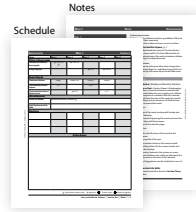


Instructor's Guide Quick Start

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

Map answer keys, located in **Section Three**, will help you easily find relevant map locations. You will find the coordinates and the location name in your notes.



4-Day Schedule

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

To Discuss After You Read

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

To Discuss After You Read

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

Vocabulary

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

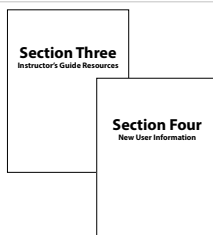
Vocabulary

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

Notes

When relevant, you'll find notes about specific books to help you know why we've selected a particular resource and what we hope your children will learn from reading it. Keep an eye on these notes to also provide you with insights on more difficult concepts or content (look for "Note 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 2010, the Chinese government completed the Three Gorges Dam across the Yangtze, the world's largest dam. It generates electricity and will hopefully cut down on flooding. To build the dam, the government moved 1.2 million people.



Instructor's Guide Resources and New User Information

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

How to 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. We provide a blank cell on Day 5 to allow for your own activities and topics that you would like to teach your children.

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 4		WEEK 1					SCHEDULE			
Date:	Day 1	1	Day 2	2	Day 3	3	Day 4	4	Day 5	5
History/Geography										
<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.									
Readers										
<i>By the Great Horn Spoon!</i>	chap. 1		chaps. 2-3		chaps. 4-5		chap. 6-mid p. 76			
Read-Alouds										
<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			
Electives										
Other Notes										

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

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

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Date:	Day 1 ¹	Day 2 ²	Day 3 ³	Day 4 ⁴	Day 5 ⁵
History, Geography & Biographies					
A History of US, Book 1 (3rd & rev. 3rd editions)	chaps. 1–3 [N]	chaps. 4–6 [M] [P]	chaps. 7–9 [P]	chaps. 10–12	
Before Columbus	Intro [M] [P] [N]	chap. 1 [P] [N]	chap. 2 [P]	chap. 3 [M] [P]	
Current Events	Read the instructions in the notes on the following pages. [N] Seventh Grade: Two reports; at least one of international concern. Eighth & Ninth Grade: Three reports; at least two of international concern.				
Other Notes					

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Day 1
History, Geography & Biographies

A History of US, Book 1 | Chapters 1–3

Note: We have scheduled the 3rd, revised 3rd and 4th editions of *A History of US* in our schedule pages.

Introductory Comments About A History of US Series

These books are generally even-handed. The author Joy Hakim includes considerate treatment of subjects and people with whom she might disagree and offers a look at all sides of an issue to the best of her ability.

One slight negative: in the first two volumes, especially, Ms. Hakim seems to have a younger audience in mind than it appears she has in mind beginning with Volume 3 and following. You'll find certain turns of phrase and vocabulary words that are appropriate to younger elementary students. It seems, by Volume 3 or so, she gets a firmer grip on the idea that a set of 10 books that cover American history in the kind of depth she covers it: such a set is probably more appropriately addressed to a slightly older audience. Her vocabulary in these later books doesn't become more difficult, but her style feels less oriented to young students.

Vocabulary

Rationale: Knowing definitions is critical to understanding. That's why we've included important vocabulary terms in the Parent and Student Guide.

Human Genome Diversity Project: study of the genetic makeup of various people groups around the world to understand human migration patterns.

Kennewick Man: human skeleton found near Kennewick, Washington — radio-carbon dating put its age at 9,000 years.

Stone Age, Bronze Age, and Iron Age: designations for successive time periods; names come from the primary material from which cutting tools are made during each period; Stone generally comes before Copper and Bronze, and Bronze comes before Iron.

glacier: ice blanket.

Ice Age: period of time when much of the northern hemisphere is covered with glaciers.

C.E./B.C.E.: Common Era/Before the Common Era: a modern secular "religiously neutral" replacement for the traditional Christian designations of A.D. Anno Domini—Year of our Lord and B.C. Before Christ.

ptarmigan: a type of grouse of mountainous and cold northern regions.

teratorns: great vulture-like birds.

Note: The Parent Guide includes both the discussion questions and answers. Answers follow the arrow symbol. The Student Guide only includes the questions.

To Discuss After You Read

1. What are some of the unique aspects of the United States that Ms. Hakim mentions? ➔
2. Why study history? ➔
3. What is the theme of this book according to the author? ➔
4. What is the “top” law of the United States? ➔
5. Why is Kennewick Man of such great interest to anthropologists? ➔
6. Where was the Bering Strait? ➔
7. Why did the first humans cross the Bering Strait? ➔
8. Who do historians think these people are? ➔
9. Could you walk across the Strait today? ➔

As Ms. Hakim admits in an extended sidebar at the bottom of pages 16 and 17, chapters 2 and 3 are based largely on fanciful hypotheses: “Before the find at Monte Verde, experts thought that people first arrived in North America about 12,000 years ago—and that they all came by way of Beringia. . . . Now no one is sure when the ancestors of the Monte Verde mammoth hunters came to this continent, or how they got here.”

The main thing to keep in mind: throw in large dashes of salt with everything she has to say about all pre-historic matters. Read these chapters simply by way of becoming informed about what many anthropologists and archeologists believe.

Before Columbus | Introduction

Initial Comments

Sometimes we forget that the Americas and their inhabitants and civilizations existed long before Columbus arrived in 1492, resulting in a lot of misconceptions on our part. Such is the basic premise of *Before Columbus*. Author Charles C. Mann has condensed and adapted his larger work *1491: New Revelations of the Americas Before Columbus* and packaged it for a broader audience. As a result, his insights are often eye-opening and help us better understand the interpretational challenges faced by contemporary historians, anthropologists, scientists, and more. For instance, traditional textbooks all too often present the peoples of the Americas before Columbus as technologically primitive, but Mann disagrees. In reality, they had well-developed cultures, technology, infrastructures, artistic pursuits, and much more to offer. Consequently,

Before Columbus provides a number of insights of cultural and historical relevance that will deepen understanding of our view of history, as well as the diversity of contributions different peoples and cultures have to offer.

Introduction

“Etruscan” refers to the people of Etruria, an ancient civilization, located in what is now northern Italy, that influenced the Romans. The Etruscan civilization began around 800 or 900 BCE, though historians differ on exact dates.

Note: For an additional perspective, intended for adult or high school readers, on how history books sometimes get things wrong see *Lies My Teacher Told Me* by James Loewen (Touchstone, 1996).

To Discuss After You Read

10. By what name is Tisquantum usually known? [Intro] ➔

Timeline and Map Activities

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**.

- 🌐 **Pilgrims/Mayflower (1620)**
- 🌐 **Tisquantum/Squanto (ca. 1585–1622)**
- 🌐 *Massachusetts; Rhode Island* (map 1)

Current Events | Two or three reports

Parents: How to “Teach” (or Learn!) Current Events

If your students are unfamiliar with key people, dates, events, and terms, read together! Browse through a current news magazine together; choose an appropriate-looking article, then start reading. *If it helps, read the article out loud.* There should be no shame in this. If our students need our help, then we should give it to them. By helping them now, we reduce the need for us to help them later.

As you read, ask your students if they understand what the author is talking about. If you come across an uncommon or unfamiliar term, explain it or look it up. Try to give your students whatever historical, cultural, and other background you can. In addition, talk about what appear to be parallel situations with which they might be familiar from their studies of history or other cultures.

This process may be rather slow at the start, but it will enable your students to understand what they would have otherwise never understood. It will give them a wealth of information they would otherwise know nothing about.

After you finish reading, have your students try to summarize what you just read. We have found that the best time to hold current event discussions is either over the dinner table or, for older students, during your daily student-teacher time.

We believe students need to learn that world affairs—matters of social, political, economic, and cultural concern—are appropriate for their interest: they should be informed about these matters, and they ought to be forming opinions about them.

The “textbook” for your study of current events should be articles found in current newspapers and magazines.¹

We believe you should be able to make three verbal reports per week on some matter of significant local, regional, national, or international concern that you have read about this week. You should recount the details of the story and understand what the authors are talking about. But you should also be able to state who the protagonists are and what makes each matter significant: why should we care. What are the potential effects of the matter turning out one way or another? What are the two (or more) sides arguing about (issues as well as side issues)?

We believe you should be able to add a statement about your own position on the issues of the day (how you would like to see the matter turn out) and you should be able to explain why you believe and feel as you do.

Note to Student or Parent: Though you may make these written assignments, it is not *our* expectation that you or your students will be required to write these reports. We recommend *oral* presentations only.

Seventh Grade: Two reports; at least one of international concern.

Eighth and Ninth Grade: Three reports; at least two of international concern.

Day 2

History, Geography & Biographies

A History of US, Book 1 | Chapters 4–6

Vocabulary

atlatl: a dart thrower used for hunting.

tundra: land that stays partly frozen all year round.

To Discuss After You Read

11. What is the difference between a gatherer and a farmer? ➡

The way we get our food today is vastly different than in the past. In modern cultures like America, people buy food from supermarkets that sell mass produced products made from plants and animals grown and raised on corporate farms and ranches. Many of these sources are supported by government subsidies. and their goods are sold to companies who mass produce them into the processed foods we see in stores. Compared to the gatherers and farmers of the past, how and why do you think this effects the quality of the food we get today?

12. What were some of the New World crops that were unknown in the Old World? ➡

1. Many people wonder what magazines or newspapers we might suggest that could provide a broader, more well-rounded perspective on current events than those to which they are currently subscribing. See Instructor’s Guide Resources (**Section Three** in this guide) for a brief listing.

13. Name some of the other products that American Indians developed that were later adopted by Europeans. ➡
14. What significant, but very simple piece of technology did American Indians not use? ➡
15. How do you think not using this technology helped or hurt their culture? ➡
16. How did early Americans hunt animals? ➡
17. Why did mammoths become extinct? ➡
18. What animal changed the Indian lifestyle? How? ➡
19. What does current geological theory teach about how the Himalayan and Appalachian Mountains were formed? ➡
20. *From where did the Eskimos come and what is the name by which they refer to themselves, and what does the name mean?* ➡
21. Why is it important for Eskimos to eat raw meat? ➡
22. What do the Eskimos burn for light and for cooking? ➡
23. How do Eskimos travel from place to place? ➡
24. How can scientists today determine that Indians living hundreds of years ago may have suffered from diseases such as arthritis? ➡
25. Where did the Anasazi Indians live? Where were their homes built? [chap. 6] ➡
26. What are kivas? [chap. 6] ➡
27. Why did the Anasazi Indians abandon their original homes? [chap. 6] ➡

Timeline and Map Activities

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**.

🕒 **Anasazi were cliff dwellers (1100–1300)**

📍 *Bering Strait; Bering Sea; Alaska; Canada; Greenland* (map 1)

📍 *Siberia* (map 4)

📍 *New Mexico; Arizona; Mesa Verde, Colorado; Rio Grande River; Washington; Oregon; Utah; California; Sierra Nevada; Rocky Mountains; St. Louis; Appalachian Mountains* (map 2)

Before Columbus | Chapter 1

Note: Honoring or preserving the dead is not a practice limited to the ancient Chinchorro people. You and your students are no doubt aware of the practice of mummification practiced in ancient Egypt. Religiously speaking, some beliefs honor the dead in other ways, such as Shinto in Japan. Shinto shrines, for instance, are places where ancestors are honored.

The author brings up an important point in the sidebar on page 11. He writes: “The case of the carved gourd re-

minds us that even when we find artifacts from the distant past, we cannot always discover exactly what they mean.” In many ways archaeologists must speculate or make educated guesses about what they find. A lot of times this involves forensic science, much like modern detectives apply when attempting to determine what has taken place at a crime scene that also occurred in the past. The so-called scientific method prefers testable, repeatable ways of discovering truth, but by definition historical events are not repeatable. Archaeologists, must instead look for clues and do their best to come up with what they think may have happened long ago or what they think an artifact represents or means.

28. How did the ? [chap. 1] ➔
29. How is radiocarbon dating supposed to work? [chap. 1] ➔
30. What are the big mounds found at Huaricanga? [chap. 1] ➔
31. What’s special about the carved gourd the author writes about? [chap. 1] ➔

Timeline and Map Activities

- 📍 *Andes Mountains; Peru; Chile (Atacama Desert)* (map 3)

Current Events | Two or three reports

Day 3

History, Geography & Biographies

A History of US, Book 1 | Chapters 7–9

Vocabulary

totem pole: wooden (usually cedar) pole with symbolic figures (“totems”) carved in it. [chap. 7]

potlatch: huge party given by Indians in the Pacific Northwest. [chap. 7]

affluent: wealthy. [chap. 7]

To Discuss After You Read

32. Why are the Pacific Northwest Indians considered wealthy? [chap. 7] ➔
33. What are some objects that Europeans use to fulfill functions similar to those the northwestern American Indians achieve through their totem poles? [chap. 7] ➔
34. **Discuss:** How does a people’s food supply affect culture at large? (for example: dance, theater, music, artwork, etc.)
35. How did life for the Indians in the Northwest differ from that of the Anasazi Indians? [chap. 7] ➔
36. How did they travel? [chap. 7] ➔
37. What did totem poles symbolize? [chap. 7] ➔

38. How did wealth and power differ for the Indians of the Northwest compared to other Indian tribes? ➔
39. What would we find unusual about potlatches? ➔
40. What were steam huts in California used for? ➔
41. What is the relation between farming and government? ➔
42. What, in your opinion, is the difference—practically and morally—between theft, extortion, and taxation? Why?
43. How many languages did North American Indians speak in the 15th century? [chap. 8] ➔
44. Who were the first Europeans to arrive in California? [chap. 8] ➔
45. What river do some Indians call the “Father of Waters”? Why? [chap. 8] ➔
46. Whose job is it to put up and take down the Indian teepee? [chap. 9] ➔
47. What did the Plains Indians do with the buffalo they killed? [chap. 9] ➔
48. Why did the plains Indians think the buffalo were good for hunting? [chap. 9] ➔
49. Why do you think some historians called the buffalo the Plains Indians’ gold?
50. What things do the Spanish trade with the Indians? [chap. 9] ➔

Ms. Hakim mentions that obsidian knives are “sharper than steel knives and keep their edges longer.” Despite these advantages, the Indians preferred steel knives. You will find her making similar comments about certain other technologies—such as guns—that Europeans brought to America: the Indians preferred the European technology even though the Indian technology was functionally better. The Indians came to think the European technology was superior, even though, as a matter of fact, it was not. When it came to guns vs. bows and arrows, the Indians’ preference worked to their detriment! Can you think of other technologies that, though functionally inferior, have won the allegiance of customers over their technically superior competitors?

Timeline and Map Activities

- 📍 *Plains States (east of the Rocky Mountains): Texas; Oklahoma; Colorado; Kansas; Nebraska; Wyoming; South Dakota; Montana; North Dakota* (map 2)

Before Columbus | Chapter 2

To Discuss After You Read

On page 15 the author uses the phrase “Plant scientists,” probably with the intention of using a phrase simpler to understand than the more precise technical term *botanist*. Genetic engineering of plants is one thing (p. 15), but scientists now have the capability of manipulating life via

techniques such as cloning (making a copy of a living organism). How far is it morally right or wrong to go in pursuing such things? The realm of ethics, more specifically *bioethics*, tries to address these kinds of questions. For example, is it right to clone a human embryo in order to use or “harvest” its organs for use in transplant operations that could save lives? Is it right to use those embryos in the first place?

Amino acids (p. 17) are important to life due to their nutritional properties. They help make up proteins, for instance, which the body needs to maintain a healthy diet.

51. What is genetic engineering? ➔
52. Do we know for certain that maize was genetically engineered? ➔
53. Ancient toys with wheels have been found in Mexico, but it doesn’t appear that those civilizations used the wheel in other ways. Why not? ➔
54. What is a milpa? ➔

Current Events | Two or three reports

Day 4

History, Geography & Biographies

A History of US, Book 1 | Chapters 10–12

Vocabulary

succotash: a dish of mixed vegetables: beans, corn, and squash; the word is from Algonquian. [chap. 11]

girdle (as in, to girdle a tree): to cut the bark all the way around a tree; that kills a tree, which permits easy felling of the tree a couple of years later. [chap. 11]

sachem: a chief in one of the Iroquois nations. [chap. 12]

wampum: beads on a leather cord, woven in a design to tell a story. [chap. 12]

confederacy: a group of nations in which each nation maintains its own, individual identity, but agrees to cooperate with the others in times of war or with regard to matters of mutual concern. [chap. 12]

matrilineal: heritage and descent is traced through the mother. [chap. 12]

To Discuss After You Read

55. What and how do archeologists learn about health from examining skeletons? [chap. 10] ➔
56. What did the mound builders use their mounds for? [chap. 10] ➔

p. 50—Ms. Hakim notes that about 25,000 people live in Cahokia. You need to understand that in the historical context: that is a large city for that time by any standards.

57. What role did grandmothers play in Iroquois society? [chap. 11] ➔
58. How did these Indians hunt deer? [chap. 11] ➔
59. What kinds of crops did they grow? [chap. 11] ➔
60. How many nations comprised the Iroquois confederacy? [chap. 12] ➔
61. What was the role of women in Iroquois society? [chap. 12] ➔
62. What is one hypothesis for why Iroquois women were held in relatively high esteem? [chap. 12] Do you think women are held the same high esteem today? Why or why not? ➔
63. Did the Iroquois have majority rule? [chap. 12] ➔
64. What are Deganwidah and Hiawatha best known for? [chap. 12] ➔

Before Columbus | Chapter 3

To Discuss After You Read

65. Why is the Olmec sculpture found in Tres Zapotes, Mexico important? [chap. 3] ➔
66. What is meant when Olmec and other Mesoamerican groups are called sister cultures? [chap. 3] ➔

Timeline and Map Activities

- 📍 **American archaeologist Matthew Stirling visits Olmec sculpture in Tres Zapotes, Mexico (1938)**
- 📍 **Zapotec settlement attacked, temple burned (750 BCE)**
- 📍 *Veracruz, Mexico; Gulf of Mexico; La Venta, Mexico (Tabasco/Veracruz); Yucatan Peninsula; Oaxaca (map 2)*

Current Events | Two or three reports

Be sure to present your oral or written reports. ■

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Date:	Day 1 ⁶	Day 2 ⁷	Day 3 ⁸	Day 4 ⁹	Day 5 ¹⁰
History, Geography & Biographies					
<i>A History of US, Book 1</i> (3rd & rev. 3rd editions)	chaps. 13–15 🌐🌐	chaps. 16–18 🌐🌐	chaps. 19–21 🌐🌐	chaps. 22–23 🌐🌐	
<i>Before Columbus</i>	chap. 4 🌐🌐	chap. 5 🌐🌐	chap. 6 🌐🌐	chap. 7 🌐	
Current Events	Seventh Grade: Two reports; at least one of international concern. Eighth & Ninth Grade: Three reports; at least two of international concern.				
Other Notes					

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Day 1

History, Geography & Biographies

A History of US, Book 1 | Chapters 13–15

Vocabulary

Leif Eriksson: is regarded as the first European to land in North America (excluding Greenland), nearly 500 years before Christopher Columbus.

Prince Henry of Portugal: Henry the Navigator, he encouraged exploration by sea.

Eratosthenes: Greek scientific writer, astronomer, and poet, the first man known to have calculated the Earth’s circumference.

Ptolemy: astronomer, geographer, and mathematician who considered the Earth the center of the universe.

runes: ancient Norse writing.

prey: to hunt, victimize, plunder, or pillage.

renaissance: rebirth.

illuminate (with respect to manuscripts): illustrate.

longitude: the conceptual lines that run from pole to pole—360 degrees around the Earth; these indicate distances east and west of the Prime Meridian that runs through Greenwich, England.

latitude: the conceptual lines that run parallel to one another east and west beginning at the Equator; these indicate distances from 0 to 90 degrees north or south.

meridians: other name for lines of longitude.

parallels: another name for the lines of latitude.

To Discuss After You Read

1. Who were the first Europeans to discover America? ➡
2. How was America discovered by mistake? ➡
3. Who were the two Vikings sent to explore America? ➡
4. Who was the first white man to be killed by Indians? Why was he killed? ➡
5. What are some of the tools historians can use to learn about the past? ➡
6. What years would the 12th century include—the 1100s or 1200s? ➡

7. How did printing technology change in the west when Johannes Gutenberg printed the Bible? How have developments in technology affected the way we communicate today? ➡
8. Why did Prince Henry of Portugal want his sailors to go to China, Japan, and India? ➡
9. Why were Europeans trying to find another route to the Indies? ➡
10. Why did Columbus believe the Earth was round? ➡
11. Why are latitude and longitude lines on maps? ➡
12. What is the equator? ➡
13. Which lines are parallel (lines equal distance apart that never touch)—latitude or longitude? ➡
14. Whose research did Christopher Columbus study that led him to believe the earth was smaller than it actually is? ➡
15. Which country (King and Queen) supported Columbus? ➡

p. 74—Ms. Hakim says, “Finally, Ferdinand and Isabella had agreed to help”—as if they had been reluctant for personal reasons and then, suddenly, they changed their minds. The historical record seems to indicate that such an interpretation is incorrect.

If you look at what was happening in the Iberian Peninsula (where Spain and Portugal are) at that time, you discover that the end of Muslim political power on the Iberian Peninsula took place on January 2, 1492, when Boabdil (Arabic: Muhammad Abu ‘Abd Allah) officially surrendered to Ferdinand and Isabella after years of bitter conflict. Prior to 1492, Ferdinand and Isabella had been deeply involved, both financially and mentally, in prosecuting the war against Boabdil. Once he was out of the way, they were able to turn their attention to other matters.

Timeline and Map Activities

- 🕒 **Bjarni Herjolfsson, Viking sailor sights the coastline of North America (ca. CE 986)**
- 🕒 **Leif Eriksson establishes Viking settlement called Vineland (ca. CE 1000)**
- 🕒 **Gutenberg perfects his printing press with moveable type (1452) and prints the first printed Bible (1454)**
- 🕒 **Prince Henry of Portugal (1394–1460)**
- 🕒 **Eratosthenes (ca. 276–194 BCE)**
- 🕒 **Ptolemy (CE 100–168—this date is uncertain)**
- 🕒 **Christopher Columbus sails to America (1492)**
- 📍 *Nova Scotia; Newfoundland* (map 1)
- 📍 *Norway; Sweden; Finland; Denmark; Germany; Portugal; Genoa; Spain* (map 3)
- 📍 *China* ② (map 4)

Before Columbus | Chapter 4

On page 36 the author mentions the language Runa Simi, but does not really say anything else about it, other than pointing out its importance as the primary language Pachakuti wanted the Inca people to use. Runa Simi is sometimes called Quechua. Some experts believe that a single, pure form of this language does not really exist, but instead made its influence known in many different dialects (varieties of the same language).

A brief comment is in order in reference to the incident between Spanish conquistador Pizarro and his attack on Atawallpa and the Incan soldiers (pp. 37–39). More often than not, individuals such as Pizarro are depicted as violent invaders who spread their warlike ways to peaceful, “noble savages” such as the Inca. While it’s true that some European explorers committed acts of violence and persecution, it is not true to state that people like the Inca were peaceful. As the author has noted, many wars and conflicts among the Inca took place, often among family members fighting over power. Moreover, as later pages will demonstrate, at times Indians allied with the Spanish in order to help defeat the so-called Triple Alliance.

16. What is chuno? [chap. 4] ➡
17. What do archaeologists think the plaza called Awkaypata in Qosqo was like? [chap. 4] ➡
18. How did Pizarro and less than 200 men defeat more than 5,000 Inca? [chap. 4] ➡

Timeline and Map Activities

- 🕒 **Chanka attack the Inca (1438)**
- 🕒 **Francisco Pizarro and less than 200 Spanish men defeat more than 5,000 Inca and capture Atawallpa (November 16, 1532)**
- 📍 *Machu Picchu, Peru; Qosqo (Cusco, Peru)* (map 3)

Current Events | Two or three reports

See the notes in Week One, Day One for Current Events instructions.

Seventh Grade: Two reports; at least one of international concern.

Eighth and Ninth Grade: Three reports; at least two of international concern.

A History of US, Book 1 | Chapters 16–18

Vocabulary

Sargasso Sea: an area in the middle of the Atlantic Ocean in which green seaweed grows thick.

Vasco Nuñez de Balboa: first Spaniard to see the eastern shore of the Pacific Ocean. [chap. 18]

To Discuss After You Read

19. What does Columbus hope to bring back to Spain? ➔
20. How did an astrolabe help Columbus? ➔
21. On page 79, Columbus “confesses” (though he seems to have no qualms about the fact) that he “took by force some of the natives” of Hispaniola. Do you think people should be taken by force? If so when? If not, why not?
22. Ms. Hakim says (p. 80), “Europeans called America a ‘new world’—but it was another old world with its own ancient civilizations and peoples. They were just different from those in Europe.” Do you agree with her or disagree? Why?
23. On page 82, Ms. Hakim lists some of the products that Europeans gained from the “New World” as well as products that the Europeans brought to the “New World” from the “Old”; list some of them. Which product from America “proved more valuable to the Old World than all the gold in both the Americas”? ➔
24. According to Ms. Hakim, in 1492, which was the most advanced civilization in the world? ➔
25. On what grounds does she make this statement? ➔
26. On page 83, Ms. Hakim notes that King John of Portugal said Columbus was “a big talker and boastful in his accomplishments.” She then asks if you can think of a reason why “bragging” might sometimes be useful and not just conceited. ➔
27. Why were Africans brought to America in 1503? ➔ *k*
28. What did Columbus think South America was? Why? ➔
p. 80—The crimes continue: “Columbus sent a boatload of Indians back to Spain to be sold as slaves.”
29. What do you think? On page 86, Ms. Hakim tells us about a lie Columbus told the Indians: about how he would make the moon disappear if they did not bring him food. Was the lie justified? What good came out of the lie? What bad came of it?
30. Which Italian sailed to America for England; therefore, giving England a claim to all of North America? [chap. 18] ➔

31. Which explorer “discovered” the Pacific Ocean? [chap. 18] ➔

p. 87—Ms. Hakim says Balboa was the first European to see the Pacific’s “American coast”; explorers and traders knew the “eastern side” quite well. This means that Balboa had reached the western side of the American land mass; he was on the eastern edge of the Pacific Ocean.

Timeline and Map Activities

- 🕒 **First African slaves come to the Caribbean Islands (1503), by 1574 there were 12,000**
- 🕒 **John Cabot landed in Newfoundland and gave England claim to North America (1497)**
- 🕒 **Vasco Nuñez de Balboa (1475–1519) established first permanent European settlement and was the first to see the Pacific Ocean from the American continent (1513)**
- 📍 *Japan* (map 4)
- 📍 *San Salvador/The Bahamas; Cuba; Hispaniola Haiti and Dominican Republic; Jamaica; Panama* (map 5)
- 📍 *Canary Islands* (map 6)

Before Columbus | Chapter 5

To Discuss After You Read

32. You’ve probably heard the term “rewriting history,” but in the case of Tlacaelel and the Mexica people they really did it! (p. 47) Why did this happen? What did they hope to accomplish by destroying their history and writing a new one? ➔

In “Feeding the Sun” (p. 47), the author claims “the Europeans and the Triple Alliance [Aztecs] were surprisingly alike—violent death was part of the social landscape on both sides of the Atlantic.” The author is essentially claiming that human sacrifice, religiously motivated to provide “food” for the sun, is on the same level as criminal executions in Europe. But is this really the same thing or are we dealing with a false analogy? After all, it’s one thing to have a judicial system in place that calls for the execution of criminals and quite another to offer human sacrifices to the sun, isn’t it?

33. Setting aside the issue of whether or not capital punishment is justified, do you think European executions and Aztec human sacrifices are on the same level? ➔

You might recognize the name Motecuhzoma (p. 49) by its other forms including Moctezuma and Montezuma.

34. Why did the Triple Alliance sacrifice humans? ➔
35. Could Cortes and his forces have defeated the Triple Alliance on their own? ➔

Timeline and Map Activities

- 🕒 **Hernan Cortes and Motecuhzoma meet at Tenochtitlan (November 8, 1519)**
- 🕒 **Aztec Triple Alliance formed (1428)**

🕒 **Triple Alliance surrenders to Cortez and his forces (August 21, 1521)**

📍 *Tenochtitlan, Mexico; Teotihuacan, Mexico; Caribbean Sea (map 2)*

Current Events | Two or three reports

Day 3

History, Geography & Biographies

A History of US, Book 1 | Chapters 19–21

Vocabulary

Ferdinand Magellan: Portuguese navigator and explorer whose ships first sailed around the world.

To Discuss After You Read

36. Why is the strait near the tip of South America named the Strait of Magellan? [chap. 19] ➔
37. What mistaken idea did Magellan have that led him to believe that if he went west from Africa he would find a short-cut to the Spice Islands (the Moluccas)? [chap. 19] ➔
38. How did Magellan die? [chap. 19] ➔
39. Magellan, we are told, was faced with a problem other explorers would face: how do you deal with your new friends' enemies?—What do you think?
40. How many ships and men were still alive when Magellan's voyage returned back to Spain after nearly three years? [chap. 19] ➔
41. Why was America named after Amerigo Vespucci when others had come to the land before him? [chap. 20] ➔
42. In 15th century Europe what religion did most people practice? [chap. 21] ➔
43. Who was Martin Luther? [chap. 21] ➔
44. What is one of the most important reasons for studying history? [chap. 21] ➔
45. What happened during the Spanish Inquisition? [chap. 21] ➔
46. Is it right to try to force others to think as you do? Why or why not? Is it possible to force others to think as you do? What can you force other people to do?

Timeline and Map Activities

🕒 **Iberian Ferdinand Magellan (ca. 1480–1521) leads first global circumnavigation (1519–1522)**

- 📍 *Iberian Peninsula; Seville, Spain (map 3)*
- 📍 *Moluccas/Spice Islands; Indonesia; Philippine Islands; Papua New Guinea (map 4)*
- 📍 *Peru; Patagonia; Straits of Magellan; Magellan's Journey (map 6)*

Before Columbus | Chapter 6

To Discuss After You Read

The author suggests, "Maybe the Americas should no longer be called 'the New World.'" (p. 61) However, regardless of how long ago humans populated the Americas before Columbus, it's true that the Americas were indeed a "new world" to Europeans of the 15th century.

47. Is the question, "Who were the first Americans?" easy or difficult to answer? Why? ➔
48. What theory did C. Vance Haynes propose in 1964? ➔

Timeline and Map Activities

- 🕒 **Jose de Acosta speculates that Asia and America "must join somewhere" (1590)**
- 🕒 **C. Vance Haynes proposed that the first Americans crossed to the Americas via the Beringia land bridge (1964)**
- 📍 *Bering Strait; Alaska; Yukon River; Rocky Mountains; Washington (map 1)*

Current Events | Two or three reports

Day 4

History, Geography & Biographies

A History of US, Book 1 | Chapters 22–23

Vocabulary

Quetzalcoatl: feathered serpent god of the Aztecs. [chap. 22]

Hernando Cortés: conqueror of the Aztec empire. [chap. 22]

Tenochtitlan: the Aztecs' capital city. [chap. 22]

Moctezuma: ruler of the Aztecs. [chap. 22]

Doña Marina: an Indian woman who had learned Spanish and who helped Cortés achieve his goals. [chap. 22]

centaur: a creature from Greek mythology, half horse and half man. [chap. 22]

pictograph: an early form of writing in which a stylized picture stands for or "means" a sound, an idea, or a thing. [chap. 22]

codex (plural: codices): a book that has been written or copied by hand; i.e., a book in manuscript form vs. a book that has been printed. [chap. 22]

glyph (or hieroglyph): a sign; a symbolic figure or character. [chap. 22]

Juan Ponce de León: explored and settled Puerto Rico, and explored Bimini (Bahamas) and Florida while searching for the Fountain of Youth. [chap. 23]

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Francisco Pizarro: conquered the Incan empire in Peru. [chap. 23]

To Discuss After You Read

49. What were some of the factors that contributed to Cortés' success against the Aztecs? [chap. 22] ➔
50. Cortés said he and his companions suffered a disease that could only be cured with gold. How much truth was there in that statement? Did they suffer a disease? If we were to describe their condition in terms of a disease, could it be cured with gold? Why or why not?
51. What was most impressive about Tenochtitlan? [chap. 22] ➔
52. Why did the villagers help Cortés battle the Aztecs? ➔
53. What are some of the reasons we know so little about the Incans' culture? [chap. 23] ➔
54. What happened to the Inca ruler, Atahualpa? [chap. 23] ➔
55. What did Pizarro do with all the Incan gold objects? [chap. 23] ➔
56. What benefit might the Spaniards—or we, today—have gained if they had not melted down all the gold objects and destroyed all the Incans' art? Put another way: what have we lost because they did destroy all the art objects?
57. Ms. Hakim ends the chapter with the comment that “when leaders say something is all right, most people agree, without thinking for themselves.” Do you think this is true? What evidence do you have for your opinion?

Timeline and Map Activities

- 🕒 **Hernando Cortés (1485–1547)**
- 🕒 **Moctezuma (1466–1520)**
- 🕒 **Doña Marina (1466–1520)**
- 🕒 **Ponce de León (1460–1521)**
- 🕒 **Francisco Pizarro (ca. 1475–1541)**
- 📍 *Florida*(map 2)
- 📍 *Tenochtitlan; Puerto Rico* (map 5)
- 📍 *Incan, Aztec & Mayan Territory* (map 7)

Before Columbus | Chapter 7

To Discuss After You Read

58. What is the overkill theory? ➔
59. What is a zoonotic disease? ➔

Timeline and Map Activities

- 📍 *Bighorn Basin, Wyoming; La Brea tar pits, California* (map 4)

Current Events | Two or three reports

Be sure to present your oral or written reports. ■

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Date:	Day 1 ¹¹	Day 2 ¹²	Day 3 ¹³	Day 4 ¹⁴	Day 5 ¹⁵
History, Geography & Biographies					
A History of US, Book 1 (3rd & rev. 3rd editions)	chaps. 24–27 📍🌐	chaps. 28–31 📍🌐	chaps. 32–34 📍🌐	chaps. 35–39 📍🌐	
Before Columbus	chap. 8 📍🌐	chap. 9 📍	chap. 10 📍🌐	chap. 11 📍🌐	
Current Events	Seventh Grade: Two reports; at least one of international concern. Eighth & Ninth Grade: Three reports; at least two of international concern.				
Other Notes					

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Day 1

History, Geography & Biographies

A History of US, Book 1 | Chapters 24–27

Vocabulary

mestizo: people of mixed Spanish and Native American heritage. [chap. 24]

mulatto: people with mixed Spanish and African heritage. [chap. 24]

Álvar Núñez Cabeza de Vaca: one of only four men who survived a Spanish shipwreck on Florida’s coast in 1528, he then wandered through Texas and what would become northern Mexico before finding a Spanish outpost in 1536. [chap. 25]

Esteban: a black slave who accompanied Cabeza de Vaca and who later sought to help the Spaniards find the Seven Golden Cities of Cíbola. [chap. 25]

Fray Marcos de Niza: Franciscan friar who helped lead the expedition that looked for the Seven Golden Cities of Cíbola. [chap. 25]

Cíbola: an area in which there were supposed to be seven unbelievably wealthy cities. [chap. 25]

Francisco Vasquez de Coronado: Spanish explorer who discovered the Grand Canyon, but also found that tales of the Seven Golden Cities of Cíbola were false.

Hernando de Soto: Spanish explorer who participated in Pizarro’s conquest of Peru and then explored the North American continent from southwestern Florida north, through areas that are now part of Georgia, Alabama, Louisiana, across the Mississippi, into what is now Texas; the results of his explorations, together with Coronado’s, convince the Spanish that the North American continent is hardly worth their trouble.

To Discuss After You Read

1. What killed most Mexican and Native American Indians? [chap. 24] ➔
2. Why did Spain not colonize much land in North America? [chap. 24] ➔

On page 115, the author points out that, despite some rather glaring shortcomings from a modern perspective, the Spaniards also did things that were very good. She does not mention, however, how unbelievably unique and

“advanced” the Spaniards were compared with the other colonial powers of the day. For example: she mentions that they “encouraged truth-telling: they let their historians write the good and the bad about what was happening in America.” This was—and even today, still is, in many places—an unbelievably “liberal” policy. England did not encourage “freedom of the press.” Its monarchs refused to permit critical reports to be written or printed. If someone dared to go against the wishes of the British Crown, they would be charged with sedition—a crime that could carry the death penalty!

3. What were the seven cities of Cibola? [chap. 25] ➔
4. What were some of the hardships of Coronado’s journey? ➔
5. Why were the Spaniards interested in the city of Quivira? What did they find when they got there? ➔
6. What are two reasons the European style of fighting did not work against the Indians? ➔
7. Was de Soto kind to the Indians? ➔

Timeline and Map Activities

- 🕒 **Álvar Núñez Cabeza de Vaca (ca. 1490–1560)**
- 🕒 **Fray Marcos de Niza (ca. 1495–1558)**
- 🕒 **Francisco Vasquez de Coronado (ca. 1510–1554) sets off to find Cibola (1540)**
- 🕒 **Hernando de Soto (ca. 1496/97–1542)**
- 🕒 **John Cabot (1450?–1498?) leads first English expedition to America (1497)**
- 🗺️ *Coronado’s journey; de Soto’s journey (map 2)*

Before Columbus | Chapter 8

To Discuss After You Read

Keep in mind that the author is merely offering a possible scientific explanation for why many Native Americans were susceptible to European diseases (pp. 71–72). He’s not intending in any way to come across as racist or to suggest that Native Americans are somehow inferior to Europeans, Africans, or Asians.

Bartolome de Las Casas (p. 73), incidentally, became a Dominican friar. Moved by his Christian ideals, de Las Casas had compassion for the oppressed Native Americans and openly spoke out against their mistreatment.

8. Why were native Americans more susceptible to diseases introduced by Europeans? ➔
9. A former conquistador, Bartolome de Las Casas later spoke out against the harsh treatment of the native Americans by the Spanish. Why?
10. Why were pigs brought by Hernando de Soto to Florida harmful to native Americans? ➔

Timeline and Map Activities

- 🕒 **Smallpox breaks out on the Spanish island colony of Hispaniola, later spreading throughout the Americas (1518)**
- 🕒 **Incan emperor Wayna Qhapaq dies, resulting in civil war as his sons fight for power (1526)**
- 🕒 **Spanish explorer Hernando de Soto arrives in Florida (1539)**
- 🗺️ *Florida; Arkansas; Texas; Mississippi River (map 1)*

Current Events | Two or three reports

Day 2

History, Geography & Biographies

A History of US, Book 1 | Chapters 28–31

Vocabulary

Juan de Oñate: married Isabel de Tolosa Cortés Moctezuma, who was a descendant of famous conquistador Hernán and the Aztec emperor; founds the province of New Mexico in 1598.

Bartolomé de Las Casas: Dominican priest who spoke out for the American Indians against their Spanish overlords.

Juan Ginés de Sepulveda: Spanish scholar who argued the case that enslavement of the American Indians was perfectly proper.

Inquisition: a papal judicial organization that was designed to discover hidden heretics within the Church; it soon became used by secular political figures (most notably the Spanish crown) to further their own agendas against people who opposed them.

To Discuss After You Read

11. What was the first permanent European colony in the North American West? ➔
12. Why didn’t the colony in modern day Venezuela work the way Las Casas had planned? ➔

Las Casas’ writings are nearly the best examples of how the Spanish were much more open than their contemporaries. The king of Spain permitted an open dialog and debate between Las Casas and Sepulveda. Such debates, complete with eyewitness evidence, were never permitted in other colonial countries. Ms. Hakim closes the chapter with a comment about the English: “We need to protect the Indians from the cruel Spaniards,” the English said. “we’ll treat them differently,” they added.” Do you think they did? Why or why not?

13. What is amazing about the amount of land conquered by the Spaniards? ➔
14. What would probably have happened if the Spaniards had found gold in North America? ➔

15. How did all the gold that was shipped back to Spain affect their economy? ➔
16. What happened as a result of the Spaniards' acquisition of so much gold in such a short period of time? ➔
17. Do you think sudden riches might cause similar problems elsewhere (on either a personal or a national level)? Why or why not?
18. What occurred that made the Inquisition suddenly powerful in Spain in the year 1492? ➔
19. How many years did the Spanish Inquisition last? ➔

Ms. Hakim says, "In 1492 Spanish Jews were given a choice: they could become Catholic or leave the country. If they converted to Catholicism, but were not seen to be true in their belief, they were tried by the Inquisition and burned at the stake. The inquisitors went wild torturing and killing."

There is a lot of truth here. There is also some exaggeration. The *Encyclopaedia Britannica* says,

The medieval Inquisition functioned only in a limited way in northern Europe; it was most employed in northern Italy and southern France. During the Reconquista in Spain, the Catholic powers used it only occasionally; but, after the Muslims had been driven out, the Catholic monarchs of Aragon and Castile determined to enforce religious and political unity and requested a special institution to combat apostate former Jews and Muslims as well as such heretics as the Alumbrados. Thus in 1478 Pope Sixtus IV authorized the Spanish Inquisition.

The first Spanish inquisitors, operating in Seville, proved so severe that Sixtus IV had to interfere. But the Spanish crown now had in its possession a weapon too precious to give up, and the efforts of the Pope to limit the powers of the Inquisition were without avail. In 1483 he was induced to authorize the naming by the Spanish government of a grand inquisitor for Castile, and during the same year Aragon, Valencia, and Catalonia were placed under the power of the Inquisition. The first grand inquisitor was the Dominican Tomás de Torquemada, who has become the symbol of the inquisitor who uses torture and confiscation to terrorize his victims. The number of burnings at the stake during his tenure has been exaggerated, but it was probably about 2,000.

20. Why did other European nations dislike Spain? [chap. 31] ➔
21. What was King Henry VIII's motivation for founding the Anglican Church? [chap. 31] ➔
22. Do you think this was a legitimate motive? Why or why not?
23. Why did people call Queen Mary "Bloody Mary"? [chap. 31] ➔
24. Why were the people happy when Elizabeth became queen? [chap. 31] ➔
25. From 1562 to 1598, how many civil wars were fought in France over religion? [chap. 31] ➔

Timeline and Map Activities

- 🕒 **Juan de Oñate (1550?–1630)**
- 🕒 **Santa Fe founded (1610)**
- 🕒 **Bartolomé de Las Casas (1474–1566)**
- 📍 *Santa Fe, New Mexico* (map 2)

Before Columbus | Chapter 9

To Discuss After You Read

26. What is swidden? ➔
27. Why do some modern researchers think that swidden was not possible in the early Americas? ➔
28. What is a zarabatana? ➔

Timeline and Map Activities

- 📍 *Amazon River; Beni, Bolivia; Santarem, Brazil* (map 3)

Current Events | Two or three reports

Day 3

History, Geography & Biographies

A History of US, Book 1 | Chapters 32–34

Vocabulary

Jacques Cartier: French explorer of New Brunswick, Newfoundland, and the St. Lawrence River. [chap. 32]

Jean Ribaut: French Protestant who established the first French colony in North America: Charlesfort in what is now South Carolina. [chap. 32]

piracy: any robbery or other violent action, for private ends and without authorization by public authority, committed on the seas or in the air outside the normal jurisdiction of any state. [chap. 32]

Huguenot: the standard name for a French Protestant in the 15th or 16th centuries. [chap. 32]

To Discuss After You Read

29. Why did England and France hire Italians to explore the New World? [chap. 32] ➔
30. What is the difference between pirates and privateers? [chap. 32] ➔
31. Morally, do you think there is a difference between a pirate and a privateer? Why or why not?

Until a few years ago I thought—and Ms. Hakim writes as if—piracy is completely a thing of the past. This is not the case at all. Even today there are many pirate ships that ply the waters of the South China Sea and East Africa.

32. What three things was Pedro Menendez de Aviles to do in the New World for Spain? [chap. 33] ➔

33. What is the significance of St. Augustine? [chap. 33] ➔
34. Where did the French move after being beaten in battle in Florida? [chap. 34] ➔
35. Which animal was almost hunted to extinction for its fur? [chap. 34] ➔

Timeline and Map Activities

- 🕒 **Charlesfort established (1562)**
- 🕒 **Jacques Cartier (1491?–1557)**
- 🕒 **Jacques Cartier (1491?–1557); leads first European expedition up the St. Lawrence River (1535)**
- 🕒 **Jean Ribaut (ca. 1529–1565)**
- 🕒 **St. Augustine founded (1565)**
- 🕒 **Quebec founded (1608)**
- 🕒 **LaSalle’s adventures (1669–1673) allow him to claim land for France**
- 🕒 **Marquette and Joliet travel down the Mississippi (1673)**
- 📍 *Charlesfort (probably on the southern part of Port Royal Island, South Carolina) (map 2)*
- 📍 *Marquette-Joliet’s journey; The land claimed by LaSalle for France: Arkansas; Louisiana; Minnesota; Iowa; Missouri (map 2)*

Before Columbus | Chapter 10

To Discuss After You Read

36. What do ecologists mean by succession? ➔
37. What are the two main sources of fire? ➔

Timeline and Map Activities

- 🕒 **Henry David Thoreau (1817–1862)**
- 🕒 **Lewis and Clark (1803–1806)**
- 🕒 **Cahokia’s golden age (ca. CE 950–1250)**
- 📍 *Great Plains (map 1)*
- 📍 *Mount St. Helens, Washington (map 4)*
- 📍 *Hudson River Valley, New York; Everglades, Florida; (map 5)*

Current Events | Two or three reports

Day 4

History, Geography & Biographies

A History of US, Book 1 | Chapters 35–39

Vocabulary

Sir Walter Raleigh: a favorite of Queen Elizabeth, had great dreams for the Americas (both North and South) but they all came to naught; helped fund the failed attempt to establish a colony in Roanoke Island.

Frances Drake: English admiral who circumnavigated the globe (1577–80), played an important role in defeating the Spanish Armada (1588), and was the most renowned seaman of the Elizabethan Age.

isthmus: a narrow neck of land joining two larger landmasses.

To Discuss After You Read

38. Ms. Hakim keeps stressing certain unique attributes of the land that would become America. Here, in this chapter, she notes that “English men and women would lose no rights when they moved to the new land.” What right does Ms. Hakim especially mention in this chapter? [chap. 36] ➔
39. What were the two dreams of Europeans who came to America? [chap. 36] ➔
40. Why did Sir Walter Raleigh name the territory Virginia? [chap. 36] ➔
41. What happened to Raleigh’s first attempt at colonizing Virginia? [chap. 36] ➔
42. What were the first three permanent European colonies in North America, and when were they established? [chap. 37] ➔
43. What advantages did the Indians have with their bows and arrows over the Europeans with their muskets? ➔
44. What gave Europeans the advantage despite the inferiority of their muskets? ➔

45. Why did the leader of Roanoke Island, John White, go back to England? ➔
46. What had happened to the colony when he returned three years later? ➔
47. Why did Sir Francis Drake come to the New World—especially to the West coast? ➔
48. Why were the Spanish ships unguarded on the West coast? ➔ *they didn't think an English ship would reach the West coast; Drake's was the first*
49. How did England win the battle with the Spanish Armada? ➔ *used small, fast ships and did not fight in the traditional way—they sent burning ships into the sea towards the Spanish ships to set them afire*
50. How bad was the British defeat of the Spanish Armada? ➔
51. Why is the defeat of the Spanish Armada so significant in world history? ➔

Timeline and Map Activities

- 🕒 **Elizabeth I (1533–1603)**
- 🕒 **Elizabethan Age (1558–1603)**
- 🕒 **Sir Walter Raleigh (1554?–1618) establishes first English colonies in North America (1585–1587)**
- 🕒 **Sir Frances Drake (ca. 1540–1596)**
- 🕒 **British navy defeats the Spanish Armada (1588)**
- 📍 *Roanoke Island (map 2)*
- 📍 *England; France (map 3)*

Before Columbus | Chapter 11

To Discuss After You Read

52. Where did Tisquantum learn to plant fish alongside corn to better fertilize the crop? ➔
53. What happened to passenger pigeons? Why? ➔

Timeline and Map Activities

- 🕒 **Squanto (ca. 1580s–1622)**
- 🕒 **William Bradford (1590–1657)**
- 🕒 **Revolutionary War (1775–1781)**
- 🕒 **John Adams (1735–1826)**
- 🕒 **Francis Drake (1540–1596)**
- 🕒 **Smallpox epidemic begins near Boston (1774)**
- 📍 *Santa Fe, New Mexico; Puget Sound, Washington; San Francisco Bay (map 4)*
- 📍 *Patuxet; Cape Cod Bay; New England; Maine; Plymouth Bay, Massachusetts; Boston (map 5)*

Current Events | Two or three reports

Be sure to present your oral or written reports. ■

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“American History”—Scope and Sequence: Schedule for Topics and Skills

Week	History/Social Studies	Geography	Biography
1	History? Why?; Away with Time; In the Beginning; How the First Americans Became Indians; Put on Your Earmuffs; Cliff Dwellers and Others; the Show-Offs; Taking a Tour; Plains Indians Are Not Plain at All; Mound for Mound, Those are Heavy Hills; Indians of the Eastern Forests; People of the Long House	<i>Massachusetts; Rhode Island; Spain; England; Italy; Sumer, Russia; Sahara Desert; Atlantic Ocean; South America; Mexico; Asia; Europe; India; China; Middle East; Pacific Ocean; Andes Mountains; Peru; Chile (Atacama Desert); Egypt; Iraq; Bering Strait; Bering Sea; Alaska; Canada; Siberia; Africa; New Mexico; Arizona; Mesa Verde, Colorado; Rio Grande River; Washington; Oregon; Utah; California; Sierra Nevada; Rocky Mountains; St. Louis; Great Lakes; Appalachian Mountains; Veracruz, Mexico; Gulf of Mexico; La Venta, Mexico (Tabasco/Veracruz); Yucatan Peninsula; Oaxaca; Plains States (east of the Rocky Mountains); Texas; Oklahoma; Colorado; Kansas; Nebraska; Wyoming; South Dakota; Montana; North Dakota;</i>	Thomas Jefferson, Squanto, Matthew Stirling
2	Let’s Turn North; the Power of the Press; a Boy Named Christopher Has a Dream; a New Land is “Discovered”; the Next Voyage; Stowaways: Worms and a Dog; Sailing Around the World; What’s in a Name?; About Beliefs and Ideas; New Spain; Ponce de Leon, Pizarro, and Spanish Colonies	<i>Machu Picchu, Peru; Qosqo (Cusco, Peru); Tenochtitlan, Mexico; Teotihuacan, Mexico; Caribbean Sea; Bering Strait; Alaska; Yukon River; Rocky Mountains; Washington; Denmark; Portugal; Australia; Canada; Siberia; Lagoa Santa, Brazil; Monte Verde, Chile; Turkey (Ararat); Folsom, New Mexico; Clovis, New Mexico; Spain, Caribbean Islands, Pacific Ocean, Scandinavia, Newfoundland, Germany; East Asia, the Americas</i>	Fancisco Pizzarro, Leif Eriksson, Prince Henry, Christopher Columbus, John Cabot, Vasco Nunez de Balboa, Ferdinand Magellan, Hernando Cortez,
3	Gloom, Doom, and a Bit of Cheer; North of New Spain; Looking for Cibola with Coronado; Conquistadores: California to Florida; a Place Called Santa Fe; Las Casas Cares; the Big Picture; From Spain to England to France; France in America: Pirates and Adventurers; Rain, Ambush, and Murder; New France; Elizabeth and Friends; Utopia in America; Lost: a Colony; an Armada is a Fleet of Ships; the End: Keep Reading	<i>California, Florida, New Mexico, England, France, Canada, Ohio, Arizona, Kansas, Indiana, Illinois</i>	Wayna Qhapaq, Henry David Thoreau, Hernando de Soto, Jacques Cartier, Lewis and Clark, Squanto, Sir Walter Raleigh, Elizabeth I, William Bradford
4	Our Mixed-Up Civilization; a Sign in the Sky; Across the Ocean; the First Virginians; English Settlers Come to Stay; John Smith; the Starving Time; a Lord, a Hurricane, a Wedding; a Share in America; Jamestown Makes It; 1619—a Big Year; Indians vs. Colonists; Massacre in Virginia, Poverty in England; the Mayflower: Saints and Strangers; Pilgrims, Indians, and Puritans	<i>Rome, Mecca, England, Virginia, Jamestown, Holland, West Indies</i>	Samoset, Massasoit, John Smith, James I of England, Rembrandt, James Madison, Dolley Madison, Patrick Henry, William Bradford

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“American History”—Scope and Sequence: Schedule for Topics and Skills

Week	History/Social Studies	Geography	Biography
5	Puritans, Puritans, and More Puritans, Of Towns and Schools and Sermons; Roger Williams; “Woman, Hold Your Tongue”; Statues on the Common; Of Witches and Dinosaurs; Connecticut, New Hampshire, and Maine; King Philip’s War; the Indians Win This One; What’s a Colony?; Silvernails and Big Tub; West to Jersey; Cromwell and Charles; William the Wise; Ben Franklin	<i>Massachusetts, Rhode Island, Connecticut, New Hampshire, New York, New Jersey, Pennsylvania, South Carolina, North Carolina</i>	Cotton Mather, Oliver Cromwell, William Penn
6	Maryland’s Form of Toleration; Carry Me Back to Ole Virginny; the Good Life; Virginia’s Capital; Pretend Some More; South Carolina: Riches, Rice, Slaves; North Carolina: Dissenters and Pirates; Royal Colonies and a No-Blood Revolution; a Nasty Triangle; Four and Nine Make Thirteen; Over the Mountains; Westward Ho; the End—and the Beginning	<i>Maryland, Virginia, Williamsburg, Georgia, Appalachian Mountains, Pennsylvania, original 13 New England colonies, Barbados</i>	George and Leonard Calvert, Daniel Boone, Dolley Madison
7	From Colonies to Country; Freedom of the Press; Jenkins’ Ear; Frenchmen and Indians; a Most Remarkable Man; Pitt Steps In; <i>Au Revoir</i> (Goodbye), France; Staying in Charge; What Is an American?; a Girl Who Always Did Her Best; the Rights of Englishmen; a Taxing King; the Firebrands	<i>England, Canada, Ohio, New York, Michigan, Illinois, Virginia, Philadelphia</i>	Jonathan Edwards, John Peter Zenger, George Whitefield, Jonathan Edwards, King George III, Patrick Henry
8	A Massacre in Boston; One If By Land, Two If By Sea; an American Original; On the Way to the Second Continental Congress; Naming a General; the War of the Hills; Fighting Palm Trees; Declaring Independence; Signing Up; Revolutionary Women and Children; Freedom Fighters	<i>Boston, Concord, Charlestown, Connecticut, Philadelphia, New Hampshire</i>	John Hancock, Paul Revere, Benjamin Franklin, Benedict Arnold, John Locke, Jean-Jaques Rousseau, George Washington, Abigail Adams, James Madison, Andrew Jackson
9	Soldiers from Everywhere; Black Soldiers; Fighting a War; <i>Howe Billy Wished France Wouldn’t Join In</i> ; Valley Forge to Vincennes; the States Write Constitutions; More About Choices; When It’s Over, Shout Hooray; Experimenting with a Nation; Looking Northwest; a Man with Ideas; a Philadelphia Welcome; Summer in Philly	<i>Williamsburg, Norfolk, Virginia; New York; Valley Forge, California, Northwest Ordinance, Philadelphia</i>	Nathanael Greene, Thomas Jefferson, Henry Knox, James Madison
10	A Slap on the Back; Roger to the Rescue; Just What Is a Constitution?; Good Words and Bad; No More Secrets; If You Can Keep It; Getting a Nation Started; the Father of Our Country; About Being President; the Parties Begin; a Capital City; Counting Noses	<i>Connecticut, New Haven, Mount Vernon, Washington D. C.,</i>	Alexander Hamilton, Roger Sherman, Sacajawea, Meriwether Lewis, William Clark, George Washington, John Adams, Saquoyah
11	The Adams Family Moves to Washington; About President Adams; Alien and Sedition: Awful and Sorry; Something Important: Judicial Review; Meet Mr. Jefferson; Meriwether and William or Lewis and Clark; an Orator in a Red Jacket Speaks; the Great Tekamthi, Also Called Tecumseh; Osceola; the Revolutionary War Part II, or the War of 1812; the <i>Other Constitution</i>	<i>Louisiana Territory, Mississippi River, Missouri River, Baltimore, North Africa, Philadelphia, New York, Oregon Trail, New Mexico, Colorado,</i>	John Marshall, Napoleon Bonaparte, Aaron Burr, Thomas Jefferson, William Henry Harrison, Sagoyewatha, Frances Scott Key

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“American History”—Scope and Sequence: Schedule for Topics and Skills			
Week	History/Social Studies	Geography	Biography
12	That Good President Monroe; JQA vs. AJ; a Day of Celebration and Tears; Old Hickory; Yankee Ingenuity: Cotton and Muskets; Going Places; Teakettle Power; Making Words a Time to Weep; the Second Seminole War; History’s Paradox	<i>Georgia, Florida, Erie Canal, Missouri, Mississippi River, Trail of Tears</i>	James Monroe, John Quincy Adams, Andrew Jackson, Eli Whitney, Sequoyah, Osceola
13	a Man Who Didn’t Do As his Neighbors Did; African-Americans; the King and His People; Abolitionists Want to End Slavery; Frederick Douglass; Naming Presidents; a Triumvirate is Three People; the Great Debate; Liberty for All?; Antebellum—Say <i>Aunty Belle</i> and <i>Add um</i>	<i>Virginia, Missouri, Mexico,</i>	Nat Turner, Martin Van Buren, James Knox Polk, Zacary Taylor, Millard Fillmore, Franklin Pierce, James Buchanan, John Tyler, Andrew Jackson
14	the Long Way West; Mountain Men; Riding the Trail to Santa Fe; Susan Magoffin’s Diary; Pioneers: Taking the Trail West; Getting There; Latter-Day Saints; Coast-to-Coast Destiny; a Hero of His Times; Texas: Tempting and Beautiful	<i>Colorado, Texas, California, Salem, Oregon Trail, Santa Fe Trail, China, Ireland, California, Sierra Nevada Mountains</i>	Jedediah Smith, Daniel Boone, Stephen Watts Kearny, Stephen Austin, Davy Crockett
15	Fighting Over a Border; There’s Gold in Them Hills; Clipper Ships and Pony Express; Flying by Stagecoach; Arithmetic at Sea; Thar She Blows!; a Japanese Boy in America; Cities and Progress; a Land of Movers	<i>Colorado, Nevada, Panama, Salem, Brazil, West Indies, Japan, Hawaii, Baltimore</i>	Henry David Thoreau, Walt Whitman, James Marshall, Levi Strauss, Samuel F. B. Morse, Nathaniel Bowditch, Commodore Matthew Perry
16	Workin’ on the Railroad; “She Wishes to Ornament Their Minds”; “Do Girls Have Brains”; Seneca Falls and the Rights of Women; a Woman Names <i>Truth</i> ; Life in the Mills; Working Women and Children; American Writers; Mr. Thoreau—at Home with the World; Melville and Company; If a Poet Writes You a Letter, Pay Attention; Painter of Birds and Painter of Indians	<i>Connecticut, Massachusetts, West Virginia, Haiti</i>	Susan B. Anthony, John James Audobon,
17	<i>Amistad</i> Means Friendship; Webster Defends the Nation; Big Problem and a Little Giant; a Dreadful Decision; Fleeing to Freedom; Over the River and Underground; Seven Decades; Dinner at Brown’s Hotel; a Divided Nation; Americans Fighting Americans; the War Begins; Harriet and <i>Uncle Tom</i> ; Harriet, Also Known as Moses	<i>California, Kansas, Nebraska, Sierra Leone, Fort Sumter, South Carolina, Manassas</i>	John C. Calhoun, Henry Clay, Dred Scott, Harriet Beecher Stowe, Harriet Tubman, Stephen A. Douglas,
18	Abraham Lincoln; New Salem; Mr. President Lincoln; President Jefferson Davis; Slaver; John Brown’s Body; Lincoln’s Problems; the Union Generals; the Confederate Generals; President Davis’s Problems; Choosing Sides; the Soldiers	<i>Kentucky, Indiana, Illinois, Louisiana, Mississippi, Santo Domingo, Harpers Ferry, Virginia</i>	Jefferson Davis, Abraham Lincoln, Nat Turner, Ulysses S. Grant, John Brown, Robert E. Lee, Thomas (Stonewall) Jackson, George B. McClellan,
19	Willie and Tad; General McClellan’s Campaign; War at Sea; Emancipating Means Freedom; Determined Soldiers; Marching Soldiers; Awesome Fighting; Lee the Fox; Speeches at Gettysburg; More Battles—Will It Ever End?; the Second Inaugural; Closing In on the End	<i>Antietam, Gettysburg, New Orleans, Petersburg, Appomattox Court House</i>	Frederick Douglass, George Pickett, William Tecumseh Sherman, Philip Sheridan, John Wilkes Booth

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“American History”—Scope and Sequence: Schedule for Topics and Skills

Week	History/Social Studies	Geography	Biography
20	Mr. McLean’s Parlor; a Play at Ford’s Theatre; After Words; Songs of the Civil War; Are We Equal? Are We Kidding?; Reconstruction Means Rebuilding; Who Was Andrew Johnson?; Presidential Reconstruction; Slavery and States’ Rights; Congressional Reconstruction; Thaddeus Stevens: Radical; Impeaching a President; Welcome to Meeting Street; a Southern Girl’s Diary	<i>Alaska, China</i>	Andrew Johnson, William Seward
21	A Failed Revolution; Meanwhile, Out West; Riding the Trail; Rails Across the Country; Taking the Train; Fencing the Homestead; Reaping a Harvest; the Trail Ends on a Reservation; the People of the Pierced Noses	<i>Chisolm Trail, California, Chicago, China, Montana</i>	James Butler “Wild Bill” Hickok, John Wesley Powell, Joseph Glidden, Cyrus McCormick, Chief Joseph,
22	A Villain, a Dreamer, a Cartoonist; Phineas Taylor Barnum; Huck, Tom, and Friends; Immigrants Speak; More About Immigrants; the Strange Case of the Chinese Laundry; Going to Court; Tea in Wyoming; Are You a Citizen If You Can’t Vote?	<i>Ellis Island, Germany, Ireland, China, California</i>	William Marcy “Boss” Tweed, Mark Twain, Jacob Riis, Susan B. Anthony
23	Mary in the Promised Land; One Hundred Candles; How Were Things in 1876; the Wizard of Electricity; Jim Crow—What a Fool!; Ida B. Wells; Lynching Means Killing by a Mob; a Man and His Times; a Man Ahead of His Times; End Words; an Age of Extremes	<i>New York, China, Alabama</i>	Cornelius Vanderbilt, Alexander Graham Bell, Ida B. Wells, Thomas Edison, Geroge Washington Carver, W.E.B DuBois
24	Carnegie; a Bookkeeper Named Rockefeller; Mr. Storyteller; Powerful Pierpont; Monopoly—Not Always a Game; Builders and Dreamers; Lady L; Presidents Again; the People’s Party	<i>New York, Texas</i>	Andrew Carnegie, John D. Rockefeller, L. Frank Baum, Joseph Pulitzer, John Pierpont Morgan
25	Making Money; Hard Times; Gold and Silver; a Cross of Gold; Some Bad Ideas; Producing Goods; Harvest at Haymarket; Workers, Labor (and a Triangle); Rolling the Leaf in Florida; Catching the Day	<i>North and South Dakota, Alaska, Washington, Panama, Florida, Sicily</i>	Jacob Coxey, Williams Jennings Bryan, Mark Hanna, Samuel Gompers, Don Vicente Martinez Ybor
26	Telling It Like It Is; Bread and Roses, Too; the Fourth Estate; Ida, Sam, and the Muckrakers; a Boon to the Writer; In Wilderness Is Preservation; the Gilded Age Turns Progressive; Teedie; From Dude to Cowboy; the Spanish-American War	<i>Chicago, Detroit, Massachusetts, Canada, Guam, Philippines, Guam, Cuba</i>	Eugene V. Debs, Elizabeth Cochrane “Nellie Bly,” Ida Tarbell, John Muir
27	<i>Aloha Oe</i> ; Teddy Bear President; Jane Addams, Reformer; Henry Ford; the Birdmen; William Howard Taft; a Schoolteacher President; War; War and the Start of a New Century; War’s End; Fourteen Points	<i>Hawaiian Islands, Panama Canal, Ohion, North Carolina, Bosnia, Turkey</i>	Theodore Roosevelt, Captain James Cook, Henry Ford, Orville and Wilbur Wright, Jane Addams, William Howard Taft, Woodrow Wilson, Georges Clemenceau, Archduke Ferdinand

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“American History” —Scope and Sequence: Schedule for Topics and Skills			
Week	History/Social Studies	Geography	Biography
28	Another Kind of War; the Prohibition Amendment; Mom, Did You Vote?; Red Scare; Soft-Hearted Harding; Silent Cal and the Roaring Twenties; Everyone’s Hero; Only the Ball Was White; American Music; Hubba, Hubba, Hubble!; Space’s Pioneer; the Lone Eagle;	<i>New York, Chicago, Portugal, France, New Orleans</i>	Warren G. Harding, Calvin Coolidge, George Herman “Babe” Ruth, Jesse Owens, Joe Louis, Albert Einstein, Robert Goddard, Charles Lindberg, Amelia Earhart
29	the Prosperity Balloon; Getting Rich Quickly; Down and Out; Economic Disaster; a Boy Who Loved History; How About This?; a Lonely Little Girl; First Lady of the World; Handicap or Character Builder; Candidate Roosevelt; President Roosevelt; Twentieth-Century Monsters; a Final Solution	<i>Washington D.C., Chicago</i>	Herbert Hoover, Al Smith, Franklin Delano Roosevelt, Adolf Hitler, Benito Mussolini, Joseph Stalin, Francisco Franco
30	War and the Scientists; Fighting Wolves; Pearl Harbor; Taking Sides; World War; a Two-Front War; Forgetting the Constitution; a Hot Island; Axing the Axis; Going for D-Day; a Wartime Diary; April in Georgia	<i>Germany, Europe, Pearl Harbor, Russia, Manzanar, Oklahoma, Vietnam, Japan</i>	Albert Einstein, Winston Churchill, Charles de Gaulle, Dwight D. Eisenhower, Douglas MacArthur, Erwin Rommel
31	President HST; a Final Journey; Day by Day; a Little Boy; Peace; Picturing History; About Democracy and Struggles; the Making of a President; a Major Leaguer; a (Very Short) History of Russia; a Curtain of Iron; the Marshall Plan	<i>Guadalcanal, France, Nagasaki, Hiroshima, Manzanar, Russia</i>	James Joyce, Harry S. Truman, Jackie Robinson, Vladimir Ilych Lenin, Karl Marx, Winston Churchill
32	A “Lost” Election; Spies; Tail Gunner Joe; Liking Ike; Houses, Kids, Cars, and Fast Food; French Indochina; Separate But Unequal; Linda Brown—and Others; MLKs, Senior and Junior; Rosa Parks Was Tired; Three Boys and Six Girls	<i>Manzanar, Russia, Iron Curtain, North and South Korea, Alaska, Hawaii, Kansas, Vietnam, India, Montgomery, Little Rock</i>	J. Edgar Hoover, Ho Chi Minh, Rosa Parks
33	Passing the Torch; Being President Isn’t Easy; Some Brave Children Meet a Roaring Bull; Standing With Lincoln; the President’s Number; LBJ; the Biggest Vote in History; Salt and Pepper the Kids; a King Gets a Prize and Goes to Jail; From Selma to Montgomery; War in Southeast Asia; Lyndon in Trouble;	<i>Cuba, Dallas, Russia, Selma</i>	Nikita Krushchev, John F. Kennedy, Fidel Castro, Lyndon B. Johnson, Thurgood Marshall, Martin Luther King Jr
34	Friedan, Schlafly, and Friends; As Important as the Cotton Gin; Picking and Picketing; “These Are the Times That Try Men’s Souls”; Up to the Mountain; a New Kind of Power; the Counterculture Rocks; Nixon: Vietnam, China, and Watergate; a Congressman and a Peanut Farmer	<i>Memphis, South Dakota, Vietnam</i>	Robert F. Kennedy, Richard M. Nixon, Gerald Ford, Yuri Gagarin, Neil Armstrong, James Earl Carter
35	Taking a Leading Role; Living on the Edge; the End of the Cold War; a Quilt, Not a Blanket; Is It Me or We?; the Land That Never Has Been Yet; a Boy From Hope; Politics and Values; Electing the 21st Century’s First President; Of Colleges and Courts; Big Ideas	<i>Vietnam, Russia, New York</i>	Ronald Reagan, George Bush, Bill Clinton, David Wilkerson, Jean-Bertrand Aristide, Al Gore, George W. Bush, John McCain, Lance Armstrong, Albert Einstein
36	Catastrophe, War, and a New Century; New York and the American Way; the Best in US (and Some Civics); Religious Freedom: It’s Freedom to Think For Yourself	<i>Vietnam, Korea, Gulf of Mexico, Middle East, India, Kenya, Hawaii</i>	Saddam Hussein, Alan Greenspan, Al Gore, George W. Bush, Bill Clinton, Barack Obama, Herbert Hoover