

Level 6

(Grade 6 - Ages 11-13)

American History, Part 2



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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. 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.

Table of Contents

Pages 3 – 13	Booklists and Information
Pages 14 - 271	Daily and Weekly Schedule
Pages 272 – 287	History and Literature Activity Pages
Pages 288 – 291	State Study Supplement
Pages 292 – 304	Timeline Figures
Pages 305 – 319	Research Project Guide
Pages 320 – 324	Appendix (blank schedule pages, optional books, and vocabulary activity)

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.

All of these books are listed at the [Build Your Library Level 6 Page](#) with links to purchase.

History:

American History: A Visual Encyclopedia by DK and Smithsonian Institution – Spine 5/6 (Week 1)
Two Miserable Presidents: Everything Your School Books Didn't Tell You About the Civil War by Steve Sheinkin (Week 1)

We Were There Too! Young People in US History by Philip M. Hoose – Spine 5/6 (Week 3)

Words that Built a Nation by Marilyn Miller – Spine 5/6 (Week 4)

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

An Indigenous Peoples' History of the US For Young People by Jean Mendoza and Debbie Reese – Spine 5/6 (Week 8)

Red Cloud: A Lakota Story of War and Surrender by S.D. Nelson (Week 8)

Our Country's Presidents: A Complete Encyclopedia of the U.S. Presidency by Ann Bausum and National Geographic – Spine 5/6 (Week 8)

Which Way to the Wild West? by Steve Sheinkin – Spine 5/6 (Week 9)

What the Eagle Sees: Indigenous Stories of Rebellion and Renewal by Eldon Yellowhorn and Kathy Lowinger – Spine 5/6 (Week 10)

This Land is Our Land: A History of American Immigration by Linda Barrett Osborne Spine (Week 13)

A Different Mirror for Young People by Rebecca Stefoff and Ronald Takaki – Spine 5/6 (Week 14)

Wheels of Change: How Women Rode the Bicycle to Freedom by Sue Macy (Week 18)

The Great American Dust Bowl by Don Brown (Week 26)

Fred Korematsu Speaks Up by Laura Atkins and Stan Yogi (Week 28)

Through My Eyes by Ruby Bridges (Week 32)

Literature:

The Giver by Lois Lowry (Week 1)

The Not So Boring Letters of Private Nobody by Matthew Landis (Week 3)

Sugar by Jewell Parker Rhodes (Week 6)

In the Footsteps of Crazy Horse by Joseph Marshall III (Week 9)

Prairie Lotus by Linda Sue Park (Week 11)

Chasing Secrets by Gennifer Choldenko (Week 14)

When You Reach Me by Rebecca Stead (Week 17)

Hattie Big Sky by Kirby Larson (Week 19)

The Harlem Charade by Natasha Tarpley (Week 22)

Esperanza Rising by Pam Munoz Ryan (Week 25)
Farewell to Manzanar by Jeanne Wakatsuki Houston & James D. Houston (Week 28)
One Crazy Summer by Rita Williams-Garcia (Week 31)
Ghost Boys by Jewell Parker Rhodes (Week 34)

Readers:

Nathan Hale's Hazardous Tales: The Underground Abductor by Nathan Hale (Week 1)
Silent Thunder by Andrea Davis Pinkney (Week 3)
March Toward Thunder by Joseph Bruchac (Week 5)
The Prairie Thief by Melissa Wiley (Week 8)
Dragon's Gate by Laurence Yep (Week 10)
Chickadee by Louise Erdrich (Week 12)
Stargazing by Jen Wang (Week 14)
Letters from Rivka by Karen Hesse (Week 16)
Immigrant Kids by Russell Freedman (Week 18)
Alice Paul and the Fight for Women's Rights by Deborah Kops (Week 19) NOTE: Technically this book falls into the Young Adult category, so it might pose challenging for students on the younger end of the age range.
Silver People: Voices from the Panama Canal by Margarita Engle (Week 21)
Finding Langston by Lesa Cline-Ransome (Week 23)
Darby by Jonathon Scott Fuqua (Week 24)
Stella by Starlight by Sharon M. Draper (Week 26)
Trinity: A Graphic History of the First Atomic Bomb by Jonathan Fetter-Vorm (Week 28)
The Length of a String by Elissa Brent Weissman (Week 30)
90 Miles to Havana by Enrique Flores-Galbis (Week 33)
A Galaxy of Sea Stars by Jeanne Zulick Ferruolo (Week 35)

Poetry:

Poetry for Young People: Edgar Allan Poe by Brod Bagert (Week 1)
Poetry for Young People: Langston Hughes by David Roessel & Arnold Rampersad (Week 13)
Poetry for Young People: Maya Angelou by Edwin Graves Wilson, PhD (Week 25)

Science:

[Real Science Odyssey Astronomy 2](#) (Pandia Press)
George and the Big Bang by Lucy and Stephen Hawking (Week 1)
A Black Hole is Not a Hole by Carolyn Cinami DeCristofano (Week 5)
The Mighty Mars Rovers: The Incredible Adventures of Spirit and Opportunity by Elizabeth Rusch (Week 9)
Team Moon: How 400,000 People Landed Apollo 11 On the Moon by Catherine Thimmesh (Week 14)
Weather! by Rebecca Rupp (Week 16)
[The Science of Climate Change](#) (Week 21)
World Without Fish by Mark Kurlansky (Week 22)
Tracking Trash by Loree Griffin Burns (Week 27)

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

The Boy Who Harnessed the Wind by William Kamkwamba & Bryan Mealer

Out of the Dust by Karen Hesse

The Thing About Jellyfish by Ali Benjamin

George's Secret Key to the Universe by Lucy and Stephen Hawking

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 & Kim Solga

Geography – State Study Supplement:

National Geographic Kids United States Atlas by National Geographic Kids (See pages 288 – 291) of this guide for more information) – Spine 5/6 (Week 1)

See Appendix for Optional History and Science reading lists.

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

Documentaries:

[Harriet](#) (2019) – Week 2 (NOTE: best for ages 12+)

[Grant miniseries](#) (Week 3)

[NOVA Documentary – The Big Bang Machine](#) (Week 3)

[How the Universe Works Episode 7: The Dark Matter Enigma](#) (Week 4)

[American Experience - Transcontinental Railroad](#) (Week 10)

[The Voyage of Curiosity](#) (Week 10)

[Ellis Island](#) (Week 17)

[Newsies](#) (Week 18)

[The Journey of Natty Gann](#) or [Annie](#) (Week 25)

[Kit Kittredge: An American Girl](#) (Week 25)

[The Wizard of Oz](#) or [Snow White and the Seven Dwarves](#) (Week 26)

[In Their Own Words: The Tuskegee Airmen](#) (Week 27)

[A League of Their Own](#) (Week 29)

[The Ruby Bridges Story](#) (Week 33)

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 2

Week 1

	Day 1	Day 2	Day 3	Day 4	Day 5
History: <i>DK American History Encyclopedia</i> <i>Two Miserable Presidents</i>	How to Rip A Country Apart Pg. 1 – 10	Pg. 76 – 77 <i>CA State Page</i>		How to Rip a Country Apart Pg. 10 – 15	How to Rip a Country Apart Pg. 16 – 21
Poetry <i>Edgar Allan Poe (PFYP)</i>		Pg. 8		Pg. 9 – 10	
Literature <i>The Giver</i>	Chapters 1 – 2	Chapters 3 – 4	Chapters 5 – 6	Chapters 7 – 8	Chapters 9 – 10
Reader <i>The Underground Abductor</i>	Prologue – Chapter 2	Chapters 3 – 4	Chapters 5 – 6	Chapters 7 – 9	Chapters 10 – 11
Science <i>RSO Astronomy 2</i> <i>George and the Big Bang</i>	Unit 1 Chapter 1 Lesson Begin Lab Chapter 1		Activity Chapter 2		Famous Science Series and Show What You Know Chapter 3
Language Arts	Narration Card	Dictation	Narration Card	Dictation	Narration Card
Art					

American History, Part 2

Week 1 - Day 1

History Reading:

Two Miserable Presidents – read How to Rip a Country Apart pg. 1 – 10 (stop after Step 5)

Key Idea/Topic – The Civil War didn't erupt overnight, there was trouble brewing for many years. The North and South drifted apart as slavery became obsolete in the urban North but was still seen as a necessity in the rural South. But many in the North and South began to see slavery as wrong and immoral. People like Frederick Douglass and Harriet Tubman escaped to the north along the Underground Railroad – a system of safe houses set up across the country to help enslaved people escape to freedom in the North.

History Activity:

Map 1 – On the map of the United States (found on page 275 of this guide) color and label which states were free states and which were slave states.

Literature:

The Giver – read chapters 1 – 2

Notes and Vocabulary:

utopia – a place of ideal perfection, especially regarding laws, government, and social conditions

apprehensive – fearful of what may be coming

aptitude – natural ability, talent; capacity to learn

- This novel is about a utopian society – a world made perfect. What do you imagine a utopian society would look like? What does it mean to be perfect?
- What do you think it means to be “released” from the Community? On what occasions were people released?
- Describe the evening ritual. What did it reveal about their society?
- Why was Jonas feeling apprehensive? What would happen during the Ceremony of 12? How did his parents reassure him?

Dictation Passage:

He has waited a long time for this special December. Now that it was almost upon him, he wasn't frightened, but he was...eager, he decided. He was eager for it to come.

Reader:

The Underground Abductor – read the Prologue – Chapter 2

Have your child choose a narration card to complete.

Week 1 - Day 1 continued

Science:

Unit 1 Chapter 1 – read the lesson

Begin the lab activity

George and the Big Bang – read chapter 1

To Discuss: How was the solar system formed?

Research the discoveries of other solar systems and earth-like planets.

American History, Part 2

Week 1 - Day 2

History Reading:

DK American History: A Visual Encyclopedia – read pages 76 – 77

Key Idea/Topic – The Gathering Storm and the growing unrest that lead to the Civil War.

History Activity:

Complete a State Research Page for California (The State Study guide is found on pages 288 – 291 of this guide).

Literature:

The Giver – read chapters 3 – 4

Notes and Vocabulary:

- What did Jonas and the newchild Gabriel have in common?
- Why did Jonas say he brought home the apple? How did looking at Gabriel remind him of that incident?
- How do you think you would feel if your rule breaking and mistakes were announced via loudspeaker? How did it make Jonas feel? What kind of power do you think that held over the Community?
- How did Jonas describe the House of the Old?
- Retell the Release Ceremony. What do you think happened upon release? Why do you think that only the committee members knew?

Dictation:

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

Reader:

The Underground Abductor – read chapters 3 – 4

Poetry:

Poetry for Young People: Edgar Allan Poe – read the poem on page 8

American History, Part 2

Week 1 - Day 3

Literature:

The Giver – read chapters 5 – 6

Notes and Vocabulary:

interdependence – the state of depending on one another

buoyancy – the power of rising and floating; the power of a liquid to hold up a floating body

scrupulously – careful of doing what is right and proper

- What are the Stirrings? How did his parents know that Jonas had begun to have them?
- Why do you think that the people of this community took a pill to stop the feeling of wanting? Do you think that would be a benefit to society? Or would it be harmful? Explain.
- Why might someone wish to transfer to a different community? Why did Jonas find the idea so strange?
- What does it mean to conform? How was conforming a major part of the way the Community worked?

Dictation Passage:

Jonas watched and cheered as Lily marched proudly to the stage, became an Eight and received the identifying jacket that she would wear this year, this one with smaller buttons and, for the first time, pockets, indicating that she was mature enough now to keep track of her own small belongings.

Reader:

The Underground Abductor – read chapters 5 – 6

Have your child choose a narration card to complete.

Science:

Complete the activity.

George and the Big Bang – read chapter 2

To Discuss: What did George and Annie overhear while looking through the window Cosmos showed them?

American History, Part 2

Week 1 - Day 4

History Reading:

Two Miserable Presidents – read How to Rip a Country Apart pages 10 – 15

Key Idea/Topic – Though Congress tried to come up with a compromise to preserve the Union. The arguments became violent at times, as the North and South fought over demands. They would eventually reach a shaky agreement in 1850. The Fugitive Slave Act passed in 1850 made it nearly impossible for enslaved people to escape to the North. It also put the lives of freed Black people who were living in the North in danger, as they could be sold back into slavery at any time. In 1852, Harriet Beecher Stowe, a staunch abolitionist, wrote a novel that took the country by storm – Uncle Tom's Cabin. In her novel, she exposed the horrors of slavery and gained many new followers for the abolition movement.

History Activity:

Timeline Work: Add these events to your timeline:

- The Compromise of 1850
- Harriet Beecher Stowe wrote Uncle Tom's Cabin in 1852

Literature:

The Giver – read chapters 7 – 8

Notes and Vocabulary:

prestige – importance or respect gained through success or excellence

acquisition – the act of gaining, especially through effort; something gained through effort

crescendo – a gradual increase in the loudness of sound or music

benign – marked by gentleness or kindness; not causing death or serious harm

indolence – the quality of being lazy

- What order do the children sit in as they prepare for the ceremony? How is their number still important throughout their childhood? What was Jonas's number?
- What job was Asher given? What stories did they tell about him as a Three? Do you think this is a good way to teach a child? Explain.
- Why do you think precision of language is so important to the Community? What do you think is most important for a small child to learn in our society? Why?
- What job as Jonas given? Why was it so unusual?
- What attributes did the Chief Elder say the Receiver of Memory needed to have? Would you want that job?
- What do you think the Capacity to See Beyond means? What did Jonas think it might mean?

Week 1 - Day 4, continued

Dictation:

Complete dictation passage.

Reader:

The Underground Abductor – read chapters 7 – 9

Poetry:

Poetry for Young People: Edgar Allan Poe – read the poem on pages 9 - 11

American History, Part 2

Week 1 - Day 5

History Reading:

Two Miserable Presidents – read How to Rip a Country Apart pages 16 – 21

Key Idea/Topic – The Kansas-Nebraska Act of 1854 was meant to ease tensions over slavery, but it only made things worse. Giving the power to the people to decide if these new states should be free or slave states should have calmed people down in theory. But it led to Kansas having a divided government, and chaos in Congress.

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:

The Giver – read chapters 9 – 10

Notes and Vocabulary:

- How did people treat Jonas after the Ceremony?
- Discuss the rules Jonas was given for his assignment. Why did he find them confusing? Why do you think they were important for his new job?
- What benefit could there be in telling lies?
- Describe the old Receiver of Memory. What was his purpose in the community?
- What were some of the things that Jonas found strange or confusing about the Receiver of Memory and his home?

Reader:

The Underground Abductor – read chapters 10 – 11

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.

George and the Big Bang – read chapter 3

To Discuss – What is the "Theory of Everything?"

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