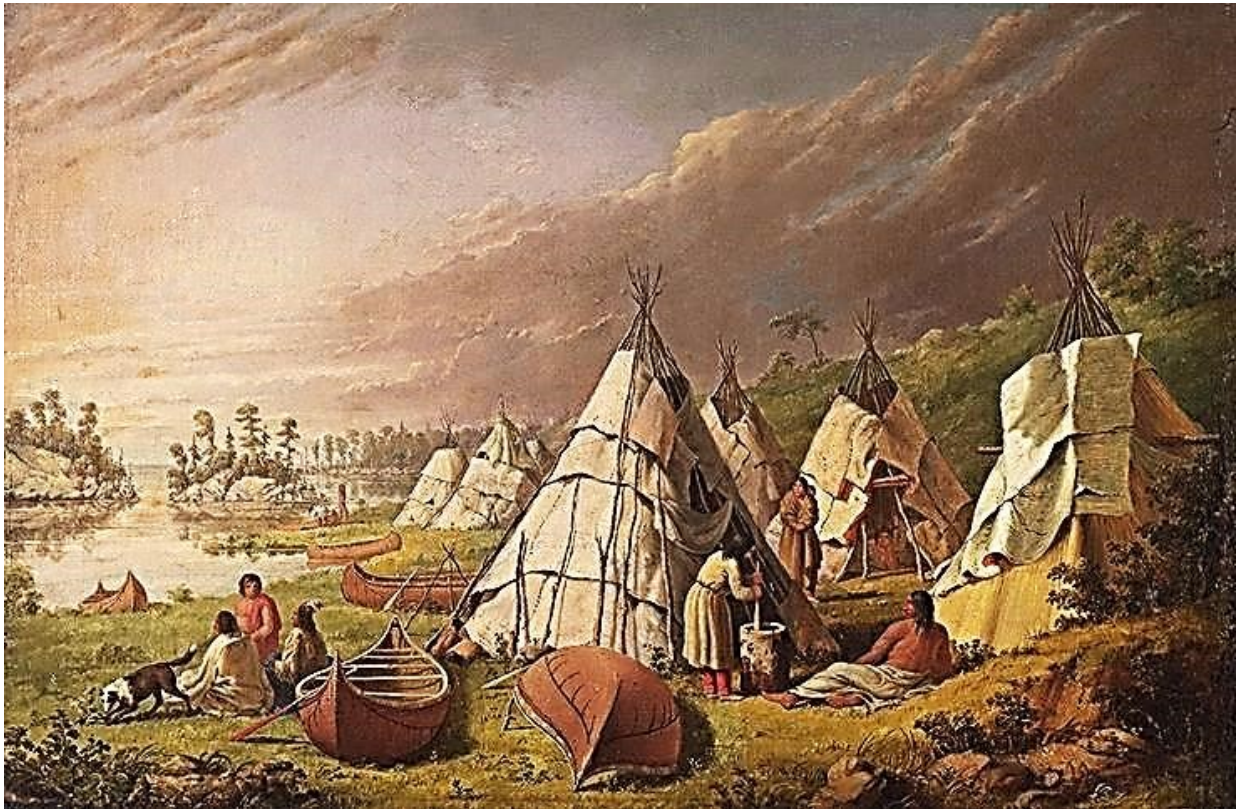


# American History

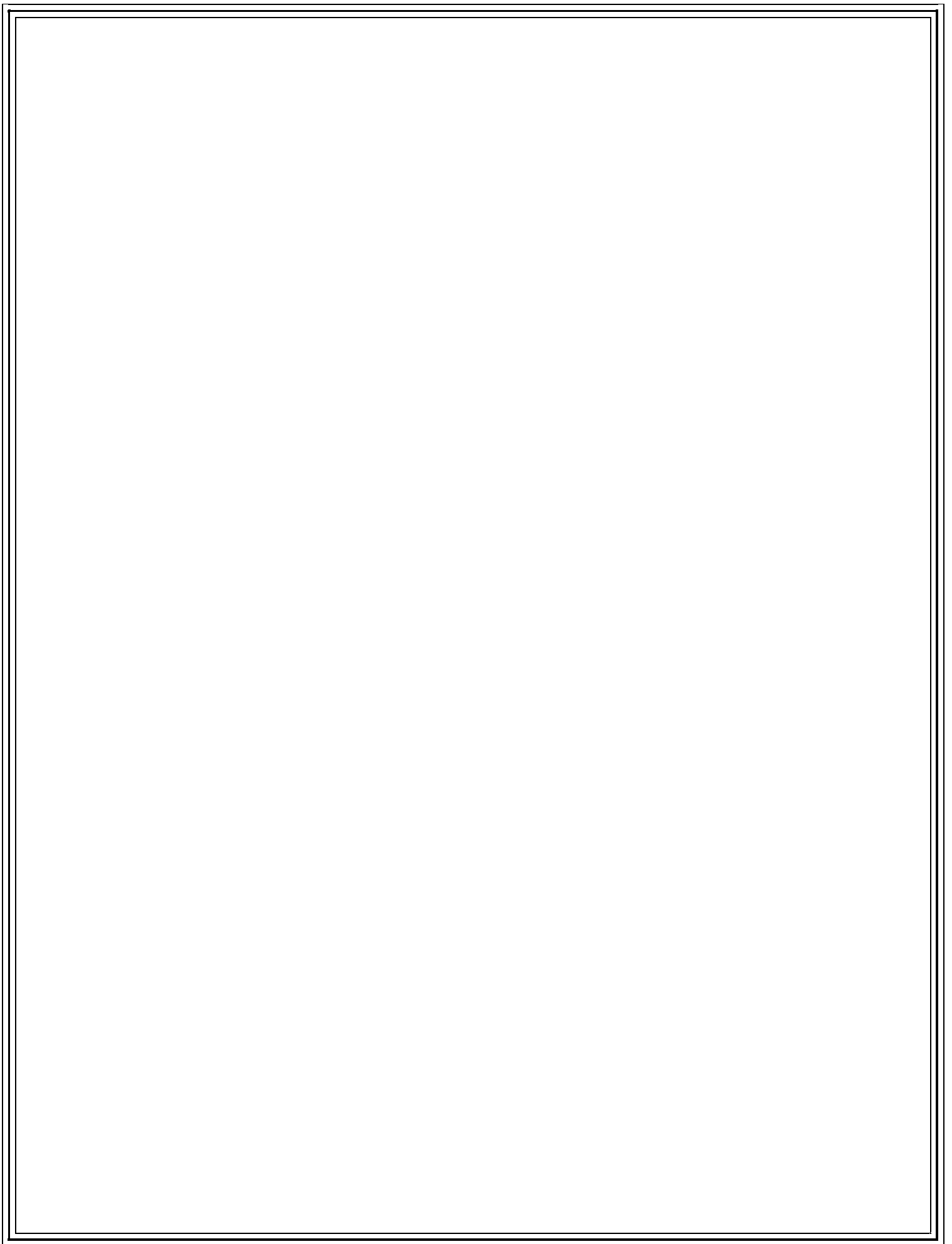
Pre-17<sup>th</sup> Century



*Indian Encampment on Lake Huron* by Paul Kane, 1848-50

Lower School B –Years 2-4

A Teaching Guide by Lisa Kelly



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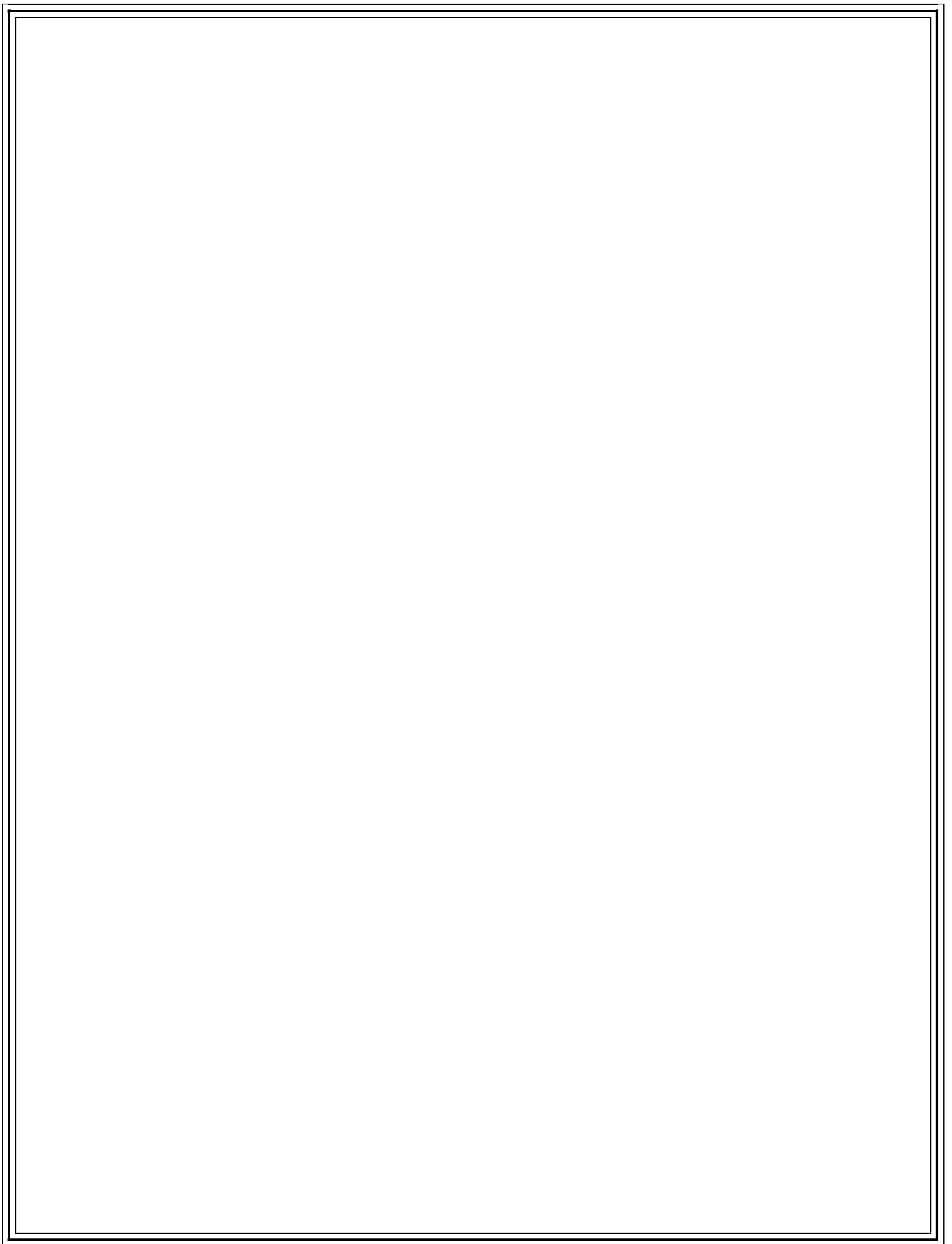
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## About This Teaching Guide

This guide was designed so that children in Years 2-4 could study early American History together. The layout of the guide was arranged so that Years 2-3 shared all books together, while Year 4 shared some books, but was separated with others. You may certainly choose to adapt this as needed, choosing to follow only the layout for Years 2-3 or for Year 4 only. Choose one path or both paths combined as best suits the needs of your students.

The reading schedule reflects one lesson per week for 36 weeks. If you wished *all* students to study *all* of the books, you could adapt the reading schedule by including more than one lesson per week [15 additional lessons] for some weeks.

## Pre-17<sup>th</sup> Century American History

Students will study early American History with a focus on Native Americans, the first Thanksgiving, the voyage of the Mayflower, pilgrims and the first interactions of the pilgrims with the Native Americans.

Students will learn about how Native Americans and Pilgrims lived in daily life, including a general look at their homes. They will locate some places on a map or globe, discuss new words and narrate after the readings. Narrations include prompts which allow students to tell or describe what they've learned, draw pictures, write lists with their teacher, consider different perspectives, dictate journal entries, build models and much more.

# Teaching Notes

## Before the Reading

Use “Connections”, connecting questions, to bridge the gap between chapter readings. They are designed to bring forth what the child already knows about the previous chapter, so that new information can be connected to it.

Teachers should prepare the chapter readings by discussing any “Words to Know” with their students as well as complete any map work as indicated for each chapter. These activities prepare the student for the reading, which facilitates a deeper understanding and quality narrations. Teaching notes which offer helpful suggestions or explanations, as needed, are also included.

## After the Reading

Students can give an oral narration, using the Proper Nouns chart [when included], or use one of the suggested narration prompts.

Please use the chart of proper nouns as an aid in memory, spelling or pronunciation, but not at the expense of the “one reading “only approach. It is important that your student relies on their attention while listening the first time and not on the chart.

## Additional Resources

There are printable pages for “Native American Homes” within this guide.

Several links for resources such as printable coloring pages and Native American craft ideas are available at the website.

R: American History, Pre-17<sup>th</sup> Century History

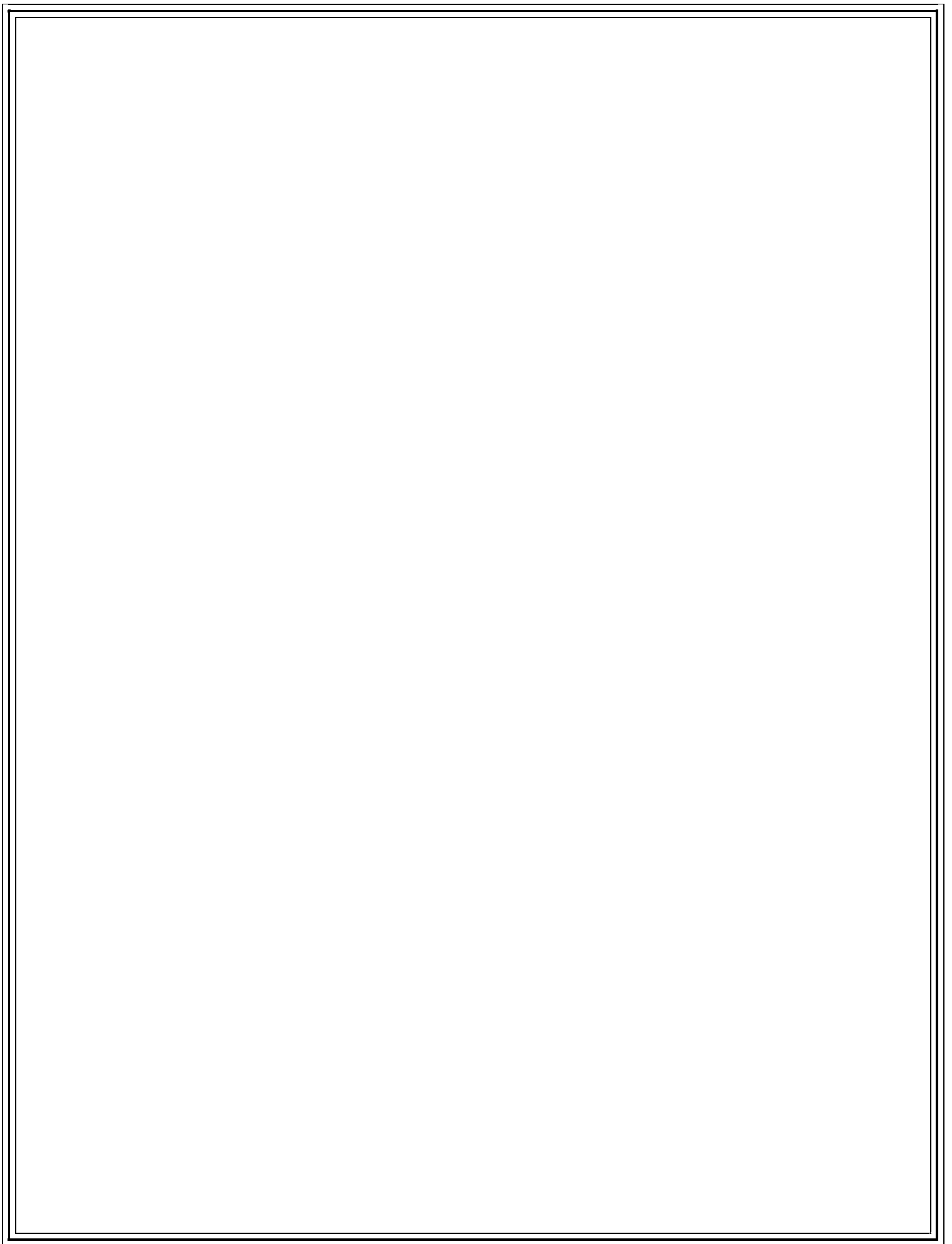
OPT –*Draw Write Now, Vol. 3 –Native Americans, North America, Pilgrims* by Marie Hablitzel fits the scope of this study very well.

# Reading Schedule

Week	Years 2-3	Year 4
T1/1	<i>North American Indians</i>	<i>Discovery of the Americas</i>
2	<i>North American Indians</i>	<i>Discovery of the Americas</i>
4	<i>North American Indians</i>	<i>Discovery of the Americas</i>
4	<i>North American Indians</i>	<i>Hiamatha and the Peacemaker</i>

This is a sample only.

The teaching guide will also include a book list and exam prompts for each term.





## Week 1 -*North American Indians*

- \* [Reading 1] Read the first 3 pages from *North American Indians* by Marie and Douglas Gorsline.

### Before the Reading

- Connection: Use the title and cover illustration to help you predict what this book might be about.
- Locate: India. Review all 7 continents. Show how Columbus might have mistakenly thought he had reached India.
- Use the map included in the beginning of the book to name the oceans on either side of the US and name the labeled regions (Northeast, Great Plains, etc.). What does it mean to move westward across the US? Distinguish between the East in the US and the West.
- Words to Pronounce: Algonkian, Seminole and Osceola
- Words to Know: wigwams, wampum and chickees

### After the Reading

#### Narration Suggestions –Choose One

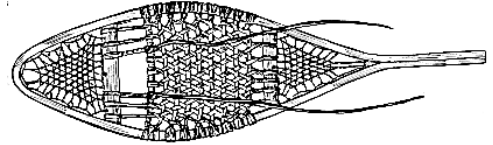
- Tell of the Algonkians and the Seminole tribes.
- Draw a wigwam and a chickee and label them. Be sure to give your picture a title or caption and to share it with someone, telling about each of these Native American homes.
- Tell about the first meeting between the Europeans and the Native Americans.

## Week 2 -*North American Indians*

- \* [Reading 2] Read the next 4 pages from *North American Indians*.

### Before the Reading

- Connection: Tell of wigwams and chickees.
- Locate: Great Lakes, Mississippi River, Rocky Mountains and Great Plains.
- Words to Pronounce: Onondagan, Iroquois, Assininboin, Algonkian, Ojibwas and Cheyenne
- Words to Know: long houses, snowshoes and calumet



### After the Reading

#### Narration Suggestions –Choose One

- Describe a long house. Tell how it is different from a wigwam and a chickee.
- Tell about the Ojibwas.
- Tell how the Plains Indians worked and had fun in the snow.
- Draw a picture of any scene from this reading section. Give your picture a title or caption and share it with someone, telling about the scene depicted.

## Week 5 –*Hiawatha and the Peacemaker*

- \* Read the final pages from *Hiawatha and the Peacemaker*. Be sure to read the Historical Note and the Author's Note.

### Before the Reading

- Connection: Tell about Hiawatha and the Peacemaker as they journey to join the nations.
- Words to Know: melody, scepter, strained and unison
- This part of the story alludes to an eclipse. Share more information about this astronomical event with your students, as needed.

### After the Reading

#### Narration Suggestions –Choose One

- Describe Tadodaho.
- “He said that where there is darkness, we must bring light, and that it is by forgiving that we are set free.” Who said this? What is meant by this? What astronomical event illustrates this idea? Tell about this.
- Draw or paint a picture of any scene from this reading section. Be sure to give your picture a title or caption and to share it with someone, telling about the scene depicted.
- Illustrate the Tree of Peace. Give your picture a title or caption and share it with someone, telling about it.
- Describe the Five Nations. Why was it important that they join together in peace?
- What would you have done differently, if anything, if you had been Hiawatha? The Peacemaker? Tadodaho?