Fifth Grade U.S. History Overview

	First Semester	Second Semester
Social Studies	Early navigation and exploration Mayflower Compact Map making Colonial life in North America Taxation without representation American Revolution U.S. Constitution	Westward expansion Indian Removal Act Native American leaders U.S. Civil War Abolition and the Underground Railroad Women in U.S. history

Grade 5

United States History

Coursebook

Oak Meadow

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Introduction

For the Student

Welcome to fifth grade social studies! This introduction will help you get your year off to a good start. Please read the entire introduction before beginning lesson 1.

This book is written to you, the student, and it will guide you through a full year of learning. It is expected that you will have a parent, tutor, or teacher to help you. Make sure to ask for help whenever you need it.

Here are some tips to help your learning experience go more smoothly:

- Before you begin, look over this coursebook to become familiar with how it is set up. Look at the table of contents and scan a few lessons. See what is in the appendix (that's the section at the back of the book).
- When you begin a new lesson, always read all the assignments and activities first to get an idea of what you will be doing in that lesson, and do the reading assignment before completing any written assignments. You will find that the lesson content is organized to make this easy—read through everything and when you get to the reading selection, read that in its entirety, and then you will be ready to go back and do the written assignments, activities, experiments, etc.
- Use the assignment checklist at the beginning of each lesson to mark when you complete an assignment and to see what still needs to be done. This will help you plan your time well.

It is important to find a notebook, binder, or expandable file to keep your work in so that nothing gets lost. Be sure to keep everything until the end of the school year.

Reading and Writing Tips

This year, you will be doing more reading and writing than ever before. Keep in mind that you don't have to do the entire lesson in one day! You might want to break up the lesson's reading into two days, or do the reading one day and the assignments on another one or two days.

Throughout the year, you will be working on sharpening important writing skills. You will be composing a variety of short and long written answers based on your reading and research. When writing

short answers, it is important to always use complete sentences and restate the question in your answer so that it makes sense even without the question. For example, if the question is "Who was George Washington?" instead of saying, "He was the first president," you would write, "George Washington was the first president of the United States."

This year, you will develop your skills in revising, editing, and proofreading. When writing essays or reports, always save your rough draft as well as the final, edited version of your paper. This helps you see how much your writing is improving, and gives your teacher, parent, or tutor important information about your developing skills.

Sometimes while you are reading you might come across an unfamiliar word. Look it up in the dictionary—this will help you immensely in your reading comprehension. If you want to keep reading and look it up later, just circle the word so you can find it easily. Sometimes you can get a pretty good idea of what a word means by the way it is used in a sentence. When you look it up, go back to the original sentence to see how the word was used. This will usually give you new insight into what you were reading.

Keep a small dictionary near you whenever you read so you can look up words quickly. Getting into the habit of looking up words you don't know or aren't sure about will help you expand your vocabulary, become a more independent reader, and be able to take advantage of more multifaceted material. (If you don't know what *multifaceted* means, look it up!)

Below you will find notes on how this coursebook is set up. Please go over this material with your parent. (There's also a section below for your parent to read.)

You have a busy year ahead of you with many new, intriguing things to explore. Approach each lesson with a questioning mind and you will have a wonderful journey of discovery!

Course Materials and Organization

This coursebook contains all the lesson plans for a full year of fifth grade social studies. The following resource is recommended to be used in conjunction with this coursebook:

- *United States Atlas*, Sixth Edition (National Geographic Kids, 2020)

This course is divided into 36 lessons. Each lesson will usually take one week to complete, and will include the following sections:

Assignment Summary: You'll find a checklist of assignments at the beginning of each lesson. This lets you check off assignments as you complete them and see at a glance what still needs to be done.

Materials List: Each lesson includes a materials list, divided by project or activity. There is a complete list of materials in the appendix as well.

Learning Assessment: At the end of each lesson you will find a learning assessment form for your parent/teacher to keep track of your progress and stay attuned to the key competencies that are

being developed. Some parents may want to create their own rubrics or bypass formal assessment entirely for the time being. The learning assessment forms can provide an easy way to document your learning for reporting purposes.

For Enrolled Students: This section is for families who are enrolled in Oak Meadow School and sending their work to an Oak Meadow teacher. It provides information and reminders about how and when to submit work.

Appendix: The appendix of this coursebook includes a comprehensive materials list that will be used throughout the year.

It is suggested that you use a planner to schedule your tasks for the week. You can use it to coordinate field trips, library time, and projects that need some advance preparation. Jot down notes about what worked well, what needs more attention, and what you'd like to save to work on at a later time. Your weekly planner can help you keep track of what you did each week.

For the Parent

Welcome to a wonderful adventure in home learning! Oak Meadow curriculum provides a relevant, engaging learning experience that is designed to encourage student autonomy, independent and critical thinking, creative problem-solving, and strong skills in expressing ideas. In fifth grade, students are gaining independence and self-motivation; at the same time, they are still in need of caring, attentive guidance from an adult. Your presence and support are essential for a successful year of independent learning.

Additional Materials

In addition to the coursebook that your student will be reading, there is a teacher manual available that will help you support and assess your student's learning.

Your student will also need the following:

- Globe and/or world map or atlas
- United States map
- Student dictionary
- Colored pencils

Before you begin, it is important to be sure you have the necessary materials you will need. It is a good idea to look ahead to future lessons so that you have an idea of what projects are coming and be sure your student is prepared with the correct reference materials or arts and crafts supplies. It is also a good idea to look ahead to prepare for any lengthy assignments that might take extra time to complete in your daily schedule.

Some social studies lessons refer to books that can be borrowed from the library or involve research that must be done at the library or online. Please plan ahead with your library to make sure these books are available when you need them, or you can purchase them or find a digital version of the book. Many weekly lessons include optional extra reading choices. We suggest you use your local library or a digital library website to help locate these books.

In addition to the assigned reading and any books you choose to read, this course requires students to use other reference materials. Help your child learn how to find a variety of research sources in the library, including encyclopedias, magazines, and nonfiction books on a variety of related topics. There are also websites that include numerous research resources, including atlases, encyclopedias, news services, and dictionaries.

Many lessons offer numerous options for further study—these are entirely optional. They are intended as supplemental projects for students who wish to explore a particular topic in more detail. They can also be used as alternative choices for an assigned project that you would like to omit. (Enrolled students must discuss assignment modifications ahead of time with your Oak Meadow teacher.)

If your child is familiar with using a main lesson book (as Oak Meadow students do in grades K-4), it is good to continue using a main lesson book for the more artistic work, and then use lined paper for the lengthier writing assignments. Using the wider-lined paper is the best way for transitioning from writing in the main lesson books in grade 4 to writing on regular lined paper in grade 5. It is suggested that students use a planner to schedule assignments, activities, and other tasks for the week, such as field trips, library time, and projects that need some advance preparation. The weekly planner can help you keep track of your student's progress over time, which can make year-end reporting and documentation much easier.

Supporting Your Student

As it is impossible to write a curriculum that suits every learning style and every type of student, we invite you to use the assignment suggestions to guide your student rather than to limit their creative and academic expression. We would like students to be engaged in the material and to enjoy their studies as much as possible.

Some children enjoy a consistent schedule for schoolwork each day. Some students like to do some work in each subject every day while others prefer to work block style, focusing on one or two subjects per day. For other families, a set schedule of classes is not necessarily the most effective way to approach home learning. Some students work best when they are free to choose what to work on each day, integrating the projects and assignments into the natural flow of daily activities. Every student and every family is different, so you should develop a schedule that works best for you and your child. The goal is for all students to cultivate the attitude that expanding one's knowledge and capabilities is part of the process of life and is actually what life is all about.

Regardless of whether or not you establish a regular school schedule, creating a consistent daily rhythm is highly recommended. Living and learning are synonymous, and homeschooling should feel like a natural extension of family life. Taking the time and effort to establish your daily rhythm will make a difference in the long run. Homeschooling lets you tailor the educational activities to your child's need for quiet reflection, free time, social interactions, creative outlets, and focused study time.

You can expect to need about four hours per day for schoolwork (one hour per day per subject: English, social studies, science, and math). For some of this time, your child will be able to work independently, and other times, they will need you to be fully involved. After a few weeks working together, you and your student can rethink your schedule and make any adjustments to help it be more productive and enjoyable.

Throughout the year, we urge you to stay responsive to your child and make adjustments along the way based on your child's interests and needs. Your sincere interest in both your child and in the subject material will help nurture the spark of learning. The Oak Meadow curriculum is not solely focused on filling children with facts, but also in helping parents and children become more intelligent human beings, able to respond thoughtfully, imaginatively, and effectively to the world in which they live.

Assessment Measures in Home Learning

Assessments in home learning are usually done through a combination of informal observation, the creation of a portfolio of student work, and cumulative activities that are designed to evaluate your student's learning. You can use a weekly planner and the learning assessment form to record daily or weekly notes in order to document student progress and the learning process. Things that would be important to note are which parts are challenging or difficult, what aspects your student has a natural affinity toward, what questions the student asks, what new ideas spring up during the course of the week, and what new discoveries or progress on a skill were made. These notes will help you to keep track of your student's progress and know where and when extra help is needed.

The learning assessment included at the end of each lesson can be used to guide your student's skill development, but the process of learning and working with the material in an exploratory way is equally important. Ultimately, it's not the end result but rather the pathway that develops capacities with your child.

Educators use both formative and summative assessments to gauge student learning and track it over time, and this course is designed for you to do the same. *Formative assessment* happens each week, "forming" as you watch your student work. Each week you will notice where your student struggles, where more time is needed to grasp a concept or practice using a new skill, and which aspects of the work are particularly enjoyable or easy. These observations will help inform your next steps. Using ongoing formative assessments, your teaching support can adapt to your child's needs as the year unfolds. *Summative assessment* provides a summary of the student's learning at a particular point. Research papers, the year-end grammar exam, and cumulative projects all offer the opportunity for summative assessment.

Assessing your child's progress will become a natural part of your work each week. As the months pass, you will begin to understand how far your child has come. Keeping anecdotal notes throughout the year will provide you with a comprehensive picture of your child's development.

Information for Students Enrolled in Oak Meadow School

Enrolled families benefit from regular feedback and support from your Oak Meadow teacher. Your Oak Meadow teacher is also available to help with questions you may have about assignments or your child's progress. Communication is essential to developing a great relationship with your teacher during the school year.

If you are enrolled in Oak Meadow School, you'll find a reminder at the end of each lesson that instructs you how to document your student's progress and when to submit your work to your Oak Meadow teacher. Continue working on your next lessons while you are waiting for your teacher to send feedback on your student's work. After you have submitted the first 18 lessons, you will receive a first-semester evaluation and grade. At the end of 36 lessons, you will receive a final evaluation and grade.

Submitting Work to Your Oak Meadow Teacher

You are welcome to submit your student's work using email, Google docs, or postal mail. You will find detailed instructions on how to submit your work in the Oak Meadow Parent Handbook.

Here are a few tips:

- Please make sure to carefully label each submission. Teachers receive many submissions each week and we want to make sure your child's work is accounted for.
- If you send work through the postal mail, be sure to include a self-addressed, stamped envelope so your teacher can return the work to you. Receiving the return package from your teacher is an exciting part of the distance learning relationship for many children, and we want to make sure the materials make it back to you in a timely manner. Because regular postal mail is not tracked, it's important to keep copies of everything you send.
- If you choose to send work digitally, Microsoft Word documents, a shared Google doc, and Adobe Acrobat PDFs are the easiest formats for our teachers to work with. When in doubt, please check in with your teacher to determine the best format for receiving work.
- Some of the assignments will instruct you to send to your teacher an audio or video recording of your student performing, reciting, or giving an oral presentation. You can make digital recordings using a camera, computer, or cell phone and send your recordings to your teacher in MP3 format. If you do not have the equipment to make a digital recording, discuss other options with your Oak Meadow teacher.

- It is a good idea to keep track of when lessons are submitted and returned. With so many important pieces of work going back and forth in the mail, mistakes do occur, and a good record-keeping system helps clear things up. You can use a weekly planner for this purpose.

When both the family and the teacher keep to a regular schedule for submitting and returning lessons, everyone benefits, especially the student. Timely feedback, encouragement, and guidance from a teacher are key elements for all learners, and this is especially important in distance learning.

Ready, Set, Go!

We believe that childhood is a valuable period, and nothing is gained by hurrying through it. We suggest that you relax and enjoy these lessons with your child, using them as a springboard to further explorations and an opportunity to spend many enjoyable hours together.

We wish you and your child a successful and rewarding year of learning!

Lesson

1

Early Explorers

Reading

Read "Early Settlers in North America" (found in Reading Selections at the end of this lesson).

Assignments

1. After reading "Early Settlers in North America," look up the Bering Strait on a globe or world map to get an idea of the area being discussed. It is between Asia and North America, from Siberia to Alaska. Find Norway, Iceland, and Greenland on the globe.

   Draw a picture of a globe and divide it into the four hemispheres. Mark each hemisphere. In which hemisphere do you live?

2. Choose one of these writing assignments.

   a. Read about Marco Polo's adventures in an encyclopedia, library book, or online source. Afterward, write a page or two about what you learned. If you enjoy creative writing, you might prefer composing a scene that could have occurred between Marco Polo and the great ruler Kublai Khan in China.

   b. Compose a short story or newspaper article about what terrible monsters and other hazards might await anyone who tries to sail around the world. Illustrate your story with vivid and colorful drawings.

3. Make a shadow stick. Find a flat, sunny spot and put a stick straight into the ground. Have someone help you measure the length of its shadow at 10:00 a.m., noon, and again at 2:00 p.m. Write down each measurement, carefully noting the time. How does the shadow differ in length between these two-hour increments? In which direction does the shadow point at noon?

ASSIGNMENT SUMMARY

- ☐ Read "Early Settlers in North America."
- ☐ Choose a writing assignment about early explorers.
- ☐ Make a shadow stick and data chart.
- ☐ Find the North Star.
- ☐ Write a poem about the night sky.

MATERIALS

- ☐ **Activity: Shadow Stick**
  - sturdy stick
- ☐ **Activity: Compass (optional)**
  - pan of water
  - cork
  - needle

Create a chart to record the changes in the length of your stick's shadow once a week for six weeks. Measure the shadow at noon on the same day each week. If this time is not convenient, choose another time, but stay consistent from week to week, always measuring at the same time of day.

At the end of six weeks, look at your shadow data. You will be able to tell whether the sun is higher or lower in the sky now than it was six weeks ago according to how the length of the shadow has changed over time. When the sun is lowest in the sky, the shadow will be longer. In the Northern Hemisphere, the sun is at its lowest point in the sky on December 21. When the sun is highest in the sky, the shadow will be very short. In the Northern Hemisphere, the sun is highest in the sky on June 21 (reverse these dates for the Southern Hemisphere).

4. On a clear night this week, go outdoors and look for the North Star. Did you find it? If your skies are cloudy this week, try again when they're clear.
5. The next day after you look at the night sky, close your eyes and imagine what it looks like. Were the stars twinkling? Was the moon shining? How does the air feel? Was it chilly? Warm and moist? How did you feel when you looked into this huge expanse? Did you think about how quiet or how big the sky is? What do you think might lie a million miles away in space?

   Jot down a few key words that contain strong visual images or intense feelings, and use these ideas to write a poem about the night sky.

   After composing your poem, write it neatly on an unlined piece of paper and illustrate it with pictures or an artistic border, or paint your page lightly with a watercolor wash.

Further Study

Make your own compass. You will need a pan of water, a cork, and a magnetic needle. To make a needle magnetic, rub it on a magnet several times. Rub the needle in one direction only, not back and forth. Stick the large end of the needle in the side of the cork. Put the cork in the pan of water. The needle will point north.

Reading Selections

Early Settlers in North America

The North and South American continents were not always home to the many different peoples who live here today. Ancient people migrated from Asia many thousands of years ago, traveling throughout North and South America, carrying their cultures with them and adapting to the lands they discovered. Historians believe these people walked across a small bridge of land that is now covered by water. Today we call it the Bering Strait.

The First Nations

Many of the travelers from Asia settled all over North America. We know their descendants as Indigenous people (also called, depending on the region, First Peoples, First Nations, Native Americans, and American Indians).

Long before people crossed the Bering Strait and populated North and South America, wild horses lived on the North American continent. Their fossils have been found by scientists. Very early horses were quite different from the horses we see today—they were only one foot tall! No one knows why, but these horses disappeared, maybe by traveling across the Bering Strait, or perhaps because major changes in the climate caused them to die out. There were no more horses in North or South America until Spanish explorers brought them in the 1500s.

As is the case all over the world, the people who populated North and South America lived in many different ways, developing their particular cultures and lifestyles in relationship to their environment. In fourth grade, you probably studied the Indigenous people in the area where you live. First Nations all over the continent had different ways of adapting to what was around them. The Great Plains tribes depended on the buffalo, which is also called American bison. They built homes either of sod or buffalo skin. Indigenous people in the Northwest lived in homes made of wood and bark, and those on the coast were fishermen. The Arctic First Nations depended on ice, seals, and whales.

Later, when horses were re-established in North America, they made a huge difference in the lives of many Indigenous tribes. The ability to ride horses meant people could cover many miles in a short time. Horses could be used to carry supplies and pull carts of different kinds. Horses also changed the way some Indigenous people engaged in battle and hunted.

After crossing the Bering Strait, the new inhabitants of North America were left alone for a very long time. Then, around 1,000 years ago, the first Europeans came to explore the continent. They were Vikings from the part of the world that is now Norway, Iceland, and Greenland. It is amazing to think of these people traveling so far across the ocean because the Viking boats were open—they didn't have

closed areas like the boats that crossed the ocean from Europe much later. Remains of a Viking camp have been found on the island of Newfoundland, and historians think that an adventurer named Leif Erickson started a settlement there. Erickson and his crew found grapevines, and named their camp *Vineland* or *Vinland* after the grapes. The story of Erickson's adventures (and the explorations of his father before him and his daughter after him) was passed down through many generations of Vikings and eventually written down. Most of it is myth, but some of the story no doubt actually happened. Of course, many facts are missing, and we still don't really know why the Vikings left their settlement in North America. About 500 years went by between the Vikings' visit and the arrival of more Europeans.

The European Age of Exploration

It is impossible to study the beginnings of the United States of America without looking back to the European Age of Exploration. Europeans became interested in exploring the world during a series of wars called the Crusades. The Crusades were religious wars that were fought between the years 1100 and 1300. During the Crusades, many Europeans traveled to the Middle East and Asia to fight, and while they were there they became interested in the fascinating things they saw and experienced. The more they saw, the more they wanted to explore. The soldiers brought home unusual artifacts, gems, silks, spices, and other wonderful things. It was clear there was money to be made and adventures to be had. So began the Age of Exploration.

Marco Polo was an Italian explorer who traveled in Asia in the late 1200s and early 1300s. He told remarkable stories of his adventures, some of which were probably not true or greatly exaggerated. His book, *Description of the World*, written in 1298, became the most popular book in Europe, and the more people heard about his adventures, the more they wanted to see Asia for themselves.

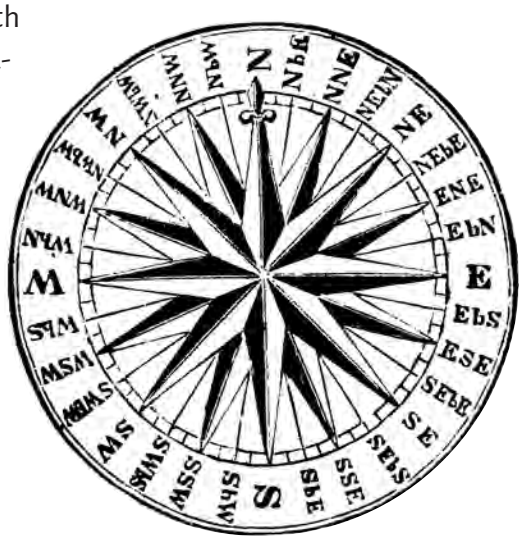
Europeans also wanted to travel to spread their religion. They believed it was their duty to convince all non-Christians to become Christians. Between their interest in trade and their desire to do their religious duty, they were very eager to find routes to new and fascinating places.

Early Navigation

Before the Age of Exploration, most Europeans didn't know very much about the world beyond their own towns. Many people believed there were monsters in the ocean, or that the world was flat, and if a ship sailed too far, it would fall right off the edge of the world. Some people thought parts of the ocean were filled with boiling water. Of course, when more adventurers set off across the seas and came home safely, these beliefs began to change.

Sailing was dangerous in those days. There were no monsters in the seas, but there were strong currents, rocks, and other hazards, just as there are today. Ships sailed by wind power, and were often blown off course. Today, we have lots of technological help to get from one continent or island to another. Early explorers did not have any fancy technology to help them find their way, but they knew how to find directions.

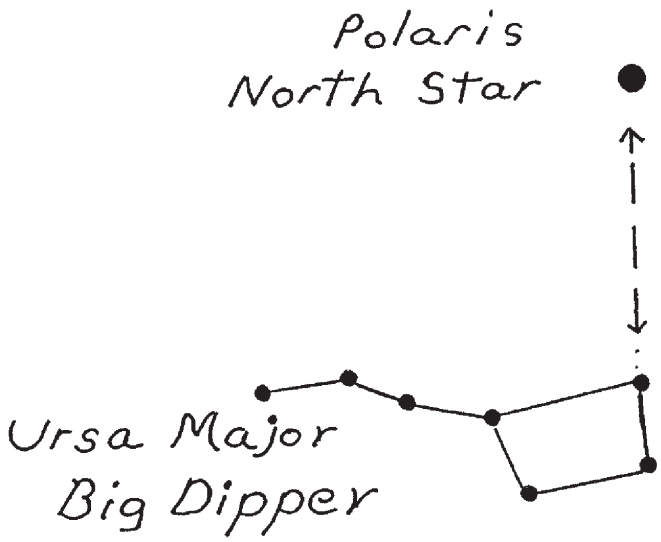
North, south, east, and west are the main, or *cardinal*, directions. If you can find north, you can also find east, south, and west. When you face north, south is behind you, east is to the right, and west is to the left. In the middle of the ocean, there's nothing to look at that isn't moving, so it's hard to tell what direction you are going. It's important to have a "fixed point." Sailors in the Northern Hemisphere steered by the stars, using the North Star as their fixed point. The sun and the North Star were valuable tools because the sun always rises in the east and sets in the west, and the North Star stays in almost exactly the same place all the time.



There are three ways to find north. On a sunny day, you can use shadows. (If you are in the United States, your shadow always points north at noon on a sunny day.) On a clear night you can use the North Star if you live in the Northern Hemisphere. Lastly, you can always find north using a compass. Place the compass flat on a table and turn it so that the letter *N* and the point of the needle are at the same place. Now the compass is pointing north.

The North Star is always in the north. It is not very large or bright, but unlike the other heavenly bodies, it stays in basically the same place. A group of seven stars called the Big Dipper will help you to find the North Star. Although the Big Dipper may be above the North Star at times, and at other times to the right, left, or below it, two stars on the outer edge of the Big Dipper always point to the North Star. These two stars are called pointers. A straight line drawn through the

pointers will lead directly to the North Star. The North Star is the last star in the handle of another constellation called the Little Dipper.



As time went on and more expeditions set forth from the countries of Europe, new ships were built that had adjustable masts, sails, and rudders, which helped sailors stay on course. A tool called a cross-staff was used to help figure out a ship's location by lining up the North Star with one part of the cross and the horizon with the other part. This allowed sailors to determine how far north or south they were, but they still had no good way to tell how far east or west they were.

Today we have maps and globes to tell us what the Earth looks like. The *globe* is a spherical map. Half a globe is called a *hemisphere* (which means "half-sphere"). If we divide the Earth evenly, with an east-west line, we have a Northern Hemisphere and a Southern Hemisphere. If we divide the Earth evenly on a north-south line, we have an Eastern Hemisphere and a Western Hemisphere.

FOR ENROLLED STUDENTS

You will be sending a sample of work from this lesson to your Oak Meadow teacher at the end of lesson 2. When you do, make sure to include rough drafts as well as final, edited versions of written assignments

In the meantime, feel free to contact your teacher if you have any questions about the assignments or the learning process. You can use your assignment summary checklist, weekly planner, and the learning assessment form to keep track of your student's progress. You will be sending this documentation to your teacher every two weeks (with each submission of student work).

Learning Assessment

These assessment rubrics are intended to help track student progress throughout the year. Please remember that these skills continue to develop over time. Parents and teachers can use this space to make notes about the learning the student demonstrates or skills that need work.

SKILLS	Developing	Consistent	Competent	Notes
Conveys knowledge about early explorations				
Records data over time				
Organizes data in chart form				

Lesson

2 Christopher Columbus

ASSIGNMENT SUMMARY

- ☐ Read "European Explorers."
- ☐ Trace travel routes on globe or world map.
- ☐ Write about the travels of Columbus.
- ☐ Continue to record data on the sun's movement.
- ☐ Activity: Build a Sailboat

MATERIALS

☐ **Activity: Build a Sailboat**

coping saw
hand drill
$\frac{1}{4}$" twist drill
hammer
half-round file
C-clamps
paintbrush
pencil
ruler
knife
scissors
wood (at least 4" × 10" × $\frac{3}{4}$" to 1" thick)
two $\frac{1}{4}$" dowels, 10" long
heavy wax paper, starched fabric, or canvas
paints
wood glue or Duco cement
sandpaper

Early explorers from Europe came to the North American continent looking for gold and riches. What they found was a land full of promise.

Reading

Read "European Explorers" (found in Reading Selections at the end of this lesson).

Assignments

1. Look at a globe or world map and trace the way from Portugal and Spain around the tip of Africa to India. This is where Días and da Gama went.

   Now look west from Europe. This is where Columbus went. Look at a map and identify the area where Columbus traveled and explored. What islands do you see in the Caribbean?

2. Choose two of the following questions and write at least a full page in response to each of them. If, as one option, you would like to draw a series of relevant cartoon pictures that tell a story, you may do so.

   a. Christopher Columbus claimed land that was already inhabited by Indigenous groups. What do you think about this? Do you think you would have handled the situation this way? What would you have done differently? What do you think made Columbus treat the Indigenous people the way he did?

   b. Imagine you were an early inhabitant of the Caribbean who saw Columbus and his ships arriving off the coast of your home. How would these people have appeared to you? How might you have felt? Would you feel welcoming or would you be frightened? How might you and your family prepare to meet these strangers?

   c. What do you think we would do today if someone from another planet landed near our home and claimed our property? How would you feel about this?

   d. What if you had to convince someone to fund a long, expensive, and dangerous journey? Where would your expedition go? Why? Who would you try to get to support you? How would you convince them?

   e. Visit a ship the size of the *Niña*, the *Pinta*, or the *Santa Maria*. Write about what the experience of traveling so far in a ship that size might have been like. You might like to compose this as a story or diary.

   f. Imagine being a crew member with Columbus. Compose a diary or ship's log for five days of the journey, citing any birds or sea creatures seen, weather, fears and concerns of the crew, and anything else you think might be relevant. You are welcome to include some drawings of what you might have seen and experienced.

   g. Compose a conversation between Columbus, Ferdinand, and Isabella. What kinds of things might they have said to one another? See the guidelines for punctuating dialogue in the section called "Direct Quotations" at the back of this book.

3. Check your shadow stick this week and make a note of the length of the shadow. Write down the measurement on your data chart. Make sure to note the date and time of the measurement.

Activity

Build a Sailboat

Columbus and other explorers traveled in ships powered by wind and sails. Soon you will be studying about the Pilgrims and the *Mayflower,* another sailing ship. This is a good opportunity to make a little sailboat and practice sailing it.

You will need the following tools:

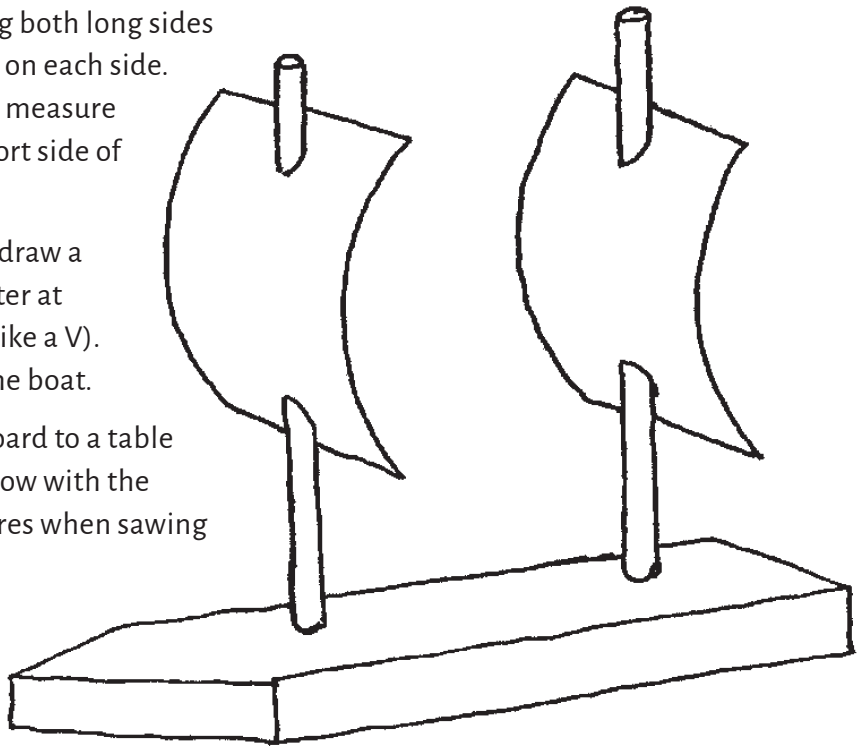
- coping saw
- hand drill
- $\frac{1}{4}$" twist drill
- hammer
- half-round file
- C-clamps
- paintbrush
- pencil
- ruler
- knife
- scissors

You will need the following materials:

- wood (at least 4" × 10" × $\frac{3}{4}$" to 1" thick)
- two $\frac{1}{4}$" dowels, 10" long
- heavy wax paper, starched fabric, or canvas
- paints
- wood glue or Duco cement
- sandpaper

Instructions

1. Draw a rectangle 4" × 10" on the wooden board. Make sure that the 10" dimension is with the grain of the wood, not across it (have a parent help you determine this).
2. Measure 3" from the end along both long sides of the rectangle. Make a mark on each side. At the other end of the board, measure and mark the center of the short side of the rectangle.
3. Using your marks and a ruler, draw a line from each side to the center at the opposite end (it will look like a V). These lines form the bow of the boat.
4. Use a C-clamp to clamp the board to a table and cut out the shape of the bow with the coping saw. Use safety measures when sawing (have a parent help you).
5. File and sandpaper the boat until it is smooth on all surfaces and edges.



6. Measure and mark the center point of the end of the boat (which is called the stern) and draw a line down the center from bow to end. Measure and mark 3" from the bow and $1\frac{1}{2}$" from the stern on the center line. Drill a $\frac{1}{4}$" hole at these two points; make the holes about $\frac{1}{2}$" deep.
7. Using Duco cement or wood glue, glue a dowel in each hole.
8. To construct the sail, use heavy wax paper, canvas, or starched fabric. Cut two rectangles 4" × 6". You can paint felt or fabric with a mixture of white glue and water and then let it dry to make it more stiff. You might like to put a design on your sail.
9. Cut two small slits in each sail, about 1" from the edge (see the picture). Place one sail over each of the masts so that the dowel goes through the slits and the sail curves away from the stern of the boat as though wind is blowing it from behind.
10. If you like, you can paint your boat and let it dry.

Now, take it out for a sail!

Further Study

You might also like to learn about an explorer named Amerigo Vespucci. Why do you think this man's first name seems familiar?

Reading Selections

European Explorers

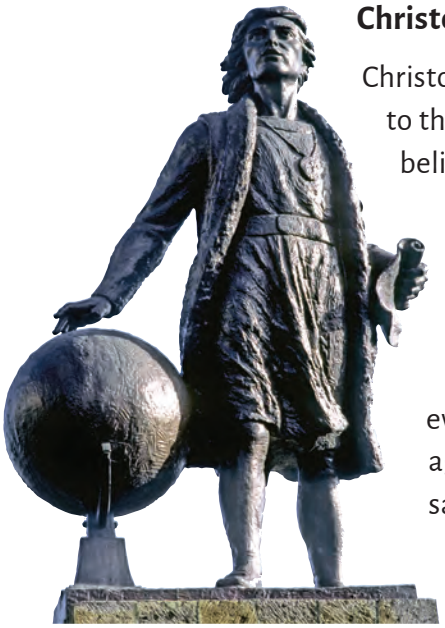
Prince Henry of Portugal (who later became known as Henry the Navigator) fought in North Africa as a young man. There he saw incredible gold, ivory, spices, silks, and other riches being traded by travelers who had been to Africa, India, China, and Japan. He wanted this wealth for his own country.

Portuguese ship

Trade routes across land were closely guarded and protected by other groups of people, making it difficult for the Portuguese to establish trade for themselves. Henry imagined that it might be possible to get to Asia and Africa by sea instead of traveling over land. He dedicated his life and his riches to this cause. He paid for many ships to voyage across the ocean in an attempt to find Asia and Africa, and started a center where experts could come to share their knowledge of geography and navigation. Even after his death in 1460, Portuguese ship captains were still trying to find the sea route Henry had hoped for. All this exploration was going on because people wanted to get products they couldn't get in their own country.

Asian port during the Age of Exploration

About 30 years after Prince Henry died, an explorer named Bartholomeu Días successfully sailed all the way to the southern tip of Africa, and about 10 years after that, Vasco da Gama made it around Africa and all the way to India. Although he wasn't alive to see it, Prince Henry's goal was finally accomplished.



Christopher Columbus

Christopher Columbus had the idea that he could find a new trade route to the Indies to get gold and spices by sailing west. In addition, he believed he was meant to take the Christian religion across the ocean and convert the people there. He had a great deal of difficulty finding someone who would help pay for his trip until he went to Spain to see King Ferdinand and Queen Isabella. Queen Isabella made him wait a long time before she gave him permission, but she eventually agreed to fund the voyage. Finally in 1492, Columbus set sail from Spain with 100 men in 3 ships: the *Niña*, the *Pinta*, and the *Santa Maria*.

Europeans landed in America by accident during this search for a faster, easier way to get to Asia (or the *Indies*, as the area was also called). Columbus did not land in the Indies, or anywhere else in Asia, but along the coast of South America, among some islands southeast of Florida in an area now called the *Caribbean*. He visited an island he named San Salvador, the island that is now Cuba, and another that he named

Hispaniola (the island is now shared by the Dominican Republic and Haiti). Later, he visited other Caribbean islands as well as the coast of Central America and Panama.

The land was occupied by native peoples whom he called *Indians*. He called them Indians because he thought he was in India! Because he had arrived there from what he thought was a superior country, and he saw these native people as little more than savages, Columbus thought it was now his land. He claimed it in the name of the King of Spain. As far as he was concerned, it now belonged to Spain.

Columbus decided to concentrate on the search for gold. He ordered every Indigenous person over the age of 14 to find a certain amount of gold for him every day. Those who failed had their hands chopped off. These were the same local inhabitants who had greeted him in such a friendly and open fashion.

Explorations into the New World

Many of the Spanish explorers were looking for gold, and some of them found it. These men were called *conquistadors*. There was a lot of gold in Mexico, and the success of Spanish explorer Hernando Cortés in gathering gold and jewels led many other explorers to come look for themselves. But some of them only found land, which they claimed for their own countries.

Below are listed a few of the explorations that took place in North America during the European Age of Exploration. Many were looking for gold, but the search for new routes to Asia was still of interest. You'll learn more about some of these explorations later.

- Hernando de Soto set out to claim land for Spain. He landed in Florida and headed west. After he died during the journey, one of his men, Luis Alvarado, went on and brought the expedition all the way to Mexico and claimed land for Spain.
- Francisco Coronado claimed parts of what is now the American Southwest for Spain.

- Giovanni da Verrazzano, an Italian man, was hired by the French in the 1520s. He sailed along the eastern shore of North America, exploring the coasts of North Carolina, New York, New England, Nova Scotia, Newfoundland, and what is now Canada. He hoped to find a Northwest Passage, a water route to China through North America.
- Jacques Cartier explored Canada in the 1530s, also looking for a Northwest Passage. He tried to start a colony in the area of what is now Quebec, but found the climate impossibly harsh. He sailed up the St. Lawrence River, thinking it might allow him to get all the way to China, but he ran into ice and rapids and had to stop. He didn't find the Northwest Passage, but he did claim land for France.
- Henry Hudson was an English sailor who brought a Dutch expedition to North America. He explored a river near what is now New York City, and became interested in trading fur with the local tribes. This river was later named the Hudson.

Spanish conquistador

FOR ENROLLED STUDENTS

At the end of this lesson, you will be sending the first batch of work to your Oak Meadow teacher along with your assignment summary checklist and the learning assessment forms, or any alternate form of documentation. Remember to include both the rough drafts and final, edited versions of written assignments.

Include any additional notes about the lesson work or anything you'd like your teacher to know. Feel free to include questions with your documentation—your teacher is eager to help.

If you have any questions about what to send or how to send it, please refer to your parent handbook and your teacher's welcome letter. Your teacher will respond to your submission of student work with detailed comments and individualized guidance. In the meantime, proceed to lesson 3 and continue your work.

Learning Assessment

Use these assessment rubrics to track student progress and make notes about the learning the student demonstrates or skills that need work.

SKILLS	Developing	Consistent	Competent	Notes
Identifies locations on map or globe				
Traces travel route on map or globe				
Conveys knowledge about early explorations				
Records data over time				
Organizes data in chart form				

Lesson

6

Colonial Living

Colonists raised their children with love combined with a very stern sense of discipline. Children were expected (and needed) to work side by side with adults from a very early age.

Reading

Read "Colonial Living" (found in Reading Selections).

Assignments

1. Look at the map you drew last week. Shade the New England colonies orange, the middle colonies green, and the southern colonies pink. Color the water blue. Label the Atlantic Ocean and the Pacific Ocean. If you have included the Great Lakes on your map, label those as well.
2. Which area had the most colonies? Why do you think this was? Give more than one possible reason. Write your answer in complete sentences.
3. After reading "Colonial Living," make up your own chant or verse to learn something you are studying in school. This might

ASSIGNMENT SUMMARY

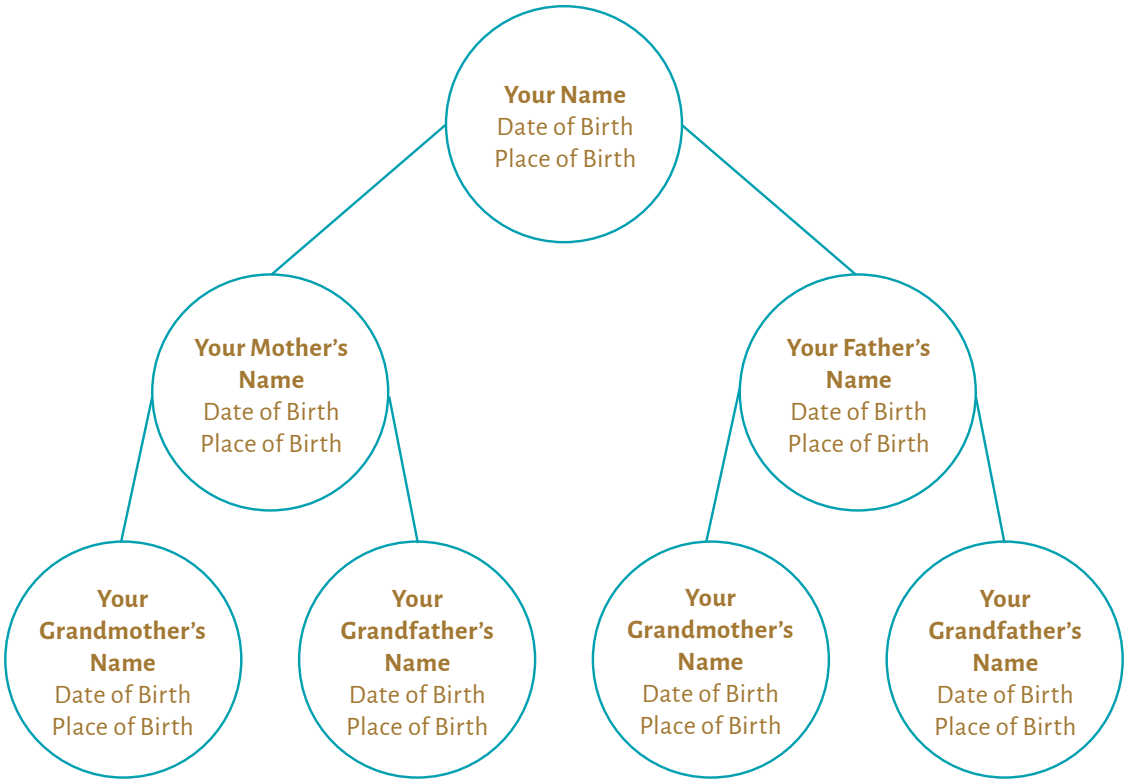
- ☐ Read "Colonial Living."
- ☐ Draw and label areas on the map of North America.
- ☐ Consider the reason for the placement of the early colonies.
- ☐ Create a study chant.
- ☐ Draw a family tree.
- ☐ Record final data and interpret it.
- ☐ Activity: Johnny Cake

MATERIALS

- ☐ **Activity: Family Tree**
  - poster board or sturdy art paper
- ☐ **Activity: Johnny Cake**
  - 2 cups milk
  - 1 cup cornmeal
  - 1 cup flour
  - $\frac{1}{2}$ tsp salt
  - 4 tablespoons honey
  - 2 eggs

relate to math, spelling, or any other area. It might be fun to record your chant on audio or video. Otherwise, just write it down.

4. It was common in colonial days for families to record important events on a family tree, which was added to with each marriage and birth. A family tree was a record of all the relatives on both sides of the family.



On a piece of poster board or sturdy art paper, create your own family tree (if your ancestors are unknown, you may want to create a family tree for a friend or other loved one). Go back as far in your family's history as you want. Perhaps there is a record of your great-grandparents, or even further back!

You might like to design your family tree like an actual tree with branches and make it a real work of art instead of the more traditional example shown. Use colored pencils, and decorate the edges of the paper with artistic designs. Consider making it on large poster board so it's big enough to decorate beautifully.

5. Record your final measurements with your shadow stick. Has there been any change in the placement of the sun in the sky during the six weeks you have been measuring the shadow cast by your stick? Write one or two sentences describing what your data shows.

Activity

Johnny Cake

Make a Johnny Cake. Colonists used a recipe very similar to the one below. As you make your Johnny Cake, imagine the colonists baking this in a huge stone fireplace. Think about where each ingredient may have come from long ago.

Ingredients

- 2 cups milk
- 1 cup cornmeal
- 1 cup flour
- $\frac{1}{2}$ tsp salt
- 4 tablespoons honey
- 2 eggs

Instructions

1. Scald the milk.
2. Mix the dry ingredients.
3. Combine honey, eggs, and milk and add it to the dry ingredients.
4. Pour the mixture into an oiled oven dish and bake at 350° F until golden brown. Enjoy!

Further Study

If you'd like to continue working on your family tree project over time, you can create a booklet to go with your family tree. The booklet can include paragraphs, stories, and other memorabilia about each person listed on the tree. Consider writing letters to your relatives to learn family stories and other information that would make your booklet more meaningful. This project could extend throughout the year.

Go to your library this week to borrow books that have pictures of early Colonial furniture, houses, clothing, tools, etc. Enjoy yourself looking through these books.

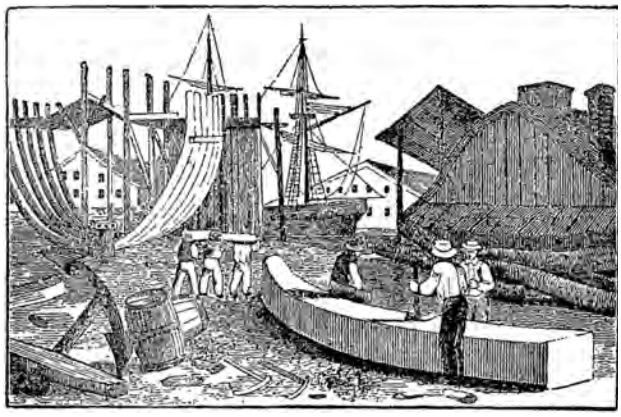
This is also an excellent time to visit a Living Museum that is based on colonial days. There are many to choose from, such as Colonial Williamsburg (Virginia), Greenfield Village (Michigan), Plimoth Plantation (Massachusetts), and Historic Deerfield (Massachusetts).

Here are some additional books about the colonial time period:

- *Indian Captive: The Story of Mary Jemison* by Lois Lenski
- *Alone, Yet Not Alone* by Tracy Leininger Craven

Reading Selections

Colonial Living



The northern colonies in which newcomers to the New World settled became known as *New England*. People had to work very hard to raise food in New England because the land tended to be poor and rocky. The climate was wet and cold, and there was only a short season when crops would grow well. There were dense forests that had to be cleared in order to build towns.

On the other hand, the coastline offered good fishing, and the ocean made it easy to transport logs on boats. A strong industry based on logging, shipbuilding, and fishing developed in the New England colonies.

In the southern colonies, the weather was warmer and the land was rich and good for farming. These are the colonies where tobacco thrived, and where huge tobacco plantations depended on slave labor for their success. Other crops that did well here were rice, cotton, and indigo. Because there were many rivers that flowed to the Atlantic Ocean, it was possible for plantation owners to transport their crops by ship all the way to England.

There was a mix of large and small farms, dotted with wood and brick houses in the middle colonies. The farmland was fertile and there were also plenty of trees. Like New England, the middle colonies had coastal seaports that made it possible to transport goods. The primary crop was wheat. Rye, barley, corn, and fruit were also important crops.

Early Colonial Homes

The homes of early colonists were very simple. They were usually built of wood, stone, or brick. Wood was easy to get because of the many forests in New England. The roofs were thatched. The floor was dirt, which packed down hard after months of wear. The women swept it clean each day. Some of the colonists scratched designs into the dirt to decorate the floor.

Glass was expensive and hard to get. Some people used oiled paper or rows of bottles for their windows. Others used heavy fabric. Large windows such as we have today, which let in ample light, were unheard of in early colonial times, so homes were much darker than ours.

The usual arrangement was to have one large room with a sleeping loft. Other small side rooms might be added as the family grew. The main room had a fireplace, dining table and chairs, and all the cooking utensils. Some family members also slept there. The big stone fireplace was the center of family life. It served as the stove, heater, and source of light after sunset. The women cooked over the fire in huge iron kettles and skillets.

The furniture in colonial homes was hand-built from wood. Each family had a long table with chairs and benches for sitting. The rocking chair was invented in America. It became very popular in those early days.

The parents slept in a high bed with ropes strung across the bottom to hold the mattress (instead of a box spring like many people use today). Their mattresses were stuffed with feathers, corn husks, or cotton. A smaller bed was usually built beneath the parents' bed and was called a *trundle bed*. It was pulled out into the room at night. This was for the children, who slept together in one bed, even when there were three or four of them.

The colonists had to provide all of their own food. They could not go to a local store to buy food. Most families had cows, ducks, chickens, a garden for vegetables, and a fruit orchard. Everyone helped, including the young children.

Educating the Children

Puritan parents raised their children very strictly. They were expected to follow the church's rules, such as the Ten Commandments, as well as the laws of the colony. Children had to work, and were punished when they disobeyed. Puritan parents believed that children were "full of sin, as full as a toad is of poison," and that it was their parents' responsibility to get rid of this sin by disciplining them. Although they were well loved, children might be beaten for being disrespectful or lazy, or for running and jumping on the Sabbath (Sunday).

Children were expected to help the adults in all aspects of running the household. Young children dressed like adults after about age six, and did daily jobs such as feeding the chickens, gathering eggs, and picking berries. Older children had more difficult chores. They chopped wood, made soap, spun wool, and cleaned out the big fireplace.

At age 13, some girls were hired out to be servants in wealthier households, or apprenticed as cooks or seamstresses. Boys apprenticed in trades such as carpentry, glassblowing, tanning, or ironworking.

In colonial days, the whole family was involved in providing cloth for the household. Flax was an important crop for producing fiber. The men and boys tended the sheep and the flax crop. The younger children carded the wool or flax fibers into long pieces for the thread or yarn, and gathered berries and bark for dye. The women then did the spinning and men did the weaving.

Education was very important to the Puritans because they wanted to be able to read the Bible. Some families believed only boys should be educated, but soon girls were also included. Many children learned reading, writing, and simple arithmetic at home. Later, schools were established so groups of children could learn together. There was even a law passed in Massachusetts that required all towns with 100 families or more to set up a public school. In fact, the very first college in America was founded by the Puritans in 1636 in Boston, Massachusetts. Its name is now Harvard University.

School in colonial days was very different from school today. Early schoolbooks that were used by Puritan children were called *hornbooks*. The hornbook had a sheet of paper with the alphabet, numbers, and a prayer on it, and this was covered by a very thin, transparent layer of horn to protect the paper. Because books and paper were hard to obtain, much of the teaching was done by having the children chant their

lessons. They might chant religious sayings or rules for good manners as well as spelling words, arithmetic facts, and other information.

FOR ENROLLED STUDENTS

Please submit your student's work to your Oak Meadow teacher at the end of this lesson. Make sure all the assignments are completed (you can use the assignment checklist to help you organize your submission). Include the data chart of the sun measurements (see assignment #5). If your student made an audio or video recording for assignment #3, please include that as well. Contact your teacher if you have any questions.

Learning Assessment

Use these assessment rubrics to track student progress and make notes about the learning the student demonstrates or skills that need work.

SKILLS	Developing	Consistent	Competent	Notes
Draws a map with some degree of accuracy				
Identifies locations on map or globe				
Traces travel route on map or globe				
Conveys knowledge about early colonial living				
Records data over time				
Organizes data in chart form				
Identifies patterns in data and interprets meaning				

Lesson

17

The U.S. Constitution

After the war ended, the hard work of creating a new nation began.

Reading

Read "After the War" (found in Reading Selections).

Assignments

1. Write a letter to a friend as if you were a colonial woman whose husband was fighting in the revolution. Tell about some of the hardships you face, and the extra work you have to do each day. Be specific; don't just say, "I have to do all my husband's work." Describe your day as you imagine it might have been.
2. Why do you think it was so important for the United States to have a Constitution? What do you think might have happened if there hadn't been one? What kinds of rules do you think are the most important ones for a country to have? Answer the first two questions with a few sentences, and then make a list of important rules.
3. Go to a furniture store or scan through magazines, newspapers, or online ads to see how much elegant furniture you can buy for $3,000. Imagine if you had to furnish the president's mansion on $3,000 today! In those days it was quite a lot of money. How much do you think it would cost today to furnish just one room elegantly?
4. Imagine how George Washington might have felt as he rode home after his last day as the first American president. What do you think he would have done with his time during those first few weeks home at Mount Vernon? Write a conversation George and Martha Washington might have had on this journey as they look ahead to their lives as common citizens. Use proper punctuation for dialogue (refer to the appendix if necessary).
5. Add New York City and Washington, D.C., to your map.

ASSIGNMENT SUMMARY

- ☐ Read "After the War."
- ☐ Write from the perspective of a woman during the Revolutionary War.
- ☐ Consider what to include in a Constitution.
- ☐ Plan how to furnish a house on a budget.
- ☐ Write a conversation between George and Martha Washington.
- ☐ Add to your map.

Further Study

Here are a few extra reading ideas:

- *A History of US: From Colonies to Country, 1735–1791* by Joy Hakim
- *Shh! We're Writing the Constitution* by Jean Fritz
- *Abigail Adams: Girl of Colonial Days* by Jean Brown Wagoner

Reading Selections

After the War

In April 1782, Benjamin Franklin, John Adams, and John Jay went to Paris to meet with the British and make a peace agreement. The peace agreement, or treaty, gave the colonies complete independence. The Americans now had control of all the land in the original 13 colonies and as far west as the Mississippi River.

Life in America changed after the Revolutionary War. Most women had not actually fought in the war, but had taken on extra jobs at home because their husbands weren't there. They still had their own household work to do, but during the war they had to run the farms or other family businesses as well. They got used to making decisions that had always been made by the men. When the men came home from war, they naturally began to include their wives a little more in the important decisions for the family.

While her husband, John Adams, was taking part in the Continental Congress in Philadelphia in March 1776, Abigail Adams wrote him a letter, which included the following:

"I long to hear that you have declared an independency. And, by the way, in the new code of laws which I suppose it will be necessary for you to make, I desire you would remember the ladies and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the husbands. Remember, all men would be tyrants if they could. If particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation."

A few months later, she wrote in another letter:

"I cannot say that I think you very generous to the ladies. For, whilst you are proclaiming peace and good will to men, emancipating all nations, you insist upon retaining an absolute power over wives. But you must remember that arbitrary power is like most other things which are very hard—very likely to be broken; and, notwithstanding all your wise laws and maxims, we have it in our power not only to free ourselves but to subdue our masters, and without violence throw both your natural and legal authority at our feet."

Even though the Declaration of Independence began by saying ". . . all men are created equal," it didn't exactly mean all *people*. Black people were not considered equal, and neither were women. Both African Americans and women were thought to be "owned" by others. Even in the newly independent America, they did not have all the rights that had been declared in this important document. Native Americans didn't have equal rights either.

After the war, many Loyalists were punished. Thousands of others moved back to England or went to Canada. Thousands of Black people also left, moving to Canada, England, the West Indies, and even back to Africa. Some Native American villages were burned or destroyed in punishment for their support of the British, and their land was given away.

The Constitutional Convention

Now that there was no longer anything to fight about, the Americans had to figure out what kind of laws and government they were going to have. They had not yet established the United States of America—they were still just a group of colonies that had won independence from Britain without a particular plan for their new relationship with one another.

John Adams

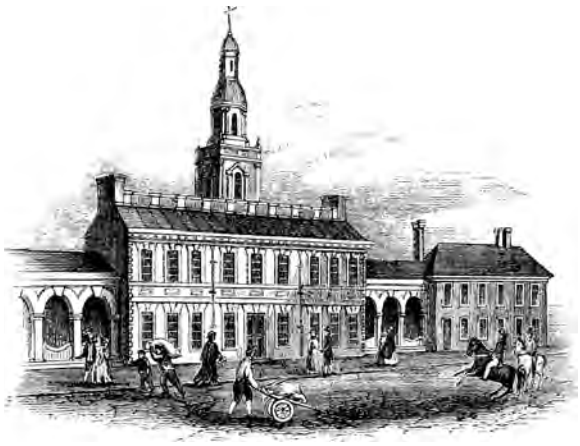
The Continental Congress, the same group who had written the Declaration of Independence, assigned a committee to make a plan. This plan was called the Articles of Confederation. Many of the colonies, now called states because they no longer belonged to another country, had their own constitutions, or sets of laws. The Articles of Confederation were the first step toward establishing a government that would have some control over all the states, while still allowing each state to create some of its own rules. Each state had to give up some power to the federal government, but they were all wary because of their experience with a king who had too much power. It took some time for all the states to agree to the Articles of Confederation, but after some changes, they all did. In 1781,

One of the early flags of the United States had 13 stars, to represent the 13 colonies.

the first government over the entire group of states was established.

It became obvious pretty quickly that the Articles of Confederation did not provide a strong enough government. Citizens of the various states were loyal to their own state, but not really interested in the idea of a group of "united" states. They wanted to keep as much of their own power as they could, which made the country more like a group of tiny countries than a group of states that were connected. In order for the new country to succeed, it needed a strong, unified government.

In May 1787, the Continental Congress held a meeting with delegates from each of the states. This meeting became known as the Constitutional Convention. Delegates came to this meeting in Philadelphia from every state except Rhode Island. There were many people there who we remember today because they played such a big part in early American history, such as Benjamin Franklin, James Madison, and Alexander Hamilton. George Washington, the general who made such an important contribution during the Revolutionary War, was also there.

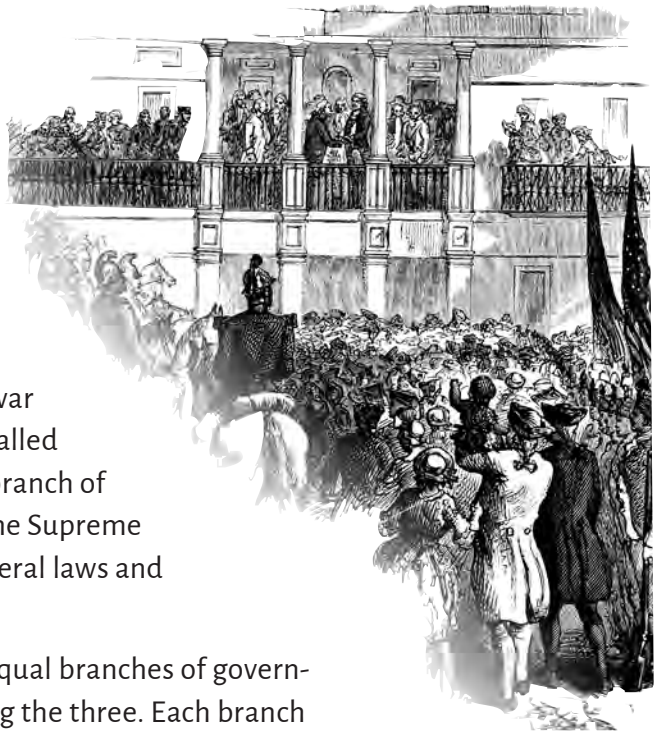


The delegates at the Constitutional Convention chose George Washington to be the president of the convention. They worked hard all summer, arguing, rewriting, compromising, and doing more rewriting. The Constitution of the United States of America was ready in September for the states to decide whether they would accept it. It took a lot more discussion, but the Constitution was approved in 1788.

The Constitution and the Bill of Rights

The Constitution is a basic plan for the way the United States of America is to be run. It's not a simple sort of plan that can be changed anytime somebody feels like it, and it is meant to last for a very long time. Any changes that are made have to go through a very lengthy, specific process.

The first words of the Constitution.

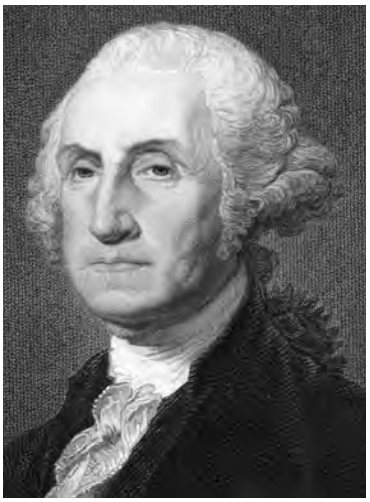


The Constitution established three equal branches of government, each with its own job. One branch is called the *legislative* branch, where Congress makes the laws. Congress has two sections, or *houses*, the Senate and the House of Representatives. The second branch of government is run by the president and other officials who make sure that the laws are carried out. The president is also the head of all the military forces, but doesn't have the power to declare war on their own. The president is the head of what is called the *executive* branch of the government. The third branch of government is the *judicial* branch, which is run by the Supreme Court in order to explain the meaning of all the federal laws and make sure they are enforced properly.

One of the purposes of having three separate but equal branches of government is so that power and control are spread among the three. Each branch could "check" the others, or prevent them from stepping beyond the control they were meant to have. This is known as a system of *checks and balances*.

Sometimes there are changes to the Constitution. These changes are called *amendments*. The first change made to the Constitution was actually a group of ten amendments called the *Bill of Rights*. The Bill of Rights guarantees all Americans certain freedoms regarding religion, press, and speech, and the right to a fair trial.

America's First President



George Washington was elected to be the first President of the United States, and John Adams was elected as Vice President. (His wife was Abigail, whose letters you read about earlier.)

The first United States capital was New York City. President Washington was very aware that he was the first President of the United States, and that everyone was watching to see how he would do it. He was the president for eight years, and he tried to set the best example for the role during that time.

Washington tried to separate his personal life from his job as the president. One of his unshakable policies was to receive casual visitors only once a week for an hour. He took his job very seriously, and was very strict with himself. This was a far cry from the constant flow of visitors he had at home in Mount Vernon.

President and Mrs. Washington spent $3,000 for furniture and wallpaper for their mansion in New York. Congress gave President Washington an annual salary of $25,000. There was much discussion about what the president's official title should be. Two ideas were *His Elective Highness*, and *His Highness the President of the United States and Protector of the Rights of the Same*. What a mouthful! But Washington preferred the simple title of President George Washington.

Alexander Hamilton

Washington carefully chose a group of advisors to help him and gave them specific responsibilities:

- Thomas Jefferson: Secretary of State (in charge of foreign affairs)
- Alexander Hamilton: Secretary of the Treasury (in charge of raising and spending money for the government)
- Henry Knox: Secretary of War (in charge of military issues)
- Edmund Randolph: Attorney General (in charge of enforcing laws)

This group of men was called the *Cabinet*. They didn't always agree with one another, but they were all committed to supporting President Washington and the new government.

Washington Monument

Although even today some people believe that George Washington was the greatest president the United States has ever had, sometimes he did things that made people very angry. The Whiskey Rebellion was one of those times. In 1794, a group of farmers refused to pay the tax on whiskey that had been established by the United States government. Some of them were arrested after attacking a tax official. Washington actually put on his military uniform and led the army into battle against the farmers, who immediately surrendered. His action worked to end the rebellion, but many people thought he had acted much too strongly.

George Washington devoted much of his life to the service of his country. As President of the United States, his job left little time for personal pursuits or quiet walks with his wife. His private life was set aside for the greater task of establishing the guidelines of the presidency and helping the new country become stable.

Partway through Washington's presidential term, the capital was moved to Philadelphia, where all the Continental Congress meetings had been. Later, after Washington had completed his eight years as president, the capital was moved once again to an area along the Potomac River between Maryland and Virginia. The new capital was

The U.S. Capitol Building in Washington, D.C., where Congress meets.

named Washington, District of Columbia, or Washington, D.C. It remains the capital city of the United States, yet it is not in any state. The city is a special district run directly by the federal government.

George and Martha Washington had two wonderful, quiet years together at Mount Vernon after George retired from his job as president. A week and a half before Christmas in 1799, after riding his horse in a cold winter storm, George Washington became very ill and died within a few days.

The White House

FOR ENROLLED STUDENTS

Continue to use your weekly planner, assignment checklist, and learning assessment form to help you organize your lessons and track your student's progress.

Learning Assessment

Use this assessment form to track your student's progress over time.

SKILLS	Developing	Consistent	Competent	Notes
Report writing: Uses topic sentences to introduce main ideas				
Report writing: Organizes ideas into paragraphs				
Report writing: Shows evidence of research				
Report writing: Provides in-text citation to direct quotes				
Demonstrates ability to consider different perspectives				
Displays memorization and recitation skills				
Compares historical time period to modern life				
Draws a map with some degree of accuracy				
Identifies locations on map or globe				
Traces travel route on map or globe				
Conveys knowledge about the American Revolution				

Lesson

23 The Indian Removal Act

The Native Americans faced hardships and tragedy as the American government forced them out of their homes and away from their traditional tribal lands.

Reading

Read "Andrew Jackson" (found in Reading Selections).

Assignments

1. After completing the reading selection, choose one of these assignments.
   a. What options do you think Andrew Jackson should have considered, other than taking over the land of the native people and sending them west? Use creative problem-solving to design a plan under which the Native Americans and the white settlers might have lived side by side, each getting what they needed to thrive. Take into account their differing ways of life, sources of food, community organization, etc. Give specific examples of how your plan satisfies the needs of both groups. Write at least two pages.
   b. Compose a short play that includes dialogue between one or more white settlers and one or more Native Americans who are being forced to move. Show the ideas and points of view of each person. Set the scene by telling a little about the characters, the location of the play, and anything else you consider important. Use correct punctuation for dialogue. Write at least two pages. Feel free to act out your play afterward. (You might want to record it.)

ASSIGNMENT SUMMARY

- ☐ Read "Andrew Jackson."
- ☐ Reflect and write about the forced relocation of Native Americans.
- ☐ Activity: Making a Bead Loom

MATERIALS

- ☐ **Activity: Making a Bead Loom**
  - sturdy cardboard box (about the size of an adult shoebox)
  - ruler
  - pencil
  - stapler
  - cotton crochet thread #30 (or something similar)

Activity

Making a Bead Loom

This week you will construct a loom for bead weaving, and next week you will begin weaving on it. There are many different ways to make a bead loom out of wood, and you can find directions and kits online. Below you will find instructions for a simple loom made from cardboard, which works perfectly well for simple weaving projects.

After you make the loom, you will string it with vertical threads, called the *warp*. When you begin weaving on the loom, you will push the thread with beads over and under the warp, again and again, weaving from side to side. This side-to-side string is called the *weft*—the beads are on the weft threads. (You'll find weaving instructions in the next lesson.)

Materials

- sturdy cardboard box (about the size of an adult shoebox)
- ruler
- pencil
- stapler
- cotton crochet thread #30 (or something similar)

Instructions

1. Measure and cut a 6" × 3" section from the center of the two long sides of your box. When you remove these pieces, it will look like a large notch on each side of the box (this will make room for your hands when you are weaving).
2. On each 6" × 3" section that you cut, snip a series of 8 slits in the center of the long side. The snips should go about halfway into the cardboard ($1\frac{1}{2}$" deep). These will be what you string the warp threads around, so make sure the snips are not too close together as that will make them more likely to bend when you pull the warp threads tight. When you are done, each piece will have a kind of stiff fringe.
3. Staple the two snipped pieces onto opposite ends of the cardboard box, with the fringe sticking up above the edge. Now your box has large notches on two opposite sides, and fringes on the other two sides. It's all ready for you to string the warp threads.
4. Tie a loop in the end of the crochet thread, and hook it onto the first fringe piece. Keeping the thread taut, hook it over the fringe on the opposite side, and then bring it back to where you started. This time, hook the thread over the second fringe piece, then do the same on the opposite side.

5. Keep looping the thread back and forth until you have eight strands stretching across the length of the box. Tie the last loop on the last fringe, keeping the tension on the warp threads. Cut off any excess thread.

Now your loom should resemble a guitar with strings stretched taut from one end to the other. You are ready to weave! In the next lesson, you'll find instructions for bead weaving.

Further Study

Here are some extra reading ideas:

- *Sing Down the Moon* by Scott O'Dell
- *Thunder Rolling in the Mountains* by Scott O'Dell and Elizabeth Hall
- *On the Long Trail Home* by Elisabeth J. Stewart
- *Night Bird: A Story of the Seminole Indians* by Kathleen V. Kudlinski
- *Remember My Name* by Sara H. Banks
- *Indian Chiefs* by Russell Freedman
- *An Indian Winter* by Russell Freedman

Reading Selections

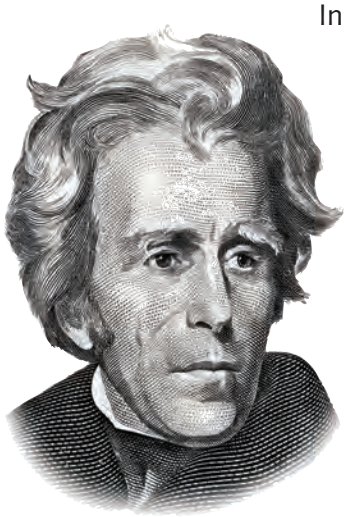
Andrew Jackson

Andrew Jackson was born in a log cabin in 1767, along the border between North Carolina and South Carolina. His parents were very poor Irish immigrants. His father died a few days before he was born, leaving his mother alone with three young sons. She moved in with her sister's family in order to make life easier for all of them.

When he was 13, Andrew and his brother, Robert (the other brother had been killed in battle), joined the local militia to help fight the British. They were captured, and Andrew suffered a serious sword wound on his hand and head when he refused to shine the boots of their British captor. Those scars stayed with him all his life. Robert died of smallpox not long after this experience, and soon their mother died as well. At just 14 years old, Andrew Jackson was alone.

After a few years, he became interested in studying law, eventually becoming a successful lawyer. Through his lucrative private law practice and by buying and selling land, he became wealthy. Andrew

Jackson owned many slaves at the Hermitage, his plantation near Nashville, Tennessee. He loved to gamble, and bought himself several race horses.



In those days, divorce was very rare. Andrew's wife had been previously married, and when the two of them were wed, they both thought she was divorced. Unfortunately, her divorce was not yet final. They remarried six months later when they were sure her divorce was complete, but it was too late to stop those who wished to criticize and insult the Jacksons. Andrew had a fierce and volatile temper. He often challenged people to duels to solve simple disagreements and arguments, especially when they involved any kind of insult to his wife. He believed that it was these insults that eventually caused his wife to die of a heart attack.

Andrew Jackson led the American soldiers to victory during the War of 1812 in the Battle of New Orleans (the battle that was tragically fought after the war had officially ended). In 1829, General Andrew Jackson was elected President of the United States. It was his second attempt at becoming president. He was especially proud because he was the first president who had come from a very humble beginning. In the past, American presidents had been born to wealthy families. Andrew Jackson worked hard for what he had.

The Trail of Tears

President Jackson had very strong opinions about Indians and what the United States government's policy about them should be. He believed that all the Indians should move across the country to the west. He wanted white people to have the Indians' fertile farmland so they could grow cotton and other cash crops. Jackson wasn't interested in the Indians' rights at all. He set out to enforce an "Indian removal" policy, helping to sign into law the Indian Removal Act of 1830.

For years, Andrew Jackson and many other government leaders systematically pushed local tribes of Choctaw, Chickasaw, Seminole, and Muscogee (Creek) off their ancestral lands in Georgia, Alabama, Tennessee, North Carolina, and Florida. When the Seminoles resisted, their entire tribe was nearly destroyed. The Choctaw tribe lost thousands of people during removal, and 3,500 Muscogee died. In 1838 and 1839, the Cherokee nation was forced to migrate across the Mississippi River to what is now Oklahoma. During this forced march of over 1,000 miles, the Cherokee people endured starvation, disease, and exhaustion while armed soldiers pushed them onward. Over 4,000 people died, nearly one-quarter of the entire Cherokee nation. This terrible journey became known as the "Trail of Tears."

By the time Andrew Jackson had served two terms as president, nearly all the Native Americans living on the East Coast had been forced to relocate. In just 10 years, an estimated 125,000 Native Americans had lost their homes, their lands, and many of their loved ones.

FOR ENROLLED STUDENTS

Please contact your teacher if any questions arise.

Learning Assessment

Use these assessment rubrics to track student progress and make notes about the learning the student demonstrates or skills that need work.

SKILLS	Developing	Consistent	Competent	Notes
Report writing: Uses topic sentences to introduce main ideas				
Report writing: Organizes ideas into paragraphs				
Report writing: Shows evidence of research				
Report writing: Provides in-text citation to direct quotes				
Report writing: Cites list of sources				
Demonstrates ability to consider different perspectives				
Displays memorization and recitation skills				
Compares historical time period to modern life				
Draws a map with some degree of accuracy				
Identifies locations on map or globe				
Traces travel route on map or globe				
Conveys knowledge about the Indian Removal Act				

Appendix

Materials

LESSON	PROJECT	MATERIALS
1	**Shadow Stick**	sturdy stick
1	**Compass (optional)**	pan of water cork needle
2	**Build a Sailboat**	coping saw hand drill $\frac{1}{4}$" twist drill hammer half-round file C-clamps paintbrush pencil ruler knife scissors wood (at least 4" × 10" × $\frac{3}{4}$" to 1" thick) two $\frac{1}{4}$" dowels, 10" long heavy wax paper, starched fabric, or canvas paints wood glue or Duco cement sandpaper
3	**Jamestown Diorama**	wooden box (or plastic shallow pan) dirt sticks of similar diameter knife craft sticks (popsicle sticks) glue thatch (matted or woven dried grasses, leaves, stems, and roots) small plants or branches

LESSON	PROJECT	MATERIALS
4	**Hardtack**	flour salt water
5	**Map of North America**	large piece of paper or poster board colored pencils map or atlas
6	**Family Tree**	poster board or sturdy art paper
6	**Johnny Cake**	milk cornmeal flour salt honey eggs
7	**Cross-stitch**	pillowcase, T-shirt, or other piece of clothing or fabric to decorate embroidery thread sewing needle scissors
9	**Pottery**	clay
12	**Whittling**	whittling knife or pocket knife small block of soft wood (such as pine or balsa) or bar of soap
12	**Sock or Rag Doll**	sock fabric scraps yarn
12	**Clothespin Doll**	1 wooden peg clothespin cloth yarn glue scissors cardboard

LESSON	PROJECT	MATERIALS
15	**Tin Lantern**	large juice can or tomato can hammer big nail small nail wire coat hanger sand candle
16	**Handmade Paper**	wooden frame large, shallow pan (like a plastic tray) staple gun wire screen newspapers
18	**Electricity Experiments**	balloon tin foil or tissue paper comb
18	**Candle Making**	beeswax or paraffin wax candle wicking or string two coffee cans wax crayon pieces for color saucepan
19	**Quill Pen and Handmade Ink**	large feather with a sturdy rib (wing feather from a goose, crow, turkey, seagull, etc.) sharp knife walnut shells (or artichokes, beets, or onion skins) salt vinegar cheesecloth glass container
23	**Making a Bead Loom**	sturdy cardboard box (about the size of an adult shoebox) ruler pencil stapler cotton crochet thread #30 (or something similar)

LESSON	PROJECT	MATERIALS
24	**Beading**	#16 beading needle beeswax size 0 nylon thread colored seed beads scotch tape or masking tape strip of fabric or leather
27	**Herbal Scented Pillow**	cheesecloth soft fabric, such as lightweight flannel needle and thread rose petals dried mint leaves dried sweet basil ground cloves other fragrant herbs
28	**Quilting**	fabric in various colors and patterns batting (cotton or wool stuffing for quilts) scissors needle and pins thread to match the fabric seam binding to match the quilt
31	**Map Scale**	United States map ruler
31	**Historical Time Line**	poster board or sturdy art paper (optional) index cards (optional)
32	**Map Puzzle**	cardboard or sturdy poster board tempera paint paintbrush scissors
33	**Trip Across America**	sketchbook, three-ring binder, or folder

Materials in Alphabetical Order

Balloon

Basil, dried

Batting (cotton or wool stuffing for quilts)

Beeswax or paraffin wax

Candle

Candle wicking or string

Cardboard

Cardboard box

C-clamps

Cheesecloth

Clay

Cloves, ground

Coffee cans

Colored pencils

Colored seed beads (or larger beads)

Comb

Coping saw

Cork

Cornmeal

Craft sticks (Popsicle sticks)

Dirt

Dowels

Eggs

Fabric

Fabric or leather

Feather with a sturdy rib (wing feather from a goose, crow, turkey, seagull, etc.)

Flour

Glass container

Glue

Half-round file

Hammer

Hand drill

Honey

Index cards

Juice can or tomato can

Knife

Map of the United States

Map of the world or atlas

Milk

Mint leaves, dried

Nails

Needle, sewing

Needle, #16 beading

Newspapers

Paintbrush

Paints

Pillowcase, T-shirt, or other piece of clothing or fabric to decorate

Pins, straight

Plants or small branches

Plastic pan or tray

Poster board or sturdy art paper

Rose petals

Ruler

Salt

Sand

Sandpaper

Saucepan

Scissors

Scotch tape or masking tape

Seam binding

Sketchbook, three-ring binder, or folder

Staple gun

Stapler

Sticks

Thatch (matted or woven dried grasses, leaves, stems, and roots)

Thread

Thread, cotton crochet #30 (or similar)

Thread, embroidery

Thread, size 0 nylon

Tin foil or tissue paper

Twist drill

Vinegar

Walnut shells (or artichokes, beets, or onion skins)

Wax crayon pieces

Wax paper, starched fabric, or canvas

Wire coat hanger

Wire screen

Wood

Wood glue or Duco cement

Wooden box (or plastic shallow pan)

Wooden frame