

TEACHER GUIDE

3rd–6th Grade

Includes Student
Worksheets

History



Weekly Lesson Schedule



Student Activity Sheets



Reviews



Answer Key

*A Living History
of Our World*

AMERICA'S STORY

1



ANGELA O'DELL
OP

From the Ancient Americas
to the Great Gold Rush

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Includes Student
Worksheets



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America's Story 1



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Using This Teacher Guide

Features: The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all reviews. The pages of this guide are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

Lesson Scheduling: Students are instructed to read the pages in their book and then complete the corresponding activity pages provided by the teacher. Assessments that may include worksheets and activities, and reviews are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an “X” in the box.



Approximately 45 minutes per lesson, four to five days a week



Includes answer keys for activity sheets and reviews.



Activity sheets for each chapter



Reviews are included to help reinforce learning and provide assessment opportunities.



Designed for grades 3 to 6 in a one-year history course

Course Objectives: Students completing this course will

- ✓ Become familiar with American history from precolonization to the 1850s.
- ✓ Study history using the Charlotte Mason education philosophy to learn through interaction and story elements that connect students emotionally through learning about America and its influence throughout the world.
- ✓ Develop comprehension through oral and written narration, and create memories through notebooking and hands-on crafts.
- ✓ Connect to the lessons, including elements of writing and drawing, special project pages, written narration pages, and timeline characters to help children narrate their way through history's story.

Course Description: *A Living History of Our World, America's Story Vol. 1* is with narration as a key element suggested for this course. Included in each chapter of the teacher guide is a written narration prompt for the older child. Students will learn about the ancient Americas to the great Gold Rush, the infancy of our country through the founding of our great nation, catching glimpses of the leaders who would become known as the Founding Fathers. The course consists of 28 chapters and five built-in reviews, making it easy to finish in one school year. Activity pages are an assortment of map adventures, areas to write/journal, Scriptures and famous sayings for copy work, hands-on projects, and pictures to draw and color. There is also a timeline project, including the simple instructions for completion.

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Supply List

What preparations do you need to make to get ready for wonderful year of history?

1. Have this teacher guide with activity pages.
2. You will need the following items to complete your student activity pages :
 - Scissors and clear tape
 - Glue
 - Colored pencils, markers, and crayons
 - A package of index cards (lined or unlined — optional)
 - A plastic or metal ring on which to place the timeline cards (optional)
 - Hole punch
 - Stapler
 - Hole reinforcers
 - Construction paper
 - Poster board (optional)
 - Encyclopedias (books or CD-ROM)
 - Old magazines for pictures
 - World and U.S. map (current)(see pages 17 and 18 of this teacher guide)
 - Various household items, including cardboard, milk/juice cartons, paper clips, and brass fasteners, and pieces of cloth (dishtowels or old sheets/pillow cases work for this)

A Note from the Author

Through our years of homeschooling, I have noticed that my children learn better and retain more when we take the time to do notebook pages about what we are learning. Our studies take on a new tone as they look back over their notebooks that have accumulated over the year. Even our youngest child has several “knowledge scrapbooks” she has made with all of her drawings and “writings.” The one from last year (when she was five years old) is frequently perused as she remembers her favorite stories, science experiences, and historical heroes. She doesn’t realize she is reviewing and relearning as she narrates her way through her scrapbook.

It was with this in mind that I decided to create this course. I have included several different types of pages. Please do not feel like you need to have your student fill in every space and every page. Use this book the way it works best for you. If your student is on the younger side, letting him draw and then dictate a few sentences is just fine. I have a child who loves to cut out internet pictures about our topic. (Please remember to supervise when your child is using the internet!) After gluing her pictures on her page, she adds her personal touches to it.

Getting Started: On the opposite page, there is a parent’s bookmark. Cut it out on the dotted black line, fold it on the gray line so the writing is on the outside, cover it with contact paper, and use it to keep your place as you are reading through *A Living History of Our World, America’s Story Volume 1*. On one side is information about narration, and on the other is an encouraging word from me to you, one homeschooling parent to another.

On pages 17 and 18, you will find two maps. There is a map of the world and one of the United States. Geography skills are directly connected with history, and doing them both together makes the picture clearer in the child’s mind.

Included in this Teacher Guide:

- A convenient **Teacher Page** at the beginning of each chapter’s worksheets and activities. (These pages are not included in the daily schedule.) This includes:
 - o Any notes to the instructor about the chapter’s materials or focus (if needed)
 - o **Supply lists** for needed items
 - o Answers or insight for **oral narration answers**. These questions are found in the chapter narration breaks in the textbook.
 - Teachers are encouraged to use the narration questions. Not only does it create a dialogue about the written material, it can also help the student to learn to develop the skill of mentally arranging their thoughts and be able to give coherent answers. It also helps students who may be struggling with writing or needing additional review opportunities.
 - We also encourage the teacher to use the **Ready to Explore** questions that begin each chapter of the **textbook**. They are meant to get the student thinking about the ideas that will be presented. The student should not be expected to get the answers correct when first presented with them at the start of the chapter. The teacher may use them to start a conversation about what the student already knows or thinks. The answers are given at the end of the chapter in the **textbook**. When the student has completed the chapter, it is a good time to ask the student the Ready to Explore questions again. The student will enjoy seeing how much they have learned.
 - o Optional ideas for additional study
 - o Suggested reading or supplemental books
 - o **Written narration** idea for older students (on the back of the page)

- **Book of Prayers for My Country:** This book on pages 260-264 is meant to be cut apart and assembled into a small book. Students record one prayer a week for a leader, a church, a missionary, the military, a specific state, or any other American group or organization. Instructions are included, and the activity is optional
- **Artist Study:** A quick introduction to an influential artist in history. Includes a variety of art activity ideas. The journal prompts can also be used as oral narration questions.

Adjust if needed! If the student is not yet ready to write answers to all questions or journaling prompts, simply have him or her give the answers orally. An alternative for a younger child would be to simply draw or color a picture showing his or her response to what he or she is learning. These pages can then be hole-punched and placed in the student's notebook.

Teaching Tips for Struggling Learners

- ✓ Look through this book and the student book and decide which material is the most important for your student to learn permanently. Before you even start the program with your students, write those chosen concepts on index cards and keep them in a safe place. As you go through the course, pull them out and use them to review.
- ✓ Connect all new information to something familiar. It is easier for any of us to permanently remember something when we have something familiar to tie it to. Teach your student mnemonic devices. You know, "In 1492, Columbus sailed the ocean blue. . . ."
- ✓ Hands-on activities! Most children remember better the more senses they use. Just hearing it is not enough for most of us; we need to write about it, see it, and create it.
- ✓ Review often! Spend the entire week really getting into the story. Take time to plan crafts, skits, and anything else you can think of that will cement the story for your students. All children benefit from review. (Adults do too!) Ideas are included in the special projects section of this teacher guide.
- ✓ Encouragement; something so simple but so profound. Words of encouragement are always remembered.
- ✓ For most students who struggle, repetition is the key. The more times they hear it, the more likely they will be to remember it. Don't be afraid to re-read a chapter as a bedtime story. Or, if students can read on their own, let them re-read it. As they read, they can point out words they may not know.
- ✓ Show the students how the story relates to them. Talk about how they can apply it to themselves.
- ✓ Last, but most certainly NOT least, pray with your students. Teach them to pray for understanding and the ability to learn. Let them see you praying for them.

The Importance of Narration

Narration helps children to analyze a story and to choose the parts they deem important to them; it makes the thoughts their own, not someone else's.

How do you use narration as a learning tool?

After reading a chosen portion of a living book, have your child retell in his or her own words what you just read. By having your child retell or narrate, he or she is making the knowledge his or her own. It really is quite simple!

"What if my child makes a mistake in the retelling of the storyline?"

Years ago my son retold me a chapter from "Freedom Train," a story about the Underground Railroad. He was convinced that this was a train that ran underground much like a subway train.

When something like this happens, gently correct the misunderstood information without making the child feel badly. With my son, I have learned to tell him about when I have made silly mistakes. It helps him to understand that everyone does, and it is through these mistakes we learn our most lasting lessons.

Here are some sample narration prompts:

- ✓ And then what happened?
- ✓ Could you describe that in a little more detail?
- ✓ What did he do next?
- ✓ How did this make you feel?

Try to let your child think his retelling through by himself. Only use the prompts if absolutely necessary. Never, ever criticize a child's attempt at narrating. Be encouraging and he will improve!

Forming a Relationship with Knowledge

Encouragement from me to you...

How many of us grew up with the "fill-in-the-blank" approach to education? I did. Fortunately I had a dad who did not grow up that way; he had experienced the living, breathing education of a one-room school house. My dad knew that a child's mind was much bigger than the "snacksize-baggie-brain" much of our current culture believes children to have.

How is it possible that a child, such as myself who dutifully sat for hours a day filling in blanks, correcting the problems that the teacher key deemed "wrong!" could grow up to LOVE learning? Even though I did "my time at the desk," I give all credit of my real education to my dad. Those many, many times when he stopped walking to point at the brilliant night sky, teaching me the constellations or explaining the phenomenon of the Aurora Borealis, the historical fiction he would surprise me with even when money was nonexistent, the set of laminated maps and beautifully bound picture books of animals, the time spent just talking about who God really is, the always-accepting-of me look ever present in his eyes... these are what made my true education.

All the blanks I filled, chopped-up bits of information I read, and sentences I diagrammed were all washed away within months. The relationship with real stories and life through my relationship with my dad never left me, and it is still the very foundation of who I am. Never underestimate your relationship with your children. It is a powerful tool that can be used to the glory of God in an astounding way.

Those of you who are new to homeschooling may be overwhelmed with the logistics of educating your children. Please don't be. Pray for guidance. Accept life with all its imperfections. **Choose** love, joy, and peace. Lean not on your own understanding. Know that you are going to be learning more than your children. Keep growing; keep learning; lead by example. **Know** God knows and loves you and your children, and He has great plans for your lives.

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Chapter 1: Who Lived Here First? • Read pages 5-7 <i>America's Story</i> • (AS)			
	Day 2	Chapter 1: Who Lived Here First? • Read pages 8-14 • (AS)			
	Day 3	Chapter 1: Who Lived Here First? Complete activity pages 21-24 Teacher Guide • (TG)			
	Day 4	Chapter 1: Who Lived Here First? Complete activity pages 25-26 (TG)			
	Day 5	Complete Chapter 1 timeline • Pages 27-28 • (TG)			
Week 2	Day 6	Chapter 1 Review Day: finish chapter materials or special projects if needed.			
	Day 7	Chapter 2: Leif Ericson, the Christian Viking Read pages 15-17 (AS)			
	Day 8	Chapter 2: Leif Ericson, the Christian Viking Read pages 18-24 • (AS)			
	Day 9	Chapter 2: Leif Ericson, the Christian Viking Complete activity pages 29-32 • (TG)			
	Day 10	Chapter 2: Leif Ericson, the Christian Viking Complete activity pages 33-34 • (TG)			
Week 3	Day 11	Complete Chapter 2 timeline • Pages 35-36 • (TG)			
	Day 12	Chapter 2 Review Day: finish chapter materials or special projects if needed.			
	Day 13	Chapter 3: Christopher Columbus and Other European Explorers Read pages 25-27 • (AS)			
	Day 14	Chapter 3: Christopher Columbus and Other European Explorers Read pages 28-34 • (AS)			
	Day 15	Chapter 3: Christopher Columbus and Other European Explorers Complete activity pages 37-41 • (TG)			
Week 4	Day 16	Chapter 3: Christopher Columbus and Other European Explorers Complete activity pages 43-44 • (TG)			
	Day 17	Complete Chapter 3 timeline • Pages 45-46 • (TG)			
	Day 18	Chapter 3 Review Day: finish chapter materials or special projects if needed.			
	Day 19	Chapter 4: Settlements, Mosquitoes, and an Indian Princess Read pages 35-37 • (AS)			
	Day 20	Chapter 4: Settlements, Mosquitoes, and an Indian Princess Read pages 38-44 • (AS)			
Week 5	Day 21	Chapter 4: Settlements, Mosquitoes, and an Indian Princess; Complete activity pages 47-50 • (TG)			
	Day 22	Chapter 4: Settlements, Mosquitoes, and an Indian Princess Complete activity pages 51-52 • (TG)			
	Day 23	Complete Chapter 4 timeline • Pages 53-54 • (TG)			
	Day 24	Chapter 4 Review Day: finish chapter materials or special projects if needed.			
	Day 25	Chapter 5: Pilgrimage to Freedom • Read pages 45-47 • (AS)			

Date	Day	Assignment	Due Date	✓	Grade
Week 6	Day 26	Chapter 5: Pilgrimage to Freedom • Read pages 48-54 • (AS)			
	Day 27	Chapter 5: Pilgrimage to Freedom Complete activity pages 55-58 • (TG)			
	Day 28	Chapter 5: Pilgrimage to Freedom Complete activity pages 59-60 • (TG)			
	Day 29	Complete Chapter 5 timeline pages 61-62 • Read Artist Study pages 63 • (TG) • Complete activity of choice on page 64 • (TG)			
	Day 30	Chapter 5 Review Day: finish chapter materials or special projects if needed.			
Week 7	Day 31	Chapter 6: Squanto the Friendly Indian and the First Thanksgiving Read pages 55-57 • (AS)			
	Day 32	Chapter 6: Squanto the Friendly Indian and the First Thanksgiving Read pages 58-64 • (AS)			
	Day 33	Chapter 6: Squanto the Friendly Indian and the First Thanksgiving Complete activity pages 65-68 • (TG)			
	Day 34	Chapter 6: Squanto the Friendly Indian and the First Thanksgiving Complete activity pages 69-70 • (TG)			
	Day 35	Complete Chapter 6 timeline • Pages 71-72 • (TG)			
Week 8	Day 36	Chapter 6 Review Day: finish chapter materials or special projects if needed.			
	Day 37	Chapter 7: Life in the Colonies; Read pages 65 to the narration break on page 69 • (AS)			
	Day 38	Chapter 7: Life in the Colonies • Read pages 69-74 • (AS)			
	Day 39	Chapter 7: Life in the Colonies Complete activity pages 73-76 • (TG)			
	Day 40	Chapter 7: Life in the Colonies Complete activity pages 77-78 • (TG)			
Week 9	Day 41	Complete Chapter 7 timeline • Pages 79-80 • (TG)			
	Day 42	Chapter 7 Review Day: finish chapter materials or special projects if needed.			
	Day 43	Review Day: review previous worksheets			
	Day 44	Complete Review Sheet 1 • Pages 267-268 • (TG)			
	Day 45	Chapter 8: William Penn, a Man of Peace • Read pages 75-77 • (AS)			
First Semester-Second Quarter					
Week 1	Day 46	Chapter 8: William Penn, a Man of Peace Read pages 78-84 • (AS)			
	Day 47	Chapter 8: William Penn, a Man of Peace Complete activity pages 81-84 • (TG)			
	Day 48	Chapter 8: William Penn, a Man of Peace Complete activity pages 85-86 • (TG)			
	Day 49	Complete Chapter 8 timeline • Pages 87-88 • (TG)			
	Day 50	Chapter 8 Review Day: finish chapter materials or special projects if needed.			

Date	Day	Assignment	Due Date	✓	Grade
Week 2	Day 51	Chapter 9: William Wilberforce, Abolitionist Hero Read page 85 to the narration break on page 88 • (AS)			
	Day 52	Chapter 9: William Wilberforce, Abolitionist Hero Read pages 88-94 • (AS)			
	Day 53	Chapter 9: William Wilberforce, Abolitionist Hero Complete activity pages 89-92 • (TG)			
	Day 54	Chapter 9: William Wilberforce, Abolitionist Hero Complete activity pages 93-94 • (TG)			
	Day 55	Complete Chapter 9 timeline • Pages 95-96 • (TG)			
Week 3	Day 56	Chapter 9 Review Day: finish chapter materials or special projects if needed.			
	Day 57	Chapter 10: Young George Washington and the Horrible War Read pages 95 to the narration break on page 98 • (AS)			
	Day 58	Chapter 10: Young George Washington and the Horrible War Read pages 98-104 • (AS)			
	Day 59	Chapter 10: Young George Washington and the Horrible War Complete activity pages 97-100 • (TG)			
	Day 60	Chapter 10: Young George Washington and the Horrible War Complete activity pages 101-102 • (TG)			
Week 4	Day 61	Complete Chapter 10 timeline • Pages 103-104 • (TG) Read Artist Study on page 105 • (TG) Complete activity of choice on page 106 • (TG)			
	Day 62	Chapter 10 Review Day: finish chapter materials or special projects if needed.			
	Day 63	Chapter 11: Winds of Change in the English Colonies Read pages 105-108 • (AS)			
	Day 64	Chapter 11: Winds of Change in the English Colonies Read pages 109-114 • (AS)			
	Day 65	Chapter 11: Winds of Change in the English Colonies Complete activity pages 107-110 • (TG)			
Week 5	Day 66	Chapter 11: Winds of Change in the English Colonies Complete activity pages 111-112 • (TG)			
	Day 67	Complete Chapter 11 timeline • Pages 113-114 • (TG)			
	Day 68	Chapter 11 Review Day: finish chapter materials or special projects if needed.			
	Day 69	Chapter 12: The Power of Words • Read pages 115-118 • (AS)			
	Day 70	Chapter 12: The Power of Words • Read pages 119-124 • (AS)			
Week 6	Day 71	Chapter 12: The Power of Words Complete activity pages 115-118 • (TG)			
	Day 72	Chapter 12: The Power of Words Complete activity pages 119-122 • (TG)			
	Day 73	Complete Chapter 12 timeline pages 123-124 • (TG)			
	Day 74	Chapter 12 Review Day: finish chapter materials or special projects if needed.			
	Day 75	Chapter 13: The British Are Coming! Read pages 125 to the narration break on page 128 • (AS)			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 76	Chapter 13: The British Are Coming! • Read pages 128-134 • (AS)			
	Day 77	Chapter 13: The British Are Coming! Complete activity pages 125-128 • (TG)			
	Day 78	Chapter 13: The British Are Coming! Complete activity pages 129-130 • (TG)			
	Day 79	Complete Chapter 13 timeline • Pages 131-132 • (TG)			
	Day 80	Chapter 13 Review Day: finish chapter materials or special projects if needed.			
Week 8	Day 81	Chapter 14: Stories of the American Revolution Read pages 135 to the narration break on page 138 • (AS)			
	Day 82	Chapter 14: Stories of the American Revolution Read pages 138-144 • (AS)			
	Day 83	Chapter 14: Stories of the American Revolution Complete activity pages 133-136 • (TG)			
	Day 84	Chapter 14: Stories of the American Revolution; Complete activity pages 137-142 • (TG)			
	Day 85	Complete Chapter 14 timeline pages 143-144 • (TG)			
Week 9	Day 86	Chapter 14 Review Day: finish chapter materials or special projects if needed.			
	Day 87	Review Day: review previous worksheets			
	Day 88	Complete Review Sheet 2 • Page 271-272 • (TG)			
	Day 89	Chapter 15: More Stories of the Revolution Read pages 145-147 • (AS)			
	Day 90	Chapter 15: More Stories of the Revolution Read pages 145-154 • (AS)			
		Mid-Term Grade			

Second Semester Suggested Daily Schedule

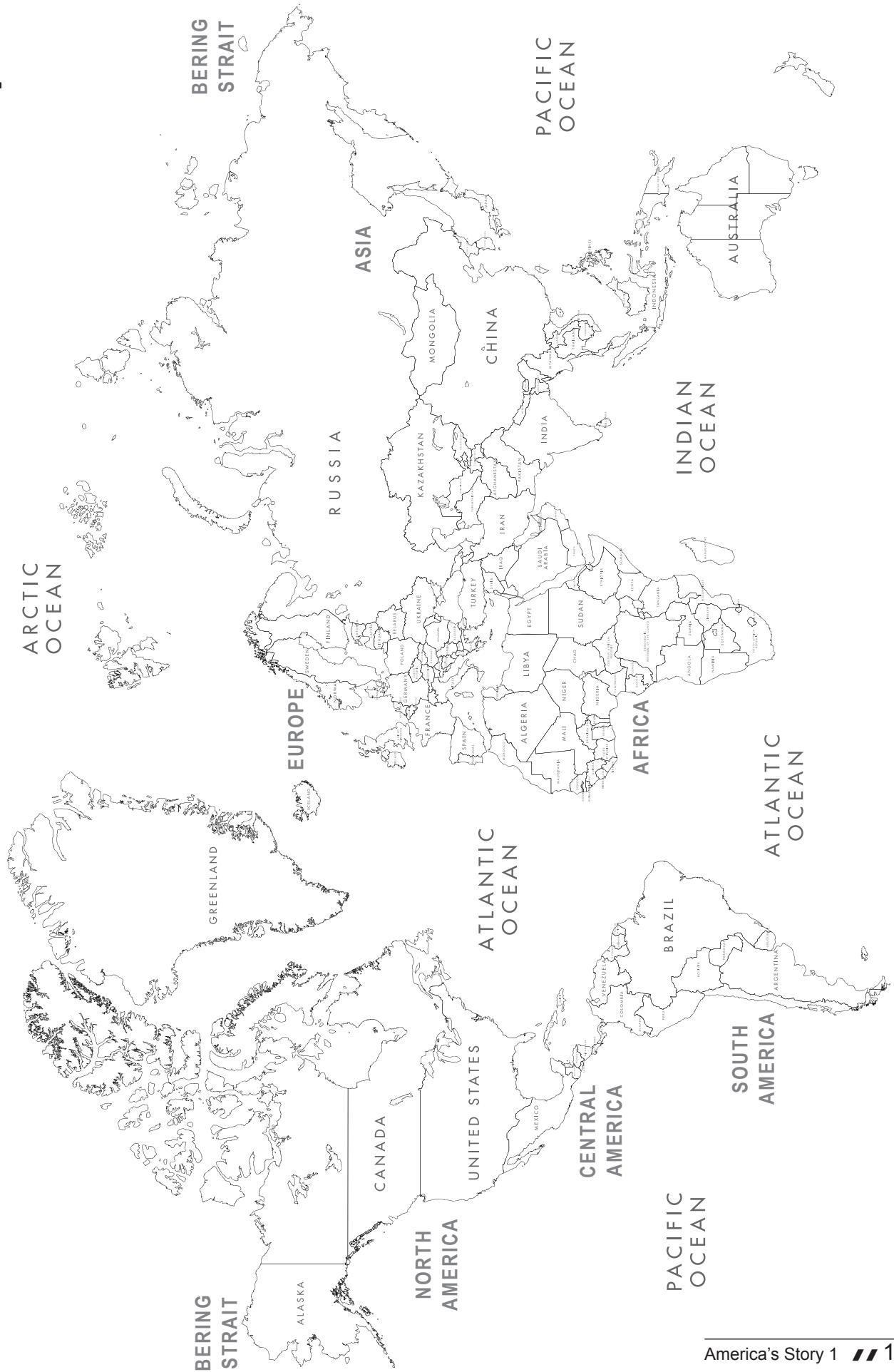
Date	Day	Assignment	Due Date	✓	Grade
Second Semester-Third Quarter					
Week 1	Day 91	Chapter 15: More Stories of the Revolution Complete activity pages 145-148 • (TG)			
	Day 92	Chapter 15: More Stories of the Revolution Complete activity pages 149-150 • (TG)			
	Day 93	Complete Chapter 15 timeline pages 151-152 • (TG) Read Artist Study page 153 • (TG) Complete activity of choice on page 154 • (TG)			
	Day 94	Chapter 15 Review Day: finish chapter materials or special projects if needed.			
	Day 95	Chapter 16: 13 Colonies Become One Nation; Read pages 155 to the narration break on page 158 • (AS)			
Week 2	Day 96	Chapter 16: 13 Colonies Become One Nation Read pages 158-164 • (AS)			
	Day 97	Chapter 16: 13 Colonies Become One Nation Complete activity pages 155-158 • (TG)			
	Day 98	Chapter 16: 13 Colonies Become One Nation Complete activity pages 159-160 • (TG)			
	Day 99	Complete Chapter 16 timeline • Pages 161-162 • (TG)			
	Day 100	Chapter 16 Review Day: finish chapter materials or special projects if needed.			
Week 3	Day 101	Chapter 17: First in the Hearts of His Countryman Read pages 165-168 • (AS)			
	Day 102	Chapter 17: First in the Hearts of His Countryman Read pages 169-174 • (AS)			
	Day 103	Chapter 17: First in the Hearts of His Countryman Complete activity pages 163-166 • (TG)			
	Day 104	Chapter 17: First in the Hearts of His Countryman Complete activity pages 167-168 • (TG)			
	Day 105	Complete Chapter 17 timeline • Pages 169-170 • (TG)			
Week 4	Day 106	Chapter 17 Review Day: finish chapter materials or special projects if needed.			
	Day 107	Chapter 18: Looking West • Read pages 175-177 • (AS)			
	Day 108	Chapter 18: Looking West • Read pages 178-184 • (AS)			
	Day 109	Chapter 18: Looking West Complete activity pages 171-174 • (TG)			
	Day 110	Chapter 18: Looking West Complete activity pages 175-176 • (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 5	Day 111	Complete Chapter 18 timeline • Pages 177-178 • (TG)			
	Day 112	Chapter 18 Review Day: finish chapter materials or special projects if needed.			
	Day 113	Chapter 19: The Louisiana Purchase, What a Deal! Read pages 185 to the narration break on page 188 • (AS)			
	Day 114	Chapter 19: The Louisiana Purchase, What a Deal! Read pages 188-194 • (AS)			
	Day 115	Chapter 19: The Louisiana Purchase, What a Deal! Complete activity pages 179-182 • (TG)			
Week 6	Day 116	Chapter 19: The Louisiana Purchase, What a Deal! Complete activity pages 183-184 • (TG)			
	Day 117	Complete Chapter 19 timeline • Pages 185-186 • (TG)			
	Day 118	Chapter 19 Review Day: finish chapter materials or special projects if needed.			
	Day 119	Chapter 20: The Adventures of Lewis and Clark Read pages 195 to the narration break on page 198 • (AS)			
	Day 120	Chapter 20: The Adventures of Lewis and Clark Read pages 198-204 • (AS)			
Week 7	Day 121	Chapter 20: The Adventures of Lewis and Clark Complete activity pages 187-190 • (TG)			
	Day 122	Chapter 20: The Adventures of Lewis and Clark Complete activity pages 191-192 • (TG)			
	Day 123	Complete Chapter 20 timeline pages 193-194 • (TG) Read Artist Study page 195 • (TG) Complete activity of choice on page 196 • (TG)			
	Day 124	Chapter 20 Review Day: finish chapter materials or special projects if needed.			
	Day 125	Chapter 21: The Strange War of 1812 Read pages 205-207 • (AS)			
Week 8	Day 126	Chapter 21: The Strange War of 1812 Read pages 208-214 • (AS)			
	Day 127	Chapter 21: The Strange War of 1812 Complete activity pages 197-200 • (TG)			
	Day 128	Chapter 21: The Strange War of 1812 Complete activity pages 201-202 • (TG)			
	Day 129	Complete Chapter 21 timeline pages 203-204 • (TG)			
	Day 130	Chapter 21 Review Day: finish chapter materials or special projects if needed.			
Week 9	Day 131	Review Day: review previous worksheets			
	Day 132	Complete Review Sheet 3 • Page 273 • (TG)			
	Day 133	Chapter 22: The Industrial Revolution Changes the World Read pages 215-218 • (AS)			
	Day 134	Chapter 22: The Industrial Revolution Changes the World Read pages 219-224 • (AS)			
	Day 135	Chapter 22: The Industrial Revolution Changes the World Complete activity pages 205-207 • (TG)			

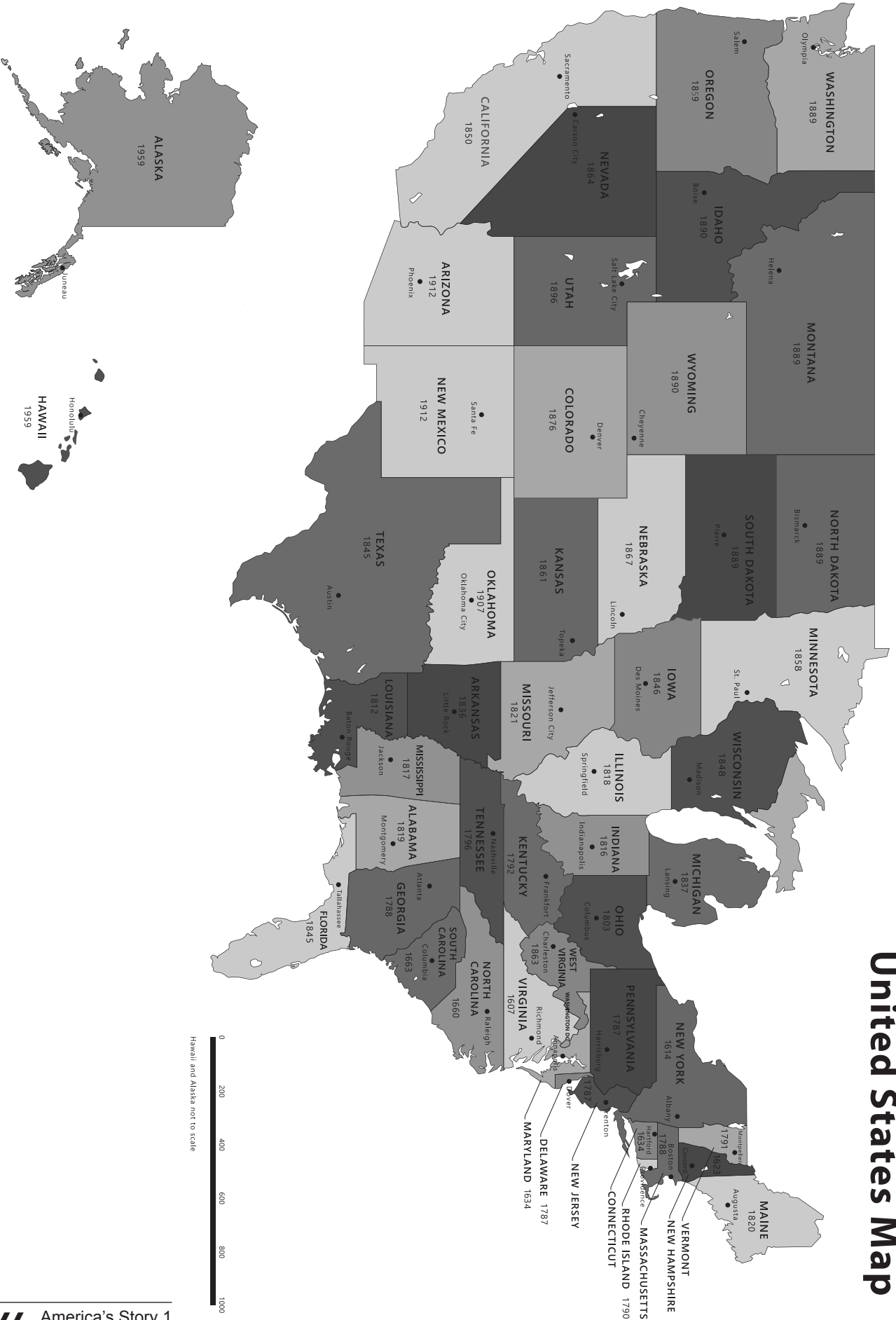
Date	Day	Assignment	Due Date	✓	Grade
Second Semester-Fourth Quarter					
Week 1	Day 136	Chapter 22: The Industrial Revolution Changes the World Complete activity page 208 • (TG)			
	Day 137	Complete Chapter 22 timeline • Pages 209-210 • (TG)			
	Day 138	Chapter 22 Review Day: finish chapter materials or special projects if needed.			
	Day 139	Chapter 23: Paths of Change • Read pages 225-227 • (AS)			
	Day 140	Chapter 23: Paths of Change • Read pages 228-230 • (AS)			
Week 2	Day 141	Chapter 23: Paths of Change • Read to pages 231-236 • (AS)			
	Day 142	Chapter 23: Paths of Change Complete activity pages 211-214 • (TG)			
	Day 143	Chapter 23: Paths of Change Complete activity page 215 • (TG)			
	Day 144	Chapter 23: Paths of Change Complete activity page 216 • (TG)			
	Day 145	Complete Chapter 23 timeline • Pages 217-218 • (TG)			
Week 3	Day 146	Chapter 23 Review Day: finish chapter materials or special projects if needed.			
	Day 147	Chapter 24: Heroes of the Abolition Movement Read pages 237 to the narration break on page 240 • (AS)			
	Day 148	Chapter 24: Heroes of the Abolition Movement Read pages 240-246 • (AS)			
	Day 149	Chapter 24: Heroes of the Abolition Movement Complete activity pages 219-222 • (TG)			
	Day 150	Chapter 24: Heroes of the Abolition Movement Complete activity pages 223-224 • (TG)			
Week 4	Day 151	Complete Chapter 24 timeline pages 225-226 • (TG)			
	Day 152	Chapter 24 Review Day: finish chapter materials or special projects if needed.			
	Day 153	Chapter 25: The Story of the Alamo Read pages 247 to the narration break on page 249 • (AS)			
	Day 154	Chapter 25: The Story of the Alamo Read pages 249-254 • (AS)			
	Day 155	Chapter 25: The Story of the Alamo Complete activity pages 227-230 • (TG)			
Week 5	Day 156	Chapter 25: The Story of the Alamo Complete activity pages 231-232 • (TG)			
	Day 157	Complete Chapter 25 timeline pages 233-234 • (TG) Read Artist Study page 235 • (TG) Complete activity of choice on page 236 • (TG)			
	Day 158	Chapter 25 Review Day: finish chapter materials or special projects if needed.			
	Day 159	Chapter 26: The Great Journey West — Part 1 Read pages 255-257 • (AS)			
	Day 160	Chapter 26: The Great Journey West — Part 1 Read pages 258-264 • (AS)			

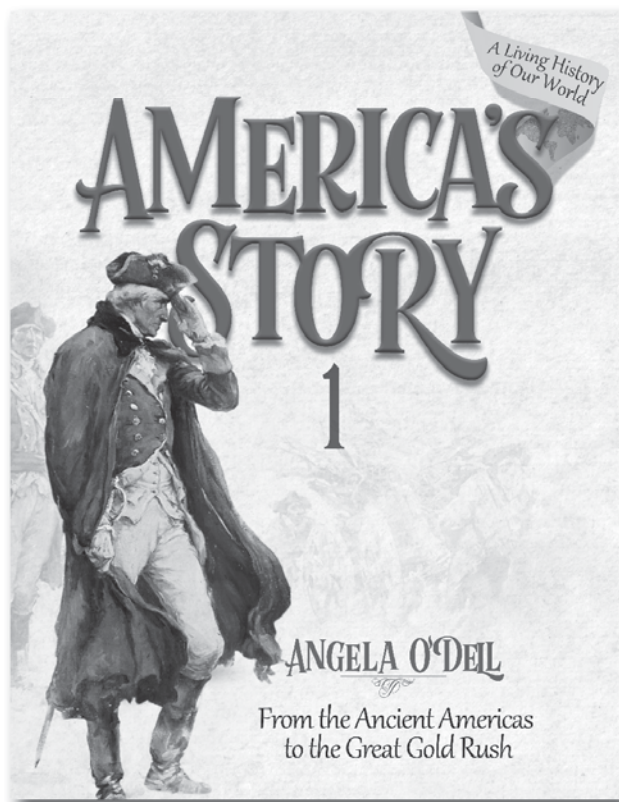
Date	Day	Assignment	Due Date	✓	Grade
Week 6	Day 161	Chapter 26: The Great Journey West — Part 1 Complete activity pages 237-240 • (TG)			
	Day 162	Chapter 26: The Great Journey West — Part 1 Complete activity pages 241-242 • (TG)			
	Day 163	Complete Chapter 26 timeline • Pages 243-244 • (TG)			
	Day 164	Chapter 26 Review Day: finish chapter materials or special projects if needed.			
	Day 165	Chapter 27: The Great Journey West — Part 2 Read pages 265 to the narration break on page 267 • (AS)			
Week 7	Day 166	Chapter 27: The Great Journey West — Part 2 Read pages 267-274 • (AS)			
	Day 167	Chapter 27: The Great Journey West — Part 2 Complete activity pages 245-248 • (TG)			
	Day 168	Chapter 27: The Great Journey West — Part 2 Complete activity pages 249-250 • (TG)			
	Day 169	Complete Chapter 27 timeline • Pages 251-252 • (TG)			
	Day 170	Chapter 27 Review Day: finish chapter materials or special projects if needed.			
Week 8	Day 171	Chapter 28: Our Place in History Read pages 275-277 • (AS)			
	Day 172	Chapter 28: Our Place in History Read pages 278-282 • (AS)			
	Day 173	Chapter 28: Our Place in History Complete activity pages 253-256 • (TG)			
	Day 174	Chapter 28: Our Place in History Complete timeline pages 257-258 • (TG)			
	Day 175	Read Artist Study page 259 • (TG) Complete activity of choice on page 259 • (TG)			
Week 9	Day 176	Chapter 28 Review Day: finish chapter materials or special projects if needed.			
	Day 177	Review Day: review previous worksheets			
	Day 178	Complete Review Sheet 4 • Pages 275-276 • (TG)			
	Day 179	Complete Final Review Sheet, Part 1 • Pages 277-278 • (TG)			
	Day 180	Complete Final Review Sheet, Part 2 • Pages 279-280 • (TG)			
		Final Grade			

World Map



United States Map





Chapter Activity Pages

for Use with

America's Story 1



WHO LIVED HERE FIRST?

Dear Parent or Teacher,

There are many, many legends of ancient South, Central, and North American Indians. These people's religions included many rituals that you may choose not to discuss with your children at this level. There is plenty of information about the people of this time that is readily available if you wish to go in that direction for further research. I have left that up to your discretion.

Materials needed for this chapter:

- ✓ Student Activity Pages
- ✓ Pencil/eraser
- ✓ Colored pencils or crayons
- ✓ Globe or atlas (we recommend *Children's Atlas of God's World*, Master Books)
- ✓ Access to encyclopedia or books about Native American Indians (optional activity)

Oral Narration Questions and Answers.

- Q. Tell how the early Americans came to be here. (Page 7 in the student book)
- A. The student's retelling should include how the early inhabitants are thought to have used the Bering Land Bridge. (You may wish to talk about the Tower of Babel and how, after God confused the language of man, people groups formed and started to wander to different locations on the earth. It is very likely that people began migrating to the Americas shortly after the Tower of Babel.)
- Q. Tell what you learned about the different tribes. (Page 9 in the student book.)
- A. The student's retelling should include how the different tribes hunted, fished, or farmed for food, what types of homes they constructed, and where they were located.

Optional Digging Deeper

- ✓ Using a trusted resource, written from a biblical worldview, find out about the Tower of Babel. Discuss the dispersion of people groups throughout the world. (Master Books has a selection of resources on the Tower of Babel for all ages. Visit the website at masterbooks.com.)
- ✓ Look for library books about America before Columbus. There are many good resources that show actual pictures of archaeological artifacts found throughout the contents of North and South America. You may run into evolutionary content in these books; use this opportunity to discuss that viewpoint from a biblical viewpoint, too.



Dear Parent or Teacher,

After children have mastered the art of narration (the oral telling-back of a story), they may be ready to start transitioning into written narrations. I have provided these pages with gentle prompts to aid in that creative process. Please give your child adequate time to ease into this change.

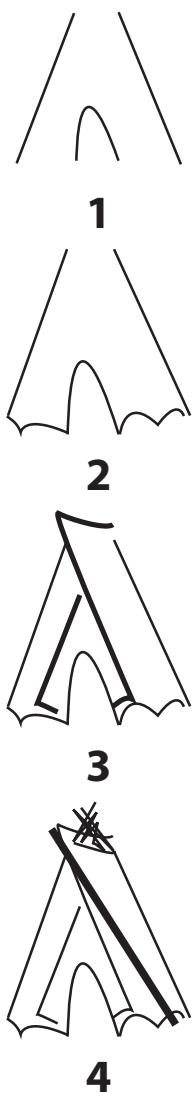

When my children of age 10 or so are ready for this transition, I do not correct spelling, punctuation, or form; I simply let them put their thoughts on their paper. It may take several years for their grammar, punctuation, and spelling skills to catch up with their creativeness. Please be patient with them; simple and sincere encouragement goes a long way!

Please do not use these with children who are not comfortable giving oral narrations. Use other activities provided instead.

Chapter 1 Written Narration Idea:

Tell how the first “Americans” came to be here. When did this happen?

Who lived here first? We learned a lot about different Native America tribes in this chapter. Follow the steps to draw your own tepee!

 <p>1</p> <p>2</p> <p>3</p> <p>4</p>	 <p>Angela's Tepee</p>
	<p>My Tepee</p>

1. Today I learned something I didn't know before; it was

What's in a name?

Inupiat	Yupik	Tanaina	Haida	Nootka	Tillamook	Nez Perce
Chumash	Inuit	Tlingit	Kwakiutl	Chinook	Yakima	Pomo
Shoshone	Aztec	Mayan	Ojibwa	Iroquois	Algonquian	

2. There are many different Native American Indian tribes — each with their own unique name and cultures. These are just a few examples. Are there any of these tribes that live in your area? Do you have ancestors that were Native Americans? Write about them here.

Native American tribes are unique in their traditions and homes. We learned about several different types of houses in this chapter.

3. Which type of Native American home would you like to live in? Describe it here.

Draw your favorite Native American home.

**My Favorite
Native American Home**

Mini-Report!

4. Complete a mini-report about a Native American tribe.



MAP ADVENTURES

Name _____

Who lived here first?

1. Find the following geographical locations on a globe or atlas that were mentioned in Chapter 1:

- | | |
|--|---|
| <input type="checkbox"/> North and South America | <input type="checkbox"/> The Great Lakes |
| <input type="checkbox"/> Bering Strait | <input type="checkbox"/> Eastern coast of North America |
| <input type="checkbox"/> Alaska | <input type="checkbox"/> Georgia (the state) |
| <input type="checkbox"/> Central America | <input type="checkbox"/> Florida |
| <input type="checkbox"/> Mexico | <input type="checkbox"/> The Great Plains |

2. Label the following places on your world map:

Asia, the Americas (North, Central, and South), the Bering Strait, and Europe



Word Collectors:

- 3. It's fun to learn new words and figure out what they mean. Each chapter of your history book has a special word and a definition. Did you find it? Write the word below.

_____ Put a star (★) on at least one example of this word on your map!

Now, collect three other words you learned from this chapter by writing them below!

- 4. _____
- 5. _____
- 6. _____

- 7. Tell your teacher what your collected words mean. You may demonstrate them, too. Choose one of your words, and write a sentence using it.



My Timeline Manipulative. A timeline is a way to organize events of history in a logical, chronological way. If you would like to make this timeline element a part of a student's lesson, take some time to look over the important events of the current chapter. When creating their timeline, students can use sketches provided in the back of this teacher guide on pages 313–321.

They may also choose to draw their own historical images or find them online. Use the timeline chart from the back and add information with each new lesson.



LEIF ERICSON, THE CHRISTIAN VIKING

Dear Parent or Teacher,

Please take a few minutes and discuss the difference between legend and history. In the writing of this book, I discuss both. As is the case with many other historical happenings, the story of Leif Ericson has, through the years, become somewhat obscure. The telling of history will always be debatable because of contradictory records. I included the story of Erik the Red and his son, Leif, because I believe it is beneficial for our children to hear all kinds of historical stories, whether they are half legend or completely true.

Materials needed for this chapter:

- ✓ Student activity pages.
- ✓ Pencil/eraser
- ✓ Colored pencils or crayons
- ✓ Globe
- ✓ Optional long house project: long rectangular box, construction paper, craft sticks, glue

Oral Narration Questions and Answers.

- Q. Tell what you have learned so far about what people thought the world looked like. (Page 16 in the student book)
- A. The student's answers should include the school of thought that taught that the earth was a flat disc shape being carried on the back of a huge turtle. People thought that they could literally fall off of the edge of the earth. (You may wish to demonstrate this simply by taking a toy boat or any item to represent a ship, and "sail" it up to the edge of a table. What happens when you get to the edge? You fall off the edge!)
- Q. Retell the story of Leif Ericson, the Christian Viking. (Page 19 in the student book.)
- A. Your student should simply give the highlights of the life of Leif (how he accidentally discovered North America and decided to create a settlement there, etc.).

Optional Digging Deeper

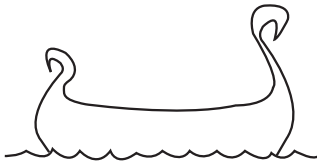
Do a little research about Aristotle and his teacher, Plato, to discover what they wrote and taught about the earth being the center of the universe. Find and discuss other erroneous teachings that were widely embraced by Aristotle (for example: spontaneous generation). If you do talk about spontaneous generation, there is a tight connection between this theory and the theory of evolution: Something from nothing. Take a moment to reconfirm what the Bible (Genesis 1:1–2) says about what happened in the beginning.



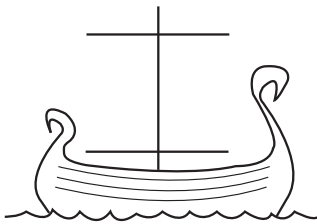
Chapter 2 Written Narration Idea for Older Students:

Leif Ericson was not like his father. He controlled his temper and became a Christian. Tell your favorite part of the story of Leif, the Christian Viking.

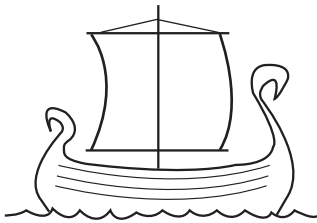
Leif Ericson, the Christian Viking. Draw a Viking ship



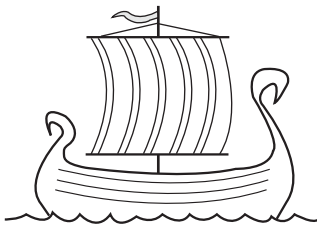
1



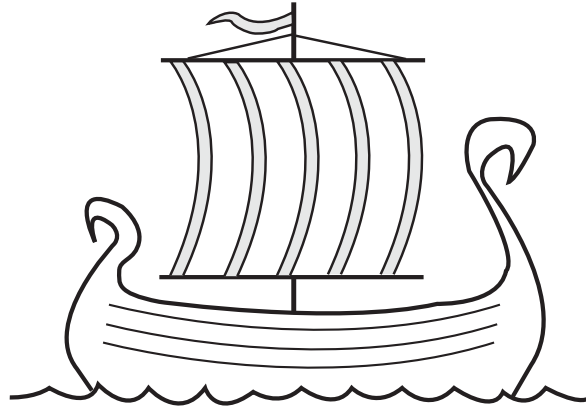
2



3



4



Angela's Ship

My Ship



MAP ADVENTURES

Name _____

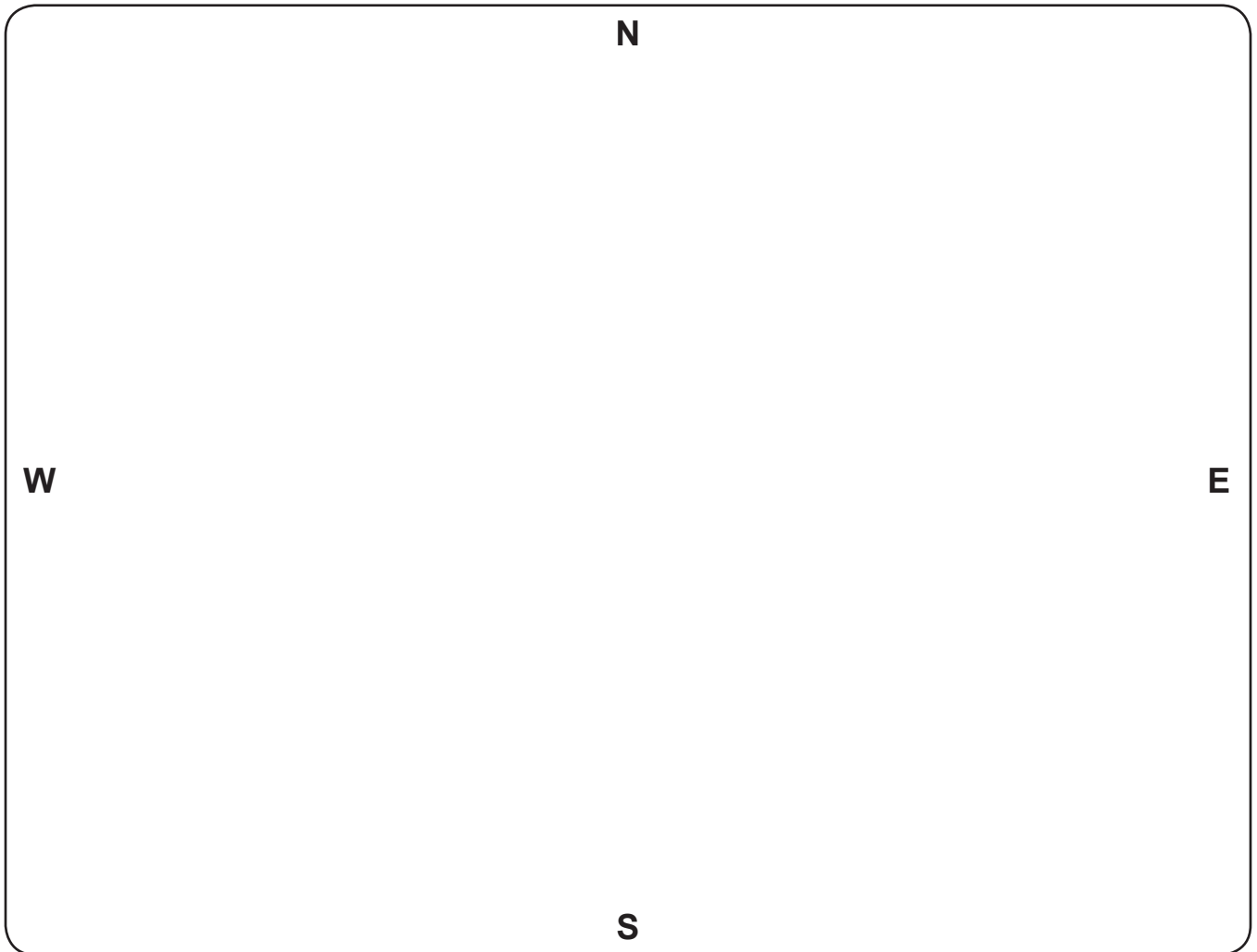
Leif Ericson, the Christian Viking.

1. Find the following geographical locations on a globe or atlas that were mentioned in Chapter 2:

- | | |
|---|---|
| <input type="checkbox"/> Atlantic and Pacific Ocean | <input type="checkbox"/> Sweden |
| <input type="checkbox"/> Europe | <input type="checkbox"/> Greenland |
| <input type="checkbox"/> Norway | <input type="checkbox"/> Northeast coast of North America |

Keep Leif the Lucky from getting lost!

2. Create a map to show Leif where to go to land in the Americas.



Word Collectors:

Did you find this chapter's word? *Clue: It is a shape!*

3. _____

Now, collect three other words you learned from this chapter by writing them below!

4. _____ 5. _____ 6. _____

Tell your teacher what your collected words mean. You may demonstrate them too.

Word Game – Talk Like a Viking!

7. Can you find the words in the puzzle below? (Hint! These were included in this chapter of the student book!) Answer key found in the back of the Teacher Guide.

R E E D N I E R T
N A L Y C T V M M
E D N L Q I B R W
T R U S K T R I D
T B X I A W D M X
O M N M A C G U B
R G G L M P K Q M

Bug **Club** **Dirt** **Law**
Ransack **Reindeer** **Rotten**

8. **Word Match:** Match the Words You Found with It's Definition.

- _____ : a heavy wooden, blunt weapon.
- _____ : to rip a house/room apart in search of something.
- _____ : a rule meant for all people to follow.
- _____ : an insect.
- _____ : a large antlered deer type creature.
- _____ : the common ingredient of the ground.
- _____ : decay.



MY TIMELINE!

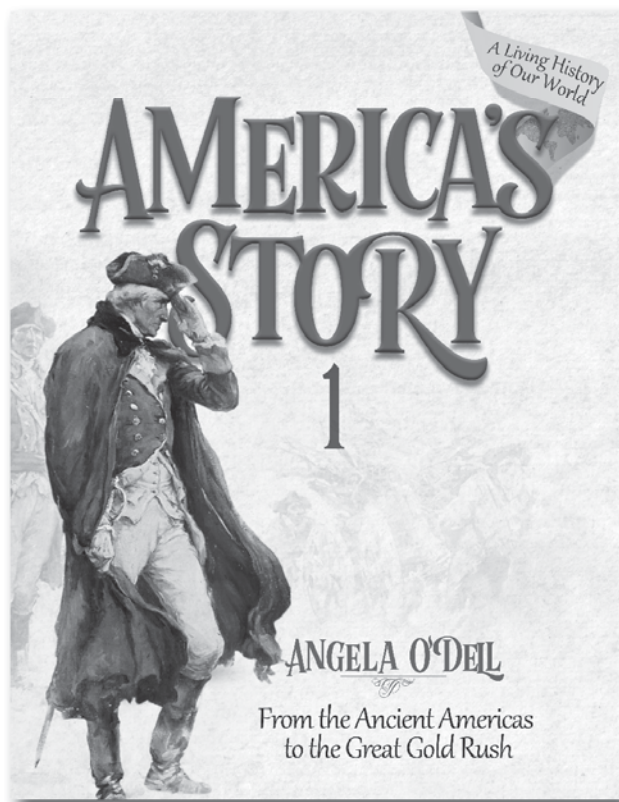
Name _____

Leif Ericson, the Christian Viking. Imagine you are a Viking seeing this “new world” for the first time. Write about your discovery and experience in your journal below.



My Timeline Manipulative. A timeline is a way to organize events of history in a logical, chronological way. If you would like to make this timeline element a part of a student's lesson, take some time to look over the important events of the current chapter. When creating their timeline, students can use sketches provided in the back of this teacher guide on pages 313–319.

They may also choose to draw their own historical images or find them online. Use the timeline chart from the back and add information with each new lesson.



Answer Keys
for Use with
America's Story 1

Chapter 1

Page 22

Historians believe that the first people came over from Asia through the Bering Land Bridge, which is now the Bering Strait, into Alaska. Throughout hundreds of years, these people formed many nations. The Bering Land Bridge Crossing and Dispersal in the Americas happened in 2142 B.C. to 1842 B.C. (p. 6)

Page 23

1. Answers may vary.

Page 24

2. Answers may vary.

3. Answers may vary.

4. Answers may vary.

Page 25

1. Find on a map.

2. See map on page 17 of the Teacher Guide.

Page 26

3. CONTINENT (p. 6)

4. Answers may vary.

5. Answers may vary.

6. Answers may vary.

7. Answers may vary.

Page 27

Answers may vary.

Chapter 2

Page 30

Answers may vary.

Page 32

1. Answers may vary; however, student should show an understanding of the content discussed in this

chapter – Erik the Red was a Viking with a fierce temper and was expelled from Norway and Iceland because of it. He eventually moved his family to Greenland to escape people. Leif Erikson was Erik the Red's son and accidentally discovered the northeastern coast of North America after getting lost on his voyage home from Norway. He named this portion of America, Vinland. (Pages 18-19)

2. Answers may vary.

3. Answers may vary.

4. Answers may vary.

Page 33

1. Find on a map.

2. Answers may vary.

Page 34

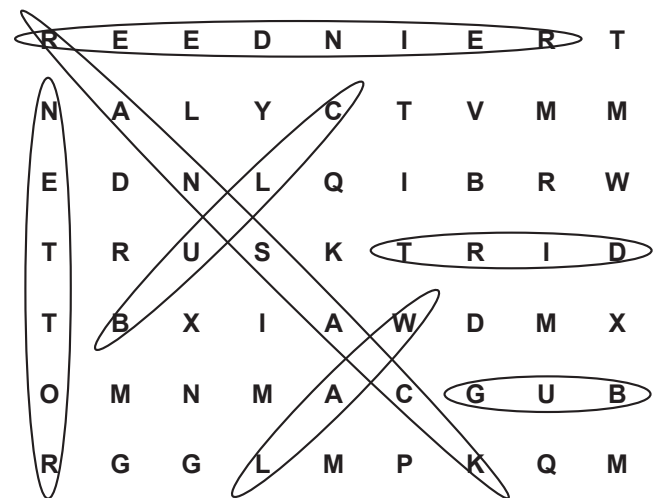
3. SPHERE (p. 16)

4. Answers may vary.

5. Answers may vary.

6. Answers may vary.

7.



8. Word Match

a. Club

e. Reindeer

b. Ransack

f. Dirt

c. Law

g. Rotten

d. Bug