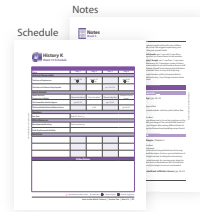


Instructor's Guide Quick Start

The BookShark™ Instructor's Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your children get the most out of the subjects covered. If you need help reading your schedule, see "How to Use the Schedule" in **Section Four**.

This IG includes a 36-week schedule, notes, assignments, readings, and other educational activities. See **Section Three** for specific organizational tips, topics and skills addressed, the timeline figure schedule, and other suggestions for the parent/teacher. Here are some helpful features that you can expect from your IG.



Easy to use

Everything you need is located right after the schedule each week. If a note appears about a concept in a book, it's easy to find it right after the schedule based on the day the relevant reading is scheduled.

Maps

Colorful map answer keys, which double as bookmarks, will help you easily find relevant map locations. You will find the coordinates and the location name in your notes.



4-Day Schedule

Designed to save one day a week for music lessons, sports, field trips, co-ops or other extra-curricular activities.

To Discuss After You Read

These sections help you hone in on the basics of a book so you can easily know if your children comprehend the material.

To Discuss After You Read

Q When Henry brings food home for his siblings, the author describes the food by its color—i.e., brown bread and yellow cheese; can you think of four foods that are made more specific by describing their color?
A suggestions: white and dark meat (chicken); green beans/ yellow beans; yellow tomatoes; yellow squash; dark

Vocabulary

orphan: a child whose parents are dead.
children's home: an orphanage.

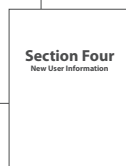
Vocabulary

This section includes terms related to cultural literacy and general vocabulary words in one easy-to-find place.

Notes

When relevant, you'll find notes about specific books to help you know why we've selected a particular resource and what we hope your children will learn from reading it. Keep an eye on these notes to also provide you with insights on more difficult concepts or content (look for "Note").

Note: The Yangtze River is the third longest river in the world. The author talks about "the yellow waters of the Yangtze river." The river carries an enormous amount of silt from higher elevation in Western China. It drops the silt on the central plains which creates good soil for rice planting. In 2010, the Chinese government completed the Three Gorges Dam across the Yangtze, the world's largest dam. It generates electricity and will hopefully cut down on flooding. To build it, the government moved 1.2 million people.



Instructor's Guide Resources and New User Information

Don't forget to familiarize yourself with some of the great helps in **Section Three** and **Section Four** so you'll know what's there and can turn to it when needed.

How to Read the Schedule Page

More notes with important information about specific books.

The **N** symbol provides you with a heads-up about difficult content. We tell you what to expect and often suggest how to talk about it with your kids.

4-Day Schedule:

This entire schedule is for a 4-Day program. Designed to save one day a week for music lessons, sports, field trips, co-ops or other extra-curricular activities.

Write in the week's date for your records.

The **T** symbol indicates you will find a timeline suggestion in the notes for that day.

The **M** symbol indicates you will find a timeline suggestion in the notes for that day.

The **F** symbol indicates you will find a timeline figure in the notes for that day.

Use the extra rows to schedule additional assignments or activities.

Additional space for your record keeping.



History D Week 9 Schedule

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
History/Geography					
<i>The Beginner's American History</i>	pp. 57-62 N	pp. 63-65 (to the break) M	pp. 65-68 F T	pp. 69-74 M	
Read-Alouds					
<i>The Witch of Blackbird Pond</i>	chap. 10 M	chap. 11	chap. 12 M	chap. 13	
<i>A Child's Introduction to Poetry</i>		"Lyric Verse" pp. 28-29			
Readers					
Regular: <i>Squanto, Friend of the Pilgrims</i>	"London" M	"The Indian Show" & "Captain John Smith" M	"Captain Hunt"	"In the Dark"	
Advanced: <i>The Matchlock Gun</i>	chaps. I-II T M	chaps. III-IV	chaps. V-VII	chaps. VII-X	
Hands-on					
Optional: American History I Lap Book	Activity 8: European Exploration & Colonization (approx. 25-40 minutes)				
Electives					
Other Notes					

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N Special Note to Mom or Dad **M** Map Point **F** Timeline Figure **T** Timeline Suggestion



History D

Week 1 Schedule

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Date:	Day 1	Day 2	Day 3	Day 4	Day 5
History/Geography					
<i>American History: A Visual Encyclopedia</i>	pp. 8–13		pp. 14–15	pp. 16–17 	
<i>Explore Native American Cultures!</i>		pp. iv–5 		pp. 6–7 	
Songs About America	Listen to Track 2, “Chumash Welcome Song”				
Read-Alouds					
<i>Peacemaker</i>	chap. 1	chaps. 2–3	chaps. 4–5	chap. 6 	
<i>A Child’s Introduction to Poetry</i>		“Introducing Professor Driscoll” pp. 7–8			
Readers					
Regular: <i>A Lion to Guard Us</i>	chaps. 1–2 	chaps. 3–4	chaps. 5–6	chaps. 7–9	
Advanced: <i>A Lion to Guard Us</i>	chaps. 1–2 	chaps. 3–5	chaps. 6–8	chaps. 9–11	
Hands-on					
Optional: <i>American History I Lap Book</i>	Cover and “Where in The World?” Pocket				
Electives					
Other Notes					



Notes

Week 1

Day 1

History/Geography

American History: A Visual Encyclopedia | pp. 8–13

Reading the History Books Aloud

We encourage you to use the narration method, to help your children focus and retain the history material. Narration differs from the classroom method of testing random ideas, and may seem strange at first, but we have no doubt you'll come to appreciate it.

In the narration method, you'll read the history books together, and then have your children tell you what they remember from the reading. Enjoy hearing all your children grasped!

To Discuss After You Read

The encyclopedia does not attempt to delve into very specific details on every single issue of American history. Still, there's a lot of information in these pages, so take some time to familiarize yourself with how the author has presented the contents. This will help you get a quick grasp on the material and also help you as you assist your children with the material. In particular, keep an eye on the time period covered in the spread, quickly identified by the colored tabs on the edges of the pages. You'll also want to help your children understand the maps and any accompanying map key. Don't get too bogged down on details and specific dates to memorize—at this stage it's far better if your children can grasp the big picture and, even better, can understand some of the key reasons behind historical events.

The caption to Leutze's painting highlights some important points to keep in mind about historical artwork. First, it's not always correct. Artists sometimes get details wrong and, like anyone, can make mistakes. Second, sometimes such artwork is "idealized," as the author mentions. To "idealize" something means to make it seem better or more ideal than it was in reality. Still, artwork like this can capture our attention and draw us into the topic more. It also can display technical proficiency and artistic beauty, even if some of the details are off.

To Discuss After You Read

Q: What two worlds met as based on the chapter title?

A: *the New World of the Americas and the Old World of the Europeans*

Timeline and Map Activities

Note: Please refer to **Section Four** for Instructions on how to complete the Timeline and Map Activities. In

addition, please read "Why You Will Find Contradictions in History" in **Section Three**.

🌐 *Canada (B2); Greenland (B5); China (C10); Spice Islands (E11); Atlantic Coast (C3) (map 3)*

Songs About America | Listen to Track 2, "Chumash Welcome Song"

This year you will learn many songs important to American culture. For songs labelled "Memorize," you will have a few weeks to learn this important American song or pledge. Begin by reading and singing with the lyrics, and memorize a little bit more every day. For all other songs, simply listen to the song and read or sing the words to become familiar with the song. Note: Due to copyright laws, some lyrics will not be printed in this guide. You can find the other lyrics in pdf format with the downloaded product.

Read-Alouds

Read-Alouds are quality literary works you read to your children. Among all their many qualities, Read-Alouds:

- introduce your children to great literature beyond their personal reading capacity. We have classified most of our Read-Alouds as such (rather than as Readers) because they require greater reading skill than most students at the specific level have normally acquired.
- develop a life-long love of reading. When you read great literature to your children, it creates a thirst to read. They'll begin to think, "I love books! One day I'm going to read books like this!"
- expand your children's vocabulary.
- build important listening skills—including the ability to visualize the meaning of spoken words.
- develop an "ear" for good oral reading.
- develop oral reading skills. Having heard quality oral reading done by you, your children will imitate you.
- give you and your children a context for sharing mutually significant times together.

Read-Alouds differ from Readers in that they require deeper understanding of "the way things are"—in life in general or in a specific area. Others are emotionally charged enough that we figure you ought to be "right there" to help debrief your children.

And then there are those books we've classified as Read-Alouds simply because they're too good to let your children enjoy by themselves. We know you'd feel cheated if you weren't in on the adventure.

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**Vocabulary Development**

We incorporate vocabulary development within the Read-Aloud notes. We pull these vocabulary words from the books you read together.

How to Teach Vocabulary: Find the vocabulary words in **bold** type in a sentence. Read the sentence to your children and see if they can define the word. If they don't know, just explain what the word means to your children. For words that are in **bold** type followed by a colon, define the word for your children as you read the book aloud.

Example:

Vocabulary

... Night came down quickly over the **equatorial** forest ... (*a rainforest near the equator*)

Hibernation: when animals spend the winter sleeping.

Peacemaker | Chapter 1

Please find a map of the area covered in this book on the pages before Chapter One.

Vocabulary

five moons: about five months.

To Discuss After You Read

Q: "Songs have power."—a minor theme of the book. Do you agree?

A: *sample: songs can lift a mood or make you cry*

"It had been suggested first by the women who were the heads of those families and the men had agreed." They believed women would seek peace and lead wisely. In matriarchal societies women lead; they are less common in the world.

Q: Why did the small community of fifty people live where they did?

A: *to keep from having more of their loved ones from dying; their former chief; Atatarho only loved war and power; "to have peace to grow their crops, hunt and fish, and take care of their families."*

Q: What happens to the boys and why?

A: *Tawis is taken by another tribe to possibly be adopted into another family to replace someone killed, or to work as a slave; the Oneida plan to attack the boys' village to avenge an attack on their village by the boys' former tribe*

Q: Retell part of the Iroquois' Creation story.

A: *the Good Mind, one of the twins, and one of the finest people, needed to appease his grandmother for his mother's death; he challenged Sky Woman to a contest, chickadees helped Good Mind win and his grandmother allowed life to continue, and became the Moon with a kind face*

Readers**Regular: A Lion to Guard Us** | Chapters 1–2

Note: Follow either the **Regular** or **Advanced** schedule only. If you purchased the Regular Readers follow the notes labeled **Regular**.

Setting

London to Bermuda to Virginia; 1609.

Overview

After their mother dies in 1609, Amanda, Jemmy, and Meg decide to leave London and follow their father to America. Their ship sails into a fierce storm and they land in Bermuda, not Jamestown. The men build two ships and all eventually sail to Jamestown, where the children find their father.

To Discuss After You Read

Q: The cook thinks their father forgot about them because he hasn't seen them in three years. What do you think? [chap. 1]

America is called "the New World" in comparison to Europe (Old World); America represents a new way of life.

Q: Use some descriptive words to describe Amanda.

A: *example: hard-working, compassionate, careful of her siblings, an encourager*

Timeline and Map Activities

Jamestown (C7) (map 2)

Advanced: A Lion to Guard Us | Chapters 1–2

Note: If you purchased the Advanced Readers follow the **Advanced** schedule only. The Advanced schedule includes the Regular Readers plus Advanced Readers and all books are scheduled appropriately in the Advanced schedule.

Setting

London to Bermuda to Virginia; 1609.



Notes

Week 1

Overview

After their mother dies in 1609, Amanda, Jemmy, and Meg decide to leave London and follow their father to America. Their ship sails into a fierce storm and they land in Bermuda, not Jamestown. The men build two ships and all eventually sail to Jamestown, where the children find their father.

To Discuss After You Read

Q: The cook thinks their father forgot about them because he hasn't seen them in three years. What do you think? [chap. 1]

America is called "the New World" in comparison to Europe (Old World); America represents a new way of life.

Q: Use some descriptive words to describe Amanda.

A: *example: hard-working, compassionate, careful of her siblings, an encourager*

Timeline and Map Activities

Jamestown (C7) (map 2)

Hands-on

Optional: Lap Book | Cover & "Where in the World?" Pocket

BookShark offers an Optional Lap Book (American History I: From Exploration to 1850) that directly corresponds with your Intro to American History Instructor's Guide. It is an optional hands-on program to enhance your student's history studies. The Lap Book is packaged as a kit that includes Instructions and materials for 25 activities, which are scheduled throughout the year in this guide. Go to www.bookshark.com/dh30 to purchase or learn more about the Lap Book!

The Schedule page includes an estimate of how long each activity will take so you can plan ahead. The Notes include additional tips to help you complete the activities (when applicable).

This week, follow the Lap Book Kit instructions to assemble the Cover and the "Where in the World?" Pocket. Next week your student will begin the activities to fill the Lap Book. Many of the Lap Book activities will require your student to follow specific steps to correctly complete the project. Some activities are scheduled across multiple weeks. We recommend that you and your student read over the full instructions for each week's activity before they begin.

Note: Activities are not always scheduled in the same Week that they are covered in the readings. Some activities may be scheduled the week before or after the readings to reinforce the topics.

Day 2

History/Geography

Explore Native American Cultures! | pp. iv–5

While the study of history helps us see patterns and understand why the peoples function as they do, the study of cultures, a form of social studies, teaches how to compare and contrast. People within cultures create unique foods, styles of homes, traditions, and more.

To Discuss After You Read

Q: How do archaeologists believe Native Americans came to North America? [Intro]

A: *on the land bridge over the Bering Strait, or on boats from Asia or Polynesia, or both*

Timeline and Map Activities

Find the areas where the six different highlighted peoples lived, using the map on p. 2.

Songs About America | Listen to Track 2, "Chumash Welcome Song"

Read-Alouds

Peacemaker | Chapters 2–3

Vocabulary

The three sisters: corn, beans, and squash—the three plants were planted together; the beans nourished the soil for the corn (they are nitrogen fixers), and used the corn stalks as poles to climb, the large squash leaves kept the soil cool and moist. [chap. 3]

To Discuss After You Read

Notice that the clans used animal names to identify the people in each clan that lived together in a longhouse.

Q: What were the pros and cons of the hidden village, Kanata? [chap. 2]

A: *pros: it was cleared of trees and brush, it existed on water, had fertile soil, could grow crops, deer, food and medicine plants could be found nearby in the forest; cons: "the constant threat of attack, the endless cycle of raid and counter-raid going on everywhere in their world, there was no tribe when they were not in an atmosphere of uncertainty."*

Q: "A story is a powerful thing." The storyteller claims that people, songs, and stories are powerful. What would you consider powerful? [chap. 3]

A: *answers will vary; interesting that weapons are not in the list*



- Q: The protagonist says about stories, “You feel like you a part of them. Stories are so strong because they are alive. A story is like someone you trust to take your hand, lead you on a journey, and then bring you back home again.” How would you describe stories? [chap. 3]
- A: *answers will vary*

A Child’s Introduction to Poetry | “Introducing Professor Driscoll” pp. 7–8

Readers

Regular: A Lion to Guard Us | Chapters 3–4

To Discuss After You Read

- Q: What does this mean? “When you lose someone it’s like—like having to find your way again.” [chap. 4]
- Q: What does Amanda plan to do after her mother dies? [chap. 4]
- A: *find the children’s father in America*

Advanced: A Lion to Guard Us | Chapters 3–5

To Discuss After You Read

- Q: What does this mean? “When you lose someone it’s like—like having to find your way again.” [chap. 4]
- Q: What does Amanda plan to do after her mother dies? [chap. 4]
- A: *find the children’s father in America*

Day 3

History/Geography

American History: A Visual Encyclopedia | pp. 14–15

To Discuss After You Read

- Q: Why do anthropologists divide Indian tribes as they do?
- A: *tribes in various areas share a similar way of life*

Timeline and Map Activities

- Review the map in the book to see where various tribes lived.

Songs About America | Listen to Track 2, “Chumash Welcome Song”

Read-Alouds

Peacemaker | Chapters 4–5

Vocabulary

Elm bark basket: either woven baskets formed from strips of bark interwoven, or long pieces of bark sewn together. [chap. 4]

hoop game: to toss a dart, javelin, or arrow through a hoop. [chap. 4]

“The people had a ceremony for each season:” One festival was the Green Corn Festival which occurred in late summer when corn ripens. People danced, feasted, fasted and gave thanks to the Great Spirit. [chap. 5]

clan system: people would choose leaders to decide if the nation can go to war, and must be consulted in all important matters. [chap. 5]

To Discuss After You Read

- Q: Retell the creation story. [chap. 4]
- A: *Sky Woman fell to earth, with seeds that fell into soil placed by water creatures onto the Great Turtle’s back. Her daughter married the west wind and bore two sons. One was kind and generous. The other was angry, selfish, and deceitful. They were called Good Mind and Flint. The Good Mind was born in the normal way, but Flint thrust himself out through his mother’s side, and killed her. The Good Mind brought good things to earth, and Flint brought evil. They wrestled. Good Mind won and Flint was banished, but his evil thoughts remained*
- Q: How did the people believe the Creator wanted them to live? [chap. 5]
- A: *“to remember to always give thanks...first to nature and then to the Creator, and to perform the proper ceremonies to help the people remember”*

Q: According to mother, how had the people changed? [chap. 5]

A: *they don’t give thanks or keep peace, don’t seek women for guidance; “they think only of power, of making war, and striking back at those who strike us.”*

Readers

Regular: A Lion to Guard Us | Chapters 5–6

To Discuss After You Read

- Q: Do you think Mistress Trippett stole Amanda’s money? [chap. 6]



Notes

Week 1

- A: *yes: even though she paid the doctor, the medical fees would not equal the price of a house; also, Amanda works hard and that should pay for her shelter and food, but Mistress Trippett pretends the children are a hardship*
- Q: Why must the children leave Mistress Trippett’s house? [chap. 6]
- A: *Amanda asks for her money, Mistress Trippett faints, and her son turns the three children out*

Advanced: *A Lion to Guard Us* | Chapters 6–8

To Discuss After You Read

- Q: Do you think Mistress Trippett stole Amanda’s money? [chap. 6]
- A: *yes: even though she paid the doctor, the medical fees would not equal the price of a house; also, Amanda works hard and that should pay for her shelter and food, but Mistress Trippett pretends the children are a hardship*
- Q: Why must the children leave Mistress Trippett’s house? [chap. 6]
- A: *Amanda asks for her money, Mistress Trippett faints, and her son turns the three children out*
- Q: Why does the children’s father not write? [chap. 8]
- A: *he never learned how to read or write*

Day 4

History/Geography

American History: A Visual Encyclopedia | pp. 16–17

To Discuss After You Read

- Q: Why didn’t Southwest tribes use wood to build their homes? What did they use instead?
- A: *few trees were available; they used adobe—a mixture of mud and water*
- Q: Why didn’t Northwest Coast tribes farm?
- A: *because they had access to large game animals such as deer and caribou, as well as fish*

Timeline and Map Activities

- Texas (D3); Rocky Mountains (C3); Sierra Nevada (C1); California (C1) (map 2)

Explore Native American Cultures! | pp. 6–7

Note: All activities in this book are optional, but please read through the pages as they do provide additional information. Decide with your students if you would like to complete any of the activities.

Songs About America | Listen to Track 2, “Chumash Welcome Song”

Read-Alouds

Peacemaker | Chapter 6

To Discuss After You Read

- Q: What decision did the council make after discovering their village had been found and was at risk?
- A: *to send a delegation to ask Atatarho if they could return to his protection*
- Q: How was the delegation treated?
- A: *as traitors, not friends (they came knowing they could be killed for asking)*
- Q: What must the village do to be able to return?
- A: *all the members must run the gauntlet with men holding clubs to hit; Atatarho also threatened that the entire village had two months to return or his men would come and destroy their village*

Timeline and Map Activities

- Onondaga Lake (see map in book, before Chapter One)

Readers

Regular: A Lion to Guard Us | Chapters 7–9

To Discuss After You Read

- Q: Why does the children’s father not write? [chap. 8]
- A: *he never learned how to read or write*



Advanced: *A Lion to Guard Us* | Chapters 9–11

To Discuss After You Read

Q: What does the doctor mean when he says, “Poor Mistress Trippett with her bags of money—let her keep it all. There’s a great world outside, and she’ll never know it”? [chap. 9]

Q: How does the children’s dream come true? [chap. 10]

A: *Dr. Crider finds them, feeds them and buys the children their tickets and supplies* ■

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History D

Week 2 Schedule

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Date:	Day 1	Day 2	Day 3	Day 4	Day 5
History/Geography					
<i>Explore Native American Cultures!</i>	pp. 8–10		pp. 11–15		
<i>American History: A Visual Encyclopedia</i>	pp. 18–19 				
<i>Pedro's Journal</i>		Aug. 3–Sept. 10 	Sept. 13–Sept. 30	Oct. 5–Oct. 12 	
Songs About America	Memorize Track 5, "Star Spangled Banner"				
Read-Alouds					
<i>Peacemaker</i>	chaps. 7–8	chap. 9	chap. 10	chaps. 11–12	
<i>A Child's Introduction to Poetry</i>		"Nursery Rhymes" pp. 10–13			
Readers					
Regular: <i>A Lion to Guard Us</i>	chaps. 10–11	chaps. 12–14	chaps. 15–16 	chaps. 17–18	
Advanced: <i>A Lion to Guard Us</i>	chaps. 12–14	chaps. 15–17 	chaps. 18–20	chaps. 21–end 	
Hands-on					
Optional: <i>American History I Lap Book</i>	Activity 1: Explorer Profiles (approx. 20–30 minutes) Activity 2: Mapping the Routes of Columbus (approx. 30–45 minutes)				
Electives					
Other Notes					



Notes

Week 2

Day 1

History/Geography

Explore Native American Cultures! | pp. 8–10

To Discuss After You Read

- Q: What was the Great Law of Peace? Why did it occur? What did it require for decisions?
- A: *in about 1570, five Iroquois tribes made peace with one another; they believed they would be stronger together; all the representatives needed to agree*

American History: A Visual Encyclopedia | pp. 18–19

To Discuss After You Read

- Q: What function did an astrolabe serve?
- A: *it helped mariners navigate*
- Q: Why did Portugal lead Europe in exploration?
- A: *the Caravel's design (triangular and square sails allowed it to sail into the wind or with the wind, making it more maneuverable than other ships); Prince Henry encouraged exploration; the new astrolabe; opportunity for riches encouraged more risk*
- Q: By sailing west, what did Columbus hope to accomplish?
- A: *he hoped to find a shorter trade route to Asian trading centers*
- Q: What was the purpose of the Treaty of Tordesillas? What did it do?
- A: *to prevent territory disputes between Portugal and Spain; it split the Atlantic Ocean with an imaginary north-south line (Spain could claim land west of the line, while Portugal could claim land east of it)*

Timeline and Map Activities

- 🕒 **Bartholomeu Dias sails around the Cape of Good Hope (1488)**
- 🕒 **Columbus sails west from Spain (1492); discovers America**
- 🕒 **Hernando Cortes conquers the Aztec empire (1519–1521)**
- 🕒 **Francisco Pizarro conquers the Inca empire (1532)**
- 🌐 *Brazil (E3); Asia (C9); Africa (E7); Cape of Good Hope (G7); Indian Ocean (F9); India (D9); East Indies (E11); Atlantic Ocean (E5); Caribbean Islands (D3); Mexico (D2); Andes Mountains (F3); Aztec Empire (D2) (map 3)*
- 🌐 *Portugal (G2); Spain (G2) (map 4)*

Songs About America | Memorize Track 5, “Star Spangled Banner”

America’s national anthem, “The Star Spangled Banner,” was written in 1814 by Francis Scott Key after he witnessed British ships attacking America’s Fort McHenry during the War of 1812. As you begin to memorize this song, notice the lyrics that describe Key’s perspective. He watches to see if the fort’s flag is ever taken down through the night, which would have meant that America lost the fort to the British. He continues to have hope as he sees the flag when rockets light the night around him, and when the flag is still there at dawn.

Oh, say, can you see
By the dawn’s early light
What so proudly we hailed
At the twilight’s last gleaming?

Whose broad stripes and bright stars
Through the perilous fight
O’er the ramparts we watched,
Were so gallantly, yeah, streaming?

And the rockets’ red glare
The bombs bursting in air
Gave proof through the night
That our flag was still there

Oh say, does that star-spangled banner yet wave
O’er the land of the free and the home of the brave.

Read-Alouds

Peacemaker | Chapters 7–8

Vocabulary

dugout vs birchbark canoes: a dugout canoe was made from a large hardwood tree; Native Americans used fire to first girdle the tree, and then to hollow it out; when the tree burned, they scrapped the wood out with stone points; both ends were formed into a point to allow the canoe to travel in either direction; a birchbark canoe was smaller and lighter and was built on a cedar frame with large pieces of birchbark stretched over the frame, people used roots to stitch the pieces together and to the frame, and used pine resin to waterproof. [chap. 8]

To Discuss After You Read

- Q: Why does the tribe decide to not rescue Tawis? [chap. 7]
- A: *they moved to escape war, and Tawis might be safer with his new people*
- Q: Why were the stranger’s tattoos impressive? [chap. 8]



A: *he had so many and since they were painful to receive, the stranger must be brave, and they showed he had many significant dreams*

Q: What message does the Peacemaker bring? [chap. 8]

A: *"I have come with a message from our Creator. The message I bring is that of peace."*

Readers

Regular: *A Lion to Guard Us* | Chapters 10–11

To Discuss After You Read

Q: How does the children's dream come true? [chap. 10]

A: *Dr. Crider finds them, feeds them and buys the children their tickets and supplies*

Advanced: *A Lion to Guard Us* | Chapters 12–14

Vocabulary

Medusa: the devil doll; Medusa was one of the three Gorgons in Greek mythology, and the only mortal Gorgon. Medusa and her two sisters had writhing snakes for hair, staring eyes, hideous grins, and protruding fangs. They were so ugly that anyone who saw them turned to stone. Unlike her sisters, Medusa was beautiful in her youth, and was proud of her hair. She boasted of her beauty to Athena, who became jealous and changed her into a hideous person.

To Discuss After You Read

Q: What animals are on the ships? How could each of these animals help Jamestown? [chap. 12]

A: *oxen and horses could help plow and clear the land; goats could provide milk; pigs and chickens could serve as food; and chickens could provide eggs*

Q: What bad habit gets the children into trouble and how? [chap. 14]

A: *Jemmy's lie makes many people want to steal the door knocker*

Hands-on

Optional: Lap Book | Activity 1: Explorer Profiles

There are nine explorers in this activity. This week have your student cut out the base on **Explorer Profiles-1**, the Columbus profile from **Explorer Profiles-2**, and one booklet from **Explorer-Profiles-3**. Then, have them follow the

Lap Book Instructions to add the Columbus Profile. They will save the other explorers for weeks 3, 4, and 6.

Your student will start reading about Columbus at the end of this week and into next week. We sometimes schedule activities before or after the corresponding reading to help reinforce what they are learning. You may also wait until you read about Columbus to start this activity.

For each explorer, we recommend your student practice writing their text out on a separate sheet of paper to make sure it will fit in the space provided. When they are happy with the wording, have them copy it into the explorer booklet.

Optional: Lap Book | Activity 2: Mapping the Routes of Columbus

Christopher Columbus went on four different journeys to the Americas. In the first two voyages (mentioned in the History reading) he explored the area around Cuba, Hispaniola, Jamaica, and the Caribbean. The third voyage was an attempt to verify rumors of a continent (South America) to the south of Hispaniola. His final voyage was in search of a westward passage to the Indian Ocean and explored the coastline along Honduras, Nicaragua, Costa Rica, and Panama.

Fine-tip permanent markers are the best choice for this assignment. If you do not have access to four different colored markers, your student can use dashed or dotted lines (or a combination of dots and dashes) to mark each of the different routes. The Dura-Lar pieces needed for this assignment will need to be cut to the size listed in the instruction booklet.

Day 2

History/Geography

Pedro's Journal | August 3–September 10

Marco Polo served Kublai Khan in China, not India.

To Discuss After You Read

Q: What are the three famous ships' names? [Aug. 3]

A: *the Niña, Pinta and Santa Maria*

Q: Was everyone excited by this new adventure? [Aug. 3]

A: *most people thought it wouldn't work*



Notes

Week 2

Timeline and Map Activities

Christopher Columbus (1451–1506) sails from Spain (1492) (In 1492, Columbus sailed the ocean blue.)

Canary Islands (D5) (map 3)

Palos, Spain (H2) (map 4)

Songs About America | Memorize Track 5, “Star Spangled Banner”

Read-Alouds

Peacemaker | Chapter 9

To Discuss After You Read

Q: Retell the Peacemaker’s story.

A: *his mother and grandmother moved from the protection of a village to avoid war; his mother was pregnant without a man, the grandmother attempted to kill the unnatural baby three times, but failed, a messenger from the Creator came and told the grandmother the baby’s purpose was to bring peace*

A Child’s Introduction to Poetry | “Nursery Rhymes” pp. 10–13

Readers

Regular: A Lion to Guard Us | Chapters 12–14

Vocabulary

Medusa: the devil doll; Medusa was one of the three Gorgons in Greek mythology, and the only mortal Gorgon. Medusa and her two sisters had writhing snakes for hair, staring eyes, hideous grins, and protruding fangs. They were so ugly that anyone who saw them turned to stone. Unlike her sisters, Medusa was beautiful in her youth, and was proud of her hair. She boasted of her beauty to Athena, who became jealous and changed her into a hideous person.

To Discuss After You Read

Q: What animals are on the ships? How could each of these animals help Jamestown? [chap. 12]

A: *oxen and horses could help plow and clear the land; goats could provide milk; pigs and chickens could serve as food; and chickens could provide eggs*

Q: What bad habit gets the children into trouble and how? [chap. 14]

A: *Jemmy’s lie makes many people want to steal the door knocker*

Advanced: A Lion to Guard Us | Chapters 15–17

To Discuss After You Read

Q: How does Amanda calm her siblings in the storm? [chap. 15]

A: *she tells them a story*

Q: Why can’t the children laugh after the storm? [chap. 17]

A: *they feel beaten and tired with the sound of the storm in their ears still; they have been through a lot*

Timeline and Map Activities

Bermuda (C3) (map 3)

Day 3

History/Geography

Explore Native American Cultures! | pp. 11–15

To Discuss After You Read

Q: Describe life in a longhouse.

A: *all the members of a clan lived together in one home; the longhouse had no windows, was warmed by a fire pit, and each family used a part to “sleep, eat, and work”*

Q: How did a wigwam differ from a longhouse? How were they similar?

A: *a wigwam housed one family and was created by tying bark or cattail mats over bent branches; a longhouse was built within a palisade or fort; both were permanent structures and used available materials*

Q: What materials did Native Americans of the Woodlands use for clothing?

A: *tanned deerskin, warm beaver fur robes, and leather moccasins*

Pedro’s Journal | September 13–September 30

To Discuss After You Read

Q: How does Columbus encourage the fearful sailors? [Sept. 10–17]

A: *he shames them, promises them riches and fame, declares that the first man to see land will receive a reward of 10,000 maravedis, he records the distances as less than they are, makes strong statements like, “the North Star moved,” a falling meteor always portends great blessings*



- Q: How did Columbus stifle mutiny? [Sept. 30]
A: *he threatened some men, bribed others, and boasted that they had been out of sight of land for three weeks—a new record!*

Songs About America | Memorize Track 5, “Star Spangled Banner”

Read-Alouds

Peacemaker | Chapter 10

To Discuss After You Read

- Q: What does the Peacemaker desire?
A: *to raise up leaders of peace, to show kindness and respect to one another, if the leaders do not keep peace, their title must return to the clan mothers, to use good minds to avoid conflict and to come to agreement*

Readers

Regular: A Lion to Guard Us | Chapters 15–16

To Discuss After You Read

- Q: How does Amanda calm her siblings in the storm? [chap. 15]
A: *she tells them a story*

Timeline and Map Activities

- Bermuda (C3) (map 3)

Advanced: A Lion to Guard Us | Chapters 18–20

To Discuss After You Read

- Q: What is the plan for rescue? Does it seem reasonable? [chap. 18]
A: *send a small boat to fetch a larger boat from Virginia*
- Q: What does Meg learn to do while in Bermuda? [chap. 19]
A: *play*
- Q: What is the fire for and why do the survivors let it go out? [chap. 19]
A: *to guide the boat from Virginia; too much time passed and the boat must have sunk*
- Q: Why did the men quarrel? [chap. 20]
A: *they did not want to build two ships, since some wanted to stay in Bermuda*

Day 4

History/Geography

Pedro’s Journal | October 5–October 12

To Discuss After You Read

- Q: Why do the sailors decide to keep sailing west? [Oct. 11]
A: *they see signs of nearby land all day (flocks of birds, reeds and plants, manmade carvings)*

Timeline and Map Activities

- San Salvador, Bahamas (D3) (map 3)

Songs About America | Memorize Track 5, “Star Spangled Banner”

Read-Alouds

Peacemaker | Chapter 11–12

To Discuss After You Read

- Q: According to Carries, does revenge bring satisfaction? What do you think? [chap. 11]
A: *no; answers will vary—maybe for a moment, but not long term*
- Q: When the people of a village state that they have strong men to protect them and exact revenge, how does the Peacemaker respond? [chap. 12]
A: *all villages have strong, brave men, but can a strong man survive when an arrow hits his heart?*
- Q: Why did the people decide to join in the Great Peace? [chap. 12]
A: *to keep their people from being completely wiped out*

Readers

Regular: A Lion to Guard Us | Chapters 17–18

To Discuss After You Read

- Q: Why can’t the children laugh after the storm? [chap. 17]
A: *they feel beaten and tired with the sound of the storm in their ears still; they have been through a lot*
- Q: What is the plan for rescue? Does it seem reasonable? [chap. 18]
A: *send a small boat to fetch a larger boat from Virginia*



Notes



Week 2

Advanced: *A Lion to Guard Us* | Chapters 21–end

To Discuss After You Read

- Q: What happened to the people at Jamestown? [chap. 22]
A: *the English were at war with Native Americans, some were ill, and some starved; many died*
- Q: What is another name for “a wall made of tree trunks” that surrounds a town? [chap. 23]
A: *fort*

Timeline and Map Activities

-  Chesapeake Bay (E3) (map 1)
-  James River (C7) (map 2) ■



History D

Week 3 Schedule

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Date:	Day 1	Day 2	Day 3	Day 4	Day 5
History/Geography					
<i>Pedro's Journal</i>	Oct. 16–Nov. 25	Dec. 3–Dec. 25	Dec. 27–Jan. 16	Jan. 28–end 	
<i>Explore Native American Cultures!</i>	pp. 16–18		pp. 19–22		
Songs About America	Review Track 5, “Star Spangled Banner”				
Read-Alouds					
<i>Peacemaker</i>	chap. 13	chaps. 14–15	chaps. 16–17	chap. 18 & Author's Note	
<i>A Child's Introduction to Poetry</i>		“Nonsense Verse” pp. 14–16			
Readers					
Regular: <i>A Lion to Guard Us</i>	chaps. 19–21	chaps. 22–end 			
Regular: <i>Pocahontas and the Strangers</i>			chap. 1 	chap. 2 	
Advanced: <i>Pocahontas and the Strangers</i>	chaps. 1–2 	chaps. 3–4	chaps. 5–6	chaps. 7–8	
Hands-on					
Optional: <i>American History I Lap Book</i>	Activity 1: Explorer Profiles - Cabot, Ponce de Leon, and Diaz (approx. 1.5 hours)				
Electives					
Other Notes					



Notes

Week 3

Day 1

History/Geography

Pedro's Journal | October 16–November 25

To Discuss After You Read

- Q: Describe the New Land. [Oct. 23]
 A: *clear water, no animals, gentle people, beautiful birds and fish*
- Q: Do you think Columbus treated the native peoples well? Explain. [Nov. 19]
 A: *no, he took some of them captive against their will and mocked their gentle spirits*

Explore Native American Cultures! | pp. 16–18

To Discuss After You Read

- Q: Describe the beliefs of the Woodlands Native Americans.
 A: *"A Great Spirit created the earth," bad spirits brought bad harvests and illness, and ceremonies gave thanks to the spirits; it appears as a form of animism or spirit worship*

Songs About America | Review Track 5, "Star Spangled Banner"

Read-Alouds

Peacemaker | Chapter 13

Vocabulary

...his deep **sonorous** voice... (*low and full*)

To Discuss After You Read

- Q: How does wicked Atatarho attempt to stop the peace?
 A: *the prophecy states that two men are to come, so he poisons Hiawatha's three daughters, which causes distraught Hiawatha to live as a hermit until the Peacemaker heals his heart*

Readers

Regular: A Lion to Guard Us | Chapters 19–21

To Discuss After You Read

- Q: What does Meg learn to do while in Bermuda? [chap. 19]
 A: *play*
- Q: What is the fire for and why do the survivors let it go out? [chap. 19]
 A: *to guide the boat from Virginia; too much time passed and the boat must have sunk*

- Q: Why did the men quarrel? [chap. 20]
 A: *they did not want to build two ships, since some wanted to stay in Bermuda*

Advanced: Pocahontas and the Strangers | Chapters 1–2

Note to Mom or Dad: Before your children begin reading this book, you may want to point out that it is a work of fiction, as really, every book about Pocahontas is. Very little is known about Pocahontas.

Setting

New England to England; early 1600s.

Overview

Pocahontas, daughter of a Native American king, lives in the early 1600s. When the English land near her home, her father distrusts them, but Pocahontas wants to help. She saves the life of Captain John Smith twice, and brings food to the starving settlement at Jamestown. After rumors of wars and much distrust, the English capture Pocahontas, who goes to live in Jamestown. She learns to act like an Englishwoman and marries an Englishman, John Rolfe, a tobacco-grower. Together with their son they leave for England, where Pocahontas dies.

To Discuss After You Read

- Q: What character traits does Pocahontas show when she sets the eagle free? [chap. 1]
 A: *compassion*
- Q: What are "great canoes with wings"? [chap. 1]
 A: *boats with sails*
- Q: Why does Hapsis say there was war between the English and the Native Americans? [chap. 2]
 A: *the English angered the Native Americans when they tried to take their food, so the Native Americans fought*
- Q: What is Powhatan's plan? Is this wise? [chap. 2]
 A: *wait to see what the English will do*

Timeline and Map Activities

- Pocahontas (1595?–1617)**
- Jamestown, Virginia established (1607)**
- Jamestown, Virginia (C7)* (map 2)
- England (E3)* (map 4)

Hands-on

Optional: Lap Book | Activity 1: Explorer Profiles

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This week have your student cut out the Cabot, Ponce de Leon, and Diaz profiles from **Explorer Profiles-2** and three booklets from **Explorer Profiles-3**. Have them follow the Lap Book Instructions to add them to the Explorer Profiles base. As with the Columbus booklet, we recommend your student practice writing their text out on a separate sheet of paper before they copy it into the booklets.

Day 2

History/Geography

Pedro's Journal | December 3–December 25

Songs About America | Review Track 5, “Star Spangled Banner”

Read-Alouds

Peacemaker | Chapters 14–15

Vocabulary

water drum: formed from hollowed out wood or pottery, then filled with water and covered with a skin to create a unique sound. [chap. 15]

To Discuss After You Read

- Q: What can Okwaho do to help? [chap. 14]
A: *create a song of peace*
- Q: How does the Peacemaker plan to unite the nations? [chap. 15]
A: *the four groups that have joined, combined with the Mother of Nations plan to cross the lake in canoes to “the place where Atataho sits.”*

A Child's Introduction to Poetry | “Nonsense Verse” pp. 14–16

Readers

Regular: A Lion to Guard Us | Chapters 22–end

To Discuss After You Read

- Q: What happened to the people at Jamestown? [chap. 22]
A: *the English were at war with Native Americans, some were ill, and some starved; many died*
- Q: What is another name for “a wall made of tree trunks” that surrounds a town? [chap. 23]
A: *fort*

Timeline and Map Activities

- Chesapeake Bay (E3) (map 1)
- James River (C7) (map 2)

Advanced: Pocahontas and the Strangers | Chapters 3–4

To Discuss After You Read

- Q: The land where the palefaces build is both good and bad. Why? [chap. 3]
A: *good because the water is deep and the ships can come close; bad because it is low and wet and has flies and mosquitoes*
- Q: What new things does Pocahontas see on her trip? [chap. 4]
A: *palefaces, clothes, axes, saws, new houses, boats, and guns*

Day 3

History/Geography

Pedro's Journal | December 27–January 16

To Discuss After You Read

- Q: How does Columbus deal with the sinking of the Santa Maria? [Jan. 2]
A: *he takes many sailors aboard the remaining ship, the Niña and leaves 39 men to found a new settlement called La Navidad*
- Q: As the Natives become less friendly, how do Columbus and his men react? [Jan. 16]
A: *they drew swords on unfriendly islanders and then hurriedly left for Spain in leaky ships*

Explore Native American Cultures! | pp. 19–22

All activities are optional, but please read through the pages as they do provide additional information. Decide with your students if you would like to complete any of the activities.

Songs About America | Review Track 5, “Star Spangled Banner”

Read-Alouds

Peacemaker | Chapters 16–17



Notes

Week 3

Vocabulary

Gustowehs: fitted hats for protection; made of a leather band with attached feathers and Wampum beads. [chap. 17]

To Discuss After You Read

Q: What travels across the lake? [chap. 16]

A: *“A thousand canoes filled with people.”*

Q: What “weapon” does the Peacemaker and his people wield? [chap. 17]

A: *song—“And as they walked, they sang together the song that had first given itself to Okwaho and then to the Peacemaker. . . . They sang to bring an end to vengeance. They sang to bring an end to grief, of mothers weeping for the loss of their children. They sang to bring an end to such loss. They sang for the innocent children and those yet to be born. They sang for those children who would grow up surrounded by love and not anger and fear.”*

Q: How does Atatarho respond? [chap. 17]

A: *with relief; Hiawatha cleans his mind from anger and violence and removes the snakes from his hair*

Readers

Regular: Pocahontas and the Strangers | Chapter 1

Note to Mom or Dad: Before your children begin reading this book, you may want to point out that it is a work of fiction, as really, every book about Pocahontas is. Very little is known about Pocahontas.

Setting

New England to England; early 1600s.

Overview

Pocahontas, daughter of a Native American king, lives in the early 1600s. When the English land near her home, her father distrusts them, but Pocahontas wants to help. She saves the life of Captain John Smith twice, and brings food to the starving settlement at Jamestown. After rumors of wars and much distrust, the English capture Pocahontas, who goes to live in Jamestown. She learns to act like an Englishwoman and marries an Englishman, John Rolfe, a tobacco-grower. Together with their son they leave for England, where Pocahontas dies.

To Discuss After You Read

Q: What character traits does Pocahontas show when she sets the eagle free?

A: *compassion*

Q: What are “great canoes with wings”?

A: *boats with sails*

Timeline and Map Activities

Pocahontas (1595?–1617)

Jamestown, Virginia established (1607)

Advanced: Pocahontas and the Strangers | Chapters 5–6

To Discuss After You Read

Q: Where do the hunters go and why do they go secretly? [chap. 5]

A: *to fight the palefaces; so Powhatan can pretend he knows nothing*

Q: What do the two peoples trade? [chap. 6]

A: *hoes, axes, beads for deer, and turkey*

Q: Why wouldn't the palefaces trade a gun? [chap. 6]

A: *guns kept the palefaces safe*

Q: Why would Powhatan kill his captive Captain John Smith? [chap. 6]

A: *without a leader it is easier to drive away the others*

Day 4

History/Geography

Pedro's Journal | January 28–end

To Discuss After You Read

Q: Was Columbus content to end with this voyage? [Feb. 2]

A: *no, Columbus planned another voyage while still on his first one*

Q: Trace Columbus' route from Spain to the Caribbean.

Timeline and Map Activities

Caribbean (D3) (map 3)

Spain (G2) (map 4)

Songs About America | Review Track 5, “Star Spangled Banner”



Read-Alouds

Peacemaker | Chapter 18 & Author's Note

Vocabulary

"Perhaps a 1000 years ago:" Other sites list between 1150 and 1525; Wikipedia gives 1525-1595 as dates for Hiawatha. The Iroquois Confederacy has founding between 1570 and 1600. While the treaty occurred, and was lead by a strong leader, the date is unknown. [Author's Note]

The League of the Iroquois: Mohawk, Oneida, Onondaga, Cayuga, and Seneca. [Author's Note]

"as one of the models for the United States Constitution and American democracy in general:" The colonies needed to stand together or they would be destroyed. [Author's Note]

To Discuss After You Read

Q: Describe the plan for the Great Peace. [chap. 18]

A: *fifty men would be chosen by women of their clans to serve on a council, the council would meet at Onondaga, and Atatarho would lead it, and all decisions needed to be in unison, the Onondaga clan mothers would choose the next leader, and they all had to be men of peace, and a pine tree needed to be planted over a war club as a visible symbol*

Readers

Regular: Pocahontas and the Strangers | Chapter 2

To Discuss After You Read

Q: Why does Hapsis say there was war between the English and the Native Americans?

A: *the English angered the Native Americans when they tried to take their food, so the Native Americans fought*

Q: What is Powhatan's plan? Is this wise?

A: *wait to see what the English will do*

Timeline and Map Activities

Jamestown, Virginia (C7) (map 2)

England (E3) (map 4)

Advanced: Pocahontas and the Strangers | Chapters 7–8

To Discuss After You Read

Q: Describe how Pocahontas saves Captain John Smith's life. [chap. 7]

Q: Some Indians were angry that John Smith lived and others glad. Why did they have different perspectives? [chap. 8]

A: *some thought the white men were enemies and should be killed, others were glad to trade* ■

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History D—Scope and Sequence: Schedule for Topics and Skills

Week	History/Social Studies	Geography	Biography
1	Regions of Native Americans	<i>North America; Bering Strait; Texas; Rocky Mountains; Sierra Nevada; California</i>	
2	Christopher Columbus; Northeastern Tribes	<i>Canary Islands; Spain; India; San Salvador; Bahamas; Caribbean</i>	Christopher Columbus
3	Christopher Columbus; Northeastern Tribes	<i>Spain; Caribbean; Mexico; Bermuda; Jamestown, Virginia</i>	Pocahontas; Christopher Columbus; Ponce de Leon; John Cabot; Bartholomeu Dias
4	Christopher Columbus; Discovering the New World; Southeastern Tribes	<i>Australia; Portugal; Mediterranean Sea; China; India; Havana, Cuba; Hudson Bay; Great Lakes; Gulf of Mexico; Mexico City</i>	Christopher Columbus; Pocahontas; Hernando Cortes; Francisco Pizarro; Hernando De Soto;
5	Exploring the New World; Southeastern Tribes	<i>Mississippi River; St. Augustine, Florida; Pacific Ocean; Panama; Spice Islands; Netherlands; Albany, New York;</i>	Ponce de Leon; Balboa; Hernando De Soto; John Cabot; Henry Hudson
6	Colonial America; Sir Walter Raleigh; John Smith	<i>Delaware; Roanoke Island; Great Britain; New England; Plymouth</i>	Pocahontas; John Smith; Sir Walter Raleigh;
7	Louisiana Purchase; Early American Colonies; Southwestern Tribes	<i>Barbados; Cape Cod; New Mexico; Rio Grande; Gulf Coast; New Orleans; Boston</i>	Hernando de Soto
8	Massachusetts—The Puritans; Southwestern Tribes	<i>New England; Egypt; Jerusalem</i>	Squanto; King Philip
9	Early American Colonies	<i>New England</i>	Lord Baltimore; Roger Williams; Squanto
10	England’s Colonies; The Quakers Refuse to Fight; King Philip’s War	<i>Plymouth; Connecticut River; Maine; New Hampshire; Massachusetts; France; Spain; Great Britain; Pennsylvania</i>	George Fox; William Penn; Squanto; Voltaire; King Philip
11	Creating States	<i>Allegheny River; Monongahela River; Ohio River; Eastern Coast; Savannah River; Altamaha River; Persia; Turkey; Europe; Connecticut</i>	George Washington; General Edward Braddock; William Penn; Benjamin Franklin
12	Colonial Life; Slavery Emerges	<i>Eastern Coast; Benin; Ashanti; Nigeria; Savannah River; Germany</i>	James Oglethorpe; King Charles II; King George II; William Penn
13	Navigation Acts; Creating Government	<i>Plymouth; New York; West Indies; Africa; Netherlands/Holland; Amsterdam; Delaware Bay; Chesapeake Bay; Lake Erie; Asia; Indian Ocean; Brazil; Belgium; Portugal; New Jersey; Virginia; Ohio; Valley Forge</i>	Captain Kidd; George Washington; John Adams; Thomas Jefferson; James Monroe; James Madison

(continued on the following page)

History D—Scope and Sequence: Schedule for Topics and Skills

Week	History/Social Studies	Geography	Biography
14	The Thirteen Colonies Become States; How the Ocean Tied Some Americans to England; How the Ocean Led Others Out to the World	<i>Monticello; Williamsburg; Baltimore; North Sea; Russia; Africa; British Columbia; Pacific Ocean; Atlantic Ocean; Caribbean; St. Petersburg, Russia; Austria; Salzburg, Austria; Germany; New England</i>	George Washington
15	A Clash of Empires	<i>Falmouth, England; Massachusetts Bay; Ohio River; Appalachian Mountains; New York</i>	Benjamin Franklin; John Hancock
16	The British Take a Collision Course; Creating a New Nation: 1763–1800; Road to Rebellion; From Protest to War	<i>Louisiana; Mississippi River; Appalachian Mountains; Canada; Nova Scotia; Boston Harbor; Lexington; Concord; Yorktown; Kentucky; Tennessee; San Lorenzo; Vermont; Charlestown; Lake Champlain</i>	Paul Revere; Benjamin Franklin
17	Americans Declare Their Independence	<i>Stow; Medford; Charlestown; Sudbury; Virginia; Framingham; Connecticut; Massachusetts</i>	Thomas Jefferson; George Washington
18	Declaring Independence	<i>New England; Gettysburg; Allegheny Mountains</i>	Charles Cornwallis; King George III; George Washington
19	Dark Days of War; The Road to Yorktown	<i>Saratoga; Trenton; Princeton; New York City; Delaware River; Valley Forge; Savannah; Yorktown</i>	Nathan Hale; George Washington; Rufus Putnam; Louis XVI; Benedict Arnold
20	Why the British Lost the War		George Washington; George Rogers Clark
21	The Confederation Era	<i>Paris; Long Island; Cumberland Gap; Missouri; Northwest Territory; Kentucky</i>	General William Howe; Daniel Boone
22	New States or a New Nation?	<i>Annapolis, Maryland; France; Rhode Island; Montana</i>	Alexander Hamilton
23	The Constitution; The Bill of Rights	<i>Philadelphia; Virginia</i>	James Madison; Nathaniel Bowditch
24	The Bill of Rights; The Federalist Years; America Grows: 1800-1850	<i>Potomac River; New York; District of Columbia (D.C.); Arkansas; Mississippi; Oklahoma</i>	George Washington; John Adams; Alexander Hamilton; Sacajawea
25	American Ways of Growing: The Add-a-State Plan; The Great Plains Tribes	<i>District of Columbia (D.C.); Great Lakes; Illinois; Ohio; Missouri; Indiana; Wisconsin; Minnesota; Michigan; Southern States; Kaskaskia River; Wabash River; Gulf of Mexico; Rocky Mountains; Appalachians</i>	Sieur de LaSalle; Thomas Jefferson
26	Jefferson and The West; The Lewis and Clark Expedition; The Great Plains Tribes	<i>St. Louis; Ohio; Hispaniola; St. Louis; Missouri River</i>	Thomas Jefferson; Lewis and Clark; Toussaint Louverture; Aaron Burr
27	The Lewis and Clark Expedition	<i>Fort Mandan; Rocky Mountains; Continental Divide</i>	Sacajawea; Lewis and Clark

(continued on the following page)

History D—Scope and Sequence: Schedule for Topics and Skills

Week	History/Social Studies	Geography	Biography
28	The Lewis and Clark Expedition; Northwestern Tribes	<i>Columbia River; Oregon; Washington; Virginia; Massachusetts</i>	Lewis and Clark; Sacagawea; Justin Morgan; Thomas Jefferson
29	The Lewis and Clark Expedition; Northwestern Tribes; The War of 1812	<i>Baltimore, Maryland; Lancaster, Pennsylvania</i>	James Madison; Tecumseh
30	America’s Leading Import: People; Instant Cities; The War of 1812	<i>Erie Canal; Buffalo; Albany; Lake Erie; Ireland; Greece; Italy; Belgium; Dublin; Hudson River; Rochester; Seattle, WA; Portland, OR; California; Texas; Mobile, AL; Memphis, TN; Omaha, NE; Missouri; Iowa; Minnesota; Chicago, IL; Detroit, MI; Ohio; Pittsburgh, PA; Denver, CO; Nebraska; Milwaukee, WI; Rhine River; Le Havre; Switzerland</i>	General Harrison; James Monroe
31	Every Man His Own Carpenter; Thinking Like Americans: American Know-how	<i>Washington, D.C.; Colorado; Kansas; Iowa; Texas; California; Pacific Ocean; South America; Louisiana; Middle East; India; Milan; Swiss Alps; Savannah; New Haven; Kentucky</i>	Napoleon Bonaparte; Eli Whitney; James and Dolley Madison
32	American Ingenuity	<i>Louisiana Territory; American South; American Midwest; Texas</i>	Eli Whitney; Robert Fulton; Stephen Austin; Sam Houston; Jim Bowie
33	Industrial Revolution; Do-It-Yourself Doctors; 1820-1850: The Age of Reform	<i>Erie Canal; Buffalo; Lake Erie; London; Oxford; Cambridge; Monticello</i>	Napoleon Bonaparte; Thomas Jefferson; Andrew Jackson; Benjamin Franklin; Alexander Garden; William Beaumont; Sojourner Truth; Frederick Douglass; Elizabeth Stanton
34	Wagon-Towns Move West; Blazing Trails; Haste Makes Democracy; Arctic Tribes	<i>Santa Fe, NM; Independence, MO; Snake River; Arkansas River; Jamestown, VA; Chicago, IL; Cincinnati, OH; Sutter’s Fort; California; Oregon; Texas; Ohio River; Truckee River; Carson River; Doubs River; American Midwest</i>	Robert Fulton; Joseph Smith
35	Political Parties for All; War of 1812; Arctic Tribes	<i>California; Council Bluffs, IA; Promontory Summit, UT; Baltimore, MD; Harrisburg, PA; Nashville, TN; Ontario, Canada; Allegheny (Pittsburgh)</i>	Andrew Jackson; John Bloomfield Jervis; William Henry Harrison
36	Manifest Destiny; War of 1812	<i>Buena Vista, California; Texas; Oregon; Mexico; New Orleans; Mississippi; Florida</i>	Andrew Jackson; Tecumseh

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