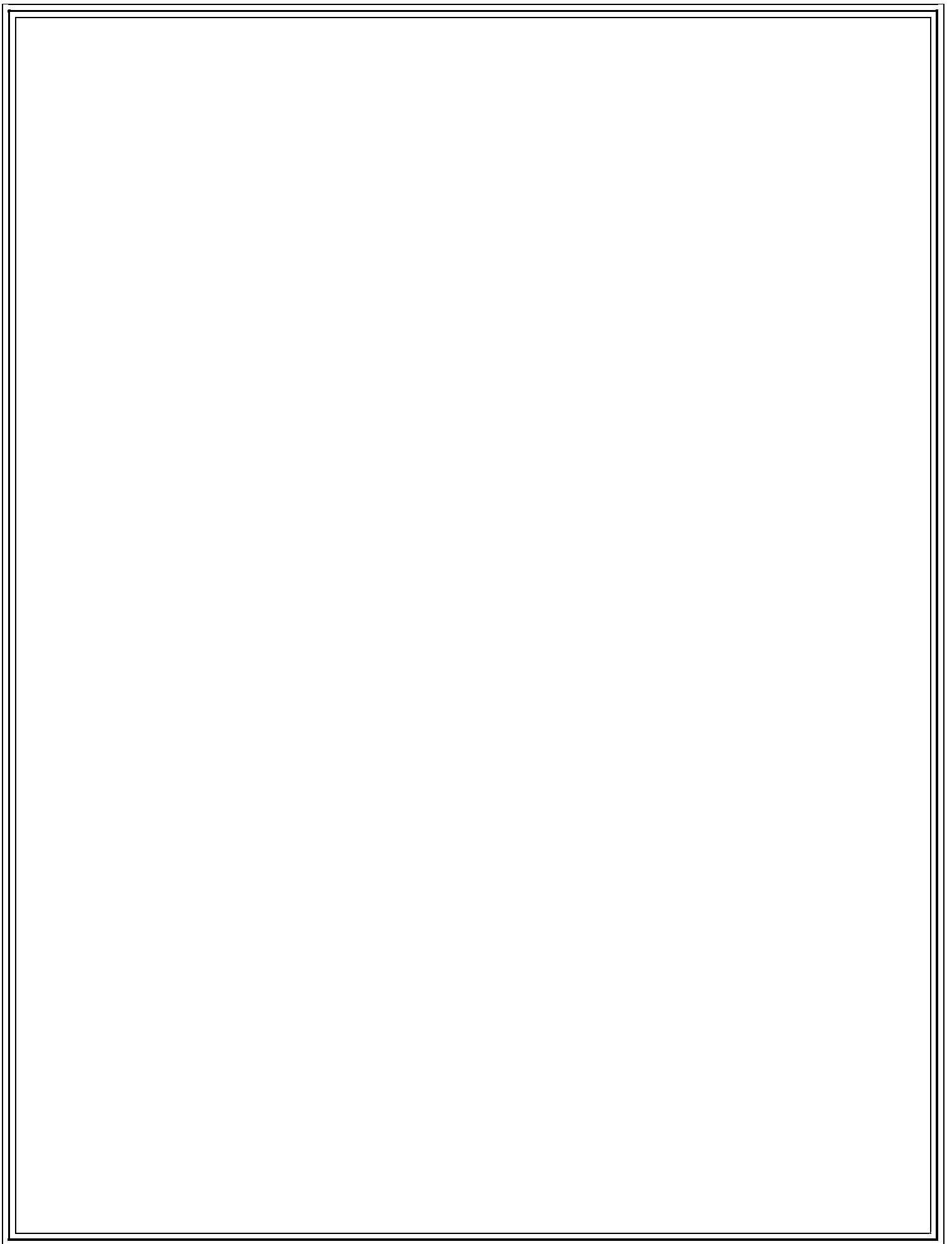


Our Island Story

Written by H. E. Marshall



A Guided Study by Lisa Kelly



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Additional Reading Suggestions

Merlin and the Dragons by Jane Yolen

Saladin by Diane Stanley

Joan of Arc by Diane Stanley

Good Queen Bess by Diane Stanley or *The Queen's Progress* by Celeste Davidson Mannis

The First Thanksgiving by Jean Craighead George

The Story of Florence Nightingale by Margaret Leighton

The Reasons for Seasons by Gail Gibbons

Martha Ann's Quilt for Queen Victoria by Kyra E. Hicks

William the Conqueror by Thomas Costain

Castle by David Macaulay

The Magna Charta by James Daugherty or *That Men Shall be Free: The Story of the Magna Carta* by Clifford Lindsey Alderman

The Black Plague by Walter Oleksy

George vs. George: The American Revolution as Seen from Both Sides by Rosalyn Schanzer

The Story of Napoleon by H. E. Marshall

Under the Hawthorne Tree by Marita Conlon-McKenna or *Nory Ryan's Song* by Patricia Reilly Giff

End of Term Exam Prompts

Choose one from any of the following narration prompts:

General Narration Prompts

Draw a picture of the most interesting person, place or event that you learned about in history. Be prepared to tell your teacher about your picture.

List some of the Kings and Queens that you've studied so far in British History. Choose one and tell as much as you can of this person.

Reenact a battle scene for your teacher. [You can create models from modeling clay, salt-dough, Play-Doh, LEGO® bricks etc. and create props or scenery from paper, cardboard, blocks, etc.]

Chapters 1-54 [Pre-17th Century]

Share what you know of one of the following: St. Patrick, Caractacus, Alfred the Great, William the Conqueror, Thomas Becket, Richard I, King Robert the Bruce, Queen Philippa, Queen Isabella, Henry V or Joan of Arc.

Only some of the prompts can be seen, since this is a sample only.

History Lesson Outline for Each Week

Before the Reading

- Connect prior chapters and lessons to new ones through the connection question.
- Words to Know: Discuss these words orally, as needed.
- Present any images, if indicated, to capture interest and provide visuals.
- Using the proper nouns list, locate any places on a map or globe which need further clarification.
- Complete any additional map work, if included, or feel free to add more as you see beneficial.
- Read any notes pertinent to lesson preparation before reading the chapter.

Reading

- Read from *Our Island Story* one chapter at a time. Please note the included “Narration Break” and use this pause in the reading to better divide the amount of material in each chapter, allowing your student to narrate smaller sections at a time, if needed. If your child needs more breaks, please add them as needed.
- Allow your student to give an oral narration of what has been read so far at the narration break, using the chart of proper nouns as needed. Continue on with the reading after this narration.

After the Reading

- After the chapter has been completed, ask for another oral narration or choose one of the options listed under “Narration Suggestions”. These may be written, dictated, creative or oral narrations.
- You students may use the words from the proper nouns list for reference when giving a narration, but they are only meant to be referred to for spelling, pronunciation or single memory purposes, such as momentarily forgetting the specific name of a place or event but wishing to refer to it correctly in the narration. This chart serves the same purpose as when a teacher writes some specific words on the board. The proper nouns list is not meant to be used as a crutch for the entire narration.
- Allow time for a brief discussion after your student has narrated. The discussion questions are entirely optional and can be omitted as needed.
- Add any suggested additional reading or any additional activities as you would like.

Teaching Notes

The preferred edition for this guide is the book published by Galore Park.

Connections are questions or narration prompts which allow students to share what they recall of the previous lesson or from the previous chapter read. These short discussions allow students to better connect prior knowledge to new knowledge.

Words to Know are some specific words which may need a quick explanation before the reading selection has begun. Complete these orally, as needed.

Present Images as they are referenced in the beginning notes. Each image was given a letter in the notes and this letter corresponds to the images included in the Resource Pages. The entire collection can be found in a free PDF file at the website under the tab “Resources” and then under “British History”. Present Image “A” means to show your student(s) the picture labeled “Image A” from the Resource Pages to spark their interest in the chapter about to be read.

Proper Nouns for an Oral Narration can be either written on a board or the child can be provided with a copy of them to refer to while narrating. These lists allow the child to narrate more completely as the more obscure names are provided for them.

The proper nouns are divided into categories in order to separate the nouns of place. This makes it easier to handle the map work. The map work can be as simple as just looking for some of the places on a map or globe before reading. It can be as complex as coloring and labeling a separate map which was added. Please note that I often include proper nouns of place under the category for “Other”. This is because many proper nouns of place such as the name of a church or the name of a school are not needed for map work but are needed for narrations. The proper nouns under the category “Map Work” are meant to be a list of places which can be found using a map or globe and give context to the reading.

Narration Break Suggestions are simply a place with a slight break in scene in a place that reasonably broke the reading into another section. This break is to allow the child a smaller section of the reading to narrate. If your child can handle the entire chapter, then please just overlook this note. Generally, even with older students, it is helpful to break the reading into sections of not more than 4-5 pages. With students new to narrations, the readings might also need to be broken into even smaller sections. The number of pages read for a narration can be increased over time.

Narration Suggestions are alternative ideas for that particular reading. Any other narration style or idea can be used at any time; these are just some options. The additional suggestions allow the child more creative options and offer more focused written work for older students. Remember, at least some of your student’s narration work should be oral as it is just as important in building writing skills as written narrations.

These suggestions are designed to allow for a broad range of ages to be able to use this guide. Choose the narration suggestions that are best suited for your family.

Discussion questions will follow your student's narration. If your student has chosen a written narration or creative narration rather than an oral narration, and this work will not be complete within the allotted time for history for the day, then feel free to go forward with the discussion, **if** you feel it does not require more than your student is prepared to give without having completed the narration. Otherwise, omit the discussion or save it for another time. This part of the reading and narration task is meant to be very flexible.

Overall, the discussions are extensions of the reading and the child's connection to that reading. Always follow your student's own knowledge path, so ignore the questions if your student needs to discuss a different aspect of the chapter. Also, use your student's narration as your guide towards what needs clarification and expansion. These questions are merely included to offer the teachers a few ideas to follow if no natural questions or conversations arise on their own. You do **not** have to use the question exactly as is given, so feel free to adapt it as you wish.

Additional Notes

At this time, maps, coloring pages and other resources accompanying the guide which can are not in the public domain are linked at *A Mind in the Light*. Look under the tab Resources and scroll down for British History for these links. Once you are here, look for *Our Island Story*. Throughout the guide, these references will be abbreviated this way: RBH, OIS (for Resources, British History and *Our Island Story*) depending on the chapter in which the link or resource is needed.

A PDF file has been created which contains most of the needed additional resources and is titled "Resource Pages for *Our Island Story*". This file can be used as a companion with the book. These resources were in the public domain. To obtain this file send an email through the contact section at the website or look for it under British History at the website.

Several outline maps, an outline of a shield and the instructions for how to make salt-dough are included in the appendix of this guide. Lessons which use these outline maps will be labeled in this manner –Appendix.

If you are having a student above Year 5 use this book, then you may wish to have your student select an important date to be included for their entries into a Book of Centuries as they are introduced.

Exams

Exam prompts are given by time period division and match the scope and sequence of the program guides. Further divide them by term according to your own reading schedule, as best fits. Feel free to adapt this as needed. Students in Programs 3 and 4 will add additional books to further their study into the modern time period.



Chapter 1: The Stories of Albion and Brutus

Before the Reading

- Connections: What do you know of Britain?
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed.

Proper Nouns for an Oral Narration

People	Map Work	Other
Brutus	Troy	Neptune
	Britain or Britannia	Amphitrite
		Albion
		Samothea
		Hercules

Narration Break

Pause the reading just before the paragraph beginning “So Albion took possession of the little island....” Have your student orally narrate on what has been read so far.

After the Reading

Narration Suggestions –Choose One

Choose one of the following narrations after the reading is complete. If you are making use of the narration breaks, and therefore your student has already completed all or a portion of a narration suggestion, then you may wish to choose an alternative narration such as a creative, dramatic or written response.

- Tell the story of Albion and Brutus.
- Draw a picture of Albion as it was described by the mermaid and Father Neptune. Give your picture a title or caption and share it with someone, telling about it.
- Paint a picture of any scene from this reading. Give your picture a title or caption and share it with someone, telling about the scene depicted.

Discussion Suggestions

This discussion occurs after the narration. Choose only one question, if any at all, for this level. Always allow your student's own questions, concerns, ideas, etc. to take precedent over the suggestions listed below. Often, different questions will arise as a natural extension of your student's narration, so please substitute in this case as well.

- Do you have any questions about what we've just read?
- Of what would you like to know more?
- Is "The Stories of Albion and Brutus" a true story? Explain your thoughts. [You may wish to explain that this story is considered a myth.]

Chapter 2: The Coming of the Romans

Before the Reading

- Connections: What do you know of Brutus from Troy?
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed.

Proper Nouns for an Oral Narration

People	Map Work	Other
Brutus	Albion (Britain)	<i>King Lear</i>
Shakespeare	Gaul (France)	Britons
Julius Caesar	Roman Empire	

Narration Break

Pause the reading just before the paragraph beginning “After sailing along the coast a little way....”

Have your student orally narrate on what has been read so far.

After the Reading

Narration Suggestions –Choose One

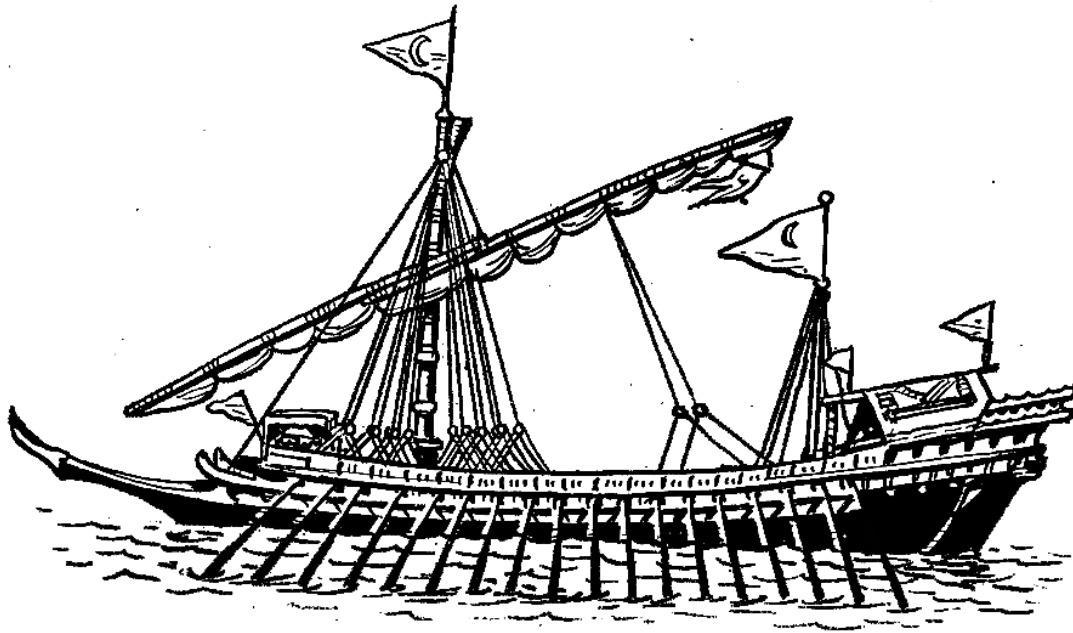
- Tell about Julius Caesar and his battle with the Britons.
- Tell something about each of the following: a) Roman soldier; b) British soldier and c) Roman slave.
- Tell how the Britons used horses in battle.
- Use toy figures to act out the battle between the Britons and the Romans.

Discussion Suggestions

This discussion occurs after the narration. Choose only one question, if any at all, for this level. Always allow your student’s own questions, concerns, ideas, etc. to take precedent over the suggestions listed below. Often, different questions will arise as a natural extension of your student’s narration, so please substitute in this case as well.

- Do you have any questions about what we’ve just read?
- Of what would you like to know more?
- Should the Romans have tried to conquer the Britons?

Additional Activity



Galley

- Research the Roman ships called “galley”. Draw a picture of one and title your picture. Tell a friend or family member all about your picture and what you learned about the galley.

Chapter 56: Edward IV –The Story of Queen Margaret and the Robbers

Before the Reading

- Connections: Tell how there came to be two kings of England: Henry VI and Edward IV.
- Review the Battle of Hastings. Review how the Red and White Rose parties came to be.
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed.

Proper Nouns for an Oral Narration

People	Map Work	Other
Edward IV (White Rose)	Yorkshire	Tower of London
Henry VI (Red Rose)	Hastings	
Earl of Warwick	Scotland	

Narration Break

A pause is not needed for this week's chapter.

After the Reading

Narration Suggestions –Choose One

- Retell the story of Margaret and the Robbers from the perspective of Margaret's son.
- Draw a picture of Margaret, her son and the robber in the cave. Give your picture a title or caption and share it with someone, telling about this scene.
- Retell the story of Margaret and the Robbers using small toys, blocks, LEGO® bricks, etc.
- Tell the story of Margaret and the Robbers using a chalkboard or whiteboard. Draw simple pictures to go along with it.

Discussion Suggestions

This discussion occurs after the narration. Choose only one question, if any at all, for this level. Always allow your student's own questions, concerns, ideas, etc. to take precedent over the suggestions listed below. Often, different questions will arise as a natural extension of your student's narration, so please substitute in this case as well.

- Do you have any questions about what we've just read?
- Of what would you like to know more?

Additional Activity

- Find pictures and any additional information that is interesting for any of the following topics: Queen Margaret, Towton in Yorkshire or Tower of London. Share your images and what you found interesting with a friend or family member.

Chapter 98: George III –The Battle of Waterloo

Before the Reading

- Connections: Give a brief account of Napoleon. What do you know of the Battle of Trafalgar?
- Distinguish between tyranny and tyrant.
- Present Image AA: *The Battle of Waterloo* before the reading. Tell what you see in this image. What do you see in the background? What is in the foreground? Keep the images displayed while reading and encourage your students to examine them again after the reading. Are any other details noticed that might have missed from the first study?
- Present Image Z again. Ask your students what they know about ships. This ship is an example of a man o’ war ship. *The Bellerophon*, mentioned later in this chapter, is also a man o’ war ship.
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed. Review the definition of a peninsula. Locate the peninsula formed by Spain and Portugal.

Proper Nouns for an Oral Narration

People	Map Work	Other
Napoleon Bonaparte	Britain	Peninsular War
King of Spain	Portugal	Battle of Toulouse
Joseph Bonaparte	France	Old Guard
Arthur Wellesley (Lord Wellington)	Spain	<i>Bellerophon</i>
Blucher	Russia	Battle of Waterloo
	Elba	
	Mediterranean Sea	
	Vienna	
	Paris	
	Waterloo	
	Brussels	
	St. Helena	

Narration Break

Pause the reading just before the paragraph beginning “The Kings and Princes at Vienna...” Have your student orally narrate on what has been read so far.

After the Reading

Narration Suggestions –Choose One

- Tell of the Peninsular War.
- What brought about the Battle of Waterloo and how did this conflict end?
- Draw a picture of the meeting between Wellington and Blucher. Give your picture a title or caption and share it with someone, telling about this scene.
- Tabulate a comparison between the Battle of Waterloo with any other battle in history of which you know.
- Tabulate a comparison of Napoleon to any other leader in history of whom you know.
- Tell all you know of: a) Napoleon and b) Lord Wellington.

Discussion Suggestions

This discussion occurs after the narration. Choose only one question, if any at all, for this level. Always allow your student's own questions, concerns, ideas, etc. to take precedent over the suggestions listed below. Often, different questions will arise as a natural extension of your student's narration, so please substitute in this case as well.

- Do you have any questions about what we've just read?
- Of what would you like to know more?
- If you could go back into time and meet either Napoleon or Lord Wellington, then who would you choose? What would you like to ask to tell him?