

ADVENTURES IN AMERICA

An Introduction to American History
For the Grammar Stage

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Adventures in America

This program is intended for use with your kindergarten or early elementary student. Get ready for a year of adventure along with the brave men and women who built this country. From the Native Americans who first dwelt in the land, to the heroic Patriots who fought for liberty, to the pioneers who traveled from the towns and cities into the unknown, to legends about such “tall” heroes as Pecos Bill and John Henry, these stories will thrill and inspire your kindergarten or early elementary student.

Why use this guide?

You may be planning to do a four year chronological history cycle beginning in first or second grade. However, you may not want to wait until your child is in third or fourth grade before they learn the stories of significant people in American history, such as Christopher Columbus and George Washington. This program will expose your student to these important people and their stories, and will provide a great foundation for more detailed studies in future years.

What does this program include?

Inside this guide you will find stories to read to your child twice each week followed by review questions that will guide your student into the early skills of narration. Read Alouds are scheduled for you, and there is even a weekly guided study of each state using *Smart About the Fifty States*. In addition to the scheduled readings and review questions, there are also engaging hands-on crafts and activities each week, as well as suggested readers and picture books.

Do I need the Student Pages?

The Student Pages are sold separately and are necessary for creating a student notebook that will serve as a wonderful tool for reviewing your year of Adventures in America. Student Pages include coloring pages that relate to the week’s reading, notebook pages for the States study, as well as spaces to record narrations and copywork.

What resources do I need?

Besides this teacher’s guide, you will need the Student Pages, as well as the book *Smart About the Fifty States*. Below is a list of scheduled Read Alouds that you may wish to purchase or borrow from your local library. Related picture books are suggested as go-alongs for each week. If you have access to a good library, you should be able to locate these easily. If you are unable to borrow the titles or choose not to use these, that will not affect the program at all! They are simply provided for those who wish to supplement with additional titles. For your convenience, a list of materials needed for each week’s crafts and activities is located at the back of this guide on page 144.

Read Alouds

For students who are ready to listen to chapter books with few or no pictures, I have scheduled ten books as Read Alouds. These will be read chronologically throughout the year and roughly correlate to the topics being studied. I highly recommend that you encourage your student to narrate after each reading. Ask questions such as, “What happened to (name of character) in this chapter?” to prompt them. Require your

student to answer using complete sentences. This may take work in the beginning, but they will eventually become used to replying in this manner. It is perfectly fine for these narrations to be done orally only, however I have included templates that you may choose to use as notebook pages for recording the narrations once a week. These pages can be used to record narrations from Read Alouds, history or readers. Simply write down your student's narration on the lines provided. If your student is a reader, ask them to read it back to you. If they are fairly capable writers, you may wish for them to copy your model onto another paper. There is a space on these pages for your student to illustrate their narration with a drawing if they wish to do so.

Booklist:

Pocahontas and the Strangers (Bulla, Clyde Robert)

Squanto, Friend of the Pilgrims (Bulla, Clyde Robert)

A Lion To Guard Us (Bulla, Clyde Robert)

Tolliver's Secret (Brady, Esther Wood)

The Cabin Faced West (Fritz, Jean)

The Courage of Sarah Noble (Dalglish, Alice)

The Matchlock Gun (Edmonds, Walter D.)

Little House on the Prairie (Wilder, Laura Ingalls)

On the Banks of Plum Creek (Wilder, Laura Ingalls)

In Grandma's Attic (Richardson, Arleta)

Readers

If your student is a reader, you may choose to use this selection of Early Reader books that roughly correspond to the topics studied. These are scheduled every other week, giving you two weeks to complete each reader. Feel free to work through these books at your student's pace in the given order.

Copywork

There is an optional copywork sentence provided each week. If your student is ready to do this, copy the sentence onto handwriting paper to serve as a model for your student to copy from. If the sentence is frustratingly long for your student, break it up over two or even three days. They can copy into the student notebook pages, and use the blank space above either to illustrate the sentence or to glue a photo of the hands-on activity for that week.

Activities

Each week has one hands-on craft or activity, with detailed instructions provided. Some directly relate to the day's reading, while others are general crafts from the time period being studied. These range from very

simple (using watercolors to make an American flag) to more involved (making fabric dye from berries). You decide whether to do all of them, or simply pick and choose those which you think would most interest your student.

Instructions for State Studies

You will be learning about one to two states each week. Read the scheduled pages in *Smart About the Fifty States*. Complete the notebook page for that state by filling in the required information and identifying the location of the capital. I suggest that you identify the capital with a foil star sticker, letting your student place it in position. You will also find an empty rectangle on each page. This space is for attaching a state flag sticker, which can be inexpensively purchased from many online vendors or educational supply stores.

After this page is finished, turn to the blank US map and color that state. This is a perfect time to review the names, locations and capitals of previously studied states! By simply pointing to each state and saying its name and capital, your student will probably memorize them easily. You may also wish to create flashcards with the state name on one side and its capital on the other. Only use the flashcards for the ones already learned, adding more as you progress through the weeks.

Week 36 is scheduled as a “My State” project. There are no readings from the guide for that week. Instead, plan on checking out books and other resources from the library, or follow the internet links provided to learn more about your own state. **You may wish to celebrate at the end of this week with a party and showcase your student’s work from the year to grandparents or friends.**

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Adventures in America Week 4

	Day 1	Day 2	Day 3
Reading	Read <i>Amerigo Vespucci</i>	Read <i>Lost Colony of Roanoke</i>	Read <i>Smart About</i> pg.17 and 14
Coloring/ Activity	Coloring Page, pg. 15	“Constellation” activity	Color Georgia and Connecticut on blank US map, pg. 2
Notebook	Narration from Read Aloud, history or reader, pg. 16	Copywork, pg. 17	Fill out notebook page for Georgia and Connecticut, pgs. 18, 19

Optional Read-Aloud:

Pocahontas and the Strangers

- Day 1: Chapter 16
- Day 2: Chapter 17
- Day 3: Chapter 18
- Day 4: Chapter 19
- Day 5: Chapter 20

Related Picture Books:

- *Exploration and Conquest: The Americas After Columbus: 1500-1620* by Betsy & Giulio Maestro (*same as Week 3*)

Possible Reader:

- *The True Story of Pocahontas*, Penner

Activity: Constellation

Materials:

- Black paper
- Flashlight
- Scissors, Pencil
- White crayon
- Toothpick, nail or thumbtack

- This activity goes along with Amerigo Vespucci’s love for star gazing. On one side of the black paper, have your student use the white crayon to lightly draw a picture (can be an animal or other design).
- Place a towel under the paper or set it on some carpet. Let your student use the toothpick, nail or thumbtack to make holes along the picture they drew. Varying the size and making some holes slightly bigger will make a nice picture.
- Once finished, take the picture into a dark room and hold a flashlight behind it. Turn the light on and watch the constellation shine!

Optional Copywork: We may never know for sure what happened to the Lost Colony of Roanoke.

Notes

Amerigo Vespucci

Amerigo Vespucci was born in a large, beautiful home in Florence, Italy. His parents were very rich and from the time he was a small boy, Amerigo had all of the best things. In his house were beautifully made toys, delicious foods for every meal, and servants who hurried to meet his needs. He had a private tutor who taught him many interesting subjects. Amerigo's favorite topic to learn about was the stars. He would spend his evenings gazing out his bedroom window at the sparkling sky above. There were hardly any lights coming from the city back then, and so on a cloudless night the black sky looked like it was studded with diamonds. He would find the brightest ones that he knew by name, and then trace out the pictures they formed with nearby stars. These pictures, or constellations, told stories that he loved to remember. The stars also formed a gigantic map that stretched across the whole sky. Amerigo thought of boats sailing on the seas, with only the stars to guide them to where they were going and back home again. Almost as much as he loved stars, Amerigo also loved maps. These he collected until he had quite a treasury full. He would carefully take one out at a time, open the scroll and trace the shapes of land that were drawn there. He would move his finger across the ocean, imagining that he was actually sailing a ship over those uncharted areas.

As Amerigo grew up, he became fascinated with sailing. He dreamed of sailing a ship to new places and making important discoveries, just like the famous Christopher Columbus. Columbus sailed to the west in search of Asia and returned, telling everyone how he had found India and about the peculiar Indians living there. Amerigo Vespucci became anxious to go himself. King Ferdinand, who had so generously paid for Columbus' voyages, also offered to help Amerigo Vespucci make the journey. On a ship bearing the Spanish flag, Vespucci set out west.

We don't know for sure how many voyages Vespucci made, but it might have been four. On what was probably his second trip, he began to write descriptive letters back to friends and people in Portugal and Italy. The most surprising thing that he wrote was that he didn't believe he had reached India at all! He concluded that the mass of land where his ships had landed was so huge and so entirely unknown that it must instead be a whole new continent!

A "New World" was the phrase Vespucci used in his letters. Those words got everyone's attention and before long all kinds of people were eagerly waiting to read any new letters from Vespucci. If that was indeed a new world that Columbus and Vespucci had found, the possibilities were endless! There would be new lands for explorers to discover and map. Who could imagine how much gold may be lying in the riverbeds or just underground? It was certainly exciting, and the country that first settled the land would probably become very wealthy. Vespucci's letters describing the riches of the land and the interesting customs of the native people made many Europeans interested in going to see it for themselves.

A famous map maker began drawing out maps of the new continent. It still had not been named, and it couldn't just be called the "New World" forever. The map maker decided to write Amerigo on the continents, since he was the one who had first realized it was not Asia. The maps were sent out and looked at by people far and wide. Soon, everyone was calling the new land "Amerigo." Eventually, the name was changed into "America," which sounded pretty similar. Amerigo Vespucci was not the first European to discover America, but his name lives on forever in fame!

Review Questions:

1. What was Amerigo Vespucci interested in as a boy?
2. Can you tell me why the New World was named America?

Lost Colony of Roanoke

Governor John White was a proud grandpa! Every grandfather is proud of having a grandchild born, but Governor John White had special reasons for feeling this way. His little baby granddaughter was the first, the very first English baby ever to be born in the Americas! His daughter Eleanor and her husband Ananias Dare had just welcomed a sweet little girl into their family. They gave her a beautiful name: Virginia.

Governor White and more than a hundred other men, women and children were all attempting to build a permanent English settlement in the New World. Others had come before them, but so far no one had been able to stay and actually live in America. This group hoped that they would be the ones to change that! After building some houses and a tall fence around their village, Governor White had to leave and go back to England. He kissed baby Virginia goodbye and told his daughter that he would be back soon.

It was a terrible time to sail. Weather made it difficult and dangerous, but he finally arrived in England. It proved even more difficult to get back; all the ships in England were being used to fight a war. It took a long time before Governor White found a vessel willing to carry him to Roanoke. Every day he stood alert looking out for land, eager to see his family members. Finally, they reached Roanoke on the day of little Virginia's third birthday. However, he was not prepared for the sight that greeted his eyes.

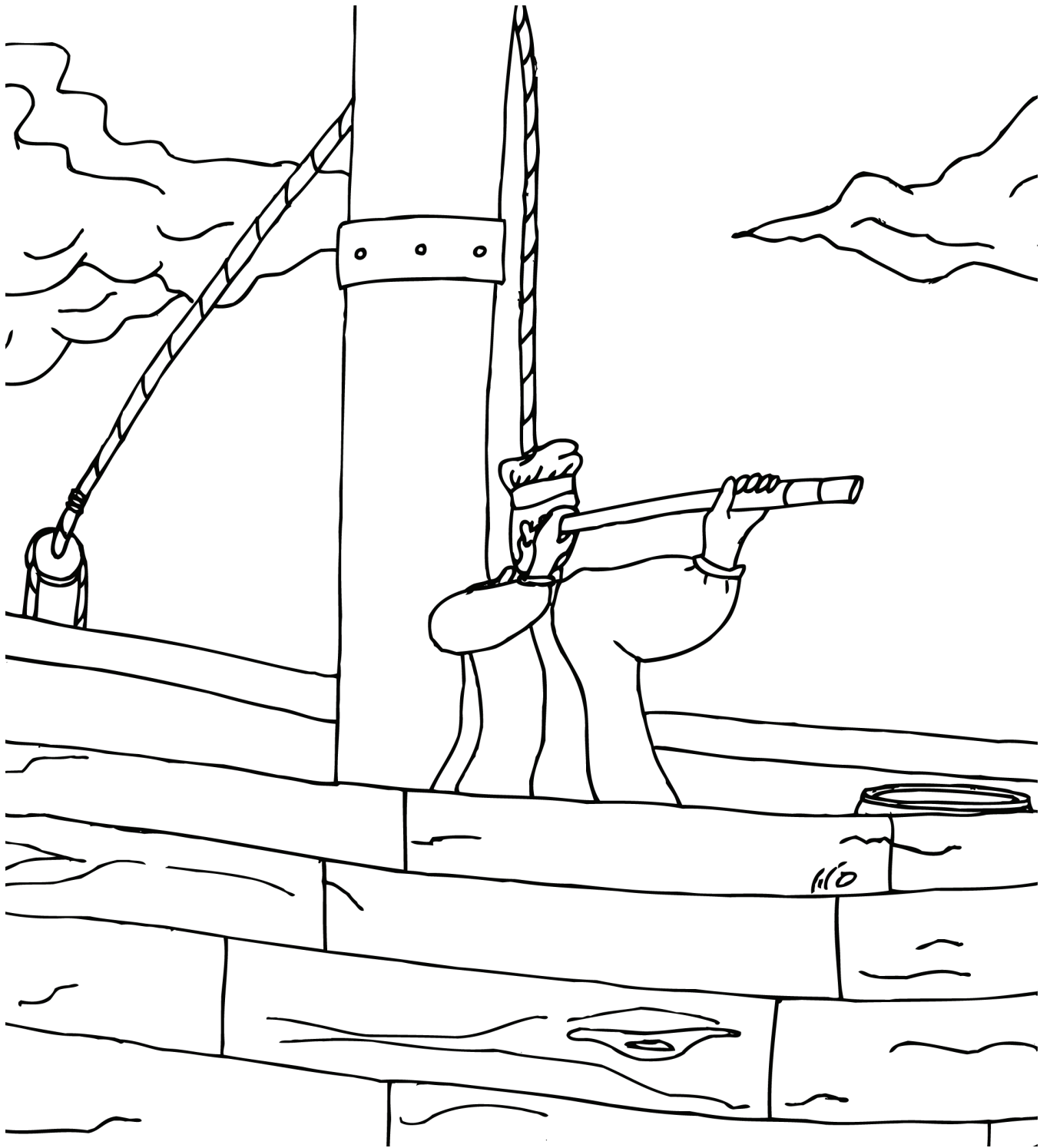
Where was everyone? What happened to all of the houses? The fence still stood sturdy as ever, but the buildings had been taken apart and moved. Every person and all of their belongings were missing and the only clue given was a word roughly carved onto a post, "Croatoan." The Croatoan were some friendly Native Americans that had lived nearby.

Although the Governor and many others searched for a long time, they never discovered exactly where the settlers went. Some historians think that they moved in with the Croatoans or other Indians, but it remains a mystery to this day. We may never know for sure what happened to the Lost Colony of Roanoke.

Review Questions:

1. Who was the first English baby born in America?
2. What did Governor John White see when he returned to Roanoke?

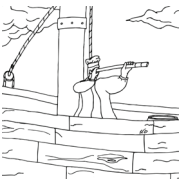
Adventures in America Week 4



Adventures in America Week 4 Narration

A large, empty rounded rectangular box for drawing or illustration.

Four horizontal lines for writing.

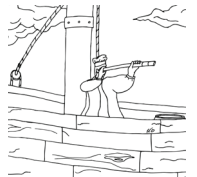


Two horizontal lines for writing, positioned to the right of the ship illustration.

Adventures in America Week 4 Copywork

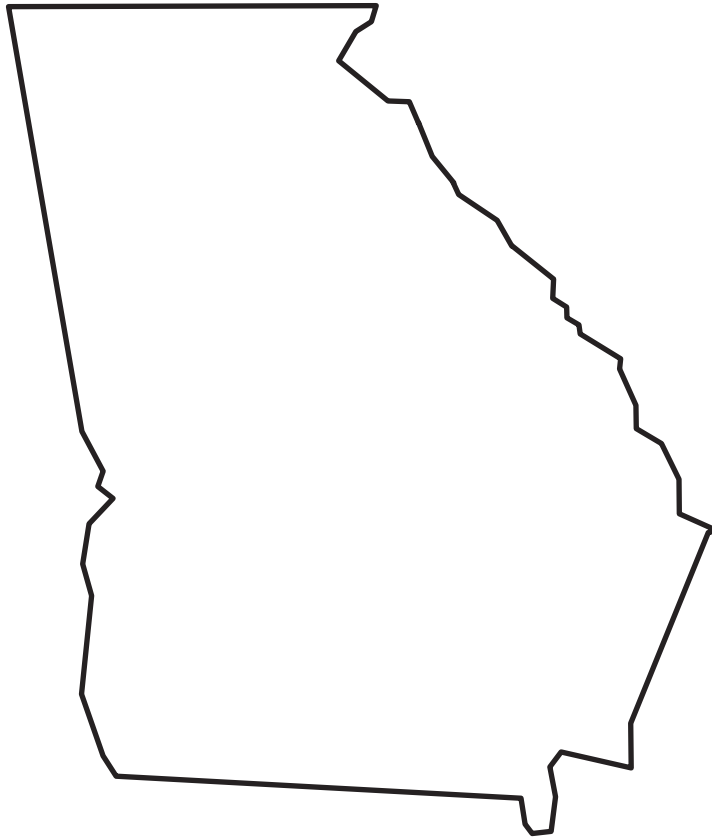


Four sets of handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



GEORGIA

Flag Sticker



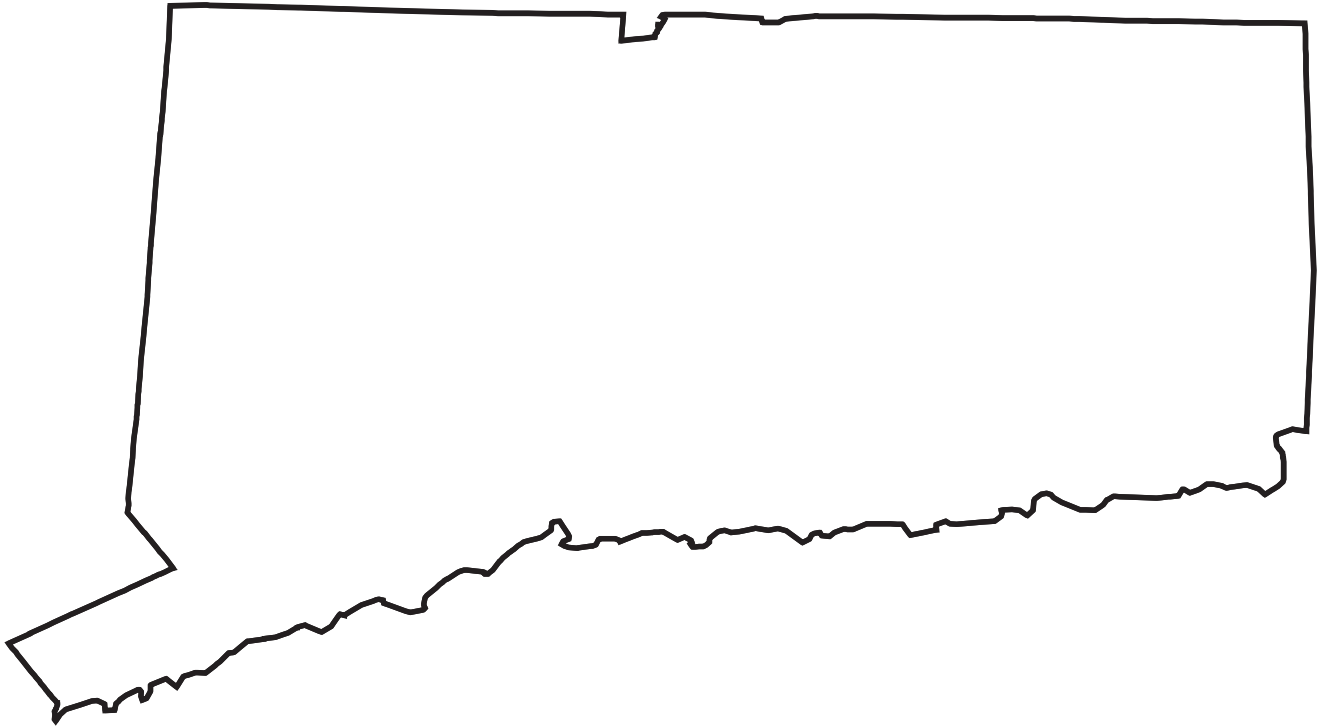
Capital: _____ Abbreviation: _____

Nickname: _____

Something I thought interesting: _____

CONNECTICUT

Flag Sticker



Capital: _____ Abbreviation: _____

Nickname: _____

Something I thought interesting: _____
