

Level 12

(Grade 12 – Ages 16-18)

American History



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Introduction to Build Your Library Curriculum

Thank you for choosing to use Build Your Library curriculum. I have created this curriculum based on the idea that children learn best through great literature. So sit down with your children, snuggle up and enjoy the stories and memories!

I am a homeschooling mom like you, and I tried a LOT of different curricula. I knew I wanted to read great stories with my children. I loved the philosophy behind the Charlotte Mason method, but I had a hard time finding a prepackaged curriculum that fit my needs. So, after tinkering and tweaking several different programs, I decided to just create my own. What you are now reading is based on my years of experience. I hope it will save you many hours of research and reading so you can just relax and teach your children.

Overview of the Year

In Level 12 we will be deep diving into a study of American History, from the first Americans before exploration to modern day. We'll be exploring the major events of America's turbulent past and witnessing how people have changed (or stayed the same) throughout our history.

We'll be using several different spine texts and well-written non-fiction to tell that story. I looked for the best books on the market to tell America's story. As always, we'll also be reading a wonderful array of great literature to show the great diversity of the United States.

In the first semester, we will study **American Government and Politics**, using living books and other fantastic resources to help your student understand the inner workings of American government. They will learn about political parties and their takes on major issues like the economy, healthcare, and civil liberties, allowing them to draw their own conclusions and decide where they will stand.

The second semester will focus on **Economics**, with the wonderful Cartoon Introduction to Economics series and other well-written books and resources. Who says economics has to be boring? You'll be reading about both microeconomics and macroeconomics, learn about famous economists and their ideas, and come to a stronger understanding about how our economy works.

Our art elective this year is **digital photography**, using the excellent DK Digital Photography Complete Course. You don't need a lot of fancy equipment to try your hand at this medium! We'll also explore some beautiful and inspired photography for inspiration and art appreciation.

Buckle up, it's going to be an amazing year of learning!

Booklist

These are the books that are scheduled as part of the curriculum. I highly recommend purchasing the books that are labeled as spines. It will save you much aggravation to not have to deal with library availability, fees and such.

The books below are also listed at the [Build Your Library website](http://www.BuildYourLibrary.com) with links to purchase.

History:

A Different Mirror: A History of Multicultural America by Ronald Takaki (Spine)
An Indigenous Peoples' History of the United States – Roxanne Dunbar-Ortiz (Spine)
American Colonies – Alan Taylor (Spine: Weeks 1 – 13)
A Nation Without Borders – Steve Hahn (Spine: Weeks 14 – 24)
American Empire – Joshua B. Freeman (Spine: Weeks 30 – 36)
A Documentary History of the United States – Richard D. Heffner and Alexander B. Heffner (Spine)
Document Based Assessments for US History – Kenneth Hilton (Spine)
1776 – David McCullough (Week 9)
The United States Constitution Graphic Adaptation – Jonathan Hennessey (Week 12)
This Republic of Suffering: Death and the American Civil War – Drew Gilpin Faust (Week 18)
We Are Not Yet Equal: Understanding Our Racial Divide – Carol Anderson (Spine: Weeks 20 - 36)
Flesh & Blood So Cheap: The Triangle Fire and Its Legacy – Albert Marrin (Week 24)
Votes for Women! American Suffragists and the Battle for the Ballot – Winifred Conkling (Week 25)
Hard Times: An Illustrated Oral History of the Great Depression – Studs Terkel (Week 27)
Uprooted: The Japanese Experience During World War II – Albert Marrin (Week 29)

Literature:

Oxford Book of American Short Stories – Joyce Carol Oates (Spine)
The Moor's Account – Laila Lalami (Week 1)
If I Ever Get Out of Here – Eric Gansworth (Week 3)
The Crucible – Arthur Miller (Week 5)
The Witch of Blackbird Pond – Elizabeth George Speare (Week 6)
The Hunger Games – Suzanne Collins (Week 8)
Someone Knows My Name – Lawrence Hill (Week 10)
The Indifferent Stars Above: The Harrowing Saga of the Donner Party – Daniel James Brown (Week 13)
The Gods of Gotham – Lindsay Faye (Week 15)
All Different Kinds of Free – Jessica McCann (Week 17)
Little Women – Louisa May Alcott (Week 19)
The Golem and the Jinni – Helene Wecker (Week 22)
The Color Purple – Alice Walker (Week 26)
When the Emperor Was Divine – Julie Otsuka (Week 29)
The Rock and the River – Kekla Magoon (Week 31)

A Very Large Expanse of Sea – Tahereh Mafi (Week 33)

The Hate U Give – Angie Thomas (Week 35)

Poetry:

Native American Songs and Poems – Dover Thrift (Weeks 1 – 9)

101 Great American Poems – Dover Thrift (Weeks 10 – 24)

Unsettling America: An Anthology of Contemporary Multicultural Poetry – Maria Mazziotti Gillan (Weeks 25 – 36)

Government: (Weeks 1 – 18)

American Politics: A Very Short Introduction – Richard M. Valelly

The U.S. Congress: A Very Short Introduction – Donald A. Ritchie

The Supreme Court: A Very Short Introduction – Linda Greenhouse

Becoming a Citizen Activist – Nick Licata

What You Should Know about Politics but Probably Don't – Jessamyn Conrad

Just Mercy: A Story of Justice and Redemption – Bryan Stephenson

Economics: (Weeks 19 – 36)

The Cartoon Introduction to Economics Vol. 1: Microeconomics – Yoram Bauman and Grady Klein

The Cartoon Introduction to Economics Vol. 2: Macroeconomics – Yoram Bauman and Grady Klein

Cambridge IGCSE Economics Workbook – Susan Grant

Talking to my Daughter About the Economy – Yanis Varoufakis

What Would the Great Economists Do – Linda Yueh

Art Elective: Photography

DK Digital Photography: Complete Course – David Taylor

Humans of New York – Brandon Stanton

Ansel Adams: 400 Photographs – Ansel Adams and Andrea G. Stillman

Optional Books and Resources:

Atlas of Indian Nations – Anton Treuer

Moxie – Jennifer Mathieu

Allegedly – Tiffany D Jackson

Commie Pinko – Janet Nichols Lynch

Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong – James W. Loewen (either regular or Young Readers edition)

An African American and Latinx History of the United States – Paul Ortiz

A Queer History of the United States – Richie Chevat

The Distance Between Us – Reyna Grande

Cartoon History of the United States – Larry Gonick

The Politics Book: Big Ideas Simply Explained (DK)

The Economics Book: Big Ideas Simply Explained (DK)

High School Credits

This course is worth **4.5 credits**:

American History (Social Studies) – 1 credit
Literature and Composition (English 1) – 1 credit
Government (Social Studies) – 1 credit
Economics (Social Studies) - 1 credit
Photography (Art Elective) - .5 credit

Please Note: By this level, most students are expected to have either taken all of the required science courses they will need, or will be concentrating on advanced studies that directly pertain to their college major.

In BYL Level 12, we have not scheduled in any formal science lessons to allow you to customize your child's academic schedule. You can choose to include science classes at a local college or any other science programs to fill out your child's transcripts.

If you would like to add in a science course – I recommend [Mr. Q's Classic Science Advanced Physics](#) or [CK-12 Interactive Physics](#)

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American History

Week 1

	Day 1	Day 2	Day 3	Day 4	Day 5
History: <i>A Different Mirror</i> <i>American Colonies</i> <i>An Indigenous Peoples' History of the US</i>	Before Columbus Introduction	Chapter 1 pg. 3 – 12		Chapter 1 pg. 12 – 22	Introduction – Chapter 1
Literature <i>The Moor's Account</i>	Chapters 1 – 2	Chapters 3 – 4	Chapters 5 – 6	Chapter 7	Chapters 8 – 9
Government <i>American Politics</i> <i>Becoming a Citizen Activist</i>	Chapter 1			Prologue – Chapter 1	
Poetry <i>Native American Songs and Poems</i>			pg. 1 – 3		pg. 4 – 5
Writing and Composition				Dictation	
Art <i>DK Digital Photography Complete Course</i>			pg. 6 – 9		

American History

Week 1 - Day 1

History Reading:

A Different Mirror – read Before Columbus

Key Idea – Five hundred years before Columbus voyaged to the New World, a band of Norse explorers from Greenland began a colony in what is today, Newfoundland. After confrontation with the natives, they chose to abandon their colony and outside of Viking Sagas, their discovery was lost to history until the 1960s when scientists and archaeologists found remains of their homesite and were able to carbon date it to the year 1000 CE.

History Activity:

Research activity: This week you will be researching the Native American Nation or Nations that lived in your part of the country. See if your town or city's historical society has any information or exhibits or visit your library to see what they have on hand. Learn as much as you can about them – were they nomadic or did they live in permanent settlements? What was their major food source? What language did they speak? Did they make any art? What did their homes and clothing look like? Write a 2-page paper sharing what you learned. This project is due on Day 4.

Literature:

The Moor's Account – read chapters 1 – 2

Notes and Vocabulary:

indelible

animosity

tacitly

vassalage

- Who is telling this story? How does he introduce himself? What was his true name? What name was he given by his Castilian masters?
- What had Estebanico found in the fishing nets? How did his master and the governor react to this discovery? How did it lead to the whipping of four Indians?
- How did the Spanish view the Indians?
- What was the announcement made by the notary? What did it mean? Why do you think they chose not to explain it in a way the natives could understand?
- What had the governor learned from the Indians he'd captured? Explain his plan. Why did some of his men question it?
- Describe the battle between the native tribe and the Castilians. What did Estebanico think it was an unfair fight? Do you agree or disagree?
- Why did the potential discovery of gold make Mustafa hopeful?

Week 1 - Day 1 continued

- Retell the story of Mustafa's birth. What did his mother believe that it prophesied? What did he think it meant for his future?
- What was his father's nickname? How did it affect his ability to do business?
- What expectations had his father placed upon him?
- Why did he choose to skip school? What was the consequence?

Dictation Passage:

In the language of the Castilians, as in mine, there was no word yet for this animal, no way to talk about it without saying, the Water Animal with Scaly Skin, a cumbersome expression that would not work for long now that the Spaniards had declared their dominion over La Florida. So they gave new names to everything around them, as though they were the All-Knowing God in the Garden of Eden. Walking back to the edge of the swamp, the governor asked whose slave that was and what was in the burlap bag. Someone told him: the dead slave belonged to a settler; the bag was full of pots, dishes, and utensils. All right, the governor said, his voice tinged with annoyance. This animal, he announced, would be called El Lagarto because it looked like a giant lizard. It was not a name the expedition's notary needed to record. Everyone would remember it.

Government:

American Politics: A Very Short Introduction – read chapter 1

Key Idea/Topic – Elements of American Democracy

Write an outline and summarize the chapter.

American History

Week 1 - Day 2

History Reading:

American Colonies – read Chapter 1 pages 3 – 12

Key Idea/Topic – Pre-Columbian history is difficult to navigate without inserting our own ideas of natives either being warlike savages or ecological and social saints. But we do know that 15,000 - 12,000 years ago, Siberians migrated across the Bering Strait land bridge into North America. They moved across the land in nomadic tribes, hunting mammoths, bison, and other big game. These hunters, as well as a changing climate, would lead to the extinction of several of the largest mammal species. In some parts of North America, the indigenous peoples began to cultivate agriculture, specifically corn, squash and beans, to supplement their hunting and gathering.

History Activity:

Continue working on your local Native American Nations project.

Optional Documentary: [National Geographic: America Before Columbus](#)

Note: There have been many theories about how people migrated to the Americas. The theory in the history text is one of them. Do some research to learn about other possibilities.

Literature:

The Moor's Account – read chapters 3 – 4

Notes and Vocabulary:

censuring

provenance

avarice

- How had Esebanico managed to secure a larger ration of water for his master's horse? Why was he willing to take such a risk?
- What was expected of Estebanico as a slave? How was he treated by his master?
- Where had the Indians brought them? How did Narvaez treat them when he thought they were lying? Why didn't Estebanico interfere?
- How did Estebanico help the prisoners? Why did he choose to take that risk?
- What do you think was the lesson in the story of the Embroiderer and the Sultan?
- What had been the outcome of the Battle of Azemmur? What had Mustafa and his father hoped would be the outcome? How had it changed his father?
- What did Mustafa wish to do after finishing school? How did his father try to talk him into a different career? Why? What was appealing to Mustafa about his chosen occupation? Why were his father's concerns? Do you think they were valid?
- After buying and selling his first slaves, Mustafa thinks: "*I had not done anything that others had not done before me.*" What is wrong with this argument? How might you counter it?
- Why did Mustafa blame himself for his father's prolonged melancholy?

Week 1 - Day 2 continued

Dictation:

Study the dictation.

Government:

Explain in a one-page paper the elements that make up a democracy.

American History

Week 1 - Day 3

History Activity:

Continue working on your local Native American Nations project.

Literature:

The Moor's Account – read chapters 5 – 6

Notes and Vocabulary:

cacique

palavars

- What did the governor learn about Apalache? What would this mean for their expedition?
- Who was Dulchanchellin? How was he described? How did he assist the Castilians on their journey?
- What happened to Juan Velazquez? Who do you think was at fault? How did Senor Narváez keep his soldiers in line after the incident?
- What had Mustafa kept from his mother? Why did he try to keep it a secret?
- How did the death of his father affect the whole family?
- What did Mustafa do to help his family? Why did he go to this extreme?

Dictation:

Study the dictation.

Government:

This year you will be keeping a current events journal. Each week you should be keeping up with the news, particularly news pertaining to government and politics. Each week you should choose one article to summarize – including your thoughts and views.

Poetry:

Native American Songs and Poems – read the poems on page 1 – 3

Art:

DK Digital Photography Complete Course – read pages 6 – 9

Do some research today on a camera to use for this course.

American History

Week 1 - Day 4

History Reading:

American Colonies – read chapter 1 pages 12 – 22

Key Idea/Topic – The cultures of the Anasazi, Hohokam, and northern Mississippians are briefly explored, as well as their belief systems. In each of the three, you can see the pattern of excessive pressure being placed on their environments leading to an increase in violence and the collapse or relocation of whole communities. The author compared the Indigenous peoples in America with the 17th century Europeans and considers why the Europeans were the ones who were able to sail across the sea and conquer the Americans and not the other way around.

History Activity:

Complete and turn in your Native American Nations paper.

Literature:

The Moor's Account – read chapter 7

Notes and Vocabulary:

opulent

adjudicating

contrarian

- Who was chosen for the raid on Apalache? Why was he chosen?
- Describe Apalache. How was it different from what Estebanico expected?
- What happened when no gold was found in Apalache? What did the saying: "*When the cow is down, the knives come out,*" mean?
- How were the Indian women treated? How did Dorantes react when Estebanico told him about it? What did the rest of the women do to make witnesses of all the Castilians?
- How did the Indian men retaliate?
- What was Narváez's new plan? What did the other captains argue? Why did he accuse Castillo of mutiny?
- Why did Estebanico say that Narváez was "the blindest man I had ever met?"

Dictation:

Complete dictation passage.

Government:

Becoming a Citizen Activist – read the Prologue – Chapter 1

Retell this chapter in your own words.

American History

Week 1 - Day 5

History Reading:

An Indigenous Peoples' History of the United States – read the Introduction – Chapter 1
Key Idea/Topic – The author states that the history of the US as we all know it is based on the myth of Manifest Destiny. This book seeks to tell the history of the US as that of a colonialist settler-state, where the European colonists came in and systematically wiped out the native peoples over the course of the last 500 years. The Americas had been inhabited for thousands of years before the Europeans found it. People there had been growing corn since the dawn of agriculture. Mayans were the first to cultivate it and it spread upwards through North America.

The Mayan civilization fell to the Aztec Empire, who reigned over Mexico and traded with the Pueblo, in what is now the US Southeast, for turquoise. Aztec traders ventured further into North America and they brought their culture and influence to other tribes like the Cherokee and Choctaws. The tribes across the continent flourished. Each had its own government, religion and language. They shaped the land to suit their needs, using fire, domesticating animals, and creating systems of roads. Pre-Columbian America wasn't a wilderness with scattered native tribes but a well-maintained network of nations.

History Activity:

Choose a topic from this week's readings and write a 5 paragraph, one or two-page report. First, narrow down your topic, write an outline, and then use your outline to write the report.

Literature:

The Moor's Account – read chapters 8 – 9

Notes and Vocabulary:

stevedore
facade
insurgent

exigent
ablutions
harbinger

- How did Mustafa manage to deal with the horrors of slavery all around him?
- Describe his first time in Seville. Why did the city fill him with dread?
- Retell what happened at the slave auction. What thoughts did Mustafa reflect upon?
- What was the transition from freedom to slavery like for Mustafa? What caused him to stop enjoying the act of buying and selling?
- Who was Elena?
- Describe the march to Aute. What caused so many difficulties along the way?

Week 1 - Day 5 continued

- Why did Estebanico say that he felt a sort of respect for the people of Aute? What did they find when they reached their village?
- What difficult decision was Narváez faced with? What had the expedition been reduced to? Who did Narváez blame for their misfortune?
- What did Estebanico suggest as a solution to the problem of reaching their ships? What sacrifices would they need to make?

Government:

Watch [Crash Course U.S. Government and Politics #1: Introduction](#)

Poetry:

Native American Songs and Poems – read the poems on pages 4 – 5

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