

Level 5

(Grade 5 - Ages 10-12)

American History, Part 1



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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 have tried a LOT of different curricula. I knew I wanted to read great stories with my children and 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.

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Booklist

These are the books that are scheduled as part of the curriculum. I highly recommend purchasing the books that are used more than a few weeks. It will save you much aggravation to not have to deal with library fees and such.

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

History:

An Indigenous Peoples' History of the US For Young People by Jean Mendoza and Debbie Reese – Spine 5/6 (Week 1)

Turtle Island: The Story of North America's First People by Eldon Yellowhorn and Kathy Lowinger (Week 1)

What the Eagle Sees: Indigenous Stories of Rebellion and Renewal by Eldon Yellowhorn and Kathy Lowinger – Spine 5/6 (Week 1)

A Kid's Guide to Native American History by Yvonne Wakim Dennis and Arlene Hirschfelder (Week 1)

American History: A Visual Encyclopedia by DK and Smithsonian Institution – Spine 5/6 (Week 8)

1607: A New Look at Jamestown by Karen E. Lange (Week 9)

1621: A New Look at Thanksgiving by Catherine O'Neill Grace and Margaret M. Bruchac (Week 10)

We Were There Too! Young People in US History by Philip M. Hoose – Spine 5/6 (Week 10)

Words that Built a Nation by Marilyn Miller – Spine 5/6 (Week 11)

A Different Mirror for Young People by Rebecca Stefoff and Ronald Takaki – Spine 5/6 (Week 12)

In the Shadow of Liberty: The Hidden History of Slavery, Four Presidents and Five Black Lives by Kenneth C. Davis – Spine (Week 13)

King George: What was His Problem? by Steve Sheinkin (Week 15)

Heart and Soul: The Story of America and African Americans by Kadir Nelson– Spine 5/6 (Week 20)

Shhh! We're Writing the Constitution by Jean Fritz (Week 21)

Our Country's Presidents: A Complete Encyclopedia of the U.S. Presidency by Ann Bausum and National Geographic – Spine 5/6 (Week 22)

The White House is Burning: August 24, 1814 by Jane Sutcliffe (Week 24)

Which Way to the Wild West? by Steve Sheinkin – Spine 5/6 (Week 32)

Literature:

Children of the Longhouse by Joseph Bruchac (Week 1)

Trickster: Native American Tales A Graphic Collection by Matt Dembicki (Week 3)

Insignificant Events in the Life of a Cactus by Dusti Bowling (Week 6)

Blood on the River by Elisa Carbone (Week 9)

Tristan Strong Punches a Hole in the Sky by Kwame Mbalia (Week 12)

Chains (Seeds of America Book 1) by Laurie Halse Anderson (Week 16)

The Birchbark House by Louise Erdrich (Week 19)
Jefferson's Sons by Kimberly Brubaker Bradley (Week 22)
Tuck Everlasting by Natalie Babbitt (Week 26)
How I Became a Ghost by Tim Tingle (Week 28)
Tortilla Sun by Jennifer Cervantes (Week 30)
Elijah of Buxton by Christopher Paul Curtis (Week 32)
Midsummer's Mayhem by Rajani LaRocca (Week 35)

Poetry:

The Earth Under Sky Bear's Feet: Native American Poems of the Land – Joseph Bruchac (Week 1)
Poetry for Young People: Robert Frost by Gary D. Schmidt and Henri Sorensen (Week 7)
Poetry for Young People: Emily Dickinson by Frances Schoonmaker Bolin and Chi Chung (Week 16)
Poetry for Young People: African American Poetry by Arnold Rampersad and Marcellus Blount (Week 25)

Readers:

The Wild Robot by Peter Brown (Week 1)
Sees Behind Trees by Michael Dorris (Week 3)
A Wolf Called Wander by Rosanne Parry (Week 5)
Morning Girl by Michael Dorris (Week 7)
Krista Kim-Bap by Angela Ahn (Week 8)
El Deafo by Cece Bell (Week 10)
A Voice of Her Own: The Story of Phillis Wheatley by Kathryn Lasky (Week 12)
The Winter People by Joseph Bruchac (Week 13)
Ben and Me by Robert Lawson (Week 15)
Black Heroes of the American Revolution by Burke Davis (Week 17)
Toliver's Secret by Esther Wood Brady (Week 18)
American Tall Tales by Adrien Soutenburg (Week 20)
Stone River Crossing by Tim Tingle (Week 22)
Riding Freedom by Pam Munoz Ryan (Week 25)
My Side of the Mountain by Jean Craighead George (Week 27)
Day of Tears by Julius Lester (Week 29)
Lyddie by Katherine Paterson (Week 31)
Oregon Trail: Race to Chimney Rock by Jesse Wiley (Week 33)
As Long as the River Flows by Larry Loyie (Week 34)
Eliza's Freedom Road by Jerdine Nolen (Week 35)

Science:

Real Science Odyssey (RSO): Biology 2:

Note: You will need both the Student book and the Teacher's Guide to complete the course

<https://www.pandiapress.com/product/real-science-odyssey-biology-level-two/> (Spine)

Invincible Microbe: Tuberculosis and the Never-Ending Search for a Cure by Jim Murphy (Week 1)

Genetics: From DNA to Designer Dogs by Kathleen Simpson (Week 7)

Blood and Guts (Brown Paper School Book) by Linda Allison (Week 14)
Evolution: The Story of Life on Earth by Jay Hosler (Week 20)
Aliens From Earth: When Animals and Plants Invade Other Ecosystems by Mary Batten and Beverly Doyle (Week 25)
Tree of Life: The Incredible Biodiversity of Life on Earth by Rochelle Strauss and Margot Thomson (Week 32)

Literary Biology Project: (Weeks 33 – 36: Your student will choose ONE of these to read)

Under the Weather: Stories About Climate Change by Tony Bradman

The Last Wild by Piers Torday

The Tarantula in my Purse by Jean Craighead George

A Girl of the Limberlost by Gene Stratton-Porter

Art:

Great American Artists for Kids: Hands-On Art Experiences in the Styles of Great American Masters (Bright Ideas for Learning) by MaryAnn F. Kohl and Kim Solga

Geography – State Study Supplement:

National Geographic Kids United States Atlas by National Geographic Kids (See pages 269 – 271 of this guide for more information) – Spine 5/6 (Week 9)

See Appendix for Optional History and Science reading lists.

These books are all listed at the [Build Your Library website with links to purchase](#).

A note about the documentaries linked through Amazon.com:

Please do not think you need to purchase all of the DVDs I linked in the lesson plans. They can easily be found in your local library, through Netflix, or another movie rental chain. I linked them through Amazon.com so you can see exactly what documentary I'm referring too, as many have similar or even the same name. Also, if your child does not enjoy historical documentaries, do not feel you must make them watch every single one. That would defeat the purpose. Maybe choose one that you think they might be interested in (it helps if they are interested in the subject matter).

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American History, Part 1

Week 1

	Day 1	Day 2	Day 3	Day 4	Day 5
History: <i>An Indigenous Peoples' History of the US (FYP)</i> <i>Turtle Island</i> <i>A Kid's Guide to Native American History</i> <i>What the Eagle Sees</i>	Note - Introduction	Chapter 1	A Glimpse into the Past/ The Beginning	Eagle's Tale – Old North Trail	Chapter 1
Poetry <i>The Earth Under Sky</i> <i>Bear's Feet</i>		The Earth Under Sky Bear's Feet		Sky Bear	
Literature <i>Children of the Longhouse</i>	Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5
Reader <i>The Wild Robot</i>	Chapters 1 – 9	Chapters 10 – 18	Chapters 19 – 27	Chapters 28 – 33	Chapters 34 – 42
Science <i>RSO</i> <i>Biology 2</i> <i>Invincible Microbe</i>	Unit 1 Chapter 1 Lesson Read Poem		Lab Chapter 1		Famous Science Series and SWYK Optional: MS Lab
Language Arts	Narration Card	Dictation	Narration Card	Dictation	Narration Card
Art					

American History, Part 1

Week 1 - Day 1

History Reading:

An Indigenous Peoples' History of the United States (FYP) – read Note - Introduction
Key Idea – The authors discuss the correct terminology for speaking about Indigenous peoples and nations and explore the origin myth of the founding of the United States and why it leaves out the perspectives of the Native peoples.

Literature:

Children of the Longhouse – read chapter 1

Notes and Vocabulary:

- Why did Ohkwa'ri say he no longer looked up to Grabber? Why did other boys look up to him?
- What did Ohkwa'ri overhear Grabber and his friends discussing?
- Explain the leadership of the Bear Clan. Who were the clan mothers? What was their role? What was the role of the *Roia:ne*?
- Retell what happened at the Council meeting.
- Why weren't Grabber and his friends punished? What did Big Tree mean when he said: "These four young men are foolish, but they are also brave?"

Dictation Passage:

Although he walked and spoke more slowly than Big Tree, Two Ideas could move quickly when he wanted – as quickly as a snapping turtle shooting its head out of its shell.

Reader:

The Wild Robot – read chapters 1 – 9

Have your child choose a narration card to complete.

Science:

Read the Unit 1 Chapter 1 Lesson

American History, Part 1

Week 1 - Day 2

History Reading:

A Kid's Guide to Native American History – read chapter 1

Key Idea/Topic – The authors discuss and counters the stereotypes of Native peoples.

History Activity:

Complete the Learn a Round, or Friendship Dance activity on page 6 of *A Kids' Guide to Native American History*.

Literature:

Children of the Longhouse – read chapter 2

Notes and Vocabulary:

partition – an interior dividing wall

- Describe the interior of the Longhouse. How many people lived there?
- Discuss the hierarchy of the Flint Nation and its clans.
- What were the responsibilities held by the women of Flint Nation?
- What story woke Otsi:stia? Why did it worry her? How did she ease her worried mind?

Poetry:

The Earth Under Sky Bear's Feet – read *The Earth Under Sky Bear's Feet*

Talk about how poems are just another way to tell stories. This book is full of poems that tell stories about people who told stories or made up songs about the world around them.

Reader:

The Wild Robot – read chapters 10 – 18

Dictation:

Complete dictation passage (see note about dictation on page 8).

American History, Part 1

Week 1 - Day 3

History Reading:

Turtle Island – read A Glimpse into the Past – The Beginning

Key Idea/Topic – The author explains that this book will be exploring what North America was like prior to the European explorers, beginning with the earliest settlers during the Ice Age. The Beginning is an origin story of how people came to live in North America as told by the Haudenosaunee.

Literature:

Children of the Longhouse – read chapter 3

Notes and Vocabulary:

- Optional Activity – Try woodcarving – use a soft wood like pine or, if your child isn't ready for a real woodcarving project, you could try soap carving with a bar of soap and a plastic knife.
- What did Ohkwa'ri help his uncle make?
- "It was useful, but it was better to have something that was useful and beautiful." Do you agree with this? Why or why not?
- What advice did Ohkwa'ri ask of Big Tree? What did he want to do? How did Big Tree answer him?
- Retell the story Big Tree told the twins. Why do you think he choose to tell them that story?

Dictation Passage:

As Ohkwa'ri bent and tied other pairs of poles, he thought of how little he said aloud when his uncle Hand Talker was alone with him. It was as if they could communicate better without words, as if they could hear more clearly what was in each other's mind.

Reader:

The Wild Robot – read chapters 19 – 27

Have your child choose a narration card to complete.

Science:

Complete the Lab for unit 1

Living Science: Read Invincible Microbe: Tuberculosis chapter 1

To discuss: How had Tuberculosis been treated prior to 1000 CE?

American History, Part 1

Week 1 - Day 4

History Reading:

What the Eagle Sees – read Eagle’s Tale – The Story of the Old North Trail

Key Idea/Topic – The eagle is an important symbol for Indigenous peoples, who were linked by trails and trade routes all over the land.

Literature:

Children of the Longhouse – read chapter 4

Notes and Vocabulary:

flint - a hard dark quartz that produces a spark when struck by steel

elongated – to make or grow longer

supple – able to twist or bend with ease

- Describe Hand Talker. What were his talents? How did he help Ohkwa’ri?
- Retell how Ohkwa’ri built his lodge.

Reader:

The Wild Robot – read chapters 28 – 33

Dictation:

Complete dictation passage.

Poetry:

The Earth Under Sky Bear’s Feet – read Sky Bear

American History, Part 1

Week 1 - Day 5

History Reading:

Turtle Island – read chapter 1

Key Idea/Topic – The author explains how we can learn about things that happened so far in the past, through stories, archaeology, and relative dating.

History Activity:

Choose a topic from this week's readings and write a short summary about it. Help your child to organize their thoughts into a basic outline, then help them to turn that outline into a summary.

Literature:

Children of the Longhouse – read chapter 5

Notes and Vocabulary:

- What story did Otsi:stia think about as she remembered the medicine plants?
- Who were the Little People? Why did Otsi:stia worry about thinking about stories? What did her mother tell her? What was the purpose of the stories?
- What did Otsi:stia want to be when she grew up?
- Who was following Otsi:stia? Why? How did she trick them?

Reader:

The Wild Robot – read chapters 34 – 42

Have your child choose a narration card to complete.

Science:

Unit 1 Chapter 1 Lesson review

Complete the Famous Science Series and Show What You Know activities.

Optional: Complete the microscope lab.

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SAMPLE WEEK