

GARDENS

Unit Study

Week One Excerpt



Amanda Bennett

AAB

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[Unit Studies 101](#)

[Athletes of the Bible](#)

[First Steps in Faith](#)

[American Hero Stories](#)

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[Unit Study Journal](#)

... with more to come!

For more information, visit the website:

www.unitstudy.com

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UNIT STUDIES -- THE EASY WAY!

Welcome to Amanda Bennett's interactive unit study series -- easy-to-use unit studies written in a cross-curricular approach about many interesting and important topics. Using simplicity and readily-available resources to enhance the learning process, your children can learn about these topics in ways never before possible. Unit studies allow students to use a natural learning process -- one that is so familiar to us as we become adults, and yet is far removed from textbooks, full of concentrated and condensed facts and figures.

Using these studies, your children will learn about a particular topic, covering the science, history, geography, art and any other areas of study that apply to the topic. These books make learning a fascinating and thought-provoking adventure, which is the way that learning SHOULD be - life-long learners are successful, inquisitive and engaging, contributing so much to our world. Let's face it - many people would love to give up their dry and fact-filled textbooks to try unit studies, but don't have the time to do the research and /or preparation, or the confidence to try a new method of learning.

I understand these problems and hesitations all too well. As we considered educating our own children using unit studies, we had the same questions. Where do we begin, how do I structure the study, what do I cover, how do I record the work? This series of books is a product of this adventure -- ***designed to make your path simpler and your load lighter, while guiding your students along a successful road of learning.***

Written with you and your family in mind, you will know what to do each day; what to cover; and what is important to study about gardens. The research and preparation have been done for you. The daily plan and assignments are here, ready for immediate use. You will find that this guide uses the Internet as a primary resource. This has been done for many reasons, among which include the wealth of information now available online for in-depth studies, the ease of accessing this information for most parents and teachers, as well as the fact that it is affordable and much simpler to use than numerous trips to the library or bookstore.

The Internet has added a whole new dimension to the world of unit studies and the **Gardens Unit Study** takes full advantage of this tremendous resource. The study lessons are interspersed with "clickable" links at key points throughout the study. (Parents & teachers - remember that Internet site content can change overnight - please check the sites that you plan to use, **BEFORE** using them in the study, to make sure the content is still appropriate.)

Parents & teachers - remember that Internet site content can change overnight – please check the sites that you plan to use **BEFORE** your child uses them in the study.

This book is divided into four weeks of study. Designed for all ages, from early elementary through adult, each day has a basic structured learning plan for Elementary Grades (**Lower Level**) and one for Jr./Sr. High Grades (**Upper Level**). Depending on the ages and needs of your children, you can choose to use all or just a few of the daily assignments. For example, a six-year-old student might be assigned only one or two spelling words and perhaps just one of the **Read and Discover** questions, while a ten-year-old student might do most of the **Lower Level** assignments for each day. The same holds true for Jr./Sr. High school students. While most high school juniors or seniors should be able to complete all of the daily assignments on the **Upper Level**, a fourteen year old might not be ready to handle that much work in a day. Use these lessons as a tool, and customize them to fit your family and your children's needs. What doesn't get completed this year can be left for further study next year.

The Daily Learning Plan is comprised of the following basic components:

- **Today's Passage** - to be read, copied, and perhaps even memorized.
- **Words of Wisdom (WOW)** - spelling/vocabulary words and their definitions to be written, studied, and learned.
- **People and Places to Know** - Important and interesting people and places will be investigated during the study.
- **Read and Discover** - questions that must be researched and answered as each topic is explored.

Two important notes:

1. Please note that the Internet sites used have been carefully screened for appropriate content for the study, but the **parent/teacher should always check the sites ahead of the child** – just in case the site content has changed and is no longer appropriate.
2. Make sure that you are online before opening the study file – this makes the study links “clickable” on the Internet.

Getting Started

Ready to Begin the Easy Way of Using Unit Studies? Here We Go! *

1. Take a few minutes to look through the study and the list of **Favorite Books** included in the Introduction section of this book. Do you already have some of the titles in your family library? Note other books from the list that you think might be interesting, and request them from the library for this study.
2. With the growth of available online information, we have made extensive use of many of the Internet sites that work well with this study at the time of this writing. These sites have been carefully chosen for their content, **but site content can change in a moment, so parents/teachers should visit the sites first as you begin the day's study.**
3. I recommend that each child create a **Garden Journal**. You can use a new spiral notebook or three-ring notebook and loose-leaf paper. They will use this to work on their lessons, make plans for the garden, track the growth of the garden plants, display photographs of their projects, and much more. They can keep these for years to come and will have fun looking back at how far they've come in their garden adventures! In the beginning of the study, let them decorate the outside of their journals with stickers, drawings, or other fun items that personalize their Garden Journal.
4. Collect some materials to begin a **Family Garden Album**. This album will contain a collection of your family memories of this study - photos of the projects and papers, as well as any souvenirs that your family collects along the way. You can use a three-ring binder and notebook paper, a scrapbook, or a regular photo album.
5. Look over the **Unit Study Project Ideas** pages, following the **Favorite Books** section. Select a few for your study, perhaps including one in each week of the study, using them as they fit into your family's studies and schedule.
6. **How can you use this study with several different ages of students?**
Allow flexibility in your study. Pick and choose the topics that you know are right for your child – those that match with his/her abilities and interests. For example, a 1st grader doesn't need to work on all of the **Lower Level** spelling & vocabulary words – perhaps just a few will be sufficient to let them learn and expand their confidence. For older students, I have included additional websites at the end of each week for further reading, just for those who are looking for greater challenge in this study.

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- 7. If you don't have a good spot for a garden**, perhaps you can help your child grow a garden with a few containers of plants on the patio or balcony or windowsill. Some families grow delicious vegetables on their balconies using plastic tubs full of potting soil. Others help their children plant all kinds of inexpensive containers full of small flowering plants for windowsill fun. As a child, I have fond memories of our adventures growing beautiful sweet potato plants using jars on top of the refrigerator!

And now, take off and enjoy the adventure - there is much to be learned, and it should be fun for everyone. Realize that your students may take off on new tangents that pertain to the topic, but you will be able to maintain the basic flow of learning using this unit study guide. Remember, life-long learners have plenty of ground to cover!

Blessings,
Amanda

INTRODUCTION TO GARDENS

The smell of the freshly turned earth, the new seed catalogs arriving in the mail, and the singing of the returning birds – all are signs of the arrival of gardening season for many families. There is something so basic and satisfying in the planting and nurturing of a garden, whether in a planned spot in the yard, in containers on a tiny balcony, or on a bedroom window sill.

Gardening offers a priceless opportunity to work together on a fun family project, and share thoughts and ideas as you build your own special place of beauty and memories. From pole bean tepees to sunflower houses, what memories they will build! Use this study to share lessons about nature and plants with your children. What makes the seeds grow? Why do we grow things? What does a fresh ear of corn taste like? Imagine together what it might have been like in the first garden – the Garden of Eden.

The joy and excitement on the children's faces is great motivation as we begin to plan the garden and buy the seeds, whether for the spring, fall or indoor herb garden. These fun times together are still shared, even as the children grow older, and this is a wonderful blessing to families everywhere. From the first chance to look at how seeds sprout, learn about earthworms, and then on to plant propagation – these are some of the concepts that we share with our students. We adjust and learn with them as they progress with their interests in plants and gardens.

This unit study has been developed to include the following topics:

1. Planning and planting your own garden
2. Plant science
3. History of gardens
4. Famous gardens
5. Famous scientists and gardeners

From developing, planting, and maintaining our own garden and plant experiments through the study of gardens, their history, and gardeners like Thomas Jefferson and Monet – all contribute to an EXCITING unit study. It is one that we repeat on a regular basis at our house. There are plenty of topics and resources for all ages, and this study can keep your family busy for many seasons to come. We have all kinds of gardens here on the farm, from vegetable gardens to rock gardens, and the knowledge that we have gained from studying gardens has been impressive.

It is so rewarding to see how much our children have learned and how self-sufficient they are becoming. They look forward to planning their own gardens and selecting the plants that they want to experiment with – this is a self-motivated interest that they will probably carry throughout their lives. This is a

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measurement of true success, according to our way of thinking! Enjoy the
adventure, and get planting!

**The following pages are excerpted from the first week of the four-week
Gardens Unit Study by Amanda Bennett. If you are interested in ordering
the complete study, please visit the website to order:**

www.unitstudy.com

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WEEK ONE

What is a garden? We'll be investigating the meaning and idea of "garden" in this lesson, along with the various types of gardens and much more. Off we go on a new adventure!

Gardens can be found all over the world -- they come in all shapes and sizes. In gardens around the world, you will hear the songs of the birds and the buzzing of the bees, see the glorious colors of different kinds of flowers and food, and enjoy the peace that can only be found in a garden. They provide us with food, herbs and flowers, as well as providing a place of peace and relaxation, Gardens are also perfect places to create plant houses, sunflower hideaways and discover the world of dirt, seeds, plants, and nature.

What makes a garden fun? Being outdoors after a long winter, seeing new green growth sprouting out of the ground, watching animals wake up to springtime, and planning, digging, and planting the garden. As we begin our gardens study, let's dig right in and see what we might find!

WEEK ONE -- DAY ONE

LOWER LEVEL

TODAY'S QUOTE

Copy today's quote into your **Gardens Journal**:

*“And God said, Let the earth bring forth grass, the herb yielding seed,
and the fruit tree yielding fruit...” Genesis 1:11*

Words of Wisdom (WOW Words)

Look up the following words in the dictionary and write the words and their definitions in your **Gardens Journal**. Website suggestions: [Word Central](#) and [Webster's 1828 Dictionary](#)

bean
herb
plant



INTERESTING PEOPLE AND PLACES

Who was **Claude Monet**? Where and when did he live? Write or narrate a paragraph about **Monet** for your Journal. Website suggestions: [Claude Monet](#) and [Interactive Monet Painting](#)

READ AND DISCOVER

Using an encyclopedia, book, or Internet site, read the following questions and find the answers. Write your answers in your Journal.

1. What is a **garden**? First, write down your own definition of a garden in your **Gardens Journal**. Then, look up the word "**garden**" in a dictionary and write down this definition of a garden. Compare the two definitions — how are they different? Website suggestions: [Word Central](#) and [Webster's 1828 Dictionary](#)
2. What kinds of things are grown in gardens? List things that you think grow well in a garden, and those that your family has grown in a garden or around the house.
3. What would YOU like to grow in a garden? Why would you like to grow these things?
4. Claude Monet painted many paintings in his lifetime. Using the links below, take a look at some of Monet's paintings and choose your favorite. Which one is it, and why is it your favorite? Website suggestions: [Irises](#) and [Morning Haze](#) and [The Artist's Garden at Vétheuil](#) and [The Artist's Garden in Argenteuil](#) and [The Bridge at Argenteuil](#) and [Woman with a Parasol - Madame Monet and Her Son](#) and [Jerusalem Artichoke Flowers](#) and [The Japanese Footbridge](#)

WEEK ONE -- DAY ONE

UPPER LEVEL

TODAY'S QUOTE

Copy today's quote into your **Gardens Journal**:

“And God said, Let the earth bring forth grass, the herb yielding seed, and the fruit tree yielding fruit after his kind, whose seed is in itself, upon the earth: and it was so.” Genesis 1:11

Words of Wisdom (WOW Words)

Look up the following words in the dictionary and write the words and their definitions in your **Gardens Journal**. Website suggestions: [Webster's 1828 Dictionary](#) and [Dictionary.com](#)

cultivate
botany
plant

INTERESTING PEOPLE AND PLACES

Use an encyclopedia, book, or Internet site to answer the following:

Who was **Claude Monet**? When studying gardens, his name and work appear frequently. Who was he -- describe his life in your Journal, summarizing your answer in a paragraph. Of his many paintings, which is your favorite, and why? Website suggestions: [Biography of Claude Monet](#) and [Claude Monet](#) and [Interactive Monet Painting](#)

READ AND DISCOVER

Using library books, encyclopedias, or Internet sites, find the answer to these questions and record your answers in your Journal, along with the source of your information (book, encyclopedia, website, etc.)

1. Visit the Internet link listed below and read the entry on **Gardens**. This article lists four things that are grown in gardens (cultivated) — list and describe these four things in your own words. Website suggestion: [Garden](#)
2. What is the difference between a fruit and a vegetable? Give three examples of each. Website suggestion: [Fruit or Vegetable?](#)
3. Claude Monet painted many paintings in his lifetime. Using the links below, look at some of Monet's paintings and choose your favorite. Which one is it, and why is it your favorite? Website suggestions: [Irises](#) and [Morning Haze](#) and [The Artist's Garden at Vétheuil](#) and [The Artist's Garden in Argenteuil](#) and [The Bridge at Argenteuil](#) and [Woman with a Parasol - Madame Monet and Her Son](#) and [Jerusalem Artichoke Flowers](#) and [The Japanese Footbridge](#)

WEEK ONE -- DAY TWO

LOWER LEVEL

TODAY'S QUOTE

Copy today's quote into your **Gardens Journal**:

“And the Lord God planted a garden eastward in Eden; and there he put the man whom he had formed.” Genesis 2:8

Words of Wisdom (WOW Words)

Look up the following words in the dictionary and write the words and their definitions in your **Gardens Journal**. Website suggestions: [Word Central](#) and [Webster's 1828 Dictionary](#)

grow
row
dig



INTERESTING PEOPLE AND PLACES

Use an encyclopedia, book, or Internet site to answer the following:

Claude Monet is considered the founder of what type of painting? Some of his most famous paintings were of things in his own garden. Where is this famous garden, and what is it called? Draw a picture of his garden in your Journal.

Website suggestions: [Impressionism](#) and [Giverny Gardens and Monet](#)

READ AND DISCOVER

Using an encyclopedia, book, or Internet site, read the following questions and find the answers. Write your answers in your Journal.

1. There are so many different types of gardens in this world! Some are very common — can you name three kinds of gardens and describe them in your **Gardens Journal**? Now, consider these types of gardens — rock garden, pizza garden, Biblical garden, tea garden, and others. Which do you think would be the most interesting to attempt to grow, and what would you put in your special garden? Website suggestions: [Rock Gardens](#) and [Pizza Garden](#) and [Biblical Gardens](#)
2. What is the difference between a fruit and a vegetable? Website suggestion: [Fruit or Vegetable?](#) (scroll down to find the answer)

WEEK ONE -- DAY TWO

UPPER LEVEL

TODAY'S QUOTE

Copy today's quote into your **Gardens Journal**:

*“And the Lord God planted a garden eastward in Eden;
and there he put the man whom he had formed.”* Genesis 2:8

Words of Wisdom (WOW Words)

Look up the following words in the dictionary and write the words and their definitions in your **Gardens Journal**. Website suggestions: [Webster's 1828 Dictionary](#) and [Dictionary.com](#)

science
rotation
vegetable

INTERESTING PEOPLE AND PLACES

Use an encyclopedia, book, or Internet site to answer the following:

Claude Monet is considered the founder of what type of painting? Some of his most famous paintings were of things in his own garden. Where is this famous garden, and what is it called? Draw a map of the country where it is located, and indicate the location of the garden and nearby city on your map. Website suggestions: [Impressionism](#) and [Giverny Gardens and Monet](#)

READ AND DISCOVER

Using library books, encyclopedias, or Internet sites, find the answer to these questions and record your answers in your Journal, along with the source of your information (book, encyclopedia, website, etc.)

1. When planting seeds outdoors in your garden, you need to make sure that you plant them at the right time for the weather in your area. A map, the USDA Hardiness Zone Map, has been developed for American gardens and is very helpful when planning your garden. If you look on the back of a seed packet, you might find a copy of this map. Use the Internet Link **USDA Hardiness Zone Map** (below) to take an enlarged look at this map and figure out which zone you live in. If you scroll down the page, you will also find a Last Frost Date Map. For your area, when can you expect the last frost? Website suggestion: [USDA Hardiness Zone Map](#)
2. Visit the Internet Links listed below to see Monet's gardens. Choose one scene or item and sketch it in your journal. Website suggestions: [Giverny Gardens and Monet](#) and [Views of Monet's Garden](#)

WEEK ONE -- DAY THREE

LOWER LEVEL

TODAY'S QUOTE

Copy today's quote into your **Gardens Journal**:

"A thing of beauty is a joy forever." Keats

Words of Wisdom (WOW Words)

Look up the following words in the dictionary and write the words and their definitions in your **Gardens Journal**. Website suggestions: [Word Central](#) and [Webster's 1828 Dictionary](#)

garden
stem
leaf

INTERESTING PEOPLE AND PLACES

Use an encyclopedia, book, or Internet site to answer the following:
Who was **George Washington Carver**? What did he have to do with plants and farmers? Describe some of the ways that he helped American farmers with his ideas and inventions. Website suggestions: [George Washington Carver Link 1](#) and [George Washington Carver Link 2](#) and [Coloring Book on George Washington Carver](#)

READ AND DISCOVER

Using an encyclopedia, book, or Internet site, read the following questions and find the answers. Write your answers in your Journal.

1. Visit the Internet Links listed below to see Monet's gardens. Choose one scene or item and sketch it in your journal. [Giverny Gardens and Monet](#) and [Views of Monet's Garden](#)
2. In the Bible, you can read about the Creation of this world and all that God made for us. On what day of Creation were plants created? What scripture references this? Read about the Garden of Eden in Genesis and describe what it must have been like in your own words. Website suggestions: [Eden](#) and [God's Creation \(Illustrated Story of Creation\)](#)



WEEK ONE -- DAY THREE

UPPER LEVEL

TODAY'S QUOTE

Copy today's quote into your **Gardens Journal**:

"And out of the ground made the LORD God to grow every tree that is pleasant to the sight, and good for food; the tree of life also in the midst of the garden, and the tree of knowledge of good and evil." Genesis 2:9

Words of Wisdom (WOW Words)

Look up the following words in the dictionary and write the words and their definitions in your **Gardens Journal**. Website suggestions: [Webster's 1828 Dictionary](#) and [Dictionary.com](#)

watermelon
cantaloupe
lettuce

INTERESTING PEOPLE AND PLACES



Use an encyclopedia, book, or Internet site to answer the following:

Who was **George Washington Carver**? What did he have to do with plants and farmers? Describe some of the ways that he helped American farmers with his ideas and inventions. Website suggestions: [George Washington Carver Link 1](#) and [George Washington Carver Link 2](#) and [Activity Book on George Washington Carver](#)

READ AND DISCOVER

Using library books, encyclopedias, or Internet sites, find the answer to these questions and record your answers in your Journal, along with the source of your information (book, encyclopedia, website, etc.)

1. What is the difference between agriculture and horticulture? Describe each in your journal and list examples of each. Website suggestion: [Horticulture](#)
2. In your own words, describe the **Garden of Eden** – the sights and sounds, and what it must have been like to be there in the beginning. Write your description in at least two paragraphs in your **Gardens Journal**. Website Suggestions: [Eden](#) and [God's Creation \(Illustrated Story of Creation\)](#) and [Has the Garden of Eden Ever Been Found?](#)

Parents & teachers - remember that Internet site content can change overnight – please check the sites that you plan to use **BEFORE** your child uses them in the study.

3. In your own words, describe a garden that you have visited. What did you like about it, and why? Describe the reasons that you think so many people enjoy gardening as a hobby.

WEEK ONE -- DAY FOUR

LOWER LEVEL

TODAY'S QUOTE

Copy today's quote into your **Gardens Journal**:

*"Gardens are not made
by sitting in the shade."
Rudyard Kipling*

Words of Wisdom (WOW Words)

Look up the following words in the dictionary and write the words and their definitions in your **Gardens Journal**. Website suggestions: [Word Central](#) and [Webster's 1828 Dictionary](#)

root
sketch
string

INTERESTING PEOPLE AND PLACES

Use an encyclopedia, book, or Internet site to answer the following:

Who was **John Chapman**? What plant is he famous for spreading across America? Website suggestions: [John Chapman](#) and [John Chapman Booklist](#) and [John Chapman's Life](#)



READ AND DISCOVER

Using an encyclopedia, book, or Internet site, read the following questions and find the answers. Write your answers in your Journal.

1. One of the fun things about having a garden is planning it! In your Journal, design a pizza garden full of things that YOU would like on your pizza! Website suggestions: [Hula Hoop Pizza Garden](#) and [Pizza Garden -- Illustrated](#) and [Pizza Garden](#)
2. While studying gardens, this might be a good time to plan and plant a theme garden! This is a year of gardening adventure, and it adds to the enjoyment for everyone when there is a bit of fun and something different in the garden. Look at these websites to get some ideas, then consider some of your own favorite themes – a favorite book or sports team, perhaps? Website suggestions: [Peter Rabbit Herb Garden](#) and [Plant an Honor Garden](#) and [Little Prairie Garden](#) and [Sense-Sational Herb Garden](#)

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WEEK ONE -- DAY FOUR

UPPER LEVEL

TODAY'S QUOTE

Copy today's quote into your **Gardens Journal**:

*"What's in a name?
That which we call a rose
By any other name would smell as sweet."
Shakespeare, Romeo and Juliet*

Words of Wisdom (WOW Words)

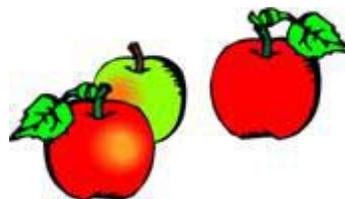
Look up the following words in the dictionary and write the words and their definitions in your **Gardens Journal**. Website suggestions: [Webster's 1828 Dictionary](#) and [Dictionary.com](#)

squash
insecticide
annual

INTERESTING PEOPLE AND PLACES

Use an encyclopedia, book, or Internet site to answer the following:

Who was **John Chapman**, and what plant is he known for spreading across America? When and where was he born, and how did he actually spread this plant across the country? Summarize your answer in a paragraph in your Journal. Website suggestions: [John Chapman Site 1](#) and [John Chapman Site 2](#)



READ AND DISCOVER

Using library books, encyclopedias, or Internet sites, find the answer to these questions and record your answers in your Journal, along with the source of your information (book, encyclopedia, website, etc.)

1. What were gardens like in Medieval times? What influence did the Crusades have on the gardens and estates of returning crusaders?
Website suggestion: [Medieval Gardens](#)
2. While studying gardens, this might be a good time to plan and plant a theme garden! This is a year of gardening adventure, and it adds to the enjoyment for everyone when there is a bit of fun and something different in the garden. Look at these websites to get some ideas, then consider some of your own favorite themes – a favorite book or sports team, perhaps? Website suggestions: [Pizza Garden](#) and [Plant an Honor Garden](#) and [Prairie Garden](#)

WEEK ONE -- DAY FIVE

Weekly Windup

This week, we have learned so much about gardens, and we will spend today reviewing some of the information that we've learned!

Lower Level Windup

Spend some time looking at and reviewing this week's pages in each student's Garden Journal.

1. Review the **WOWs (Words of Wisdom)** by writing them on 3x5 cards. Flip through the cards with the child to see how much they remember and review the meanings of the words. Save the cards for use throughout this unit study, having the student collect them in an envelope that they can decorate with their own drawings.
2. Talk about the four **Interesting People and Places** they have read about this week. Does the child remember some of the stories about these people and places? This is a great time to review what the student has written or narrated about some of these people in their Journal.
3. Have the student talk about their favorite part of this week's study. Was it part of the **Read and Discover** questions, one of the **Interesting People and Places**, a favorite Internet site, or perhaps a favorite book?
4. Take some time today to work together on the family's **Garden Album** – gathering drawings, photos of project efforts, and other mementos, placing them in the album for future fun!

Upper Level Windup

Looking at your **Gardens Journal**, review all of your work from this week with your parents.

1. Share your favorite findings of the week – your most interesting person, fact, or book. Why was it a favorite?
2. Have one of your parents review your **WOWs (Words of Wisdom)** with you, asking you for the spelling and definitions of your words for this week.
3. Which Internet sites were the most interesting? Did you discover other sites that were helpful?
4. Choose a seed company or garden equipment manufacturer and write them a letter, requesting information about their gardening products.

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Additional Internet Sites

A Quintuplet of Pumpkins

<http://www.colostate.edu/Depts/CoopExt/4DMG/VegFruit/pumpkins.htm>

Apple Coloring Page

<http://www.abcteach.com//Backtoschool/applecolo.htm>

Apple Maze

<http://www.abcteach.com//Mazes/applemaze.htm>

Bible Quiz -- Garden of Eden

<http://www.christiananswers.net/quiz/quiz-bible5.html>

Biblical Gardens Guide

<http://www.biblicalgardens.org/>

Biblical Gardens

<http://www.sover.net/~hkfamily/Pages/ChildrenAndGardens.html>

Children in the Garden

<http://www.colostate.edu/Depts/CoopExt/4DMG/Children/ingarden.htm>

Claude Monet Museum Online

<http://www.expo-monet.com/2.cfm>

Gardening at Every Age – Ages & Stages

<http://www.kidsgardening.com/primer/primer1040.asp>

Growing Garden Structures Kids Love

<http://www.kidsgardening.com/primer/primer1043.asp>

Garden Glossary

<http://www.urbanext.uiuc.edu/gpe/glossary/index.html>

Garden Vegetable Coloring Pages

<http://www.abchomepreschool.com/FreeColoringPages/Vegetables.htm>

Gardens Word Search

<http://lancaster.unl.edu/hort/youth/ws1.shtml>

George Washington Carver- Fill In the Blanks

<http://www.enchantedlearning.com/inventors/page/c/carvercloze.shtml>

Parents & teachers - remember that Internet site content can change overnight –
please check the sites that you plan to use **BEFORE** your child uses them in the study.

Historical Herb Garden Plan

<http://www.knebworthhouse.com/schools/herbgarden.htm>

How To Make a Scarecrow for Your Garden

<http://www.powen.freeseve.co.uk/kids/scarecrow/scarecrow.htm>

Johnny Appleseed Hidden Picture Puzzle

<http://www.niehs.nih.gov/kids/apples.htm>

Johnny Appleseed Online Coloring Page and Story

<http://www.enchantedlearning.com/cgi-bin/paint/faa6mrfajzf/school/usa/people/Appleseed.shtml>

Little Prairie Garden

<http://4hgarden.msu.edu/tour/27.html>

Monet's Painting – Morning Haze

<http://www.nga.gov/cgi-bin/pinfo?Object=45589+0+none>

Monet's Painting – The Artist's Garden at Vétheuil

<http://www.nga.gov/cgi-bin/pinfo?Object=51906+0+none>

Monet's Painting – The Artist's Garden in Argenteuil

<http://www.nga.gov/cgi-bin/pinfo?Object=70929+0+none>

Monet's Painting -- The Bridge at Argenteuil

<http://www.nga.gov/cgi-bin/pinfo?Object=61108+0+none>

Monet's Painting -- Woman with a Parasol - Madame Monet and Her Son

<http://www.nga.gov/cgi-bin/pinfo?Object=61113+0+none>

Monet's Painting -- Jerusalem Artichoke Flowers

<http://www.nga.gov/cgi-bin/pinfo?Object=46373+0+none>

Monet's Painting -- The Japanese Footbridge

<http://www.nga.gov/cgi-bin/pinfo?Object=73637+0+none>

Monet's Painting – The Water-Lily Pond

<http://www.boston.com/mfa/monet/exhibit/1630.shtml>

Monet's Paintings – Study Of Water Lilies

<http://www.boston.com/mfa/monet/exhibit/section5.shtml>

Peter Rabbit Herb Garden

<http://4hgarden.msu.edu/tour/26.html>

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Rock Gardens

<http://www.nargs.org/gardening/rockgardening.html>

Smithsonian Gardens

<http://www.si.edu/gardens/start.htm>

Starting with a Design

<http://www.kidsgardening.com/primer/primer1042.asp>

The Kitchen Gardener

<http://www.kitchengardener.com/>

The White House Rose Garden (photo)

<http://www.whitehouse.gov/news/images/west-wing-photo.html>

Tomato -- Fruit or Vegetable?

<http://www.ag.uiuc.edu/~robsond/solutions/horticulture/docs/tomato.html>

Turning Kids On to Gardening

<http://www.kidsgardening.com/primer/primer1041.asp>

Youth Gardening Activities

<http://lancaster.unl.edu/hort/youth/>

Favorite Findings of the Week

It can be helpful to keep track of some of the favorite things you have discovered this week. Use this page to record some of these things for later review and further study.

Books:

People:

Places:

Cool Words:

Parents & teachers - remember that Internet site content can change overnight –
please check the sites that you plan to use **BEFORE** your child uses them in the study.

Family Connections:

Family Project of the Week:

Internet Sites:

Notes:

Parents & teachers - remember that Internet site content can change overnight –
please check the sites that you plan to use **BEFORE** your child uses them in the study.

ORDERING INFORMATION:

To order the complete Gardens Unit Study along with additional educational materials, please visit Amanda's website:

<http://www.unitstudy.com>

*At the website, you will find a wealth of information, study materials, and plenty of articles and newsletters that have been written to help you in your learning explorations.
Enjoy the adventure!*