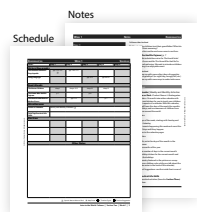


# Instructor's Guide Quick Start

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 students 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.

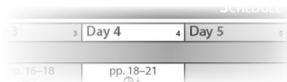


## Easy to use

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

Map answer keys, located in **Section Three**, 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 students 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.

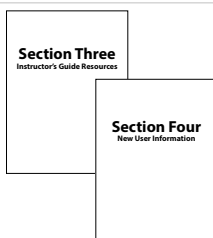
## Vocabulary

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 students 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.

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Date:	Day 1 <sup>1</sup>	Day 2 <sup>2</sup>	Day 3 <sup>3</sup>	Day 4 <sup>4</sup>	Day 5 <sup>5</sup>
<b>History</b>					
<i>Land of Hope</i>	pp. xi–xiv	chap. 1, pp. 2–6 to break 🕒 🌐	pp. 6–8 to break 🕒 🌐	pp. 8–10 to break 🌐	
<b>Primary Source Documents</b>		The Constitution of the Iroquois Confederacy 📖			
<b>Historical Literature</b>					
<i>Mayflower</i>	preface–chap. 1, p. 17	chap. 1, p. 17–chap. 2 🕒 🌐	chap. 3 🌐	chap. 4	
<b>Extended Learning</b>					
<b>Research Report</b>	Research Report 1 (due at the end of Week 3)				
<b>Other Notes</b>					

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**Day 1**

**History**

**Land of Hope** | pp. xi–xiv

**General Introduction to Our Study of U.S. History**

History happens around the globe to different people groups across hundreds or thousands of years. It is passed on through ever-changing oral tradition, inconsistent witness accounts, and incomplete written records. It is compiled and retold by imperfect scholars who have their own shortcomings and biases. Despite these many challenges, studying history is a worthwhile and rewarding endeavor.

**Vocabulary**

**consequential:** important; having significant consequences. [p. xi]

**flotsam and jetsam:** floating debris left from a shipwreck; items thrown overboard to lighten a ship. [p. xii]

**triage:** sorting according to urgency or need. [p. xii]

**mutually exclusive:** related in such a way that one excludes the other. [p. xiii]

**ubiquity:** presence everywhere all at once. [p. xiv]

**cynicism:** an attitude of distrust. [p. xiv]

**condescend:** look down upon. [p. xiv]

**To Discuss After You Read**

1. What is the principal objective of this text [p. xi]? What is its emphasis [p. xiii]? ➔ *“to offer to American readers... an accurate, responsible, coherent, persuasive, and inspiring narrative account of their own country – an account that will inform and deepen their sense of the land they inhabit and equip them for the privileges and responsibilities of citizenship”; its emphasis is the political history of the U.S.*

📖 Special Note to Instructors   🌐 Map Point   🕒 Timeline Suggestion

2. How does the author define “citizenship” [p. xi]? How do you? ➔ *“a vivid and enduring sense of one’s full membership in one of the greatest enterprises in human history: the astonishing, perilous, and immensely consequential story of one’s own country”; possibly: the legal rights and responsibilities that encompass membership in a country*
3. The author states, “Historical consciousness is to civilized society what memory is to individual identity” [p. xii]. What does this mean? ➔ *people in a civilized society need to know their past in order to make sense of their present and future; without the stories of the past, present events are meaningless and unrelated*
4. What does hope have to do with the American story [p. xiv]? ➔ *hope is what energizes progress; it is the reason we don’t settle for “the way things are initially given to us”*

## Historical Literature

### **Mayflower** | Preface–Chapter. 1, p. 17

#### Preface

This book seeks to explain how the Pilgrim settlement went from fifty years of peace with the Native Americans to the deadly King Philip’s War.

#### To Discuss After You Read

5. Why did the Pilgrims sail to the New World? ➔ *for religious freedom, they first left England to leave the Church of England which was illegal, they then left Holland to keep their children as English; to establish a colony for God*
6. What difficulties did the Pilgrims face? ➔ *they were cheated, lacked sufficient supplies, faced violent storms, rode in a leaky ship, the mast broke, they traveled late in the year, their trip took 65 days, and they had to travel with strangers in crowded conditions combined with illness*

## Extended Learning

### **Research Report** | Chapter 1: Beginnings: Settlement and Unsettling

#### Assignment Overview

Every 2–3 weeks, we would like for you to research in depth one key person, place, event, or topic from U.S. history. Some weeks, as this one, we will assign you a topic to research. Other weeks, you will have more freedom to choose a topic of interest to you. We hope this combination of detailed research and “big picture” overview will give you a better, well-rounded understanding of the elements of U.S. history.

In addition, we will sometimes assign a format for your research (such as a written essay or a technological presentation). At other times, you and your instructors can decide on the format for sharing your learning.

Whenever you do research, make sure you find sources of information that are reputable or recognized and analyze the bias (conscious or unconscious) of the source. For example, referencing a primary source in your report is very valuable. However, your primary source likely only saw one part of the event, not the other side or the overall scope. You can also use a secondary source, which often references or analyzes primary sources. Secondary sources are books or scholarly articles that have studied the primary sources and restate or analyze them. It is important to choose both your primary and secondary sources well to uncover a fair view of the subject you are researching.

**Note to Instructors:** Research Reports are an excellent opportunity to guide and evaluate your students’ skills in research and writing. Please refer to the checklist provided **Section Three** to aid in your assessment and discussion. You do not need to address every benchmark with every assignment. We recommend reading through it with your students before each assignment to remind them of the goals. Even when they are not producing a written essay, their presentation of research should make and develop claims, for example.

#### Research Report 1

For this first research report, you get to choose your own topic, based on something from Chapter 1 of your textbook, *Land of Hope*. It will be due at the end of Week 3. As you read the text, along with *Mayflower*, keep your eyes open for a topic of interest. So, as you get a “big picture” overview of a historical period, you also need to choose some element of that period to research in detail. This report will be a written report. Budget your time to research and report on your findings by the end of Week 3.

What kind of research should you do? That’s up to you and your instructors. We would like for you to use some thought and creativity as you dig more deeply into your chosen topic. Of course, you can read books, articles, and websites about it, but you can also think outside the box. Fascinated by Native American history? Visit a nearby museum and take notes. Interested in the French and Indian War? Dig deeper into a specific area of conflict. Uncover life in colonial America. Research colonies beyond Plymouth and compare and contrast them. The possibilities here are endless. Just choose a topic you want to learn more about, and then, with the help of your instructors, decide upon a creative way to research your chosen event.

Your first written report will be due at the end of Week 3.

## Day 2

### History

**Land of Hope** | Chapter 1, pp. 2–6 to break

#### Vocabulary

**genealogies:** accounts of the descent of a person. [p. 4]

**Stone Age:** prehistoric culture that used stone tools. [p. 5]

**nomads:** people with no fixed residence but who travel seasonally. [p. 5]

**Four Corners:** the area where Arizona, Colorado, New Mexico, and Utah meet. [p. 5]

#### To Discuss After You Read

In just this short introduction to the section, we find the main elements of historical study—people (early peoples), place (North and South America), time (thousands of years ago), and event (immigrating to the western hemisphere). As you study U.S. history, keep these four elements front of mind.

7. Study the map on page 2. What did the early map-makers get right? What is less accurate? Why? ➔ *Europe and the Mediterranean coast appear accurate, as well as some coastlines along Africa and the Indian Ocean; large-scale shapes of continents and inland areas appear less accurate, probably due to less exploration and inadequate tools*
8. What is the ‘particular purpose’ for which the author crafted this telling of the story of the United States [p. 4]? ➔ *“to help us learn... the things we must know to become informed, self-aware, and dedicated citizens... capable of understanding and appreciating the nation in the midst of which we find ourselves, of carrying out our duties as citizens”*
9. Why does the author claim that no peoples could truly be called “native” Americans [pp. 4–5]? What do you think about his assertion? ➔ *every people group of North and South America immigrated from elsewhere, probably beginning with northeastern Asia*
10. What types of clues did prehistoric Americans leave behind? What did they leave little of [p. 5]? ➔ *they left behind stone and bone implements, pyramids, temples, courts, earthworks, burial mounds, and cliff dwellings; they left little literature*

McClay estimates that people first came to America twenty to thirty thousand years ago, a timeline that allows for a ten-thousand-year range. That span of time is unclear since the events were not documented in an easily observable way as the timeline precedes recorded history. He continues with the point that every group that has lived in the Americas came as immigrants and goes on to argue that no group is “native” to the area. Regardless of

this point, the author leaves out much of the rich, important detail of the groups that were later called “Native Americans” or “American Indians.” Books such as *The Winter People* show more about the culture, history, and importance of these people groups who lived in the Americas for centuries of recorded history prior to the formation of the United States.

If you have time for additional research, choose from the following loosely related topics:

- Learn more about how the U.S., Canadian, and South American governments interacted with existing groups living throughout North and South America as they were forming modern governments.
- Learn who was affected by government projects of interest throughout the U.S. in more recent times. (as federal highways and interstates were developed, as state parks and protected areas have been designated, etc.) Decide if you want to limit your search to your area or to other areas of interest, such as Oak Ridge, Tennessee, during World War II.

#### Timeline and Map Activities

- 🕒 **Leif Eriksson leaves Greenland to explore Newfoundland (c. 1000 CE)**
- 📍 *Bering Strait* ①; *Russia* ②; *Alaska* ③; *Yukon* ④; *Newfoundland* ⑤ (map 2)
- 📍 *Patagonia* ①; *Mexico* ②; *Peru* ③ (map 4)
- 📍 *Ohio* ①; *West Virginia* ②; *Colorado* ③; *New Mexico* ④ (map 3)
- 📍 *Iceland* ① (map 1)

### Primary Source Documents

#### Overview

Unlike textbooks or works of historical analysis, primary source documents were created in the moment. These letters, speeches, legal documents, diary entries, and so forth were written by those who were making history. Some, such as a president’s speech, are famous from the moment they are shared. Others, such as a poem written by a farmer, might seem insignificant at the time, but they provide us with a window to the past.

Each week, we will include readings from various primary source documents to support and enhance your understanding of the time period being studied. We’ll also provide some general background or discussion questions to prompt conversation about the documents and how they relate to your studies.

To help you analyze primary source documents, please refer to the list of questions below. A checklist version of these questions is provided in **Section Three** at the back of your guide. Answer at least one question in each category for every primary source. Some documents lend

themselves better to different questions on the list, but by the end of the year, each question should be answered at least five times.

#### Category: Key Ideas and Details

- What evidence does the author state that supports the claims?
- Looking beyond the small details, what is the overarching point the author makes?
- Summarize the primary source document.
- What explanations does the author provide for actions or events? Are there any matters whose truth is uncertain based off of this primary source alone?

#### Category: Craft and Structure

- Consider the specific words and phrases the author uses. What do they mean? Does the author refine the definition of a word anywhere?
- Analyze the structure of the work; how do key sentences and paragraphs contribute to the overall structure?

#### Category: Integration of Knowledge and Ideas

- What is the context of this primary resource?
- What is the author's point of view? Does the author have any bias or unique perspective?
- When possible, integrate information from multiple diverse sources into a coherent understanding of the idea or event. Summarize the idea or event and note any discrepancies you find.

#### This Week's Assignment

Although there is little written record of pre-Columbian life in America, some oral records were later written. These include The Constitution of the Iroquois Confederacy. Read excerpts from this constitution provided at the end of this week's notes. Since this is a long work, you have two days to read through it.

### Historical Literature

#### **Mayflower** | Chapter. 1, pp. 17–Chapter 2

##### To Discuss After You Read

11. What was the Mayflower Compact? ➔ *a binding agreement to help the Pilgrims and Strangers work together, a set of laws drawn up by elected officials, the terms of government, and an essential American text (not a religious document)*
12. Why did half of the original group die? ➔ *lack of supplies, illnesses, no shelter at the beginning of winter, a different environment*

#### Timeline and Map Activities

- 🕒 **Pilgrims land in New England (November 11, 1620)**
- 📍 Hudson River ①; Cape Cod ② (map 1)

### Day 3

#### History

#### **Land of Hope** | pp. 6–8 to break

##### Vocabulary

**quarry:** game that is hunted. [p. 6]

**conflagration:** a large and disastrous fire. [p. 8]

##### To Discuss After You Read

13. What did America represent “in the world’s imagination” to early explorers and settlers [p. 6]? Does that image hold true today? ➔ *“a land of hope, of refuge and opportunity, of a second chance at life for those willing to take it”; for many, it still holds true, as they make great efforts to immigrate to the United States*
14. Where did the name “America” come from [p. 7]? ➔ *Italian navigator and explorer Amerigo Vespucci was among the first to speculate that Columbus had arrived on an entirely new landmass*
15. How did “The settlement of America [have] its origins in the unsettlement of Europe” [pp. 7–8]? ➔ *at the time of Eriksson, post-Roman Europe was disorganized and struggling; in 1492, Europe was entering a modern age of disruption*
16. What factors happened simultaneously to lead to the exploration and settlement of America [p. 8]? ➔ *desire for an expansion of global commerce, breakthrough inventions in navigation, changing religious beliefs and cultural practices*

#### Timeline and Map Activities

- 🕒 **Columbus first explores the western hemisphere (1492)**
- 📍 Greenland ⑥ (map 2)

## Historical Literature

### **Mayflower** | Chapter 3

#### To Discuss After You Read

17. How did the various Europeans before the Pilgrims interface with the local peoples? ➔ *the relationships would begin well, but the Europeans would “wear out their welcome,” and leave; some Europeans took captives and others killed the local peoples*
18. What happened to Squanto’s people? ➔ *they died of the plague that ravished the local peoples*

#### Timeline and Map Activities

- 📍 Rhode Island ③ (map 1)

## Day 4

### History

#### **Land of Hope** | pp. 8–10 to break

#### Vocabulary

**levies:** fees collected by an authority. [p. 9]

**potentates:** rulers. [p. 9]

**ancillary:** subordinate or supplementary. [p. 9]

#### To Discuss After You Read

19. How did movement toward the West begin with movement toward the East [pp. 8–9]? ➔ *the Crusades into the Middle East, along with the discovery of and desire for goods from Asia, led to the search for a sea route to Asia*
20. What drove the desire for a sea route between Europe and Asia [p. 9]? ➔ *overland travel was slow, costly, and dangerous*
21. What factors contributed to exploration of the West [p. 9]? ➔ *the search for a sea route from Europe to Asia; improvements and interest in navigation, ship design, and mapmaking; a rising merchant class; social, political, and class disruption; emergence of national states*

#### Timeline and Map Activities

- 📍 Mediterranean Sea ②; China ⑮; Italy ③; France ④; England ⑤; Spain ⑥; Portugal ⑦ (map 1)

## Historical Literature

### **Mayflower** | Chapter 4

#### To Discuss After You Read

22. What did the explorers seek? ➔ *both to learn about the land and the people who lived there, and to find a place to settle with a good harbor and water to drink* ■

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## Excerpts from The Constitution of the Iroquois Confederacy

The Constitution of the Iroquois Confederacy dates to around 1400 CE and shows how five tribes created a peaceful form of government together. Five Iroquois Nations (Mohawk, Onondaga, Seneca, Oneida, and Cayuga) originally created the confederacy and then the Tuscarora Nation also joined the Confederacy in 1715, when they moved north to avoid European settlers.

1. I am Dekanawidah and with the Five Nations' Confederate Lords I plant the Tree of Great Peace. I plant it in your territory, Adodarhoh, and the Onondaga Nation, in the territory of you who are Firekeepers. I name the tree the Tree of the Great Long Leaves. Under the shade of this Tree of the Great Peace we spread the soft white feathery down of the globe thistle as seats for you, Adodarhoh, and your cousin Lords. We place you upon those seats, spread soft with the feathery down of the globe thistle, there beneath the shade of the spreading branches of the Tree of Peace. There shall you sit and watch the Council Fire of the Confederacy of the Five Nations, and all the affairs of the Five Nations shall be transacted at this place before you, Adodarhoh, and your cousin Lords, by the Confederate Lords of the Five Nations.
2. Roots have spread out from the Tree of the Great Peace, one to the north, one to the east, one to the south and one to the west. The name of these roots is The Great White Roots and their nature is Peace and Strength. If any man or any nation outside the Five Nations shall obey the laws of the Great Peace and make known their disposition to the Lords of the Confederacy, they may trace the Roots to the Tree and if their minds are clean and they are obedient and promise to obey the wishes of the Confederate Council, they shall be welcomed to take shelter beneath the Tree of the Long Leaves. We place at the top of the Tree of the Long Leaves an Eagle who is able to see afar. If he sees in the distance any evil approaching or any danger threatening he will at once warn the people of the Confederacy.
3. To you Adodarhoh, the Onondaga cousin Lords, I and the other Confederate Lords have entrusted the caretaking and the watching of the Five Nations Council Fire. When there is any business to be transacted and the Confederate Council is not in session, a messenger shall be dispatched either to Adodarhoh, Hononwirehtonh or Skanawatih, Fire Keepers, or to their War Chiefs with a full statement of the case desired to be considered. Then shall Adodarhoh call his cousin (associate) Lords together and consider whether or not the case is of sufficient importance to demand the attention of the Confederate Council. If so, Adodarhoh shall dispatch messengers to summon all the Confederate Lords to assemble beneath the Tree of the Long Leaves.

When the Lords are assembled the Council Fire shall be kindled, but not with chestnut wood, and Adodarhoh shall formally open the Council. [ ed note: chestnut wood throws out sparks in burning, thereby creating a disturbance in the council ] Then shall Adodarhoh and his cousin Lords, the Fire Keepers, announce the subject for discussion. The Smoke of the Confederate Council Fire shall ever ascend and pierce the sky so that other nations who may be allies may see the Council Fire of the Great Peace. Adodarhoh and his cousin Lords are entrusted with the Keeping of the Council Fire.

...

9. All the business of the Five Nations Confederate Council shall be conducted by the two combined bodies of Confederate Lords. First the question shall be passed upon by the Mohawk and Seneca Lords, then it shall be discussed and passed by the Oneida and Cayuga Lords. Their decisions shall then be referred to the Onondaga Lords, (Fire Keepers) for final judgement. The same process shall obtain when a question is brought before the council by an individual or a War Chief.
10. In all cases the procedure must be as follows: when the Mohawk and Seneca Lords have unanimously agreed upon a question, they shall report their decision to the Cayuga and Oneida Lords who shall deliberate upon the question and report a unanimous decision to the Mohawk Lords. The Mohawk Lords will then report the standing of the case to the Firekeepers, who shall render a decision as they see fit in case of a disagreement by the two bodies, or confirm the decisions of the two bodies if they are identical. The Fire Keepers shall then report their decision to the Mohawk Lords who shall announce it to the open council.
11. If through any misunderstanding or obstinacy on the part of the Fire Keepers, they render a decision at variance with that of the Two Sides, the Two Sides shall reconsider the matter and if their decisions are jointly the same as before they shall report to the Fire Keepers who are then compelled to confirm their joint decision.
12. When a case comes before the Onondaga Lords (Fire Keepers) for discussion and decision, Adodarho shall introduce the matter to his comrade Lords who shall then discuss it in their two bodies. Every Onondaga Lord except Hononwiretonh shall deliberate and he shall listen only. When a unanimous decision shall have been reached by the two bodies of Fire Keepers, Adodarho shall notify Hononwiretonh of the fact when

he shall confirm it. He shall refuse to confirm a decision if it is not unanimously agreed upon by both sides of the Fire Keepers.

...

15. No individual or foreign nation interested in a case, question or proposition shall have any voice in the Confederate Council except to answer a question put to him or them by the speaker for the Lords.
16. If the conditions which shall arise at any future time call for an addition to or change of this law, the case shall be carefully considered and if a new beam seems necessary or beneficial, the proposed change shall be voted upon and if adopted it shall be called, "Added to the Rafters".

### **Rights, Duties and Qualifications of Lords**

17. A bunch of a certain number of shell (wampum) strings each two spans in length shall be given to each of the female families in which the Lordship titles are vested. The right of bestowing the title shall be hereditary in the family of the females legally possessing the bunch of shell strings and the strings shall be the token that the females of the family have the proprietary right to the Lordship title for all time to come, subject to certain restrictions hereinafter mentioned.
18. If any Confederate Lord neglects or refuses to attend the Confederate Council, the other Lords of the Nation of which he is a member shall require their War Chief to request the female sponsors of the Lord so guilty of defection to demand his attendance of the Council. If he refuses, the women holding the title shall immediately select another candidate for the title. No Lord shall be asked more than once to attend the Confederate Council.
19. If at any time it shall be manifest that a Confederate Lord has not in mind the welfare of the people or disobeys the rules of this Great Law, the men or women of the Confederacy, or both jointly, shall come to the Council and upbraid the erring Lord through his War Chief. If the complaint of the people through the War Chief is not heeded the first time it shall be uttered again and then if no attention is given a third complaint and warning shall be given. If the Lord is contumacious the matter shall go to the council of War Chiefs. The War Chiefs shall then divest the erring Lord of his title by order of the women in whom the title-ship is vested. When the Lord is deposed the women shall notify the Confederate Lords through their War Chief, and the Confederate Lords shall sanction the act. The women will then select another of their sons as a candidate and the Lords shall elect him. Then shall the chosen one be installed by the Installation Ceremony. When a Lord is to be deposed, his War Chief shall address him as follows:

"So you, \_\_\_\_\_, disregard and set at naught the warnings of your women relatives. So you fling the warnings over your shoulder to cast them behind you. "Behold the brightness of the Sun and in the brightness of the Sun's light I depose you of your title and remove the sacred emblem of your Lordship title. I remove from your brow the deer's antlers, which was the emblem of your position and token of your nobility. I now depose you and return the antlers to the women whose heritage they are."

The War Chief shall now address the women of the deposed Lord and say:

"Mothers, as I have now deposed your Lord, I now return to you the emblem and the title of Lordship, therefore repossess them."

Again addressing himself to the deposed Lord he shall say:

"As I have now deposed and discharged you so you are now no longer Lord. You shall now go your way alone, the rest of the people of the Confederacy will not go with you, for we know not the kind of mind that possesses you. As the Creator has nothing to do with wrong so he will not come to rescue you from the precipice of destruction in which you have cast yourself. You shall never be restored to the position which you once occupied."

Then shall the War Chief address himself to the Lords of the Nation to which the deposed Lord belongs and say:

"Know you, my Lords, that I have taken the deer's antlers from the brow of \_\_\_\_\_, the emblem of his position and token of his greatness."

The Lords of the Confederacy shall then have no other alternative than to sanction the discharge of the offending Lord.

...

24. The Lords of the Confederacy of the Five Nations shall be mentors of the people for all time. The thickness of their skin shall be seven spans—which is to say that they shall be proof against anger, offensive actions and criticism. Their hearts shall be full of peace and good will and their minds filled with a yearning for the welfare of the people of the Confederacy. With endless patience they shall carry out their duty and their firmness shall be tempered with a tenderness for their people. Neither anger nor fury shall find lodgement in their minds and all their words and actions shall be marked by calm deliberation.
25. If a Lord of the Confederacy should seek to establish any authority independent of the jurisdiction of the Confederacy of the Great Peace, which is the Five Nations, he shall be warned three times in open council, first by the women relatives, second by the men relatives and finally by the Lords of the Confederacy of the

Nation to which he belongs. If the offending Lord is still obdurate he shall be dismissed by the War Chief of his nation for refusing to conform to the laws of the Great Peace. His nation shall then install the candidate nominated by the female name holders of his family.

26. It shall be the duty of all of the Five Nations Confederate Lords, from time to time as occasion demands, to act as mentors and spiritual guides of their people and remind them of their Creator's will and words ...

...

### **Names, Duties and Rights of War Chiefs**

...

37. There shall be one War Chief for each Nation and their duties shall be to carry messages for their Lords and to take up the arms of war in case of emergency. They shall not participate in the proceedings of the Confederate Council but shall watch its progress and in case of an erroneous action by a Lord they shall receive the complaints of the people and convey the warnings of the women to him. The people who wish to convey messages to the Lords in the Confederate Council shall do so through the War Chief of their Nation. It shall ever be his duty to lay the cases, questions and propositions of the people before the Confederate Council.
38. When a War Chief dies another shall be installed by the same rite as that by which a Lord is installed.
39. If a War Chief acts contrary to instructions or against the provisions of the Laws of the Great Peace, doing so in the capacity of his office, he shall be deposed by his women relatives and by his men relatives. Either the women or the men alone or jointly may act in such a case. The women title holders shall then choose another candidate.
40. When the Lords of the Confederacy take occasion to dispatch a messenger in behalf of the Confederate Council, they shall wrap up any matter they may send and instruct the messenger to remember his errand, to turn not aside but to proceed faithfully to his destination and deliver his message according to every instruction.
41. If a message borne by a runner is the warning of an invasion he shall whoop, "Kwa-ah, Kwa-ah," twice and repeat at short intervals; then again at a longer interval. If a human being is found dead, the finder shall not touch the body but return home immediately shouting at short intervals, "Koo-weh!"

...

### **Clans and Consanguinity**

...

42. Among the Five Nations and their posterity there shall be the following original clans: Great Name Bearer, Ancient Name Bearer, Great Bear, Ancient Bear, Turtle, Painted Turtle, Standing Rock, Large Plover, Deer, Pigeon Hawk, Eel, Ball, Opposite-Side-of-the-Hand, and Wild Potatoes. These clans distributed through their respective Nations, shall be the sole owners and holders of the soil of the country and in them is it vested as a birthright.

...

### **Official Symbolism**

...

56. Five strings of shell tied together as one shall represent the Five Nations. Each string shall represent one territory and the whole a completely united territory known as the Five Nations Confederate territory.
57. Five arrows shall be bound together very strong and each arrow shall represent one nation. As the five arrows are strongly bound this shall symbolize the complete union of the nations. Thus are the Five Nations united completely and enfolded together, united into one head, one body and one mind. Therefore they shall labor, legislate and council together for the interest of future generations. The Lords of the Confederacy shall eat together from one bowl the feast of cooked beaver's tail. While they are eating they are to use no sharp utensils for if they should they might accidentally cut one another and bloodshed would follow. All measures must be taken to prevent the spilling of blood in any way.

...

### **Laws of Adoption**

...

66. The father of a child of great comeliness, learning, ability or specially loved because of some circumstance may, at the will of the child's clan, select a name from his own (the father's) clan and bestow it by ceremony, such as is provided. This naming shall be only temporary and shall be called, "A name hung about the neck."
67. Should any person, a member of the Five Nations' Confederacy, specially esteem a man or woman of another clan or of a foreign nation, he may choose a name and bestow it upon that person so esteemed. The naming shall be in accord with the ceremony of bestowing names. Such a name is only a temporary one and shall be called "A name hung about the neck." A short string of shells shall be delivered with the name as a record and a pledge.

...

## Laws of Emigration

...

4. When any person or family belonging to the Five Nations desires to abandon their birth nation and the territory of the Five Nations, they shall inform the Lords of their nation and the Confederate Council of the Five Nations shall take cognizance of it.
5. When any person or any of the people of the Five Nations emigrate and reside in a region distant from the territory of the Five Nations Confederacy, the Lords of the Five Nations at will may send a messenger carrying a broad belt of black shells and when the messenger arrives he shall call the people together or address them personally displaying the belt of shells and they shall know that this is an order for them to return to their original homes and to their council fires.

## Rights of Foreign Nations

...

73. The soil of the earth from one end of the land to the other is the property of the people who inhabit it. By birthright the Ongwehonweh (Original beings) are the owners of the soil which they own and occupy and none other may hold it. The same law has been held from the oldest times. The Great Creator has made us of the one blood and of the same soil he made us and as only different tongues constitute different nations he established different hunting grounds and territories and made boundary lines between them.
74. When any alien nation or individual is admitted into the Five Nations the admission shall be understood only to be a temporary one. Should the person or nation create loss, do wrong or cause suffering of any kind to endanger the peace of the Confederacy, the Confederate Lords shall order one of their war chiefs to reprimand him or them and if a similar offence is again committed the offending party or parties shall be expelled from the territory of the Five United Nations.
75. When a member of an alien nation comes to the territory of the Five Nations and seeks refuge and permanent residence, the Lords of the Nation to which he comes shall extend hospitality and make him a member of the nation. Then shall he be accorded equal rights and privileges in all matters except as after mentioned.

...

## Rights and Powers of War

82. When the warriors of the Five Nations are on an expedition against an enemy, the War Chief shall sing the War Song as he approaches the country of the enemy and not cease until his scouts have reported that the army is near the enemies' lines when the War Chief shall approach with great caution and prepare for the attack.
83. When peace shall have been established by the termination of the war against a foreign nation, then the War Chief shall cause all the weapons of war to be taken from the nation. Then shall the Great Peace be established and that nation shall observe all the rules of the Great Peace for all time to come.
84. Whenever a foreign nation is conquered or has by their own will accepted the Great Peace their own system of internal government may continue, but they must cease all warfare against other nations.
85. Whenever a war against a foreign nation is pushed until that nation is about exterminated because of its refusal to accept the Great Peace and if that nation shall by its obstinacy become exterminated, all their rights, property and territory shall become the property of the Five Nations.
86. Whenever a foreign nation is conquered and the survivors are brought into the territory of the Five Nations' Confederacy and placed under the Great Peace the two shall be known as the Conqueror and the Conquered. A symbolic relationship shall be devised and be placed in some symbolic position. The conquered nation shall have no voice in the councils of the Confederacy in the body of the Lords.
87. When the War of the Five Nations on a foreign rebellious nation is ended, peace shall be restored to that nation by a withdrawal of all their weapons of war by the War Chief of the Five Nations. When all the terms of peace shall have been agreed upon a state of friendship shall be established.
88. When the proposition to establish the Great Peace is made to a foreign nation it shall be done in mutual council. The foreign nation is to be persuaded by reason and urged to come into the Great Peace. If the Five Nations fail to obtain the consent of the nation at the first council a second council shall be held and upon a second failure a third council shall be held and this third council shall end the peaceful methods of persuasion. At the third council the War Chief of the Five nations shall address the Chief of the foreign nation and request him three times to accept the Great Peace. If refusal steadfastly follows the War Chief shall let the bunch of white lake shells drop from his outstretched hand to the ground and shall bound quickly forward and club the offending chief to death. War shall

thereby be declared and the War Chief shall have his warriors at his back to meet any emergency. War must continue until the contest is won by the Five Nations.

89. When the Lords of the Five Nations propose to meet in conference with a foreign nation with proposals for an acceptance of the Great Peace, a large band of warriors shall conceal themselves in a secure place safe from the espionage of the foreign nation but as near at hand as possible. Two warriors shall accompany the Union Lord who carries the proposals and these warriors shall be especially cunning. Should the Lord be attacked, these warriors shall hasten back to the army of warriors with the news of the calamity which fell through the treachery of the foreign nation.

90. When the Five Nations' Council declares war any Lord of the Confederacy may enlist with the warriors by temporarily renouncing his sacred Lordship title which he holds through the election of his women relatives. The title then reverts to them and they may bestow it upon another temporarily until the war is over when the Lord, if living, may resume his title and seat in the Council.

91. A certain wampum belt of black beads shall be the emblem of the authority of the Five War Chiefs to take up the weapons of war and with their men to resist invasion. This shall be called a war in defense of the territory.

#### **Treason or Secession of a Nation**

92. If a nation, part of a nation, or more than one nation within the Five Nations should in any way endeavor to destroy the Great Peace by neglect or violating its laws and resolve to dissolve the Confederacy, such a nation or such nations shall be deemed guilty of treason and called enemies of the Confederacy and the Great Peace. It shall then be the duty of the Lords of the Confederacy who remain faithful to resolve to warn the offending people. They shall be warned once and if a second warning is necessary they shall be driven from the territory of the Confederacy by the War Chiefs and his men.

#### **Rights of the People of the Five Nations**

93. Whenever a specially important matter or a great emergency is presented before the Confederate Council and the nature of the matter affects the entire body of the Five Nations, threatening their utter ruin, then the Lords of the Confederacy must submit the matter to the decision of their people and the decision of the people shall affect the decision of the Confederate Council. This decision shall be a confirmation of the voice of the people.

#### **Religious Ceremonies Protected**

99. The rites and festivals of each nation shall remain undisturbed and shall continue as before because they were given by the people of old times as useful and necessary for the good of men.

100. It shall be the duty of the Lords of each brotherhood to confer at the approach of the time of the Midwinter Thanksgiving and to notify their people of the approaching festival. They shall hold a council over the matter and arrange its details and begin the Thanksgiving five days after the moon of Dis-ko-nah is new. The people shall assemble at the appointed place and the nephews shall notify the people of the time and place. From the beginning to the end the Lords shall preside over the Thanksgiving and address the people from time to time.

...

#### **The Installation Song**

105. The song used in installing the new Lord of the Confederacy shall be sung by Adodarhoh and it shall be:

"Haii, haii Agwah wi-yoh " " A-kon-he-watha " " Ska-we-ye-se-go-wah " " Yon-gwa-wih " " Ya-kon-he-wa-tha

Haii, haii It is good indeed " " (That) a broom, — " " A great wing, " " It is given me " " For a sweeping instrument."

106. Whenever a person properly entitled desires to learn the Pacification Song he is privileged to do so but he must prepare a feast at which his teachers may sit with him and sing. The feast is provided that no misfortune may befall them for singing the song on an occasion when no chief is installed.

#### **Protection of the House**

107. A certain sign shall be known to all the people of the Five Nations which shall denote that the owner or occupant of a house is absent. A stick or pole in a slanting or leaning position shall indicate this and be the sign. Every person not entitled to enter the house by right of living within it upon seeing such a sign shall not approach the house either by day or by night but shall keep as far away as his business will permit.

...

#### **Funeral Addresses**

109. At the funeral of a War Chief, say: "Now we become reconciled as you start away. You were once a War Chief of the Five Nations' Confederacy and the United People trusted you as their guard from the enemy." (The remainder is the same as the address at the funeral of a Lord).



110. At the funeral of a Warrior, say: "Now we become reconciled as you start away. Once you were a devoted provider and protector of your family and you were ever ready to take part in battles for the Five Nations' Confederacy. The United People trusted you." (The remainder is the same as the address at the funeral of a Lord).

...

117. Three strings of shell one span in length shall be employed in addressing the assemblage at the burial of the dead. The speaker shall say:

"Hearken you who are here, this body is to be covered. Assemble in this place again ten days hence for it is the decree of the Creator that mourning shall cease when ten days have expired. Then shall a feast be made."

Then at the expiration of ten days the speaker shall say: "Continue to listen you who are here. The ten days of mourning have expired and your minds must now be freed of sorrow as before the loss of a relative. The relatives have decided to make a little compensation to those who have assisted at the funeral. It is a mere expression of thanks. This is to the one who did the cooking while the body was lying in the house. Let her come forward and receive this gift and be dismissed from the task." In substance this shall be repeated for every one who assisted in any way until all have been remembered. ■

Date:	Day 1 <sup>6</sup>	Day 2 <sup>7</sup>	Day 3 <sup>8</sup>	Day 4 <sup>9</sup>	Day 5 <sup>10</sup>
<b>History</b>					
<b>Land of Hope</b>	pp. 10–13 🕒 📍	chap. 2, pp. 14–18 to break 📖 🕒 📍	pp. 18–20 to break	pp. 20–22 to break	
<b>Primary Source Documents</b>	Columbus's Letter to Gabriel Sanchez (1493)				
<b>Historical Literature</b>					
<b>Mayflower</b>	chap. 5	chaps. 6–7	chap. 8	chap. 9	
<b>Extended Learning</b>					
<b>Research Report</b>	Research Report 1 (due at the end of Week 3)				
<b>Other Notes</b>					

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**Day 1**

**History**

**Land of Hope** | pp. 10–13

**Vocabulary**

**carrack:** a broad sailing ship. [p. 10]

**caravel:** a small, three-masted sailing ship. [p. 10]

**beguilingly:** in a way that engages by deception. [p. 11]

**To Discuss After You Read**

1. What role did Portugal play in early exploration? What factors led to this role [p. 10]? ➔ *it became the world's first global empire; it attracted the best European navigators and seamen; it charted the west coast of Africa and discovered a sea route to India; it is the western-most country in mainland Europe, with good ports and a supportive monarch*

2. What skills, traits, and experiences equipped Christopher Columbus for his historic voyage [pp.11–12]? ➔ *capable sailor, traveled extensively, obsessed with discovering a sea route to the Indies, innovative, persistent, persuasive, confident, determined, well-equipped, good leader; also, impractical, inaccurate, stubborn*
3. What caused Columbus to be seen by himself and others as a failure in his lifetime [p. 11]? ➔ *the significance of his discovery was not yet appreciated; he stubbornly held to his original plan that he had found the East Indies*
4. How does Columbus's experience resonate through history [p. 13]? ➔ *“what we find is not always what we were looking for, and what we accomplish is not always what we set out to do”; it had unintended negative consequences*
5. How did Columbus's discovery of the West kick off a settlement and an unsettlement [p. 13]? ➔ *for Europeans and others who came to America, it was a new start in a new land; for the Native Americans, it was a transformation and loss of their familiar land*

📖 Special Note to Instructors   📍 Map Point   🕒 Timeline Suggestion

#### Timeline and Map Activities

- 🕒 **Columbus makes four round-trip voyages between Spain and the Americas (1492–1503)**
- 📍 *India* 16; *Azore Islands* 14 (map 1)
- 📍 *Bahamas* 4; *Caribbean* 5; *Venezuela* 6; *Panama Canal* 7 (map 4)

### Primary Source Documents

#### *Columbus's Letter to Gabriel Sanchez (1493)*

Read "Columbus's Letter to Gabriel Sanchez (1493)," reproduced for you at the end of this week's notes. Consider what this encounter meant for Europeans and what it meant for the native peoples.

To help you analyze primary source documents, please refer to the list of questions provided in **Section Three** at the back of your guide. Answer at least one question in each category for every primary source. By the end of the year, each question should be answered at least five times.

#### Historical Literature

#### *Mayflower* | Chapter 5

##### To Discuss After You Read

6. Why did the Pilgrims settle where they did? ➔ *it held a high hill that could provide security, had a "sweet brook," offered a salt marsh to store small boats, had fresh water springs, and the land had been already cleared; no Indian settlements appeared to be nearby*
7. Why was the first winter so challenging? ➔ *so many took sick and half of them died; they didn't have enough healthy people to build the necessary houses, and they feared an Indian attack*

#### Extended Learning

#### **Research Report** | Chapter 1: Beginnings: Settlement and Unsettling

##### Research Report 1

By now, you should be well on your way researching your chosen topic from Chapter 1 of the text. Keep in mind that you will submit your written report at the end of next week.

## Day 2

### History

#### *Land of Hope* | Chapter 2, pp. 14–18 to break

**Note to Instructors:** Please pre-read pp. 16–17 as the author shares quite a bit of religious detail that is relevant to the formation of the country. Understanding the variety of beliefs of the time will aid in understanding the tensions, radical changes, challenges, arguments, and actions throughout Europe and the New World during the early shaping of North America. The ideas presented by Calvin are a source of debate in Protestant churches that continue to grapple with the points of Calvinism. Pages 18–20 continue on to show how religious differences led to changes in government and international wars.

##### Vocabulary

**papacy:** the office of the pope. [p. 14]

**fomenting:** promoting growth and development of. [p. 16]

**omnipotence:** the quality of having unlimited power. [p. 17]

**omniscience:** the quality of having infinite knowledge and wisdom. [p. 17]

**paragons:** models of excellence. [p. 17]

**laity:** people of a religious faith distinguished from the clergy. [p. 17]

##### To Discuss After You Read

8. Which types of people began to resist the power of the Catholic Church in Europe and why [p. 15]? ➔ *poor people were resentful of the Church's opulence; middle- and upper-class people wanted freedom from the Church's power; religious reformers pushed back against doctrinal errors*
9. What were some of Martin Luther's general complaints against the Catholic Church in the 1500s [p. 16]? ➔ *the Church created much of its doctrine without reference to the Bible; it erred in its focus on justification/salvation through good works instead of faith, and that priests needed to mediate between man and God*
10. Who were the Puritans [pp. 17–18]? ➔ *Christians in Scotland, England, and America who were inspired by John Calvin to zealously reform the Christian church*

#### Timeline and Map Activities

- 🕒 **Martin Luther's Ninety-Five Theses ignites the Protestant Revolution (1517)**
- 📍 *Germany* 8; *Switzerland* 9; *Poland* 10; *Holland* 11; *Scotland* 12 (map 1)



## Historical Literature

### Mayflower | Chapters 6–7

#### To Discuss After You Read

11. How did the meetings with the local people go? ➔ *an English speaking Indian greeted them, and told them about Massasoit who ruled the area; Squanto and Massasoit came, ate together, and signed a treaty; Squanto showed the Pilgrims how to collect food*
12. What was the “miracle” of the first year? ➔ *that the English had survived at all (half of them died); due to their “grit, resolve, and faith,” their agreement with Massasoit, their connectedness with local peoples, for paying back the stolen corn, and by standing by Massasoit, they showed they belonged*
13. Describe the first Thanksgiving. ➔ *the entire group “ate, drank, and played games,” Native Americans joined in and brought deer to share, they ate turkey, ducks, geese, pottage, fish, and harvested crops, the food was eaten with fingers and knives, and people squatted on the ground to eat*

## Day 3

### History

#### Land of Hope | pp. 18–20 to break

##### Vocabulary

**profusion:** large quantity. [p. 18]

**nationalism:** a sense of national consciousness and feeling of loyalty to one’s nation. [p. 18]

**implacable:** not capable of being changed or appeased. [p. 18]

**polemic:** an aggressive attack on another’s opinions or principles. [p. 18]

#### To Discuss After You Read

14. What does it mean that the New World “would become an asylum for religious dissenters and nonconformists” [p. 18]? ➔ *within the religious unsettlement of Europe (which existed simultaneously with other areas of unsettlement), those who sought to break free from traditional bonds of church and state found a safe refuge in America*
15. How did the Reformation of Luther differ from that of Henry VIII [pp. 18–19]? ➔ *Luther’s opposition to the Catholic Church was purely theological; Henry’s was political, and he was actually a staunch supporter of the Catholic Church until he sought to break ties with the pope*

16. What was the outcome of the Protestant Revolution in England [pp. 19–20]? ➔ *Henry VIII broke ties with the Roman Catholic Church and formed the Church of England; his daughter, Elizabeth, ascended to the throne and allowed for a wide spectrum of practicing the Anglican faith, drawing from Catholicism, Calvinism, and Lutheranism*

## Historical Literature

### Mayflower | Chapter 8

#### To Discuss After You Read

17. What pros and cons came from the arrival of the Fortune? ➔ *pros: more healthy Englishmen arrived which almost doubled the size of the colony; cons: the majority of passengers were men which put pressure on the few women in the colony, the colony didn’t have enough housing, and the new settlers didn’t bring enough food*
18. Why did the settlers build the wall? ➔ *as protection from the Narragansetts*

## Day 4

### History

#### Land of Hope | pp. 20–22 to break

##### Vocabulary

**privation:** state of being deprived. [p. 20]

**martyrdom:** suffering and death for a religious cause. [p. 20]

#### To Discuss After You Read

19. What factors led to Spanish domination of the New World in the century after Columbus’s discovery [pp. 20–21]? ➔ *England was preoccupied with political instability, religious reformation, and ongoing conflicts with France; Spain was flourishing in many areas and employed a strong series of explorers to help settle the New World; Spain sought the riches and resources of the New World and to spread Catholicism to the natives*
20. Why did indigenous peoples aid the Spanish conquistadors [p. 20]? ➔ *the indigenous peoples were under the oppression of indigenous despots and saw the Spanish as their liberators*
21. What was the impact of Spanish domination of the New World [p. 21]? ➔ *native peoples were reduced to little more than “subhuman laborers”; entire populations were wiped out by the epidemic spread of diseases; centralized Spanish rule left no room for free commerce or economic development; the Spanish Empire became incredibly wealthy*

22. How did other European nations begin to take a share in Spain's New World wealth [p. 21]? ➔ *French, Dutch, and English privateers plundered Spanish treasure ships*
23. What caused the balance of power to shift in favor of England [p. 22]? ➔ *the Spanish Armada was defeated in its attack on England*

## Historical Literature

### **Mayflower** | Chapter 9

#### To Discuss After You Read

24. What does this chapter cover? ➔ *the healing of Massasoit, and the strengthening of ties between that leader and the Pilgrims, and the tensions between the Pilgrims and the neighboring tribes; the Pilgrims attacked a local tribe and killed the leaders while sitting down to eat together, the other tribes hid and refused to meet with the Pilgrims, Pastor Robinson predicted this bloodshed would come back to haunt the Pilgrims; Chief Massasoit became a powerful leader in the area ■*

## Columbus's Letter to Gabriel Sanchez (1493)<sup>1</sup>

As I know that it will afford you pleasure that I have brought my undertaking to a successful result, I have determined to write you this letter to inform you of everything that has been done and discovered in this voyage of mine.

On the thirty-third day after leaving Cadiz I came into the Indian Sea, where I discovered many islands inhabited by numerous people. I took possession of all of them for our most fortunate King by making public proclamation and unfurling his standard, no one making any resistance. To the first of them I have given the name of our blessed Saviour, trusting in whose aid I had reached this and all the rest; but the Indians call it Guanahani. To each of the others also I gave a new name, ordering one to be called Sancta Maria de Concepcion, another Fernandina, another Hysabella, another Johana; and so with all the rest. As soon as we reached the island which I have just said was called Johana, I sailed along its coast some considerable distance toward the west, and found it to be so large, without any apparent end, that I believed it was not an island, but a continent, a province of Cathay. But I saw neither towns nor cities lying on the seaboard, only some villages and country farms, with whose inhabitants I could not get speech, because they fled as soon as they beheld us. I continued on, supposing I should come upon some city or country houses. At last finding that no discoveries rewarded our further progress, and that this course was leading us toward the north, which I was desirous of avoiding, as it was now winter in these regions, and it had always been my intention to proceed southwards, and the winds also were favorable to such desires, I concluded not to attempt any other adventures; so, turning back, I came again to a certain harbor, which I had remarked. From there I sent two of our men into the country to learn whether there was any king or cities in that land. They journeyed for three days, and found innumerable people and habitations, but small and having no fixed government, on which account they returned. Meanwhile I had learned from some Indians whom I had seized at this place, that this country was really an island. Consequently, I continued along toward the east, as much as 322 miles, always hugging the shore, where was the very extremity of the island. From there I saw another island to the eastwards, distant 54 miles from this Johana, which I named Hispana, and proceeded to it, and directed my course for 564 miles east by north as it were, just as I had done at Johana.

The island called Johana, as well as the others in its neighborhood, is exceedingly fertile. It has numerous harbors on all sides, very safe and wide, above comparison with any I have ever seen. Through it flow many very broad and health giving rivers; and there are in it numerous very lofty mountains. All these islands are very beauti-

ful, and of quite different shapes, easy to be traversed, and full of the greatest variety of trees reaching to the stars. I think these never lose their leaves, as I saw them looking as green and lovely as they are wont to be in the month of May in Spain. Some of them were in leaf, and some in fruit; each flourishing in the condition its nature required. The nightingale was singing and various other little birds, when I was rambling among them in the month of November. There are also in the island called Johana seven or eight kinds of palms, which as readily surpass ours in height and beauty as do all the other trees, herbs, and fruits. There are also wonderful pine woods, fields, and extensive meadows, birds of various kinds, and honey, and all the different metals except iron.

In the island, which I have said before was called Hispana, there are very lofty and beautiful mountains, great farms, groves and fields, most fertile both for cultivation and for pasturage, and well adapted for constructing buildings. The convenience of the harbors in this island, and the excellence of the rivers, in volume and salubrity, surpass human belief, unless one should see them. In it the trees, pasture-lands, and fruits differ much from those of Johana. Besides, this Hispana abounds in various kinds of spices, gold, and metals. The inhabitants of both sexes of this and of all the other islands I have seen, or of which I have any knowledge, always go as naked as they came into the world, except that some of the women cover parts of their bodies with leaves or branches, or a veil of cotton, which they prepare themselves for this purpose. They are all, as I said before, unprovided with any sort of iron, and they are destitute of arms, which are entirely unknown to them, and for which they are not adapted; not on account of any bodily deformity, for they are well made, but because they are timid and full of terror. They carry, however, canes dried in the sun in place of weapons, upon whose roots they fix a wooden shaft, dried and sharpened to a point. But they never dare to make use of these, for it has often happened, when I have sent two or three of my men to some of their villages to speak with the inhabitants, that a crowd of Indians has sallied forth; but, when they saw our men approaching, they speedily took to flight, parents abandoning their children, and children their parents. This happened not because any loss or injury had been inflicted upon any of them. On the contrary, I gave whatever I had, cloth and many other things, to whomsoever I approached, or with whom I could get speech, without any return being made to me; but they are by nature fearful and timid. But, when they see that they are safe, and all fear is banished, they are very guileless and honest, and very liberal of all they have. No one refuses the asker anything that he possesses; on the contrary, they themselves invite us to ask for it. They manifest the greatest affection toward all of us, exchange-

1. [https://college.cengage.com/history/wadsworth\\_9781133309888/unprotected/ps/columbus.htm](https://college.cengage.com/history/wadsworth_9781133309888/unprotected/ps/columbus.htm)

ing valuable things for trifles, content with the very least thing or nothing at all. But I forbade giving them a very trifling thing and of no value, such as bits of plates, dishes, or glass, also nails and straps; although it seemed to them, if they could get such, that they had acquired the most beautiful jewels in the world. For it chanced that a sailor received for a single strap as much weight of gold as three gold solidi; and so others for other things of less price, especially for new blancas, and for some gold coins, for which they gave whatever the seller asked; for instance, an ounce and a half or two ounces of gold, or thirty or forty pounds of cotton, with which they were already familiar. So, too, for pieces of hoops, jugs, jars, and pots they bartered cotton and gold like beasts. This I forbade, because it was plainly unjust; and I gave them many beautiful and pleasing things, which I had brought with me, for no return whatever, in order to win their affection, and that they might become Christians and inclined to love our King and Queen and Princes and all the people of Spain, and that they might be eager to search for and gather and give to us what they abound in and we greatly need.

They do not practise idolatry; on the contrary, they believe that all strength, all power, in short, all blessings, are from Heaven, and that I have come down from there with these ships and sailors; and in this spirit was I received everywhere, after they had got over their fear. They are neither lazy nor awkward, but, on the contrary, are of an excellent and acute understanding. Those who have sailed these seas give excellent accounts of everything; but they have never seen men wearing clothes, or ships like ours.

As soon as I had come into this sea, I took by force some Indians from the first island, in order that they might learn from us, and at the same time tell us what they knew about affairs in these regions. This succeeded admirably; for in a short time we understood them and they us both by gesture and signs and words, and they were of great service to us. They are coming now with me, and have always believed that I have come from heaven, notwithstanding the long time they have been, and still remain, with us. They were the first who told this wherever we went, one calling to another, with a loud voice, "Come, come, you will see men from heaven." Whereupon both women and men, children and adults, young and old, laying aside the fear they had felt a little before, flocked eagerly to see us, a great crowd thronging about our steps, some brining food, and others drink, with greatest love and incredible good will.

In each island are many boats made of solid wood; though narrow, yet in length and shape similar to our two-bankers, but swifter in motion, and managed by oars only. Some of them are large, some small, and some of medium size; but most are larger than a two-banker rowed by eighteen oars. With these they sail to all the islands, which are innumerable; engaging in traffic and commerce with each other. I saw some of these biremes, or boats, which carried seventy or eighty rowers. In all these islands there is no difference in the appearance of the inhabitants, and none in their customs and language, so that all understand one

another. This is a circumstance most favorable for what I believe our most serene King especially desires, that is, their conversion to the holy faith of Christ; for which, indeed, so far as I could understand, they are very ready and prone.

I have told already how I sailed in a straight course along the island of Johana from west to east 322 miles. From this voyage and the extent of my journeyings I can say that this Johana is larger than England and Scotland together. For beyond the aforesaid 322 miles, in that portion which looks toward the west, there are two more provinces, which I did not visit. One of them the Indians called Anan, and its inhabitants are born with tails. These provinces extend 180 miles, as I learned from the Indians, whom I am bringing with me, and who are well acquainted with all these islands.

The distance around Hispana is greater than all Spain from Colonia to Fontarabia; as is readily proved, because its fourth side, which I myself traversed in a straight course from west to east, stretches 540 miles. This island is to be coveted, and not to be despised when acquired. As I have already taken possession of all the others, as I have said, for our most invincible King, and the rule over them is entirely committed to the said King, so in this one I have taken special possession of a certain large town, in a most convenient spot, well suited for all profit and commerce, to which I have given the name of the Nativity of our Lord; and there I ordered a fort to be built forthwith, which ought to be finished now. In it I left as many men as seemed necessary, with all kinds of arms, and provisions sufficient for more than a year; also a caravel and men to build others, skilled not only in this trade, but in others. I secured for them good will and remarkable friendship of the king of the island; for these people are very affectionate and kind, so much so that the aforesaid king took a pride in my being called his brother. Although they should change their minds, and wish to harm those who have remained in the fort, they cannot, because they are without arms, go naked, and are too timid; so that, in truth, those who hold the aforesaid fort can lay waste the whole of that island, without any danger to themselves, provided they do not violate the rules and instructions I have given them.

In all these islands, as I understand, every man is satisfied with only one wife, except the princes or kings, who are permitted to have 20. The women appear to work more than the men, but I could not well understand whether they have private property or not; for I saw that what every one had was shared with the others, especially meals, provisions, and such things. I found among them no monsters, as very many expected, but men of great deference and kind; nor are they black like the Ethiopians, but they have long, straight hair. They do not dwell where the rays of the sun have most power, although the sun's heat is very great there, as this region is twenty-six degrees distant from the equinoctial line. From the summits of the mountains there comes great cold, but the Indians mitigate it by being inured to the weather, and by the help

of very hot food, which they consume frequently and in immoderate quantities.

I saw no monsters, neither did I hear accounts of any such except in an island called Charis, the second as one crosses over from Spain to India, which is inhabited by a certain race regarded by their neighbors as very ferocious. They eat human flesh, and make use of several kinds of boats by which they cross over to all the Indian islands, and plunder and carry off whatever they can. But they differ in no respect from the others except in wearing their hair long after the fashion of women. They make use of bows and arrows made of reeds, having pointed shafts fastened to the thicker portion, as we have before described. For this reason they are considered to be ferocious, and the other Indians consequently are terribly afraid of them; but I consider them of no more account than the others. They have intercourse with certain women who dwell alone upon the island of Mateurin, the first as one crosses from Spain to India. These women follow none of the usual occupations of their sex; but they use bows and arrows like those of their husbands, which I have described, and protect themselves with plates of copper, which is found in the greatest abundance among them.

I was informed that there is another island larger than the aforesaid Hispana whose inhabitants have no hair; and that there is a greater abundance of gold in it than in any of the others. Some of the inhabitants of these islands and of the others I have seen I am bringing over with me to bear testimony to what I have reported. Finally, to sum up in a few words the chief results and advantages of our departure and speedy return, I make this promise to our most invincible Sovereigns, that, if I am supported by some little assistance from them, I will give them as much gold as they have need of, and in addition spices, cotton, and mastic, which is found only in Chios, and as much aloes-wood, and as many heathen slaves as their Majesties may choose to demand; besides these, rhubarb

and other kinds of drugs, which I think the men I left in the fort before alluded to have already discovered, or will do so; as I have myself delayed nowhere longer than the winds compelled me, except while I was providing for the construction of a fort in the city of Nativity, and for making all things safe.

Although these matters are very wonderful and unheard of, they would have been much more so if ships to a reasonable amount had been furnished me. But what has been accomplished is great and wonderful, and not at all proportionate to my deserts, but to the sacred Christian faith, and to the piety and religion of our Sovereigns. For what the mind of man could not compass, the spirit of God has granted to mortals. For God is wont to listen to his servants who love his precepts, even in impossibilities, as has happened to me in the present instance, who have accomplished what human strength has hitherto never attained. For, if any one has written or told anything about these islands, all have done so either obscurely or by guesswork, so that it has almost seemed to be fabulous.

Therefore let King and Queen and Princes, and their most fortunate realms, and all other Christian provinces, let us all return thanks to our Lord and Saviour Jesus Christ, who has bestowed so great a victory and reward upon us; let there be processions and solemn sacrifices prepared; let the churches be decked with festal boughs; let Christ rejoice upon earth as he rejoices in heaven, as he foresees that so many souls of so many people heretofore lost are to be saved; and let us be glad not only for the exaltation of our faith, but also for the increase of temporal prosperity, in which not only Spain, but all Christendom is about to share.

As these things have been accomplished, so have they been briefly narrated. Farewell.

—*Christopher Colom, Admiral of the Ocean Fleet.*  
*Lisbon, March 14th (1493).* ■

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Date:	Day 1 <sup>11</sup>	Day 2 <sup>12</sup>	Day 3 <sup>13</sup>	Day 4 <sup>14</sup>	Day 5 <sup>15</sup>
<b>History</b>					
<i>Land of Hope</i>	pp. 22–25 to break ⌚ 🌐	pp. 25–28 to break 📖 ⌚ 🌐	pp. 28–30 ⌚ 🌐	chap. 3, pp. 31–35 to break	
<b>Primary Source Documents</b>		The Mayflower Compact			
<b>Historical Literature</b>					
<i>Mayflower</i>	chap. 10 ⌚	chap. 11 ⌚	chap. 12	chap. 13 ⌚	
<b>Extended Learning</b>					
<b>Research Report</b>	Research Report 1 (due at the end this week) 📖				
<b>Other Notes</b>					

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## Day 1

### History

**Land of Hope** | pp. 22–25 to break

**Vocabulary**

**prerogatives:** exclusive privileges. [p. 23]

**invulnerable:** secure from violation. [p. 23]

**visceral:** instinctive; felt in the physical aspect of the body. [p. 24]

**To Discuss After You Read**

1. How did England differ from Continental Europe in its politics and colonization [p. 23]? ➔ *political power in England was less centralized, with a Parliament and local governments; there was a general conviction of fundamental rights; there was a common law tradi-*

*tion; colonization was more privatized, with the goal of establishing commerce and the English way of life in the colony; investors could easily pool resources in settling and commercializing colonies*

2. Why was the original Virginia colony unsuccessful [p. 24]? ➔ *it was established specifically to search for material wealth and perhaps a continued search for a passage to India; the colonists were "spectacularly ill equipped" for pioneering life; they worked for a company and could not hold private property; they relied on help from Indians to survive; there was an absence of women and stable social structure*
3. What kept Virginia colony from collapse [pp. 24–25]? ➔ *help from the Powhatan Indians; strict military-style discipline of Captain John Smith; the institution of private property, the discovery of tobacco as a cash crop*



#### Timeline and Map Activities

- 🕒 **First English colony established at Jamestown, Virginia (1607)**
- 📍 Virginia 5 (map 3)

### Historical Literature

#### **Mayflower** | Chapter 10

##### To Discuss After You Read

4. What did Massasoit lose as a result of his ties with the Pilgrims? ➔ *land, to gain English goods, he sold land to the Pilgrims who turned it into farmland*
5. Why did the production of food cease being an issue for the Pilgrims? ➔ *each family was given their own land to produce crops; once they owned their own land, people worked with a great will*
6. As more Puritans fled England and moved to New England, what occurred? ➔ *they would fight against the Native Americans, and they agreed to band together in the United Colonies of 1643 to work as "one body in their dealings with the Indians." Meanwhile the local Indian peoples failed to unite to their detriment*

#### Timeline and Map Activities

- 🕒 **The Dutch buy Manhattan and start a colony (1626)**

### Extended Learning

#### **Research Report** | Chapter 1: Beginnings: Settlement and Unsettling

##### Research Report 1

Continue researching your chosen topic from Chapter 1 of the text. Your written report will be due at the end of this week.

## Day 2

### History

#### **Land of Hope** | pp. 25–28 to break

**Note to Instructors:** Review the religious content on pp. 25–28. Author Wilfred M. McClay seems to hold the Pilgrims' religious beliefs in high regard given his statements throughout pp. 25–28.

In regards to the reference to Jesus's Sermon on the Mount, multiple analogies from this sermon can still be seen in political speeches and literary analyses today. Subjects of the sermon range from anger, lust, divorce, oaths, retaliation and loving your enemies.

##### Vocabulary

**hew:** cut with blows of an ax. [p. 27]

#### To Discuss After You Read

7. How did the New England colonies differ from Virginia [pp. 25–26]? ➔ *colonists were driven by religious zeal rather than material desires; they were more independent, as they didn't answer to a company board of directors*
8. What was the purpose of the Mayflower Compact [p. 26]? ➔ *it was an agreement to hold together a law-abiding colony outside the jurisdiction of any known government*
9. Why were congregational churches and the Mayflower Compact so integral to American culture [p. 26]? ➔ *they are early examples of the type of self-governance the colonists later sought as an independent nation; colonists sought to live by social contract with one another rather than under the authority of a church or monarch*

#### Timeline and Map Activities

- 🕒 **First permanent English settlement at Plymouth Plantation (1620)**
- 🕒 **Massachusetts Bay colony established (1630)**
- 📍 Massachusetts 6 (map 3)
- 📍 The Netherlands 13 (map 1)

### Primary Source Documents

#### The Mayflower Compact

Read the Mayflower Compact of 1620 below. How do the purposes of the undersigned differ from the purposes of the original settlers of Virginia colony?

To help you analyze primary source documents, please refer to the list of questions in **Section Three** of your guide. Answer at least one question in each category for every primary source.

#### The Mayflower Compact, 1620<sup>1</sup>

In The Name of God, Amen. We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord King James, by the Grace of God, of Great Britain, France, and Ireland, King, Defender of the Faith, &c. Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honor of our King and Country, a Voyage to plant the first colony in the northern Parts of Virginia; Do by these Presents, solemnly and mutually in the Presence of God and one another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid; And by Virtue hereof do enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Offices, from time to time, as shall be thought most meet and convenient for the general Good of the Colony; unto which we promise all due Submission and Obedience. In WITNESS whereof we have hereunto subscribed our names at Cape Cod the eleventh of November, in the Reign of our Sovereign Lord King James of England,

1. <http://www.let.rug.nl/usa/documents/1600-1650/mayflower-compact-1620.php>



France, and Ireland, the eighteenth and of Scotland, the fifty-fourth. Anno Domini, 1620

John Carver	Edward Tilley	Degory Priest
William Bradford	John Tilley	Thomas Williams
Edward Winslow	Francis Cooke	Gilbert Winslow
William Brewster	Thomas Rogers	Edmund Margeson
Issac Allerton	Thomas Tinker	Peter Browne
Myles Standish	John Rigdale	Richard Britteridge
John Alden	Edward Fuller	Georoe Soule
Samuel Fuller	John Turner	Richard Clarke
Christopher Martin	Francis Eaton	Richard Gardiner
William Mullins	James Chilton	John Allerton
William White	John Crackston	Thomas English
Richard Warren	John Billington	Edward Dotey
John Howland	Moses Fletcher	Edward Leister
Stephen Hopkins	John Goodman	

## Historical Literature

### Mayflower | Chapter 11

#### To Discuss After You Read

10. What was the outcome of the English Civil War? ➔ *England became a Puritan nation, and “the Great Migration” to New England stopped*
11. Why was land divisive? ➔ *although the goal was to use land for community, for many it became a way to gain wealth*
12. How did the Puritans differ in their interaction with the Indians from the Pilgrims? ➔ *the Pilgrims sought to hold their community tightly and did not convert the Indians; the Puritans set conversion as a priority; they taught the Indians how to read and write and created a Bible in their language; they created Praying Towns for Christian Indians*

#### Timeline and Map Activities

- 🕒 **English Civil War (1641–1652)**
- 🕒 **Pilgrims arrive (1620–1628)**
- 🕒 **Puritans begin to arrive (1629)**

## Day 3

### History

#### Land of Hope | pp. 28–30

#### Vocabulary

**abjuring:** renouncing; solemnly rejecting. [p. 29]

**toleration:** the policy of tolerating something. [p. 30]

#### To Discuss After You Read

13. As colonies “were formed with a larger purpose in mind,” what was the purpose of Rhode Island, Connecticut, Pennsylvania, Georgia, Carolina, and Maryland colonies [pp. 28–29]? ➔ *Rhode Island was created as an asylum for dissenters who thought church and state should be completely separate; Connecticut was a*

*strongly Puritan offshoot of Massachusetts; Pennsylvania was founded by Quakers but welcomed people of all faiths to worship freely; Georgia was founded as a buffer colony between English and Spanish lands and a home to imprisoned debtors to start their lives anew; Carolina was a payoff from the king to the nobles who helped him regain the throne; Maryland was established as a refuge for Catholics*

14. What economic factors took shape in the early years of the British colonies [p. 29]? ➔ *the production of luxury goods in Georgia failed due to the climate; harsh plantation slavery took hold in the sugar colonies in the Caribbean*
15. What aspects of the early colonies failed? What succeeded? [p. 30]? ➔ *the utopian ideals generally failed; the habit of self-rule succeeded and became even stronger heading into the Revolutionary years*

#### Timeline and Map Activities

- 🕒 **Georgia, last of the thirteen original colonies, founded (1732)**
- 🗺️ *Rhode Island 7; Connecticut 8; New York 9; Pennsylvania 10; New Jersey 11; Delaware 12; Georgia 13; South Carolina 14; North Carolina 15; Maryland 16 (map 3)*
- 🗺️ *Jamaica 8; Barbados 9 (map 4)*

## Historical Literature

### Mayflower | Chapter 12

#### To Discuss After You Read

16. How did the second generation of Pilgrims differ from the first? ➔ *the first moved to the new land due to “deeply held spiritual beliefs,” the second sought economic benefits in this life; while the first generation tried to treat the Native Americans well, the second generation treated them with arrogance and cruelty; the first shared the land with the Native Americans, the second took more and more land for their large families (sometimes in nefarious ways), the Indians were treated unjustly and King Philip sold all his land to greedy Pilgrims to buy weapons*

## Day 4

### History

#### Land of Hope | Chapter 3, pp. 31–35 to break

#### Vocabulary

**ebbing:** declining. [p. 34]

#### To Discuss After You Read

17. What was the overall pattern of development of the British colonies in America [p. 31]? ➔ *it was haphazard and piecemeal, with no master plan from a central government; it was advanced by private entrepreneurs, each with their own goals*

18. The author states "Self-government and economic growth are more likely to flourish in circumstances in which people are free of external governance and... constraints imposed by the stifling hand of centralized governmental direction." Do you agree? What role should government play in economics? Use trustworthy economic sources to study further. What evidence could be used for arguing to favor self-government? What evidence could be used for arguing to favor external governance and a strong centralized government? [p. 31]
19. How does the map on page 32 differ from modern-day maps of the states that were once the 13 original colonies? ➔ *the southern colonies (Virginia, North Carolina, South Carolina, Georgia) extended farther west; Pennsylvania and New York seemed to overlap*
20. How did events in England provide "a vital precedent" for the American Revolution [p. 33]? ➔ *unlike other colonial rivals such as France and Spain that adhered to mercantilism under an absolutist monarchy, England had long recognized constraints on power; England was also tied up with internal political conflicts, which allowed the colonies to develop somewhat freely; a revolution in 1688 discredited the divine right of kings and established a Bill of Rights; England was far from the colonies and unable to regulate trade effectively*
21. How did political participation in the colonies compare with the rest of the world at the time? How does it compare to the modern day [p. 34]? ➔ *at the time, the colonies experienced the highest political participation anywhere in the world and was practiced by free, adult, landowning men; compared to today, it was severely lacking as it excluded women, Native Americans, and African Americans*
22. How did the British colonies (and the approach to settlement) differ from the French and Spanish [p. 34]? ➔ *the Spanish were solely focused on extracting mineral wealth and gaining tyrannical control of native populations; the French were on friendly terms with natives but developed only thinly populated and widely dispersed trading posts; the English colonies developed strong self-governing economies*

## Historical Literature

### Mayflower | Chapter 13

#### To Discuss After You Read

23. What strategy did King Philip's men use? ➔ *they sought to enrage the English to entice them to attack; they burned houses and killed livestock and waited for the first shot; they burned as many houses as they could, killed and dismembered soldiers they found, and tore apart a Bible—all to inflame; Philip continued to fight even with but a few fighters—he had nothing to lose*

#### Timeline and Map Activities

#### 🕒 King Philip's War (1675–1676)

## Extended Learning

### Research Report | Chapter 1: Beginnings: Settlement and Unsettlement

#### Research Report 1

Today, turn in your first research report based on your chosen topic from Chapter 1 of the text.

**Note to Instructors:** Although they've been given freedom to choose a specific topic, the goal is for your students to learn about some aspect of this time period in detail. Remember, this assignment is one your students should pursue with passion and creativity. Review the checklist in **Section Three** to help evaluate your students' work. ■

## "U.S. History" —Scope & Sequence

Week	History	Biographies/ Historical Fiction	Geography
1	Native Americans; Leif Eriksson; European countries that explored the world	Plymouth Colony	<i>Alaska; Colorado; Mississippi; New Mexico; West Virginia; China; England; France; Italy; Greenland; Iceland; Mexico; Peru; Portugal; Russia; Spain</i>
2	The Age of Discovery; Christopher Columbus' travels; Religious roots and motivation of settlers; Protestant Reformation; Calvinism; English Reformation; Spain vs. England	Plymouth Colony	<i>Germany; Holland; Poland; Scotland; Switzerland</i>
3	The influence of the Magna Carta and human fundamental rights on British settlements; Motivations for settling Jamestown, Plymouth, Pennsylvania, Georgia, and other colonies; Mercantilism and absolutism in Europe	Plymouth Colony	<i>Virginia; Massachusetts; the Netherlands; Rhode Island; Connecticut; New York; Pennsylvania; New Jersey; Delaware; Georgia; South Carolina; North Carolina; Jamaica; Barbados; Maryland</i>
4	The French and Indian War; The Great Awakening; The Enlightenment and Scientific Revolution; Britain's acts and taxes to pay war debts	Plymouth Colony	
5	Boston's rebellion; <i>Common Sense</i> ; Declaration of Independence; The American Revolution; General Washington	American Revolution	<i>Delaware River; New Jersey; Valley Forge; Pennsylvania; Ohio River; Illinois; Indiana; Georgia; Charleston; South Carolina; Massachusetts; Virginia; Canada; Scotland; Belgium; Vermont; Connecticut; Great Britain; Lands controlled by European Nations</i>
6	The Articles of Confederation; Continental Congress; Northwest Ordinance; Shays' Rebellion; The Great Compromise	Founding Fathers; George Washington; Marquis de Lafayette; Benjamin Franklin	<i>Maryland; Pennsylvania; New Jersey; New York</i>
7	The U.S. Constitution; slavery; Federalists and Anti-Federalists; Bill of Rights	American Revolution	<i>The Great Lakes; Northwest Territories; New Orleans</i>
8	Presidencies of Washington, J. Adams, and Jefferson; Hamilton vs. Jefferson and the creation of political parties; Alien and Sedition Acts	U.S. Constitution	<i>Potomac River; New Hampshire; Massachusetts; Rhode Island; Providence Plantation; Connecticut; New York; New Jersey; Pennsylvania; Delaware; Maryland; Virginia; North Carolina; South Carolina; Georgia; District of Columbia/ Washington, D.C.</i>
9	Presidencies of Jefferson and Madison; The Supreme Court; <i>Marbury v. Madison</i> ; The Louisiana Purchase; Lewis and Clark; War of 1812	Thomas Jefferson and the Barbary Wars	<i>Barbary Coast; Morocco; Algiers; Tunis; Tripoli; Paris; Turkey; Iberian Peninsula; Ottoman Empire; Louisiana; Virginia; Malta; Sicily</i>
10	The Monroe Doctrine's neutrality towards Europe; National growth of economy and infrastructure; Missouri Compromise; Presidencies of Monroe, J.Q. Adams, and Jackson	Thomas Jefferson and the Barbary Wars	<i>Carthage; Maine; New Hampshire</i>
11	Indian Removal Act; Second Great Awakening; Mormonism; Utopian communities	Thomas Jefferson and the Barbary Wars	<i>Alexandria; Egypt; Deme; Benghazi</i>
12	Cultural reformations; Anti-slavery; Romanticism and Transcendentalism; Unitarianism; American literature	Thomas Jefferson; Lewis and Clark; The Alamo; Oregon Trail	<i>Louisiana; Santa Fe trail; San Antonio</i>

cont. →

<b>Week</b>	<b>History</b>	<b>Biographies/ Historical Fiction</b>	<b>Geography</b>
13	Southern culture and economy; System of slavery; Culture of slaves; Nat Turner Rebellion	Santa Anna; Brigham Young; California Gold Rush; Pony Express; Railroads; Red Cloud	<i>California; American River; Mexico; Chile; China; France</i>
14	Mexican War of 1846; Santa Anna vs. Texans; Manifest Destiny; California gold rush; Fugitive Slave Law; Trans-continental railroad; Growing tensions between North and South	Cowboys; Farmers; Native Americans; General Sherman; Sitting Bull; Colonel Custer; Crazy Horse; Chief Joseph	<i>Kansas; Sierra Nevada Mountains; Nevada; Utah; Minnesota; North Dakota; South Dakota; Oregon; Wyoming; Canada</i>
15	<i>Dred Scott v. Sandford</i> ; Election of President Lincoln; Fort Sumter	John Brown; Abraham Lincoln; Jefferson Davis	<i>South Carolina; Massachusetts; Louisiana; Texas</i>
16	Civil War; Strengths and weaknesses of Union and Confederacy; Generals and battles; Emancipation Proclamation and the 13th Amendment	Abraham Lincoln; Jefferson Davis; Ulysses S. Grant; William Sherman; Robert E. Lee; Stonewall Jackson; George McClellan	<i>Mississippi</i>
17	Lincoln's ideas and assassination; The country's opinion of the South	Abraham Lincoln; Jefferson Davis	<i>Mississippi; Georgia</i>
18	President Johnson; Reconstruction; 14th and 15th Amendments; Freedmen; Centralizing power	Freedmen during Reconstruction Era	<i>Georgia</i>
19	Growing industrial power; Railroads; J.P. Morgan; Big businesses; Laborers; Urbanization	Railroads	<i>California; Niagara Falls; Missouri; Nebraska; Rocky Mountains; Boomer Cut; Cape Horn; Summit Tunnel</i>
20	Immigration; Modernization; Western frontier; Isolationism vs. Manifest Destiny	Railroads	<i>Wyoming; Washington D.C..</i>
21	World imperialism and expansionism; Spanish-American War; American territories; Open-door policy	Immigrants in San Francisco	<i>Cuba; California; Oslo</i>
22	Progressive Era; Affects of the Social Gospel on society; Populists; William Jennings Bryan; Presidency of T. Roosevelt	Immigrants and Labor Unions	<i>Massachusetts</i>
23	Election of Wilson; American neutrality in WWI; <i>Lusitania</i> ; entering WWI; Espionage and Sedition Acts	Immigrants and Labor Unions	<i>Naples; New York; Vermont</i>
24	America in WWI; Wilson's Fourteen Points and the League of Nations; Post-WWI society	Immigrants and Labor Unions	<i>Philadelphia</i>
25	Presidencies of Harding and Coolidge; Economic, technological, and cultural growth of the 1920s; Henry Ford; Journalism; Christian fundamentalism; Scopes Trial; Prohibition	Labor Unions; Immigrant farmers in California during the Great Depression	<i>Sierra Madre</i>
26	Presidency of Hoover; Causes of the Great Depression; Hoover's policies; Election of F. Roosevelt	Immigrant farmers in California during the Great Depression	<i>Mexicali; Los Angeles</i>
27	The New Deal; FDR's policies; NRA and AAA; Dust Bowl	Immigrant farmers in California during the Great Depression	<i>Texas</i>
28	Reasons for WWII; American isolationism; Battles in Europe; Attack on Pearl Harbor; Mobilization for war	Farmers in California during the Great Depression	<i>Oklahoma</i>
29	WWII; European and Pacific theaters; Atomic bomb; Baby boomers	Oklahoma Dust Bowl	<i>Chicago; Springfield; St. Louis; Joplin; Tulsa; Amarillo; Santa Fe; Albuquerque Flagstaff; Los Angeles; Oklahoma; Kansas</i>

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cont. ➔

<b>Week</b>	<b>History</b>	<b>Biographies/ Historical Fiction</b>	<b>Geography</b>
30	PTSD; Presidency of Truman; Soviet relations; Marshall Plan; Creation of Israel; Red scares and McCarthyism	Oklahoma Dust Bowl	<i>California</i>
31	Cold War; Korean War; General MacArthur; Presidency of Eisenhower; Foreign relations with French Indochina, Middle East, and Cuba	California agricultural society	<i>Ohio; California</i>
32	Presidency of Kennedy; Cuban Missile Crisis; Civil rights movements in the 1960s	California agricultural society	<i>California</i>
33	Presidencies of Johnson and Nixon; Vietnam War; Foreign relations with China and Soviet Union; Stagflation	Langston Hughes	<i>Alabama; Illinois</i>
34	Watergate; Presidencies of Ford, Carter and Reagan; Bicentennial; Camp David Accords; Iranian hostage crisis; Reaganomics	Langston Hughes	
35	Gorbachev and the Berlin Wall; Presidencies of G.W. Bush, Clinton, and G. Bush; Operation Desert Storm; Bombing of World Trade Center; Clinton impeachment; Attacks of September 11th	Civil rights in Birmingham	
36	Presidencies of Obama and Trump; Current and future issues of America; Patriotism	Civil rights in Birmingham	<i>Ohio; Kentucky; Tennessee</i>