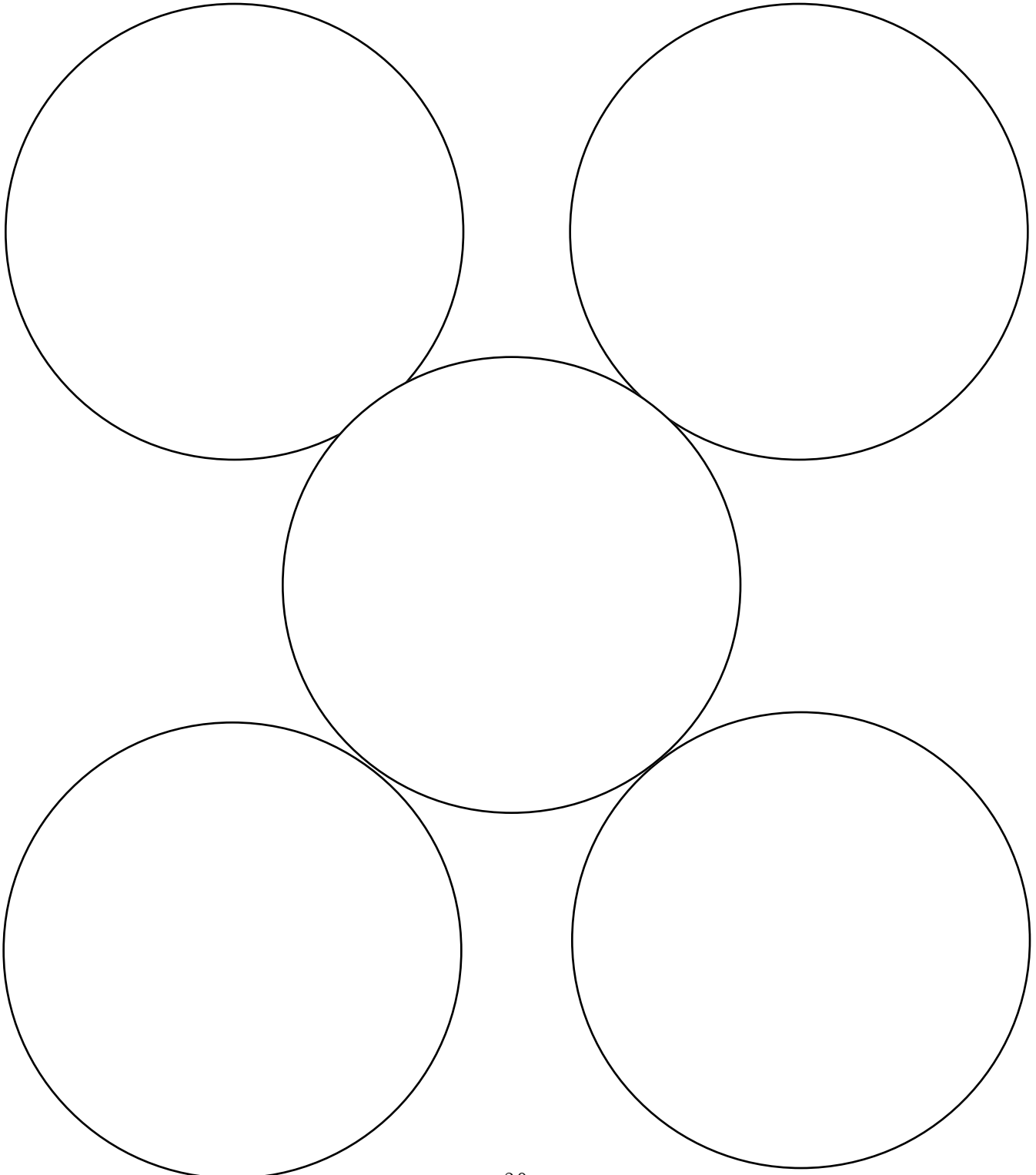
*In North America, ancient Native American civilizations often cleared large areas of forests to create what is known as a transitional meadow. This type of meadow is located in between other types of land that is not covered with meadows, and becomes a meadow when it is no longer being maintained in the traditional sense, and begins to overgrow.*

*In the case of many North American meadows, these were planted with plants that deer would be attracted to, making these transitional meadows a hunting ground. They were also known, for obvious reasons, as “deerfields.”*



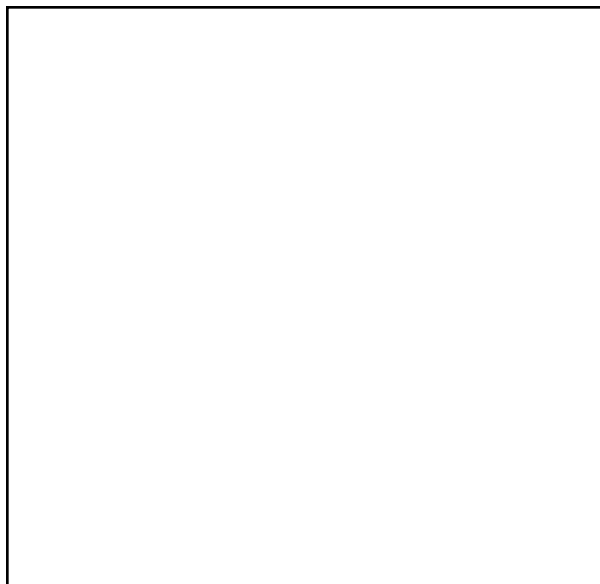
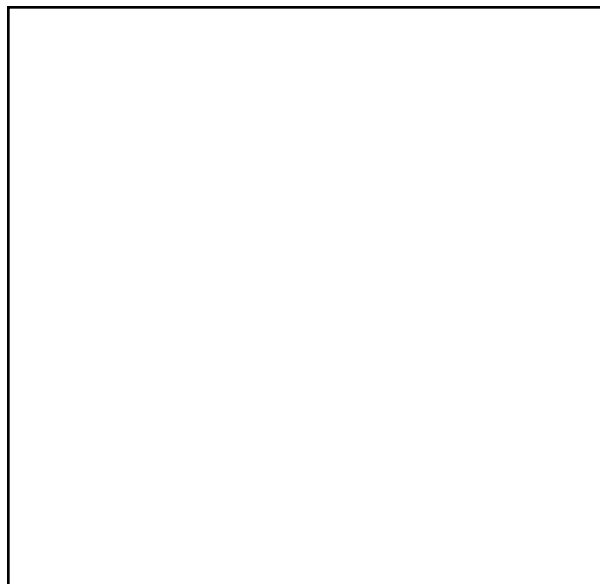
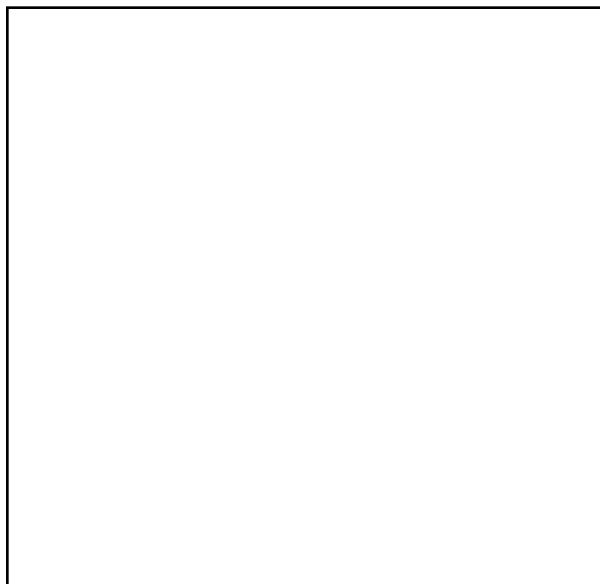
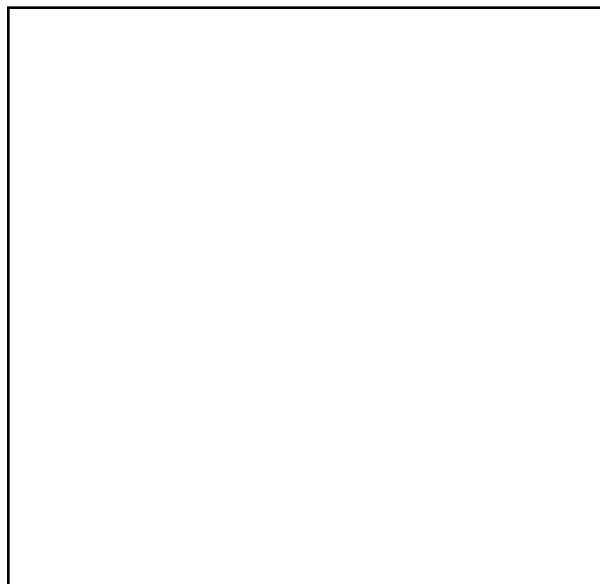
Lesson 5  
*Common Meadow Flowers*

There are many different flowers common to meadows. Draw pictures of five different varieties below. You may look in a field guide, book about flowers, or on the internet to see what they look like. Color them realistically.



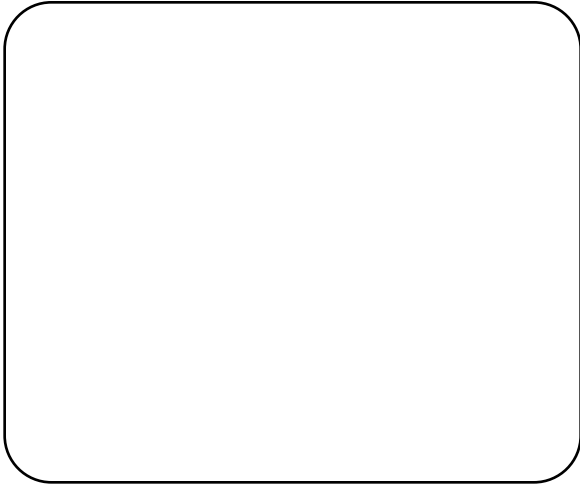
Lesson 5  
*Common Meadow Animals*

What sorts of animals live in a meadow? Do some research and find out, then draw pictures of four different ones in the squares below, labeling and coloring each animal.



Lesson 5  
*Other Common Meadow Creatures*

In addition to flowers and animals, there are other creatures that make God's meadows their homes. Research to find out about the following meadow creatures. Draw a picture of each, and write something interesting about each creature in the space provided.



*Gatekeeper Butterfly*

---

---

---

---

---

---

---

---

*Meadow Spittlebug*

---

---

---

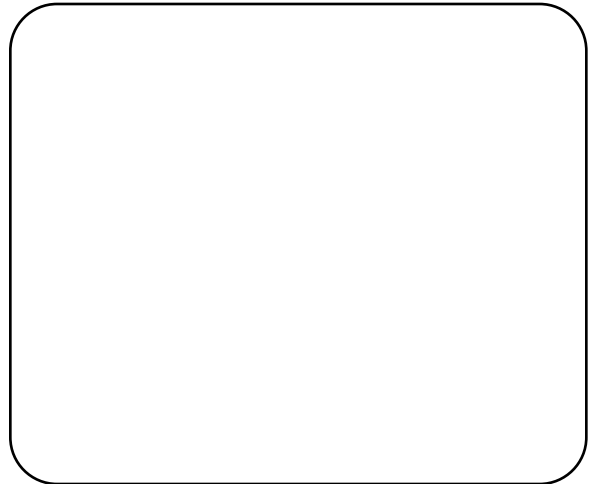
---

---

---

---

---



*Bumblebee*

---

---

---

---

---

---

---

---