

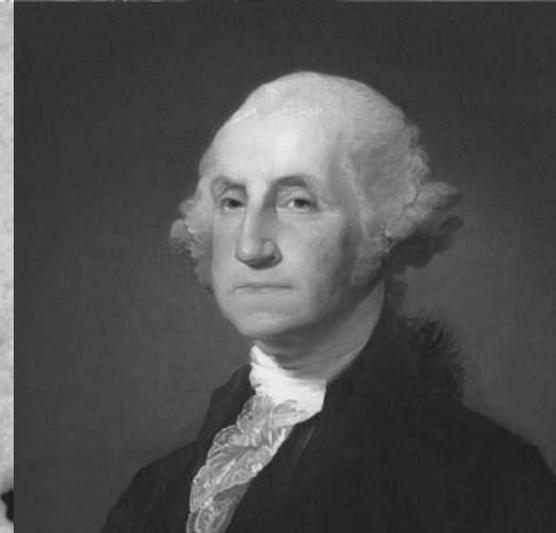
BLOSSOM & ROOT

U.S. HISTORY FOR ELEMENTARY AND MIDDLE GRADES

A River of Voices

THE HISTORY OF THE UNITED STATES

PARENT GUIDE



VOL. 1

FROM THE FIRST EUROPEAN COLONIES TO 1791



www.blossomandroot.com

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Blossom & Root

The History of the United States

A River of Voices

Vol. 1

From the First European Colonies to 1791

A Complete Secular History Unit

**A River of Voices:
The History of the United States
Vol. 1**

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A River of Voices

"We are not makers of history. We are made by history." – Dr. Martin Luther King, Jr.

A little over a year ago, I was attempting to lead my daughters through the first United States history unit in our little homeschool, and things weren't going well.

We had a box full of books that had been recommended in various homeschool groups, but none of them told the whole story, and several were downright false.

The crafty project books I was using to pull our unit together were fun, but I felt like they were missing the mark most of the time. Not only that, but it took hours to complete each day's cutting, pasting, and pocket-crafting--none of which really brought the content to life in a meaningful way.

We made it through the unit on Native People, but I was dissatisfied due the lack of Native voices in the books we had, and the tone that suggested that they existed only in the past. The unit on the first colonies was even worse, and we put it aside after only a couple of days.

It was then that I decided to create our own history curriculum--one that looked at the history of the United States through multiple lenses, and allowed us to dive deeper when we wanted to, one with meaningful activities rather than busy work, and one that sparked important conversations about our past--and our future. For my daughters, I wanted history to be not the babbling stream of a single and dominant narrative, but a river of voices.

Is *A River of Voices* the right choice for Your Family?

This curriculum won't be a fit for everyone. As with our science curriculum, it is built upon a framework of flexibility and choice, rather than a prescribed schedule that tells you what to read and do every day of the week. We do have recommendations for planning and scheduling on the next page, but if you need a tightly structured, predetermined day-by-day plan, this may not be a good fit.

Our curriculum avoids the standard "wooden teeth and cherry tree" mythology of U.S. history in favor of a more complete narrative. Of course, learning about George Washington's teeth can be a fun tidbit, but it shouldn't (in our opinion) be the one detail they remember about his life or contributions. And, while we believe it is important to celebrate the positive contributions of our leaders, we believe in being open about their mistakes and flaws as well.

Our history curriculum, like everything else we create, is secular. Any references to religion are limited to the occasional quote or contextual tidbit concerning the religious beliefs and motivations of various individuals or societies involved in the lesson at hand.

While we have included projects and activities in many of the lessons, we have tried hard to choose culturally sensitive ones, and ones that enhance and deepen the lesson. And while dates are, of course, important and should be noted on a timeline or in a book of centuries with older learners, we place the emphasis on stories and connections instead. We do not provide tests, but rather encourage deep exploration, curiosity, rabbit trails, and meaningful family conversations about the content as you move through the curriculum. Please read through the beginning of this guide for more information.

Thank you for your support of Blossom and Root. Please feel free to reach out to me at any time--I am always happy to help!

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A River of Voices

Options for Scheduling This Curriculum:

Traditional Schedule--Covering the Curriculum in 36 Weeks:

Aim to complete one lesson per week, in order, for a 36-week school year. If you do history once a week, this may mean reading one of the suggested books, completing one of the activity options, and ending with your child answering the prompt in the student notebook. If you do history twice a week or more, you may wish to incorporate multiple books and video links, and more of the optional activities per unit. Please note that not all 36 lessons are included on the Gentle Pathway.

Traditional Schedule--Covering the Curriculum in 18 Weeks:

Aim to complete two lessons per week, in order, for an 18-week period. If you do history twice a week, this may mean reading one of the suggested books, completing one of the activity options, and ending with your child answering the prompt in the student notebook for each lesson. If you do history four times a week or more, you may wish to incorporate multiple books and video links, and more of the optional activities per unit. Please note that not all 36 lessons are included on the Gentle Pathway.

Relaxed Schedule:

Begin at the beginning and spend as much or as little time in each lesson as desired. You can even split this curriculum into four different units that you sprinkle throughout your year, or even over multiple years, unit-study style. This will allow ample time for families that like to incorporate lots of field trips and projects, without added pressure to complete the entire curriculum in a single stretch, from start to finish.

How to Plan Out Each Lesson (The Easy Way):

A few weeks before you begin a lesson, look over it and decide which books or video links you'd like to use and which projects you'd like to do. Highlight them in the teacher's guide here or write them into a separate planner. Refer to the "activities to consider" to note specific supplies you'll need to gather for the activities you'd like to include.

You may wish to bulk-plan the entire year at once, but we highly recommend planning out no more than one part at a time. Don't forget to make note of books you will need. In addition to the spines listed in the book list and in each part's overview, you will find recommended books for individual lessons in each lesson plan, and recommended longer read-alouds to spread over each part in the overview for that part. Please read the beginning of this parent guide for more information on choosing and using books for this curriculum.

Make It Yours

How to Teach This Curriculum



Theophile Marie Francois Lybaert [Public domain],
https://commons.wikimedia.org/wiki/File:Theophile_Lybaert_-_Jersey_Blues_as_scouts,_American_Revolutionary_War_1783.jpg

This curriculum is designed to provide support and inspiration to the parent educator. Above all else, please make it *yours!*

Step One: Absorb

Each lesson begins with a lesson foundation, also referred to as the section, "For the Minimalist." This is the root of the lesson, usually made up of readings from spines, optional readings from additional recommended books, and / or prompts to view specific video or website links. If you want to take a minimalist approach to the lesson, or the entire curriculum, you'll stick with the lesson foundation and the notebook prompt. Otherwise, you will build upon this lesson foundation by adding book basket recommendations, additional video links, activities, and the notebook prompt.

Step Two: Explore

The next step is to explore the topic through hands-on activities, projects, video links, and recommended websites. Our curriculum is flexible, providing several options for each lesson so that you may tailor it to your budget, time available, personal preferences, and your child's learning style.

Step Three: Record

The final step is to allow your child to reflect on the lesson and record their experiences. Children who are already eager, confident writers may use the student notebook to employ written narration. Others may wish to draw or color a picture, below which their parent can dictate their oral narration. Still others may prefer to tape or paste in photographs taken of their adventures and activities during that unit--the choice is yours!

Permission to Go Off the Grid

One of the greatest gifts of homeschooling is the ability to follow rabbit trails, and to delve deeper when inspiration calls. We fully encourage this, and promise that the curriculum will be here, waiting for you when you're ready to come back and move on to the next lesson!

Step One: Gathering Perspectives

Setting the stage for discovery

"History is who we are and why we are the way we are."

David McCullough

The Main Goal

You will begin each lesson by introducing the topic to your child through books and / or short videos. **The primary goal of this stage is simply to introduce the topic and inspire curiosity.**

Options for Step One

As with the rest of this curriculum, we focus on providing multiple options for you to choose from, unit by unit:



Category 1: For the Minimalists (Lesson Foundation)

If you're pressed for time, short on resources, or simply not as excited about a specific unit, stick with Category 1: For the Minimalists / Lesson Foundation to introduce the topic. This category is designed to deliver the foundational information for the lesson.



Category 2: For the Book Basket Folks

This category will provide engaging literature to pick and choose from for your initial introduction. **You absolutely do not need to provide all of these books, every week.** This list is meant to provide *options* for families that prefer a literature-based approach to learning. Please also note that longer read-aloud suggestions can be found in the overview for each of the four parts of this curriculum. Longer read-alouds should be spread out over the course of that part.



Category 3: For the Visual Learners

Some children prefer a more visual model for receiving information, and some topics can be difficult to explain without a visual demonstration. Therefore we provide suggested video and / or website links, most of which are hosted on YouTube, to help introduce each topic. There is a separate "clickable links" PDF included with the purchase of the curriculum. This document provides clickable links and can be stored on your phone or the desktop of your computer for quick and easy access to linked content, whether you choose to use a printed or digital form of this parent guide.

For each unit,
begin with the
lesson foundation
and build upon it
for a customized
educational
experience.

Please ALWAYS screen resources ahead of time to be sure they are in line with your family's values and developmental appropriateness for your child. Please only choose materials assigned to the pathway you have chosen for your child.

Step Two: Explore and Inquire

Choose your own adventure

The Main Goal

The next step for each unit is to explore the topic through hands-on activities. **The primary goal of this stage is to allow your child the opportunity to make discoveries about the topic at hand.**

Mix and Match to Choose Your Own Adventure!

As with the rest of this curriculum, we focus on providing multiple options for you to choose from, unit by unit. Occasionally, there will be a single activity option, but most of the time, we provide multiple options.

Please feel free to pick and choose which activities to add to your lesson. You are under no pressure to complete any of them at all, and you also have the freedom to take your time and do all of the recommended activities. You can even add your own ideas for activities, or take special field trips to local places of interest that relate to the lesson.

Maps

Many of the lessons include a map prompt in the "activities to consider." Typically, your child will refer to a specific resource or map in one of the spines, or use Google maps or a physical atlas to complete a corresponding map page at the back of the student notebook. Map work can be very beneficial, especially for older learners.

For each lesson,
choose from one
or multiple
activities
to provide rich
and engaging
opportunities for
discovery.

Step Three: Record

Documenting the journey

The presentation of the topic belongs to you, the parent educator. What your child takes from that presentation belongs to them.

The Main Goal

The final step for each unit is to give your child a chance to document their experiences through the student notebook. **The primary goal of this stage is to allow your child to record their thoughts, concerning the topic you investigated together during the previous two steps.** Each lesson includes a prompt for the student notebook, but your child is welcome to record whatever they like, concerning what they've taken away from the lesson.

Options for Step Three

As with the rest of this curriculum, we focus on providing multiple options for you to choose from, unit by unit:



Oral Narration

For this option, your child will give a brief oral narration of what they have learned. You, the parent, may choose to take dictation of their words into the student notebook. They may wish to draw or color something before or after the oral narration in the student notebook. This can also be done in the form of casual conversations together.



Written Narration

If your child is already confidently writing, and enjoys doing it, they may wish to record their own written narration, with or without a drawing, in their student notebook.



Scrapbooking with the Student Notebook

You may wish to treat the student notebook as a scrapbook instead, allowing your child to tape or glue photographs into it that you (or they) take during your activities together. They may wish to add brochures or postcards from field trips, make drawings or notes in the margins, or have you take dictation.

Timeline / Book of Centuries

We do not include specific "book of centuries" prompts in the lesson plans. However, if you are working with an older learner (grades 3 and up), we highly recommend adding an entry (or several) to a book of centuries for each lesson completed. We include a blank "book of centuries" in the purchase of this curriculum that can be printed and bound for each child in your home. Your child can either draw a picture for each entry or use Google search to find an image to print, cut, and paste into their book for their entry (recommended.) We highly recommend having your child make a short notation under each entry (i.e. "September 3, 1783 Treaty of Paris marks end of Revolutionary War.")

For each unit, have your child document their experiences using one of these options for the student notebook.

Choosing a Pathway

How to Decide Which Pathway to Use

Three Pathways to Choose From

You have three pathways to choose from when you are planning out the use of this curriculum. Families can even mix and match pathways to meet the needs of different students in their homes. You may use the Gentle Pathway with your kindergartener, while doing the Standard Pathway with your third and sixth graders, and have the sixth grader complete the Advanced Pathway on their own in addition to your work together on the Standard Pathway. Please read the recommendations below carefully to decide which pathway to use with each child.

The Gentle Pathway: Recommended for K - 2 and More Sensitive Learners

History can be a difficult subject to teach to younger children, because it is, by nature, full of distressing and unpleasant events. For this reason, many parents choose to wait until later-elementary to even begin history instruction. However, many parents want to start sooner, but on a gentler path. The Gentle Pathway was designed for those students specifically. Our Gentle Pathway avoids some of the more distressing content while maintaining the integrity of the vision of this curriculum. If you have younger learners (K - 2) or very sensitive learners, this will be the pathway for them. Even still, please be sure to screen all content before sharing it with your child, as every family and every child is different. Please note that several lessons are skipped entirely for those on the Gentle Pathway.

The Standard Pathway: The Foundational Pathway for Grades 3 - 8

The Standard Pathway is the foundational pathway for this curriculum, and was designed with Grades 3 - 8 in mind. You may want to screen content, even if your child falls in this age range, as every child and every family is different. (For example, you may find some content to be a bit young for your upper middle schooler or a bit intense for your middle elementary learner. Feel free to adjust as needed.)

The Advanced Pathway: Additional Resources For Older Learners (Grade 7+) and Parents

The Advanced Pathway is an add-on to the Standard Pathway for older learners and parents.

They will still need to complete the Standard Pathway, but will add the extra resources from the Advanced Pathway to their lessons. These resources do not often coordinate with the activities and notebook prompt on the Standard Pathway--they are simply additional resources designed to enhance the curriculum for older learners. Readings from this pathway can be done independently or as read-alouds. **Please screen all resources carefully--not all of them will be appropriate for all learners or all families. This is especially important on the Advanced Pathway!** Even though the Advanced Pathway was designed for older learners (grade 7 and up) some families may wish to complete it with learners below that recommended level, especially if they want to go deeper into U.S. History and engage in more serious conversations together about the events concerned. You are more than welcome to do so, just be sure to screen everything very carefully first. Some of our links include content that is more appropriate for high school grade levels and adults--screening is paramount.

Permission to Go Off-Grid

"Curiosity is the wick in the candle of learning."

William Arthur Ward

It's All About the Journey, NOT the Map!

As you move through the following lessons, you will naturally come across forks in the road where your child wants to stop and dig deeper (e.g. how did the first English colonists make and dye their clothing?) or follow a rabbit trail that springs up (e.g. learning about pirates makes them excited to investigate the different kinds of ships that were used back then.)

These side-trails can provide some of the richest learning opportunities there are--curiosity-driven, interest-led investigations--so don't ignore them if you can help it.

Many of us feel nervous about "veering off the path" of a curriculum. The thought of learning gaps and self-imposed deadlines can keep us awake at night. We are here to assure you that it is 100 percent a-okay to follow your child's curiosity. This curriculum will be here when you are ready to come back and continue on.

It is also 100 percent a-okay to hurry through a topic that is not very interesting to you, or skip it entirely. We want this curriculum to be yours, so take the liberty to mold it the way you want it and be sure to indulge in those rabbits trails!

Follow those rabbit trails



Part One: The First European Colonies

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The First European Colonies

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Lesson 3:
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Lesson 8:
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Lesson 35:
Native People After the War

Lesson 36:
The Bill of Rights

Book List: Gentle Pathway

Required Books for the Gentle Pathway: Visual Guide

Required Books for the Gentle Pathway:

The spines required for the Gentle Pathway are listed below. The specific selections to be read from each are listed in the applicable lessons in the curriculum. Please note that the three spines listed below will be used in all levels of *A River of Voices* for the Gentle Pathways.

- *A Kid's Guide to Native American History** by Yvonne Wakim Dennis and Arlene Hirschfelder
- *A Kid's Guide to Latino History* by Valerie Petrillo
- *A Child's Introduction to African American History* by Jabari Asim

Please note that we only use the first 15 pages of this resource in this volume, though we will use the rest of the book over the remaining two volumes of US History curriculum. This spine is replacing *A Kid's Guide to African American History* by Nancy I. Sanders, which was shown in the pre-sale sample content, for the Gentle Pathway. If you have already purchased *A Kid's Guide to African American History*, based on the sample content, and would still like to use it as your spine, please refer to the supplementary PDF that came with your purchase.

*A Note Regarding *A Kid's Guide to Native American History*:

This spine uses the words "Indian" and "Native American" interchangeably. However, Native peoples use a variety of words for themselves, and most do not like just "Indian." Terms like "American Indian," "Native American," "Native/Native peoples," and "Indigenous" are all acceptable terms.

Book List: Standard Pathway

Required Books for the Standard Pathway:

The spines required for the Standard Pathway are listed below. The specific selections to be read from each are listed in the applicable lessons in the curriculum. Please note that the first three spines listed below will be used in all levels of *A River of Voices* for the Standard Pathways.

- *A Kid's Guide to Native American History** by Yvonne Wakim Dennis and Arlene Hirschfelder
- *A Kid's Guide to Latino History* by Valerie Petrillo
- *1001 Things Everyone Should Know About African American History* by Jeffrey C. Stewart

Please note that this book is not written for children and does contain some adult content that may be inappropriate for younger learners. For this reason, please always screen each section before reading it to your child. If you are working with younger learners, or are uncertain about whether or not this resource is a good fit, please consider using the book by Jabari Asim on the Gentle Pathway instead. That being said, this spine provides a wealth of information. You can always change a word here or there or omit an item while screening, before reading it out loud to your child. We do not recommend handing this one over to your child to be read independently.

This spine is replacing *A Kid's Guide to African American History* by Nancy I. Sanders, which was shown in the pre-sale sample content, for the Standard Pathway. If you have already purchased *A Kid's Guide to African American History*, based on the sample content, and would still like to use it as your spine, please refer to the supplementary PDF that came with your purchase.

- *Before Columbus: The Americas of 1491** by Charles C. Mann

Please note that the content in this spine won't line up with the content of the lessons. The idea is to cover this spine over the course of Parts One and Two.

Please note that this book has a heavy focus on the "disease narrative" but offers a great foundational understanding of pre-contact life. If you would like to include a source that focuses on the "genocide narrative" instead, you might consider also using *An Indigenous Peoples' History of the United States for Young People* by Roxanne Dunbar-Ortiz, and following the recommended chapters on the Advanced Pathway. (Screen first!)

*A Note Regarding the Spines (*Before Columbus: The Americas of 1491* and *A Kid's Guide to Native American History*): Both spines use the words "Indian" and "Native American" interchangeably. However, Native peoples use a variety of words for themselves, and most do not like just "Indian." Terms like "American Indian," "Native American," "Native/Native peoples," and "Indigenous" are all acceptable terms.

Revolutionary War Spines: At least one of the following (see next page) should be chosen for Part Three. The following spines help to tell the story of the war itself. You can choose one or mix and match multiple spines. If you do not feel the need to cover the specific events of the war at this time, feel free to skip this particular element during Part Three. Please note that the recommended reading schedules are included in the lessons. Please also note that the content in these spines won't always line up perfectly with the content of the units. The idea is to cover the spine(s) over the course of Part Three.

Book List: Standard Pathway

Revolutionary War Spines, cont.:

Option No. 1

- *King George: What Was His Problem? The Whole Hilarious Story of the American Revolution* by Steve Sheinkin

This is, in my opinion, one of the strongest candidates of the recommended choices for elementary and early middle school grades. It's easy to read, engaging, and hits the main points without going into an overwhelming amount of detail. That being said, the tone is on the lighter and more playful side. If you would prefer a more reverent spine for the section on the Revolutionary War, this might not be a good fit for you.

Option No. 2

- Video Option: The *Liberty's Kids* series from PBS

A good option for more visual learners. At the time of the writing of this curriculum, the entire series is available on Amazon Prime video, as well as on DVD for less than 15.00 USD.

Option No. 3

- *America's Black Founders: Revolutionary Heroes and Early Leaders with 21 Activities* by Nancy I. Sanders

This option is highly recommended, especially for grades 5 and up. Please note that this spine carries into Part Four, for those who choose to use it.

Option No. 4

- *The American Revolution for Kids: A History with 21 Activities* by Janis Herbert

This is a meaty option for middle school grades and upper elementary kids who devour military history focusing on specific battles. This one digs the deepest into the war itself. Be sure to look at samples on Amazon before choosing this one, as it may be a bit much for some elementary learners. If you're looking for a more reverent tone, this one is a good choice. Please note that this book occasionally uses terms like "savage raids," "fighting Indian-style" and "Indian attacks." It is a good idea to discuss why these terms are problematic with your child before beginning the book, and / or editing them out during screening (if reading out loud.)

Option No. 5

- *Liberty or Death: The American Revolution 1763 - 1783* by Betsy Maestro and Giulio Maestro

A shorter, picture-book option ideal for grades 3 - 5. Unlike the other options, this spine isn't broken up by chapters, so just aim to break it up over the course of Part Three in a way that works for your family. This might be a single session, or a few pages per week.

Book List: Advanced Pathway

Required Books for the Advanced Pathway:

The spines required for the Advanced Pathway are listed below. The specific selections to be read from each are listed in the Overview of each Part in the curriculum. These selections are meant to be read over the course of that Part. Please note that these three spines will be used in all levels of *A River of Voices* for the Advanced Pathway. Please take some time to read previews of each spine before ordering. The Advanced Pathway is not designed with younger or more sensitive learners in mind, therefore these selections will not be appropriate for younger or more sensitive learners.

- *A Different Mirror for Young People: A History of Multicultural America* by Ronald Takaki
- *A Young People's History of the United States* by Howard Zinn
- *An Indigenous Peoples' History of the United States for Young People* by Roxanne Dunbar-Ortiz

Recommended only for Parents or High School Students **at the Discretion of the Parent:**

- *A Queer History of the United States for Young People* by Michael Bronski

Please remember that the Advanced Pathway is meant to be used *in conjunction with* the Standard Pathway, so we recommend using ALL of the spines listed in the Standard Pathway as well. You will be following *both* Pathways for this option, not just the Advanced Pathway.

Book List: Parents

One Last Recommendation, For Parents (optional)

- *Rethinking Columbus: The Next 500 Years* edited by Bill Bigelow and Bob Peterson

This is a fantastic resource for parents. It addresses how to teach about Columbus and the impact of his arrival in 1492. It contains essays and ideas for encountering the topics of Columbus, the Taínos, myths and stereotypes about Native people, Thanksgiving, treaties, etc. Though this is not a required spine, we do include recommended prompts for it in some of the lessons, should you decide to use it. To avoid confusion, these will always appear at the very end of a lesson.

This is also a helpful resource:

<http://oyate.org/index.php/resources/45-resources/living-stories>

We also recommend you read through the following links, to help identify and address problematic words, phrases, and depictions of Native people. We've worked hard to avoid problematic resources, but there are still occasional problematic phrases in some of the recommended resources. It's very important to know how to recognize these so that you can teach your child to recognize them, too.

<http://oyate.org/index.php/resources/41-resources/how-to-tell-the-difference>

<http://oyate.org/index.php/resources/42-resources/oyate-s-additional-criteria>

Overview: Part One

The First European Colonies

We include an overview before each of the four parts of this curriculum for several reasons:

- To provide a brief glance at the content included in each part
- To provide a list of the spines needed for each pathway in each part
- To provide a list of longer read-alouds that you may wish to include as you complete each part

At a Glance: The ten lessons in Part One: The First European Colonies focus primarily on the arrival of Columbus in 1492 up through 1621. In addition to the formation of the first European colonies, we will also learn about the Native People of the Northeast. For those on the Standard Pathway, you will begin using the spine *Before Columbus: the Americas of 1491* to learn about Native People on both continents prior to the arrival of Columbus on a concurrent track during Part One and Part Two. Though the activities and notebook prompts rarely align with this spine, it is essential to the curriculum and should not be skipped for those on the Standard and Advanced Pathways.

Lesson Schedules: Please see the suggested schedules at the beginning of the guide for both flexible and structured options.

Longer Read-Alouds: The longer read-alouds are not listed in each lesson, as the spines are. Rather, they are meant to be selected and read throughout your journey through each part. These make great additions to your morning basket. To find the recommended spines and longer read-alouds for your chosen pathway(s), please read through the pages of the overview carefully.

Additional Books: Additional books recommended for each lesson can be found in the master book list at the beginning of this guide, and within each lesson. Only spines and longer read-alouds will be listed in the overview.

Gentle Pathway (Grades K - 2 and Sensitive Learners)

Spines Used in Part 1

The spines required for the Gentle Pathway in Part One: The First European Colonies are listed below. The specific selections to be read from each are listed in the appropriate lessons in the curriculum. You will also find recommended longer read-alouds listed below. These are meant to be spread out and enjoyed throughout the entirety of Part One: The First European Colonies, and are not assigned to a specific lesson, nor are they noted in any specific lesson.

- *A Kid's Guide to Native American History* by Yvonne Wakim Dennis and Arlene Hirschfelder
- *A Kid's Guide to Latino History* by Valerie Petrillo
- *A Child's Introduction to African American History* by Jabari Asim

Longer read-aloud selections to enjoy throughout Part One, The First Colonies:

None of the longer read-alouds in Part One are recommended for the Gentle Pathway. If you'd like, you may screen some from the Standard Pathway with your particular child in mind. *A Lion to Guard Us* and *Morning Girl* are both on the gentler side, but do include children in perilous situations. *A Lion to Guard Us* also deals with the death of a parent.

Overview: Part One

The First European Colonies

Continued

Standard Pathway (Grades 3 - 8)

Spines Used in Part 1

The spines required for the Standard Pathway in Part One: The First European Colonies are listed below. The specific selections to be read from each are listed in the appropriate lessons in the curriculum. You will also find recommended longer read-alouds listed below. These are meant to be spread out and enjoyed throughout the entirety of Part One: The First European Colonies, and are not assigned to a specific lesson, nor are they noted in any specific lesson.

- *A Kid's Guide to Native American History* by Yvonne Wakim Dennis and Arlene Hirschfelder
- *A Kid's Guide to Latino History* by Valerie Petrillo
- *1001 Things Everyone Should Know About African American History* by Jeffrey C. Stewart
(Please note that this book is not written for children and does contain some adult content that may be inappropriate for younger learners. For this reason, please always screen each assigned section before reading it to your child. We do not recommend assigning it as independent reading.)
- *Before Columbus: The Americas of 1491* by Charles C. Mann

Longer read-aloud selections to enjoy throughout Part One, The First Colonies (Please always screen first!):

- *Morning Girl* by Michael Dorris
- *Children of the Longhouse* by Joseph Bruchac
- *A Lion to Guard Us* by Clyde Robert Bulla
- *Nzingha: Warrior Queen of Matamba, Angola, Africa, 1595* by Patricia C. McKissack

Advanced Pathway (See Beginning of Guide for Details)

If you really want to dive deep into history with your children, and cover material a bit more serious in nature, you may add the readings and links in the Advanced Pathway to the Standard Pathway. Essentially, you would pull material from both pathways. If you're considering adding the Advanced Pathway to the Standard Pathway for your child(ren), please screen the materials closely first.

IMPORTANT NOTE: The materials in the Advanced Pathway are not appropriate for sensitive learners, and may not be appropriate for many elementary learners. The video links and readings in the Advanced Pathway were selected with upper-middle school learners in mind, though many families may choose to use them with their elementary students, at their own discretion. Please see the beginning of this guide for more details regarding the pathways. **ALWAYS screen books and video links before assigning them to your child. Every child, and every family, is different and it is at the discretion of the parent that they should be considered appropriate for them.**

Please note that the activities, video links, and notebook prompts coordinate with the Gentle and Standard Pathways--the Advanced Pathway is essentially a supplement, not a stand-alone pathway.

Overview: Part One

The First European Colonies

Continued

Advanced Pathway, cont.

Using the Advanced Pathway: The Advanced Pathway can be used in one of two ways. You, the parent, may incorporate the readings and links from the Standard and Advanced Pathways into your lessons with your child(ren) OR you may assign the readings from the Advanced Pathway as independent reading to your older learner, in addition to the work you do together on the Standard Pathway. Unlike the Gentle and Standard Pathways, we do not assign selections from the spines to specific lessons on the Advanced Pathway. Rather, we provide a list of readings to complete during the entirety of each part.

Spines Used in Part 1

Read through the options below, choose at least one spine to use (though you are welcome to use several, or all, of them) and complete the readings while working through Part One. Readings may be completed all at once, toward the beginning of Part One, or sprinkled throughout it. Parents may also wish to enhance their own journey through our U.S. History curriculum by completing the Advanced Pathway readings by themselves, without including their children.

In addition to spines, we have also suggested longer read-alouds listed below. These are optional books your child (or you, the parent) may enjoy reading throughout Part One: The First Colonies.

From A Different Mirror for Young People: A History of Multicultural America by Ronald Takaki:

Chapter 1: Why a Different Mirror?

Chapter 2: Removing the "Savages"

From A Young People's History of the United States by Howard Zinn:

Chapter 1: Columbus and the Indians

From An Indigenous Peoples' History of the United States for Young People by Roxanne Dunbar-Ortiz:

Chapter 1: Follow the Corn

Chapter 2: Culture of Conquest

Recommended for Parents or High School Students at the Discretion of the Parent:

From A Queer History of the United States for Young People by Michael Bronski:

Introduction

Chapter 1: Native Peoples

Overview: Part One

The First European Colonies

Continued

Advanced Pathway, cont.

Longer read-aloud selections to enjoy throughout Part One, The First European Colonies, in addition to those on the Standard Pathway:

- *The True Story of Pocahontas: The Other Side of History* by Dr. Linwood "Little Bear" Custalow and Angela L. Daniel "Silver Star"

Important Note: This book is recommended for parents, not necessarily for students. If you do choose to assign it as independent reading, or read it to your students, please **screen first** as it contains a great deal of peril and some adult themes / content. However, we decided it was important to include it here for parents to combat the romanticization and false mythology around the story of Pocahontas. If you, the parent, are curious about her story, this is the only book we recommend at this time.

Lesson No. 1: Native People of the Northeast

In this lesson, you'll begin to explore the rich cultural landscape of the many Native Nations of the North American continent. This first lesson packs a lot in, so feel free to take your time and expand if needed. As always, rabbit trails are encouraged and welcomed--just be sure to choose resources created by Native People whenever possible.

You will notice that the lessons we've created on Native People dance between the past and the present. One of the learning goals of this curriculum is to emphasize the contributions and the presence of the people of these nations--not only throughout history, but today. Please also note that not all regions in *A Kid's Guide to Native American History* will be covered in Vol. 1. Those not covered in Vol. 1 will be covered in Vol. 2 and Vol. 3.

1. For the Minimalists (Lesson Foundation):

Gentle Pathway:

Read Chapter 1: "Who Are Native People?" and Chapter 2: "Northeast" from *A Kid's Guide to Native American History*.

Standard Pathway:

Read the introduction of *Before Columbus: The Americas of 1491*.

Read Chapter 1: "Who Are Native People?" and Chapter 2: "Northeast" from *A Kid's Guide to Native American History*.

Read through themes 1 - 3 of Essential Understandings (The National Museum of the American Indian (NMAI) Native Knowledge 360° Essential Understandings about American Indians):

<https://americanindian.si.edu/nk360/understandings.cshtml>

Advanced Pathway:

Begin reading your choice of spine(s) for Part One. These book choices, and their selected chapters for Part One, are listed in the section titled Overview: The First European Colonies at the beginning of Part One.

2. For the Book Basket Folks:

Gentle Pathway and Standard Pathway:

Author's Preface, "Wabanaki," "Wampanoag," and "Haudenosaunee," from *Children of Native America Today* by Yvonne Wakim Dennis and Arlene Hirschfelder

Bowwow Powwow by Brenda J. Child (better for younger learners)

Standard Pathway:

Begin reading your choice of longer read-alouds for Part One. These are listed in the section titled Overview: The First European Colonies at the beginning of Part One.

Advanced Pathway:

Begin reading your choice of longer read-alouds for Part One. These are listed in the section titled Overview: The First European Colonies at the beginning of Part One.

Lesson No. 1: Native People of the Northeast

3. For the Visual Learners (see "clickable links" PDF included in your purchase):

Gentle Pathway and Standard Pathway:

The following links provide a wealth of information, including recordings of Native languages being spoken, stories, and pictures:

<http://www.native-languages.org/mohawk.htm>

<http://www.native-languages.org/wabanaki.htm>

http://www.bigorrin.org/wampanoag_kids.htm

http://www.bigorrin.org/iroquois_kids.htm

The following link is to Joanne Shenandoah's YouTube channel, where you can hear her beautiful singing:

<https://www.youtube.com/user/JoShenandoah/videos>

Learn more about Louis Sockalexis with the following link:

<https://sabr.org/bioproj/person/2b1aea0a>

Click here to visit Joseph Bruchac's author website:

<http://josephbruchac.com/>

Click this link to watch a documentary about Mohawk ironworkers (please note that the word "damn" is used, and there is some distressing content. As always, screen first):

<https://www.youtube.com/watch?v=Qrl6tOcvrUM>

Watch "Wampanoag Mishoon Trip to Martha's Vineyard" from the Plimoth Plantation YouTube Channel:

<https://www.youtube.com/watch?v=XtYEqHNmuXI>

Learn about Aaron Carapella's Tribal Nations Maps:

<https://www.npr.org/sections/codeswitch/2014/06/24/323665644/the-map-of-native-american-tribes-youve-never-seen-before> .

This link includes several maps you can click on, and zoom into for a better look. We also recommend visiting Carapella's website, and supporting him by purchasing a map if you're trying to find one to use as you study US history: <http://www.tribalnationsmaps.com/>

Click here to watch highlights from the Marvin "Joe" Curry Veterans Powwow, Seneca Nation:

<https://www.youtube.com/watch?v=CHu1lvG5l4>

From PBS, "Traditional Wampum Belts":

<https://www.pbs.org/video/traditional-wampum-belts-gy05in/>

Lesson No. 1: Native People of the Northeast

3. For the Visual Learners, cont. (see "clickable links" PDF included in your purchase):

Standard and Advanced Pathway:

From PromoProductions, "They Call Us Mohawks" | Ganiienkeh - A Way of Life | Turtle Island Trust Documentary 2013": <https://www.youtube.com/watch?v=kQUyrgnqklg>

From Extra Credits, "Hiawatha - The Great Law of Peace - Extra History - #1":

<https://www.youtube.com/watch?v=79RApCgwZFW&t=438s> and "Hiawatha - Government for the People - Extra History - #2": <https://www.youtube.com/watch?v=RPtUSKkzBcM>

Advanced Pathway:

Visit the Native Languages website and use the search function to listen to clips of different Native languages from the Northeast.

<http://www.native-languages.org/>

Watch "Nani, A Native New England Story" from Ancient Lights Video

https://www.youtube.com/watch?v=4d_svvLloQ (Recommended for parents and upper high school learners--**please screen first** as it was not made with children in mind.)

4. Activities to Consider:

Choose one or several of the many activities featured in Chapter 2: "Northeast" from *A Kid's Guide to Native American History*: "Make a Cornhusk Doll," "Make a Family Thank You List," "Fashion a Penobscot Basket," "Play Waltes--a Dice Game," "Make a Stewed Cranberry Dish," "Create a Delaware Storyteller Bag," "Design a Delaware Gorget," and "Cook Succotash."

Use the map on page 10 of Chapter 2: "Northeast" from *A Kid's Guide to Native American History* to explore the location of some of the Native People of the Northeast. Using this information, complete the corresponding map in the student notebook.

5. The Student Notebook:

All Pathways:

Choose one of the profiles from Chapter 2: "Northeast" in *A Kid's Guide to Native American History* (Cornplanter, the Skywalkers, Joanne Shenandoah, Louis Sockalexis, etc.) Use Google search or your local library to find a picture of them, and to learn more about them. Draw a picture of them in your notebook and write about the important thing(s) they did or continue to do.

Students on the Advanced Pathway may wish to record additional illustrations or notes from their readings.

From Optional Parent Spine:

Read essays from the "Introduction" and "Beginnings" sections in *Rethinking Columbus: The Next 500 Years*.

Lesson No. 3: The Early Spanish Settlements

While the title of the lesson is "The Early Spanish Settlements," the content will focus more on ideas from our *Before Columbus* spine, specifically the engineering of maize, or corn, by the Native People of Central and South America, and how their advanced farming practices allowed for the growth of large and advanced societies on both American continents.

1. For the Minimalists (Lesson Foundation):

Gentle Pathway:

Read up to page 15 in Chapter 2: "The Spanish North American Frontier" in *A Kid's Guide to Latino History* by Valerie Petrillo. Please screen this chapter first, as it does contain some peril, though not described in detail. *Please note that we will be learning more about the Native People of the Southwest in Part Four.* Use the recommended video links on the next page to learn more about maize.

Standard Pathway:

Read Chapter 2: "Genetic Engineering" from *Before Columbus: The Americas of 1491*.

Read up to page 15 in Chapter 2: "The Spanish North American Frontier" in *A Kid's Guide to Latino History* by Valerie Petrillo. *Please note that we will be learning more about the Native People of the Southwest in Part Four.*

Advanced Pathway:

Continue reading your choice of spine(s) for Part One. These book choices, and their selected chapters for Part One, are listed in the section titled Overview: The First European Colonies at the beginning of Part One.

2. For the Book Basket Folks:

Gentle Pathway and Standard Pathway:

Growing Up With Tamales / Los tamales de Ana by Gwendolyn Zepeda

Fry Bread: A Native American Family Story by Kevin Noble Maillard (best for younger elementary)

Too Many Tamales by Gary Soto

Standard Pathway:

Continue reading your choice of longer read-alouds for Part One. These are listed in the section titled Overview: The First European Colonies at the beginning of Part One.

Advanced Pathway:

Continue reading your choice of longer read-alouds for Part One. These are listed in the section titled Overview: The First European Colonies at the beginning of Part One.

Lesson No. 3: The Early Spanish Settlements

3. For the Visual Learners (see "clickable links" PDF included in your purchase):

Gentle Pathway and Standard Pathway:

From the Smithsonian Channel on YouTube, "The Secret Behind the Ancient Mayan's Agricultural Prowess": <https://www.youtube.com/watch?v=l17lhkmFiWI>

From the Matador Network channel on YouTube, "Ixim: A Mayan story about corn":
https://www.youtube.com/watch?v=WScrl_BT-Sg (told largely with subtitles, screen first)

If your child enjoys watching cooking or travel shows, there is a video on the Mark Wiens YouTube Channel called "Ancient MAYAN FOOD - Jungle Cooking in MAYAN VILLAGE in Quintana Roo, Mexico!" and it is excellent! You also get to see a Milpa, a traditional Mayan garden, which is referenced in this week's chapter in *Before Columbus*. Vegans, please note that they do cook meat in this video.
https://www.youtube.com/watch?v=9TFIxXSM_ks

From Fiona Passantino, "the Mayan creation myth": <https://www.youtube.com/watch?v=NIhx4Nu9bP8>

Advanced Pathway:

Watch "Initial Conquest | California History [ep.1]" from The Cynical Historian's YouTube channel:
<https://www.youtube.com/watch?v=J0zbRTAF1vA>. Please screen first.

Older learners may appreciate this interesting tidbit about how corn brought to Europe contributed to the vampire mythology of eastern Europe: Eater channel on YouTube, "The Dark and Terrible History of Corn – Forklore": https://www.youtube.com/watch?v=0clTdx_JSy0

4. Activities to Consider:

Please note that the activity "Make a Medicine Man's Gourd Rattle" on page 11 of *A Kid's Guide to Latino History* is not recommended, as we do not feel it is appropriate to recreate a sacred object.

Help your child to choose a traditional maize (corn) recipe from Central or South America, using Google search and make it together.

Browse a seed company catalog or website to look at the beautiful, diverse varieties of corn. Be sure to include a search for "glass gem corn"--it's beautiful! Baker Creek Heirloom Seeds is an excellent choice. If you have the patience, order one of their beautiful free catalogs to pour over! Your child may wish to make a collage of maize pictures that they draw or cut out of a catalog, or from pages printed off the internet.

This is a fun maize-themed activity from the National Museum of the American Indian on YouTube:
https://www.youtube.com/watch?v=XWQGQJW7FVE&fbclid=IwAR2hulJDJA1ys8JflrbqGiOkxJmr6DMrvzNtyLm_pDF-nhDhaiX7K4wRG34
However, we do recommend using wooden beads rather than plastic ones.

Lesson No. 3: The Early Spanish Settlements

5. The Student Notebook:

All Pathways:

Use Google search or library books to learn about the many ways people cook and eat maize / corn. List or illustrate the many ways people around the world enjoy maize / corn.

Students on the Advanced Pathway may wish to record additional illustrations or notes from their readings.

From Optional Parent Spine:

Read related essays from the "Elementary School Issues" and / or "Secondary School Issues" sections in *Rethinking Columbus: The Next 500 Years*.

Lesson No. 6: Tisquantum / Squanto

This lesson is named for Tisquantum, often called Squanto, but it truly focuses on the many Native People who, like Tisquantum, were kidnapped by the English in the early 1600s. Often, this crucial narrative is dismissed in favor of the happier tale of Squanto, the helpful native who saved the pilgrims--his kidnapping, and the many other kidnappings, often overlooked entirely. Please note that harvest celebrations are covered in Lesson 10. This lesson should not focus on those, but rather on the stories of the kidnapped people and the families and communities they left behind.

For those on the Gentle Pathway, feel free to stick to the recommended Bruchac book listed below, and the story of Tisquantum / Squanto--this will be a fairly short lesson for your pathway. For those on the Standard and Advanced Pathways, please consider the recommended videos created by Plymouth 400, Inc. Don't be afraid to have conversations with your child about the kidnappings, and how they would affect not only those kidnapped, but those left behind as well.

1. For the Minimalists (Lesson Foundation):

Gentle Pathway:

Read (optional, but highly recommended): *Squanto's Journey: The Story of the First Thanksgiving* by Joseph Bruchac.

Standard Pathway:

Read introduction to Part Two: "Why Did Europe Succeed?" and Chapter 5: "The Great Meeting" from *Before Columbus: The Americas of 1491*.

Read (optional, but highly recommended): *Squanto's Journey: The Story of the First Thanksgiving* by Joseph Bruchac.

Advanced Pathway:

Continue reading your choice of spine(s) for Part One. These book choices, and their selected chapters for Part One, are listed in the section titled Overview: The First European Colonies at the beginning of Part One.

2. For the Book Basket Folks:

Gentle Pathway and Standard Pathway:

Squanto's Journey: The Story of the First Thanksgiving by Joseph Bruchac

Standard Pathway:

Continue reading your choice of longer read-alouds for Part One. These are listed in the section titled Overview: The First European Colonies at the beginning of Part One.

Advanced Pathway:

Continue reading your choice of longer read-alouds for Part One. These are listed in the section titled Overview: The First European Colonies at the beginning of Part One.

Lesson No. 6: Tisquantum / Squanto

3. For the Visual Learners (see "clickable links" PDF included in your purchase):

Gentle Pathway

No recommended links for the Gentle Pathway.

Standard and Advanced Pathways:

The "Captured: 1614" videos created by Plymouth 400, Inc. tell the stories of the men captured by the English (including Tisquantum / Squanto) and the families that were left behind to grieve.

These short, staged stories can be watched in nearly any order, but we recommend starting with the Introduction video first:

Introduction: https://www.youtube.com/watch?v=oSweGA2QcfA&list=PL_SEJpPfef9wgV3few2-8rwKHHXmFJ8uu&index=2

Freedom for Fool's Gold: https://www.youtube.com/watch?v=bkYtpsPl5FM&list=PL_SEJpPfef9wgV3few2-8rwKHHXmFJ8uu&index=5

Who Will Teach My Son to Be a Man?: https://www.youtube.com/watch?v=4zw9jgBy-XE&list=PL_SEJpPfef9wgV3few2-8rwKHHXmFJ8uu&index=6

I Must Save Hope: https://www.youtube.com/watch?v=3qvlTUx1mzw&list=PL_SEJpPfef9wgV3few2-8rwKHHXmFJ8uu&index=7

A Song Silenced: https://www.youtube.com/watch?v=KsRUySaBLt0&list=PL_SEJpPfef9wgV3few2-8rwKHHXmFJ8uu&index=8

An Empty Horizon: https://www.youtube.com/watch?v=fZfvsPZneGA&list=PL_SEJpPfef9wgV3few2-8rwKHHXmFJ8uu&index=9

Season of Green Corn: https://www.youtube.com/watch?v=bIHHxyZGED0&list=PL_SEJpPfef9wgV3few2-8rwKHHXmFJ8uu&index=10

The Messenger Runner: https://www.youtube.com/watch?v=KBTawl-zTyA&list=PL_SEJpPfef9wgV3few2-8rwKHHXmFJ8uu&index=1

Lesson No. 6: Tisquantum / Squanto

4. Activities to Consider:

Recommended for Standard or Advanced Pathways (Not Recommended for Gentle Pathway):
Make a list of 27 people in your family and / or community. Next to each name, write something about what that person does to help your family or community. (Example: "My neighbor Mark is a fireman," "My aunt Lily always brings soup when one of us gets sick.") 27 people were taken away from their communities by Thomas Hunt and his men in 1614. Discuss this with your child. Ask them how they think this affected their families and communities?

Recommended for Standard and Advanced Pathway: Learn more about the capture and enslavement of Native people by Europeans with the following links--screen first:

<https://www.thoughtco.com/untold-history-of-american-indian-slavery-2477982>

http://www.slate.com/articles/news_and_politics/cover_story/2016/01/native_american_slavery_historians_uncover_a_chilling_chapter_in_u_s_history.html

<https://www.newsweek.com/native-americans-were-kept-slaves-too-454023>

5. The Student Notebook:

All Pathways:

Narrate or illustrate the story of Tisquantum / Squanto (Gentle Pathway) OR talk about your feelings regarding the "Captured: 1614" videos listed on the previous page (Standard and Advanced Pathways.)

Students on the Advanced Pathway may wish to record additional illustrations or notes from their readings.

Lesson No. 8: Life in the Early English Colonies

In this lesson, you will explore life in the early English colonies. This is a fun lesson that can be expanded for as long as you like, and holds a lot of potential for rabbit trails. Focus and expand on topics that interest your child: historical clothing, simple machines, cooking, gardening, etc. In addition to early colonial daily life, as well as life outside of the colonies in Native villages, this lesson also includes the arrival of the first Africans in Jamestown in 1619. We will be expanding more on the Atlantic slave trade in Lessons 9 and 13.

1. For the Minimalists (Lesson Foundation):

Gentle Pathway:

(Optional) Read one, or several, of the books from the "Book Basket" list below. You may also simply watch recommended video links, if you prefer.

Standard Pathway:

Read Chapter 7: "Extinction" from *Before Columbus: The Americas of 1491*.

(Optional) Read one, or several, of the books from the "Book Basket" list below. You may also simply watch recommended video links, if you prefer.

Advanced Pathway:

Continue reading your choice of spine(s) for Part One. These book choices, and their selected chapters for Part One, are listed in the section titled Overview: The First European Colonies at the beginning of Part One.

2. For the Book Basket Folks:

Gentle Pathway and Standard Pathway:

Revisit "Wampanoag" in *Children of Native America Today* by Yvonne Wakim Dennis and Arlene Hirschfelder (also recommended in Lesson 1)

Standard Pathway:

Continue reading your choice of longer read-alouds for Part One. These are listed in the section titled Overview: The First European Colonies at the beginning of Part One.

Advanced Pathway:

Continue reading your choice of longer read-alouds for Part One. These are listed in the section titled Overview: The First European Colonies at the beginning of Part One.

Lesson No. 8: Life in the Early English Colonies

3. For the Visual Learners (see "clickable links" PDF included in your purchase):

All Pathways:

"Pilgrim Life with Scholastic News" by Scholastic: <https://www.youtube.com/watch?v=4lcao42RALg&t=9s>

The Plimoth Plantation channel on YouTube has a lot of high-quality content to explore. Remember to screen all videos first. (This is also recommended in Lesson 7.)

<https://www.youtube.com/user/pplantation>

Watch "The Wampanoag Way" from Scholastic on YouTube. Not only does this give perspective on life outside of the early English colonies, but it also reinforces the fact that the Wampanoag are still living and thriving in their communities:

<https://www.youtube.com/watch?v=SmisO7pdMW4>

Watch "Guardians of Jamestown, 1619: The Arrival of the First Africans to Virginia" from the 2019 Commemoration Chanel on YouTube:

<https://www.youtube.com/watch?v=nE7ansALArg>

It is challenging to find any material made for children that addresses the slave trade in the early colonies, or the presence of Africans in the colonial period in general. This video gently introduces the arrival of the first slaves to the English colonies in 1619.

Watch "Guardians of Jamestown, 1619: The Influence of Tobacco on Jamestown" from the 2019 Commemoration Chanel on YouTube:

https://www.youtube.com/watch?v=CijghpUbWHU&list=PLFSi4YrL_aUfuWAj0BMW8IDo4C-LM5EvS&index=5

Great kid-friendly video about how tobacco became Virginia's leading cash crop, and how that lead to a steep increase in the amount of slaves brought from Africa to the early English colonies. (There are a few other videos in this series that are worth watching, too!)

Watch "Anna's Adventures: Pick and Pickle" from Jamestown Settlement's YouTube channel:

https://www.youtube.com/watch?v=qOHqqQ-ZOss&list=PLdzBgB_06ByQXsaK41Ee3zU8glUGhBmuk&index=2&t=0s

and "Simple Machines" from the same channel:

https://www.youtube.com/watch?v=HhjkCDdc0T0&list=PLdzBgB_06ByQXsaK41Ee3zU8glUGhBmuk&index=11

Watch "Dress Like a Pilgrim" from the GSMD (General Society of Mayflower Descendants) Communications YouTube channel (actual clothing examples begin at the 3:11 mark):

<https://www.youtube.com/watch?v=FvUdakh67u0>

Lesson No. 8: Life in the Early English Colonies

3. For the Visual Learners, cont.:

Watch "5 Questions with a Pilgrim: Goodwife Hopkins from Plimoth Plantation" from the Scholastic YouTube Channel (vegan families may want to skip this one):<https://www.youtube.com/watch?v=MDGoOB53aT8>

4. Activities to Consider:

Play We Pitisowewepahikan or "double ball," a traditional game played in many Native cultures. You can find information on it at this website: <https://www.manataka.org/page184.html> about halfway down the page. More detailed instructions can be found here:

<https://www.spsd.sk.ca/Schools/brightwater/teacher/midteachers/resources/Documents/First%20Nations%20Double%20Ball%20Game%20Instructions.pdf>. There is also a very helpful video on YouTube, created by Kenneth Flamand, that explains a bit more about the game. This is probably best for the parent (or an older child) to watch. You can watch that video here:

<https://www.youtube.com/watch?v=Qh333-ogqK8>. You may need to get creative with making the double ball. The video creator does provide his email in the video, if you'd like to reach out to him for ideas.

Make corn porridge or another early colonial recipe, or try a Wampanoag recipe. There are a few authentic recipes for both pilgrims and Wampanoags on the Plimoth Plantation website:

<https://www.plimoth.org/learn/just-kids/recipes>

Have a "live like a Pilgrim" day in your homeschool. Begin by learning how to talk like a Pilgrim on the Plimoth Plantation website: <https://www.plimoth.org/learn/just-kids/talk-pilgrim>. Learn how to play a Pilgrim or a Wampanoag game: <https://www.plimoth.org/learn/just-kids/make-it-home>.

Do your homeschool work by candlelight, and dress up like a Pilgrim child. Try scrubbing some laundry by hand in the tub, then hang it up to dry. Read a Pilgrim or Wampanoag story:

<https://www.plimoth.org/learn/just-kids/stories>.

Go on a virtual field trip to a Pilgrim or Wampanoag village: <https://www.plimoth.org/learn/just-kids/virtual-field-trip>. If you're lucky enough to live within driving distance, visit Plimoth Plantation in person!

5. The Student Notebook:

All Pathways:

What would be the best part of living in the early English colonies? What would be the hardest part?

Students on the Advanced Pathway may wish to record additional illustrations or notes from their readings.

Clickable Links:

A River of Voices: The History of the United States, Vol. 1

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The following clickable links apply to our sample only. A full, separate “clickable links” document will be included with the purchase of our curriculum. This document is meant to be kept in an easily accessible place on your computer, so you can pull up links with ease while working off a paper or digital copy of our parent guide. To report any broken links, please email kristina@blossomandroot.com. Thank you!

IMPORTANT: Please refer to the parent guide for more information and relevant pathways for each link. Not every link is appropriate for every pathway. Always refer to the parent guide before opening a link. Please always screen first!

Lesson 1: Native People of the Northeast

Gentle Pathway and Standard Pathway:

Languages, stories, and more:

<http://www.native-languages.org/mohawk.htm>

<http://www.native-languages.org/wabanaki.htm>

http://www.bigorrin.org/wampanoag_kids.htm

http://www.bigorrin.org/iroquois_kids.htm

Joanne Shenandoah’s YouTube channel: <https://www.youtube.com/user/JoShenandoah/videos>

Louis Sockalexis: <https://sabr.org/bioproj/person/2b1aea0a>

Joseph Bruchac’s author website: <http://josephbruchac.com/>

Documentary about Mohawk ironworkers: <https://www.youtube.com/watch?v=Qrl6tOcvrUM>

“Wampanoag Mishoon Trip to Martha’s Vineyard”: <https://www.youtube.com/watch?v=XtYEqHNmuXI>

Aaron Carapella's Tribal Nations Maps: <https://www.npr.org/sections/codeswitch/2014/06/24/323665644/the-map-of-native-american-tribes-youve-never-seen-before> and <http://www.tribalnationsmaps.com/>

Marvin "Joe" Curry Veterans Powwow, Seneca Nation: <https://www.youtube.com/watch?v=CHu1IyvG5l4>

Advanced Pathway:

Native Languages website: <http://www.native-languages.org/>

"Nani, A Native New England Story": https://www.youtube.com/watch?v=4d_svvILLoQ
(Recommended for parents and upper high school learners)

Lesson 3: The Early Spanish Settlements

Gentle Pathway and Standard Pathway:

"The Secret Behind the Ancient Mayan's Agricultural Prowess": <https://www.youtube.com/watch?v=117lhkmFiWI>

"Ixim: A Mayan story about corn": https://www.youtube.com/watch?v=WSCrI_BT-Sg

"Ancient MAYAN FOOD - Jungle Cooking in MAYAN VILLAGE in Quintana Roo, Mexico!": https://www.youtube.com/watch?v=9TF1xXSM_ks

Advanced Pathway:

"Initial Conquest | California History [ep.1]": <https://www.youtube.com/watch?v=J0zbRTAF1vA>

"The Dark and Terrible History of Corn — Forklore": https://www.youtube.com/watch?v=0clTdX_JSy0

Lesson 6: Tisquantum / Squanto

Standard and Advanced Pathways (Not Recommended for Gentle Pathway):

Introduction: Captured: 1614 videos: https://www.youtube.com/watch?v=oSweGA2QcfA&list=PL_SEJpPfef9wgV3few2-8rwKHHXmFJ8uu&index=2

Freedom for Fool's Gold: https://www.youtube.com/watch?v=bkYtpsPl5FM&list=PL_SEJpPfef9wgV3few2-8rwKHHXmFJ8uu&index=5

Who Will Teach My Son to Be a Man?: https://www.youtube.com/watch?v=4zw9jgBy-XE&list=PL_SEJpPfef9wgV3few2-8rwKHHXmFJ8uu&index=6

I Must Save Hope: https://www.youtube.com/watch?v=3qvlTUx1mzw&list=PL_SEJpPfef9wgV3few2-8rwKHHXmFJ8uu&index=7

A Song Silenced: https://www.youtube.com/watch?v=KsRUySaBLt0&list=PL_SEJpPfef9wgV3few2-8rwKHHXmFJ8uu&index=8

An Empty Horizon: https://www.youtube.com/watch?v=fZfvsPZneGA&list=PL_SEJpPfef9wgV3few2-8rwKHHXmFJ8uu&index=9

Season of Green Corn: https://www.youtube.com/watch?v=bIHHxyZGED0&list=PL_SEJpPfef9wgV3few2-8rwKHHXmFJ8uu&index=10

The Messenger Runner: https://www.youtube.com/watch?v=KBTawl-zTyA&list=PL_SEJpPfef9wgV3few2-8rwKHHXmFJ8uu&index=1

Lesson 8: Life in the Early English Colonies

All Pathways:

“Pilgrim Life with Scholastic News”: <https://www.youtube.com/watch?v=4Icao42RALg&t=9s>

The Plimoth Plantation channel: <https://www.youtube.com/user/pplantation>

“The Wampanoag Way”: <https://www.youtube.com/watch?v=SmisO7pdMW4>

"Guardians of Jamestown, 1619: The Arrival of the First Africans to Virginia": <https://www.youtube.com/watch?v=nE7ansALArg>

"Guardians of Jamestown, 1619: The Influence of Tobacco on Jamestown": https://www.youtube.com/watch?v=CijghpUbWHU&list=PLFSi4YrL_aUfuWAj0BMW8lDo4C-LM5EvS&index=5

"Anna's Adventures: Pick and Pickle": https://www.youtube.com/watch?v=qOHqqQ-ZOss&list=PLdzBgB_06ByQXsaK41Ee3zU8glUGhBmuk&index=2&t=0s

"Simple Machines": https://www.youtube.com/watch?v=HhjkCDdc0T0&list=PLdzBgB_06ByQXsaK41Ee3zU8glUGhBmuk&index=11

"Dress Like a Pilgrim" (actual clothing examples begin at the 3:11 mark): <https://www.youtube.com/watch?v=FvUdakh67u0>

"5 Questions with a Pilgrim: Goodwife Hopkins from Plimoth Plantation": <https://www.youtube.com/watch?v=MDGoOB53aT8>

From Activities to Consider:

We Pitisowewepahikan or "double ball": <https://www.manataka.org/page184.html> **or** <https://www.spsd.sk.ca/Schools/brightwater/teacher/midteachers/resources/Documents/First%20Nations%20Double%20Ball%20Game%20Instructions.pdf>. **or** <https://www.youtube.com/watch?v=Qh333-ogqK8>

Recipes for both pilgrims and Wampanoags: <https://www.plimoth.org/learn/just-kids/recipes>

Talk like a Pilgrim: <https://www.plimoth.org/learn/just-kids/talk-pilgrim>

Play a Pilgrim or a Wampanoag game: <https://www.plimoth.org/learn/just-kids/make-it-home>

Read a Pilgrim or Wampanoag story: <https://www.plimoth.org/learn/just-kids/stories>

Virtual field trip to a Pilgrim or Wampanoag village: <https://www.plimoth.org/learn/just-kids/virtual-field-trip>

