



All American History

Volume I

Celeste W. Rakes

AAH Jr.

Lesson Plans

Stacey Lane & Celeste Rakes



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All American History Jr., Volume I
Introduction to the Lesson Plans
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Introduction

- These lesson plans are designed for a four-day weekly schedule and are specific about which day to include each component of the curriculum. There is a logic to this order. However, feel free to make changes if doing so works better for your schedule.
- *Selected* sections of the *Student Reader* have been assigned to provide a big picture of each lesson. *All the information needed to complete the notebooking pages and folderbooks can be found by reading the bulleted information immediately following these reading assignments in the lesson plans.*
- Don't miss the explanations of terms found in the beginning of some lesson plans. These will make understanding the reading assignment easier.
- Be sure to look at all of the photographs and illustrations for each lesson found in the *Student Reader*. These were selected to be both appealing and helpful, especially for visual learners.
- Not all of the components of this curriculum (listed below) have to be used. You are free to choose what works for your family! For example, if you complete the notebooking pages, you may not want to work on the folderbooks—or vice versa.

Components

Challenge Cards

A set of challenge cards (in a flash card format) has been designed for each quarter. One or more questions from each lesson have been included to help students review important information.

Coloring Pages

One coloring page has been created for each lesson. Each page depicts significant people, events, or developments covered in that lesson's reading.

Folderbooks

Directions for creating one or more folderbooks for each quarter have been included.

Map Pack

Two sets of maps are available:

- The **blank outline maps** are to be labeled and/or colored by older students according to the directions provided in the lesson plans.
- The **answer maps** provide a way of checking older students' work. You may also show them to younger students and explain the appropriate information.

Notebooking Pages

The notebooking pages are a simpler version of the *All American History Student Activity Book*. Older students will probably be able to fill in these pages easily. Younger students may dictate their answers.

These pages require cutting and pasting images. If this hinders completing the pages, try one of the following options:

- Make this a family project with everyone involved—one person in charge of cutting, another in charge of pasting, etc.
- Have one person (teacher or older student) be responsible for the cutting and pasting for all students.
- Allow your students to draw in the boxes or write the name of the person or country being studied as an alternative to cutting and pasting the images onto the pages.

There is also a set of blank notebooking for each quarter which you may use as you see fit, if you so desire.

Puzzle Pack

Several crossword puzzles and word searches have been created for each quarter.

Timeline

Timeline figures have been designed for each quarter. Directions for how to assemble the timeline have also been included.

All American History Jr., Volume I

Quarter 1 Lesson Plans

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Lesson 1: The First Americans and Leif Eriksson

Day 1

- Discuss the following term before doing today’s reading in the *Student Reader*.
 - **migrations:** movements by people from one area to another, often in larger groups and over long distances
- Read pages 5–6 in the *Student Reader*, stopping at “Leif (the Lucky) Eriksson.” Also read page 7 (“The Fate of the First Americans”).
 - In this part of the **Atmosphere section (page 5 through the top of page 6)**, focus on the following:
 - The first explorers of America were probably people who crossed the Bering Sea from Siberia to Alaska, either using a raft or walking across a bridge of land that no longer exists. (Look at a globe or map to see where that land bridge could have been located.)
 - No one knows exactly when the first Americans arrived. However, historians do know that the migrations of these Native Americans continued until they had spread throughout present-day North, Central, and South America.
 - Over time, the Native Americans organized into hundreds of tribes. Through the centuries, a number of great Native American civilizations, such as the Aztec and Inca empires, grew up.
 - Most Europeans who arrived in America during the sixteenth century considered these Native Americans to be uncivilized and showed little mercy in taking their land and its resources.
 - In this part of the **Event section (page 7)**, note the following:
 - When European colonists began coming to America, some of their first settlements were saved from starvation by Native American tribes.
 - However, when Europeans started taking land from Native Americans and trying to make them slaves, terrible conflicts arose. Usually, the Europeans were victorious over the Native Americans.
 - Native Americans not killed in battle with the Europeans faced the very real

possibility of dying from diseases brought over from Europe (for which they had no immunity).

- Complete the Lesson 1 Notebooking Page “The First Americans.”

Day 2

- Discuss the following term before doing today’s reading in the *Student Reader*.
 - **expedition:** a long journey or voyage undertaken for a specific purpose, often that of exploration
- Read pages 6–7 in the *Student Reader*, starting at “Leif (the Lucky) Eriksson” and stopping at “Event.” Also read pages 8–10, starting at “Eriksson’s Explorations” and stopping at “Impact.”
 - In this part of the **Atmosphere section (page 6 through the top of page 7)**, focus on the following:
 - The first *recorded* European explorer of America was the Viking adventurer Leif Eriksson.
 - Although Leif was probably born in Iceland, he moved to Greenland when his father Erik took a group of Icelanders there to plant a colony.
 - While visiting in the court of King Olav of Norway, Leif and the men he brought with him were introduced to Christianity. According to some sources, Leif and his men accepted the Gospel and agreed to be baptized.
 - In this part of the **Event section (page 8 to the bottom of page 10)**, note the following:
 - Leif Eriksson and his men set off on an expedition in the early eleventh century. Because they left behind no maps, scholars are not certain where they landed during their voyage.
 - There are several theories about the locations of Eriksson’s three landing sites:
 1. Helluland—present-day Baffin Island or Newfoundland
 2. Markland—present-day Labrador or Nova Scotia
 3. Vinland—present-day Newfoundland or Cape Cod
 - Leif and his men spent the winter in Vinland and brought lumber and grapes back with them to Greenland. On their voyage home, Leif rescued fifteen sailors whom he found shipwrecked on a reef. This rescue earned him the nickname Leif the Lucky.
 - For about twelve years, Vikings traveled back and forth between Greenland

and Vinland, seeking to colonize this new land. None of these Viking settlements lasted very long.

- Stories about Leif’s expedition were eventually written down by the Greenlanders, but few other Europeans seemed to have known about the Viking discoveries in America.
- Complete the Lesson 1 Notebooking Page “Leif Eriksson.”

Day 3

- Complete the Lesson 1 Folderbook assignment.
- Add the Lesson 1 Timeline Figure to your timeline. Write the following key date for Leif Eriksson’s explorations on this figure: **1000**.
- Mark the **explorations of Leif Eriksson** on Outline Map 1 “Leif Eriksson: 1000.” Use the map on **page 8** of the *Student Reader* as a guide.

Day 4

- Review the Lesson 1 Challenge Cards.
- Color the Lesson 1 Coloring Page.
- Draw a picture of a Viking ship. You can find pictures of these ships at
 - www.pbs.org/wgbh/nova/ancient/viking-ships.html
 - www.rosala-viking-centre.com/vikingships.htm
- The Vikings loved jewelry, and almost everyone in Viking society owned some. Their pieces were intricate, symmetrical, and often made of silver. Make a simple piece of silver-colored jewelry.
- Watch *Veggie Tales: Lyle the Kindly Viking*. Compare and contrast its portrayal of the Vikings and their ships with what you have learned.

Lesson 2: Marco Polo and Prince Henry the Navigator

Day 1

- Discuss the following term before doing today’s reading in the *Student Reader*.
 - **caravan:** a group of people traveling together on a journey, often for safety
- Read pages 13–14 in the *Student Reader*, stopping at “Prince Henry the Navigator.” Also read pages 15–20, starting at “Event” and stopping at “Explorations Sent from

Prince Henry’s School.”

- In this part of the **Atmosphere section (page 13 to the middle of page 14)**, focus on the following:
 - Marco Polo was an Italian merchant and adventurer, born into an upper-class family in Venice.
 - In 1260, Marco’s father Nicolo and his uncle Maffeo, experienced merchants, joined a caravan that traveled as far as the court of the great Kublai Khan in Cambulac, Cathay (present-day Peking, China). They didn’t return to Venice until fifteen years later.
 - Wealthy Europeans were eager to buy luxury goods from Asia, such as rugs, silks, satins, jewelry, gold, silver, perfumes, porcelain, sugar, and spices. Merchants involved in this trade earned enormous profits.
- In this part of the **Event section (bottom of page 15 through the top of page 20)**, note the following:
 - When Marco was seventeen years old, he traveled with his father and uncle on a return trip to Cathay. After a four-year journey, they arrived at the court of the Khan, where they were warmly received. The Polos remained in Cathay for twenty-four years.
 - Marco soon became a favorite of the Mongol emperor and traveled throughout his kingdom on special missions. During these journeys, he saw many stunning palaces, costly jewels, and exotic animals.
 - By the time the Polos left Cathay, Marco was about forty years old. He, his father, and his uncle returned to Venice with expensive silks, ivory, jade, marble, and porcelain, as well as jewels that they had sewn into their traveling clothes.
 - After Marco returned to Venice, he fought in a conflict between Venice and Genoa. He was captured by the enemy and thrown into prison for three years. During his time in prison, Marco dictated his travel adventures to an Italian writer named Rustichello.
 - Many people thought that Marco’s stories of his travels were just tall tales. During the remaining years of his life, he talked constantly about Asia and the incredible profits that could be earned by trading there. Because of this, he became known in Venice as Marco Millions.
 - *The Travels of Marco Polo* contained valuable information about the advanced civilization that the Polos found in eastern Asia. After the invention of the printing press, Polo’s book was distributed to many other countries in Europe and inspired a number of European explorers, including Columbus.
- Complete the Lesson 2 Notebooking Page “Marco Polo.”

Day 2

- Discuss the following terms before doing today’s reading in the *Student Reader*.
 - **patron:** a person who supports or champions someone or something; a sponsor or benefactor
 - **navigation:** the process of accurately determining one’s position and planning and following a route; the science of plotting or directing the course of a ship, aircraft, or guided missile
 - **hull:** the main body of a ship, including the bottom, sides, and deck
 - **keel:** the main beam at the bottom of a ship
- Read pages 14–15 in the *Student Reader*, starting at “Prince Henry the Navigator” and stopping at “Event.” Also read pages 20–22, starting at “Explorations Sent from Prince Henry’s School” and stopping at “Impact.”
 - In this part of the **Atmosphere section (middle of page 14 to the bottom of page 15)**, focus on the following:
 - Prince Henry the Navigator was a Portuguese royal prince and patron of explorers.
 - By 1418, Prince Henry had established his own school of navigation, mapmaking, and shipbuilding. He recruited ship captains, navigators, astronomers, mathematicians, mapmakers, navigational instrument makers, and shipbuilders for his school.
 - At Prince Henry’s school, sailors were taught navigational skills, navigational instruments were improved, and new seafaring equipment was invented. Geographical information was collected, and the techniques of mapmaking were advanced.
 - The most revolutionary work carried on at Prince Henry’s school was the development of a new type of sea vessel—the Portuguese caravel.
 - Caravels were lighter, safer, and more efficient ships than the traditional European square-riggers. They were built with a slimmer hull, which made greater speed possible, and a shallow keel, which allowed for sailing into smaller harbors and inlets.
 - In this part of the **Event section (top of page 20 through the top of page 22)**, note the following:
 - Historians have referred to Prince Henry as the explorer who stayed home. Although he never personally participated in any of his school’s expeditions, he financed and sent out Portuguese sea captains to explore the western coast of Africa.

- By the time Prince Henry died, the Portuguese had ventured farther and farther south along the west African coast, establishing Portugal’s claim to this region and leading to the establishment of a Portuguese sea route to Asia.
 - More than twenty years after Henry’s death, his student Bartolomeu Dias actually rounded the Cape of Good Hope and found himself on the eastern coast of Africa. (Look at the map on page 20 in the *Student Reader*.)
 - Ten years later (1497–1499), another Portuguese sea captain, Vasco da Gama, successfully sailed around Africa all the way to India and returned to Portugal with spices and other luxury goods. (Look at the map on page 20 in the *Student Reader*.)
- Complete the Lesson 2 Notebooking Page “Prince Henry the Navigator.”

Day 3

- Complete the Lesson 2 Folderbook assignment.
- Add the Lesson 2 Timeline Figures to your timeline. Write the following dates on the appropriate figures:
 - Marco Polo: **1272–1295**
 - Prince Henry the Navigator: **1420–1460**
- Mark the **journey of Marco Polo** from Italy to China on Outline Map 2 “Marco Polo: 1272–1295.” Use a different color to mark his return trip to Italy. Use the maps on **pages 16 and 18** of the *Student Reader* as a guide.

Day 4

- Review the Challenge Cards for Lessons 1–2.
- Color the Lesson 2 Coloring Page.
- Explore the spices in a spice rack. Smell or taste several spices. Then see if you are able to identify those spices with your eyes closed.
- Place some glue on the “Marco Polo” Notebooking Page and sprinkle a favorite spice on it.
- A compass rose is a design on a map that shows directions. A simple compass rose has north, south, east, and west. More complicated ones also include northeast, northwest, southeast, and southwest.
 - www.enchantedlearning.com/geography/printouts/compassrose.shtml
 - www.eduplace.com/kids/socsci/books/applications/imaps/maps/g1_u3/index.html

- Draw a compass rose on the “Prince Henry the Navigator” Notebooking Page.
- Draw a map of your house or of your neighborhood and add a compass rose to the map.
- Explore how silk is produced. Learn the differences between silk and other kinds of cloths. Here are a couple of websites to check out:
 - www.kidcyber.com.au/topics/chinasilk.htm
 - www.youtube.com/watch?v=-wbmEjTvszI
- Make some silk flowers:
 - www.skiptomylou.org/2011/03/22/10-beautiful-fabric-flower-tutorials/
 - www.silk-flower-smart.com/making-silk-flowers.html

Lesson 3: Christopher Columbus and Amerigo Vespucci

Day 1

- Discuss the following term before doing today’s reading in the *Student Reader*.
 - **chartmaker:** Someone who drew charts that showed coastal outlines with rivers, inlets, and other details. Navigators used these charts, along with sailing directions. Charts were first drawn of the Mediterranean Sea but later were extended to include new lands found in the Age of Exploration.
- Read pages 25–27 in the *Student Reader*, stopping at “Amerigo Vespucci.” Also read pages 28–31.
 - In this part of the **Atmosphere section (page 25 to the middle of page 27)**, focus on the following:
 - Italian navigator and explorer Christopher Columbus began working at age fifteen as a cabin boy on ships trading in the Mediterranean Sea.
 - In 1476, a Genoese ship on which Columbus was sailing was attacked by pirates and sunk off the coast of Portugal. Columbus was convinced that God saved him during this attack so that he might accomplish great things for Him.
 - Through his reading, studying, and work as a chartmaker, Columbus decided that the best route for reaching Asia and the Spice Islands was to sail west, not east as the Portuguese were doing.
 - King John II of Portugal and King Henry VII of England turned down the opportunity to finance the westward expedition that Columbus wanted to make.