



Grades 2-7

Wars of America

1600-1899

Unit Study



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Sample Page

Thank you for purchasing from A Journey Through Learning. We hope that you enjoy our unit study entitled **Wars of America 1600-1899**. Getting started is easy. First, take the time to just browse through the pages to familiarize yourself with the layout. In this book, you will find information on various wars that the United States was involved in from the beginning of our country through 1899.

Each topic includes:

- * an information page
- * an activity page
- * a vocabulary study
- * timeline cards

Information Page

Each of the topics has an information page to read to your child. You will notice that some of the words in the information pages are underlined.

Vocabulary Study

The underlined words are vocabulary words. Read each sentence that contains the vocabulary word very carefully. It is important that your child hear the vocabulary words in context. Ask your child if he/she can understand the meaning of the word from listening to the sentence that contains it. Next, turn to the vocabulary pages in the back of the book. Here you will find an area for your child to write down the actual definition of each vocabulary word. Vocabulary study increases your child's knowledge of the topic!

Activity Page

When your study of the topic is complete, it is time to complete the activity that correlates with the topic. Some of these activities are more for fun while others are more challenging. All of them will enrich your child's understanding and knowledge of each topic.

Timeline Cards The picture cards can be photocopied and used in several different ways. You can use them as a timeline markers. Using sticky tac, the pictures can be placed on the correct dates of a timeline. They can also be placed on a map to show the location of an important site. There is a picture card for each topic in this unit study.

We hope you and your child are blessed by this study! Please check our website frequently for new products!

www.ajourneythroughlearning.com

Thanks again,
Paula Winget
Nancy Fileccia

How Long Does it Take to Complete A Unit Study?

Doing one study guide page and one activity sheet a day, it should take about one month to complete. However, you can expand the study portion and make it last as long as you like. That's the beauty of homeschooling. Do it YOUR way!

Study Choices

Choice #1- Read the first page of the study guide. Then use the internet and fun children's books to learn more about the topic that is covered in that study guide. For instance: our American Indians Unit Study has a study guide page about Geronimo. Dig into Geronimo. There are probably a lot of interesting things to learn about him that the study guide does not cover. Spend a day on Geronimo or spend a week! When your child has completed studying that particular topic, it will be time to do the activity sheet for that topic. Activity sheets are found right after the study guide pages they go with.

Choice #2- Read only the study guide page and do the activity sheet that goes with it. The activity sheets are found right after the study guide page it goes with. You may choose to do one study guide/activity sheet per day, two per day, two per week, three per week, etc. It doesn't matter. The pace is completely up to you. At one per day, it will take about a month to complete this unit study.

Tips and tricks to go the extra mile!

Supplies Need:

½ inch three-ring binder

6 tabs (if you are using our Wars copywork pages, you will need to have 7 tabs).

Your study guide and activity sheet pages

1. Label your tabs: Study Guide/ Activity sheets, Book Log, NICK, Biography Reports, Outlines, and Narration pages (Copywork- if using applicable).

2. Make copies of NICK notes and outline forms and narration forms and put them behind the tabs. Your child can use either the NICK notes form (easier) or the outline form (a bit harder) after any of the study guides. The narration forms also come in two levels. Choose the correct level for your child. These serve as a good way for your child to show what they have learned. Your study guide and activity pages stay in order and go behind the Study Guide/ Activity Pages tab.

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Pequot War

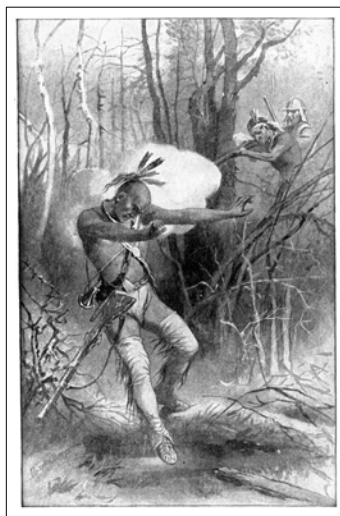
The Pequot War was fought during the year 1636-1637. The war was between the Pequot Indians and two of the new American Colonies—Massachusetts Bay and Plymouth.

The Pequot Indians were a powerful tribe who held jurisdiction over all of Connecticut east of the Connecticut River. The warlike tribe had 2,500 Indians. The meaning of the Pequot name really symbolized what it stood for: "Destroyer." The Pequot tribe's main rival was the Narragansett Indian tribe.

The colonists easily made friends with the Narragansett tribe and relied on them for protection. As the new colonists began growing and expanding westward, conflict with the Pequot Indians began to develop.

The Pequot were upset about the selling of alcohol, the destruction of their crops, and the white man hunting on their grounds. The colonists also killed any Indians they felt were ungodly savages.

In July 1636, a white trader was killed by the Pequot Indians. The killing led the colonist to call in the army. In May 1637, the colonists, with the help of the Narragansett Indians, attacked a Pequot village. Circling the camp, the colonists set fire to the Indian camp and then shot the survivors who fled. Between 400 and 700 Indian men, women, and children were killed. Many of the survivors were sold into slavery to Bermuda.



Currency of the Pequot

The Pequot Indians used a kind of currency called “wampum.” It was used to trade for items like cooper, iron, and guns. Wampum was crafted out of white and purple shell beads and worn around the neck or around the waist like a pouch to keep from getting lost. Most of the designs on their clothing stood for someone in their family or told a story.

Pequot Indian Clothing

The clothing of each tribe was remarkably different. Many tribes could distinguish themselves from each other just by their clothing. The Pequot women wore knee-length skirts, and the men wore breechcloth pants and leggings. Due to the location of the Pequot, men did not wear shirts.

Once the weather turned chilly, shirts were sewn from deerskin. Both men and women wore jewelry, including earrings. Both also wore moccasins on their feet.

The Pequot warriors did not wear long headdresses like some other tribes. They usually wore a simple headband with only a feather or two stuck in it. Many of the men in the Pequot tribe wore their hair in a Mohawk or shaved their heads entirely, except for one long lock of hair on top of their head. This hair style was called a “scalp lock.” The women did not cut their hair and often wore it in braids.

Make your own pouch and money

* Cut open a brown paper bag and lay it flat. Cut a paper plate in half. Trace half of the plate on the bag. Do it two times. Cut them out. Use a hole punch to punch holes every inch, all the way around. Using colorful yarn, sew the two pieces together to create a pouch. Cut an oval-shaped strip. Fold one side under $\frac{1}{2}$ inch and glue to the back side of the pouch. Fold the other end down to be the top flap. Tie a handle to the pouch. Paint with brightly colored paints.



* String colored beads or dyed noodles onto yarn or string. Create a colorful Wampum to wear.



Dress like a Pequot Indian

Materials Needed:

1 yard brown material OR 1 yard brown suede
Needle
Thread

Lie down on the floor and let your mom trace your outline.

For girls: Double the material and draw an outline like a dress. Cut out around the outline and sew the two pieces together. On the bottom of your dress cut slits to make fringe.



For boys: Double the material and draw an outline like breechcloth pants. Cut around the outline and sew the two pieces together. Belt the waist with a long piece of material.

Weapons of the Pequot Indians

It did not take the Pequot Indians long to realize that their weapons were no match for the new white man. The weapons of the Pequot were mainly made from the woodlands in which they lived in. Bows and arrows were actually invented by the Woodland Indians. To make the bows they shredded the bark off of trees. Arrows were made by taking a stick and cutting a notch in the end. They then placed an arrowhead in the notch. Many times feathers were placed on the other end of an arrow. The feather colors symbolized something special to the person who used the weapon.



Tomahawks were a prized possession of the Native Americans. They were made for special occasions and often given to leaders and chiefs as gifts. Each tomahawk held a special engraving, bead work, carvings and painted handles.

Many Pequot boys began hunting and fighting using a spear. Spears were carved by the boys, usually with symbols and stories telling about the meaning of their names or the path that their lives might take. The boys took heavy limbs of trees and used knives to sharpen and form a point. The length of the spear was measured by the length of the boy's arm.

Make a spear!

Ask a parent to help you find a long, sturdy stick. Hold your arm out and let them cut the stick about 4 inches past your finger tips. With your parent's help, sharpen the end to a point, using a knife. Then use the knife to dull the point so it won't be too sharp! Carve markings, lines etc. into your spear.

Create your spear's design in this box

King Philip's War

Metacom was the chief of the Wampanoag Indians. He was also known as King Philip. Philip was the son of Massasoit, who had lived in peace with the white men since the arrival of the Pilgrims.

However, after his father, Massasoit's, death, King Philip saw that the white men were beginning to expand into Indian Territory, and in 1675 he made plans to resist. Ravaged by English-borne diseases and deprived of their lands, King Philip became angry and convinced his tribe that war with the colonists was the only way to stop the white men. King Philip and a band of Wampanoag vandalized a frontier community, and thus began King Philip's War.

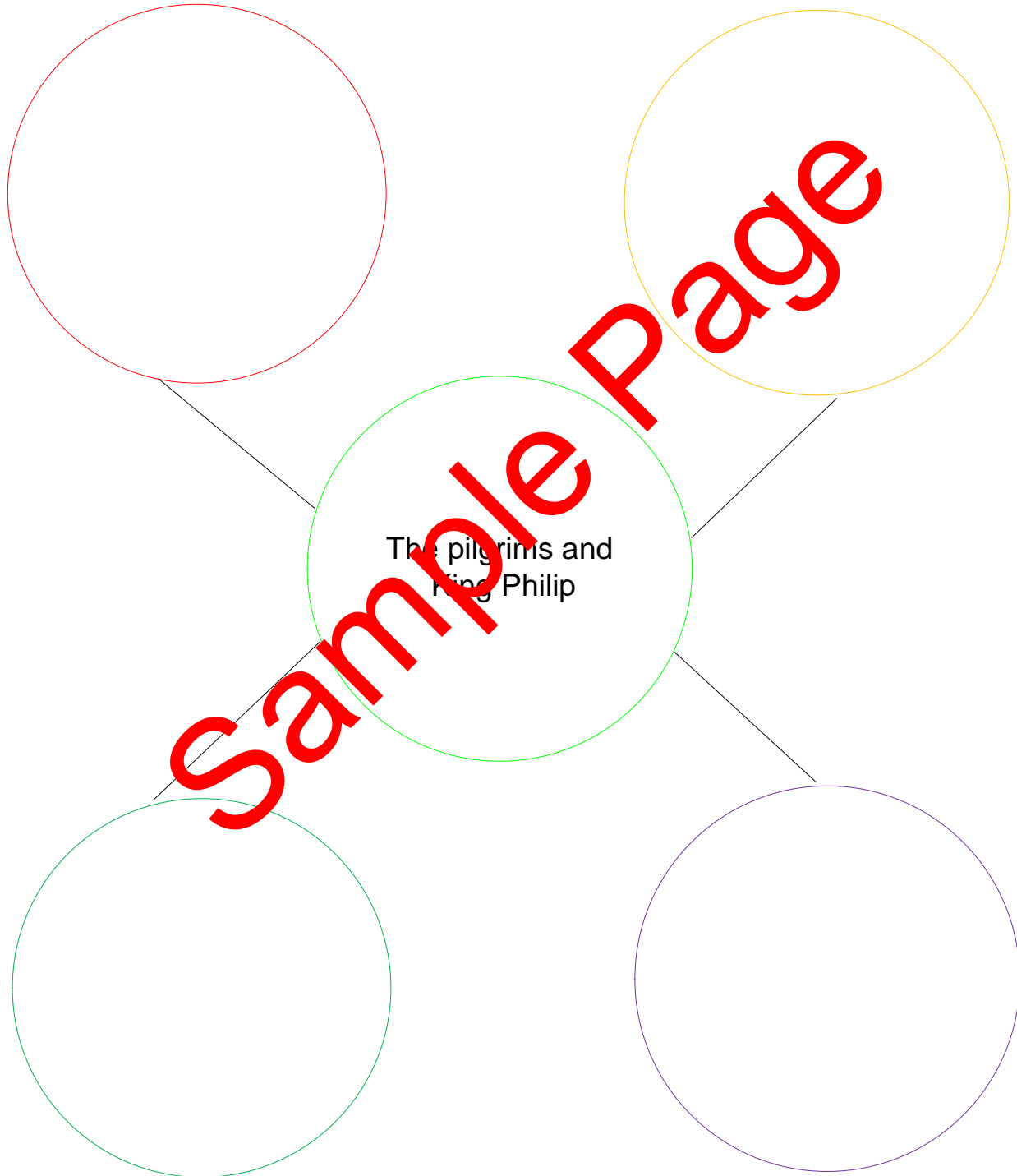
The war did not occur until fifty-five years after the Pilgrims had arrived in Plymouth. In savage attacks, Philip and his warriors hit village after village. The first attack was Swansea in June of 1675. The next attack was Mendon in July. From that point on, no colonist or colony felt safe. The Indians destroyed their homes, carried them into captivity, and even killed or maimed them. However, Philip's tribes soon began to fall under famine and disease. His warriors began retreating.

Later that year, a pilgrim, Captain Church of Milton, discovered Philip's Indian camp. The colonists, with the help of other Indians, invaded the camp, sending Philip running in fear. One of the English men fired a shot and hit King Philip in the heart. Philip survived the shot and was brought back to the colony. Church ordered Philip to be beheaded. Philip's wife and son were sold into slavery in the West Indies and many of his warriors were killed.



King Philip

Using the web below, list ways that the colonists and King Philip could have worked out their problems instead of going to war.



Weapons used in King Philip's War

King Philip's War was the first conflict in which the Native Americans used "modern" flintlock firearms. The natives quickly discovered that muskets served their purposes of long-distance shooting just as well as their bows.

Native Americans began trading items to acquire muskets. Many Native Americans became great marksmen in the firing of the flintlock muskets. After the war with the Pequot, the colonists began organizing military companies and the drilling of soldiers. Boys from ten to sixteen years of age were taught to use small guns, half-pikes, and bow and arrows.

A law was passed that everyone must have one pound of gunpowder in their homes at all times. The Europeans were trained to fire volleyes on open battlefields. This made them unprepared for fighting with warriors who aimed at individuals from behind trees, were skillful at using the act of surprise, and had excellent mobility on the terrain.

Make a Marshmallow Gun

Materials and Instructions

1/2 inch pvc pipe cut to the following lengths.

One 9"

- One 7"
- Two 4"
- Two 2"
- One 3"
- Two 90 degree elbows
- Two T's
- Two end caps

You can assemble the pipe pieces in tons of different designs, giving you tons of different guns. Do not use glue to put your gun together. This allows you to take it a part and put back together a different way. Once assembled use small marshmallows as your "bullets." Place a marshmallow in one end and blow hold on the other, aiming at your target!

The French and Indian War

In the 1750s, Britain and France were fighting a war in Europe. The stress of the war overseas increased anxiety in the American colonies. Countries like France, Spain, and England had territories in the new world. They were fighting among themselves to take over each other's lands to increase their fur trading.

In 1754, the French, looking to expand their territories and fur-trading empire, began moving south into the Ohio River Valley. The English colonists were beginning to cross the Appalachian Mountains to settle into new regions. The French, who had made friends with the Native Americans, were encouraging the Indians to fight the new settlers. These Indian raids began to spread terror throughout the frontiers.

On one side of this fight were the English and their colonists. On the other side were the French with their new Indian allies. The American Indians were afraid the British were going to take away their land. They felt the Americas belonged to them because their ancestors had found and settled the land. Some of the Indians did side with the British, but most of the Native Americans were afraid of them. The battles they fought to gain control of these American territories are known as the French and Indian War.

In 1763, the Treaty of Paris was signed. The British had won. This treaty ended all French claims in North America. Canada became a British colony, and the large tract of land known as the "Louisiana" was given to Spain as thanks for its support. Britain was now considered the more powerful empire and the colonists were pleased to be part of it.



The fur trade played a major role in the Americas. It was the first major industry. Fur trading began with the Indians trading pelts (animal skins) with the colonists. Some of the furs included **beaver**, **fox**, **mink**, and **marten**. Chose two of the animals listed (or you may use others animals that were used for fur trade). Use the report sheet below to find out information about your animals. Ask you mom to make copies of this form.



Name of Animal: _____

Habitat: _____

Food: _____

Description: _____

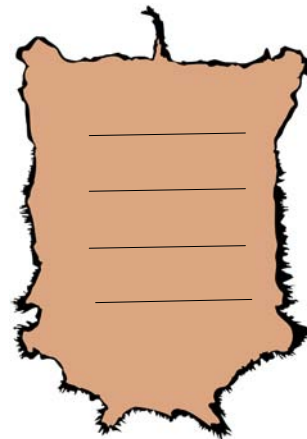
Enemies: _____

Where is it found: _____

Color in on the map the location



Draw a picture of your animal



List on the pelt what else was made out of your animal.