

American History

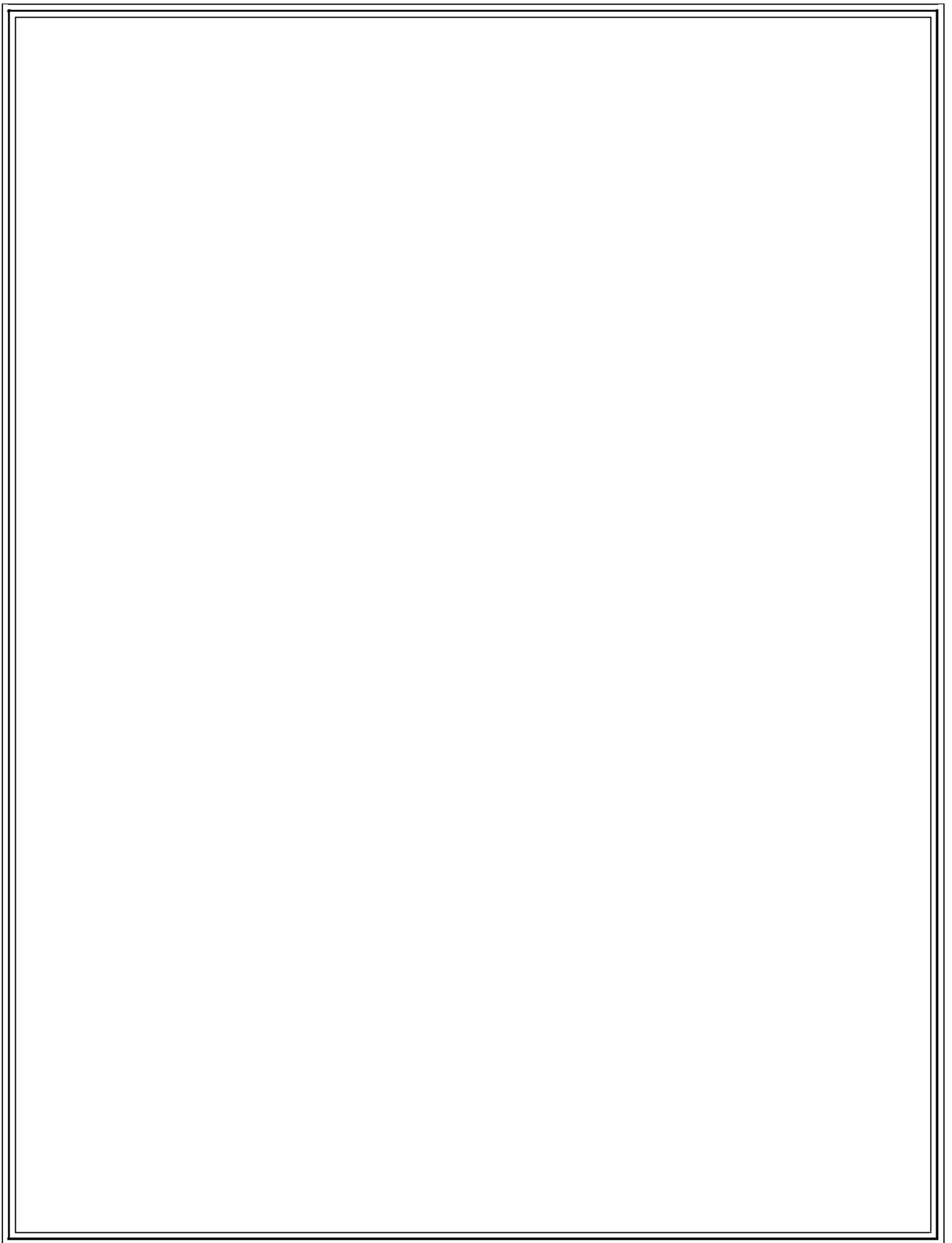
16th-18th Century



Washington Crossing the Delaware by Emanuel Leutze, 1851

Lower School B –Years 2-4

A Teaching Guide by Lisa Kelly



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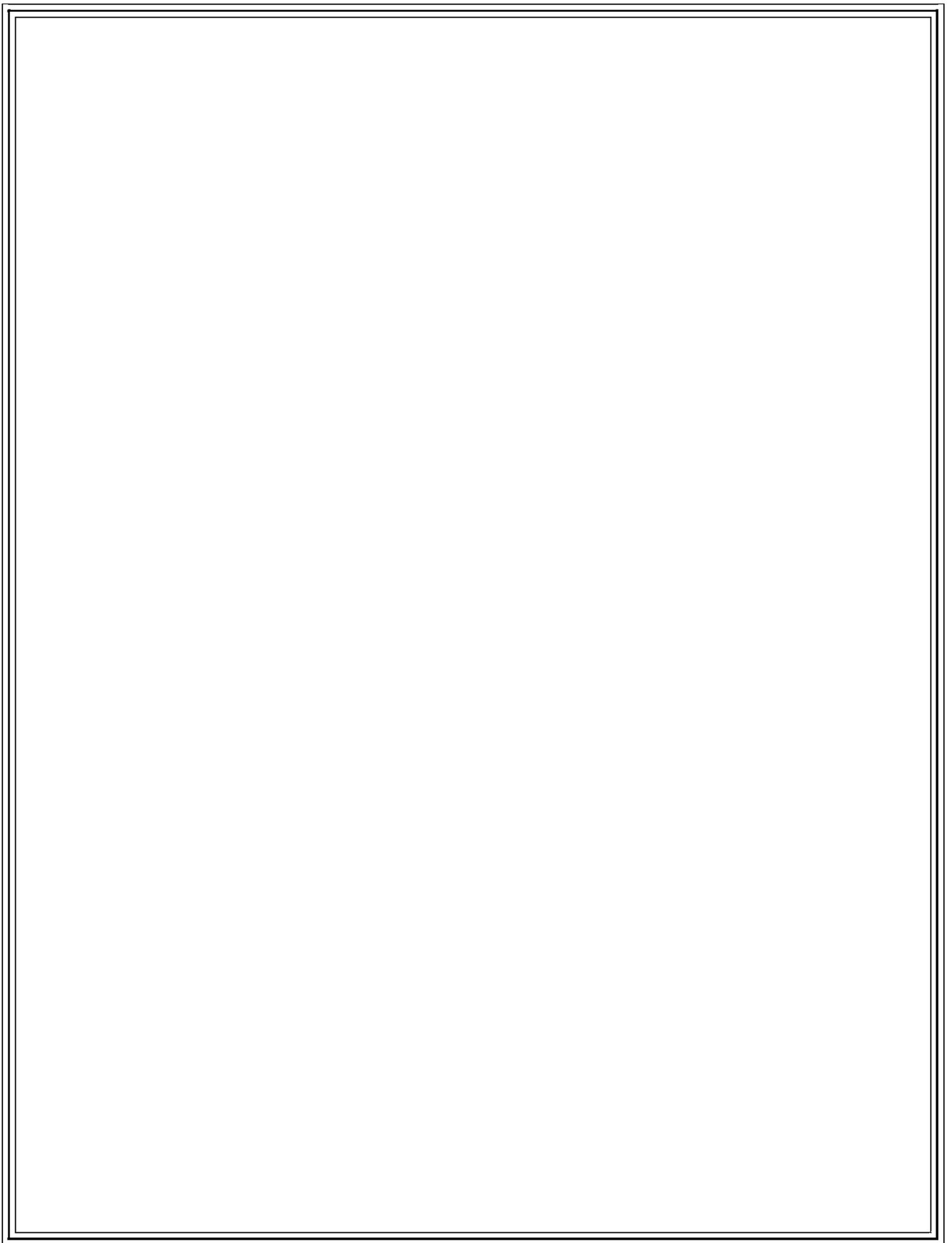
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About This Teaching Guide

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 [12 additional lessons] for some weeks.

16th-18th Century American History

Students will study American History from *approximately* 1500-1799 with a focus on Colonial America and the American Revolution, emphasizing such historical persons as Benjamin Franklin, George Washington, Phillis Wheatley and such events as The Boston Tea Party. Year Four students will also study such historical persons as Benjamin West and Benjamin Banneker and such events as the exploration of the Americas and the French and Indian Wars.

Students will learn of how Colonial Americans and Native Americans strived to live together –often failing– and how later the tensions between the British and the colonists erupted into a declaration for independence. 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 or write journal entries, build models and much more.

Year Four Students

Year Four students will share some books with younger students, but will also have books of their own. *Exploration and Conquest: The Americas after Columbus*; *The New Americas: Colonial Times and Struggle for a Continent: The French and Indian Wars* by Betsy and Giulio Maestro give Year Four students more details of the early development of America, tracking from the establishment of its first settlements, then onward as colonies and later as a fledgling nation.

Year Four students will additionally read *Benjamin West and His Cat Grimalkin* by Marguerite Henry, *Benjamin Banneker: Pioneering Scientist* by Ginger Wadsworth and *Amos Fortune, Free Man* by Elizabeth Yates independently. These books can also be read with the teacher, as needed. Additional books are suggested for independent reading (Years 2-4) for 16th-18th Century American History in *Program 2: Lesson Guide for Lower School B* which could also be used for independent reading.

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 some printable pages in the appendix –a map of the 13 colonies, a chart for sorting proper nouns of place and a poem by Phillis Wheatley.

Several links for resources such as printable coloring pages and other supplements are available at the website. Many coloring pages can be found at *USA Printables*, which is linked. [Once there, look under Famous People, US History Events and US Presidents.]

R: American History, 16^t-18th Century History

OPT –*Draw Write Now, Vol. 5 –United States, From Sea to Sea, Moving Forward* by Marie Hablitzel has some lessons which would fit the scope of this study.

Book List

Year 2 & Year 3

- Colonial Life* by Brendan January
- Benjamin Franklin* by Ingri and Edgar P. D'Aulaire
- The Farm: Life in Colonial Pennsylvania* by James E. Knight
- Boston Tea Party* by Russell Freedman
- Sybil's Night Ride* by Karen B. Winnick
- They Called Her Molly Pitcher* and *Big George: How a Shy Boy Became President Washington* by Anne Rockwell
- A Voice of Her Own: The Story of Phillis Wheatley, Slave Poet* by Kathryn Lasky

Year 4

- Exploration and Conquest: The Americas after Columbus; The New Americas: Colonial Times and Struggle for a Continent: The French and Indian Wars* by Betsy and Giulio Maestro [3 books]
- *Benjamin Franklin* by Ingri and Edgar P. D'Aulaire
- *Boston Tea Party* by Russell Freedman
- *Sybil's Night Ride* by Karen B. Winnick
- *They Called Her Molly Pitcher* and **Big George: How a Shy Boy Became President Washington* by Anne Rockwell [2 books]
- *A Voice of Her Own: The Story of Phillis Wheatley, Slave Poet* by Kathryn Lasky

OPT/Y4 -*Liberty or Death: The American Revolution* by Betsy and Giulio Maestro

OPT –Independent Reading

- Benjamin West and His Cat Grimalkin* by Marguerite Henry
- Benjamin Banneker: Pioneering Scientist* by Ginger Wadsworth
- Amos Fortune, Free Man* by Elizabeth Yates

*NOTE: Several books used in Year Four are also used in Years Two & Three. You do not need more than one copy of any one book. These particular books are meant to be shared by all three years.

Reading Schedule

Week	LSB Years 2-3	LSB –Year 4
T1/1	<i>Colonial Life</i>	<i>Exploration and Conquest</i>
2	<i>Colonial Life</i>	<i>Exploration and Conquest</i>
3	<i>Colonial Life</i>	<i>Exploration and Conquest</i>
4	<i>Colonial Life</i>	OPEN/Extensions

There are three terms or 36 weeks included in the official guide –this is a sample only.

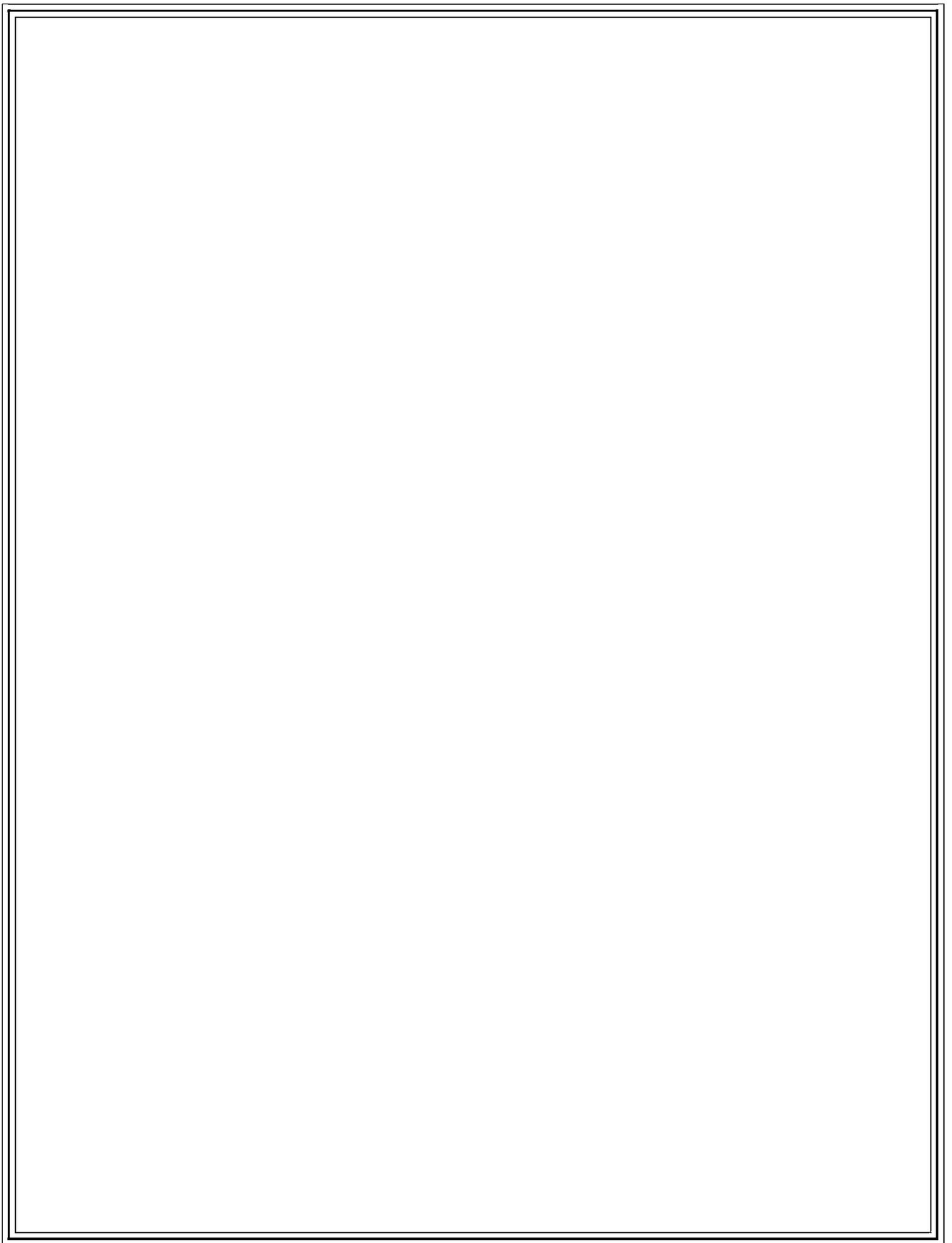
End of Term Exam Prompts

Term One

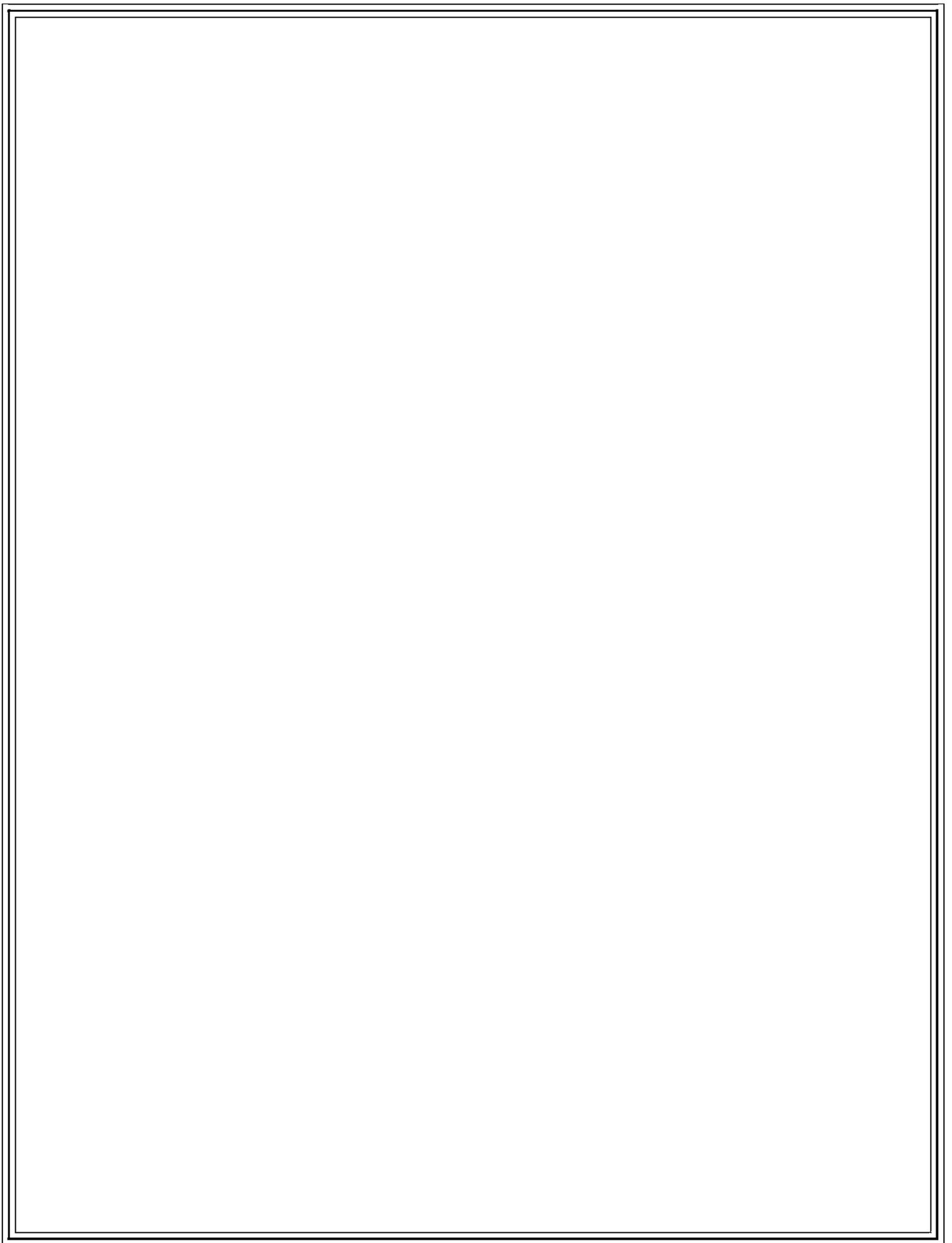
Choose one of the following prompts:

- [Y2 & 3] Tell of colonial life in America.
- [Y2 & 3] Describe colonial food, farming or homes.
- [Y4] Write a list of several explorers that came to the Americas. Choose one and tell more about him or describe colonial life.
- [ALL] Describe Benjamin Franklin.

There are exam prompts for all three terms included in the official guide –this is a sample only.



Lower School B –Year 2 & 3



Week 1 –*Colonial Life*

- * [Reading 1] Read “Life in a New Land” from *Colonial Life* by Brendan January.

Before the Reading

- Connection: Use the title and cover illustration to help you predict what this book might be about. Have you ever traveled to a “new land”? Tell about this. How did you feel? How might it feel to plan to live in a completely different place?
- Discuss the word “colony” –a definition can be found in the back of the book [Important Words].



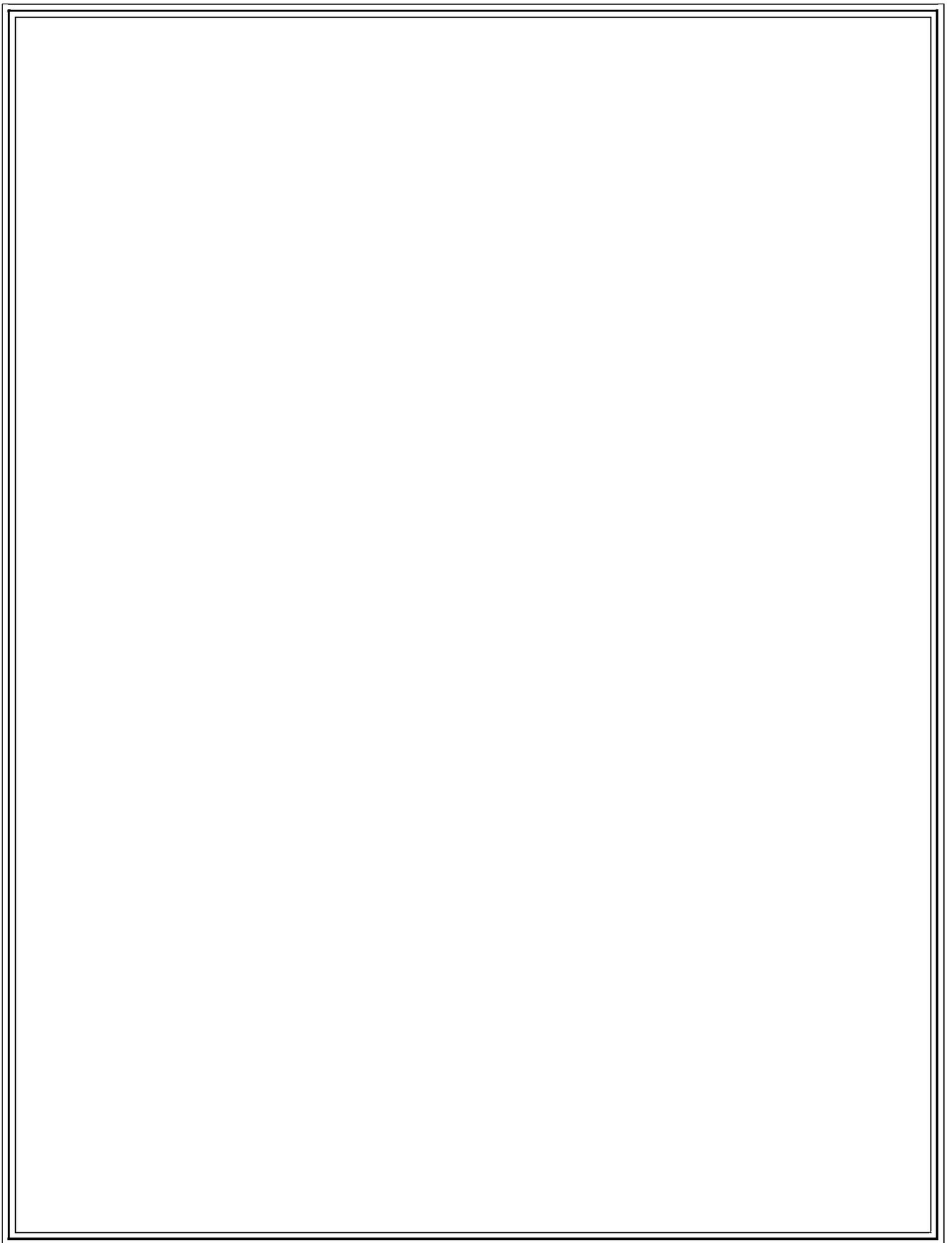
Proper Nouns for an Oral Narration

People	Map Work	Other
King James I	England	Pilgrims/Puritans
	Review all 7 Continents –use a globe or world map	Quakers
	Map of 13 Colonies (p. 15)	American Indians
	Jamestown, Virginia	Europeans
	Plymouth, Massachusetts	
	Review all 13 Colonies	

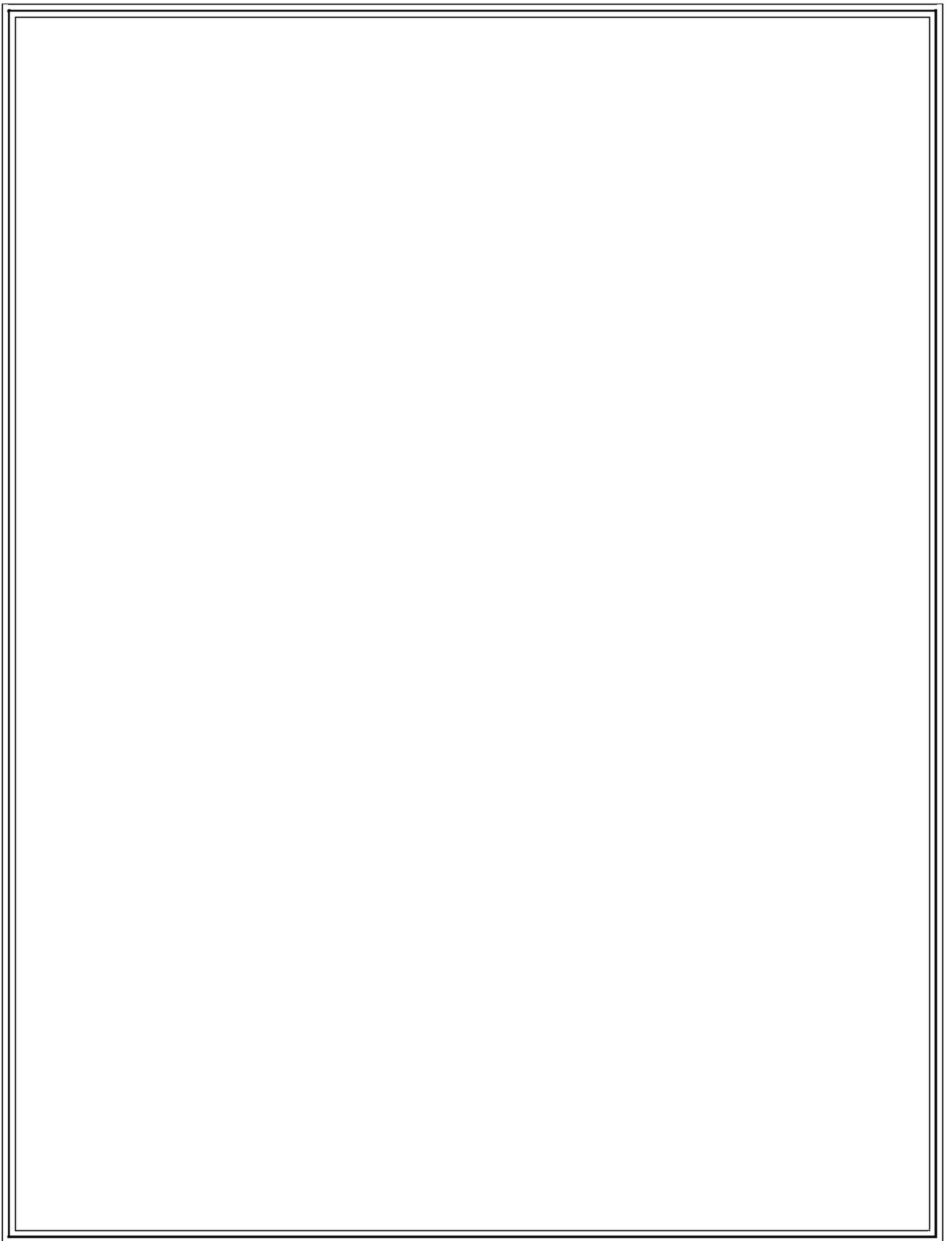
After the Reading

Narration Suggestions –Choose One

- Tell of the new people who came to the new land. Who already lived on this land?
- Why did people travel so far to come to a new land?
- What did Europeans bring to American Indians –both good and bad?
- Draw a picture of any scene from this reading section. Give your picture a title or caption and share it with someone, telling of the scene depicted.



Lower School B –Year 4



Week 1 –*Exploration and Conquest*

- * [Reading 1] Read pp. 3-16 from *Exploration and Conquest: The Americas After Columbus: 1500-1620* by Betsy and Giulio Maestro.

Before the Reading

- Connection: Using the title and cover page as a guide, tell about what you think *Exploration and Conquest: The Americas After Columbus* might be? Share what you know of Christopher Columbus.
- Word to Know: conquistadores
- Map Work: Each “Reading” will include one or two suggestions for tracing a map from the book. Tracing paper, pencils, erasers and colored pencils will be needed for these activities. Have your student place the tracing paper over the map of the assigned page and gently tape at least two sides of the paper to hold it steady. After your student has traced the major outline of the map and dots to represent city locations, if needed, he/she can then gently remove the tracing paper from the book. Using their newly drawn map, your student can then label the cities, countries, etc. and draw the routes taken by the explorer(s) using a bright colored pencil.

Proper Nouns for an Oral Narration

People	Map Work	Other
Christopher Columbus	Americas (North and South)	New World
Vasco Nunez de Balboa	Atlantic Ocean	Far East/Orient
Juan Ponce de Leon	India	Portuguese
Ferdinand Magellan	China	Aztecs
Hernan Cortes	Africa	Tlazcalan
Motecuhzoma Xocoyotzin (Montezuma)	Indian Ocean	Inca Empire
Francisco Pizzaro	Spain	Hopi
Hernando de Soto	Portugal	Zuni
Atahualpa	Brazil	Choctaw
Alvar Nunez Cabeza de Vaca	Panama	Creek
	Pacific Ocean	Chickasaw
	Florida	
	Mexico	
	Tenochtitlan (Mexico City)	
	Andes Mountains	
	Peru	
	Caxamarca	
	Texas	
	Mississippi River	

After the Reading

Working with Maps

- Trace and label the map on page 5. Use colored pencils to give the map color. Be sure to draw the lines for the separation between the Spanish and Portuguese areas with a different color from the colors you choose for the map. Add a dashed line for the equator and include labels for 1494 treaty line and Spanish rights and Portuguese rights.



Narration Suggestions –Choose One

- Narrate about the explorers and exploration from this reading.
- Discuss with your teacher and then write a list of reasons for exploration during this time. Give your list a title.
- Divide a sheet of paper into two sections by drawing a line down the center. Write a list of advantages for this exploration and then write a list of disadvantages for this exploration. Give your paper a title and label each section.
- Divide a sheet of blank copy paper into two sections by drawing a line down the middle. Label one side “Spanish Weapons” and the other side “Aztec Weapons”. Draw pictures of the different types of weapons for each side. Give your paper a title and label your illustrations.
- Give an account of how you think the Native Americans felt about the explorers and exploration.
- Study the picture on page 8. Write a narration describing what you think is happening in this scene. To increase the detail in your narration, first write on a scrap piece of paper a list of everything you see in the picture. For example:

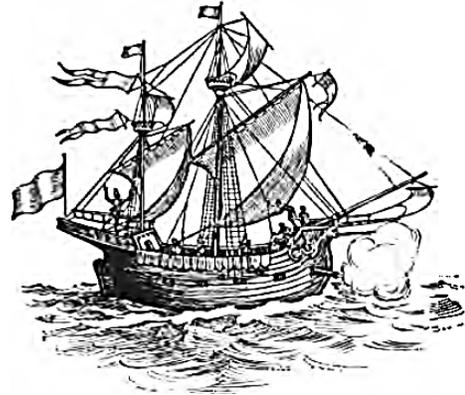
*conquistador leader with brown boots and silver helmet
natives of men, women and children
women with a basket on her head in yellow dress
etc.*

Additional Reading

- *Amerigo Vespucci* by Nina Brown Baker
- *Magellan: First Around the World* by Ronald Syme
- *Balboa: Finder of the Pacific* by Ronald Syme

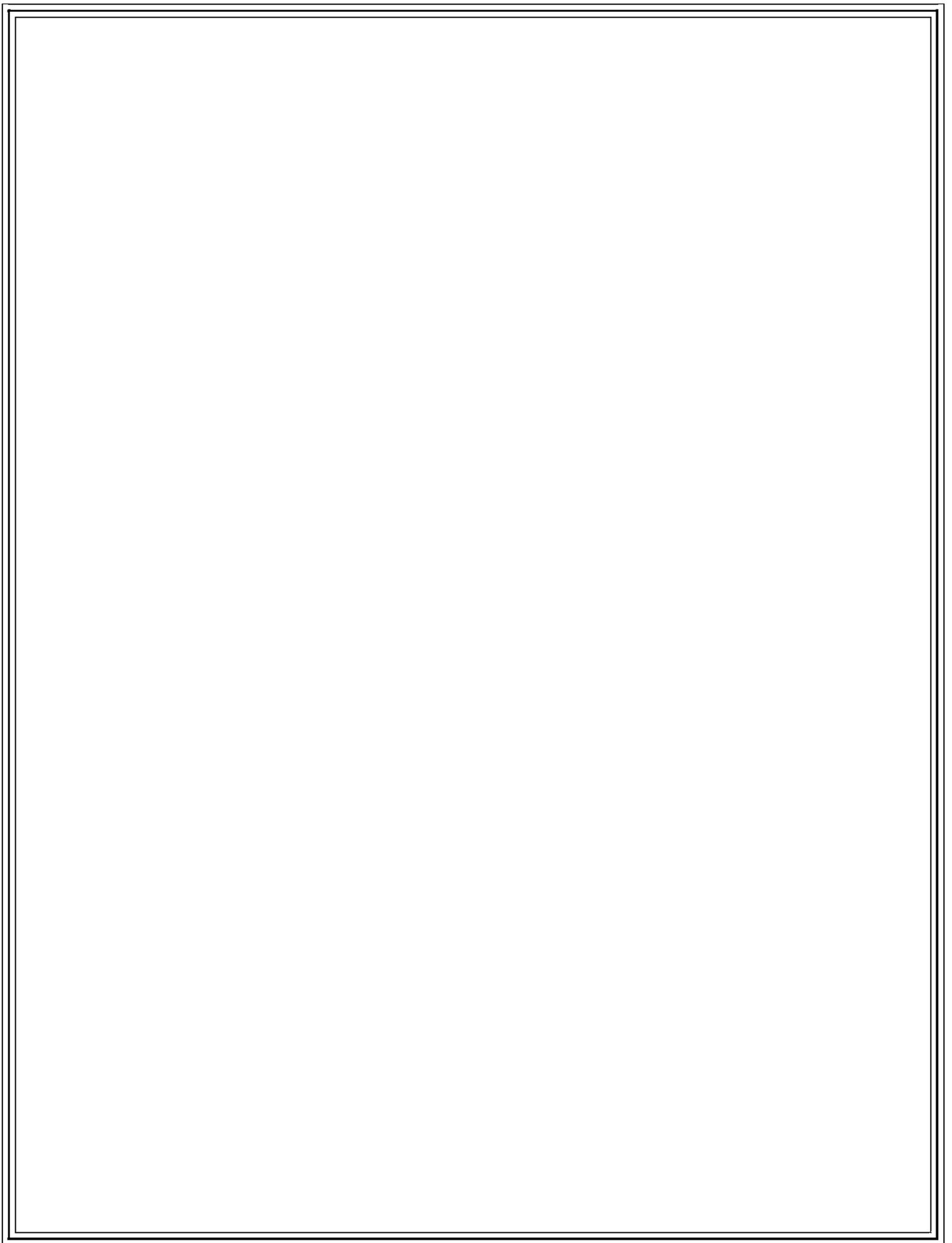
Additional Resources

- Coloring pages can be printed for some of the explorers: Christopher Columbus; Vasco Nunez de Balboa; Juan Ponce de Leon and Hernando de Soto.

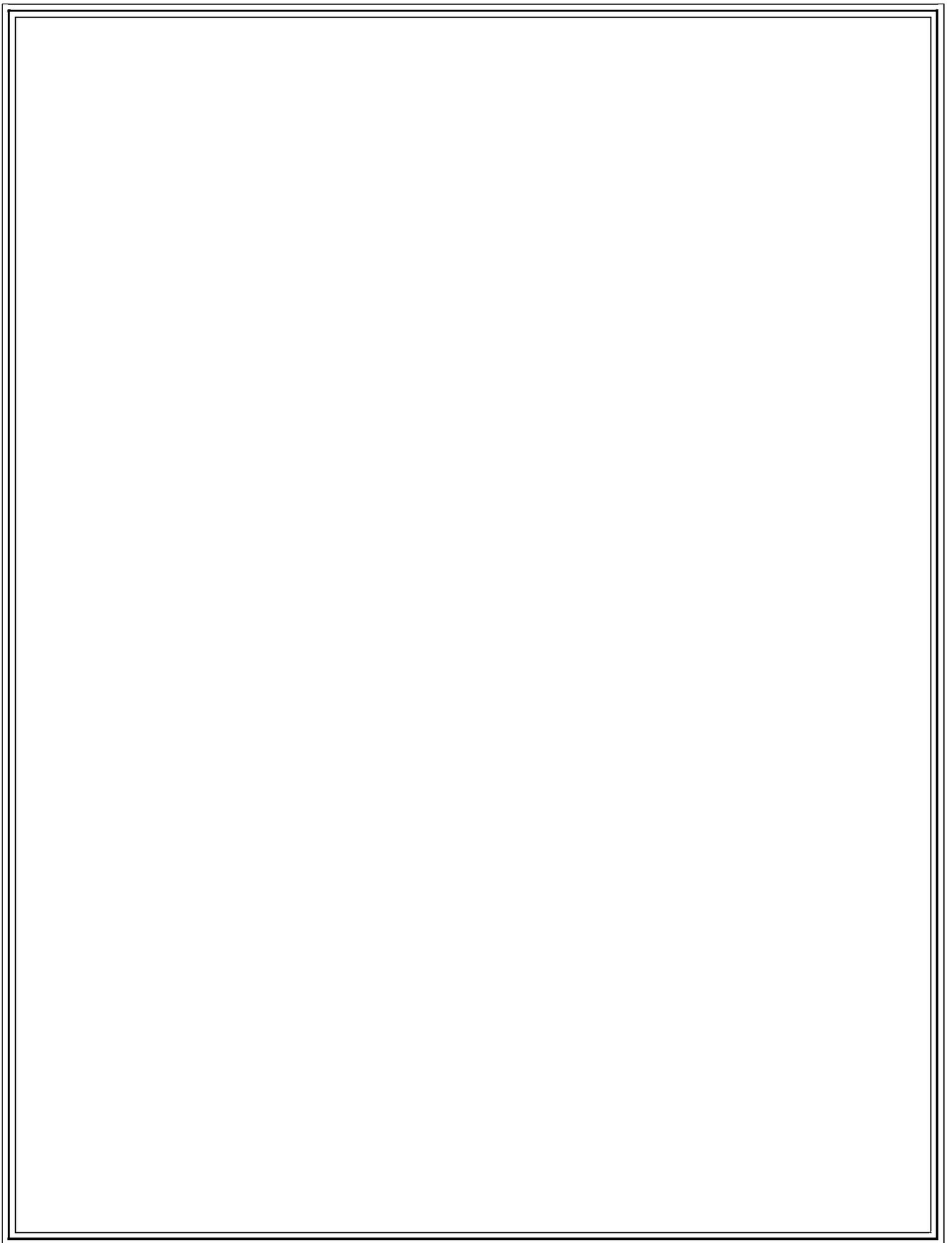


R: American History, 16th-18th Century –*Exploration and Conquest*





Lower School B –All



Week 9 –*Benjamin Franklin*

- * [Reading 1] Read pp. 2-8 from *Benjamin Franklin* by Ingri and Edgar P. D’Aulaire.

Before the Reading

- Connection: Use the title and cover illustration to help you predict what this book might be about. Have you heard of Benjamin Franklin? Tell what you know of him.
- Words to Know: pious, trade/tradesmen, larder and spendthrift
- Locate: Boston
- Stop the reading just before: “Benjamin hated dipping candles...” (8).

After the Reading

Narration Suggestions –Choose One

- Tell of Benjamin and his family.
- Draw a picture of any scene from this reading section. Give your picture a title or caption and share it with someone, telling of the scene depicted.
- In what ways is Benjamin different from his brothers?
- “That was the only time Benjamin ever spent a penny unwisely” (6). Describe the lesson Benjamin learns about spending.
- Describe Benjamin’s education.



FRANKLIN'S BIRTHPLACE.

Week 10 –*Benjamin Franklin*

- * [Reading 2] Read pp. 8-14 from *Benjamin Franklin* by Ingri and Edgar P. D’Aulaire.

Before the Reading

- Connection: Tell of Benjamin’s large family. Why does he leave school?
- Words to Know: joiners, braziers, cutlers, bricklayers and confessed
- Discuss the idea of “apprenticeships”. Why were these more common in this time period? [Ans. Formal education was limited; usually only wealthy boys were formally educated with tutors. Learning a trade was arranged this way] .What benefits were acquired from both sides of the arrangement? [Ans. Master craftsmen were given workers –without having to pay them– and apprentices were taught a trade as well as usually provided food and board.] Why was a particular length of time required? [Ans. This enabled master craftsmen access to a reliable, trained employee for a length of time before that person moved on and started their own business in the same trade – competing with them. Additionally, owners gave up time training and teaching them.]
- Stop the reading just before: “Then Benjamin made up his mind...” (14).

After the Reading

Narration Suggestions –Choose One

- Describe Benjamin’s time working for his brother at his printing shop.
- Should James have released Benjamin from his apprenticeship?
- If this reading section had a title, then what would it be? Tell why this would be a good fit for this section.
- How valuable would a printing shop be to a colonial community? Were books, pamphlets and newspapers significant in this time period? Why?
- Create a comic-strip of the scene where Benjamin pretends to be Widow Dogood.

Illustration Study

Study the illustration on p. 9.

- * Describe this illustration.
- * What feelings are shown by Benjamin Franklin? How do we know this?
- * Describe how the space in this illustration might feel –hot, cold, dark, light? How might it smell? How might it sound? What in the illustration helps us to know this?
- * Name the other figure in this illustration. What do you see all around the two figures?