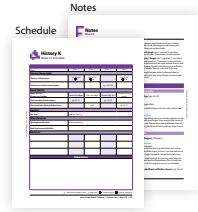


Instructor's Guide Quick Start

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

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



Easy to use

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

Maps

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



4-Day Schedule

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

To Discuss After You Read

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

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

Vocabulary

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

Vocabulary

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

Notes

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

Note: The Yangtze River is the third longest river in the world. The author talks about "the yellow waters of the Yangtze river." The river carries an enormous amount of silt from higher elevation in Western China. It drops the silt on the central plains which creates good soil for rice planting. In 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 Read the Schedule Page

More notes with important information about specific books.

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

4-Day Schedule:

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

Write in the week's date for your records.

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

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


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

Use the extra rows to schedule additional assignments or activities.

Additional space for your record keeping.

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History D

Week 9 Schedule

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

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

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



History D+E

Week 1 Schedule

| Date: | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|--|-------------|---------------------|-----------------|-------|
| History/Geography | | | | | |
| <i>Explore Native American Cultures!</i> | pp. iv-3 | pp. 4-7 | | | |
| <i>Pedro's Journal</i> | | | Aug. 3-Sept. 10 | Sept. 13-Oct. 5 | |
| <i>Patriotic Kids' Songs</i> | Memorize Track 6, "The Star-Spangled Banner" | | | | |
| Read-Alouds | | | | | |
| <i>The Witch of Blackbird Pond</i> | chap. 1 | chap. 2 | chap. 3 | chap. 4 | |
| <i>How to Eat a Poem</i> | | p. 1 | | p. 2 | |
| Readers | | | | | |
| <i>Om-kas-toe</i> | chap. 1 | chap. 2 | chap. 3 | chap. 4 | |
| Electives | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Other Notes | | | | | |
| | | | | | |

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Notes

Week 1

Day 1

History/Geography

Explore Native American Cultures! | pp. iv–3

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

Timeline and Map Activities

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

Patriotic Kids' Songs | Memorize Track 6, "The Star-Spangled Banner"

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

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

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

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

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

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

Read-Alouds

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.

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Example:

Vocabulary

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

Hibernation: when animals spend the winter sleeping.

The Witch of Blackbird Pond | Chapter 1**Setting**

Saybrook, Massachusetts; 1687

Vocabulary

Four new passengers were embarking for the trip up the river, a shabby, **dour**-looking man and wife and their scrawny little girl ... (*harsh and forbidding*)

“You must be **daft**,” the woman hissed. (*silly, foolish, crazy*)

She had made them both laugh, but underneath her **nonchalance**, Kit felt uneasy. (*an attitude reflecting a lack of concern*)

* * *

brigantine: light swift seagoing vessel to sail or row.

pinnaces: light sailing ship that is often schooner-rigged but sometimes is propelled by oars.

deadlights: heavy pieces of glass set in a ship’s deck or hull to admit light below the deck.

capstan bars: a wooden lever used for turning the capstan (a cylinder to wind a rope) by hand.

hawser: large rope for towing or mooring to a dock.

Roundheads: Puritan or member of the Parliamentary party in England at the time of Charles I and Oliver Cromwell. Charles I was executed January 30, 1649. The term ‘round-head’ originated as a term of disparagement, referring to the Puritans’ disapproval of the long hair favored by royalists.

To Discuss After You Read

Since the Pilgrims came to the New World in 1620, this story is set 67 years later in 1687. The colonists have settled in, built communities and set up governments.

Kit comes from a longer settled island, Barbados. As a British colony, it had close ties to England. Kit’s grandfather as a wealthy plantation owner, with land granted by

the king would feel great loyalty to his majesty. Remember, the colonies were established by people who chose to leave the Church of England and worship in a different fashion. Kit’s world differed greatly from New England.

Q: How did the New Englanders respond to Kit’s swimming adventure?

A: *with shock, horror, and anger, for no one could swim. The water was too cold and people had no time for recreational swimming*

Q: Why would Kit’s grandfather teach her to swim as soon as she could walk?

A: *probably to keep her safe—in a place surrounded by water, he wouldn’t want her to drown*

Q: How does John Holbrook view Barbados? And Kit?

A: *a heathen island in the West Indies; for Kit it was as civilized as England, with shops, fine streets, a famous town (Bridgetown)*

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**.

🕒 Kit arrives in Saybrook (1687)

📍 Connecticut River (F11) (map 2)

📍 Bridgetown, Barbados (D3) (map 3)

📍 Wethersfield (D5); Saybrook (E5) (map 4A)

Readers**Om-kas-toe** | Chapter 1**Setting**

Northwest states; early 1700s

Overview

In the early 1700s, Om-kas-toe (whose name means “raven”) finds an injured raven that he rescues and brings back to health. This raven saves the Blackfeet repeatedly: it finds a lost baby, locates food when needed, rescues Om from the enemy, and guides Om’s family to him when he lies nearby close to death. Om has other adventures as well. Om steals a horse and ends up back in the camp with his family, his raven, and his elkdog.

To Discuss After You Read

Q: What does Om learn from the wolves?

A: *that they work together—each has a job to do, and then each enjoys the food*



Notes

Week 1

Q: Why is Twin Sister almost killed at birth?

A: *Blackfeet think twins are bad because women will not be able to do all their work and a girl will take milk from the boy, who needs it more to become strong*

Q: Why is Twin Sister not killed?

A: *Tall Woman promises to do all her work and Old Man says she should be allowed to try since she is the best woman he has ever seen, and he recommends the tribe allow her to try to raise both*

Q: Why is Om glad to find a young raven?

A: *ravens bring good medicine, and luck to their owner*

Timeline and Map Activities

🕒 Horses come to America (early 1500s)

Day 2

History/Geography

Explore Native American Cultures! | pp. 4–7

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

To Discuss After You Read

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

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

Patriotic Kids' Songs | Memorize Track 6, "The Star-Spangled Banner"

Read-Alouds

The Witch of Blackbird Pond | Chapter 2

Vocabulary

And how could she force herself to endure another meal at the same board with Goodwife Cruff and her **cowed** shadow of a husband? (*intimidated*)

And it spoiled her appetite just to watch that miserable little **wraith** of a child Prudence ... (*shadow or insubstantial copy of*)

Captain Eaton treated her with a **punctilious** caution. (*marked by precise exact attention to details*)

He's the only one on this ship who doesn't seem to **be-
grudge** my existence. (*yield or concede with displeasure*)

"You warned me never to do it again," Kit replied **incau-
tiously**. (*in a careless, rash manner*)

* * *

fumed: in a state of excited irritation or anger.

prow: the bow of a ship.

daub: touch or lightly pat.

scudded: to sail with little or no sail set.

Accidence: the book, *Accidence: A Short Introduction to the Latin Tongue*, by Ezekiel Cheever.¹

Slaves began coming to America: Dutch brought slaves to Jamestown, Virginia in 1619.²

brocaded gown: a gown that is made from richly decorative fabrics, often made from colored silks.

John Dryden: was an influential English poet and playwright.

William Shakespeare: was an English poet and playwright and is regarded as the greatest writer in the English language.

Thomas Otway: was an English playwright.

To Discuss After You Read

Q: Why did John Holbrook want to go to Harvard?

A: *Harvard was built as a school to train pastors*

Q: What surprises John about Kit's reading?

A: *first, that she could read, and second, the books she had read: history, poetry, and plays*

Timeline and Map Activities

📍 *New Orleans (H2); Boston (B11) (map 2)*

📍 *Jamaica (D2); Antigua (D3) (map 3)*

How to Eat a Poem | p. 1

1. Source: www.britannica.com.

2. Source: *The American Heritage Encyclopedia of American History*.



Readers

Om-kas-toe | Chapter 2

To Discuss After You Read

- Q: Why do the Blackfeet move from site to site?
A: *for new game, to a warmer climate, for shelter, and to meet up with other tribes*
- Q: When they move, what jobs must different people do?
A: *dogs, women, and children carry all possessions; men carry weapons only so they can instantly run to kill animals if they see any*
- Q: Why is the baby hard to find?
A: *he fell off the travois early in the journey so the Blackfeet were looking in the wrong place*
- Q: Why was it important to find the baby quickly?
A: *he could get too cold at night, or a wild animal could find him; without good lights, he needed to be found before nightfall*

Day 3


History/Geography



Pedro's Journal | August 3–September 10

Note: Marco Polo served Kublai Khan in China, not India.

To Discuss After You Read

- Q: What are the three famous ships' names? [Aug. 3]
A: *the Niña, Pinta and Santa Maria*
- Q: Was everyone excited by this new adventure? [Aug. 3]
A: *most people thought it wouldn't work*
- Q: How does Columbus encourage the fearful soldiers? [Sept. 10]
A: *he shames them, promises them riches and fame, declares that the first man to see land will receive a reward or 10,000 maravedis, he records the distances as less than they are, makes strong statements like, "the North Star moved," a falling meteor always portends great blessings*

 **Columbus (1451–1506) discovers the New World (1492)**

-  *Canary Islands (C4); India (D8) (map 3)*
-  *Palos, Spain (E1) (map 4B)*

Patriotic Kids' Songs | Memorize Track 6, "The Star-Spangled Banner"

Read-Alouds

The Witch of Blackbird Pond | Chapter 3

Vocabulary

"How lovely," breathed Mercy, her voice as **arresting** as her eyes ... (*seizing and holding in the focus of attention*)

The three other women were all wearing some **nonde-script** sort of coarse gray stuff. (*lacking in distinguishing marks or character*)

To Discuss After You Read

- Q: Why had Kit's aunt changed so much?
A: *life in a settlement is hard work and takes a toll on the body*
- Q: What had happened to Kit's grandfather's wealth? [chap. 3]
A: *an overseer that he trusted had robbed him of an entire year's crops—and grandfather had built up a lot of debts as a result*
- Q: Why does Kit think the Puritans must be King's men like her grandfather had been?
A: *just as Barbados was a British colony, started by the sanction of the King, so the Americans must be loyal to King James*

Readers

Om-kas-toe | Chapter 3

To Discuss After You Read

- Q: Why are buffalo dangerous to hunt?
A: *they are very large, with sharp horns that gore and huge hoofs that kick*
- Q: How do the Blackfeet hunt buffalo?
A: *they build up V-shaped walls that end in a corral with pointed stakes sticking inward that would stop the buffalo: the warriors make the buffalo run, the women and children frighten the buffalo so they won't escape through the walls, and the warriors kill the buffalo in the corral*
- Q: What do the Blackfeet do with the dead buffaloes?
A: *dry the meat, scrape hides for teepees and clothes, cut off and clean the horns, save bones and tendons for needles and sewing*



Notes

Week 1

Day 4

History/Geography

Pedro's Journal | September 13–October 5

To Discuss After You Read

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

Patriotic Kids' Songs | Memorize Track 6, "The Star-Spangled Banner"

Read-Alouds

The Witch of Blackbird Pond | Chapter 4

Vocabulary

Kit hesitated, **chagrined**. (*distress brought on by humiliation, hurt pride, disappointment, or consciousness of failure or error*)

At her brilliant eyes and **tremulous** smile her two daughters stared in unbelief. (*affected with fear or timidity: wavering*)

"'Tis not **gaudy**, and 'twill keep off the draft there by the chimney." (*making a pretentious show of excellence, elegance, beauty, or worth*)

Matthew's glance moved from the shawl to his daughter's quiet eyes, and barely **perceptibly** the grim line of his jaw relaxed. (*visibly*)

* * *

paduasoy: a rich heavy corded silk fabric.

helve: the handle of a tool or weapon: haft.

carding wool: combing the wool to align the fibers in preparation for spinning it into yarn.

To Discuss After You Read

- Q: Why do you think the minister preached against five slits in dress sleeves?
 A: *because in his opinion it showed excessive attention to worldly vanities*

Q: From what Mercy says about never getting out, for she doesn't go to Meeting, is there a large social schedule in town?

A: *no, Meeting is the only activity she mentions not going to—there isn't much going on in town*

Q: Why does Uncle Matthew not want his women to accept gifts from Kit?

A: *they don't need such fancy stuff, they don't require charity from anyone, nor does he want his daughters' heads turned to Kit's vanity*

Q: Why would a boy cousin have been preferred?

A: *to help Uncle Matthew with the work—the housework can get done, but the farm work could have used extra help*

Timeline and Map Activities

Hartford, Connecticut (F11) (map 2)

How to Eat a Poem | p. 2

Readers

Om-kas-toe | Chapter 4

To Discuss After You Read

Q: How do the Blackfeet react when they spot enemy Indians?

A: *the women and children hide, the men prepare for battle and scouts check for additional warriors*

Q: How do the Blackfeet and Snake fight?

A: *they stand in a line—if one side outnumbered the other, they attack immediately, otherwise, they fight at a distance, hold their ground, and go separate ways after dark*

Timeline and Map Activities

Helena, Montana (C3); **Great Falls, Montana** (C4) (map 1)

Missouri River (D2) (map 2) ■

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History D+E

Week 2 Schedule

| Date: | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|--|-----------------|----------------|-----------------|-------|
| History/Geography | | | | | |
| <i>Pedro's Journal</i> | Oct. 7–Oct. 16 | Oct. 23–Dec. 13 | Dec. 16–Jan. 9 | Jan. 16–end | |
| <i>Explore Native American Cultures!</i> | pp. 23–26 | | pp. 27–29 | | |
| <i>Patriotic Kids' Songs</i> | Memorize Track 6, "The Star-Spangled Banner" | | | | |
| Read-Alouds | | | | | |
| <i>The Witch of Blackbird Pond</i> | chaps. 5–6 | chaps. 7–8 | chap. 9 | chap. 10 | |
| <i>How to Eat a Poem</i> | | p. 3 | | p. 4 | |
| Readers | | | | | |
| <i>Om-kas-toe</i> | chap. 5 | chap. 6 | chap. 7 | chap. 8 | |
| Electives | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Other Notes | | | | | |
| | | | | | |

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Notes

Week 2

Day 1

History/Geography

Pedro's Journal | October 7–October 16

To Discuss After You Read

Q: Why do the sailors decide to keep sailing west? [Oct. 7]

A: *they see signs of nearby land all day (flocks of birds, reeds and plants, manmade carvings)*

Q: Describe the New Land. [Oct. 12]

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

Timeline and Map Activities

📍 San Salvador (D2) (map 3)

Explore Native American Cultures! | pp. 23–26

To Discuss After You Read

Q: How did the homes in the Southeast region differ from those in the Northeast?

A: *in the Southeast, Native Americans used wattle and daub to build, placed part of the house underground to help the people stay cooler, and built around a central square that included an open-air council house; as opposed to longhouses and wigwams within a palisade*

Patriotic Kids' Songs | Memorize Track 6, "The Star-Spangled Banner"

Continue to memorize "The Star Spangled Banner." Show your students how to remove their hats and place their hands on their hearts when singing the anthem.

Read-Alouds

The Witch of Blackbird Pond | Chapters 5–6

Vocabulary

The modish bonnet with curling white feathers seemed to her uncle a crowning **affront**. (*disrespectful insult*) [chap. 5]

Rachel laid a **placating** hand on her husband's sleeve. (*soothing; appeasing*) [chap. 5]

This first venture outside her new home was not starting out **auspiciously** for Kit but as they set out along the road she could not **repress** her curiosity and bouncing spirits. (**auspiciously**: *fortunately*; **repress**: *control, keep down*) [chap. 5]

... and the solid ranks **undulated** with the constant jerking of restless elbows straining under tight woolen jackets. (*moved in waves*) [chap. 5]

A little distance away she glimpsed Goodwife Cruff, surrounded by a close huddle of whispering women, all darting **venomous** glances in Kit's direction. (*poisonous*) [chap. 5]

"Dr. Bulkeley's sermons are always inspired," she said **demurely**, "especially when he preaches about the final judgment." (*modestly, primly*) [chap. 5]

Dr. Bulkeley glowed **indulgently**. (*in a permissive manner*) [chap. 5]

Grudgingly Matthew Wood lifted the heavy Bible and placed it in John Holbrook's hand ... (*unwillingly; reluctantly*) [chap. 6]

John's voice was low-pitched but very clear, and the words fell with a musical **cadence** that was a delight. (*rhythm*) [chap. 6]

Her uncle's **terse** petitions were hard enough to endure; this prayer, she knew, would be a lengthy masterpiece. (*concise*) [chap. 6]

She was studying, with deliberate **appraisal**, John Holbrook's bent head and the delicate chiseled line of his profile against the firelight. (*act of estimating the value or worth of something*) [chap. 6]

"You mean call on Katherine?" Aunt Rachel's voice was **incredulous**. (*unbelieving*) [chap. 6]

A **constrained** trio lingered after Rachel had climbed the stairs behind her husband. (*restrained from free and easy expression*) [chap. 6]

A small wrinkle of concern **marred** her usually **placid** forehead. (**marred**: *detracted from the good condition or beauty of*; **placid**: *quiet, tranquil*) [chap. 6]

* * *

staidness: seriousness, steadiness. [chap. 5]

divinity: the study of religion. [chap. 5]

nonplussed: perplexed, baffled. [chap. 5]

popish: disparaging term for Anglicans. [chap. 5]

pillory/stocks: means of publicly humiliating offenders by securing their hands and/or feet in a frame to immobilize them for a period of time. 'Pillory' is also a synonym for public humiliation. [chap. 5]

whipping post: post to which an offender is tied in order to be whipped. [chap. 5]

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damask: lustrous fabric into which a pattern has been woven. [chap. 5]

Church of England (Anglican Church): allows traditional practices provided they were not contrary to Scripture and seemed helpful overall to faith. [chap. 5]

Puritan Church: disallowed any religious practice that was not specifically called for by Scripture. Puritans wanted to do away with Bishops; they emphasized preaching instead of ritual in their services, and wanted fewer prescribed prayers in favor of personal ones. [chap. 5]

Meeting House: building used for religious meetings that were plain in order to avoid what was considered the idolatrous practice of the Catholic and Anglican churches of decorating their churches with statuary and other religious art. [chap. 5]

canny: clever, cunning. [chap. 6]

inexorably: relentlessly. [chap. 6]

fulsome: offensive. [chap. 6]

timorous: showing fear or apprehension. [chap. 6]

selectman: one of a board of officers chosen usually in staggered three-year terms in New England towns to transact and administer the general public business of the town. [chap. 6]

To Discuss After You Read

Q: Why do men sit on one side and women on the other in the meeting house? [chap. 5]

A: *to keep from distractions*

Q: Do you think William is wise to like a girl because of her dress? [chap. 5]

Dr. Bulkeley is on opposite sides politically from his host Matthew and rubs in the fact that Kit comes from a family that has been knighted by the king. [chap. 6]

Q: Uncle Matthew believes Dr. Bulkeley is a hypocrite and a whited sepulcher—do you agree? [chap. 6]

Q: Why is Uncle Matthew angry with King James? [chap. 6]

A: *the king has appointed a governor without any input from people much removed from England; the king is removing rights granted by the charter given when the settlers first came to America*

The American Revolution that Dr. Bulkeley predicts happens in 1776. [chap. 6]

Readers

Om-kas-toe | Chapter 5

To Discuss After You Read

Q: Why do the Blackfeet move to a new winter site? Does the move go well?

A: *to avoid any enemy on elkdogs; no, the camp seemed okay but when a hard winter struck they could not get any food and were hungry*

Day 2

History/Geography

Pedro's Journal | October 23–December 13

To Discuss After You Read

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

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

Patriotic Kids' Songs | Memorize Track 6, "The Star-Spangled Banner"

Read-Alouds

The Witch of Blackbird Pond | Chapters 7–8

Vocabulary

Judith blossomed suddenly in the firelight, and her laughter was **infectious**. (*catching: capable of spreading from one person to another*) [chap. 7]

With new respect, she moved to pass him the wooden bowl of popcorn, and to it she added a smile that caused him to **lapse** again into scarlet-faced silence. (*to sink or slip involuntarily*) [chap. 7]

The most eligible bachelor in Wethersfield and handsome, actually, in his **substantial** way. (*sturdy, solid*) [chap. 7]

A shearing had brought a **veritable** mountain of gray wool to be washed and bleached and dyed, enough to keep Mercy carding and spinning and weaving for the next twelve months. (*an intensifier, so much so*) [chap. 7]

It was coarse woven and simply made, without so much as a single bow for trimming, but it was certainly far more suited to the **menial** work she had to do in it. (*generally unskilled, lacking dignity and status*) [chap. 8]



Notes

Week 2

The long rows of onions looked endless, their sharp green shoots already half hidden by **encroaching** weeds. (*intruding: advancing beyond desirable limits*) [chap. 8]

Judith, so proud and **uppity**, so vain of the curls that fell just so on her shoulder, so **finicky** about the snowy linen collar that was the only vanity allowed her ... (**uppity**: marked by airs of superiority: arrogant; **finicky**: excessively dainty: fussy) [chap. 8]

"I don't know much about children," said Kit **dubiously**. (*doubtfully*) [chap. 8]

* * *

implacable: incapable of being changed or swayed [chap. 7]

courting: the formally supervised process that led to engagement and marriage. [chap. 7]

"Viewer of Fences": official who made sure property rights were being maintained. [chap. 7]

dame school: early form of private elementary school taught by women and held in homes that taught letters, how to read, and how to write their names. [chap. 8]

grammar school: elementary school. [chap. 8]

masque: dramatic performance. [chap. 8]

To Discuss After You Read

- Q: Why is there a push in the community to claim all available land in Hartford County in a hurry? [chap. 7]
 A: *the colonists don't want to leave any land for the king's governor to grant to his favorites*
- Q: Where had the Charter come from and what rights did it guarantee? [chap. 7]
 A: *King Charles had given it to Connecticut 25 years earlier, and it guarantees the freedom to write their own laws and grants them the land they live on*
- Q: Judith believes the responsibility of a husband should be to provide a home; he does not need to keep his wife amused as well. What do you think? [chap. 7]
- Q: What does Kit like about William and what does she dislike? [chap. 7]
 A: *she likes that he admires her, could provide her a nice home with servants, has opinions of his own, and that he was the most eligible bachelor in the area; what she dislikes is his inability to carry on a conversation, and his sureness of his ownership—he has never asked her what she would like*

Q: What is the Great Meadow and what was it used for? [chap. 8]

A: *a low lying field that would occasionally become covered with river flood waters; the soil was rich and was used by the settlement landowners for pastures or gardens*

Q: Why is Kit drawn to the Great Meadow? [chap. 8]

A: *it reminded her of her home; it had space and light and spoke of freedom*

How to Eat a Poem | p. 3

Readers

Om-kas-toe | Chapter 6

To Discuss After You Read

Q: How does Om kill the trapped bull elk?

A: *he cuts off a branch and sharpens it, then plunges the stake into the animal's neck*

Q: Where does Om stay the night and how does he guard against the cold?

A: *near a hot spring; he uses the elk-skin to make a tent and the warm water and steam to heat the shelter and keep him warm*

The Blackfeet will use the hot spring as a medicinal soak and a sweatbath.

Q: Did Om's family enjoy all the meat?

A: *no, each family of the tribe received an equal portion; it helped them survive*

Day 3

History/Geography

Pedro's Journal | December 16–January 9

To Discuss After You Read

Q: How does Columbus deal with the sinking of the *Santa Maria*? [Jan. 2]

A: *he takes many sailors aboard the remaining ship, the Niña and leaves 39 men to found a new settlement called La Navidad*

**Explore Native American Cultures!** | pp. 27–29

To Discuss After You Read

- Q: What legislated injustice occurred against the peoples of this region?
- A: *President Jackson forced all Native Americans who lived east of the Mississippi River to leave their land and homes and move to reservations*

Patriotic Kids' Songs | Memorize Track 6, "The Star-Spangled Banner"

Read-Alouds

The Witch of Blackbird Pond | Chapter 9

Vocabulary

If two or three of the heavier boys could band together at one end, they could make **precarious** sitting for the unlucky female on the other end. (*uncertain: dangerous*)

While Kit resorted to **ingenious** tricks, Mercy possessed the patience. (*marked by cleverness and originality*)

Mercy worried about this **indulgence**, which had begun by accident on the second day, and proved such a success that she had weakly allowed it to continue. (*gratification of a kind usually forbidden or to a degree usually considered excessive*)

Jonathon Ashby stood **stolidly** beside Mercy, waiting for his chance to be the rescuer. (*in a strong and sturdy manner*)

"We come to inspect your school, Mistress Wood, and we find **bedlam**." (*wild mad uproar*)

In a panic she fled, out the door and down the roadway, running, blind to reason or **decorum**, past the Meeting House ... (*standards of appropriateness*)

She scarcely knew where to begin, but all at once she was finding eager, **incoherent** words for the happy days on the island, the plantation ... (*clumsy and fumbling*)

In one short hour she had **conjured** away the rebellion that had been **seething** in the girl's mind for weeks. (**conjured**: to bring about as if by magic; **seething**: the state of being agitated or excited)

* * *

obstreperous: aggressively noisy and boisterous.

sanctioned: allowed.

rapierlike: like a straight two-edged sword.

mumps: contagious viral disease marked by fever and swelling of the glands.

masque: a form of entertainment consisting of dialog and song, presented in elaborate productions preformed by actors.

To Discuss After You Read

- Q: Why did Kit like teaching school?
- A: *she enjoyed the children who were also the only people who seemed to appreciate her novelty, and it was a creative outlet—Kit was a gifted teacher*
- Q: Why did Kit instinctively like Hannah Tupper?
- A: *Hannah accepted Kit without question or suspicion, and trusted that Kit would accept her the same way*

Timeline and Map Activities

- Dorchester, Massachusetts (F12) (map 2)
- Cape of Good Hope (F6) (map 3)
- Hythe/Kent, England (B2) (map 4B)

Readers

Om-kas-toe | Chapter 7

To Discuss After You Read

- Q: What necessary task does Om learn?
- A: *hunting*
- Q: What task excites Om initially, then grows dull quickly?
- A: *standing guard*

Day 4

History/Geography

Pedro's Journal | January 16–end

To Discuss After You Read

- Q: As the Natives become less friendly, how do Columbus and his men react? [Jan. 16]
- A: *they drew swords on unfriendly islanders and then hurriedly left for Spain in leaky ships*
- Q: Was Columbus content to end with this voyage? [Feb. 2]
- A: *no, Columbus planned another voyage while still on his first one*
- Q: Trace Columbus' route from Spain to the Caribbean.

Timeline and Map Activities

- Caribbean (D2) (map 3)
- Czechoslovakia (B4); Spain (D1) (map 4B)



Notes

Week 2

Patriotic Kids' Songs | Memorize Track 6, "The Star-Span-
gled Banner"

Read-Alouds

The Witch of Blackbird Pond | Chapter 10

Vocabulary

She could never be certain what thoughts were hid-
den behind that **impassive** face, but she had learned to
recognize the sudden stiffening of his jaw muscles that
meant she had said something shocking. (*without passion
or feeling*)

Nat winced as her claws dug **rapturously** into his coarse
homespun trousers. (*joyously or ecstatically*)

Kit was **entranced**. (*overpowered with emotion as if in
a trance*)

"As a matter of fact," she told him **haughtily**, "I am a
teacher in the dame school." (*in a disdainfully proud or ar-
rogant manner*)

* * *

unorthodox poems: not in accordance with standard
procedure or doctrine.

flatiron: an iron with a flat smooth surface for ironing
clothes.

flax: a plant grown for its fibers that are made into linen.
Its seeds are also valuable for oil and meal for cattle feed.

Quakers: they rejected clergymen and churches because
they believed that every person had the Light of Christ
within. They dressed plainly, refused to take oaths, and
often refused to bear arms.¹

To Discuss After You Read

- Q: Why does Aunt Rachel not want Kit to spend time
with Hannah?
- A: *because Hannah is a Quaker and Quakers are queer and
stubborn, Quakers stir up trouble wherever they go, and
because evil can seem innocent and harmless*
- Q: What does the money Hannah earns by spinning flax
get used for?
- A: *taxes, necessary supplies, and fines for not going to Meeting*

Timeline and Map Activities

- Charlestown (C8) (map 4A)

How to Eat a Poem | p. 4

Vocabulary

Xerxes: a Persian king who controlled the Jews.

Readers

Om-kas-toe | Chapter 8

To Discuss After You Read









- Q: How does Twin Girl capture the elkdog?
- A: *she walks toward it without looking at it, sings softly,
then holds its rope*
- Q: What happens to the elkdog when the twins bring it to
the band?
- A: *men cautiously walk around it, then put a stronger rope
around its neck and guard it well* ■

1. Source: *American Heritage Encyclopedia of American History*.



History D+E

Week 3 Schedule

| Date: | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|--|--|--|--|-------|
| History/Geography | | | | | |
| <i>The Landmark History of the American People, Volume 1</i> | Prologue pp. xiv–xviii | pt. 1, chap. 1 pp. 1–4    | chap 1 pp. 5–7 (through first full para.)   | chap. 1 pp. 7–11   | |
| <i>Explore Native American Cultures!</i> | pp. 30–31 | | pp. 32–34 | | |
| <i>Patriotic Kids' Songs</i> | Listen to: Track 15, "Stars and Stripes Forever" | | | | |
| Read-Alouds | | | | | |
| <i>The Witch of Blackbird Pond</i> | chap. 11 | chap. 12  | chap. 13 | chap. 14 | |
| <i>How to Eat a Poem</i> | | p. 5 | | p. 6 | |
| Readers | | | | | |
| <i>Om-kas-toe</i> | chap. 9 | chap. 10 | chap. 11 | chap. 12 | |
| Electives | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Other Notes | | | | | |
| | | | | | |

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Day 1

History/Geography

The Landmark History of the American People, Volume 1 | Prologue pp. xiv–xviii

Some Notes About the Book as a Whole

Most of us know little about the colonial foundations of America beyond those laid by the British adventurers in Jamestown and the Pilgrims in Massachusetts. And even when it comes to the Pilgrims, we know little more than that they felt persecuted in England and wanted to go to a land where they could worship in freedom.

Mr. Boorstin not only gives us the outline of the Pilgrims' story, but he explains some of their beliefs and *why* they were persecuted. Moreover, he tells us about the *Quakers* in Pennsylvania and how and why they differed from the Pilgrims. And he tells us about the *London poor* who moved to Georgia. And the *Dutch traders* in New York. And....

In Chapters 7 and 8, Boorstin explains how the *geography* of the New World created a very different feeling among Virginia plantation owners with respect to "Olde England" as compared to the Massachusetts farmers and *their* kinsmen in England. For the one group, as Boorstin explains, the ocean was a *highway*, an invitation for commerce; for the other, it was a *wall*, an obstacle pushing them toward self-sufficiency and independence.

All in all, Boorstin tells us about matters few of us are familiar with. I hope you enjoy the journey!

* * *

Some suggestions for reading:

1) Take your time reading. Stop frequently. Refer to the maps whenever that will help. Discuss the significance of what Boorstin is saying. He says a lot. Let your kids "enter" in to what he is talking about.

Discuss with your children the meanings of unfamiliar words and the significance of the information you are learning. Ask them questions: "Can you think of any situation today that is like the one that James Oglethorpe faced when he suggested shipping the poor people of London to Georgia?" "What do you think was good about the Quakers' refusal to fight? What was not so good?" And so forth.

By taking the time to discuss what you are reading, the concepts and vocabulary will become familiar to your children, and your children will see why what you are discussing is so important, even today.

2) Remember that, while education can be fun and interesting, students do not *always* view it that way. Sometimes we need simply to buckle down and discipline ourselves to learn what we are being taught whether we like it or not.

It is possible that this is one of those rare times where all of you will have to "put your thinking caps on" and make those caps work extra hard!

Explore Native American Cultures! | pp. 30–31

To Discuss After You Read

- Q: How did the games Cherokee children played build their skills?
- A: *in the game, Chunkey, boys practiced throwing a spear accurately, and stickball built endurance*
- Q: What would be the pros and cons of Native American children attending "...schools close to home where they are taught their own language, history, and traditions."
- A: *sample: pros: children could live at home and be supported by their parents, they would be taught their own values and would maintain connected to their heritage; cons: students might need to learn English if they wanted to work outside their community, they might need to learn world history as the world is very connected, it might be too insular*

Patriotic Kids' Songs | Listen to Track 15, "Stars and Stripes Forever"

Often played by bands without the lyrics, "Stars and Stripes Forever" was written by famous marching band composer John Philip Sousa in 1897. It is the National March of the United States. In addition to becoming familiar with the lyrics this week, listen to an official recording of a band playing this march.

Hurrah for the flag of the free.
 May it wave as our standard forever
 The gem of the land and the sea,
 The banner of the right. (**Note:** CD has other lyrics)
 All nations remember the day
 When our fathers with mighty endeavor
 Proclaimed as they marched to the fray
 That by their might and by their right
 It waves forever.



Read-Alouds

The Witch of Blackbird Pond | Chapter 11

Vocabulary

Sighing, Kit glanced over the **docilely** bent heads of her charges towards the open doorway, and as she did so a sudden motion caught her attention. (*obediently*)

In all her short life, the child had seldom seen, and certainly never held in her hands, anything so lovely as the **exquisite** little silver hornbook. (*delightful*)

Terror **blanched** the child's face. (*took the color out of*)

Completely **disarmed**, Prudence went down on her knees. (*made powerless*)

* * *

filigree: delicate ornamental openwork.

adroit: shrewd; skilled.

riven: split.

Gambrel: roof with a lower steeper slope and an upper flatter one.

settle: wooden bench with high arms.

Anne Bradstreet: (1612–1672) recognized as the first American poet and first woman to have work published.

resin: tree sap.

To Discuss After You Read

Q: How did Mercy come to grips with all the things as a cripple she couldn't do?

A: *she focused instead on all the things she could do*

Q: Why does Kit wonder at all the time spent in teaching children to read?

A: *once they know how to read, what will they have available to read—nothing but the Bible and religious tracts*

Q: Why does Kit bring Prudence to Hannah's?

A: *for a place to store the horn, but moreover, she believes Prudence needs a refuge even more than she does*

Q: What was Hannah's cure for every ill?

A: *blueberry cake, a kitten, and love*

Q: Why are the settlers afraid of Hannah?

A: *they don't understand her, and people fear what they don't understand*

Q: What does the fact that William was unsure whether to try a new roof style tell about his character?

A: *he was cautious, and concerned about what the neighbors would say*

Readers

Om-kas-toe | Chapter 9

To Discuss After You Read

Q: How can the Blackfeet get more elkdogs?

A: *send warriors to capture some from their enemies*

Q: At first, what do the Blackfeet need to learn about the elkdogs?

A: *how to ride, how much time the elkdogs need to eat and rest, and how to use them to hunt*

Day 2

History/Geography

The Landmark History of the American People, Volume 1 | Part 1, Chapter 1 pp. 1–4

Vocabulary

plantations: places where settlers lived. [p. 1]

emigrate: to leave a country and settle in a different one. [p. 4]

To Discuss After You Read

Q: Why did colonists come to America? [p. 1]

A: *for a better future for themselves and their children; to escape trouble; for an opportunity to become wealthy; to find protection from harm; some were forced to come by others*

Q: Why did advertisers want people to come to America? [p. 3]

A: *since they owned land in America, by getting people to settle there they could make a lot of money off their investments*

Q: Why did the Puritans want to go to America? [p. 4]

A: *they were being persecuted*

Puritans vs. Pilgrims

Boorstin carefully distinguishes the “Pilgrim Fathers” from the Puritans. He says (p. 5) “The Puritans who moved to America aboard the Mayflower called themselves Pilgrims.” Though the Pilgrims were Puritans theologically, they were a subset of the Puritans.



Notes

Week 3

The Puritans believed the Church of England needed to be reformed and purified (thus the name Puritan). Most Puritans remained inside the Church in hopes of bringing about the changes they sought. The Separatists, by contrast, while holding virtually identical theological views, had given up hope that the Church might be renewed or purified. Therefore, they also lost interest in seeking that end. These people, therefore, separated themselves from the Church (thus their name).

Encyclopedia Britannica explains:

Of the 102 colonists, 35 were members of the English Separatist Church (radical faction of Puritanism) who had earlier fled to Leyden, the Netherlands, to escape persecution at home... [T]he Separatists negotiated with a London stock company to finance a pilgrimage to America. Approximately two-thirds of those making the trip aboard the *Mayflower* were non-Separatists, hired to protect the company's interests; these included John Alden and Myles Standish.

These first settlers ... did not become known as the Pilgrim Fathers until two centuries after their arrival [when] at a commemorative bicentennial celebration in 1820, orator Daniel Webster used the phrase Pilgrim Fathers, and the term became common usage.¹

Timeline and Map Activities

🕒 **Massachusetts receives royal charter and becomes a legal English colony (1629)**

👤 **Pilgrims arrive on the *Mayflower* (1620)**

📍 *Plymouth* (C8); *Massachusetts Bay Colony* (present day Salem) (B8) (map 4A)

📍 Explore the maps on pages 3–4 of your book.

Patriotic Kids' Songs | Listen to Track 15, "Stars and Stripes Forever"

Read-Alouds

The Witch of Blackbird Pond | Chapter 12

Vocabulary

She expected that when they reached South Road Nat would turn back, but to her **consternation** he strode along beside her, and even when she hesitated at Broad Street he did not take the hint. (*amazement or dismay that throws into confusion*)

Morosely Kit followed the family into the house. (*sullenly; gloomily*)

* * *

scythe: a tool for cutting grass or grain.

Puritan solemnity: a result of their focus on leading a pious life, which was an earthly sign of their 'predestination.'²

To Discuss After You Read

Q: Nat thinks proper schooling includes navigation and numbers and reading for books can be good company. What do you think schooling should include?

Q: How does Nat explain loyalty to government?

A: *the settlers will be loyal as long as the king keeps his word—a man has to be true to where he lives*

Timeline and Map Activities

📍 *Naples, Florida* (H8) (map 1)

📍 *Carlisle Bay* (D3); *Jamaica* (D2) (map 3)

How to Eat a Poem | p. 5

Readers

Om-kas-toe | Chapter 10

To Discuss After You Read

Q: Why does the elkdog diet delight the Blackfeet?

A: *they just need grass and water, not meat*

Q: How does Om get trapped?

A: *as he seeks to discover the whereabouts of the enemy, he is surrounded by them and has nowhere to go*

Q: Why do the enemy warriors leave Om behind?

A: *Wise Bird does such amazing tricks they think Om has powerful medicine and do not want to hurt this great spirit*

Day 3

History/Geography

The Landmark History of the American People, Volume 1 | Chapter 1 pp. 5–7 (through first full paragraph)

Vocabulary

catechism: a book of summaries of religious teaching used to educate children and adults. [p. 6]

2. Sources: *America Past and Present: Volume One to 1877* and *A People and A Nation: A History of the United States: Volume One to 1877*.

1. *Encyclopædia Britannica Online*, s. v. "Pilgrim Fathers", accessed April 11, 2016, <http://www.britannica.com/topic/Pilgrim-Fathers>.

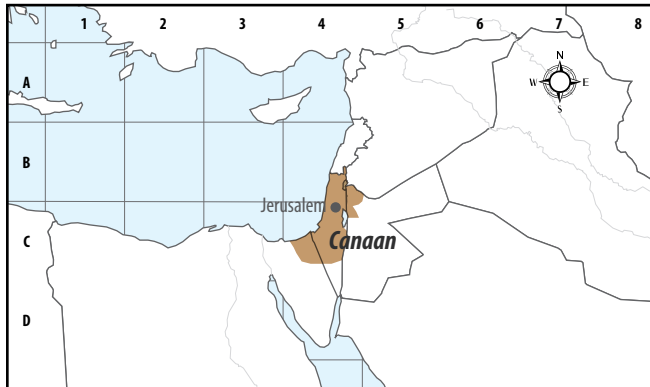


To Discuss After You Read

- Q: What was the Mayflower Compact? [p. 5]
- A: *a document, signed by the Pilgrims, that created a new government*
- Q: What was *The New England Primer* and why was it created? [p. 6]
- A: *a book used to educate children; the Puritans created it as a reader and as a book of religious teaching (catechism)*

Timeline and Map Activities

- Mayflower Compact (1620)**
- New England* (B11) (map 2)
- Jerusalem* (C4); *Canaan* (C4) (see map below)



Explore Native American Cultures! | pp. 32–34

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

Patriotic Kids' Songs | Listen to Track 15, "Stars and Stripes Forever"

Read-Alouds

The Witch of Blackbird Pond | Chapter 13

Vocabulary

"I'll find one, never you fear," she said **blithely**. (*cheerfully*)

There would be no more endless **drudgery**, and she could snap her fingers at a woman like Goodwife Cruff. (*fatiguing work*)

"If you will come courting such a headstrong, **brazen** girl," he said **indulgently**, "then I can only give you both my blessing." (**brazen**: *lacking modesty; unabashedly frank*; **indulgently**: *in a permissive manner*)

"You won't need to help me out," he added with **unwonted** humor. (*rare, unusual*)

This silk dress is not warm enough for New England, she thought **irrelevantly**. (*in a not applicable manner, unnecessarily*)

Kit sat helpless, her cheeks on fire, and then the laughter and the cheering left her giddy as William stepped resolutely forward to claim his **forfeit**. (*penalty*)

* * *

propitious: favorable.

provocatively: in an appealing, encouraging manner.

To Discuss After You Read

- Q: Kit plans to marry William because then "she could come and go as she pleased. There would be no more endless drudgery, and she could snap her fingers at a woman like Goodwife Cruff. Besides, William admired her." Are these good reasons to marry?

Readers

Om-kas-toe | Chapter 11

To Discuss After You Read

- Q: How does Om hide his footprints?
- A: *steps on the rocks, pulls off a tree branch and uses the needles to wipe away his footprints; also he walks in water*
- Q: Where does Om find his tribe's warriors, and what do they do for him?
- A: *by the hot spring; they listen and feed him and make him sit in the hot water until his muscles feel better*

Day 4

History/Geography

The Landmark History of the American People, Volume 1 | Chapter 1 pp. 7–11

Vocabulary

Governor Bradford: William Bradford (1590–1657), leader of Plymouth Colony, author of the journal *Of Plymouth Plantation*, and credited with beginning the American tradition of Thanksgiving. [p. 10]

To Discuss After You Read

- Q: Why did the Puritans found Harvard College? [p. 7]
- A: *they were very interested in education and wanted to have well-educated ministers*

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Notes

Week 3

Q: How did Squanto help the Pilgrims? [p. 8]

A: *he showed them how to plant corn, how to fertilize soil, where to catch fish, and how to trap beaver*

Q: Why did colonists want to destroy the Pequots? [p. 8]

A: *because of the Pequot attack on Oldham and his partners, their kidnapping of two children, and the Pequot killing of seven colonists*

Q: The leader of the raiding troop that killed more than 500 Pequot men, women, and children said, "Thus did the Lord judge among the heathen, filling the place with dead bodies!" What do you make of his statement? Do you agree with the response of the colonists? Why or why not? [p. 9]

A: *answers will vary*

Timeline and Map Activities

Harvard College founded (1636)

Squanto first helps the Pilgrims (1621)

Pequot attack and retribution. More than 500 Pequot die (1636)

King Philip's War (1675–1676)

Patriotic Kids' Songs | Listen to Track 15, "Stars and Stripes Forever"

Read-Alouds

The Witch of Blackbird Pond | Chapter 14

To Discuss After You Read

Q: Why do you think Kit loved the autumn with all its colors? [chap. 14]

A: *perhaps in its own way, the brilliance of color reminded her of Barbados*

How to Eat a Poem | p. 6

Readers

Om-kas-toe | Chapter 12

To Discuss After You Read

Q: Why does Otterman need to know the location of the enemy's camp?

A: *to know how many warriors they have, where they are going, and, ultimately, to protect their families*

Q: What does Om's father tell him to do?

A: *intercept the warriors and direct them along the river so their trip will take less time* ■

History D+E, One Year Condensed—Scope and Sequence: Schedule for Topics and Skills

| Week | History/Social Studies | Geography | Biography |
|------|--|--|--|
| 1 | Regions of Native Americans; Christopher Columbus | <i>North and South America; Canary Islands; Spain; New England</i> | Christopher Columbus |
| 2 | Conquistadors; Christopher Columbus; Exploration and Conquest; Exploring the New World; North American Indians; Sign Language; Puritans; Quakers; Southeastern Tribes | <i>Mexico; Caribbean; Spain; East Indies</i> | Christopher Columbus; Xerxes; Hernando Cortes |
| 3 | The Atlantic Colonies; The Gulf Coast and the West; An Assortment of Plantations; Massachusetts—The Puritans and Pilgrims; Mayflower Compact; Southeastern Tribes | <i>England; Plymouth, Massachusetts; Virginia; Barbados; Jamaica; Jerusalem</i> | Anne Bradstreet; Squanto |
| 4 | Pilgrims; First Indian Wars; England's Colonies; Pennsylvania—The Quakers Refuse to Fight; Georgia—The Woes of a Charity Colony; Northeastern Tribes | <i>New England; Pennsylvania; Georgia; Plymouth</i> | Pocahontas; William Penn; General Edward Braddock; James Oglethorpe |
| 5 | Mercantilism and the Crown of England; Colonial Life; Slavery; New York—How the British Laws Made Smugglers and Pirates; A Scrambling Place—for Refuge and for Profit; Dutch West India Company; Northeastern Tribes | <i>North America; Caribbean; Africa; Holland/Netherlands/Amsterdam; Asia; New York</i> | Pocahontas; Captain Kidd; John Smith; George Washington; John Adams; Thomas Jefferson; James Madison; James Monroe |
| 6 | Virginia Dynasty; Thirteen Colonies; Pirates and Smugglers; New York Colony; How the Ocean Led Others Out to the World; Fishing | <i>New England; Atlantic Ocean; Belgium; France; Manhattan; Great Britain; Virginia; Jamestown</i> | John Hancock; Powhatan |
| 7 | A Clash of Empires; The French and Indian War; British taxes and acts; The Boston Massacre; Revolutionary War; Stamp Act | <i>Eastern Seaboard; Scotland; England; France; Spain</i> | Benjamin Franklin |
| 8 | Boston Tea Party; Boston Massacre; Americans Declare Independence; Why the British Lost the War; Dark Days of War; The Road to Yorktown; Continental Congress; Southwestern Tribes | <i>France; England; Great Lakes; Quebec; Pennsylvania; Eastern United States; Philadelphia</i> | Samuel Adams; Paul Revere; Thomas Jefferson; George Washington; Benedict Arnold |
| 9 | Continental Army; Articles of Federation; Declaration of Independence; The Confederation Era; The Constitution; The Federalist Years; Southwestern Tribes | <i>Northwest Territory; Eastern United States; France</i> | Thomas Jefferson; Benjamin Franklin; George Washington; Captain Daniel Shays; Alexander Hamilton, James Madison |

(continued on the following page)

History D+E, One Year Condensed—Scope and Sequence: Schedule for Topics and Skills

| Week | History/Social Studies | Geography | Biography |
|------|---|--|--|
| 10 | The Constitution; Bill of Rights; The President; The Supreme Court; Constitutional Convention; The Great Compromise; Slavery | <i>Eastern United States</i> | Gouverneur Morris; Thomas Jefferson; George Washington; James Madison; Benjamin Franklin; Alexander Hamilton |
| 11 | American Ways of Growing; The Add-a-State Plan; Louisiana Purchase; The War of 1812 | <i>Prerevolutionary colonies; Midwest states</i> | Napoleon Bonaparte; Thomas Jefferson; Aaron Burr; Lewis and Clark; James Madison |
| 12 | Louisiana Purchase; Lewis and Clark Expedition; Northwestern Tribes | <i>Rocky Mountains; St. Louis; Panama</i> | Thomas Jefferson; Lewis and Clark |
| 13 | Central Pacific Railroad; Northwestern Tribes | <i>Continental Divide; South America; Andes Mountains; Pacific Ocean; Oregon, Washington; Baltic Sea; Russia</i> | Isaac Newton; Sacagawea |
| 14 | Shaping a New Nation; America's Leading Import: People; Irish Potato Famine | <i>Ireland; India; Portugal; Europe; Erie Canal</i> | |
| 15 | American Housing; The Uniformity System and mass production; Instant Cities; The Great Plains Tribes | <i>Egypt; Syria; India; South America</i> | John Adams; Eli Whitney |
| 16 | Haste Makes Democracy; Do-It-Yourself Doctors; Wagon Towns Move West; The Great Plains Tribes | <i>New England; American West; Oregon Trail</i> | Robert Fulton; John Bloomfield Jervis; William Beaumont |
| 17 | The Rocky Road to Union; Slavery Conquers the South | <i>United States; Ontario; Confederate States</i> | Andrew Jackson, Thomas Jefferson |
| 18 | A National Tug-of-War; The First Shot is Fired; American Civil War; Slavery; Louisiana Purchase; The Nation Begins to Split | <i>American South; Missouri; Texas</i> | James Polk; Abraham Lincoln; Harriet Beecher Stowe |
| 19 | Underground Railroad; Arctic Tribes | <i>Maryland; Northwest Territory; Philadelphia</i> | Harriet Tubman |
| 20 | The Progressive Era; Government for the People; Arctic Tribes | <i>New Orleans; Antietam; Virginia; Canada; Gettysburg</i> | Joe Hooker |
| 21 | Capture of New Orleans; Triumphs of the Confederacy; First Modern War; The South Surrenders; Bringing People Together; News; Post Offices; Time; Towns and Cities | <i>Gulf of Mexico; New Orleans</i> | Dorothea Dix; Robert E. Lee; William Sherman |
| 22 | The Go-Getters; Cattlemen and Cowboys; Rock Oil; Big Business and Great Fortunes; City Goods; One Price for Everybody Moving West | <i>Colorado; Wyoming; Texas</i> | John D. Rockefeller; Adam Gesner; George Bissel; Richard Sears; Edwin Drake; Joseph McCoy; Samuel Kier |
| 23 | Things by the Millions; A Democracy of Clothing; President for Change | <i>Philadelphia; Europe</i> | Thomas Edison; Henry Ford; Frederick Taylor; William Sellers |

(continued on the following page)

History D+E, One Year Condensed—Scope and Sequence: Schedule for Topics and Skills

| Week | History/Social Studies | Geography | Biography |
|------|--|---|---|
| 24 | People on the Move; To Punish or Forgive?; A Two-Nation South | <i>Southern States</i> | Abraham Lincoln; Thomas Edison; Andrew Johnson |
| 25 | World Filling the Land; Settling the West; Railroads; Wild West; Indian Wars; Homesteading; Oldcomers and Newcomers; Coming to America; Reformers and Self-Helpers | <i>Western Europe; New York City; Sweden; Norway; American Midwest</i> | Jane Adams; Fiorello LaGuardia |
| 26 | Everybody Shares the News; Letters in Every Mailbox; The Sun is no Longer Boss; Company Towns and Garden Cities | <i>United States; Baltimore; Washington; Chicago</i> | Daniel Craig; Samuel Morse; Andrew Carnegie |
| 27 | Department Stores; Mass Production; Cities and Inventions; Bridge-Building | <i>St. Louis; Mississippi River; New York</i> | John Roebling; James Bogaardus |
| 28 | The Gold Panic | <i>Alabama</i> | The Wright Brothers; Helen Keller |
| 29 | The Great Depression; Reconstruction | <i>Connecticut; Kitty Hawk; American South</i> | |
| 30 | The Farmers Find a Voice; Farmers in Trouble; From Umpire to Guardian; | <i>Western States; New York City; Chicago</i> | William Jennings Bryan; William McKinley |
| 31 | Yellow Journalism; NAACP; Spanish American War; Submarines | <i>New York City; Cuba; Chicago; Puerto Rico; Guam; Philippine Islands; Central America; Panama; Great Britain; Germany</i> | Theodore Roosevelt; Herbert Hoover; Franklin Roosevelt; Woodrow Wilson; Joseph Pulitzer; William McKinley; William Randolph Hearst |
| 32 | Winning a War, Losing a Piece; WWI; Stationary Warfare; The Allies; Armistice; League of Nations | <i>Europe</i> | Woodrow Wilson |
| 33 | Great Stock Market Crash; The Great Depression; The New Deal | <i>New York City; Tennessee Valley</i> | Franklin Roosevelt; Herbert Hoover; Adolf Hitler; Eleanor Roosevelt |
| 34 | Who Was Left Out?; Two-nation South | <i>American South</i> | Frederick Douglas; Booker T. Washington; W.E.B. Du Bois |
| 35 | Truman Doctrine; Korean War; Vietnam War | <i>Italy; Russia; Japan; Germany; Poland; Britain; Hiroshima; Pearl Harbor; Korea; Vietnam</i> | William Mitchell; Charles Lindbergh; Winston Churchill; Richard Nixon; Jack Kennedy; Harry Truman; Joseph Stalin; Dwight Eisenhower |
| 36 | A Triumph for Freedom; NAACP; March on Washington; Civil Rights Act | <i>Africa</i> | Martin Luther King Jr.; Rosa Parks; Lyndon B. Johnson |

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