

# TEACHER GUIDE

3rd–6th Grade

Includes Student  
Worksheets

History



Weekly Lesson Schedule



Student Activity Sheets



Reviews



Answer Key

# America's Story 1



First printing: February 2017

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For information write:

Master Books®, P.O. Box 726, Green Forest, AR 72638

Master Books® is a division of the New Leaf Publishing Group, Inc.

ISBN: 978-0-89051-980-6

ISBN: 978-1-61458-584-8 (digital)

Unless otherwise noted, Scripture quotations are from the New King James Version of the Bible.

**Printed in the United States of America**

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**Course Description:** *A Living History of Our World, America's Story Vol. 1* is written with narration as a key element of this course. Please take the time to employ oral narration whenever the book suggests it. Included in each chapter of the teacher guide book is a written narration prompt for the older child. Students will learn about the ancient Americas to the great Gold Rush, the infancy of our country through the founding of our great nation, catching glimpses of the leaders who would become known as the Founding Fathers.

This curriculum has two parts, which includes this teacher guide and the student book. There are 28 chapters and five built-in reviews, making it easy to finish in one school year. The activity pages are an assortment of map adventures, areas to write/journal, Scriptures and famous sayings for copy work, hands-on projects, and pictures to draw and color. There is also a timeline project, including the simple instructions for completion.

Many of the lessons in this book have geographical locations included in the story. It is good to have a globe or world map on hand so that students can find them after they finish reading.

## Using This Teacher Guide

**Features:** The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all reviews. The pages of this guide are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

**Lesson Scheduling:** Students are instructed to read the pages in their book and then complete the corresponding activity pages provided by the teacher. Assessments that may include worksheets and activities, and reviews are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an “X” in the box.



**Approximately 45 minutes per lesson, four to five days a week**



**Includes answer keys for activity sheets and reviews.**



**Activity sheets for each chapter**



**Reviews are included to help reinforce learning and provide assessment opportunities.**



**Designed for grades 3 to 6 in a one-year history course**

**Course Objectives:** Students completing this course will

- ✓ Become familiar with American history from precolonization to the 1850s.
- ✓ Study history using the Charlotte Mason education philosophy to learn through interaction and story elements that connect students emotionally through learning about America and its influence throughout the world.
- ✓ Develop comprehension through oral and written narration, and create memories through notebooking and hands-on crafts.
- ✓ Connect to the lessons, including elements of writing and drawing, special project pages, written narration pages, and timeline characters to help children narrate their way through history's story.

# Course Preparation

## Supply List

What preparations do you need to make to get ready for wonderful year of history?

1. Have this teacher guide with activity pages.
2. You will need the following items to complete your student activity pages: :
  - ✓ Scissors
  - ✓ Glue
  - ✓ Colored pencils, markers, and crayons
  - ✓ A package of index cards (lined or unlined — optional)
  - ✓ A plastic or metal ring on which to place the timeline cards
  - ✓ Hole punch
  - ✓ Stapler
  - ✓ Hole reinforcers
  - ✓ Construction paper
  - ✓ Poster board (optional)
  - ✓ Encyclopedias (books or CD-ROM)
  - ✓ Old magazines for pictures
  - ✓ World and U.S. map (current)(see pages 17 and 18 of this teacher guide)
  - ✓ Various household items, including cardboard, milk/juice cartons, paper clips, and brass fasteners, and pieces of cloth (dishtowels or old sheets/pillow cases work for this)

## Teaching Tips for Struggling Learners

- ✓ Look through this book and the student book and decide which material is the most important for your student to learn permanently. Before you even start the program with your students, write those chosen concepts on index cards and keep them in a safe place. As you go through the course, pull them out and use them to review.
- ✓ Connect all new information to something familiar. It is easier for any of us to permanently remember something when we have something familiar to tie it to. Teach your student mnemonic devices. You know, “In 1492, Columbus sailed the ocean blue. . . .”
- ✓ Hands-on activities! Most children remember better the more senses they use. Just hearing it is not enough for most of us; we need to write about it, see it, and create it.
- ✓ Review often! Spend the entire week really getting into the story. Take time to plan crafts, skits, and anything else you can think of that will cement the story for your students. All children benefit from review. (Adults do too!) Ideas are included in the special projects section of this teacher guide.
- ✓ Encouragement; something so simple but so profound. Words of encouragement are always remembered.
- ✓ For most students who struggle, repetition is the key. The more times they hear it, the more likely they will be to remember it. Don't be afraid to re-read a chapter as a bedtime story. Or, if students can read on their own, let them re-read it. As they read, they can point out words they may not know.
- ✓ Show the students how the story relates to them. Talk about how they can apply it to themselves.
- ✓ Last, but most certainly NOT least, pray with your students. Teach them to pray for understanding and the ability to learn. Let them see you praying for them.

## A Note from the Author

Through our years of homeschooling, I have noticed that my children learn better and retain more when we take the time to do notebook pages about what we are learning. Our studies take on a new tone as they look back over their notebooks that have accumulated over the year. Even our youngest child has several “knowledge scrapbooks” she has made with all of her drawings and “writings.” The one from last year (when she was five years old) is frequently perused as she remembers her favorite stories, science experiences, and historical heroes. She doesn’t realize she is reviewing and relearning as she narrates her way through her scrapbook.

It was with this in mind that I decided to create this course. I have included several different types of pages. Please do not feel like you need to have your student fill in every space and every page. Use this book the way it works best for you. If your student is on the younger side, letting him draw and then dictate a few sentences is just fine. I have a child who loves to cut out internet pictures about our topic. (Please remember to supervise when your child is using the internet!) After gluing her pictures on her page, she adds her personal touches to it.

## Getting Started

On the opposite page there is a parent’s bookmark. Cut it out on the solid black line, fold it on the gray line so the writing is on the outside, cover it with contact paper, and use it to keep your place as you are reading through *A Living History of Our World, America’s Story Volume 1*. On one side is information about narration, and on the other is an encouraging word from me to you; one homeschooling parent to another.

On pages 17 and 18, you will find two maps. There is a map of the world and one of the United States. Geography skills are directly connected with history, and doing them both together makes the picture clearer in the child’s mind (optional map activities on page 298).

Included in this Teacher Guide:

Draw/write pages: These are pages that have journaling lines and spaces to draw (or paste pictures) in. On many of these pages, there are copywork sections and/or pictures to color.

Mini-project pages: Also scattered through the Teacher Guide are mini-project pages. These will involve the cut-and-glue projects needed to complete your activity page included with a chapter’s activity pages (Optional special projects on pages 295–297).

Written Narration pages: These pages are included for the older child who would like a place to write about his or her history chapter.

Timeline: Timeline characters for each chapter are provided. There are detailed instructions for creating a fun and usable timeline that will help your child narrate his or her way through our story of history. Each chapter includes a timeline page.

A Special Book for my young friends: This book on pages 260–264 is meant to be cut apart and assembled into a small book with spaces for your child to write a weekly prayer for his or her country. (Instructions are included.) This can be optional.

Artist Study: A quick introduction to an influential artist in history. Includes a variety of art activity ideas.

If the student is not yet ready to write answers to all questions or journaling prompts, simply have him or her give the answers orally. An alternative for a younger child would to simply draw or color a picture showing his or her response to what he or she is learning. These pages can then be hole punched and placed in the student’s notebook.

### The Importance of Narration

Narration helps children to analyze a story and to choose the parts they deem important to them; it makes the thoughts their own, not someone else's.

*How do you use narration as a learning tool?*

After reading a chosen portion of a living book, have your child retell in his or her own words what you just read. By having your child retell or narrate, he or she is making the knowledge his or her own. It really is quite simple!

*"What if my child makes a mistake in the retelling of the storyline?"*

Years ago my son retold me a chapter from "Freedom Train," a story about the Underground Railroad. He was convinced that this was a train that ran underground much like a subway train.

When something like this happens, gently correct the misunderstood information without making the child feel badly. With my son, I have learned to tell him about when I have made silly mistakes. It helps him to understand that everyone does, and it is through these mistakes we learn our most lasting lessons.

Here are some sample narration prompts:

- ✓ And then what happened?
- ✓ Could you describe that in a little more detail?
- ✓ What did he do next?
- ✓ How did this make you feel?

Try to let your child think his retelling through by himself. Only use the prompts if absolutely necessary. Never, ever criticize a child's attempt at narrating. Be encouraging and he will improve!

### Forming a Relationship with Knowledge

Encouragement from me to you...

How many of us grew up with the "fill-in-the-blank" approach to education? I did. Fortunately I had a dad who did not grow up that way; he had experienced the living, breathing education of a one-room school house. My dad knew that a child's mind was much bigger than the "snacksize-baggie-brain" much of our current culture believes children to have.

How is it possible that a child, such as myself who dutifully sat for hours a day filling in blanks, correcting the problems that the teacher key deemed "wrong!" could grow up to LOVE learning? Even though I did "my time at the desk," I give all credit of my real education to my dad. Those many, many times when he stopped walking to point at the brilliant night sky, teaching me the constellations or explaining the phenomenon of the Aurora Borealis, the historical fiction he would surprise me with even when money was nonexistent, the set of laminated maps and beautifully bound picture books of animals, the time spent just talking about who God really is, the always-accepting-of me look ever present in his eyes... these are what made my true education.

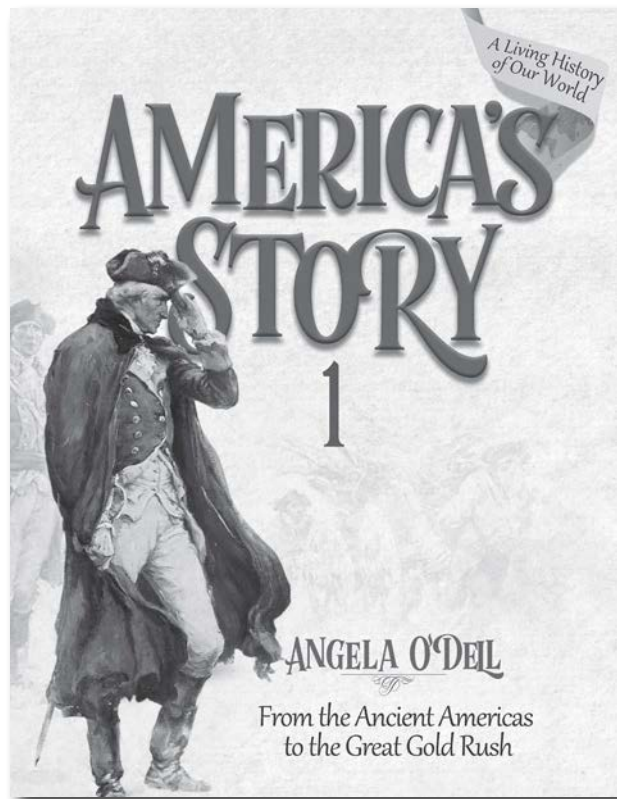
All the blanks I filled, chopped-up bits of information I read, and sentences I diagrammed were all washed away within months. The relationship with real stories and life through my relationship with my dad never left me, and it is still the very foundation of who I am. Never underestimate your relationship with your children. It is a powerful tool that can be used to the glory of God in an astounding way.

Those of you who are new to homeschooling may be overwhelmed with the logistics of educating your children. Please don't be. Pray for guidance. Accept life with all its imperfections. **Choose** love, joy, and peace. Lean not on your own understanding. Know that you are going to be learning more than your children. Keep growing; keep learning; lead by example. **Know** God knows and loves you and your children, and He has great plans for your lives.

## First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Chapter 1: Who Lived Here First? • Read pages 5-7 <i>America's Story</i> • (AS)			
	Day 2	Chapter 1: Who Lived Here First? Complete activity pages 23-24 Teacher Guide • (TG)			
	Day 3	Chapter 1: Who Lived Here First? • Read pages 8-14 • (AS)			
	Day 4	Chapter 1: Who Lived Here First? Complete activity pages 25-26 (TG)			
	Day 5	Complete Chapter 1 timeline pages 27-28 • (AS)			
Week 2	Day 6	Chapter 1 Review Day: finish chapter materials or special projects if needed.			
	Day 7	Chapter 2: Leif Ericson, the Christian Viking Read pages 15-17 (AS)			
	Day 8	Chapter 2: Leif Ericson, the Christian Viking Complete activity pages 31-32 • (TG)			
	Day 9	Chapter 2: Leif Ericson, the Christian Viking Read pages 18-24 • (AS)			
	Day 10	Chapter 2: Leif Ericson, the Christian Viking • Complete activity pages 33-34 • (TG)			
Week 3	Day 11	Complete Chapter 2 timeline pages 35-36 • (TG)			
	Day 12	Chapter 2 Review Day: finish chapter materials or special projects if needed.			
	Day 13	Chapter 3: Christopher Columbus and Other European Explorers Read pages 25-27 • (AS)			
	Day 14	Chapter 3: Christopher Columbus and Other European Explorers Complete activity pages 39-40 • (TG)			
	Day 15	Chapter 3: Christopher Columbus and Other European Explorers Read pages 28-34 • (AS)			
Week 4	Day 16	Chapter 3: Christopher Columbus and Other European Explorers Complete activity pages 41-42 • (TG)			
	Day 17	Complete Chapter 3 timeline pages 43-44 • (TG)			
	Day 18	Chapter 3 Review Day: finish chapter materials or special projects if needed.			
	Day 19	Chapter 4: Settlements, Mosquitoes, and an Indian Princess Read pages 35-37 • (AS)			
	Day 20	Chapter 4: Settlements, Mosquitoes, and an Indian Princess; Complete activity pages 49-50 • (TG)			
Week 5	Day 21	Chapter 4: Settlements, Mosquitoes, and an Indian Princess Read pages 38-44 • (AS)			
	Day 22	Chapter 4: Settlements, Mosquitoes, and an Indian Princess Complete activity pages 51-52 • (TG)			
	Day 23	Complete Chapter 4 timeline pages 53-54 • (TG)			
	Day 24	Chapter 4 Review Day: finish chapter materials or special projects if needed.			
	Day 25	Chapter 5: Pilgrimage to Freedom; Read pages 45-47 • (AS)			





**History Activities**  
**for Use with**  
***America's Story 1***



# WHO LIVED HERE FIRST?

## Dear Parent or Teacher,

There are many, many legends of ancient South, Central, and North American Indians. These people's religions included many rituals that you may choose not to discuss with your children at this level. There is plenty of information about the people of this time that is readily available if you wish to go in that direction for further research. I have left that up to your discretion.

### Materials needed for this chapter:

- ✓ Student Activity Pages
- ✓ Pencil/eraser
- ✓ Colored pencils or crayons
- ✓ Globe or atlas (we recommend *Children's Atlas of God's World*, Master Books)
- ✓ Access to encyclopedia or books about Native American Indians (optional activity)

### Oral Narration Questions and Answers.

- Q. Tell how the early Americans came to be here. (Page 7 in the student book)
- A. The student's retelling should include how the early inhabitants are thought to have used the Bering Land Bridge. (You may wish to talk about the Tower of Babel and how, after God confused the language of man, people groups formed and started to wander to different locations on the earth. It is very likely that people began migrating to the Americas shortly after the Tower of Babel.)
- Q. Tell what you know learned about the different tribes. (Page 9 in the student book.)
- A. The student's retelling should include how the different tribes hunted, fished, or farmed for food, what types of homes they constructed, and where they were located.

### Optional Digging Deeper

- ✓ Using a trusted resource, written from a biblical worldview, find out about the Tower of Babel. Discuss the dispersion of people groups throughout the world. (Master Books has a selection of resources on the Tower of Babel for all ages. Visit the website at [masterbooks.com](http://masterbooks.com).)
- ✓ Look for library books about America before Columbus. There are many good resources that show actual pictures of archaeological artifacts found throughout the contents of North and South America. You may run into evolutionary content in these books; use this opportunity to discuss that view point from a biblical viewpoint, too.



**Dear Parent or Teacher,**

After children have mastered the art of narration (the oral telling-back of a story), they may be ready to start transitioning into written narrations. I have provided these pages with gentle prompts to aid in that creative process. Please give your child adequate time to ease into this change.

When my children of age 10 or so are ready for this transition, I do not correct spelling, punctuation, or form; I simply let them put their thoughts on their paper. It may take several years for their grammar, punctuation, and spelling skills to catch up with their creativeness. Please be patient with them; simple and sincere encouragement goes a long way!

*Please do not use these with children who are not comfortably giving oral narrations. Use other activities provided instead.*

**Chapter 1 Written Narration Idea:**

Tell how the first “Americans” came to be here. About how long ago was this?

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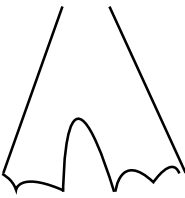
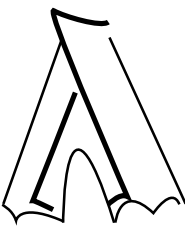
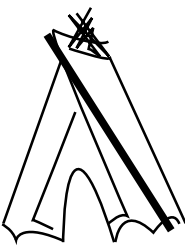

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# SKETCHING

Name \_\_\_\_\_

**Who lived here first?** We learned a lot about different Native America tribes in this chapter. Follow the steps to draw your own tepee!

 <p><b>1</b></p>  <p><b>2</b></p>  <p><b>3</b></p>  <p><b>4</b></p>	 <p><b>Angela's Tepee</b></p>          <p><b>My Tepee</b></p>
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Today I learned something I didn't know before; it was

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## What's in a name?

Inupiat	Yupik	Tanaina	Haida	Nottka	Tillamock	Nez Perce
Chumash	Inuit	Tlingit	Kwakiutl	Chinook	Yakima	Pomo
Shoshone	Aztec	Mayan	Ojibwa	Iroquois	Algonquian	

There are many different Native American Indian tribes — each with their own unique name and cultures. These are just a few examples. Are there any of these tribes that live in your area? Do you have ancestors that were Native Americans? Write about them here.

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**Native American tribes are unique in their traditions and homes. We learned about several different types of houses in this chapter.**

Which type of Native American home would you like to live in? Describe it here.

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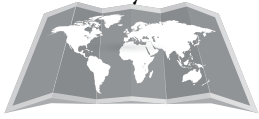
Draw your favorite Native American home.

**My Favorite  
Native American Home**

### Mini-Report!

Complete a mini-report about a Native American tribe.

[illegible]



# MAP ADVENTURES

Name \_\_\_\_\_

**Who lived here first?** Find the following geographical locations you find on a globe or atlas that were mentioned in Chapter 1:

- |  |   |
|--|---|
| <input type="checkbox"/> North and South America | <input type="checkbox"/> The Great Lakes                |
| <input type="checkbox"/> Bering Strait           | <input type="checkbox"/> Eastern coast of North America |
| <input type="checkbox"/> Alaska                  | <input type="checkbox"/> Georgia (the state)            |
| <input type="checkbox"/> Central America         | <input type="checkbox"/> Florida                        |
| <input type="checkbox"/> Mexico                  | <input type="checkbox"/> The Great Plains               |

**Label the following places on your world map:**

Asia, the Americas, the Bering Strait, and Europe



**Word Collectors:**

It’s fun to learn new words and figure out what they mean. Each chapter of your history book has a special word and a definition. Did you find it? Write the word below.

\_\_\_\_\_ Put a star (★) on at least one example of this word on your map!

Now, collect three other words you learned from this chapter by writing them below!

\_\_\_\_\_

Tell your teacher what your collected words mean. You may demonstrate them too. Choose one of your words, and write a sentence using it.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# MY TIMELINE!

Name \_\_\_\_\_

**Timeline Project Note:** There are 28 pages (1 per chapter) that will be finished and finally assembled into a timeline you can hang on your wall or simply fold up and save. You will be coloring the example cards (found in the back of this teacher guide on pages 301–307). You will also need to draw some images that represent the points on the timeline. Journalling is another part of the timeline.

**Who lived here first?** Tell the story of how the very first people journeyed to the Americas.

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God creates the universe.

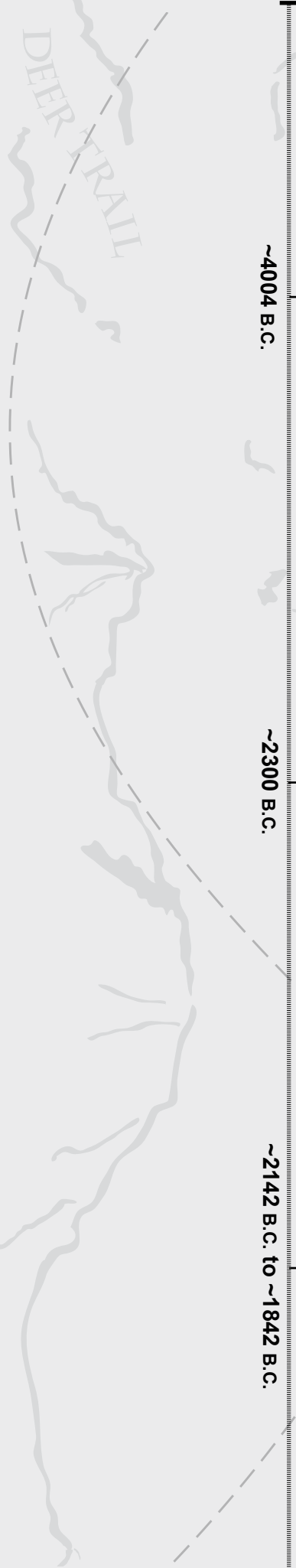
The Ice Age begins.

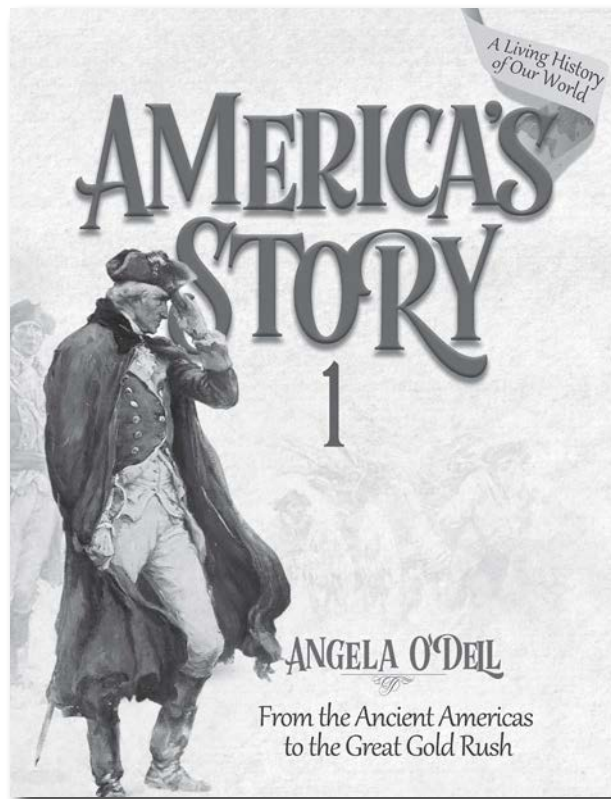
Glue here.

~4004 B.C.

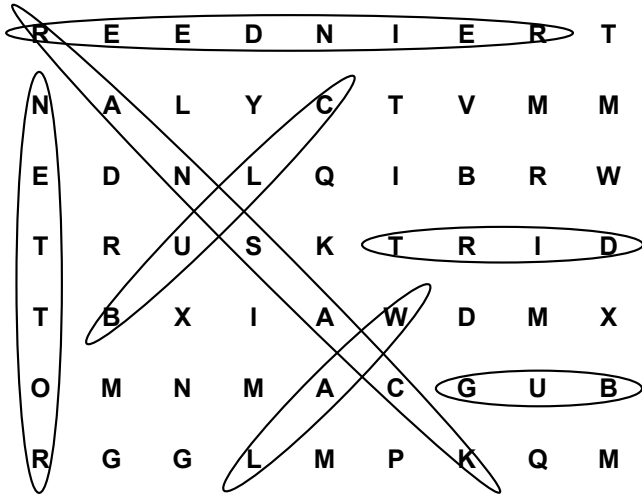
~2300 B.C.

~2142 B.C. to ~1842 B.C.



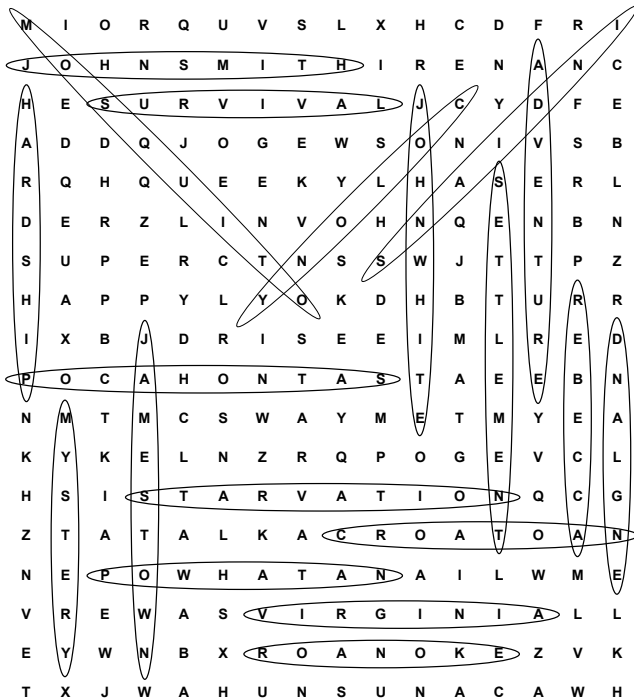


**Answer Keys**  
**for Use with**  
***America's Story 1***

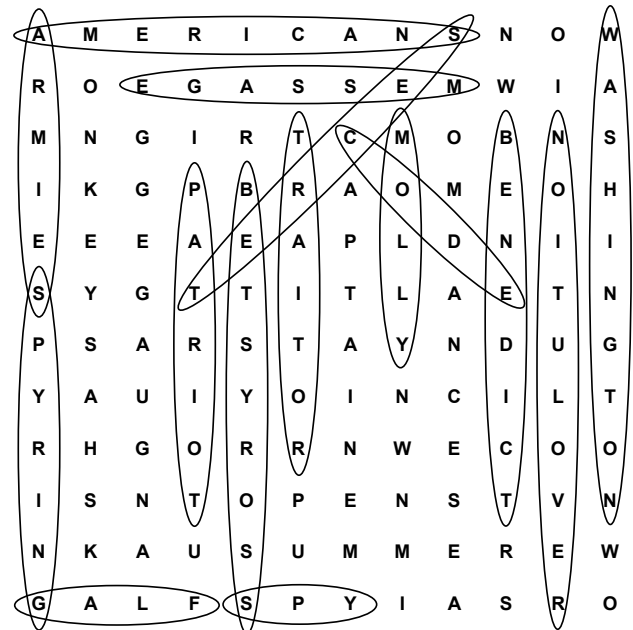


Word Match

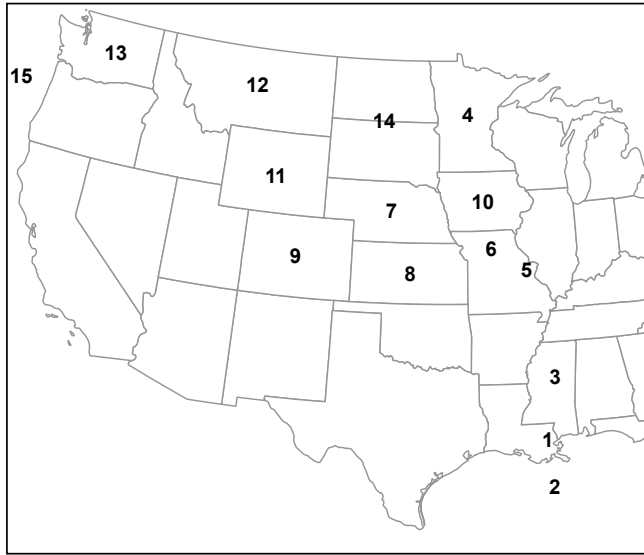
- |            |             |
|------------|-------------|
| 1. Club    | 5. Reindeer |
| 2. Ransack | 6. Dirt     |
| 3. Law     | 7. Rotten   |
| 4. Bug     |             |



- |                   |                       |
|-------------------|-----------------------|
| 1. Spain          | 12. Texas             |
| 2. England        | 13. Oklahoma          |
| 3. France         | 14. Kansas            |
| 4. Virginia       | 15. Mississippi River |
| 5. Portugal       | 16. Canada            |
| 6. China          | 17. Atlantic Ocean    |
| 7. India          | 18. Pacific Ocean     |
| 8. Cuba           | 19. Europe            |
| 9. North America  | 20. Norway            |
| 10. South America | 21. Sweden            |
| 11. Florida       |                       |



1. Philadelphia
2. Washington D.C.



1. Departure point
2. Floyd dies
3. Run-in with the Sioux Indians
4. Fort Mandan
5. Run in with Blackfeet, Nez Perce, and Shosone Indians
6. Fort Clatsop

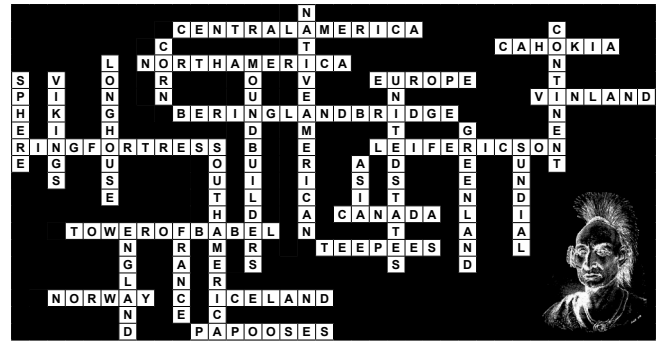
We may not win, but we will fight as long as we can.

#### Clothing:

- |           |            |
|-----------|------------|
| 1. pair   | 5. slicker |
| 2. shoes  | 6. woolen  |
| 3. weight | 7. 2       |
| 4. long   |            |

#### Food

- |           |             |
|-----------|-------------|
| 1. sacks  | 5. pan, pot |
| 2. onions | 6. kettles  |
| 3. dried  | 7. oven     |
| 4. beans  |             |



#### Across

- 2 Central America
- 5 Cahokia
- 7 North America
- 11 Europe
- 13 Vinland
- 14 Bering Land Bridge
- 16 ring fortress
- 18 Leif Ericson
- 21 Canada
- 22 Tower of Babel
- 25 teepees
- 26 Norway
- 27 Iceland
- 28 papooses

#### Down

- 1 Native American
- 3 continent
- 4 corn
- 6 long house
- 8 Mound Builders
- 9 sphere
- 10 Vikings
- 12 United States
- 15 Greenland
- 17 South America
- 19 sundial
- 20 Asia
- 23 England
- 24 France

