

# American History, Part 1

## ***Week 2***

	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>History</b> <i>The First Americans</i>	Chapter 7	Chapter 8	Chapter 9	Chapter 10	Chapter 11  Written summary
<b>Poetry</b> <i>Poetry for Young People: Robert Frost</i>		Intro – read the rest of pg. 4; pg. 10 - 11		Pg. 12	
<b>Literature</b> <i>Children of the Longhouse</i>	Chapter 6	Chapter 7	Chapter 8 – 9	Chapter 10	Chapter 11
<b>Reader</b> <i>Sees Behind Trees</i>	Chapter 6 pg. 68 – 74	Chapter 7	Chapter 8	Chapter 9	
<b>Science</b> <i>Elemental Science: Biology for the Logic Stage (Unit 1)</i>	Complete experiment; enter dates; define terms		Encyclopedia of Nature pg. 108 – 109; writing; sketch		Additional readings; want more activity
<b>Language Arts</b>	Narration Card	Dictation	Narration Card	Dictation	Narration Card
<b>Art</b> <i>Great American Artists for Kids</i>	Artist: John Singleton Copely		Pg. 14 – 15 Narrative Drama		

**GRADE 5 - SAMPLE WEEK**

## **American History, Part 1**

### **Week 2 - Day 1**

**History Reading:**

The First Americans – read chapter 7  
Key Idea/Topic – Northwest Indian Tribes

**History Activity:**

Continue the Interview a Native research project

**Literature:**

Children of the Longhouse – read chapter 6

**Reader:**

Sees Behind Trees – read chapter 6 pages 68 – 74 and choose a narration card to complete.

**Dictation Passage:**

*It was widely accepted that one could never tell another person what they should or should not do. If they attempted to do something that they shouldn't, then they would learn soon enough why it was not a good thing to do.*

**Memory Work:**

Begin memorizing the poem *Rose Pogonias* by Robert Frost (pg. 9) (Your child will have 2 weeks to learn this poem.)

**Science:**

Complete the “What Kind of Tree Is It?” experiment and fill out the experiment sheet (SG pg. 25 – 26); enter the dates on the date sheet (SG pg. 9 – 12) and define these terms: classification, kingdom, species (SG pg. 15).

**Art:**

This week you will be studying the art and style of John Singleton Copley. You can see a gallery of his paintings here: <http://www.johnsingletoncopley.org/> I recommend choosing a few paintings to study in depth. Have your child look at the painting for a few minutes and then, without looking at the painting, describe it to you. Do this at least twice this week and do the same process for every artist studied this year.

## **American History, Part 1**

### **Week 2 - Day 2**

#### **History Reading:**

The First Americans – read chapter 8

Key Idea/Topic – Overview of Native tribes

#### **Literature:**

Children of the Longhouse – read chapter 7

#### **Note and Vocabulary:**

*delegated*- to entrust to another

- What is a wampum? What does it look like?

#### **Poetry:**

Poetry for Young People: Robert Frost – cont. reading the introduction and finish page 4. Read *The Tuft of Flowers* on pages 10 – 11.

#### **Reader:**

Sees Behind Trees – read chapter 7

#### **Dictation:**

Complete the dictation passage.

#### **Memory Work:**

Continue memorizing the poem *Rose Pogonias* by Robert Frost.

## **American History, Part 1**

### **Week 2 - Day 3**

#### **History Reading:**

The First Americans – read chapter 9  
Key Idea/Topic – Plains Indians tribes

#### **History Activity:**

Continue the Interview a Native research project.

#### **Literature:**

Children of the Longhouse – read chapters 8 – 9

#### **Notes and Vocabulary:**

*sinew* – tendon, especially one prepared for use as cord or thread.

- Tekwaarathon is very similar to Lacrosse, which is still played by many people today. Here is a video of a lacrosse stick being made in the traditional way described in the book:  
<http://www.youtube.com/watch?v=W6pU2gBMXCo>

#### **Reader:**

Sees Behind Trees – read chapter 8 and choose a narration card to complete.

#### **Dictation Passage:**

*Even though he was very old, his voice was still deep and strong and it rumbled like the sound of the thunder from overhead.*

#### **Memory Work:**

Continue memorizing the poem *Rose Pogonias* by Robert Frost.

#### **Science:**

Encyclopedia of Nature – read pages 108 – 109 (How things are classified) and discuss the reading. Write either an outline or list of facts about the reading (SG pg. 27 – 28) and Color and label the “Divisions of Life” sketch (SG pg. 24).

#### **Art:**

Great American Artists for Kids pages 14 – 15 – read about John Singleton Copely and complete the art project Narrative Drama.

## **American History, Part 1**

### **Week 2 - Day 4**

**History Reading:**

The First Americans – read chapter 10

Key Idea/Topic – The Mound Builders (around Ohio)

**History Activity:**

Continue the Interview a Native research project.

**Literature:**

Children of the Longhouse – read chapter 10

**Reader:**

Sees Behind Trees – read chapter 9

**Poetry:**

Poetry for Young People: Robert Frost – pg. 12

**Dictation:**

Complete dictation passage.

**Memory Work:**

Continue memorizing the poem *Rose Pogonias* by Robert Frost.

**Art:**

If necessary, complete your project today.

## **American History, Part 1**

### **Week 2 - Day 5**

#### **History Reading:**

The First Americans – read chapter 11

Key Idea/Topic – The Iroquois

#### **History Activity:**

- Continue the Interview a Native research project.
- Choose a topic from this week’s studies and write a summary.

#### **Literature:**

Children of the Longhouse – read chapter 11

#### **Note and Vocabulary:**

*feinted* – a pretended blow or attack at one point in order to distract attention from the point one really intends to attack

#### **Memory Work:**

Continue to memorize the poem *Rose Pogonias* by Robert Frost.

#### **Science:**

Read any additional readings and complete a Want More activity.

## **Interview a Native**

**What is the name of your tribe?**

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**What is your favorite thing to eat?**

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**What does your home look like? (Draw a picture)**

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**What sorts of jobs do people in your tribe have?**

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**What is the land like where you live?**

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