

D INTRO TO AMERICAN HISTORY

Year 1 of 2



Mayflower II Replica
Plymouth, Massachusetts



FUN FACT
Colonial Philadelphia was the second largest city in the British Empire.





Thank you for downloading this sample of Sonlight's History / Bible / Literature D Instructor's Guide (what we affectionately refer to as an IG). In order to give you a full perspective on our Instructor's Guides, this sample will include parts from every section that is included in the full IG.

Here's a quick overview of what you'll find in this sample.

- A Quick Start Guide **START HERE**
- A 3-week Schedule
- Discussion questions, notes and additional features to enhance your school year
- A Scope and Sequence of topics and skills your children will be developing throughout the school year
- A schedule for Timeline Figures
- Samples of the full-color laminated maps included in History / Bible / Literature IGs to help your children locate key places mentioned in your history, Reader and Read-Aloud books

SONLIGHT'S "SECRET" COMES DOWN TO THIS:

We believe most children respond more positively to great literature than they do to textbooks. To properly use this sample to teach your student, you will need the books that are scheduled in it. We include all the books you will need when you purchase a package from sonlight.com.

Curriculum experts develop each IG to ensure that you have everything you need for your homeschool day. Every IG offers a customizable homeschool schedule, complete lesson plans, pertinent activities, and thoughtful questions to aid your students' comprehension. It includes handy teaching tips and pointers so you can homeschool with confidence all year long.

If you need any help using or customizing our IGs, please reach out to our experienced homeschool advisors at sonlight.com/advisors.

We hope you enjoy using this sample. For even more information about Sonlight's IGs, please visit: sonlight.com/ig. It would be our pleasure to serve you as you begin your homeschool journey.

If you like what you see in this sample, visit sonlight.com/hbl to order your History / Bible / Literature package.

Blessings!

Sarita Holzmann,
Co-founder and president
of Sonlight Curriculum

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History Bible Literature (4-Day)

Intro to American History, Year 1 of 2

By the Sonlight Team

*“Teach us to number our days aright, that we may
gain a heart of wisdom.”*

Psalm 90:12 (NIV)

Sonlight Curriculum® "Intro to American History, Year 1 of 2" (4-Day)
Instructor's Guide and Notes, Fourth Edition

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"Do to others what you would have them do to you"
(Matthew 7:12).

"The worker is worth his keep" (Matthew 10:10).

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INSTRUCTOR'S GUIDES HISTORY / BIBLE / LITERATURE

TRY BEFORE YOU BUY!

Get a three-week sample of any Sonlight Instructor's Guide—FREE!
sonlight.com/samples

Unique to the History / Bible / Literature (HBL) Instructor's Guide:

1 BIBLE

Sonlight's curriculum reflects a Christian worldview and you'll find references to Scripture and Biblical ideas throughout your studies. The goal is to help you and your children read, memorize and talk about Scripture so that God's word becomes woven into the fabric of your lives.

2 DISCUSSION QUESTIONS

Each IG includes various types of discussion questions—including review, comprehension, and open-ended questions—with answers. Focus on the key points, maximize your time, and assess how well your children understand what they're learning.

3 NOTES

Extensive teaching notes help you instruct your students with excellence, and ensure that they grasp key concepts. Notes provide counterbalancing arguments, clarification, further explanations, and commentary.

The IG notes also offer warnings about specific books or difficult content, so you can discuss important issues—such as racism and poverty—with thoughtfulness.

4 TEACHING TIPS

See the rationale and educational philosophy behind Sonlight's methods and activities. Each IG includes detailed teaching tips, explains assignments, provides extra information about important topics and provides support to discuss difficult content. With Sonlight's IG's you'll get the most from the materials so you can teach with confidence!

Level A: History/Bible/Literature
Days 101–105: Date: _____ to _____

Week Overview																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

Week 21

Date:	Day 101	Day 102	Day 103	Day 104	Day 105
BIBLE	Egermeier's Bible Story Book pp. 298–300 pp. 301–302 pp. 302–304 pp. 304–308 pp. 309–312 Memorization U: Unto us a child is born, unto us a son is given: and the government shall be upon his shoulder: and his name shall be called Wonderful, Counselor, the Mighty God, the Everlasting Father, the Prince of Peace. (Isaiah 9:6–7) (You will memorize this passage this week and next.) Sing the Word: From A to Z "Unto Us a Child is Born"—Track 21. Listen to this track the entire week.				
HISTORY & GEOGRAPHY	The Usborne Book of Living Long Ago pp. 46–48 pp. 70–72 The Usborne Internet-Linked Children's Encyclopedia pp. 154–155 pp. 156–157 pp. 158–159				
READ-ALOUDS	Twenty and Ten chap. 1 f ☺ chaps. 2–3 chap. 4 pp. 39–48 (to last para.) ☺ chap. 4 pp. 48–61 chap. 5 The Llama Who Had No Pajama p. 41 The Arnold Lobel Book of Mother Goose pp. 96–97 pp. 98–99 pp. 100–101				
MISCELLANEOUS	Developmental Activity Make a puppet. Field Trip/Practical Life Skills				
Additional Subjects:					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Egermeier's Bible Story Book Day 105 pp. 309–312</p> <p>Day 103 pp. 302–304</p> <p>Timeline and Map Points † Jeremiah (ca. 627 BC)</p> <p>Day 104 pp. 304–308</p> <p>Timeline and Map Points † Babylonian captivity (ca. 605–537 BC)</p> </div> <div style="width: 45%;"> <p>The Usborne Book of Living Long Ago Day 101 pp. 46–48</p> <p>To Discuss After You Read Q: What is the favorite feature of your home? Is there a convenience you are thankful for? [p. 46]</p> <p style="text-align: right;">Parental Notes</p> </div> </div>					

Intro to the World: Cultures | Section Two | Week 21 | 45

5 TIMELINE & MAP ACTIVITIES

Put your learning in chronological and geographical context. Timeline activities tell you when to add people, events, and dates to your *Timeline Book*. Map activities help you plot the places you visit in your reading. Your kids will plot points on their *Markable Map* and you have all the answers in the included map key.

6 HANDS-ON ACTIVITIES

In the younger years, you'll find optional hands-on activities designed to deepen your students' understanding of history and offer concrete evidence of learning.

7 VOCABULARY AND CULTURAL LITERACY NOTES

Find clear definitions for important vocabulary that appears in your reading. Enjoy useful Cultural Literacy notes that add depth to your reading and explain things students probably don't know (e.g., what a hoop skirt looks like).

8 AN EASY RECORD-KEEPING SYSTEM

With space to record completion dates, your student's initials, extra notes and even extra subjects—all your records will be in one place for reporting.

9 FLEXIBLE FORMAT

Because many families end up ahead or behind in a subject—at least occasionally—the IGs are structured for maximum flexibility. The IG is a guide, not a taskmaster. As you become comfortable teaching your children, you can skip or alter assignments to fit your family's unique needs. ☀️

4

Bible Reading

James is a very practical book. He reminds us that life isn't all rainbows and roses, but that we must work hard, turn to God in difficult times, and do what the Word says. We can be part of God's story if we follow Him. James also urges us to live in the freedom Christ brings through His forgiveness. This kind of life, one that is firmly set on being part of God's story through trouble and hard work, is exactly what Daniel and his friends demonstrate in your children's reading.

Memorization (Bible)

All Psalm 42:1-6

Continue to memorize Psalm 42.

- ¹ As the deer pants for the water brooks,
So my soul pants for You, O God.
² My soul thirsts for God, for the living God;
When shall I come and appear before God?
My tears have been my food day and night,
While they say to me all day long, "Where is your God?"
³ These things I remember and I pour out my soul
within me.
For I used to go along with the throng and lead
them in procession to the house of God,
With the voice of joy and thanksgiving, a multitude
keeping festival.
⁴ Why are you in despair, O my soul?
And why have you become disturbed within me?
Hope in God, for I shall again praise Him
For the help of His presence.
⁵ O my God, my soul is in despair within me;
Therefore I remember You from the land of the Jordan
And the peaks of Hermon, from Mount Mizar.

The Beginner's American History

161 pp. 200-205

Cultural Literacy

steamboat: a ship using steam-driven propellers for propulsion.

To Discuss After You Read

- Q: Why didn't France want to buy Fulton's diving boat?
Who did want to buy it?
A: *Napoleon found a leak; the English government*
- Q: Where did Robert Fulton make and try his first steamboat?
A: *France*
- Q: How far up the Hudson did his New York steamboat go?
A: *150 miles*
- Q: Describe the route of the first steamboat in the West.
A: *starting from Pittsburgh, it went down the Ohio River, then down the Mississippi to New Orleans*

112 | Week 33 | Section Two | 5-Day | Intro to American History, Year 1 of 2

Timeline and Map Points

New York (D3) (map 5)

165 pp. 228-232

To Discuss After You Read

- Q: Did the telegraph idea come easily to Samuel Morse?
A: *no; he worked on it with little profit; Alfred Vail helped him financially and got the patent and helped with the design*

Landmark History of the Amer. People, Vol. 1

162 Chapter 19 pp. 134-136

Cultural Literacy

pipe dream: a saying that means that something is unrealistic or unattainable. The phrase originated in late 19th century America in reference to dreams or visions people would experience from smoking opium pipes. [p. 136]

Monticello: Thomas Jefferson's estate in Charlottesville, Virginia. [p. 136]

To Discuss After You Read

- Q: Why were Barber-Surgeons thought of as members of a lower class than doctors? [p. 135]
A: *because they dirtied their hands, they didn't have to know any special languages, they didn't need to read books, they were just seen as craftsmen who knew how to carve, cut, and sew up the human body*
- Q: What did apothecaries do? [p. 135]
A: *they mixed medicines*

The book mentions that "people thought it was indecent or irreligious to dissect a human body. And if anyone did such a thing, he did it in secret if he did it at all." Why do you think people of the time took this perspective? Some of the influence came from Christianity, which believes every human being is uniquely made in God's image. As such, there is a certain amount of holy respect and awe for God's creation, especially the human body since people are said in the Bible to be made in the image of God (see Genesis 1:26-27, for instance). Fortunately, some Christians also understood that since God created the world and everything in it, they had a duty to explore and seek to understand God's creation, which included learning how the human body works. This is why many Christians were eventually on the forefront of science and medicine. Still, given that human beings are made in God's image, Christians who work with human remains for scientific purposes should do so with "trembling awe," as C.S. Lewis put it (*God in the Dock*, "Vivisection," p. 226). [p. 136]

Timeline and Map Points

Every Man his own Doctor; or, the Poor Planter's Physician is first published by Benjamin Franklin in Philadelphia (1734)

London (E3); Oxford (E3); Cambridge (E3) (map 4)

7

8

6

For another perspective on Ancient Egypt, read about Moses' adventures there in Exodus in the Bible.

Did you know that Egyptian pharaohs are mentioned several times in the Bible? See, for instance, Genesis 12, 40-42, 45-47, 50, and many other examples in Exodus and elsewhere.

- Q: Mummified bodies exist to this day. Do you find it reasonable that people would save dried out bodies to live in again? The Bible tells us we will have new bodies in heaven. (1 Cor. 15)

Timeline and Map Points

Egypt (D7) (map 1)

Optional: Hands-On History: World Cultures

We have scheduled the activities in the World Cultures History Project Kit to be used with Sonlight's History / Bible / Lit A—Intro to the World: Cultures program. Please note that some activities may be spread out over a few days (or the whole week!) if that works better for you and your child.

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3

5

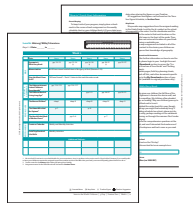
WHERE WILL YOUR SONLIGHT STUDIES TAKE YOU?

[sonlight.com/scope-and-sequence](https://www.sonlight.com/scope-and-sequence)

Quick Start Guide—History/Bible/Literature

The Sonlight Instructor’s Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your children get the most out of the subjects covered. Subjects are interwoven to avoid redundancy and to get the most out of your day.

This IG includes an entire 36-week schedule, notes, assignments, readings, and other educational activities. Sonlight’s unique literature based approach to learning promotes an enjoyable learning experience that will keep your children asking for “just one more chapter, please.” What helpful features can you expect from the IG?

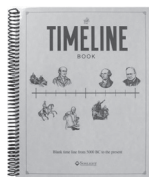


Easy to use

Schedule pages are laid out so a quick glance will tell you exactly what to do each day. Check off each assignment as you go to create instant records. Bible and History notes follow directly behind the schedule page. Read-Aloud notes are located in **Section Three**. Readers are packaged separately to allow an adjustable reading level and pace for your children.

Colorful Maps

Colorful maps, which double as bookmarks, will help you easily find relevant map locations. You will find the coordinates and the location name in your notes.



Timeline

Sonlight’s timeline book becomes a visual compilation of the history you are studying. Color and add the stickers of significant people and events when indicated by the notes to give chronological context to history.

To Discuss After You Read

Need help checking your student’s comprehension? Discussion questions are already created for you so you can have some great conversations that also let you see how much your student is learning.

9 pp. 4–5

To Discuss After You Read

- Q Both men and women wore make-up and jewelry in Ancient Egypt. What about where you live today? Do men and women still wear make-up and jewelry? Do you? [p. 4]

Cultural Literacy

ghost town: a deserted town. [p. 1]

derrick: a hoisting device; the framework over a drill hole, used to hoist and lower. [pp. 50–51]

Vocabulary

Built into the reading notes of each guide, vocabulary sections identify unfamiliar words (Cultural Literacy) along with general vocabulary words to aid and grow comprehension.

Notes

When relevant, you’ll find notes about specific books to help you know why we’ve selected a particular resource and what we hope children will learn from reading it. Keep an eye on these notes to also provide you with insights on more difficult concepts or content (look for “Note to Mom or Dad”).

Usborne Book of World History

27 pp. 14–15

Note to Mom or Dad: These pages contain pictures of violence and of people who are rather underdressed by Western standards.

To Discuss After You Read

- Q Why was Egypt a fertile country along the Nile River?
- A: the inundation, or flooding of the farmland brought nutrients and water to an otherwise dry land



Instructor’s Guide Resources and New User Information

Don’t forget to familiarize yourself with some of the great helps you get when purchasing a guide from Sonlight. In the **My Downloads** section of your Sonlight Account, you will find New User Information, extra schedule pages, field trip planning sheets and so much more. An overview of topics covered is located in **Section Four** of the guide.

Section Two

Schedule and Notes

Level D: History, Bible and Literature

Days 1–4: Date: _____ to _____

Week Overview																																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

Week 1

Date:	Day 1	Day 2	Day 3	Day 4	
BIBLE	Parent Reading	Luke 1:1–25	Luke 1:26–38	Luke 1:39–56	Luke 1:57–80
	Student Reading: Discoverer's Bible	Genesis 1:1–2:3	Genesis 3	Genesis 4:1–16	Genesis 6:5–22
	American Indian Prayer Guide	Maya, Day One	Maya, Day Two	Maya, Days Three & Four	Maya, Day Five
	Memorization	Psalm 8:1–2			
	Sing the Word: Great in Counsel and Mighty in Deed	Track 1 Listen to this track the entire week.			
HISTORY & GEOGRAPHY	The Beginner's American History¹	pp. 1–5 	pp. 6–10 	pp. 11–15 	
	American History: A Visual Encyclopedia¹			pp. 8–11 	pp. 12–13
	Lap Book Kit: American History I: From Exploration to 1850	Cover and "Where in the World?" Activity 1: Explorer Profiles Background & Columbus Booklet Activity 2: Mapping the Routes of Columbus			
READ-ALOUDS	Walk the World's Rim²	Preface & chap. 1 	chap. 2	chap. 3	chap. 4
	A Child's Introduction to Poetry^{2,3}		"Introducing Professor Driscoll" pp. 7–8		
READERS	Regular: Pocahontas and the Strangers²	chap. 1 	chap. 2 	chaps. 3–4	chap. 5
	Advanced: The Corn Grows Ripe²	chap. 1 	chaps. 2–3	chap. 4	chap. 5
Additional Subjects:					

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1. See the notes for the **History** titles after the Schedule.
2. Find notes for the Read-Alouds and Readers in **Section Three**. They are divided by subject, and arranged alphabetically.
3. There are no notes for this title. Simply read and enjoy!

Introduction

This year we are studying American history. Most textbooks start their discussion of American history with Columbus and the European discovery of the New World.

Clearly, people had been in America long before Columbus arrived, but because most historians are of European descent, history before Columbus seems to have little interest for them.

We, however, are citizens of God's Kingdom. We want to know about all the cultures and peoples for whom Jesus died and whom God wants to become part of His Kingdom. Therefore, we want to discover everything we can about *all* the peoples of the world. "All the peoples" includes the different groups who were on the North and South American continents before Columbus came.

"How to" Quick Start Information

Record Keeping

To keep track of your progress, simply place a check mark in the corner of each assignment on the weekly schedule chart as your children finish it. If your state/country requires you to keep a daily record of when (what date) you completed a project, and/or how many hours you spent on a subject, then record that information as well. If you decide to reuse your Instructor's Guide with a second child, then add each child's initials next to the check mark or hours.

Vocabulary & Cultural Literacy

Knowing definitions is critical to understanding. That's why we've included important vocabulary terms in your Instructor's Guide.

In all of our study guides, we categorize the words we highlight in two ways. **Vocabulary** words are words your students will probably encounter in other texts—not just those included in this curriculum. We list these words within an excerpt of the text from the book in which they are found so that you may challenge your students to define the terms using the clues found in the context of the rest of the story. Simply read these short quotes aloud and see if your students can tell you the meaning of the bold italicized terms.

Cultural Literacy terms are words that, if defined while your students are reading, will broaden and deepen their understanding of the text. However, these words are generally specific to course content, and we wouldn't expect your students read or hear them on a regular basis. You may use these words, formatted in bold followed by a colon and their definitions, more like a convenient glossary.

To Discuss After You Read

In the "To Discuss After You Read" section, the comprehension questions are meant to help your children focus on some of the more important aspects of the stories you read together. Our intent with this additional material is to provide you with the resources you need to get every bit of enjoyment you possibly can from a book.

Timeline

Your children will record significant people and events in a spiral-bound timeline book. Over the years, you'll fill this book as your children's knowledge and understanding of history expands.

The † symbol indicates it has an accompanying figure in the Sonlight Timeline Figure packet. Place these stickers into your timeline book. Timeline suggestions are marked with a Ⓞ symbol. Handwrite these suggestions into the timeline book as well.

When a timeline suggestion denotes a range of dates (e.g., 1865–1890), we recommend that you use the ending date when placing the figure on your Timeline.

All suggestions and figures can be found on the Timeline Figure Schedule, in Section Four.

Map Points

We provide map suggestions from the assigned reading in the Study Guide. Look for the 📍 symbol on the schedule page and in the notes. Use the coordinates and the location name in the notes to find each location on the laminated colorful maps in the front of the guide. Then, have your children note each location on your blank, **Markable Map** using a washable pen.

Complete the map assignments included in all of the guides to lend context to the stories your children are reading and improve their knowledge of geography.

Further information and useful documents

If you would like further information on how to use the instructor guide, please login to your Sonlight Account and go the My Downloads section to access the "Understanding the Structure of Your Guide" and "Getting Started" documents.

For extra schedule pages, field trip planning sheets, practical life check off lists, and other documents specific to your guide go to the My Downloads section of your Sonlight Account (available to original purchaser only).

Bible Reading

At the start of this year, you will read to your children the story of Christ's birth, while your children will read about the creation of the world. Both of these are fitting ways to begin a study of God's story. Right away we meet people whom God called to be part of His story: John the Baptist prepares the way for the Messiah, and Noah builds an ark.

For the next several weeks, your children will memorize a Psalm praising God for His creation and marveling that He invites us to be part of His story.

American Indian Prayer Guide

Day
1

Maya, Day One

See the map for the location of each tribe on page v. of the book.

We divide the prayers for Native Americans into one tribe, civilization, or cluster of tribes per week. Use these at the beginning of your history time or at meal time or bedtime. Check off each day as you read and pray.

Memorization (Bible)

Day
ALL

Psalm 8

Psalm 8 will be due on Week 6. Read Psalm 8 ten times this week—twice each day. Do you know the meanings of all the words? Do you understand what the passage as a whole is about? Why does the psalmist say God’s name is “majestic in all the earth”? What makes it majestic?

¹ O LORD, our LORD,
How majestic is Your name in all the earth,
Who have displayed Your splendor above the heavens!

² From the mouth of infants and nursing babes You
have established strength
Because of Your adversaries,
To make the enemy and the revengeful cease.¹

The Beginner’s American History

Day
1

pp. 1–5

This week you and your children will start reading *The Beginner’s American History*. It tells history from the perspective of people who lived at the time. Biographies tell the story historically and keep history fresh. *The Beginner’s American History* was first published in 1893, and it is a great example of how styles and standards of writing change over time. The author uses a casual tone, capitalizing and punctuating in ways we would find odd, or even incorrect, today. For example:

- there are times when verb tenses are chosen oddly (ex. When Andrew was 13, he learned what war means.)
- differences in capitalization. Regions such as “the west,” we would today refer to as “the West.” References to “the king of England” would now, in certain instances, be written as “the King of England.”
- prepositional phrases start sentences beyond a usual amount.

3• the author uses an abundance of semicolons, many times when different punctuation would be more acceptable (a comma or period).

- “emigrant” is often used in places where “immigrant” is more appropriate.
- sentences are often started with conjunctions (“and” and “but”).

Recognizing the sometimes peculiar writing style of *The Beginner’s American History* will only increase your enjoyment of this unique history book.

The author has provided a large amount of questions at the end of each chapter. We’ve chosen and answered a few from each chapter for the daily assignments, but feel free to use those remaining to bolster discussions. Please note, that we have rewritten and summarized some of the questions.

To Discuss After You Read

Q: When and where was Columbus born?

A: *1436 in Genoa, Italy*

Q: What did he do when he was fourteen?

A: *went to sea*

Q: What did he do in Lisbon?

A: *he married the daughter of a famous sea-captain*

Q: How much of the world was known at the time?

A: *more than half of the world hadn’t been discovered—Europe, Asia and a small part of Africa were known*

Q: How did Columbus think he could reach Asia and the Indies?

A: *he believed they were directly west of Portugal and Spain; he would try to cross the Atlantic Ocean*

Q: Why did he want to go there?

A: *he could open up trade with rich countries of the East*

Q: What did he try to do in Portugal? Why did he go to Spain?

A: *Columbus asked the king of Portugal to furnish some money or vessels for his voyage; to see if the King and Queen of Spain would help*

Timeline and Map Points

📍 Australia (F11) (map 3)

📍 Lisbon (H1); Portugal (G2); Palos, Spain (H2); Genoa, Italy (F5); Mediterranean Sea (I6) (map 4)

1. We cite the KJV/NASB versions in our notes for your convenience, since it correlates to the version used in *Sing the Word*. However, if you would prefer to have your children memorize the assigned verses from another version of the Bible that your family uses more frequently, please feel free to do so.

To Discuss After You Read

- Q: How did Columbus get help at last?
A: *just as he was about to leave Spain, Queen Isabella, agreed to assist him*
- Q: When did he sail?
A: *the morning of August 3, 1492*
- Q: What signs of land did the sailors find?
A: *a stick of a torn bush, a walking stick carved by humans in the water*
- Q: Describe their discovery of land.
A: *Columbus promised a velvet coat to the one who should first see land; at first Columbus saw a torch-like moving light, two hours after midnight land was in sight*
- Q: What did Columbus name the island?
A: *San Salvador*
- Q: What did he find on it? What were the crew given?
A: *it was inhabited by people speaking a language he could not understand; these people gave the crew cotton, yarn, tame parrots, and ornaments of gold*
- Q: What did Columbus think of the other islands?
A: *he believed he had reached his goal, and so named them the West Indies*

Timeline and Map Points

- 🌐 China (C10); India (D9); San Salvador (D3); Cuba (D2) (map 3)
- 📍 **Christopher Columbus (1451–1506) sails from Spain (1492) (In 1492, Columbus sailed the ocean blue.)**

To Discuss After You Read

- Q: After returning to Spain, how many more voyages did Columbus make across the Atlantic? Did he ever land on any part of what is now the United States?
A: *three; no*

Timeline and Map Points

- 🌐 Havana (D2); Cuba (D2) (map 3)
- 🌐 Barcelona (G3) (map 4)

To Discuss After You Read

This encyclopedia does not attempt to delve into very specific details on every single issue of American history. Still, there's a lot of information in its pages, so take some time to familiarize yourself with how the author has presented the contents. This will help you get a quick grasp on the material and also help you as you assist your children with the material. In particular, keep an eye on the time period covered in the spread, quickly identified by the colored tabs on the edge of pages. You'll also want to help your children understand the maps and any accompanying map key. Don't get too bogged down on details and specific dates to memorize—at this stage it's far better if your children can grasp the big picture and, even better, can understand some of the key reasons behind historical events.

The caption to Leutze's painting highlights some important points to keep in mind about historical artwork. First, it's not always correct. Artists sometimes get details wrong and, like anyone, can make mistakes. Second, sometimes such artwork is "idealized," as the author mentions. To "idealize" something means to make it seem better or more ideal than it was in reality. Still, artwork like this can capture our attention and draw us into the topic more. It also can display technical proficiency and artistic beauty, even if some of the details are off.

Timeline and Map Points

- 🌐 U.S. (C2); Europe (C6) (map 3)

To Discuss After You Read

- Q: Based on the chapter title, what two worlds meet? [p. 13]
A: *the New World of the Americas and the Old World of the Europeans*

Timeline and Map Points

- 🌐 Canada (B2); Greenland (B5); China (C10); Spice Islands (E1); Atlantic Coast (C3); North America (map 3)

Lap Book Kit: *American History I*

Day
ALL

Cover and "Where in the World?"

Sonlight offers an Optional Lap Book *American History I: From Exploration to 1850* (Sonlight item DH30) that directly corresponds with your Intro to American History Instructor's Guide. It is an optional hands-on program to enhance your student's history studies. The Lap Book is packaged as a kit that includes Instructions and materials for 25 activities, which are scheduled throughout the year in this guide. The Notes include additional tips to help you complete the activities (when applicable). Go to www.sonlight.com/DH30 to purchase or learn more about the Lap Book.

Several activities in the Lap Book require your student to fill in information about people, places or events. This is an opportunity to work on research skills that your children will use in later Sonlight programs, in college and throughout their life. The information needed to complete the Lap Book can be found in your Intro to American History, Year 1 of 2 program and also with some light research. If you do not have outside materials (Internet, encyclopedia, library, etc.) available or want some direction in your research, we have included the necessary information in the back of the Lap Book Instructions as an Answer Key.

This week, follow the Lap Book Kit instructions to assemble the Cover and the "Where in the World?" Pocket. Many of the Lap Book activities will require your student to follow specific steps to correctly complete the project. Some activities are scheduled across multiple weeks. We recommend that you and your student read over the full instructions for each week's activity before they begin.

Day
ALL

Explorer Profiles Background & Columbus Booklet

Over the next several weeks your student will add nine explorers in this activity. This week have them cut out:

- the base on Explorer Profiles-1
- the Columbus profile from Explorer Profiles-2
- and one booklet from Explorer Profiles-3

Then, have them follow the Lap Book Instructions to add the Columbus profile. They will save the other explorers for upcoming weeks!

For each explorer, we recommend your student practice writing their text out on a separate sheet of paper to make sure it will fit in the space provided. When they are happy with the wording, have them copy it into the explorer booklet.

Day
ALL

Mapping the Routes of Columbus

Christopher Columbus went on four different journeys to the Americas. In the first two voyages (mentioned in the History reading) he explored the area around Cuba, Hispaniola, Jamaica, and the Caribbean. The third voyage was an attempt to verify rumors of a continent (South America) to the south of Hispaniola. His final voyage was in search of a westward passage to the Indian Ocean and explored the coastline along Honduras, Nicaragua, Costa Rica, and Panama.

Fine-tip permanent markers are the best choice for this assignment. If you do not have access to four different colored markers, your student can use dashed or dotted lines (or a combination of dots and dashes) to mark each of the different routes.

Read-Aloud and Reader Notes

The notes in **Section Three** have been organized in a purposeful manner for your use.

- Both the **Read-Alouds** and **Readers** are organized *alphabetically*.
- Whether you are using our Regular or Advanced Reader program, all of the notes have been included. Please notice that the questions have been broken up by chapters.
- We've placed these notes in a separate section to accommodate for flexibility. Start by simply placing each book's notes within each book. That way, if you're on the road, or reading faster than our recommended schedule, you can simply keep going—we encourage it! ■

Level D: History, Bible and Literature

Days 5–8: Date: _____ to _____

Week Overview																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

Week 2

	Date:	Day 5	Day 6	Day 7	Day 8
BIBLE	Parent Reading	Luke 2:1–20	Luke 2:21–40	Luke 2:41–52	Luke 3:1–23
	Student Reading: Discoverer's Bible	Genesis 7	Genesis 8	Genesis 9:1–17	Genesis 11:1–9, 27–32
	American Indian Prayer Guide	Taino & Arawak, Day One	Taino & Arawak, Day Two	Taino & Arawak, Day Three & Four	Taino & Arawak, Day Five
	Memorization	Psalm 8:1–4			
	Sing the Word: Great in Counsel and Mighty in Deed	Track 1 Listen to this track the entire week.			
HISTORY & GEOGRAPHY	The Beginner's American History		pp. 16–20 	pp. 21–23 	pp. 24–27
	American History: A Visual Encyclopedia	pp. 18–21 			
	Lap Book Kit: American History I: From Exploration to 1850	Activity 1: Explorer Profiles—Diaz, Cortes, Ponce de Leon Activity 1: Explorer Profiles—Smith and Raleigh			
READ-ALOUDS	Walk the World's Rim	chap. 5	chap. 6 	chap. 7 pp. 81–90 (thru 2nd para.)	chap. 7 pp. 90–96
	A Child's Introduction to Poetry		"Nursery Rhymes" pp. 10–13		
READERS	Regular: Pocahontas and the Strangers	chap. 6	chap. 7	chap. 8	chap. 9
	Advanced: The Corn Grows Ripe	chaps. 6–7	chap. 8	chaps. 9–10	chaps. 11–12
Additional Subjects:					

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Bible Reading

It doesn't matter if you are young or old; God wants you to be part of what He is doing in the world. This week you will meet several people who waited for a long, long time to see God do what He said He would do. May we be willing to follow when God calls us, and remember to keep our eyes on Him and not try to "make a name for ourselves."

Memorization (Bible)

Day
ALL Psalm 8: 1–4

Read Psalm 8 ten more times out loud. Are there words you find hard to pronounce? (Make sure you practice saying them correctly.) Which words should receive special emphasis? Any places you should pause or speed up for dramatic effect? Any places where your voice should become louder, softer, higher, or lower? Make notes of these things. Please apply these questions to all your memorization assignments.

- ¹ O LORD, our LORD,
How majestic is Your name in all the earth,
Who have displayed Your splendor above the heavens!
- ² From the mouth of infants and nursing babes You
have established strength
Because of Your adversaries,
To make the enemy and the revengeful cease.
- ³ When I consider Your heavens, the work of Your fingers,
The moon and the stars, which You have ordained;
- ⁴ What is man that You take thought of him,
And the son of man that You care for him?

American History: A Visual Encyclopedia

Day
5 pp. 18–21

To Discuss After You Read

- Q: What function did an astrolabe serve? [p. 18]
A: *it helped mariners navigate*
- Q: Why did Portugal lead Europe in exploration? [p. 18]
A: *the Caravel's design (triangular and square sails allowed it to sail into the wind or with the wind, making it more maneuverable than other ships); Prince Henry encouraged exploration; the new astrolabe; opportunity for riches encouraged more risk*
- Q: By sailing west, what did Columbus hope to accomplish? [p. 19]
A: *he hoped to find a shorter trade route to Asian trading centers*
- Q: What was the purpose of the Treaty of Tordesillas? What did it do? [p. 19]
A: *to prevent territory disputes between Portugal and Spain; it split the Atlantic Ocean with an imaginary north-south line (Spain could claim land west of the line, while Portugal could claim land east of it)*

The Great Lakes are mentioned, but not defined. There are five North American fresh water lakes—Erie, Huron, Michigan, Ontario, and Superior—that are interconnected. [p. 20]

- Q: Why were explorers interested in finding a Northwest Passage? Did they ever find one? [p. 20]
A: *they believed they could find a faster sea route to Asia; no, they had no idea that such a large continent was in the way*

Timeline and Map Points

- † **Spanish Armada attacks England and loses (1588)**
- † **The Incan Civilization begins (ca. 1220)**
- † **Aztec Emperor, Montezuma II (ca. 1466–1520)**
- 🌐 **Bartholomeu Dias sails around the Cape of Good Hope (1488)**
- 🌐 **Columbus sails west from Spain (1492)**
- 🌐 **Columbus lands in West Indies (1493)**
- 🌐 **Hernando Cortes conquers the Aztec empire (1519-1521)**
- 🌐 **Francisco Pizarro conquers the Inca empire (1532)**
- 🌐 **Ponce de Leon claims Florida for Spain (1513)**
- 🌐 *Americas (see next page)*
- 🌐 *New York Bay (C6) (map 1)*
- 🌐 *St. Augustine (Florida) (D6); Santa Fe (C3); Mississippi River (D5); Louisiana (D5); Great Lakes [Lake Superior; Lake Huron; Lake Ontario; Lake Erie; Lake Michigan] (A6–B8) (map 2)*
- 🌐 *[Mediterranean (C7); Brazil (E3); Asia (C9); Africa (E7); Cape of Good Hope (G7); Indian Ocean (F9); India (D9); East Indies (E12); Atlantic Ocean (E4); Caribbean Islands (D3); Mexico (D2); Andes Mountains (F3); Canada (B2); Greenland (B5); China (C10); Spice Islands (E11); Atlantic Coast (C3)] Hudson Bay (B3); Gulf of Mexico (D2); West Indies (D3); Quebec (C3); Mexico City (D2); Pacific Ocean (E1); St. Lawrence River (C3); Gulf of St. Lawrence (C4); Caribbean Sea (D3); Puerto Rico (D3); North America; South America (map 3)*
- 🌐 *Portugal (G2); Spain (G2) Netherlands (E4); England (E3); France (F3); Italy (F5) (map 4)*
- 🌐 *Hudson River (F4) (map 5)*

The Beginner's American History

Day
6 pp. 16–20

Cultural Literacy

Admiral: a rank of the highest naval officers.

To Discuss After You Read

- Q: What was John Cabot's job at the time Columbus set out on his first voyage across the Atlantic?
A: *an Italian merchant*
- Q: What did he try to do?
A: *see if he could find a shorter way to the Indies than Columbus*

Q: Who sailed with him?

A: *his son*

Q: What land did they see? Had Columbus ever seen it?

A: *the continent of North America (probably Cape Breton Island); no*

Q: What did Cabot do when he went on shore?

A: *planted two flag poles, displaying the English and Venice flags, and claimed the land for Henry the Seventh*

Q: What did the Cabots carry back to England?

A: *Indian traps for hunting, some wild turkey, rib of a whale*

Q: How did the New World come to be called America?

A: *named after the Italian navigator, Amerigo, who made the voyage to the new land and documented accounts of what he saw*

Timeline and Map Points

- 🌐 *Spice Islands (E11); Cape Breton Island, part of Nova Scotia (C3) (map 3)*
- 🌐 *Venice, Italy (F5); Scandinavia (B6) (map 4)*
- 🌐 *The Church of St. Mary Redcliffe (Bristol); Bristol, England (see map 12 in your book)*

Day
7

pp. 21–23

To Discuss After You Read

Q: Describe the magic fountain. What did Ponce De Leon discover instead?

A: *Indians of the West India Islands believed that there was a fountain in the land to the west that possessed powers able to turn an old man into a boy again; set out to find the fountain but instead found “a land with flowers” (Florida)*

Q: What did Balboa set out to explore?

A: *the Isthmus of Panama*

Q: What was De Soto looking for? What did he find instead?

A: *gold mines; the Mississippi River*

Q: What makes the city of St. Augustine unique?

A: *it is the oldest city built by white men in North America*

Timeline and Map Points

- 🌐 *Mississippi River (D5); St. Augustine (D6); Florida (E6) (map 2)*
- 🌐 *Pacific Ocean (E1); Panama (E2) (map 3)*

Day
8

pp. 24–27

To Discuss After You Read

Q: Where did Walter Raleigh land? What did the Indians call it?

A: *Roanoke Island; the “Good Land”*

Q: What name did Queen Elizabeth give to the country? Why?

A: *she was called “the virgin queen,” so she named it Virginia, in honor of herself*

Q: What did she do for Walter Raleigh?

A: *she gave him the title of honor, Sir Walter Raleigh*

Q: What did Sir Walter then do?

A: *shipped immigrants to America*

Q: What American plants did the settlers send him?

A: *tobacco and potatoes*

Q: What happened to the Virginia Settlement?

A: *its people disappeared*

Q: Did Sir Walter’s attempt to settle Virginia do any good?

A: *answers will vary; it encouraged others to try, leading to the settlement of Jamestown*

Timeline and Map Points

- 🌐 *Roanoke Island (coast of today’s North Carolina) (C7); Virginia (C7) (map 2)*
- 🌐 *Great Britain (D2) (map 4)*

Lap Book Kit: American History I

Day
ALL

Explorer Profiles—Diaz, Cortez, Ponce de Leon

This week your student will cut out:

- the Diaz, Cortez, and Ponce de Leon profiles from Explorer Profiles-2
- and three booklets from Explorer Profiles-3

Have them follow the Lap Book Instructions to add them to the Explorer Profiles base. As with the Columbus booklet, we recommend your student practice writing their text out on a separate sheet of paper before they copy it into the booklets.

Day
ALL

Explorer Profiles—Smith and Raleigh

Have your student cut out:

- the Smith and Raleigh profiles from Explorer Profiles-2
- and two booklets from Explorer Profiles-3



Then, have them follow the Lap Book instructions to add them to the Explorer Profiles base. ■

Level D: History, Bible and Literature

Days 9–12: Date: _____ to _____

Week Overview																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

Week 3

	Date:	Day 9	Day 10	Day 11	Day 12
BIBLE	Parent Reading	Luke 4:1–30	Luke 4:31–44	Luke 5:1–16	Luke 5:17–39
	Student Reading: Discoverer's Bible	Genesis 12:1–9	Genesis 18:1–15	Genesis 19:1, 12–29	Genesis 21:1–21
	American Indian Prayer Guide	Powhatan, Day One	Powhatan, Day Two	Powhatan, Days Three & Four	Powhatan, Day Five
	Memorization	Psalm 8:1–6			
	Sing the Word: Great in Counsel and Mighty in Deed	Track 1 Listen to this track the entire week.			
HISTORY & GEOGRAPHY	The Beginner's American History	pp. 41–44	pp. 45–49 		
	North American Indians			pp. 5–17	pp. 18–32
	Lap Book Kit: American History I: From Exploration to 1850	Activity 1: Explorer Profiles—Pizarro, De Soto			
READ-ALOUDS	Walk the World's Rim	chap. 8 pp. 97–104 (thru 2nd para.)	chap. 8 pp. 104–113	chap. 9	chap. 10
	A Child's Introduction to Poetry		"Nonsense Verse" pp. 14–16		
READERS	Regular: Pocahontas and the Strangers	chap. 10	chap. 11	chaps. 12–13	chap. 14
	Advanced: The Corn Grows Ripe	chaps. 13–15			
	Advanced: A Lion to Guard Us		chaps. 1–4 	chaps. 5–9	chaps. 10–14
Additional Subjects:					

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Bible Reading

Whether it's healing people or teaching, Jesus didn't do it alone. He invited people to follow Him and learn from Him. The ones He spent the most time teaching were called disciples. Your children will read an account of God

destroying a wicked city, but also providing in love. God looks out for the outcasts, provides for us when we follow His directions, and can even lead us to the people we need to meet.

Memorization (Bible)

Day
ALL

Psalm 8: 1–6

Read Psalm 8 out loud ten times. Use the dramatic devices you decided on last week. Do you still think they sound right? Should you change any of them? Are there any other special effects—speed, pitch, volume—you should use? Make sure you talk about these things with your Mom or Dad.

- ¹ O LORD, our LORD,
How majestic is Your name in all the earth,
Who have displayed Your splendor above the heavens!
- ² From the mouth of infants and nursing babes You
have established strength
Because of Your adversaries,
To make the enemy and the revengeful cease.
- ³ When I consider Your heavens, the work of Your fingers,
The moon and the stars, which You have ordained;
- ⁴ What is man that You take thought of him,
And the son of man that You care for him?
- ⁵ Yet You have made him a little lower than God,
And You crown him with glory and majesty!
- ⁶ You make him to rule over the works of Your hands;
You have put all things under his feet,

The Beginner's American History

Day
9

pp. 41–44

To Discuss After You Read

- Q: What did Captain Henry Hudson try to discover? Why?
- A: *a passage to the Pacific Ocean, across or near the North Pole, creating a western route to China and the Indies; this route would have been much shorter than a southern journey around the globe*
- Q: What did he call the river he discovered? What was remarkable about the river?
- A: *"The Great River"; with hardly any current, the tide moves up the river 150 miles*

Day
10

pp. 45–49

To Discuss After You Read

- Q: Why did Hudson turn back when sailing the "Great River"?
- A: *the water was becoming too shallow, and he decided it didn't appear to be heading to the Pacific*
- Q: How was Captain Hudson greeted by Indians?
- A: *some were very friendly and generous, while his men fought several times with others*
- Q: Why did the Dutch take possession of the land on the Hudson?
- A: *they had heard of the rich fur trade of the area*
- Q: How did the English rename New Netherland and New Amsterdam?
- A: *New Netherland became New York; New Amsterdam became New York City*

Timeline and Map Points

- 🌐 Albany, New York (B6) (map 1)

North American Indians

Day
11

pp. 5–17

Since the pages are not numbered, add numbers to the pages. Start with page 5 on the first page with text.

To Discuss After You Read

As each tribe is studied in the book, locate the tribe on the map located in the front of the book.

- Q: How did Native Americans come to be called Indians?
- A: *Columbus called them "Indians," since he thought he reached India*
- Q: How did the houses of various Indian peoples differ?
- A: *they used materials at hand and built houses to suit the weather*
- Q: Did all the Indian peoples eat the same food?
- A: *no, they ate what was available and grew crops that thrived in their area*
- Q: What was the main food of the Plains Indians? How did they use it?
- A: *buffalo; they made clothes, shoes, blankets, shields, and tepees out of the hides and weapons, tools, cups, and rattles out of the bones, horns and hoofs*

Day
12

pp. 18–32

To Discuss After You Read

- Q: Why did the Pueblo Indians dance?
- A: *to encourage the gods to act on their behalf—bring rain, grow crops, cure sickness*
- Q: How did Indians who spoke different languages communicate?
- A: *they used sign language*

Deaf people also use sign language to communicate.

Lap Book Kit: American History I

Day
ALL

Explorer Profiles – Pizzaro, De Soto

Your student will finish the Explorer Profiles Activity this week. Have them cut out:

- the final profiles (Pizzaro and De Soto) from Explorer Profiles-2
- and two more booklets from Explorer Profiles-3

Then, have them follow the Lap Book instructions to finish the Explorer Profiles activity. ■

Section Three

Reading Assignments and Notes

Read-Alouds

Day
1

Preface & Chapter 1

This book is based on a true story. Spanish explorers sailed from Cuba to Florida in 1527.

Cultural Literacy

Use the following words when reading, to enhance your children's understanding of the story.

Franciscan: member of a Roman Catholic religious order. [preface]

Cheyenne and Avavares: North American tribes. [chap. 1]

teepee: an American Indian conical tent, usually consisting of animal skins spread over a frame. [chap. 1]

caravel: small 15th and 16th century sailing vessel. [chap. 1]

fiestas: the Spanish word that means party, feast or festival. [chap. 1]

bullfight: a Spanish, Portuguese, and Latin American spectacle in which a bull is ceremonially fought and usually killed in an arena by a matador assisted by picadors (those on horseback) and banderilleros (those who 'plant' the flags). [chap. 1]

appease: satisfy. [chap. 1]

malicious: marked by intent to do harm or evil. [chap. 1]

"three round moons away": three months. [chap. 1]

Men-from-the-sun: With their fair skin and the fact that the Spaniards came from the East, Indians believed the white men came from the Sun, a god they worshiped. [chap. 1]

To Discuss After You Read

A man's beard described as "the color of grass when there'd been no rain for many hot suns" is tan, light brown.

Q: Why did the Spanish come to the New Land? [preface]

A: *to convert the heathen, to explore, and to find wealth*

Q: Why did the Spaniards choose the role of medicine men? [preface]

A: *through blessings and prayers many Indians were healed and this kept the Spaniards alive*

Q: What was the downside of the medicine man role? [preface]

A: *they were held captive for seven years*

Q: What does Esteban dream of doing when he gets back to Mexico? [chap. 1]

A: *he dreams of having so much food that he can waste the excess by throwing it to the dogs—the ultimate luxury*

Q: What does Esteban mean when he says, "we sit here with our stomachs hugging our backbones"? [chap. 1]

A: *through hunger they had wasted away to the point where their stomachs were shrunken*

Q: Why does Chakoh's father believe the tribe must stay where it is and not go off and learn new ways from other tribes? [chap. 1]

A: *the gods gave us this; here we can be free*

Q: Were the Indian tribes in that part of the world successful at survival? Defend your answer. [chap. 1]

A: *no, half of the people of a tribe would die of starvation each year—they planted no crops, and had no domesticated animals—there were few game animals available—life was hard*

Timeline and Map Points

📍 **Franciscan friars sail from Cuba to Florida, hoping to convert Indians (1527)**

📍 *Pensacola (D5); Mississippi River (D5); Galveston, Texas (D4); Florida (E6); Rocky Mountains (C3) (map 2)*

📍 *Cuba (D3); Mexico (D2) (map 3)*

Day
2

Chapter 2

To Discuss After You Read

Discuss Cortez and the conquest of the Aztecs. You can use your favorite search engine to look up articles and videos that may be helpful. We recommend searching for the name, "Hernan Cortes." There are good articles and videos from History.com.

When Esteban says, "by the beard of the Prophet," he is referring to Mohammed. This oath demonstrates that Esteban is not Catholic like the Señors, but rather a Muslim.

Q: Is a priest the same as a medicine man?

A: *they have similar roles in their various cultures, but serve very different gods*

Q: Why does Chakoh reason the Señors' God is so powerless to save His servants?

A: *he reasons that the Señors' God truly dwells in the church in Mexico and that his power doesn't travel as far as the Señors had come*

Q: What arguments does Chakoh use to go with the Señors to Mexico?

A: *he wants to see the place of origin for his people, and seeks to learn of a god to help overcome the spirit of misfortune that plagues his village*

Q: Why did the Señors decide to go north to get to Mexico which was south?

A: *they wanted to avoid the cruel coastal tribes, and food promised to be more plentiful in the north*

- Q: What is Esteban's opinion of the Señor's God? Is he correct in this?
- A: *he believes that God, Allah, Earth Maker, and Spirit of Good Things were just different names for the same being; no, his understanding of a god of misfortune is not the same as the Christian God; and the Trinity differs from the Muslim God, Allah*
- Q: At first Esteban thinks Chakoh should stay with his own people; what changes his mind?
- A: *when he looks at the extreme poverty of the village, he figures it is in Chakoh's best interests to leave*

Day
3

Chapter 3

Vocabulary

... but when they reached a campfire he would **parch** the leaves and crush them. (*toast; dry to extremity*)

To Discuss After You Read

- Q: How does Esteban describe the world?
- A: *it is round like a basket, and we are like ants that walk on the rim*
- Q: Why does Chakoh despise slaves?
- A: *they are men of no honor—rather than dying, they allowed their freedom to be taken—in a tribe where there is little else of worth, freedom must be guarded carefully*
- Q: How does Esteban believe a slave can receive honor?
- A: *by obeying his master, for that takes courage as well*

In the animist faith, charms and sacrifices help control the spirits. Chakoh constantly seeks “good medicine” to better his life from the god of misfortune.

- Q: How did Cabeza de Vaca decide the group could finally head south?
- A: *he thought the rivers were flowing to the Pacific and no longer the Gulf of Mexico—they were sure to be away from the coastal tribes—see map in front of book*
- Q: Why were the Buffalo People to be feared?
- A: *they tortured their own flesh to gain power over the buffalo, and their moods changed with the wind—they were not to be trusted*

Day
4

Chapter 4

Cultural Literacy

Toledo blade: a finely tempered sword or knife blade made in Toledo, Spain.

To Discuss After You Read

- Q: What food in plenty did the Buffalo People have?
- A: *dried meat, dried berries mixed with fat, and stew made of both, all produced from the buffalo*

- Q: Why are the Señors worried about staying with the Buffalo People?
- A: *the Buffalo People kept their distance, withheld friendship, and seemed to be waiting for an excuse to declare the strangers enemies*
- Q: What does Chakoh believe is the problem with Esteban's plan?
- A: *the medicine man of the tribe had so much power and so much to lose that the Spaniards were in a different sort of danger*

Day
5

Chapter 5

Vocabulary

Castillo had recovered his strength and though Dorantes grumbled and scowled **incessantly**, especially at Esteban, they rationed their food for a week's travel. (*continually*)

Cultural Literacy

cornmeal: coarse flour made from ground corn.

pantomime: a drama played out primarily with motions of the body.

eluded: avoided slyly and adroitly.

To Discuss After You Read

- Q: What does Esteban have of value to offer as a trade (requires the exchange of things of value)?
- A: *the gift of laughter that can make one a companion of kings*

Esteban pantomimes a bull fight where a matador fights a bull—since a bull is similar to a buffalo, the Indians enjoyed the show.

Horses came to the Americas in the 16th century. They were brought by Spaniards.¹

A cactus that could be described as “weird-armed” is a Sanguaro cactus.

- Q: Why are the Spaniards excited by the rattle?
- A: *it was fashioned from a gourd—they must be getting close to a farming group of Indians*
- Q: Why is “People of the Earth Medicine” a descriptive term for people who planted crops?
- A: *if you come from a culture with no seeds, the crops and life that come from a seed is a marvelous mystery*

Day
6

Chapter 6

Cultural Literacy

seven golden cities of Antilia or Cibola: one of the myths that propelled Spaniards into the New World. For more information, we recommend using your favorite

1. John Mack Faragher, *American Heritage Encyclopedia of American History*, (Henry Holt and Company: New York, 1998).

search engine to look up the phrase, “seven golden cities of Cibola.”

To Discuss After You Read

A yucca fiber is a desert plant the Indians used to make rope, sandals, mats, and baskets.

The Viceroy’s task is to govern the new territories as the king’s representative and to supply the king with the wealth found in the New World.

- Q: Why did Chakoh not want to leave the Pima village?
A: *they were similar to his people but knew so much more*
- Q: Describe how Esteban acquires the new loincloth for Chakoh.
A: *he creates a scarecrow to keep the birds from stealing seeds; it saved the boy’s work*
- Q: Why does Esteban want Chakoh to keep his turquoise stones for him?
A: *Esteban doesn’t want the Spanish to know there is anything of value in the country, for gold and turquoise will change their hearts to greediness*
- Q: How did the Indians value turquoise? Enough to fight for?
A: *they were a trading item—useful in trading for parrot feathers; no*
- Q: Why are the hair-faces considered evil?
A: *they bring death and slavery, and they take everything they see*

Timeline and Map Points

- 📍 Culiacán, Mexico (E2) (map 2)

Day 7

Chapter 7 pp. 81–90 (through second paragraph)

Cultural Literacy

Mercederian abbey: an abbey founded by members of the Order of Our Lady of Mercy.

vespers: evening prayers.

To Discuss After You Read

Fray Marcos with Pizarro as a conquistador, conquered, subdued, and lied to the Incan people in Peru; no great medicine as Chakoh thinks.

- Q: Why does Brother Solano believe it is important to eat?
A: *he is in charge of the kitchen and firmly believes that an empty stomach can keep one from successfully contemplating God’s word*
- Q: Why does Chakoh believe the rosary was the key to successful planting of crops?
A: *the crops must have medicine to grow—and Brother*

Solano said everything in the garden belonged to God

- Q: Who was building the new cathedral and what materials were they using?
A: *conquered Aztec slaves were using blocks from their old temple to build the new cathedral*
- Q: Why did Chakoh not acquire more Catholic teaching than he did?
A: *it was so different than what he was used to, it would drain from his mind soon after he had heard it*

Day 8

Chapter 7 pp. 90–96

Cultural Literacy

Coronado: a Spanish conquistador and explorer.²

Cortez: a Spanish conquistador and conqueror of the Aztec nation [Mexico].³

catclaw: prickly shrubs.

To Discuss After You Read

- Q: Describe how Chakoh’s life changed when he took the ceremony that gave him the name Juan.
A: *he had a room with furniture, regular meals, regular worship services, times of instruction, but no family or friends*

Day 9

Chapter 8 pp. 97–104 (through second paragraph)

Cultural Literacy

Montezuma: Montezuma II was the Aztec emperor who died during Cortez’s conquest of the Aztecs.⁴

menacing: showing intention to harm; threatening.

placid: quiet; tranquil.

To Discuss After You Read

- Q: Is Esteban impressed with what Chakoh has learned?
A: *Esteban believes Chakoh could have learned much more practical things, such as life skills from the Buffalo People*
- Q: What does Chakoh discover about the beggars in the midst of the riches of Mexico?
A: *there are many of them, and they don’t know the secret of hunting in Mexico; or how to acquire what they need*

Day 10

Chapter 8 pp. 104–113

To Discuss After You Read

- Q: Where do the slaves the Spanish acquire come from?
A: *the conquered Aztecs and surrounding Indian villages*

2. David Crystal, *Cambridge Biographical Dictionary*, (Cambridge University Press: New York, 1996).

3. Ibid.

4. Ibid.

Q: Why does Chakoh have a hard time believing Esteban was a slave?

A: *he has been wise, courageous, and honorable—and no slave held those descriptions*

Q: Why does the Viceroy send two priests and a boy to find Cíbola?

A: *he doesn't want to empty the King's treasury chasing mirages—then he will send Coronado and an army*

Day
11

Chapter 9

Cultural Literacy

mimicry: imitation.

causeway: a raised road across marshland or water.

To Discuss After You Read

Q: Why did the Spaniards capture slaves? Do you think these are valid and/or true reasons?

A: *they revolted against the King's command, some refused to give up their pagan gods and claim Christianity, and the slave raiders broke the law and collected slaves*

Q: How did Esteban become a slave?

A: *his exceedingly poor parents sold him to save the rest of their children*

Q: How does Esteban view Spanish food?

A: *as bait for a trap, just as all traps use food for bait*

Q: Do you think the villages Chakoh sees as poor and rough have changed?

A: *no, he compares them to the finest goods in Mexico*

Q: What does Esteban miss about his life before he became a slave?

A: *the freedom to pass each day as he pleased*

Day
12

Chapter 10

Vocabulary

With his ready laugh and a few **bantering** words Esteban had even the idlers hurrying for firewood and filling water gourds. (*playfully teasing*)

To Discuss After You Read

Q: What does Esteban mean when he tells Chakoh, "I have far to go, little one"?

A: *he sees a difficult road ahead of him with difficult choices and danger yet to face*

Q: Did Esteban have trouble with the Indians he met?

A: *never, many followed him in joy*

Q: Why does Esteban stay far from Fray Marcos?

A: *so he can do what he wants; he follows the last commands given him, but doesn't want to receive any more*

Q: Does Chakoh follow the path of his father?

A: *no, he has been mesmerized by the Spanish*

Q: What does Esteban believe the Spanish can teach?

A: *fancy manners, fake behavior done to manipulate, and how to lie or be a traitor to your friends*

Day
13

Chapter 11

To Discuss After You Read

Q: How does Esteban maintain his honor and his freedom?

A: *he leads the priests to Cíbola, he goes ahead of the priests to make sure they are well cared for in the Indian villages; once the trip is done, he plans to take his freedom that was promised to him earlier*

Q: Why does Esteban not want Chakoh in Mexico?

A: *he doesn't believe the Spanish would be right for, or good to, Chakoh; Esteban also worries that Chakoh will starve since he has nothing the Spanish want*

Q: Chakoh thinks about honor and realizes that he bent his honor by not telling Fray Marcos the full truth about why he wanted to see Esteban. He decides it is okay to bend honor but not break it as Dorantes did when he broke his promise of freedom to Esteban. What do you think about this idea?

Day
14

Chapters 12–13

Cultural Literacy

pueblo: the communal dwelling of an Indian village of the southwestern United States.

mesa: an isolated hill or mountain with steeply sloping sides.

cavorted: jump or dance around.

To Discuss After You Read

Q: Why was the reaction of the Cíbola Indians so surprising? [chap. 12]

A: *Esteban has been well received by all Indians thus far—to be taken prisoner was a shock*

Q: Why are the Indians angry? [chap. 13]

A: *because of the slave traders who steal Indians*

Q: Why is Mexico a sad place for Chakoh? [chap. 13]

A: *there are many people but not one of them is a friend; he worries about the soul of Esteban—who will mourn him and light a funeral pyre and chant the death song?*

Q: Why does Chakoh decide to leave Mexico? [chap. 13]

A: *there is nothing for him to do there—in his village he can be headman hunter and a warrior, and if he brings seeds, there will be no more hunger*

Timeline and Map Points

† **Esteban's wanderings (1528–1536)** (see map in book) ■

Section Three

Reading Assignments and Notes

Readers

Advanced Readers Program Only: *The Corn Grows Ripe*

ADV.
Day
1

Chapter 1

Setting

Mayan village in Yucatan, Mexico.

For unfamiliar words, please see the glossary at the back of the book.

To Discuss After You Read

- Q: Who were the members of Dionisio's family?
A: *his mother, father, sister, great-grandmother, and himself [three brothers had died earlier]*
- Q: Where did Dionisio's name come from?
A: *his baptized name came from the saint day; his skin color resembled the Jaguar, and his personality was spirited, mischievous, curious, and lazy*

† Mayans (AD 250–900)

ADV.
Day
2

Chapters 2-3

To Discuss After You Read

- Q: Why did the Mayan create a new cornfield every few years?
A: *while the soil remained rich, it contained too many weeds to control; the land needed a rest*

The Mayan had two seasons—months of the sun then months of rain.

- Q: Why does the great-grandmother believe Tigre should help his father in the field?
A: *to build his character—to learn to finish his tasks*
- Q: Why does Tigre travel to find the medicine man?
A: *the medicine man is also a bone setter and needs to set Father's broken leg*

ADV.
Day
3

Chapter 4

To Discuss After You Read

- Q: Why does Tigre hesitate to go to the medicine man?
A: *the distance is far—17 kilometers, he will travel in the dark, and the bush contained evil winds, demons, monsters, and witches*

ADV.
Day
4

Chapter 5

To Discuss After You Read

- Q: Why did Tigre attend school at night?
A: *the government required all children to be literate—if a family did not school their children, their family could receive a stiff fine*
- Q: How did Tigre plan to cover the family's extra financial burdens?
A: *he planned a larger field and planted beans, squash, and chili peppers*

ADV.
Day
5

Chapters 6-7

To Discuss After You Read

- Q: How did Tigre's search of the chicken coop problem differ from his family's thinking?
A: *he carefully searched for answers, whereas his family accepted the dead chickens as fate*
- Q: Why does Tigre whistle in the milpa?
A: *to call the wind gods to spread the flames from the three fires he set*

ADV.
Day
6

Chapter 8

To Discuss After You Read

- Q: How did Tigre spend his time before the planting?
A: *making a rope for the celebration, flying kites, playing ball, hunting a small deer*

ADV.
Day
7

Chapters 9-10

To Discuss After You Read

- Q: Describe the Holy Cross celebration.
A: *the village was cleaned up, the villagers wore their best clothing, visitors came from all over, music and laughter filled the air, people shot skyrockets, they danced, the boys kept an all night vigil, a bullfight, and the ropes were judged*
- Q: Describe how Tigre planted his field.
A: *he waited for the rain to soften the ground, poked a hole in the ground, and placed corn, beans, and squash seeds in the hole; he then closed the hole with his sandal*

In the desire to please the gods, the medicine man (not a priest) builds an altar and the people offer sacrifices of “sacred water,” “sacred bread,” wild animals, a ceremonial drink, and a hen from each family. Those that worship and fear the spirits work hard to please them.

To Discuss After You Read

Q: Describe the Hetz Mek.

A: *a ceremony performed at 4 months for baby boys and 3 months for baby girls; each child is introduced to the tools he/she will use in life; the god parents attend and all feast afterward*

Q: How did the villagers deal with the drought?

A: *they lit candles, prayed, and made sacrifices to the village santos; after much prayer, the Mayan returned to their old gods and performed the Chac Chac ceremony*

Timeline and Map Points

 Chichén Itzá (D2) (map 3)

To Discuss After You Read

Q: Describe the ceremony to bring rain.

A: *the medicine man built an altar; all the men attended; the men collected water from a sacred well; the men hung the water on the altar; the men slept near the altar; the people prayed; food was sacrificed; the chosen people acted the parts of a rain storm; the ceremony lasted three days*

Q: Is the Chac a light, gentle rain?

A: *no; strong with thunder*

Q: How did the Mayan store the corn?

A: *they roasted the ears in an earth oven* ■

Advanced Readers Program Only: *A Lion to Guard Us*

ADV.
Day
10

Chapters 1-4

Setting

London to Bermuda to Virginia; 1609.

Overview

After their mother dies in 1609, Amanda, Jemmy, and Meg decide to leave London and follow their father to America. Their ship sails into a fierce storm and they land in Bermuda, not Jamestown. The men build two ships and all eventually sail to Jamestown, where the children find their father.

To Discuss After You Read

Q: The cook thinks their father forgot about them because he hasn't seen them in three years. What do you think?

America is called "the New World" in comparison to Europe (Old World); America represents a new way of life.

Q: Use some descriptive words to describe Amanda.

A: *example: hard-working, compassionate, careful of her siblings, an encourager*

Q: What does this mean? "When you lose someone it's like—like having to find your way again."

Q: What does Amanda plan to do after her mother dies?

A: *find the children's father in America*

Timeline and Map Points

 Jamestown (C7) (map 2)

Note: There are no notes for chapters 2, 3, and 5—just read and enjoy!

ADV.
Day
11

Chapters 6-9

To Discuss After You Read

Q: Do you think Mistress Trippett stole Amanda's money?

A: *yes: even though she paid the doctor, the medical fees would not equal the price of a house; also, Amanda works hard and that should pay for her shelter and food, but Mistress Trippett pretends the children are a hardship*

Q: Why must the children leave Mistress Trippett's house?

A: *Amanda asks for her money, Mistress Trippett faints, and her son turns the three children out*

Q: Why does the children's father not write to them?

A: *he never learned how to read or write*

Q: What does the doctor mean when he says, "Poor Mistress Trippett with her bags of money—let her keep it all. There's a great world outside, and she'll never know it"?

Note: There are no notes for chapter 7—just read and enjoy!

ADV.
Day
12

Chapters 10-14

Cultural Literacy

Medusa: the devil doll; Medusa was one of the three Gorgons in Greek mythology, and the only mortal Gorgon. Medusa and her two sisters had writhing snakes for hair, staring eyes, hideous grins, and protruding fangs. They were so ugly that anyone who saw them turned to stone. Unlike her sisters, Medusa was beautiful in her youth, and was proud of her hair. She boasted of her beauty to Athena, who became jealous and changed her into a hideous person.

To Discuss After You Read

Q: How does the children's dream come true?

A: *Dr. Crider finds them, feeds them and buys the children their tickets and supplies*

Note: There are no notes for chapter 11—just read and enjoy!

To Discuss After You Read

Q: What animals are on the ships? How could each of these animals help Jamestown?

A: *oxen and horses could help plow and clear the land; goats could provide milk; pigs and chickens could serve as food; and chickens could provide eggs*

Q: What sin does Jemmy commit? How does that lead to trouble?


A: *Jemmy's lie makes many people want to steal the door knocker*

Note: There are no notes for chapter 13—just read and enjoy!

To Discuss After You Read

- Q: How does Amanda calm her siblings in the storm?
A: *she tells them a story*
- Q: Why can't the children laugh after the storm?
A: *they feel beaten and tired with the sound of the storm still in their ears; they have been through a lot*
- Q: What is the plan for rescue? Does it seem reasonable?
A: *send a small boat to fetch a larger boat from Virginia*
- Q: What does Meg learn to do while in Bermuda?
A: *play*
- Q: What is the fire for and why do the survivors let it go out?
A: *to guide the boat from Virginia; too much time passed and they believe the boat must have sunk*

Timeline and Map Points



-  Bermuda (D3) (map 3)

To Discuss After You Read

- Q: Why did the men quarrel?
A: *they did not want to build two ships, since some wanted to stay in Bermuda*
- Q: What happened to the people at Jamestown?
A: *the English were at war with Native Americans, some were ill, and some starved; many died*
- Q: What is another name for “a wall made of tree trunks” that surrounds a town?
A: *fort*

Note: There are no notes for chapter 21—just read and enjoy!

Timeline and Map Points

-  Chesapeake Bay (E3) (map 1)
-  James River (C7) (map 2) ■

REG.
Day
1ADV.
Day
15

Chapter 1

Note to Mom or Dad: Before your children begin reading this book, you may want to point out that it—as, really, every book about Pocahontas—is a work of fiction. Very little is known about Pocahontas. Very little.

A few things we do know.

The name of the man referred to as Powhatan in *Pocahontas and the Strangers* (and almost every book ever written about Pocahontas) was really not Powhatan. Powhatan was the name of a Pamunkey (Indian) village. The name of the man referred to as Powhatan was Wahunsonacock. Wahunsonacock was the Pamunkey tribal chief. He and his family lived in Powhatan. A master of diplomacy, he had negotiated a treaty among 30 Indian tribes so that they had formed what was known as the Algonquian Confederacy. Wahunsonacock was the head of the Confederacy. He was also the father of 20 children, one of whom was Pocahontas.

Pocahontas, it seems, had inherited many of her father's traits. She was a daughter in whom Wahunsonacock confided and placed special trust.

The story about John Smith being “saved” by Pocahontas may or may not be accurate. Historians generally take one of these three positions on the story:¹

Fiction: Smith's first account of being saved or rescued was told 17 years after it was to have happened, in 1624. He had written several times before, about his expedition and meeting of Wahunsonacock, but described being comfortable and treated in a friendly fashion. It has been said that some of his fellow colonists described him as, “an abrasive, ambitious, self-promoting mercenary soldier.”²

True Story: Smith claimed to have written about the event in 1616 in a letter to Queen Anne, wife of King James I; however, this letter has never been found.

Misunderstood Ceremony: Beth Brant suggests that, rather than salvation by an enraptured Pocahontas, “John Smith's so-called rescue was ... a mock execution—a traditional ritual often held after capture of enemies...”³

Pocahontas, of course, played a part in the ritual. She chose to adopt Smith as her brother. Based on subsequent events, it appears that Pocahontas and her father hoped that Pocahontas' adoption of Smith would cement a treaty between the Algonquian Confederacy and the British, a treaty that would enhance the fortunes of all the Indian tribes.

Brant suggests that when John Smith left the Jamestown Colony and returned to England, Pocahontas and her father were greatly angered. Why? “By adopting Smith, ... Pocahontas was, in effect, opening her home and family to him. Smith violated this most basic precept of Indian values by leaving Jamestown without even a goodbye or thank you. To be impolite to an Indian is humiliation to the whole family, clan, and Nation.”⁴

After Smith left, we find that “Pocahontas was sent on varying missions to other Nations by her father. Serving as a spokeswoman for the Algonquian Confederacy, she arranged new trade agreements, cemented old friendships and built new ones. Of this there can be no doubt—Pocahontas was a skilled orator and a politician.”⁵ Later, when she and her father were taken prisoner by the residents of Jamestown, we find Pocahontas again seemingly enamored of white ways. Brant explains her behavior from an Indian perspective: “Bargaining with the British, Pocahontas arranged for her father to be sent home and she would stay to learn more about the [C]hristian way. The accounts given at the time show Pocahontas to be an eager convert. I submit that her conversion to [C]hristianity was only half-hearted, but her conversion to literacy was carried out with powerful zeal.” Indeed, “Pocahontas had her own manifest destiny to fulfill. That of keeping her people alive.”⁶

Brant makes two additional comments that should cause us pause as we interpret Pocahontas' life. “The legend of Pocahontas makes us believe that after marrying Rolfe, she quickly became a lady of leisure, even acquiring the title of Lady Rebecca. I find this choice of names especially intriguing. Did she choose it for herself? In her quest for literacy, the Bible was the only tool she had at that time. Did she read the story of another ... Rebecca when she was told, ‘Be thou the mother of thousands of millions, and let thy seed possess the gate of those which hate them?’” [Genesis 24:60]⁷

Pocahontas Rebecca had a son, a boy who combined the blood of the British and the Pamunkey, a son who, in Pocahontas Rebecca's eyes, might have been a symbol of hope for future generations of peace between the two peoples. On her dying bed, her last reported words were, “It is enough the child liveth.”

Alas, it was not enough that Thomas Rolfe survived. As Brant concludes, “The Pamunkey people and ... other southeastern Nations were on the path to extinction.”⁸

—John Holzmann

1. Jone Johnson Lewis, “Fact or Fiction: Did Pocahontas Save Captain John Smith's Life,” About.com, <http://womenshistory.about.com/od/mythsowomenshistory/a/pocahontas.htm>. (Accessed October 2019).

2. “The Pocahontas Myth—Powhatan Renape Nation—the Real Story, Not Disney's Distortion.” Rankokus Indian Reservation, <http://www.powhatan.org/poccc.html>. (Accessed October 2009).

3. Beth Brant, “Grandmothers of a New World,” in Beverly Slapin and Doris Seale, *Through Indian Eyes: The Native Experience in Books for Children* (Philadelphia, PA: New Society Publishers, 1992), 102.

4. *Ibid.*, 103.

5. *Ibid.*

6. *Ibid.*, 103–104.

7. *Ibid.*, 105.

8. *Ibid.*, 108.

Setting

New England to England; early 1600s.

Overview

Pocahontas, daughter of a Native American king, lives in the early 1600s. When the English land near her home, her father distrusts them, but Pocahontas wants to help. She saves the life of Captain John Smith twice, and brings food to the starving settlement at Jamestown. After rumors of wars and much distrust, the English capture Pocahontas, who goes to live in Jamestown. She learns to act like an Englishwoman and marries an Englishman, John Rolfe, a tobacco-grower. Together with their son they leave for England, where Pocahontas dies.

To Discuss After You Read

Q: What character traits does Pocahontas show when she sets the eagle free?

A: *compassion*

Q: What are “great canoes with wings”?

A: *boats with sails*

Timeline and Map Points

† **Pocahontas (1595?–1617)**

† **Jamestown, Virginia settled (1607)**

REG. Day 2	ADV. Day 15	Chapter 2
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To Discuss After You Read

Q: Why does Hapsis say there was war between the English and the Native Americans?

A: *the English angered the Native Americans when they tried to take their food, so the Native Americans fought*

Q: What is Powhatan’s plan? Is this wise?

A: *wait to see what the English will do*

Timeline and Map Points

🌐 *Jamestown, Virginia (C7) (map 2)*

🌐 *England (E3) (map 4)*

REG. Day 3	ADV. Day 16	Chapters 3-4
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To Discuss After You Read

Q: The land where the palefaces build is both good and bad. Why?

A: *good because the water is deep and the ships can come close; bad because it is low, wet, and has flies and mosquitoes*

Q: What new things does Pocahontas see on her trip?

A: *palefaces, clothes, axes, saws, new houses, boats, and guns*

REG. Day 4	ADV. Day 17	Chapter 5
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To Discuss After You Read

Q: Where do the hunters go and why do they go secretly?

A: *to fight the palefaces; so Powhatan can pretend he knows nothing*

REG. Day 5	ADV. Day 17	Chapter 6
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To Discuss After You Read

Q: What do the two peoples trade?

A: *hoses, axes, beads for deer, and turkey*

Q: Why wouldn’t the palefaces trade a gun?

A: *guns kept the palefaces safe*

Q: Why would Powhatan kill his captive Captain John Smith?

A: *without a leader it is easier to drive away the others*

REG. Day 6	ADV. Day 17	Chapter 7
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To Discuss After You Read

Q: Describe how Pocahontas saves Captain John Smith’s life.

REG. Day 7	ADV. Day 18	Chapter 8
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To Discuss After You Read

Q: Some Indians were angry that John Smith lived and others were glad. Why did they have different perspectives?

A: *some thought the white men were enemies and should be killed, others were glad to trade*

REG. Day 8	ADV. Day 18	Chapter 9
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To Discuss After You Read

Q: Why are the warriors angry?

A: *they were unimpressed with Smith’s gifts for saving his life; they were too heavy, and they could carry very little*

REG. Day 9	ADV. Day 19	Chapter 10
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To Discuss After You Read

- Q: How did Indian life differ from a Jamestown's settler's life?
- A: *the settlers built heavy permanent structures and didn't plan well for their future; the Indians lived off the land in homes that moved easily, they had enough food to share; the settlers had no women or children present*
- Q: Why is the fact that the palefaces brought firesticks to the village such an insult?
- A: *it shows lack of trust*

REG. Day 10	ADV. Day 19	Chapter 11
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To Discuss After You Read

- Q: Pocahontas puzzles over Smith's words, "A man who has much gold is rich." Why do you think she is puzzled?
- Q: Why is Powhatan angry with the English?
- A: *he always gives; they always take but give nothing in return and the palefaces don't keep their promises*

REG. Day 11	ADV. Day 19	Chapter 12
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To Discuss After You Read

- Q: Why does Powhatan forbid Pocahontas to help the settlers with their gardens?
- A: *the palefaces abuse her people, they will grow strong, take Indian land, and he does not trust them*

REG. Day 11	ADV. Day 20	Chapter 13
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To Discuss After You Read

- Q: What gifts do the English bring to Powhatan? Why?
- A: *bed, crown, robe, copper jug, and bowl; to get more furs and food (and maybe to mock)*
- Q: What gifts does Powhatan give the English? Why?
- A: *old fur cloak, old shoes, and a few baskets of corn; to show Powhatan's disdain*

REG. Day 12	ADV. Day 20	Chapter 14
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To Discuss After You Read

- Q: How did the English get the food they needed?
- A: *since they didn't prepare well for winter, they stole it from the Indian people*

REG. Day 13	ADV. Day 20	Chapter 15
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To Discuss After You Read

- Q: Explain how the English feel about Powhatan's food, and how Powhatan feels about their treachery.
- A: *English need food and will kill and steal to get it; Powhatan angrily wants to kill Smith and the others—his people need their food*

REG. Day 13	ADV. Day 21	Chapter 16
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To Discuss After You Read

- Q: How does Pocahontas rebel against her family?
- A: *she warns Captain John Smith of coming treachery*

REG. Day 14	ADV. Day 21	Chapter 17
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To Discuss After You Read

- Q: What happened to Captain John Smith?
- A: *in a fire, he had a hole burned in his side*
- Q: Why did Powhatan's people move?
- A: *the palefaces stole from them at gun point and seemed to be everywhere with their firesticks*

REG. Day 15	ADV. Day 21	Chapter 18
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To Discuss After You Read

- Q: Should Pocahontas have trusted Captain Argall?
- A: *no—he tricks her*

REG. Day 16	ADV. Day 22	Chapter 19
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To Discuss After You Read

- Q: Why is Pocahontas kidnapped?
- A: *to force her father to give back English prisoners and guns he captured*

REG. Day 17	ADV. Day 22	Chapter 20
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To Discuss After You Read

- Q: How does Pocahontas try out English life?
- A: *she wears dresses and braids her hair; she speaks English, she helps with chores and she enjoys the girls she lives with*

Timeline and Map Points

-  Bermuda (D3) (map 3)

REG. Day 18 ADV. Day 23 Chapter 21

To Discuss After You Read

- Q: Why does Pocahontas decide to stay in Jamestown?
A: *she has no family or friends back in the village, she feels badly that her father didn't ransom her, and she has friends*

Note: There are no notes for Chapter 22—just read and enjoy!

REG. Day 19 ADV. Day 23 Chapter 23

To Discuss After You Read

- Q: What is Rolfe's popular crop in London?
A: *tobacco*
- Q: Why does Pocahontas decide to go to England?
A: *her husband wants her to meet his family*

REG. Day 19 ADV. Day 24 Chapter 24

To Discuss After You Read

- Q: Does Pocahontas like England? Do the people treat her well?
A: *no, it is rainy and she sees many poor people; Rolfe's family does, but many do not*

Timeline and Map Points

- 🌐 *River Thames (E3) (map 4)*

REG. Day 20 ADV. Day 24 Chapter 25

To Discuss After You Read

- Q: Why is Pocahontas angry with Captain John Smith?
A: *he left her and forgot her even though she cared so deeply for him* ■

Section Four

Instructor's Guide Resources

Bibliography to *American Indian Prayer Guide*

America's Fascinating Indian Heritage, Reader's Digest Association, Inc., Pleasantville, New York, c. 1978.

And with the Wagons Came God's Word, by Seminole storyteller Betty Mae Jumper. This is the Christian history of the Seminole. For more information and a different perspective, use your favorite search engine to search the phrase, "Seminole Tribe."

Atlas of Indians of North America, by Gilbert Legay, Barron's Educational Series, Inc., Hauppauge, New York, c. 1995.

Encyclopedia of Native American Tribes, by Carl Waldman, Checkmark Books, New York, c. 1999.

500 Nations, by Alvin M. Josephy, Jr., Alfred A. Knopf, New York, 1994. This large book corresponds with a video series of the same title. Both are available in many public libraries. The graphics and history in the videos are outstanding, but the series does take a very pro-Indian position that tends to gloss over some of the darker sides of the Indian cultures. The videos are great resources but we suggest you watch the videos with your students and point out the bias. For example, while the Aztec did have a great civilization, they were very brutal to the peoples they subjugated, practicing slavery and human sacrifice in abundance. The video series does make interesting family viewing. Each of the following videos is sixty minutes long and corresponds with the weekly assignments in *American Indian Prayer Guide*.

Volume 1—The Ancestors: Early Cultures of North America

This video covers the Anasazi/Pueblo people of the Southwest, the 800 room Pueblo Bonito, Mesa Verde, and Cahokia, which was near present-day St. Louis and was the largest city in the United States before 1800. Corresponds with **Week #10—Natchez** and **Week #28—Pueblo**.

Volume 2—Mexico: The Rise and Fall of the Aztecs

Retraces the history of the Toltecs and the building of Tenochtitlan, the capital of the Aztec Empire. It also includes the coming of the Spanish under Cortez in 1519. Corresponds with **Week #4—Aztec**.

Volume 3—Clash of Cultures: The People who met Columbus

Portrays the interactions of Columbus with the Taino/Arawak people he encountered on the island of Hispaniola in the Caribbean, and the tragedy that followed. Also follows the path of De Soto, from his landing in Florida all the way to the Mississippi Valley, where he died. It includes stories of his several encounters with various Indian tribes

along the way and his eventual death near the Mississippi. Corresponds with **Week #2—Taino/Arawak**.

Volume 4—Invasion of the Coast: The First English Settlements

Tells the story of three English landings in North America, 1) In the Arctic among the Inuit (Eskimos), 2) At Jamestown, and 3) The Pilgrims at Plymouth Rock. Corresponds with **Week #3—Powhatan**, **Week #5—Wampanoag**, and **Week #7—Inuit**.

Volume 5—Cauldron of War: Iroquois Democracy and the American Revolution

Begins with a review of the history of the first great representative republic in North America, the Iroquois Confederacy of upper New York State. It shows how this example, in 1754, became a model for Benjamin Franklin for what was to follow. The video then traces the events of the French and Indian War and Pontiac's War. Corresponds with **Week #14—Iroquois**, **Week #15—Oneida**, and **Week #16—Huron & Ottawa**.

Volume 6—Removal: War & Exile in the East

Covers the Five Civilized Nations of the Southeast, including the Chickasaws, the Choctaws of Mississippi, the Cherokee & Creeks of Alabama and Georgia, and of their "trail of tears" to Oklahoma after the Indian Removal Act of 1830. It also covers the great Shawnee leader Tecumseh, and the Indian involvement in the War of 1812. Corresponds with **Week #6—Seminole**, **Week #11—Choctaw**, **Week #18—Miami & Shawnee**, **Week #19—Cherokee**, **Week #20—Chickasaw**, **Week #21—Osage** and others.

Volume 7—Roads across the Plains: Struggle for the West

Covers the Spanish missions in California, the incursion of settlers into the plains and the disruption of the lives of the Cheyenne and Kiowa. Also details how the buffalo were diminished as well as the "horse culture" Indian nations such as the Sioux. Replays the history of the wars on the Plains, the peace that Indians made with President Lincoln, and the Sand Creek Massacre in Colorado, where hundreds of Cheyenne Indians under Chief Black Kettle and White Antelope were killed. Also covers the resistance of Sitting Bull and Crazy Horse. Corresponds with **Week #23—Sioux**, **Week #24—Blackfeet**, and **Week #25—Cheyenne**.

Volume 8—Attack on Culture: "I will fight no more forever."

This video covers history mostly after 1850. It reviews the resistance of the Apaches led by Geronimo, and the confinement of Indians onto

reservations. It also reviews the Oklahoma Land Rush of 1889, which took even more land away from the Five Civilized Nations. Corresponds with **Week #29—Apache, Week #33—Nez Perce**, and others. *Meditations with Native American Elders*, by Don Coyhis, Books Beyond Borders, Inc., Boulder, Colorado, c. 1994.

The Only True People: A History of the Native Americans of the Colorado Plateau, by Kathleene Parker, Thunder Mesa Publishing, c. 1991.

Websites

There are many great resources online to learn more about the different Native American Tribes. Some will be from a Christian perspective and others will not. We recommend using your favorite search engine to look up the name of any particular tribe you would like to learn more about.

Fry Bread Recipe

A common food among Native Americans like the Apache is Fry Bread. To make Fry Bread mix together 2 cups of white flour, $\frac{1}{4}$ tsp. salt, $\frac{1}{2}$ tbsp. baking powder, and about $\frac{3}{4}$ cup warm water. Knead until the dough is soft but not sticky. Shape dough into balls the size of a small peach. Form these balls into patties by hand until the dough is about $\frac{1}{2}$ inch thick. Fry one at a time in a heavy pan in about 1-inch of hot lard or shortening. Brown on both sides. Drain on paper towels and serve hot with honey or jam. If you want an Indian Taco, add beans, tomatoes, onions, cheese, and salsa on the top. ■

**“Intro to American History, Year 1 of 2”—Scope and Sequence:
Schedule for Topics and Skills**

Week	Memory Work	Prayer Guide	History	Geography	Biography
1	Psalm 8:1–2	Maya	Christopher Columbus; Introduction to <i>American History: A Visual Encyclopedia</i> ; Exploration and Conquest	<i>Australia; Lisbon; Portugal; Spain; Italy; Mediterranean Sea; China; India; Havana; Cuba; Barcelona; U.S.; Europe; North America; Canada; Greenland; Spice Islands; Atlantic Coast; Mediterranean; Asia; Africa; East Indies; Atlantic Ocean; Caribbean Islands; Mexico; Pensacola; Mississippi River; Texas; Florida; Rocky Mountains; Jamestown (Reg.)</i>	Christopher Columbus; Bartholomeu Dias; Hernando Cortes; Francisco Pizarro; Pocahontas (Reg.)
2	Psalm 8:1–4	Taino & Arawak	Exploring the New World	<i>Spice Islands; Cape Breton Island; Italy; Scandinavia; St. Augustine; Florida; Pacific Ocean; Panama; Roanoke Island; Virginia; Great Britain; New York Bay; Santa Fe; Mississippi River; Brazil; Cape of Good Hope; Indian Ocean; Andes Mountains; East Indies; North & South America; Louisiana; Great Lakes; Hudson Bay; Gulf of Mexico; West Indies; Quebec, Mexico City; St. Lawrence River; Netherlands; England; France; Hudson River; Caribbean Sea; Puerto Rico; Portugal; Spain; Chichén Itzá (Adv.)</i>	Ponce de Leon; Pocahontas (Reg.)
3	Psalm 8:1–6	Powhatan	North American Indians	<i>Holland (Netherlands); Amsterdam; Albany, New York) Jamestown (Adv.)</i>	Pocahontas (Reg.)
4	Psalm 8:1–8	Aztec	Colonial America: 1607-1763; The Atlantic Colonies	<i>Virginia; New England; New York; Texas; Rocky Mountains; Sierra Nevada; California; Salem; Albany; Delaware; Jamestown; Roanoke Island; North Carolina; South Carolina; Georgia; Maryland; Canada; Paris; Britain; Sweden; London; Rhode Island; Pennsylvania; New Jersey; Bridgetown, Bermuda; Antigua; New Orleans; Boston, Jamaica; Connecticut; Massachusetts; Chesapeake Bay (Adv.); James River (Adv.)</i>	Pocahontas
5	Psalm 8:1–9	Wampanoag	The Atlantic Colonies; The Gulf Coast and the West	<i>New England; Florida; New Orleans; New Mexico; Rio Grande; Tallahassee; Gulf Coast; Havana; Gulf of Mexico; Plymouth; Massachusetts Bay Colony; Virginia; U.S.; Europe; Atlantic Ocean; India; Asia; Africa; Australia; London; England; Hartford, Connecticut; Bermuda (Reg.); River Thames (Reg.)</i>	Hernando De Soto; Pocahontas; King James I
6	Psalm 8:1–9	Seminole	Massachusetts—The Puritans	<i>New England; Egypt; Jerusalem; Canaan; Scrooby; Dorchester, Massachusetts; Cape of Good Hope; Hythe/Kent, England; Charlestown; Massachusetts (Reg.); London (Reg.); Thames River (Reg. & Adv.); Bermuda (Adv.); Maine; New Hampshire; Vermont; Connecticut; Rhode Island</i>	John Eliot; John Rogers Squanto; Pocahontas (Adv.)

(continued on the following page)

Week	Memory Work	Prayer Guide	History	Geography	Biography
7	Romans 12:14	Inuit	Puritans; England's Colonies	<i>Plymouth; Connecticut River; Maine; New Hampshire; Connecticut; Massachusetts; Maryland; Potomac River; Baltimore; Providence; Cape Cod; Naples; Carlisle Bay; Jamaica; Málaga, Spain (Reg.); London (Adv.); Thames River (Adv.)</i>	Squanto; Lord Baltimore
8	Romans 12:14-15	Delaware	Pennsylvania—The Quakers Refuse to Fight	<i>Bermuda Islands; Allegheny River; Monongahela River; York, Pennsylvania; Massachusetts; Philadelphia; Fort Duquesne; Ohio River; Delaware; France; Spain; Great Britain; Plymouth (Reg. & Adv.); England (Reg. & Adv.); Holland (Reg. & Adv.); Virginia (Reg.); Cape Cod (Reg.); Málaga, Spain (Adv.)</i>	William Penn; George Fox; General Edward Braddock
9	Romans 12:14-16	Lumbee	Georgia—The Woes of a Charity Colony	<i>Georgia; Florida; North Carolina; South Carolina; Savannah River; Altamaha River; Persia; Turkey; North America; Penobscot River, Maine; Massachusetts; Westfield, Massachusetts (Reg. & Adv.); Milford, Connecticut (Reg. & Adv.); Virginia (Adv.); Cape Cod (Adv.); Plymouth, Massachusetts (Adv.)</i>	William Penn; King George II; James Oglethorpe; Thomas Lombe
10	Micah 6:8	Natchez	Mercantilism and the Crown of England; Colonial Life; Slavery Emerges; Benjamin Franklin	<i>North Carolina; South Carolina; Georgia; Charleston; New York; New Jersey; Pennsylvania; Philadelphia; Providence; Boston; Scotland</i>	King Charles; Benjamin Franklin
11	Romans 8:28	Choctaw	New York—How the British Laws Made Smugglers and Pirates; A Scrambling Place—for Refuge and for Profit	<i>West Indies; Benin; Ashanti; Nigeria; Caribbean Sea; Manhattan Island; Staten Island; West Indies; Africa; Netherlands/Holland; Amsterdam; Hudson River; Delaware Bay; Chesapeake Bay; New York Harbor; Lake Erie; Asia; Indian Ocean; New York; Long Island; Mohawk River; New York City; Brazil; Belgium; Portugal; East River; New Jersey; Harlem River; Germany (Reg.); Germantown (Philadelphia), Pennsylvania (Reg.)</i>	Captain Kidd; Peter Stuyvesant; Jacob Leisler
12	Philippians 4:6	Ojibwa/Chippewa	The Virginia Dynasty—How a Few Gentlemen Came to Rule	<i>Virginia; Jamestown; Ohio; Monticello; Williamsburg; Italy; Baltimore; Potomac River; Rappahannock River; York River; Wilmington, North Carolina; Charleston, South Carolina; Georgia; James River; North Sea; Portsmouth, New Hampshire; Boston; Providence, Rhode Island; Mt. Vernon</i>	George Washington; John Adams; Thomas Jefferson; James Madison; James Monroe;

(continued on the following page)

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Week	Memory Work	Prayer Guide	History	Geography	Biography
13	Philippians 4:6-7	Cree	How the Ocean Tied Some Americans to England; How the Ocean Led Others Out to the World	<i>Gloucester, MA; Salem, MA; Russia; Africa; Zanzibar; Hawaii; British Columbia; Pacific Ocean; Caribbean; St. Petersburg, Russia; Austria; Salzburg, Austria; Germany; Falmouth, England; Newburyport, MA; Ipswich, MA; New Hampshire; Quincy, MA; New Bedford, MA; Vineyard Haven, MA; Nantucket, MA; Massachusetts Bay; Louisiana; Mississippi River; Appalachian Mountains; Canada</i>	
14	John 1:1	Iroquois	A Clash of Empires; The British Take a Collision Course; Creating a New Nation: 1763-1800; Road to Rebellion	<i>Nova Scotia; Boston Harbor; Lexington; Concord; Yorktown; Kentucky; Tennessee; Charlestown; Lake Champlain; San Lorenzo; Vermont; Stow; Medford; Sudbury; Virginia; Framingham; Connecticut; Lincoln, MA; Menotomy; Acton; Roxbury; Worcester; Plymouth; New York (Reg.); Germany (Adv.); Holland (Adv.); German Town (Philadelphia), Pennsylvania (Adv.)</i>	Paul Revere
15	John 1:1-2	Oneida	From Protest to War; Americans Declare Their Independence	<i>Milton; New York (Adv.)</i>	Thomas Jefferson; Charles Cornwallis; George Washington; King George II; Sam Adams
16	John 1:1-3	Huron & Ottawa	Paul Revere; Declaring Independence	<i>Delaware River; Paris; Portsmouth; Worcester; Concord; Lexington</i>	Paul Revere; George Washington; Benedict Arnold; General Lafayette; George Washington; Nathan Hale
17	John 1:1-4	Potawatomi	Dark Days of War; The Road to Yorktown	<i>Marietta; Ohio; Michigan; Indiana; Illinois; Saratoga; Trenton; Valley Forge; Savannah; Yorktown; Charlestown; Cambridge; Woburn, MA; Menotomy, MA; Helena, Montana (Reg.); Glacier National Park (Reg.); Great Falls, Montana (Reg.); Missouri River (Reg.); Gettysburg (Adv.); Allegheny Mountains (Adv.)</i>	Rufus Putman; George Washington; George Rogers Clark
18	Proverbs 27:17	Miami & Shawnee	Why the British Lost the War; The Confederation Era	<i>Paris; Long Island; Cumberland Gap; Missouri; Northwest Territory; Brooklyn Heights; Hudson River; New Jersey; Pennsylvania</i>	General Howe; George Washington
19	James 4:17	Cherokee	The Confederation Era; New States or a New Nation?	<i>Missouri; Annapolis, Maryland; France; Rhode Island; London; Staten Island; New York Bay; Scotland; Long Island; Perth Amboy; Helena, Montana (Adv.); Glacier National Park (Adv.); Great Falls, Montana (Adv.); Missouri River (Adv.)</i>	Daniel Boone

(continued on the following page)

Week	Memory Work	Prayer Guide	History	Geography	Biography
20	Proverbs 16:7	Chickasaw	The Constitution	<i>Philadelphia; Princeton; Morristown; Salem; Danvers; Beverly</i>	Alexander Hamilton; Nathaniel Bowditch
21	Poem	Osage	The Constitution	<i>Russia; Bombay; Calcutta; France; Spain</i>	James Madison; Nathaniel Bowditch
22	Poem	Crow	The Constitution	<i>Cape of Good Hope; Isle of Bourbon; Baltic Sea; Warren, New Hampshire (Adv.)</i>	Sarah Whitcher (Adv.); Nathaniel Bowditch
23	Poem	Sioux	America Grows: 1800-1850	<i>San Francisco; Richmond; Rocky Mountains; Liverpool; Potomac River; Texas; Appalachian Mountains; Oklahoma; Mexico; New Orleans; Manila; India; Sunda Strait; Funchal; Madeira Islands; Machico; Lisbon; Portugal; Tagus River; Ireland; Naugus Head; Luzon; Java; Sumatra; Block Island; Baker's Island; Nantucket; Cape Ann; Cadiz; Mediterranean Sea; Alicante; Warren, New Hampshire (Reg.)</i>	Sarah Whitcher; Thomas Jefferson; George Washington; Nathaniel Bowditch
24	Poem	Blackfeet	America Grows: 1800-1850; American Ways of Growing; The Add-a-State Plan; The Federalist Years; Jefferson and The West	<i>District of Columbia; Great Lakes; Illinois; Kentucky; Ohio; Missouri; Indiana; Tennessee; Alabama; Mississippi; Florida; Wisconsin; Minnesota; Michigan; Mississippi River; Columbia River; Missouri River; New Orleans; Wisconsin River; Illinois River; Kaskaskia River; Wabash River; Miami River; Rocky Mountains; Gulf of Mexico; Batavia</i>	LaSalle; Nathaniel Bowditch; Captain Grey; Naya Nuki (Adv.)
25	Poem	Cheyenne	The Lewis and Clark Expedition	<i>St. Louis; Missouri River; Sumatra; Capetown; Susu Bay; Pulu Coya; Isle of Bourbon; Isle of France; Madagascar; Randolph, Vermont; Springfield, Massachusetts; Connecticut; Chicopee, Massachusetts</i>	Nathaniel Bowditch; Justin Morgan; Thomas Jefferson; Lewis and Clark
26	Poem	Pawnee	The Lewis and Clark Expedition	<i>Fort Mandan; Rocky Mountains; Continental Divide; Mount Pisgah; Vermont</i>	Justin Morgan; Lewis and Clark; Sacagawea
27	1 Samuel 17: 45-46	Paiute & Ute	The Lewis and Clark Expedition	<i>Columbia River; Oregon; Washington; Rutland, Vermont; Lake Champlain; Montreal; Plattsburgh, New York; Lancaster, Pennsylvania (Reg. & Adv.)</i>	Justin Morgan; Lewis and Clark; Sacagawea; Robert Fulton
28	1 Samuel 17:45-47	Pueblo	The Lewis and Clark Expedition; War of 1812	<i>Baltimore, Maryland; Michigan; Indiana; Belgium</i>	Sacagawea; Lewis and Clark; James Madison; Robert Fulton; Adoniram Judson

(continued on the following page)

Week	Memory Work	Prayer Guide	History	Geography	Biography
29	John 8:12	Apache	America's Leading Import: People; Instant Cities	<i>Erie Canal; Buffalo; Albany; Lake Erie; Ireland; Greece; Italy; Belgium; Dublin; Hudson River; Rochester; Seattle, WA; Portland, OR; San Francisco, CA; Los Angeles, CA; Houston, TX; Galveston, TX; Mobile, AL; Memphis, TN; Omaha, NE; Kansas City, MO; Des Moines, IA; Davenport, IA; Minneapolis and St. Paul, MN; Chicago, IL; St. Louis, MO; Detroit, MI; Toledo, OH; Cincinnati, OH; Cleveland, OH; Pittsburgh, PA; Denver, CO; Nebraska; Milwaukee, WI; Africa; Asia; Rhine River; Le Havre; Switzerland; Salem, Massachusetts; Orissa; Bay of Bengal; Calcutta; Serampore; Isle of France; Ceylon; Penang; Straits of Malacca; Madras; Rangoon, Burma; Ava; Amara pura; Irrawaddy River</i>	William Harry Harrison; Adoniram Judson; Robert Fulton
30	Romans 1:16	Navajo	Shaping a New Nation; Every Man His Own Carpenter; Thinking Like Americans; American Know-how	<i>Washington D.C.; Aspen; Central City; Kansas; Iowa; Texas; California; Denver; Pacific Ocean; Panama; Cape Horn; China; South America; Louisiana; Savannah; Egypt; Syria; India; United States; Milan; Swiss Alps; New Haven; Chittagong; Masulipatnam</i>	Napoleon Bonaparte; Eli Whitney; Adoniram Judson; Robert Fulton (Reg.)
31	Psalms 42:1-2	California Indians	1820-1850: The Age of Reform	<i>Savannah, GA; Erie Canal; Buffalo; Lake Erie; Wisconsin; Alabama; Missouri River; Kyauk-kami; Minnesota</i>	Eli Whitney; Adoniram Judson; Robert Fulton (Reg.);
32	Psalms 42:1-4	Shoshone	Do-It-Yourself Doctors	<i>New York; London; Oxford; Cambridge; Seneca Falls; Sweden; Germany; Lake Superior; Lake Michigan; St. Louis; Michigan (Reg. & Adv.); Illinois (Reg. & Adv.)</i>	Dr. Alexander Garden; Dr. William Beaumont; Harriet Tubman
33	Psalms 42:1-6	Nez Perce	Blazing Trails; Wagon-Towns Move West	<i>Kansas; Sante Fe, NM; Independence, MO; California; Snake River; Arkansas River; Jamestown, VA; Nebraska; Wyoming; Rocky Mountains; Chicago, IL; Cincinnati, OH; Denver, CO; Council Grove, KS; Platte River; Sutter's Fort; Sierra Nevada Mountains; Sweden; Denmark; Norway; Germany; Maine (Adv.)</i>	Samuel Morse
34	Psalms 42:1-8	Northwest Coastal Indians	Texas joins the Union; Steam-powered Engines	<i>California; Oregon; Utah; Salt Lake City; Texas; Ohio River; Truckee River; Carson River; Council Bluffs, IA; Sacramento, CA; Promontory Summit, UT; San Francisco Bay; Doubs River; Des Moines, IA; Montrose River; New Orleans, LA; Prairie du Chien, WI; Scotland</i>	Sam Houston; John Bloomfield Jervis
35	Psalms 42:1-10	Chipewyan	Haste Makes Democracy; Political Parties for All	<i>Baltimore, MD; Harrisburg, PA; Nashville, TN; Ontario, Canada; Allegheny (Pittsburgh); Mexico; Maine (Reg.)</i>	Andrew Jackson; William Henry Harrison
36	Psalms 42:1-11	Hawaiians	Manifest Destiny; Andrew Jackson	<i>Buena Vista, California; Texas; Oregon; Mexico; Puerto Rico; Guam; U.S. Virgin Islands; Northern Mariana Islands; Missouri River; Jackson, Wyoming (Adv.)</i>	Andrew Jackson

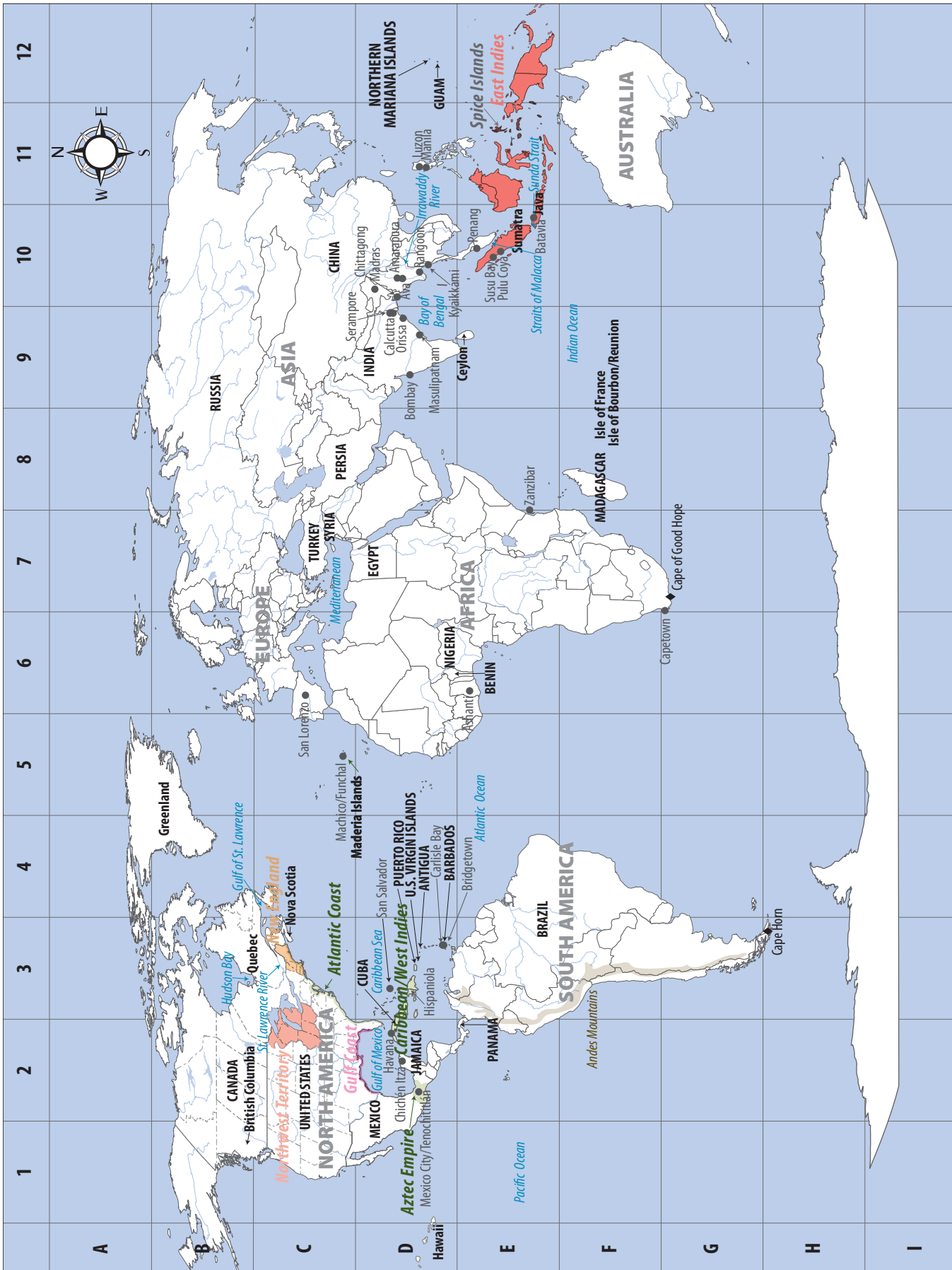
Intro to American History, Year 1 of 2 (4-Day)—Map 1



Intro to American History, Year 1 of 2 (4-Day)—Map 2



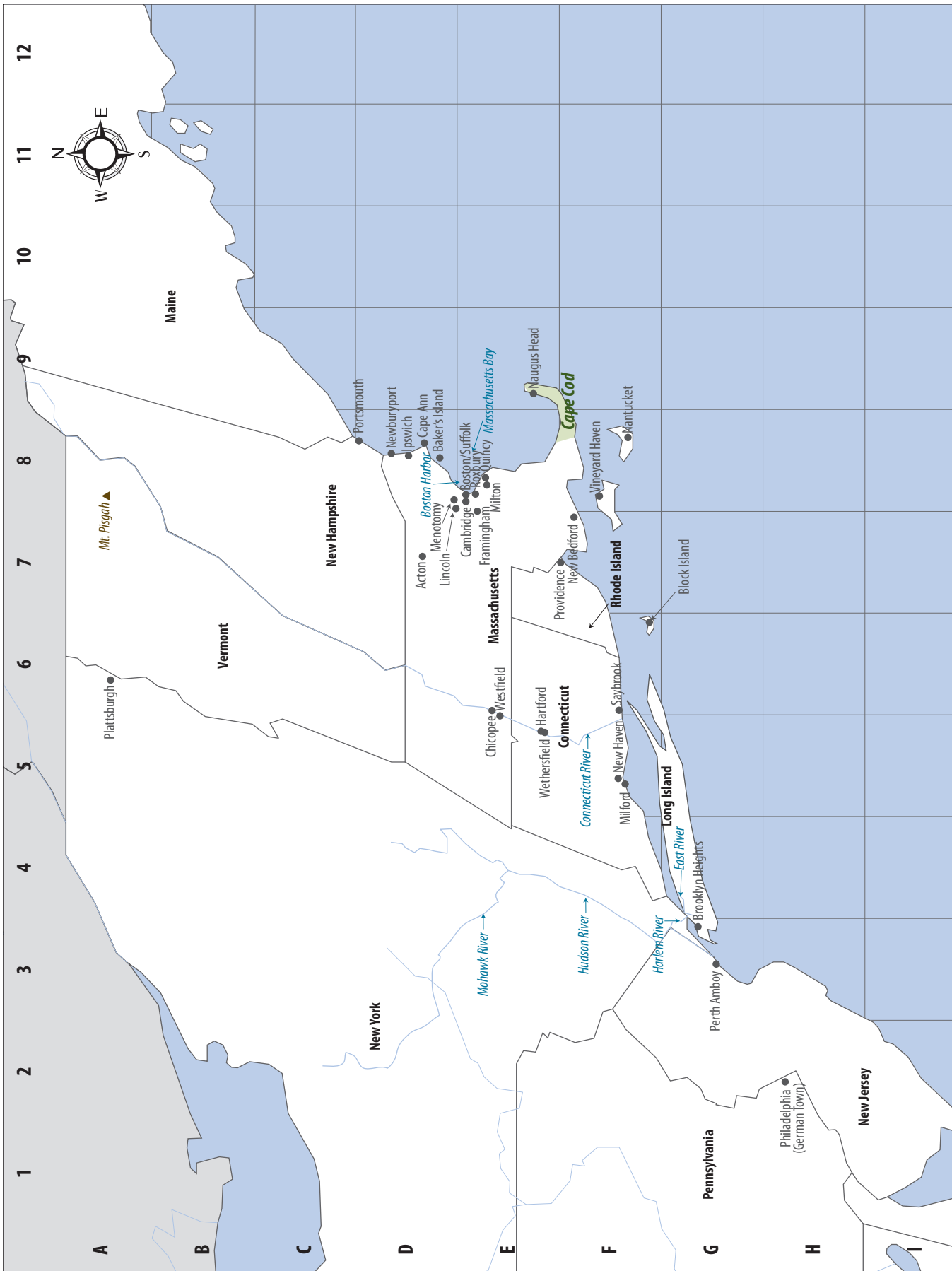
Intro to American History, Year 1 of 2 (4-Day)—Map 3



Intro to American History, Year 1 of 2 (4-Day)—Map 4



Intro to American History, Year 1 of 2 (4-Day)—Map 5



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