**HISTORY: Early United States History (1800’s) &**

**The Native Americans of North America**

Grade: **4th – 8th** Teacher: Donna Rollins

Day/Time: Mondays 10 – 11 or 11 – 12 Cost: $120/Year

 Tuesdays 10 – 11 or 11 – 12 Supply Fee: $15/Year

Class Length: 1 hour

Schedule: ***24-week Trimester Schedule***

**Required Materials:**

 New World History and Geography in Christian Perspective, (code number 157538) May be purchased new by calling ABeka Books at 1-877-223-5226. (The book may also be purchased used and older editions are acceptable for this history class as well. Mrs. Rollins has a few copies for purchase.)

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God is the controller of His-story. History tells us how God has moved in the lives of men, and how He has, is, and will accomplish His plan for man through time. Another way of explaining it is to say that history is the record of what people have done with the time that God has given them. This class will have an emphasis on our Christian history and on the major events, key people, and accomplishments of the time period and to see how God moved in people’s lives and directed His children.

There are three periods of history that historians categorize for all time.

They are: Ancient History (4,000 B.C. to A.D. 500)

 Middle History (A.D. 500 to A.D. 1500)

 Modern History (A.D. 1500 to A.D. present)

The focus for the first trimester will be to continue studying the Modern Age beginning with the John Adams, Thomas Jefferson, the Louisiana Purchase, Lewis and Clark, and the various Native Americans of North America.

Some enrichment activities and heroes of history will be incorporated, as well as some geography. Timelines will be utilized, and each child will make their own timelines in class to coincide with the studied materials. Cultures of the various Native Americans will be studied in class, too.

The following is a general overview of topics to be covered during the first trimester:

**Week 1:** Review timeline of Columbus to the founding of the United States and John Adams. Explain first trimester Native American project and report.

**Week 2:** Thomas Jefferson

**Week 3:** Age of Enlightenment, Louis XVI, French Revolution, Reign of Terror, and Napoleon.

**Week 4 & 5:** Louisiana Purchase, Lewis and Clark, Sacagawea, and corps of Discovery.

**Week 6:** How the Indians lived, the Indians of the Far North: Ojibwa and Chippewa; Indians of the Eastern Woodlands: Mound Builders, Hopewell, Cherokee, Chickasaw, Creek, Natchez, Iroquois, Mohawk, Oneida, Onondaga, Cayuga, Seneca, Shawnees, Choctaws, Seminoles, Wampanoags, and Delawares; Plains Indian Tribes: Blackfeet, Dakotas, Sioux, Cheyennes, Crows, and Commanches.

**Week 7:** Indians of the West: Tlingit, Nootka, Chinook, Bella Coola, Shoshone, Nez Perce, Salish, Cayuse, Ute, Mojave, Pueblos, Hopi, Zuni, Pima, Papago, Navajo, and Apache. Report and Project are due on week 8.

**Week 8:** Missionaries to the Indians, Thanksgiving and Native Americans, and Famous Woodland Indians: John Eliot, David Brainerd, John Campanius, Roger Williams, John & Charles Wesley, Joseph Brant, Tecumseh, and Sequoyah.

**Week 9**: Play a review game. Present reports and projects in class. Work on Timelines.

**Assignment Philosophy:**

1. **Weekly Assignment:**

 Each week, there will be a part of a chapter in the textbook to read at home. The reading can be done at one time or spread out through the week. The older children should be able to read the assignment themselves, but the younger children will need help from a parent.

For the younger children, I would recommend that a parent read the information out loud to their children while looking at the pictures in the book

 It is helpful to go over the reading comprehension questions at the end of each reading selection. Also, I would encourage discussion of the main points, which are in bold print and underlined throughout the textbook.

 Some enrichment type worksheets will be included with the lesson plans.

1. **One Project Assignment for Last Day of Class and Closing Program:**

One project of the semester will involve more effort and planning. The assignment

Gives the children the opportunity to apply and interact with the material being

taught in class, to display this information in a creative manner, and to allow the

children an opportunity to present their work to their classmates.

**1. First Trimester Report:**

 Choose one of the Native American tribes and topics from the list. Research the topic and write a report on the tribe’s topic. Second grade should write 3 to 5 sentences, 3rd-4th should write 5 to 10 sentences, and 5th to 8th should write 10 sentences to one page. Write or type the report, make a cover page, and list the title and author of the books used in researching the report. The sentences should be in the student’s own words.

**2. First Trimester Project:**

 For the project, make an example of the topic. Siblings may work together on the project, but each sibling should have their own report to share with the class and one that they can easily read. This project is due on week 9. Please be sure to check with the teacher to verify the topic of your choice. The projects and reports will be presented by the students on the last day of class, and they will be collected to be displayed at the evening closing program of the trimester.

 The teacher has file folders on the tribes listed below and project ideas. A student may come up with his or her own project idea as well. In writing the report, the student should try to answer many of the questions listed under the topic.

**Tribe Choices:**

**Apache, Blackfeet, Cherokee, Cheyenne, Chippewa, Choctow, Comanche, Cree, Crow, Delaware, Hopi, Iroquois, Mohawk, Mound Builders, Navaho, Nez Perce, Pueblo, Seminole, Shoshoni, and Sioux.**

**Tribes of Indiana Choices:**

**Miami, Delaware or Lenape, Shawnee, Potawatomie, Illini, Kickapoo, and Wyandot.**

**Topic Choices:**

**Homes:**

Describe their homes. Who lived in it? What material did they use to make their homes? How was it made? Were there different types of homes? Were their homes movable or stationary? How were the homes decorated? What was inside the homes?

Project- Make a small version of the home or village scene.

**Foods:**

What kinds of foods did they eat? How did they get the food? Did they farm, hunt, or both? Who prepared the food? How was it cooked? What were their special treats?

Project- Find an Indian recipe and prepare some Indian food for the class to try. Bring in the recipe listing the ingredients.

**Clothing:**

Describe their clothing. What did the women wear? What did the men wear? What did the children wear? How was the clothing made? What materials did they use? Who made the clothing? How many outfits did a person have? How did their clothing change with the seasons? How did they decorate their clothing? Did they wear headdresses or other head coverings? Describe them. What did they wear on their feet?

Project- Make an example of their clothing for you to wear. You could dress up a doll, a stuffed animal, or yourself as a member of the tribe.

**Arts and Crafts:**

What type of arts and crafts did they do? Choose one craft to write about in the report such as basketry, pottery, weaving, sculpture, metal work, embroidery, painting, jewelry, etc. What kinds of designs and shapes did they use? What materials did they use? How were the items made? Explain the process. How long did it take to make? What colors did they use? What were the items used for or what was their purpose?

Project- Make an example of the craft.

**Transportation:**

What were the various ways of transportation? How were they made? Who made them? What materials were used? How were they decorated? What animals did they use to help them with transportation?

Project- Make an example of their transportation.

**Music:**

What instruments did they use? How were they made? What materials did they use? How were they decorated? When would they play or use the instruments? Who played the instruments? Did they have any special ceremonies?

Project- Make an example of their instruments, or learn a Native American song and play it for us.

**Warrior or Hunter:**

What weapons did they use? How were they made? What materials did they use? What would a warrior or hunter wear, especially for battle? How would they decorate their weapons and clothing? How did a boy become a warrior?

Project- Dress up a doll, stuffed animal, or yourself as a warrior ready for battle, make an example of a weapon, or make something that a warrior would wear.