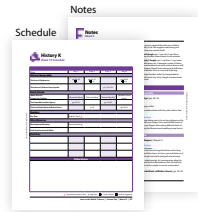


Instructor's Guide Quick Start

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

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

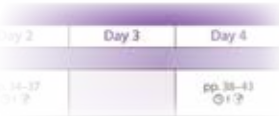


Easy to use

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

Maps

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



4-Day Schedule

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

To Discuss After You Read

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

To Discuss After You Read

- 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?
- ▲ suggestions: white and dark meat (chicken); green beans/ yellow beans; yellow tomatoes; yellow squash; dark

Vocabulary

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

Vocabulary

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

Notes

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

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 2016, 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.

Section Three
Instructor's Guide Resources

Section Four
New User Information

Instructor's Guide Resources and New User Information

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

How to Use the Schedule


More notes with important information about specific books.


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


4-Day Schedule:

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

Write in the week's date for your records.

The  symbol indicates there is a timeline suggestion in the notes for that day.











The  symbol indicates you will find a map assignment in the notes for that day.

The  symbol indicates there is a figure for you to place on the timeline.

Use the extra rows to schedule additional assignments or activities.

Additional space for your record keeping.

History D Week 9 Schedule

Date:	Day 1	Day 2	Day 3	Day 4
History/Geography				
<i>The Beginner's American History</i>	pp. 57-62 	pp. 63-65 (to the break) 	pp. 65-68 	pp. 69-74 
Read-Alouds				
<i>The Witch of Blackbird Pond</i>	chap. 10 	Chap. 11	chap. 12 	chap. 13
<i>A Child's Introduction to Poetry</i>		"Lyric Verse" pp. 28-29		
Readers				
Regular: <i>Squanto, Friend of the Pilgrims</i>	"Squanto and the Englishmen" 	"London" 	"The Indian Show" & "Captain John Smith" 	"Captain Hunt" & "In the Dark"
Advanced: <i>The Matchlock Gun</i>	chaps. I-II 	chaps. III-IV	chaps. V-VII	chaps. VII-X
Electives				
Other Notes				

©2020 by BookShark, LLC. All rights reserved.

 Special Note to Mom or Dad  Map Point  Timeline Figure  Timeline Suggestion

Intro to American History, Year 1 of 2 | Section Two | Week 9 | 53

©2020 by BookShark, LLC. All rights reserved. Do not copy without written permission from BookShark, LLC.



History D

Week 1 Schedule

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
History/Geography					
<i>Pedro's Journal</i>	Aug. 3–Sept. 10 	Sept. 13–Sept. 30	Oct. 5–Oct. 12 	Oct. 16–Nov. 25	
Read-Alouds					
<i>Walk the World's Rim</i>	Preface & chap. 1 	chap. 2	chap. 3	chap. 4	
<i>A Child's Introduction to Poetry</i>		"Introducing Professor Driscoll" pp. 7–8			
Readers					
Regular: <i>A Lion to Guard Us</i>	chaps. 1–2 	chaps. 3–4	chaps. 5–6	chaps. 7–9	
Advanced <i>A Lion to Guard Us</i>	chaps. 1–2 	chaps. 3–5	chaps. 6–8	chaps. 9–11	
Hands-on					
Optional: <i>American History I Lap Book</i>	Cover and "Where in The World?" Pocket				
Electives					
Other Notes					

©2020 by BookShark, LLC. All rights reserved. Do not copy without written permission from BookShark, LLC.



Notes

Week 1

Day 1

History/Geography

Reading the History Books Aloud

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

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

Pedro's Journal | August 3–September 10

Marco Polo served Kublai Khan in China, not India.

To Discuss After You Read

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

A: *the Niña, Pinta and Santa Maria*

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

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

Timeline and Map Activities

Note: Please refer to **Section Four** for Instructions on how to complete the Timeline and Map Activities. In addition, please read "Why You Will Find Contradictions in History" in **Section Three**.

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

Canary Islands (D5) (map 3)

Palos, Spain (H2) (map 4)

Read-Alouds

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

- introduce your children to great literature beyond their personal reading capacity. We have classified most of our Read-Alouds as such (rather than as Readers) because they require greater reading skill than most students at the specific level have normally acquired.
- develop a life-long love of reading. When you read great literature to your children, it creates a thirst to read. They'll begin to think, "I love books! One day I'm going to read books like this!"
- expand your children's vocabulary.

- build important listening skills—including the ability to visualize the meaning of spoken words.
- develop an "ear" for good oral reading.
- develop oral reading skills. Having heard quality oral reading done by you, your children will imitate you.
- give you and your children a context for sharing mutually significant times together.

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

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

Vocabulary Development

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

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

Example:

Vocabulary

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

Hibernation: when animals spend the winter sleeping.

Walk the World's Rim | Preface and Chapter 1

This book is based on a true story. Spanish explorers sailed from Cuba to Florida in 1527.

Vocabulary

Misfortune had read his thoughts, Chakoh spat twice over his left shoulder to honor and **appease** the **malicious** god. (**appease:** *satisfy*; **malicious:** *marked by intent to do harm or evil*) [chap. 1]

Franciscan: member of a Roman Catholic religious order. [preface]

©2020 by BookShark, LLC. All rights reserved. Do not copy without written permission from BookShark, LLC.



Cheyenne and Avavares: North American tribes. [chap. 1]

teepee: an American Indian cone-shaped tent, usually animal skins spread over a frame. [chap. 1]

caravel: small 15th and 16th century sailing vessel. [chap. 1]

fiestas: the Spanish word that means party, feast or festival. [chap. 1]

bullfight: a Spanish, Portuguese, and Latin American spectacle in which a bull is ceremonially fought and usually killed in an arena by a matador assisted by picadors and banderilleros. [chap. 1]

“three round moons away”: three months. [chap. 1]

To Discuss After You Read

Men-from-the-sun: With their fair skin and the fact that the Spaniards came from the East, Indians believed the white men came from the Sun, a god they worshipped.

Q: Why did the Spanish come to the New Land? [preface]

A: *to convert the heathen, to explore, and to find wealth*

Q: Why did the Spaniards choose the role of medicine men?

A: *through blessings and prayers many Indians were healed and this kept Spaniards alive*

Q: What was the downside of the medicine man role?

A: *they were held captive for seven years*

Q: What is the color of the man’s beard that is described as “the color of grass when there’d been no rain for many hot suns”? [chap. 1]

A: *tan, light brown*

Q: What does Esteban dream of doing when he gets back to Mexico? [chap. 1]

A: *he dreams of having so much food that he can waste the excess by throwing it to the dogs—the ultimate luxury*

Q: What does Esteban mean when he says, “we sit here with our stomachs hugging our backbones”? [chap. 1]

A: *through hunger they had wasted away to the point where their stomachs were shrunken*

Q: Why does Chakoh’s father believe the tribe must stay where it is and not go off and learn new ways from other tribes? [chap. 1]

A: *the gods gave us this land, here we can be free*

Q: Were the Indian tribes in that part of the world successful at survival? Defend your answer. [chap. 1]

A: *no, half of the people of a tribe would die of starvation each year—they planted no crops, and had no domesticated animals—there were few game animals available—life was hard*

Timeline and Map Activities

Franciscan friars sail from Cuba to Florida, hoping to convert Indians (1527) [preface]

Pensacola (D5); Mississippi River (D5); Galveston, Texas (D4); Florida (E6); Rocky Mountains (C3) (map 2)

Cuba (D3); Mexico (D2) (map 3)

Readers

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

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

Setting

London to Bermuda to Virginia; 1609.

Overview

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

To Discuss After You Read

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

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

Q: Use some descriptive words to describe Amanda.

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

Timeline and Map Activities

Jamestown (C7) (map 2)

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

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

Setting

London to Bermuda to Virginia; 1609.



Notes

Week 1

Overview

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

To Discuss After You Read

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

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

Q: Use some descriptive words to describe Amanda.

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

Timeline and Map Activities

Jamestown (C7) (map 2)

Hands-on

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

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

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

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

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

Day 2

History/Geography

Pedro's Journal | September 13–September 30

To Discuss After You Read

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

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

Q: How did Columbus stifle mutiny? [Sept. 30]

A: *he threatened some men, bribed others, and boasted that they had been out of sight of land for three weeks—a new record!*

Read-Alouds

Walk the World's Rim | Chapter 2

To Discuss After You Read

You will read more about Cortez and the conquest of the Aztecs later in the year. To preview, visit our IG links web page for a link that will help your discussion .

When Esteban says, "by the beard of the Prophet," he is referring to Mohammed. This oath demonstrates that Esteban is not Catholic like the Señors, but rather a Muslim.

Q: Is a priest the same as a medicine man?

A: *they have similar roles in their various cultures, but serve very different gods*

Q: Why does Chakoh reason the Señors' God is so powerless to save his servants?

A: *he reasons that the Señors' God truly dwells in the church in Mexico and that his power doesn't travel as far as the Señors had come*

Q: What arguments does Chakoh use to go with the Señors to Mexico?

A: *he wants to see the place of origin for his people, and seeks a solution to help overcome the misfortune that plagues his village*

Q: Why did the Señors decide to go north to get to Mexico which was south?

A: *they wanted to avoid the cruel coastal tribes, and food promised to be more plentiful in the north*



- Q: What is Esteban's opinion of the Señor's God?
 A: *he believes that God, Allah, Earth Maker, and Spirit of Good Things were just different names for the same being*
- Q: At first Esteban thinks Chakoh should stay with his own people; what changes his mind?
 A: *when he looks at the extreme poverty of the village, he figures it is in Chakoh's best interests to leave*

A Child's Introduction to Poetry | "Introducing Professor Driscoll" pp. 7–8

Readers

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

To Discuss After You Read

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

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

To Discuss After You Read

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

Day 3

History/Geography

Pedro's Journal | October 5–October 12

To Discuss After You Read

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

Timeline and Map Activities

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

Read-Alouds

Walk the World's Rim | Chapter 3

Vocabulary

... but when they reached a campfire he would **parch** the leaves and crush them. (*toast; dry to extremity*)

To Discuss After You Read

- Q: How does Esteban describe the world?
 A: *it is round like a basket, and we are like ants that walk on the rim*
- Q: Why does Chakoh despise slaves?
 A: *Chakoh believes they are men of no honor—rather than dying, they allowed their freedom to be taken—in a tribe where there is little else of worth, freedom must be guarded carefully*
- Q: How does Esteban believe a slave can receive honor?
 A: *Esteban believes by obeying his master, for that takes courage as well*

In the animist faith, charms and sacrifices help control the spirits. Chakoh constantly seeks "good medicine" to better his life from the god of misfortune.

- Q: How did Cabeza de Vaca decide the group could finally head south?
 A: *he thought the rivers were flowing to the Pacific and no longer the Gulf of Mexico—they were sure to be away from the coastal tribes—see map in front of book*
- Q: Why were the Buffalo People to be feared?
 A: *they tortured their own flesh to gain power over the buffalo, and their moods changed with the wind—they were not to be trusted*

Readers

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

To Discuss After You Read

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



Notes

Week 1

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

To Discuss After You Read

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

A: *yes: even though she paid the doctor, the medical fees would not equal the price of a house; also, Amanda works hard and that should pay for her shelter and food, but Mistress Trippett pretends the children are a hardship*

Q: Why must the children leave Mistress Trippett’s house? [chap. 6]

A: *Amanda asks for her money, Mistress Trippett faints, and her son turns the three children out*

Q: Why does the children’s father not write? [chap. 8]

A: *he never learned how to read or write*

Day 4

History/Geography

Pedro’s Journal | October 16–November 25

To Discuss After You Read

Q: Describe the New Land. [Oct. 23]

A: *clear water, no animals, gentle people, beautiful birds and fish*

Q: Do you think Columbus treated the native peoples well? Explain. [Nov. 19]

A: *no, he took some of them captive against their will and mocked their gentle spirits*

Read-Alouds

Walk the World’s Rim | Chapter 4

Vocabulary

Toledo blade: a finely tempered sword or knife blade made in Toledo, Spain.

To Discuss After You Read

Q: What food in plenty did the Buffalo People have?

A: *dried meat, dried berries mixed with fat, and stew made of both, all produced from the buffalo*

Q: Why are the Señors worried about staying with the Buffalo People?

A: *the Buffalo People kept their distance, withheld friendship, and seemed to be waiting for an excuse to declare the strangers enemies*

Q: What does Chakoh believe is the problem with Esteban’s plan?

A: *the medicine man of the tribe had so much power and so much to lose, that the Spaniards were in a different sort of danger*

Readers

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

To Discuss After You Read

Q: Why does the children’s father not write? [chap. 8]

A: *he never learned how to read or write*

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

To Discuss After You Read

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

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

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



History D

Week 2 Schedule

©2020 by BookShark, LLC. All rights reserved. Do not copy without written permission from BookShark, LLC.

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
History/Geography					
<i>Pedro's Journal</i>	Dec. 3–Dec. 25	Dec. 27–Jan. 16	Jan. 28–end 		
<i>The Beginner's American History</i>				pp. 1–5 (to the break) 	
Read-Alouds					
<i>Walk the World's Rim</i>	chap. 5	chap. 6 	chap. 7	chap. 8	
<i>A Child's Introduction to Poetry</i>		"Nursery Rhymes" pp. 10–13			
Readers					
Regular: <i>A Lion to Guard Us</i>	chaps. 10–11	chaps. 12–14	chaps. 15–16 	chaps. 17–18	
Advanced: <i>A Lion to Guard Us</i>	chaps. 12–14	chaps. 15–17 	chaps. 18–20	chaps. 21–end 	
Hands-on					
Optional: <i>American History I Lap Book</i>	Activity 1: Explorer Profiles (approx. 20–30 minutes) Activity 2: Mapping the Routes of Columbus (approx. 30–45 minutes)				
Electives					
Other Notes					



Notes

Week 2

Day 1

History/Geography

Pedro's Journal | December 3–December 25

Read-Alouds

Walk the World's Rim | Chapter 5

Vocabulary

As the **pantomime** continued Chakoh found himself cheering with the Indians each time the "buffalo" **eluded** the deadly swipe of the knife. (**pantomime**: a drama played out primarily with motions of the body; **eluded**: avoided slyly and adroitly)

Castillo had recovered his strength and though Dorantes grumbled and scowled **incessantly**, especially at Esteban, they rationed their food for a week's travel. (*continually*)

* * *

cornmeal: coarse flour made from ground corn.

To Discuss After You Read

Esteban pantomimes a bull fight where a matador fights a bull—since a bull is similar to a buffalo, the Indians enjoyed the show.

Horses came to the Americas in the 16th century. They were brought by Spaniards.¹

A cactus that could be described as "weird-armed" is a Sanguaro cactus.

- Q: What does Esteban have of value to offer as a trade, which requires the exchange of things of value?
- A: *the gift of laughter that can make one a companion of kings*
- Q: Why are the Spaniards excited by the rattle?
- A: *it was fashioned from a gourd—they must be getting close to a farming group of Indians*
- Q: Why is "People of the Earth Medicine" a descriptive term for people who planted crops?
- A: *if you come from a culture with no seeds, the crops and life that come from a seed is a marvelous mystery*

1. *American Heritage Encyclopedia of American History.*

Readers

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

To Discuss After You Read

- Q: How does the children's dream come true? [chap. 10]
- A: *Dr. Crider finds them, feeds them and buys the children their tickets and supplies*

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

Vocabulary

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

To Discuss After You Read

- Q: What animals are on the ships? How could each of these animals help Jamestown? [chap. 12]
- A: *oxen and horses could help plow and clear the land; goats could provide milk; pigs and chickens could serve as food; and chickens could provide eggs*
- Q: What bad habit gets the children into trouble and how? [chap. 14]
- A: *Jemmy's lie makes many people want to steal the door knocker*

Hands-on

Optional: Lap Book | Activity 1: Explorer Profiles

There are nine explorers in this activity. This week have your student cut out the base on **Explorer Profiles-1**, the Columbus profile from **Explorer Profiles-2**, and one booklet from **Explorer-Profiles-3**. Then, have them follow the Lap Book Instructions to add the Columbus Profile. They will save the other explorers for weeks 3, 4, and 6.

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

For each explorer, we recommend your student practice writing their text out on a separate sheet of paper to make



sure it will fit in the space provided. When they are happy with the wording, have them copy it into the explorer booklet.

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

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

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

Day 2

History/Geography

Pedro's Journal | December 27–January 16

To Discuss After You Read

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

Read-Alouds

Walk the World's Rim | Chapter 6

Vocabulary

seven golden cities of Antilia or Cibola: one of the myths of very rich cities to plunder that propelled Spaniards into the New World. For details of this story, visit our IG links web page

To Discuss After You Read

A yucca fiber is a desert plant the Indians used to make rope, sandals, mats, and baskets.

The Viceroy's task is to govern the new territories as the king's representative and to supply the king with the wealth found in the New World.

- Q: Why did Chakoh not want to leave the Pima village?
 A: *they lived similarly to his people but knew so much more*
- Q: Describe how Esteban acquires the new loincloth for Chakoh.
 A: *he creates a scarecrow to keep the birds from stealing seeds; it saved the boys of the village work*
- Q: Why does Esteban want Chakoh to keep his turquoise stones for him?
 A: *Esteban doesn't want the Spanish to know there is anything of value in the country, for gold and turquoise will change their hearts to greediness*
- Q: How did the Indians value turquoise? Enough to fight for?
 A: *they were a trading item—useful in trading for parrot feathers; no*
- Q: Why are the hair-faces considered evil?
 A: *they bring death and slavery, and they take everything they see*

Timeline and Map Activities

Culiacán, Mexico (E2) (map 2)

A Child's Introduction to Poetry | "Nursery Rhymes" pp. 10–13

Readers

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

Vocabulary

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



Notes

Week 2

To Discuss After You Read

- Q: What animals are on the ships? How could each of these animals help Jamestown? [chap. 12]
- A: *oxen and horses could help plow and clear the land; goats could provide milk; pigs and chickens could serve as food; and chickens could provide eggs*
- Q: What bad habit gets the children into trouble and how? [chap. 14]
- A: *Jemmy's lie makes many people want to steal the door knocker*

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

To Discuss After You Read

- Q: How does Amanda calm her siblings in the storm? [chap. 15]
- A: *she tells them a story*
- Q: Why can't the children laugh after the storm? [chap. 17]
- A: *they feel beaten and tired with the sound of the storm in their ears still; they have been through a lot*

Timeline and Map Activities

- Bermuda (C3) (map 3)

Day 3

History/Geography

Pedro's Journal | January 28–end

To Discuss After You Read

- Q: Was Columbus content to end with this voyage? [Feb. 2]
- A: *no, Columbus planned another voyage while still on his first one*
- Q: Trace Columbus' route from Spain to the Caribbean.

Timeline and Map Activities

- Caribbean (D3) (map 3)
- Spain (G2) (map 4)

Read-Alouds

Walk the World's Rim | Chapter 7

Vocabulary

Mercederian abbey: a monastery founded by members of the Order of Our Lady of Mercy. Founded in 1218 to provide a ransom for Christian hostages.

Coronado: a Spanish conquistador and explorer.²

Cortez: a Spanish conquistador and conqueror of the Aztec nation (Mexico).³

vespers: evening prayers.

catclaw: prickly shrubs.

To Discuss After You Read

Fray Marcos with Pizarro as a conquistador, conquered, subdued, and lied to the Incan people in Peru; no great medicine as Chakoh thinks.

- Q: Why does Chakoh believe the rosary was the key to successful planting of crops?
- A: *the crops must have medicine to grow—and Brother Solano said everything in the garden belonged to God*
- Q: Who was building the new cathedral and using what materials?
- A: *conquered Aztec slaves were using blocks from their old temple to build the new cathedral*
- Q: Why did Chakoh not acquire more Catholic teaching than he did?
- A: *it was so different than what he was used to, it would drain from his mind soon after he had heard it*
- Q: Describe how Chakoh's life changed when he took the ceremony that gave him the name Juan.
- A: *he had a room with furniture, regular meals, regular worship services, times of instruction, but no family or friends*

Readers

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

To Discuss After You Read

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

Timeline and Map Activities

- Bermuda (C3) (map 3)

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

To Discuss After You Read

- Q: What is the plan for rescue? Does it seem reasonable? [chap. 18]
- A: *send a small boat to fetch a larger boat from Virginia*

2. *Cambridge Biographical Dictionary.*

3. *Cambridge Biographical Dictionary.*



Q: What does Meg learn to do while in Bermuda?
[chap. 19]

A: *play*

Q: What is the fire for and why do the survivors let it go out? [chap. 19]

A: *to guide the boat from Virginia; too much time passed and the boat must have sunk*

Q: Why did the men quarrel? [chap. 20]

A: *they did not want to build two ships, since some wanted to stay in Bermuda*

Day 4

History/Geography

The Beginner's American History | pp. 1–5 (to the break)

This week you and your children will start reading *The Beginner's American History*. It tells history from the perspective of people who lived at the time. Biographies tell the story historically and keeps history fresh. *The Beginner's American History* was first published in 1893, and it is a great example of how styles and standards of writing change over time. The author uses a casual tone, capitalizing and punctuating in ways we would find odd, or even incorrect, today. For example:

- there are times when verb tenses are chosen oddly (ex. When Andrew was 13, he learned what war *means*).
- differences in capitalization. Regions such as “the west,” we would today refer to as “the West.” References to “the king of England” would now, in certain instances, be written as “the King of England.”
- prepositional phrases start sentences beyond a usual amount.
- the author uses an abundance of semicolons, many times when different punctuation would be more acceptable (a comma or period).
- “emigrant” is often used in places where “immigrant” is more appropriate.
- sentences are often started with conjunctions (“and” and “but”).

Recognizing the, sometimes, peculiar writing style of *The Beginner's American History* will only increase your enjoyment of this unique history book.

The author has provided a large amount of questions at the end of each chapter. We've chosen and answered a few from each chapter for the daily assignments, but feel free to use those remaining to bolster discussions. Please note, that we have rewritten and summarized some of the questions.

To Discuss After You Read

Q: When and where was Columbus born?

A: *1436 in Genoa, Italy*

Q: What did he do when he was fourteen?

A: *went to sea*

Q: What did he do in Lisbon?

A: *he married the daughter of a famous sea-captain*

Q: How much of the world was known at the time?

A: *more than half of the world hadn't been discovered—Europe, Asia and a small part of Africa were known*

Q: How did Columbus think he could reach Asia and the Indies?

A: *he believed they were directly west of Portugal and Spain; he would try to cross the Atlantic Ocean*

Q: Why did he want to go there?

A: *he could open up trade with rich countries of the East*

Q: What did he try to do in Portugal? Why did he go to Spain?

A: *Columbus asked the king of Portugal to furnish some money or vessels for his voyage; to see if the King and Queen of Spain would help*

Timeline and Map Activities

📍 Australia (F11) (map 3)

📍 Lisbon (H1); Portugal (G2); Palos, Spain (H2); Genoa, Italy (F5); Mediterranean Sea (I6) (map 4)

Read-Alouds

Walk the World's Rim | Chapter 8

Vocabulary

“What have they promised you?” The voice was flat and **menacing**. (*showing intention to harm; threatening*)

Curled in his bed Chakoh wondered at the **placid** man's unusual anger. (*quiet; tranquil*)

* * *

Montezuma: Montezuma II was the Aztec emperor who died during Cortez's conquest of the Aztecs.⁴

4. Cambridge Biographical Dictionary.



Notes

Week 2

To Discuss After You Read

- Q: Is Esteban impressed with what Chakoh has learned?
A: *Esteban believes Chakoh could have learned much more practical things, with life skills from the Buffalo People*
- Q: What does Chakoh discover about the beggars in the midst of the riches of Mexico?
A: *there are many of them, and they don't know the secret of hunting in Mexico; or how to acquire what they need*
- Q: Where do the slaves the Spanish acquire come from?
A: *the conquered Aztecs and surrounding Indian villages*
- Q: Why does Chakoh have a hard time believing Esteban was a slave?
A: *he has been wise, courageous, and honorable—and no slave held those descriptions*
- Q: Why does the Viceroy send two priests and a boy to find Cíbola?
A: *he doesn't want to empty the King's treasury chasing mirages—then he will send Coronado and an army*

Readers

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

To Discuss After You Read

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

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

To Discuss After You Read

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

Timeline and Map Activities

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



History D

Week 3 Schedule

©2020 by BookShark, LLC. All rights reserved. Do not copy without written permission from BookShark, LLC.

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
History/Geography					
<i>The Beginner's American History</i>	pp. 5–9 (to the break) 	pp. 9–15 			
<i>American History: A Visual Encyclopedia</i>		pp. 8–11	pp. 12–13 	pp. 18–19 	
Read-Alouds					
<i>Walk the World's Rim</i>	chap. 9	chap. 10	chap. 11	chaps. 12–13 	
<i>A Child's Introduction to Poetry</i>		"Nonsense Verse" pp. 14–16			
Readers					
Regular: <i>A Lion to Guard Us</i>	chaps. 19–21	chaps. 22–end 			
Regular: <i>Pocahontas and the Strangers</i>			chap. 1 	chap. 2 	
Advanced: <i>Pocahontas and the Strangers</i>	chaps. 1–2 	chaps. 3–4	chaps. 5–6	chaps. 7–8	
Hands-on					
Optional: <i>American History I Lap Book</i>	Activity 1: Explorer Profiles - Cabot, Ponce de Leon, and Diaz (approx. 1.5 hours)				
Electives					
Other Notes					



Notes

Week 3

Day 1

History/Geography

The Beginner's American History | pp. 5–9
(to the break)

To Discuss After You Read

- Q: How did Columbus get help at last?
A: *just as he was about to leave Spain, Queen Isabella, agreed to assist him*
- Q: When did he sail?
A: *the morning of August 3, 1492*
- Q: What signs of land did the sailors find?
A: *a stick of a torn bush, a walking stick carved by humans in the water*

Timeline and Map Activities

- China (C10); India (D9) (map 3)

Read-Alouds

Walk the World's Rim | Chapter 9

Vocabulary

The last sentence was a bitter **mimicry** of Dorantes' rasping voice. (*imitation*)

A heavy mist clung to the **causeway** and beaded Chakoh's hair with moisture. (*a raised road across marshland or water*)

To Discuss After You Read

- Q: Why did the Spaniards capture slaves? Do you think these are valid and/or true reasons?
A: *they revolted against the King's command, some refused to give up their pagan gods and become Christians, and the slave raiders broke the law and collected slaves*
- Q: How did Esteban become a slave?
A: *his exceedingly poor parents sold him to save the rest of their children*
- Q: How does Esteban view Spanish food?
A: *as bait for a trap, just as all traps use food for bait*
- Q: Do you think the villages Chakoh sees as poor and rough have changed?
A: *no, he compares them to the finest goods in Mexico*
- Q: What does Esteban miss about his life before he became a slave?
A: *the freedom to pass each day as he pleased*

Readers

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

To Discuss After You Read

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

Advanced: Pocahontas and the Strangers | Chapters 1–2

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

Setting

New England to England; early 1600s.

Overview

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

To Discuss After You Read

- Q: What character traits does Pocahontas show when she sets the eagle free? [chap. 1]
A: *compassion*
- Q: What are “great canoes with wings”? [chap. 1]
A: *boats with sails*
- Q: Why does Hapsis say there was war between the English and the Native Americans? [chap. 2]
A: *the English angered the Native Americans when they tried to take their food, so the Native Americans fought*



- Q: What is Powhatan's plan? Is this wise? [chap. 2]
A: *wait to see what the English will do*

Timeline and Map Activities

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

Hands-on**Optional: Lap Book** | Activity 1: Explorer Profiles

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

Day 2**History/Geography****The Beginner's American History** | pp. 9–15**To Discuss After You Read**

- Q: Describe their discovery of land.
A: *Columbus promised a velvet coat to the one who should first see land; at first Columbus saw a torch-like moving light, two hours after mid-night land was in sight*
- Q: What did Columbus name the island?
A: *San Salvador*
- Q: What did he find on it? What were the crew given?
A: *it was inhabited by people speaking a language he could not understand; these people gave the crew cotton yarn, tame parrots and ornaments of gold*
- Q: What did Columbus think of the other islands?
A: *he believed he had reached his goal, and so named them the West Indies*
- Q: After returning to Spain, how many more voyages did Columbus make across the Atlantic? Did he ever land on any part of what is now the United States?
A: *three; no*

Timeline and Map Activities

- Havana (D2); Cuba (D2) (map 3)*
- Barcelona (G3) (map 4)*

American History: A Visual Encyclopedia | pp. 8–11**To Discuss After You Read**

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

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

Read-Alouds**Walk the World's Rim** | Chapter 10**Vocabulary**

With his ready laugh and a few **bantering** words Esteban had even the idlers hurrying for firewood and filling water gourds. (*playfully teasing*)

To Discuss After You Read

- Q: What does Esteban mean when he tells Chakoh, "I have far to go, little one"?
A: *he sees a difficult road ahead of him with difficult choices and danger yet to face*
- Q: Did Esteban have trouble with the Indians he met?
A: *never, many followed him in joy*
- Q: Why does Esteban stay far from Fray Marcos?
A: *so he can do what he wants; he follows the last commands given him, but doesn't want to receive any more*
- Q: Does Chakoh follow the path of his father?
A: *no, he has been mesmerized by the Spanish*



Notes

Week 3

- Q: What does Esteban believe the Spanish can teach?
 A: *fancy manners, fake behavior done to manipulate, and how to lie or be a traitor to your friends*

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

Readers

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

To Discuss After You Read

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

Timeline and Map Activities

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

Advanced: Pocahontas and the Strangers | Chapters 3–4

To Discuss After You Read

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

Day 3

History/Geography

American History: A Visual Encyclopedia | pp. 12–13

To Discuss After You Read

- Q: What two worlds met as based on the chapter title?
 A: *the New World of the Americas and the Old World of the Europeans*

Timeline and Map Activities

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

Read-Alouds

Walk the World's Rim | Chapter 11

To Discuss After You Read

- Q: How does Esteban maintain his honor and his freedom?
 A: *he leads the priests to Cibola, he goes ahead of the priests to make sure they are well cared for in the Indian villages; but once the trip is done, he plans to take his freedom that was promised to him earlier*
- Q: Why does Esteban not want Chakoh in Mexico?
 A: *he doesn't believe the Spanish would be right for, or good to, Chakoh and Esteban worries that Chakoh will starve since he has nothing the Spanish want*
- Q: Chakoh thinks about honor and realizes that he bent his honor by not telling Fray Marcos the full truth about why he wanted to see Esteban. He decides it is okay to bend honor but not break it as Dorantes did when he broke his promise of freedom to Esteban. What do you think about this idea?
 A: *answers will vary*

Readers

Regular: Pocahontas and the Strangers | Chapter 1

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

Setting

New England to England; early 1600s.

Overview

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

**To Discuss After You Read**

- Q: What character traits does Pocahontas show when she sets the eagle free?
A: *compassion*
- Q: What are “great canoes with wings”?
A: *boats with sails*

Timeline and Map Activities

- 🕒 **Pocahontas (1595?–1617)**
- 🕒 **Jamestown, Virginia established (1607)**

Advanced: Pocahontas and the Strangers | Chapters 5–6**To Discuss After You Read**

- Q: Where do the hunters go and why do they go secretly? [chap. 5]
A: *to fight the palefaces; so Powhatan can pretend he knows nothing*
- Q: What do the two peoples trade? [chap. 6]
A: *hoes, axes, beads for deer, and turkey*
- Q: Why wouldn't the palefaces trade a gun? [chap. 6]
A: *guns kept the palefaces safe*
- Q: Why would Powhatan kill his captive Captain John Smith? [chap. 6]
A: *without a leader it is easier to drive away the others*

Day 4**History/Geography****American History: A Visual Encyclopedia** | pp. 18–19**To Discuss After You Read**

- Q: What function did an astrolabe serve?
A: *it helped mariners navigate*
- Q: Why did Portugal lead Europe in exploration?
A: *the Caravel's design (triangular and square sails allowed it to sail into the wind or with the wind, making it more maneuverable than other ships); Prince Henry encouraged exploration; the new astrolabe; opportunity for riches encouraged more risk*
- Q: By sailing west, what did Columbus hope to accomplish?
A: *he hoped to find a shorter trade route to Asian trading centers*

- Q: What was the purpose of the Treaty of Tordesillas? What did it do?
A: *to prevent territory disputes between Portugal and Spain; it split the Atlantic Ocean with an imaginary north-south line (Spain could claim land west of the line, while Portugal could claim land east of it)*

Timeline and Map Activities

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

Read-Alouds**Walk the World's Rim** | Chapters 12–13**Vocabulary**

pueblo: the communal dwelling of an Indian Village of the southwestern United States.

mesa: an isolated hill or mountain with steeply sloping sides.

cavorted: jump or dance around.

To Discuss After You Read

- Q: Why was the reaction of the Cibola Indians so surprising? [chap. 12]
A: *Esteban has been well received by all Indians thus far—to be taken prisoner was a shock*
- Q: Why are the Indians angry? [chap. 13]
A: *because of the slave traders who steal Indians*
- Q: Why is Mexico a sad place for Chakoh? [chap. 13]
A: *there are many people but not one of them is a friend; he worries about the soul of Esteban—who will mourn him and light a funeral pyre and chant the death song*
- Q: Why does Chakoh decide to leave Mexico? [chap. 13]
A: *there is nothing for him to do there—in his village he can be headman hunter and a warrior, and if he brings seeds, there will be no hunger either*



Notes

Week 3

Timeline and Map Activities

Esteban's wanderings (1528–1536) (see map in book)

Readers

Regular: *Pocahontas and the Strangers* | Chapter 2

To Discuss After You Read

- Q: Why does Hapsis say there was war between the English and the Native Americans?
- A: *the English angered the Native Americans when they tried to take their food, so the Native Americans fought*
- Q: What is Powhatan's plan? Is this wise?
- A: *wait to see what the English will do*

Timeline and Map Activities

- Jamestown, Virginia (C7)* (map 2)
- England (E3)* (map 4)

Advanced: *Pocahontas and the Strangers* | Chapters 7–8

To Discuss After You Read

- Q: Describe how Pocahontas saves Captain John Smith's life. [chap. 7]
- Q: Some Indians were angry that John Smith lived and others glad. Why did they have different perspectives? [chap. 8]
- A: *some thought the white men were enemies and should be killed, others were glad to trade* ■

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

Week	History/Social Studies	Geography	Biography
1	Christopher Columbus	<i>Canary Islands; Spain; India; San Salvador</i>	Christopher Columbus
2	Christopher Columbus	<i>Spain; Caribbean, Australia; Mexico; Bermuda</i>	Christopher Columbus
3	Christopher Columbus; Discovering the New World	<i>Europe; North and South America; Canada; China; Atlantic Coast; Asia; East Indies; Caribbean Islands; Virginia</i>	Christopher Columbus; Bartholomeu Dias; Hernando Cortes; Francisco Pizarro; Pocahontas
4	Exploring the New World	<i>New York; St. Augustine (Florida); Santa Fe; Mississippi River; Louisiana; Mexico City; St. Lawrence River; Central Europe; Caribbean Sea</i>	Ponce de Leon; John Cabot
5	Native Americans	<i>Virginia; Florida</i>	Pocahontas; Ponce de Leon; Hernando De Soto
6	Colonial America; Native Americans	<i>America's Great Plains; America's Far West; Eastern Coast; Canada; Britain; London</i>	Pocahontas; John Smith; Sir Walter Raleigh
7	Louisiana Purchase; Early American Colonies	<i>Florida; New Orleans; Gulf of Mexico; Massachusetts; Virginia; Atlantic Ocean; India; Asia; London; England; New England; Bermuda</i>	Hernando de Soto
8	Massachusetts—The Puritans	<i>New England; Egypt; Jerusalem</i>	Squanto; King Philip
9	Early American Colonies	<i>New England</i>	Lord Baltimore; Roger Williams; Squanto
10	England's Colonies; The Quakers Refuse to Fight; King Philip's War	<i>Plymouth; Connecticut River; Maine; New Hampshire; Massachusetts; France; Spain; Great Britain; Pennsylvania</i>	George Fox; William Penn; Squanto; Voltaire; King Philip
11	Creating States	<i>Allegheny River; Monongahela River; Ohio River; Eastern Coast; Savannah River; Altamaha River; Persia; Turkey; Europe; Connecticut</i>	George Washington; General Edward Braddock; William Penn; Benjamin Franklin
12	Colonial Life; Slavery Emerges	<i>Eastern Coast; Benin; Ashanti; Nigeria; Savannah River; Germany</i>	James Oglethorpe; King Charles II; King George II; William Penn
13	Navigation Acts; Creating Government	<i>Plymouth; New York; West Indies; Africa; Netherlands/Holland; Amsterdam; Delaware Bay; Chesapeake Bay; Lake Erie; Asia; Indian Ocean; Brazil; Belgium; Portugal; New Jersey; Virginia; Ohio; Valley Forge</i>	Captain Kidd; George Washington; John Adams; Thomas Jefferson; James Monroe; James Madison

(continued on the following page)

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

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

(continued on the following page)

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

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

©2020 by BookShark, LLC. All rights reserved. Do not copy without written permission from BookShark, LLC.