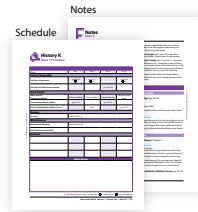


# Instructor's Guide Quick Start

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
<b>History/Geography</b>				
<i>The Beginner's American History</i>	pp. 57-62 	pp. 63-65 (to the break) 	pp. 65-68 	pp. 69-74 
<b>Read-Alouds</b>				
<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		
<b>Readers</b>				
<b>Regular:</b> <i>Squanto, Friend of the Pilgrims</i>	"Squanto and the Englishmen" 	"London" 	"The Indian Show" & "Captain John Smith" 	"Captain Hunt" & "In the Dark"
<b>Advanced:</b> <i>The Matchlock Gun</i>	chaps. I-II 	chaps. III-IV	chaps. V-VII	chaps. VII-X
<b>Electives</b>				
<b>Other Notes</b>				

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 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

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# History E

## Week 1 Schedule

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
<b>History/Geography</b>					
<i>William Wilberforce</i>	chaps. 1–2 	chaps. 3–4	chaps. 5–6	chaps. 7–8	
<i>Wee Sing America</i>	(re-)learn “The Star Spangled Banner” pp. 8–9.				
<b>Read-Alouds</b>					
<i>Moccasin Trail</i>	chap. 1 	chap. 2 	chap. 3 	chap. 4 	
<i>Oxford Illustrated Book of American Children’s Poems</i>		p. 8		p. 9	
<b>Readers</b>					
<i>By the Great Horn Spoon!</i>	chap. 1 	chaps. 2–3 	chaps. 4–5 	chap. 6–mid p. 76 	
<b>Electives</b>					
<b>Other Notes</b>					

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# 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 have grasped!

#### **William Wilberforce** | Chapters 1–2

Discussion questions and answers are provided in the back of the book.

##### Overview

William Wilberforce was an evangelical Christian member of the British Parliament who, through diligent persistence, eventually saw all British slaves freed (1807) ... without war.

Although we study American history this year, we pause to read Wilberforce's biography to compare the two different ways nations ended slavery. See Britain's way here. In a few weeks we'll read how the U.S. ended slavery.

##### 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**.

#### **William Wilberforce (1759–1833)**

*Baltic Sea* (B6) (map 6)

#### **Wee Sing America** | (re-)learn "The Star Spangled Banner" pp. 8–9

#### 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.

**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.

#### **Moccasin Trail** | Chapter 1

##### Setting

The West, Oregon Territory 1844



### Vocabulary

He walked with an easy, almost careless **gait**, yet not a twig snapped under his moccasins, not a branch swayed or a pebble rolled to show he had passed. (*the manner of walking, running, or moving on foot*)

His eyes were not black, but so light a brown they looked almost golden against his bronzed skin; yet they had the Indian's wild, unsettled, **wary** look in them. (*marked by keen caution, cunning, and watchful prudence in detecting danger*)

The strong, **pungent** smell of the stuff filled his nostrils as he straightened up, corking the horn. (*causing a sharp sensation*)

There were others under his shirt, sweeping down over his chest and belly in that same **vicious** curve. (*marked by violence or ferocity*)

Jim's thoughts broke off abruptly as an alarm sounded, back in that always **vigilant** corner of his brain. (*alertly or watchfully awake*)

For perhaps a count of sixty he stood motionless, bringing every **faculty** of his mind to bear on the matter. (*power or ability*)

A quick glance told him that all was well, even before his **gaunt** wolflike dog, Moki who always slept with one eye open, came wriggling out from beneath a bush to greet him with a flurry of tail wagging and panting. (*thin and bony*)

He stared for seconds at an irregular dark spot between two clumps of leaves before he realized he was looking directly into the mule's long-lashed and **inscrutable** eye. (*incapable of being investigated and understood*)

Filling the kettle at the creek, he set it simmering over the fire on an **improvised** tripod. (*constructed or fabricated out of what is conveniently at hand*)

Moki's tail thumped **ingratiatingly**. (*pleasingly, flatteringly*)

As he worked his low, tuneless whistle mingled with the dog's snarling and **slavering** over the meat. (*drooling, slobbering*)

**Revulsion** swept him, and he jerked away from the woman, pressing his cheek into the rough hair of the buffalo hide under his head. (*a sense or mood of utter distaste or repugnance*)

He was glad the bear had died, glad he had killed him, **gloatingly** proud of that splayed hide and the **talons** dangling from his neck, and his own valor. (**gloatingly**: *in a manner of great self-satisfaction*; **talons**: *claws*)

During the **tranquil**, shadowy weeks of his **convalescence** the lodge became home to him. (**tranquil**: *free from disturbance or turmoil*; **convalescence**: *gradual recovery of health and strength after disease*)

Something happened inside the boy as he watched one of the warriors **curvetting** proudly on his beautiful cream-colored mare ... (*prancing, capering, gyrating*)

One lash of his **supple** body brought him to his feet; his wrist flicked and the firelight glinted on the flying steel blade as he melted into the bushes. (*characterized by ease and readiness in bending or other actions and often by grace and agility, not stiff and awkward*)

The fact that Tom was in his fifties and Jim barely nineteen had mattered to neither of them in these months they'd traveled together, though the **amiable** bickering about it was a nightly ritual. (*good-natured and well-intentioned*)

\* \* \*

Use the following words as you discuss today's reading to enhance your children's understanding of the story.

**flintlock**: a gunlock in which a piece of flint strikes against steel and produces sparks that ignite the priming.

**Plains**: the vast dry grassland in central North America.

**bourgeways**: as with some other ways words are "pronounced" in *Moccasin Trail*, bourgeways really refers to another word, bourgeois—of, relating to, or typical of the middle class.

**cached**: placed or stored in safety or concealment.

**Sioux**: a tribe of Indians in the northern plains of North America who were famous for their bravery, fighting ability, and political skills.

**plew**: a beaver skin.

**castoreum**: a creamy orange-brown substance with strong penetrating odor made of the dried perineal glands of the beaver; used by perfumers as a fixative and by professional trappers to scent bait.

**greenhorn**: an inexperienced or unsophisticated person.

**Digger Indians**: Native Americans of the central plateau region of W North America, including tribes in Oregon, Idaho, Utah, Arizona, Nevada, and central California. The name is supposedly derived from the fact that they dug roots for food.<sup>1</sup>

**awl**: a pointed instrument for marking surfaces or piercing small holes (as in leather or wood), the blade being differently shaped and pointed for different uses.

1. Source: [www.encyclopedia.com](http://www.encyclopedia.com).



# Notes

## Week 1

**sinew:** a tendon dressed for use as a cord or thread.

**poultice:** a soft mass (as of bread, bran, or medicated clay) usually heated and spread on cloth for application to sores, inflamed areas, or other lesions, to supply moist warmth, relieve pain, or act as a counterirritant or antiseptic.

**medicine dreams:** an Indian belief encouraging young boys before or at puberty to enter a period of fasting, meditation and physical challenge. He separates himself from the tribe and goes to a wilderness area. The goal is to receive a vision that will guide his development for the rest of his life.<sup>2</sup>

**guttural:** belonging to a speech sound or a language or speaker having sounds that do not occur in standard English and that are articulated in the throat.

**switches:** heavy strand of usually long cut hair fastened at one end and used in addition to a person's own hair.

**graven:** engraved, carved, sculptured.

**palaver:** an often prolonged parley or conversation usually between persons of different levels of culture or sophistication.

**counted coup:** to do something risky enough to get killed doing it and live to tell about it.

**Blackfoot:** Blackfoot Indians lived on the Great Plains of the United States and Canada. Before 1850, the Blackfeet claimed a broad area just east of the Rocky Mountains. This area extended southward from present-day Edmonton, Alberta, to Yellowstone National Park. In the early days, the Blackfeet hunted buffalo on foot. Later, they became skilled at stealing horses. Warriors quietly entered the enemy camps, cut loose the best horses, and led them away while their owners slept. The Blackfeet lived in buffalo-hide tepees.<sup>3</sup>

**Nez Perce Indians:** [pronounced nehZ PURS] are a tribe that lives in north-central Idaho. The name Nez Perce means pierced nose, but few of the Indians ever pierced their noses. In 1805, a French interpreter gave the name to the tribe after seeing some members wearing shells in their noses as decorations. The Indians kept the name. The Nez Perce originally lived in the region where the borders of Idaho, Oregon, and Washington meet. Prospectors overran the Nez Perce reservation after discovering gold there in the 1860s.<sup>4</sup>

### To Discuss After You Read

- Q: What jobs were the former fur traders taking up and why does this unsettle Jim?  
 A: *they went east, guided wagon trains, or set up trading posts; he can't see himself doing so*
- Q: What did Jim's encounter at age 11 with the grizzly bear do to change his life?  
 A: *the bear's attack had put him in contact with Indians who had saved his life—the years with the Indians had divided his mind as to which people group Jim belonged to*
- Q: What made Jim a Crow?  
 A: *when he first counted coup and had his medicine dream*
- Q: Why does Jim turn his back on his Indian life?  
 A: *he sees a fellow warrior with a blond scalp on his coup stick, and that blond hair reminds Jim of his white mother*

### Timeline and Map Activities

- Snake River (C2); Taos (E4); Humboldt River (D2) (map 1)
- Powder River (C3); Absaroka Range (C6); Green River (D6); Pierre's Hole (C6); Jackson's Hole (C6); Wind River (D6); Clearwater (B4) (map 4)

## Readers

### By the Great Horn Spoon! | Chapter 1

#### Setting

Boston to California; 1849

#### Overview

When his Aunt Arabella is forced to sell her home, Jack and Praiseworthy the butler set out from Boston to California. They plan to strike it rich in the first few months at the California Gold Rush, then return home and save the family estate. Along the way they catch a thief, pass the fearsome Straits of Magellan, are becalmed in the Pacific, earn gold-dust from haircuts, get held up by highwaymen, make money from neckties, defeat a strong man, and finally strike it rich. Unfortunately, only a mile from San Francisco and passage home, their steamboat explodes and they lose their gold. They recoup some of their losses selling cats, but then Aunt Arabella and Jack's sisters arrive in California unexpectedly. Praiseworthy proposes, Aunt Arabella accepts, and the new family goes back to the diggings.

2. Source: [www.religioustolerance.org/nataspir.htm](http://www.religioustolerance.org/nataspir.htm).

3. Source: 2003 World Book Encyclopedia.

4. Source: 2003 World Book Encyclopedia.



To Discuss After You Read

- Q: When, why and how are Praiseworthy and Jack going to California?  
 A: *when: 1849, during the Gold Rush; why: to make a quick fortune so they can save the family house back in Boston; how: stowing away in barrels on board a ship*
- Q: What job must Jack and Praiseworthy do when they confess they are stowaways? Do they like their job? Why or why not?  
 A: *they shovel coal in the ship's boiler room, a job which thankfully keeps them warm*

Timeline and Map Activities

- 🕒 **California Gold Rush (1849–1851)**
- 🌐 *San Francisco (E1); California (E1) (map 1)*
- 🌐 *Boston (A8) (map 3)*
- 🌐 *The Horn (H3); The Panama Canal (the route ships take today) (E2); Straits of Magellan (H3) (map 5)*

Day 2

History/Geography

**William Wilberforce** | Chapters 3–4

**Wee Sing America** | (re-)learn “The Star Spangled Banner” pp. 8–9

Read-Alouds

**Moccasin Trail** | Chapter 2

Vocabulary

Big Bull had caught the **gist** of his words, and was nodding excitedly. (*the main point or material part, as of a question or debate*)

He peered cautiously around the edge of the clearing into the darkness that **shrouded** the wood, feeling the little hairs rise on the back of his neck. (*cut off from view*)

He started **convulsively** as a log crackled, sending up a stream of sparks. (*resembling convulsion in being violent, sudden, frantic, or spasmodic*)

Tall, hawk eyed, and **swaggering**, Adam Russell had seemed a being from another world ... (*conducting oneself in an arrogant or superciliously pompous manner*)

He took in every detail of Adam Russell’s dress and speech, tingled to his **boisterous** laughter, drank in the wild smell of castoreum that clung to his buckskin shirt. (*full of exuberant, uninhibited, and often excessive animal spirits; completely unrestrained*)

\*\*\*

**Bandy:** bowed.

**kinnikinnick:** a mixture of the dried leaves and bark of certain plants (as sumac leaves and the inner bark of a dogwood, especially the silky cornel) and sometimes tobacco smoked by the Indians and pioneers of the Ohio valley and the region of the Great Lakes.

**jumpy as a treed painter:** nervous as a trapped cougar/puma/mountain lion.

**Dalles:** a city in northern Oregon on the Columbia River named for the rapids of a river that runs between the steep precipices of a gorge or narrow valley. The Dalles was an important stop on the Oregon Trail.

**rendezvous:** a meeting at an appointed place and time.

**Blackfeet tuck his hair:** took his scalp.

**Comanches:** a southern Plains tribe that hunted buffalo from Nebraska to northern Mexico. They won fame as the most skilled Indian horseback riders of the Southwest. In battle, many Comanche eluded arrows and bullets by hanging against the side of—or even under—their horses. The Comanche lived chiefly as hunters and followed buffalo herds. They hunted on foot until the 1700s, when the Spaniards brought horses to the Great Plains. Then the Comanche became master riders. For many years, the Comanche fiercely defended their land from other tribes and white ranchers.

**incantation:** words used in the manner of a formula without conscious concern as to their aptness or relevance to a particular situation.

**savvy:** understand.

To Discuss After You Read

- Q: Why was Jim’s Uncle Adam so attractive to Jim?  
 A: *Adam was everything Jim’s dad was not, free, carefree, full of wanderlust, full of excitement—everything an 11 year-old could worship*
- Q: Why does Jim decide to find out what the letter said?  
 A: *Tom is leaving, the beavers are hunted out, he doesn’t feel like he belongs with the Indians and the letter contains words of his “good medicine,” a sign*



# Notes

## Week 1

### Timeline and Map Activities

- 🌐 Laramie (D4) Missouri (D7); Taos (E4) (map 1)
- 🌐 Fort Hall (D5); The Dalles (C2) (map 4)

### Oxford Illustrated Book of American Children's Poems | p. 8

#### Readers

### By the Great Horn Spoon! | Chapters 2–3

#### To Discuss After You Read

- Q: Why do Jack and Praiseworthy go to California by boat, not overland? [chap. 2]
- A: *the trip is shorter—instead of a year, it will take several months*
- Q: How do Jack and Praiseworthy catch the thief? [chap. 2]
- A: *Praiseworthy claims to have a pig that will squeal when a pickpocket touches him; with the lights out, each man touches the pig, the pig does not squeal; when the lights go on again, Praiseworthy explains that he dusted the pig with coal dust, so the innocent people have smudged fingers and the guilty does not*
- Q: Do you think the captain does right to stop and pull the square-rigger? Why or why not? How many days does the ship lose by engaging in this act of kindness? [chap. 3]
- A: *answers will vary; the ship loses four days, besides the day they are already behind*

### Timeline and Map Activities

- 🌐 Rio de Janeiro (G3) (map 5)

#### Day 3

#### History/Geography

### William Wilberforce | Chapters 5–6

### Wee Sing America | (re-)learn “The Star Spangled Banner” pp. 8–9

#### Read-Alouds

### Moccasin Trail | Chapter 3

#### Vocabulary

Bad Medicine had already emerged from the thicket and was standing with apparent **docility** beside the pack. (*the quality or state of being tractable or obedient*)

They **feigned** indifference, both of them, until they descended the last slope and pulled up on the flat stretch beside the river. (*pretended*)

He stopped, as his sharp ears picked up the familiar **ominous** sound of Moki's snarl. (*indicative of future misfortune or calamity*)

\* \* \*

**eddy:** a current of water running contrary to the main current, whirlpool.

**primer donner:** a person who finds it difficult to work under direction or as part of a team, one who is impatient of restraint or criticism.

**Chinook:** an Indian tribe that lived on the North shore at the mouth of the Columbia River.

#### To Discuss After You Read

- Q: What is the difference between an emigrant and an immigrant?
- A: *an emigrant leaves his home for another place, while an immigrant moves to a new land, the settlers were emigrants*
- Q: Why do Jonnie and Jim need one another?
- A: *Jonnie needs his elder brother to claim land, and Jim needs a valley and home*
- Q: If wagon trains traveled 2000 miles at a rate of 15 miles/day, how long did it take to reach the Columbia Gorge?
- A: *134 days*

### Timeline and Map Activities

- 🌐 Cascade Mountains (C1) (map 1)
- 🌐 Blue Mountains (C3); Columbia River (A3); Powder River (C3); Columbia Gorge (B2); Willamette River (C1); Sweet-water River (D7) (map 4)

#### Readers

### By the Great Horn Spoon! | Chapters 4–5

#### To Discuss After You Read

When a person traveled to California via Cape Horn, s/he is said to have “rounded the Great Horn Spoon.”

- Q: How does Good Luck permanently escape the cook?
- A: *when Cut-Eye Higgins escapes, he unknowingly rows the pig ashore as well*
- Q: How does Praiseworthy figure out that their ship has passed through the deadly Straits of Magellan?
- A: *no one saw the fire of Tierra del Fuego, therefore, the fires were not there to see*

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## Timeline and Map Activities

- 🌐 Straits of Magellan (H3); Patagonia (H3); Tierra del Fuego (H3) (map 5)

## Day 4

## History/Geography

**William Wilberforce** | Chapters 7–8

**Wee Sing America** | (re-)learn “The Star Spangled Banner” pp. 8–9

## Read-Alouds

**Moccasin Trail** | Chapter 4

## Vocabulary

There was a curious **disheveled** air about the place. (*marked by disarray and disorder*)

His fingers tightened on his rifle, his glance flashed over trees, sullen sky, mud, and trampled grass, then lit on Rutledge’s **burly** figure half turning to wait for him a few steps ahead. (*strongly built*)

The voice was **lusty** and careless, interrupted now and again by little flurries of laughter ... (*full of energy or activity*)

For a moment they stood silent, **taut** as two bowstrings, staring at each other. (*high-strung, tense*)

Jonathan strode off to fetch his banjo, moving with that **brusque**, shoving gait of his. (*markedly short and abrupt, tending to be brisk, sharp, and often somewhat harsh or lacking gentleness*)

Jim nodded, his mind a **ferment** of unfamiliar emotions. (*a state of unrest*)

The thought took root and grew **disquietingly**, all but blotting out Jim’s familiar world of sensation. (*disturbingly, alarmingly*)

**Preoccupied**, he forgot to warn Moki as they stepped around the last thicket. (*lost in thought*)

As they walked along in the gray half-light he let his eyes travel **covertly** over the threadbare shirt and jeans ... (*in a surreptitious manner*)

One of the footprints had a long, wiggly **indentation** across the heel ... (*a usually small surface depression made by or as if by striking or pressing*)

\*\*\*

**banjo**: a musical instrument of the guitar family with a circular body with four or five strings that may be plucked or strummed.

**plumy**: resembling a large showy feather.

## To Discuss After You Read

- Q: Both brothers were shocked at each other’s appearance. Why?
- A: *Jonnie looked just like Jim’s dead Uncle Adam, and Jim’s strong Indian appearance was shocking to all the emigrants*
- Q: Why does Jim have a tough time with meeting Jonnie?
- A: *Jonnie reminds Jim of Dad by being able to make you feel bad with a look, Jonnie with the entire wagon train in love with him seems to be someone important, and Jonnie seems angry at Jim for abandoning the family*
- Q: What is Jonnie’s impression of Indians? Why?
- A: *they are devils; he is unimpressed by their lifestyle, he doesn’t know about their good qualities*
- Q: Why is Jonnie’s impression of Jim important to Jim?
- A: *he’s the older brother; Jonnie looked up to him in the past*

## Timeline and Map Activities

- 🌐 Snake River (C2); Windlass Hill (D5) (map 1)
- 🌐 Council Bluffs (C2); St. Louis (E4); Independence (D2) (map 2)
- 🌐 Wind River (D6) (map 4)

**Oxford Illustrated Book of American Children’s Poems** | p. 9

## Readers

**By the Great Horn Spoon!** | Chapter 6–mid p. 76

## To Discuss After You Read

- Q: How do spoiled potatoes save the day for withered grapevines?
- A: *they provide the moisture needed to preserve the vines*
- Q: Why can the Lady Wilma pass the Sea Raven?
- A: *the Sea Raven took all the coal in Callao, so it is very heavy in the water when winds come*

## Timeline and Map Activities

- 🌐 Chile (G2); Callao (F2); Peru (F2); Andes Mountains (F2); Galapagos Islands (F1) (map 5) ■

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# History E

## Week 2 Schedule

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
<b>History/Geography</b>					
<i>William Wilberforce</i>	chaps. 9–10	chaps. 11–12	chaps. 13–14	chap. 15	
<i>Wee Sing America</i>	"Sweet Betsy from Pike" (pioneer song 1849) pp. 34–35.				
<b>Read-Alouds</b>					
<i>Moccasin Trail</i>	chap. 5	chap. 6 	chap. 7 	chap. 8 	
<i>Oxford Illustrated Book of American Children's Poems</i>		p. 10		p. 11 	
<b>Readers</b>					
<i>By the Great Horn Spoon!</i>	p. 76–chap. 8	chaps. 9–10 	chaps. 11–12	chaps. 13–14	
<b>Hands-on</b>					
<b>Optional:</b> <i>American History II Lap Book</i>	Cover and "Where in World? Maps & More" Pocket				
<b>Electives</b>					
<b>Other Notes</b>					

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# Notes

## Week 2

### Day 1

#### History/Geography

**William Wilberforce** | Chapters 9–10

**Wee Sing America** | “Sweet Betsy from Pike” (pioneer song 1849) pp. 34–35

#### Read-Alouds

**Moccasin Trail** | Chapter 5

##### Vocabulary

She stood alone and tense beneath the gloomy pines—a tiny, fair-haired figure, straight as a **ramrod**. (*a rod used in ramming home the charge in a muzzle-loading firearm*)

Her hair, like their mother’s, framed her face in crisp, sun-bleached **tendrils**, then fell in a honey-colored cascade. (*wispy curls*)

One look at Sally, and all the bead-bedecked Crow girls in Absaroka seemed **gawky** and overgrown, homely as mud. (*lacking grace or elegance often from being too large or awkwardly put together*)

“I’d as soon you didn’t!” cut in Sally’s **emphatic** voice. (*commanding attention by prominence, forcefulness, or insistence*)

... the set of her chin stubbornly at **variance** with the tender curve of her throat. (*a degree of difference*)

Capturing one of Jonathan’s swollen and **lacerated** feet, he peeled off the scrap of sock and began smearing on the thick paste he had **concocted**. (**lacerated**: jaggedly torn or cut; **concocted**: prepared by combining different ingredients)

\*\*\*

**punk**: wood that is so decayed as to be very dry, crumbly, and useful for tinder.

**Spuds**: potatoes.

**pulverized**: reduced to very small particles.

##### To Discuss After You Read

Q: How does Jim begin to break down the walls between himself and his family?

A: *he provides fire and meat, describes how he killed a grizzly, heals Jonnies’ feet, takes charge*

#### Readers

**By the Great Horn Spoon!** | p. 76–Chapter 8

##### To Discuss After You Read

Q: Where does the Captain find fuel?

A: *his cargo includes building materials, so he buys enough timber to get to San Francisco*

When Jack and Praiseworthy reach San Francisco, they have traveled about 15,000 miles in five months.

Q: What surprises Jack and Praiseworthy about San Francisco?

A: *a laundry ships shirts all the way to China and back because it is cheaper than washing them in San Francisco; a simple bath in water costs more than a bath in champagne; they can earn money simply by cutting the miners’ hair for free and panning the cut hair for the gold dust to be found in it*

#### Hands-on

**Optional: Lap Book** | Cover & “Where in the World? Maps & More” Pocket

BookShark offers an Optional Lap Book (American History II: From the Mid-19th to the 21st Century) 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 40+ activities, which are scheduled throughout the year in this guide. Go to [www.bookshark.com/eh30](http://www.bookshark.com/eh30) 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? Maps & More” 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.

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## Day 2

## History/Geography

**William Wilberforce** | Chapters 11–12**Wee Sing America** | “Sweet Betsy from Pike” (pioneer song 1849) pp. 34–35

## Read-Alouds

**Moccasin Trail** | Chapter 6

## Vocabulary

He'd **traversed** it once, last summer. (*traveled across or over*)It **galled** him to spend good beaver just for food, but his meat was gone now and there was no time to hunt. (*annoyed, irritated*)... and his son Ned, a **lanky**, freckle-faced boy with big hands and his father's warm smile. (*tall, spare, and usually loose-jointed*)Immediately it was bobbing and twisting down the dark river, and a moment later had **careened** around a rocky point and vanished. (*lurched*)One strong swing and Dan'l was on Bad Medicine's back atop the divided pack, before the beast had time to get **temperamental**. (*moody, irritable or unpredictable*)They made camp that night in the **dubious** shelter of an overhanging rock ledge ... (*unlikely*)“Cracky!” Dan'l shot upright, jaw **agape**. (*wide open*)It ain't fair, it's too rough for her, he thought **incoherently**. (*lacking clarity or intelligibility usually by reason of some emotional stress*)The river was still tossing them about with **malicious** force, and fresh rapids boiled up ahead. (*evil, dangerous*)

\* \* \*

**pigeon-toed**: having the feet or toes turned inward.**parfleche**: an article made of rawhide soaked in lye to remove the hair and dried.**Pemmican**: a concentrated food used by North American Indians consisting essentially of lean buffalo meat or venison cut in thin slices, dried in the sun, pounded fine, mixed with melted fat, and packed in sacks of hide.**fooforaw**: frills and flashy finery.**quirt**: a riding whip used especially in the western United States and consisting of a short handle to which is attached a rawhide lash.**drover**: a cattle herder.

## To Discuss After Your Read

Q: Why did the family divide up?

A: *Jonnie and Sally took their goods down the wild river, while Jim and Daniel drove the animals over the mountains*

## Timeline and Map Activities

Mount Hood (C2) (map 1)

**Oxford Illustrated Book of American Children's Poems** | p. 10

## Readers

**By the Great Horn Spoon!** | Chapters 9–10

## To Discuss After Your Read

Q: How did Cut-Eye Higgins get to California so quickly?

A: *traveled across the Isthmus of Panama on bongo boat and muleback, then sailed to California*

Q: Why does Praiseworthy get angry, and what is the outcome?

A: *a robber wants Miss Arabella's picture, so Praiseworthy punches him hard enough to knock him fifteen feet uphill*

## Timeline and Map Activities

Sacramento (D1); Sierra Nevada Mountains (E1) (map 1)

## Day 3

## History/Geography

**William Wilberforce** | Chapters 13–14**Wee Sing America** | “Sweet Betsy from Pike” (pioneer song 1849) pp. 34–35

## Read-Alouds

**Moccasin Trail** | Chapter 7

## Vocabulary

They could be driven no farther on this side; the mountains were **impassable**. (*incapable of being passed*)



# Notes

## Week 2

It was a **momentous** task to drag his own robe off Buckskin, to loosen her pack, to make his fingers move, to lift his arms. (*of consequence, weighty*)

After a long, still moment he reached for Dan'l's chunk of pemmican and **meticulously** divided it into equal parts. (*in a manner marked by extreme painstaking care in the consideration or treatment of details*)

Jim's eyes had not focused properly for hours; he swayed with Buckskin's every stumble, barely able to cling to her **emaciated** back. (*made lean from hunger*)

At that moment Jonnie **hurtled**, white faced, around the end of the wagon, a hammer in one hand and a wagon tire in the other. (*dashed headlong*)

The wheels slowed, made their final squealing **revolution**, and came to a halt under a towering oak tree. (*rotation*)

\* \* \*

**portage:** the carrying of boats or goods overland from one river or lake to another or around rapids.

**voyageurs:** men employed by a fur company to transport goods and men to and from remote stations in the Northwest principally by boat.

### To Discuss After You Read

- Q: Why does Daniel not want to eat his piece of the mink that Moki caught?
- A: *partially because of the way Jim had to fight to get the meat from the dog and mostly because it wasn't cooked*
- Q: Describe how the different family members viewed the new homestead.
- A: *Sally can see the house to come and the furnishings, Jonnie plans a garden, Daniel dreams of fishing, and Jim sees the valley as ruined by settlers*

### Timeline and Map Activities

- Tualatin River (C1); Fort Vancouver (B2); Oregon (C2) (map 4)

## Readers

### By the Great Horn Spoon! | Chapters 11–12

#### To Discuss After You Read

- Q: Praiseworthy's better clothing disappears over time. Where does it go?
- A: *he loses his hat while on board ship, highwaymen steal his jacket, and Pitch-pine Billy uses his umbrella to pan for gold*

Q: What are Praiseworthy and Jack's nicknames? Why?

A: *Praiseworthy is "Bullwhip" and Jack is "Jamoka Jack;" because Praiseworthy's punches like a whip and Jack drinks black coffee*

## Day 4

### History/Geography

#### William Wilberforce | Chapter 15

**Wee Sing America** | "Sweet Betsy from Pike" (pioneer song 1849) pp. 34–35

### Read-Alouds

#### Moccasin Trail | Chapter 8

##### Vocabulary

Moki hadn't suffered this indignity since he'd carried Red Deer's wood in Absaroka, and there was **lugubrious** self-pity in every line of his body. (*expressive of grief or sorrow*)

And she still found energy for determined little attacks on the more uncivilized of Jim's ways—his **erratic** notions of when it was time to eat ... (*characterized by lack of consistency, regularity, or uniformity*)

Even Jim had to grin, but he went back to his eating **unperturbed** by Sally's giggled "I'll believe all that when I see it." (*unaffected by worry, interruption, disturbance, or disarrangement*)

"Why, he's gonna give us a tune or two!" Rutledge spoke **reminiscently**. (*remembering*)

He had just splashed across the stream that bordered the Mills' claim when an **enticing**, oddly familiar odor drifted to his nostrils. (*alluring, attractive*)

Jim listened **dubiously**, envying the glow in his brother's dark face. (*in a manner expressive of doubt, hesitation, or suspicion*)

\* \* \*

**Multnomah Indians:** a tribe of Chinookan people who lived in the area of Oregon through the early 19th century.

**ciphering:** doing sums in arithmetic.

**counterpanes:** bedspreads.



**drudgeries:** work of an irksome or menial nature done through necessity.

**in lieu:** instead.

**croup:** an inflammation of the air passages of the throat and trachea. During an attack of croup, the mucous membranes in these areas become inflamed and swollen, restricting the flow of air. A victim of croup feels hoarse, breathes with great difficulty, and wheezes when inhaling. The patient also develops a hollow, barking cough<sup>1</sup>. A common treatment for croup was a poultice made of coal oil [*kerosene*], lard [*animal fat*] and sugar or honey.<sup>2</sup>

**hoecake:** a small cake made of cornmeal, water, and salt usually cooked before an open fire.

#### To Discuss After Your Read

Q: Why did Jonnie have good medicine?

A: *he had a warm smile, could play an enticing banjo that could help people forget their troubles, and had candid, steady black eyes*

Q: What are the two brothers' ideas of home? How do their different ideas impact their work?

A: *Jonnie likes having a single wonderful place, whereas Jim thinks the whole outdoor is home*

Hudson Bay that the Frenchmen had come from to trap was about 2,000 miles away.

#### Timeline and Map Activities

 Hudson Bay (C2) (map 5)

### Oxford Illustrated Book of American Children's Poems | p. 11

**Note to Mom or Dad:** Many of the Primer's Couplets allude to people in the Bible. Feel free to skip some or all couplets and resume reading this book next week.

## Readers

### By the Great Horn Spoon! | Chapters 13–14

#### To Discuss After You Read

Q: Why do neckties increase in value?

A: *when a woman comes, all the men want to look their best and are willing to pay plenty to do so*

Q: Why is Praiseworthy unconcerned about his fight with the Mountain Ox?

A: *the larger man cannot read, so will probably fight from sheer strength; Praiseworthy read and almost memorized a book on boxing, so he feels confident he can win* ■

1. Source: 2003 *World Book Encyclopedia*.

2. Source: [www.kykinfolk.com/hopkins/lore/cures.html](http://www.kykinfolk.com/hopkins/lore/cures.html).

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# History E

## Week 3 Schedule

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Date:	Day 1	Day 2	Day 3	Day 4	Day 5
<b>History/Geography</b>					
<i>William Wilberforce</i>	chap. 16 & Post				
<i>American History: A Visual Encyclopedia</i>		pp. 70–73 			
<i>The Landmark History of the American People, Vol. II</i>			pt. 1 chap. 1 	chap. 2 	
<i>Wee Sing America</i>	"Sacramento" p. 56.				
<b>Read-Alouds</b>					
<i>Moccasin Trail</i>	chap. 9	chap. 10 	chap. 11	chap. 12 pp. 149–162 	
<i>Oxford Illustrated Book of American Children's Poems</i>		pp. 12–13		p. 14	
<b>Readers</b>					
<i>By the Great Horn Spoon!</i>	chaps. 15–16 	chaps. 17–18			
<i>Freedom Train</i>			"Little Girl, Little Girl!" & "Peck of Trouble" 	"School Days" & "The Train Whistle Blows"	
<b>Hands-on</b>					
<b>Optional: American History II Lap Book</b>	Activity 1: Causes for Conflict (approx. 15–20 minutes) Activity 2: The United States in 1860 (approx. 20–40 minutes)				
<b>Electives</b>					



# Notes

## Week 3

### Day 1

### History/Geography

**William Wilberforce** | Chapter 16 and Post

**Wee Sing America** | "Sacramento" p. 56

### Read-Alouds

**Moccasin Trail** | Chapter 9

#### Vocabulary

He enjoyed his **reprieve** until he realized that Jonnie had something on his mind ... (*a respite or temporary escape*)

He looked at it **belligerently**. (*exhibiting assertiveness, hostility, or combativeness*)

As he crossed the clearing to head for the woods, Dan'l **cavorting** breathless with excitement at his heels, Jonathan looked up from the fire he was building. (*bounding, prancing, frisking about*)

He began the boy's training in walking silently, too, in the fine new moccasins—the **gaudiest** in Willamette Falls. (*ostentatiously fine*)

... then smiled as the boy **surreptitiously** rubbed a little casroem onto himself as he baited the twig. (*secretly, clandestinely*)

Jim walked awhile in silence, then slowed his steps to a **loiter**. (*to delay an activity or an errand or a journey with aimless idle stops and pauses and purposeless distractions*)

... all the time he was frying fish for their **belated** supper, all the time they were eating. (*delayed beyond the usual time*)

He took the pen, felt his fingers close over it **convulsively**. (*resembling convulsion in being violent, sudden, frantic, or spasmodic*)

... in writing, with every one of Dan'l's flourishes preserved and **embellished**. (*enhanced or amplified by elaboration with inessential but decorative or fanciful details*)

In a burst of high resolve Jim plunged vigorously into the **tedious** labor of felling trees, trimming and notching the logs ... (*tiresome because of dullness*)

It took **brawn** and numbers to lift the heavy ridge poles into place and weight the loose-laid shakes of the roof with braced poles. (*manpower, muscular strength*)

Jim's face became **impassive**. (*giving no sign of feeling or emotion*)

\* \* \*

**surveyor:** someone who determines the boundaries of claims.

**vagrant:** having a fleeting, wayward, or inconstant quality.

#### To Discuss After You Read

Q: What does it mean to be "called out" and why do you think the Indian tribes encouraged the behavior?

A: *the boys would be summoned and forced to follow wherever the leader went; it helped toughen the boys, and gave them life skills that could help them survive in the wilderness*

The Keath's received 640 acres, a square mile.

Q: Why did work become onerous to Jim?

A: *since he wasn't used to it and Jonnie didn't praise Jim's efforts enough—Jonnie believed that what Jim was doing was the right thing to do*

Q: Why was gambling not a big deal in the Indian tribes? How did Jonnie feel about it?

A: *it was fun, and no one owned much, whatever was lost could be gotten again in another way; it was immoral and foolish—people could lose what they have through it*

Jonnie's carved pegs held down the shingles since nails were unavailable—metal couldn't be brought easily overland.

Q: Why in Jim's mind was a bow and arrow handier than a rifle at times?

A: *a bow could be fired quicker, and was quiet*

Q: What is Jonnie's opinion of Indians? And Jim's?

A: *Indians are murdering, heathen savages who gamble and don't work; Jim has lived with them and knows their kindness to him, though he also remembers times of savagery*

### Readers

**By the Great Horn Spoon!** | Chapters 15–16

#### To Discuss After You Read

Q: What does the phrase "rocking the cradle" mean?

A: *dumping mud into a long, water-filled trough (the "cradle"), then rocking the trough back and forth to loosen the mud from any gold that might be locked within*

Q: What happened at Sutter's Mill?

A: *a carpenter found gold, which started the California Gold Rush*

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- Q: What tests can help you tell the difference between gold and fool’s gold (iron pyrite)?  
 A: *when smashed, real gold will flatten and not splinter like fool’s gold; when doused with acid, true gold is unharmed—iron pyrite corrodes; gold weighs more than other metals*

**Timeline and Map Activities**

- American River (D1); Coloma Valley (D1) (American River feeds into Coloma Valley) (map 1)

**Hands-on**

- Optional: Lap Book** | Activity 1: Causes for Conflict  
 Follow the Lap Book Instructions to complete this activity.
- Activity 2: The United States in 1860  
 Follow the Lap Book Instructions to complete this activity.

**Day 2**

**History/Geography**

**American History: A Visual Encyclopedia** | pp. 70–73

**Note:** If you used BookShark’s Intro to American History, Year 1 of 2 last year you may still have the previous edition of this book, titled *Children’s Encyclopedia of American History*. The content and our notes will remain the same until you reach Week 36. Please go to [bookshark.com/curriculum-updates](http://bookshark.com/curriculum-updates) for the Week 36 notes that go along with the previous version of the book.

**To Discuss After You Read**

- Q: Why did the North and South drift apart? [p. 72]  
 A: *the North gained wealth through industry while the South gained wealth through crops produced with the help of slaves*
- Q: What caused working conditions in mills to change beginning in 1840? [p. 73]  
 A: *company owners wanted to increase production so they hired managers to run their businesses and managers cut wages*
- Q: On page 73 the book calls freedom in the North “false freedom.” Was the freedom false or was the issue discrimination?  
 A: *answers will vary*

**Timeline and Map Activities**

- Lowell, Massachusetts (A8) (map 3)

**Wee Sing America** | “Sacramento” p. 56

**Read-Alouds**

**Moccasin Trail** | Chapter 10

**Vocabulary**

One noon as he leaped down with the others to see what Mrs. Rutledge and the girls had **concocted** for lunch ... (*to prepare by mixing ingredients, as in cooking*)

And Maggie, the **irrepressible**, giggled, “Looks like fun, though!” (*impossible to repress, restrain, or control*)

He had the makings of a good **wily** swimmer. (*showing artful cunning*)

... the day that settlers from the outskirts kept riding in to the post at Willamette Falls on lathered ponies shouting warnings of an **imminent** Indian uprising. (*ready to take place, near at hand*)

Eventually all were found tied to a tree at the edge of the **placid** village of Multnomah ... (*marked by serenity*)

\* \* \*

**Chinooks:** a formerly numerous North American Indian people originally inhabiting the territory of the northern shore of the mouth of the Columbia River.

**puncheon:** split log or heavy slab with the face smoothed.

**tawny:** a light brown color.

**demigod:** one so preeminent in intellect, power, ability, beneficence, or appearance as to seem to approach the divine.

**impervious:** incapable of being injured.

**vermillion:** a bright red pigment.

**To Discuss After You Read**

- Q: Is Jim trying to get Jonnie’s “goat” when Jim comments on how much work it is to build a cabin to merely get out of the rain?  
 A: *Jim is asking a valid question, but to Jonnie, who has lost a home to debt, land, no debt and a home are all he seeks*
- Q: Why was the family clock so important?  
 A: *in those days people didn’t have watches and other quick and convenient ways of knowing the time. And not every family even had a clock. Theirs might be the only clock for*



# Notes

## Week 3

miles around. A clock was a family heirloom as well as a time piece. It was a large, decorative piece that made the cabin seem like home

- Q: What revelation does Jonnie come to upon seeing Jim's bear scars?  
 A: *he sees that the Indians both saved Jim's life as well as were good to him—Jonnie sees that Jim sticks up for his Indian family because they were good to him*
- Q: Why does Jonnie feel pride in the cabin he built?  
 A: *his family has been homeless for at least three years—at 17 years old, to produce a sturdy and usable dwelling is quite an accomplishment*
- Q: Why was Jim appalled at Sally's suggestion that he cut off all symbols that tied him to the Crow?  
 A: *by denying his ties to his Indian past, he was afraid he would enrage his "helpers" and his medicine wouldn't work anymore*
- Q: When Jonnie compares Pa's 1812 war medal to Jim's coup feather, is that an apt comparison? Why or why not?

### Timeline and Map Activities

- Champoeg* (C1) (map 4)

### Oxford Illustrated Book of American Children's Poems | pp. 12–13

#### Readers

#### By the Great Horn Spoon! | Chapters 17–18

##### To Discuss After You Read

- Q: How does Praiseworthy win the boxing match?  
 A: *he avoids the Mountain Ox's fists and keeps hitting his nose until he finally knocks him out with a blow to the jaw*
- Q: What occupation does Praiseworthy decide to pursue?  
 A: *law and parenting*
- Q: Praiseworthy describes his job thus: "There's nothing a butler cannot do. I open doors. I close doors. I announce that dinner is served. I supervise the staff and captain the household—much as you do this ship, sir. A most exacting job, if I may say so." Is this an accurate description of Praiseworthy's abilities? Why or why not?  
 A: *Praiseworthy can do everything, as he says, but his list is ludicrous on this trip, as none of those abilities are needed; he can also shovel coal, catch a thief, cut hair, set up business, knock a highway robber uphill, pan for gold, beat up a strong man, even propose marriage*

- Q: How do Praiseworthy and Jack earn money almost by accident?  
 A: *they stowaway so they have information to save both the grape cuttings and spoiling potatoes, which gets them both a free pick and shovel, later sold for \$100 each; Praiseworthy cuts hair and they trap the gold caught in the miners' hair and beards; they accidentally purchase neckties, but when a woman comes to town, all the miners want one; they have to dig a grave for Cut-Eye Higgins, and they find gold in that unlikely place; Praiseworthy brought liver on the ship to make the captain a pie, and cats followed him, cats which later earned them money in California*

## Day 3

### History/Geography

#### The Landmark History of the American People, Volume II | Part 1 Chapter 1

##### Vocabulary

**ghost town:** a deserted town. [p. 1]

##### To Discuss After You Read

- Q: Why do you think people enslaved other people throughout the centuries? [pp. 2–3]  
 A: *answers will vary; people practiced slavery in order to have others do hard work for them; they did it as a result of conquest of other nations; they accepted it as common-place since everyone else did it*
- Q: Why didn't the Portuguese, Spanish, and English just enslave Native Americans? Why did they need African slaves? [pp. 2–3]  
 A: *there weren't enough Indians to enslave. The Indians moved away and the trade in African people was streamlined and profitable*
- Q: Why was Thomas Jefferson's passage against slavery removed from the Declaration of Independence? [pp. 4–5]  
 A: *the Congress didn't want to hurt the feelings of other slave owners or slave traders*
- Q: What did the Northwest Ordinance of 1787 do? [pp. 4–5]  
 A: *it forbade slavery northwest of the Ohio River*
- Q: What long term impact did this have on the nation?  
 A: *it divided it over the question of slavery*



## Timeline and Map Activities

- 🕒 **Northwest Ordinance forbids slavery northwest of the Ohio River (1787)**
- 🕒 **Slave trade abolished in British Empire (1807)**
- 🕒 **Britain abolishes slavery (1834)**
- 🌎 *Virginia* (E10) (map 1)
- 🌎 *Massachusetts* (A7); *New York City* (B6); *Lowell, Massachusetts* (A8) (map 3)
- 🌎 *South America* (F3); *Caribbean* (E2); *Brazil* (F3) (map 5)
- 🌎 *Birmingham, England* (D3) (map 6)

**Wee Sing America** | “Sacramento” p. 56

## Read-Alouds

**Moccasin Trail** | Chapter 11

## Vocabulary

Jim began to wonder **incredulously** if he’d won his battle overnight. (*disbelievingly*)

Dan’l waved a **contemptuous** hand at the pile of newly made wooden forks on the grass between them. (*manifesting, feeling, or expressing contempt or disdain*)

The stumps and blackberry thickets began to disappear **laboriously**, one by one, from the western acres of the glades ... (*involving or characterized by hard or toilsome effort or by detailed elaboration*)

... you kept listening but not hearing anything except the wind in the trees, or the river whispering to you, or the nagging, **insistent** sound of Jonnie’s ax. (*compelling attention, obtrusively conspicuous*)

Jonathan sailed over her head in a graceful curve, landed in a rolling scramble of legs and arms, and sat up, dazedly watching her **receding** heels. (*departing, moving away*)

## To Discuss After You Read

- Q: Why did Jim feel so restless with all the land around him becoming more and more civilized?
- A: *he felt lost without enemies to outwit, signs to read, distances to gauge, or routes to find—and no difficulties to surmount*
- Q: Why does Daniel protest when Jim tells him to put the stolen stuff back? How does Jim respond?
- A: *as an Indian, Jim didn’t have to put back what he stole, even valuable horses—why should Daniel who steals a coveted item; we don’t steal from our friends*
- Q: How do the brothers come to a truce?
- A: *Jonnie spoke kindly and appreciatively of Jim’s horse-back riding ability*

## Readers

**Freedom Train** | “Little Girl, Little Girl!” and “Peck of Trouble”

## Setting

Maryland to Pennsylvania; mid 1800s

## Overview

Harriet Tubman takes the Underground Railroad to freedom in 1849. A year later she begins her trips South again as “Moses,” and rescues her people. After numerous harrowing escapes and brilliant strategy, she frees over 300 people by the start of the Civil War, at which time she joins the Union Army. After the war, she opens her house to all who need her, and fights for women’s rights and temperance until her death, at age 93, in 1913.

## To Discuss After You Read

The Deep South includes Alabama, Georgia, Louisiana, Mississippi, and South Carolina and were states dependent on cotton production; they tended to strongly hold to the master/slave dichotomy, and were further from freedom for slaves.

- Q: What are some of Harriet’s chores in the Big House?
- A: *light fires, sweep, dust, rock the baby, prepare lunch, care for baby*
- Q: Why is Harriet among the pigs?
- A: *she almost stole some sugar and fled to avoid punishment*
- Q: How is Harriet punished?
- A: *whipped, sent to work in the fields*

## Timeline and Map Activities

- 🕒 **Harriet Tubman (1820?–1913)**
- 🌎 *Baltimore, Maryland* (C4) (map 3)



# Notes

## Week 3

### Day 4

#### History/Geography

#### **The Landmark History of the American People, Volume II** | Chapter 2

##### To Discuss After You Read

- Q: Who were abolitionists? What did they do? [pp. 8–9]
- A: *people opposed to slavery; they published unpleasant stories about slavery and helped slaves who ran from slavery*
- English abolitionists included figures such as William Wilberforce, who fought a political battle against slavery for years, finally culminating in the abolishment of slavery in British territories. [pp. 8–9]
- Q: What good came of all the abolitionist literature from the North? What bad came from it? [pp. 10–11]
- A: *it helped stir up sentiment against slavery; it lumped all Southerners into one group, picturing them all as mean slave owners, and incited some violence*
- Q: What reasons did some Southerners give for praising the value of slavery? What’s wrong with these arguments? [pp. 10–11]
- A: *they said it was a national benefit; they said historically successful nations such as ancient Greece had slaves; they said Africans were a “separate creation” and should be slaves; some scientists said blacks were an inferior race; some argued that slavery was kind of like socialism and helped take care of people; answers will vary regarding what’s wrong with these arguments*
- Q: What does the author mean when he says “there were really many Souths”? How were they united? [pp. 12–13]
- A: *there were different regions of the South, like the Old South, the New South, and the Western and Backwoods South; all were slave states*
- Q: What did the phrase “Peculiar Institution” refer to? [pp. 12–13]
- A: *slavery*

##### Timeline and Map Activities

- 📍 Explore the *southern states* with the map on page 12 of the book.

**Wee Sing America** | “Sacramento” p. 56

### Read-Alouds

#### **Moccasin Trail** | Chapter 12 pp. 149–162

##### Vocabulary

“Well, I dunno,” said Clyde Burke **dubiously**. (*in a manner expressive of doubt, hesitation, or suspicion*)

Jonnie studied his brother’s profile **speculatively**. (*marked by questioning curiosity*)

Jim had **reconnoitered** their villages in his solitary wanderings on Buckskin, and felt nothing but disgust for their squalid, spiritless ways. (*made an exploratory or preliminary survey, inspection, or examination of*)

He was up again instantly with one of his **lithe** movements, swinging atop Buckskin and pulling her to the left. (*agile and lissome*)

\* \* \*

**Cayuse Indians:** occupied parts of NE Oregon and SE Washington. They were closely associated with the Nez Perce. In 1836 Marcus Whitman established a mission among them. In 1847, the Cayuse, blaming the missionaries for an outbreak of smallpox, attacked the mission and killed the Whitmans and their helpers. The settlers then declared war and defeated the Cayuse. In 1855 they were placed on the Umatilla Reservation in Oregon, which they continue to share with the Wallawalla and Umatilla peoples; by 1990 they were among the smallest groups of Native Americans, numbering 126. A small horse bred by them gave the name cayuse to all Native American horses.<sup>1</sup>

**Molala:** now extinct, were a small tribal group that lived in the Central Cascade mountains. It is believed that they originally lived in north-central Oregon, along the Deschutes River in the Tygh Valley, but were driven into the mountains by the Tenino. The Molalas were split into two groups. The Lower Molalas occupied the headwater region of the Umpqua and Rogue Rivers while the Upper Molalas stayed in the Willamette watershed area. The Molalas lived in semi-subterranean houses in the winter and traded extensively with the Klamath tribe to the south. The Portland Journal reported on July 3, 1957 that a man by the name of Fred Yelkis was the last of the Molala tribe.<sup>2</sup>

1. Source: [www.encyclopedia.com](http://www.encyclopedia.com).

2. Source: <http://logos.uoregon.edu/explore/Oregon/mhhistory.html>.

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**Paiute:** is the name of two tribal groups of the Western United States—the Northern Paiute and the Southern Paiute. The Northern Paiute once lived in the area extending from Owens Lake in California, through Nevada, to just south of the Columbia River in Oregon. The Southern Paiute ranged from California to Arizona and Utah.

The Paiute lived in cone-shaped houses made of brush. Their religion centered on spirits of nature. During the 1800s, the Northern Paiute fought the white settlers who had come to the area. During the 1860s and the 1870s, the U.S. government established reservations for both groups of Paiute.<sup>3</sup>

**Arapaho:** are Plains Indians. Their own name was Inunaina [our people], but they were referred to as “dog eaters” [for the obvious reason] by other Native Americans. There are three major divisions: the Atisina or Gros Ventre, who were allied with the Blackfoot and now live with the Assiniboin in Montana; the Southern Arapaho, now living with the Cheyenne in Oklahoma; and the Northern Arapaho, who retain all of the sacred tribal stone articles and are considered by tribal members to represent the parent group. Since 1876 they have lived with their former enemies, the Shoshone, on the Wind River Reservation, occupying some 2 million acres in Wyoming, near Yellowstone National Park. There were close to 7,000 Arapaho in the United States in 1990.<sup>4</sup>

**roan:** having the base color muted and lightened by a liberal mixture of white hairs.

**curvetted:** leaped, bounded.

#### To Discuss After You Read

Q: Why does Jim suspect the Cayuse Indians of stealing?

A: *the two other tribes nearby were too near and thus would have been suspect, plus the tribes were mired in poverty and were decimated by small pox and thus were not powerful enough to try to outwit the white men, and the Cayuse were thieves by nature*

Q: Why don't the settlers want to fight the Cayuse to get their cattle back? Why does Jim want to fight?

A: *wars lead to more conflict and bloodshed and bad feelings; for the excitement*

#### Timeline and Map Activities

Fort Walla Walla (B3) (map 4)

**Oxford Illustrated Book of American Children's Poems** | p. 14

#### Readers

**Freedom Train** | “School Days” and “The Train Whistle Blows”

#### To Discuss After You Read

Q: Although slavery was abolished in various parts of the world (Haiti, Mexico, and all British Colonies), why weren't the slaves in America freed?

A: *slaves were too valuable to produce crops and “couldn't” be freed*

Q: Why were slave laws strengthened? What were the unintended results?

A: *to prevent a slave uprising like Nat Turner's; slaves learned to hide their feelings and navigate the woods, freedom became a strong pull*

Q: What was the “underground railroad”?

A: *people who willingly helped slaves travel to freedom* ■

3. Source: 2003 World Book Encyclopedia.

4. Source: [www.encyclopedia.com](http://www.encyclopedia.com).

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## History E—Scope and Sequence: Schedule for Topics and Skills

Week	History/ Social Studies	Geography	Biography
1	Slavery	<i>Oregon Territory; Boston; Hull, England; Baltic Sea</i>	William Wilberforce
2	Slavery	<i>England; California</i>	
3	Slavery; North and South began to split; Northwest Ordinance	<i>England; United States; East Coast States</i>	Thomas Jefferson; Harriet Tubman
4	The beginning of the Civil War; Emancipation Proclamation	<i>Kansas; Nebraska; Southern United States</i>	Harriet Beecher Stowe; Abraham Lincoln; Stephen Douglas; Harriet Tubman
5	Abraham Lincoln; Civil War	<i>Southern United States</i>	Abraham Lincoln; William Sherman; Ulysses S. Grant; Robert E. Lee
6	Civil War; Wild West	<i>Missouri; Kansas; Western United States; Illinois</i>	Abraham Lincoln; John D. Rockefeller; Native Americans
7	Civil War; Oil Boom; Sears Catalog	<i>Tennessee; New England; Eastern Europe</i>	Montgomery Ward; Richard Sears; Andrew Carnegie; John D. Rockefeller; Cornelius Vanderbilt
8	Civil War; Manufacturing Develops / Assembly Line	<i>Southern United States</i>	Abraham Lincoln; Andrew Johnson; Thomas Edison; Henry Ford
9	Reconstruction; Westward Expansion; Discrimination	<i>Southern United States; Oklahoma; Eastern Europe</i>	Abraham Lincoln; Ulysses S. Grant
10	Industrial Age; Immigration; Labor Unions	<i>Europe; Southern United States</i>	
11	The Progressive Era	<i>Texas; Ohio</i>	Jane Addams; Samuel Morse
12	Post Office; Railroads	<i>New York; Mid West</i>	Andrew Carnegie
13	Elevators and Skyscrapers	<i>Navajo Country</i>	Thomas Edison; Alexander Graham Bell; Wright Brothers; William Jennings Bryan
14	Labor Unions; Big Business	<i>Texas</i>	Theodore Roosevelt; Woodrow Wilson
15	Spanish-American War; Panama Canal; World War I	<i>Chicago; New York; Cuba; Panama</i>	Theodore Roosevelt; William McKinley
16	World War I	<i>Austria-Hungary; Bosnia; Serbia; Europe</i>	Archduke Franz Ferdinand; Kaiser Wilhelm II
17	World War I	<i>Germany; Turkey</i>	Thomas Edison
18	World War I	<i>France; Albania; Serbia</i>	Helen Keller
19	World War I; America Joins the War	<i>Kitty Hawk</i>	The Wright Brothers; Woodrow Wilson; Nicholas II
20	World War I ends; Treaty of Versailles; Roaring 20s	<i>France</i>	Kaiser Wilhelm; Karl I

*(continued on the following page)*

## History E—Scope and Sequence: Schedule for Topics and Skills

Week	History/ Social Studies	Geography	Biography
21	League of Nations; Treaty of Versailles; Spanish Influenza	<i>Southern United States; Wyoming</i>	Warren Harding
22	Great Depression	<i>United States</i>	Franklin Roosevelt; Herbert Hoover
23	Dust Bowl; Civil Rights	<i>Oklahoma</i>	George Washington Carver; Franklin Roosevelt; Booker T. Washington; Eleanor Roosevelt
24	World War II; Pearl Harbor Attack	<i>Japan; New York; Hawaii</i>	Charles Lindbergh; Adolf Hitler
25	World War II; Pearl Harbor Attack	<i>Europe; Hawaii</i>	Joseph Stalin; Adolf Hitler
26	World War II; America Joins the War	<i>Russia; United States; Japan; Pearl Harbor; Africa</i>	
27	World War II; Holocaust	<i>Europe; Russia; Asian-Pacific Seaboard</i>	Adolf Hitler
28	World War II	<i>Asia-Pacific Seaboard</i>	
29	World War II; D-Day	<i>Europe; Yalta; France</i>	
30	D-Day; end of World War II; Atomic Bomb	<i>Normandy, France; Iwo Jima; Okinawa</i>	Adolf Hitler; Winston Churchill; Franklin Roosevelt; Joseph Stalin; Harry S. Truman
31	Cold War; Korean War; Vietnam War	<i>Korea; Vietnam; Soviet Union</i>	Douglas MacArthur
32	Civil Rights Movement; Cuban Missile Crisis	<i>Southern United States; Cuba; Washington</i>	John F. Kennedy; Rosa Parks; Lyndon B. Johnson
33	Discrimination; Civil Rights Movement; Space Race	<i>Montgomery, Alabama; Memphis</i>	Martin Luther King Jr.; Lyndon B. Johnson
34	Robert Kennedy assassinated; Civil Rights	<i>United States; Panama</i>	Robert Kennedy; Richard Nixon; Jackie Robinson
35	Collapse of the Soviet Union; Persian Gulf War; Apartheid	<i>Middle East; South Africa</i>	Ronald Reagan; George HW Bush
36	Y2K; Terrorist Attacks		George W Bush; Al Gore

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