



MATERIALS

- Textbook
- History Journal
- Photos of parent and student's life
- Sheet of paper
- At Home Dear Family letter to parent (Idea Factory) (Supplemental Materials)
- Sample foldable photos (Supplemental Materials)



OBJECTIVE

Identify historic events of the past and in student's lifetime

ASSIGNMENT

Make Our National Story foldable

Module 1 | Day 1

Introduction

Tell your student about significant history which happened in their lifetime. Ask your student if they know of any significant events happening within their own lifetime and allow them to share. If they are not aware of any, you should share some with them. The United States contains fascinating history from the East to the West. This first unit will speed through events giving a brief overview of United States history. Even if your student lives outside the United States, some US events may have impacted where your student resides.



Instruction

So many events have made the United States the country that it is. Read together through pages 1-3 of the textbook, discussing illustrations. Though we will move quickly, we will still take time to focus on a few events and places.

Looking at page 1, the Capitol building in Washington, D.C. reminds us that here is where major laws (legislature) are made, governing the United States.

Independence Hall in Philadelphia, Pennsylvania rates as a top historical site since both the signing of the Declaration of Independence and the approval of the Constitution took place.

Years later, Martin Luther King, Jr. fought for a different freedom by peacefully marching and giving speeches about the unfairness of many laws towards those of races other than whites. His “I Have a Dream” speech given on the steps of the Lincoln Memorial is one of the most famous in history. It detailed how years after Lincoln’s Emancipation Proclamation, African Americans still were not given the chances and opportunities of others. He wanted to lift a nation out of racial injustice. The sad thing is we are still talking about racial injustices today. How we treat others matters, just like the Bible says. He dreamed of a country where his children would not be judged by the color of their skin, a place where all could join hands as brothers and sisters. If you have never read his speech, take a moment to google it or listen to his oral rendition. Powerful! Your student will learn about the Civil War which tore our nation and even families apart. Gettysburg was one of many battles, but it proved to be a turning point for Union victory. Even children, some faking their ages, and women, disguised as men, joined in the fight.

Imagine the risks it took to be the first man on the moon or even living in space as astronauts do now on the International Space Station. Talk about claustrophobia!

Module 1 | Day 1 Cont.

Visiting any of the space centers around the USA will prove enlightening as children may touch moon rocks and see artifacts from various space missions. Hopefully, throughout this unit and more to follow, both you and your student will be surprised at this amazing land, the United States. Please read the *At Home Dear Family* letter for this unit.

Read pages 1-3 together.



Assignment

As mentioned in the textbook on page 1, use a sheet of paper to create a foldable by folding paper in half three times. Label with a title of Our National Story, then label each section according to lesson name. For example, The First Americans, Three Worlds Meet and so on. As you study each lesson, pick out important events you are most interested in and write a short description of event and event dates. For example, under A Nation Is Born one might write Declaration of Independence from Britain July 4, 1776. See foldable sample photos. (Supplemental Materials)

Optional Learning Activities

Visit BrainPop and search withing the Social Studies, United States History section for items of interest.

Optional Field Trip Ideas

Capitol Building in Washington, DC

<https://www.visitthecapitol.gov/plan-visit/book-tour-capitol>

Independence Hall in Philadelphia, PA

<https://www.nps.gov/inde/planyourvisit/independencehall.htm>

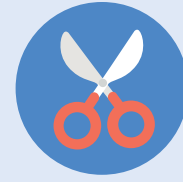
Martin Luther King, Jr. National Historical Park in Atlanta, GA

<https://www.nps.gov/malu/index.htm>

Any Civil War battlefield

U.S. Space and Rocket Center, in Huntsville, AL

<https://www.nps.gov/malu/index.htm>



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ASSIGNMENT

Make Our National Story foldable

Module 1 | Day 1 Cont.



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ASSIGNMENT

Make Our National Story foldable

Smithsonian Air and Space Museums in Washington, DC and Chantilly, VA
<https://airandspace.si.edu/>

If you cannot visit in person, search for their online offerings or virtual field trips.

Module 1 | Day 2

Introduction

Ask your student to tell about their past. If they have not heard much about their early life, share stories with them. The more one learns about their past, the more they will understand their present. Share and discuss photos of their life up to now.



Instruction

After reading pages 4 and 5 with your student, bring out anything you may have on your student's ancestors. This is a fun opportunity to show that their ancestors were living during the very events your student will study.

Read pages 4 and 5 together.



Assignment

Write a story in your history journal about an event in your life. Be descriptive. Write at least 10 sentences but can be longer.

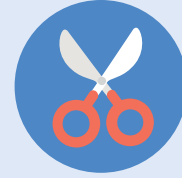
Optional Learning Activities

Help your student dig into their past by researching your own family's genealogy. Relatives are a perfect place to start. Websites, such as ancestry.com are also helpful. Through my daughter's online research, we discovered a picture of the long heard about, well-beloved great, great, great step-grandmother who was a Potawatomi chief's daughter. We also found the Scottish castle of our Rose ancestors and learned that our Swiss ancestors were cheese makers/sellers. You never know what fun facts about a child's own family may be discovered.

Have your student write a picture book telling of one interesting event in their family's history. What a great gift to copy and give to extended family members.

Answer Key

Grade by giving one point for every sentence your student writes (up to 10) about an event in your student's life. More sentences may be written, but total of 10 points possible.



MATERIALS

- Textbook
- History Journal
- Photos of parent and student's life
- Any available information, photos, artifacts from student's ancestors



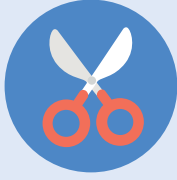
OBJECTIVE

Examine the importance of past history in understanding today.

ASSIGNMENT

Personal Event Story

Module 1 | Day 3



MATERIALS

- Textbook
- History Journal
- Sheet of blank copy paper
- 3 x 5 card
- WB 5 (Supplemental Materials)
- Timeline card sample (Supplemental Materials)



OBJECTIVE

Begin developing a timeline.

ASSIGNMENT

3 x 5 card with photo or drawing of student and birthdate

WB 5

Introduction

Write your student's birthdate on the left side of the sheet of paper turned lengthwise. On right side of paper, write today's date. Draw a horizontal line between dates. Explain to your student that between these dates is the story of their life. We call this a timeline. Add in other dates, ie. birth of sibling, first tooth lost, first day of school, etc.



Instruction

Timelines are a visual representation of history. They tell the order of when things happened. For example, did you realize the story of Jonah happened around the same time as the 1st Ancient Olympics in Greece?

In the timeline of history, your student's own timeline is a part. During this unit, we will be making a timeline with 3 x 5 cards. If not done already, please find wall space to adhere these to, so that your student may be continually and visibly reminded of their learning. Put their 3 x 5 card from assignment today clear to the right for now. See the timeline sample page for images of timeline cards 2nd-4th graders have created.

Read through pages 6 and 7 together and ask your student the questions.



Assignment

WB 5 Personal Timeline - You may want to turn page and write sideways to make it easier to write on the timeline. Make sure timeline has a title. Your full name would be a great title.

Write at least 5 events.

On a 3 x 5 card draw a picture or glue on a photo of yourself. Write your birthdate at the bottom of the card.

Answer Key

Please assign 10 points for your student correctly filling out timeline with at least 5 events and a title. Record the score on the Assessment Checklist to be submitted to Griggs at the end of the grading period.

Module 1 | Day 4

Introduction

Show your student special objects in their home. (Candle, mug, favorite childhood toy, wedding dress, baby blanket, etc.) Ask your student if they know what makes these objects special. (Allow your student to answer or help them with the answers.) We call special objects that help tell a story from the past **artifacts**.



Instruction

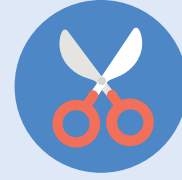
Artifacts are objects used by people from years past. Ask your student how we might learn about history that happened before people wrote. (We can look at the artifacts used by the people to piece together what their life might have been like.)

Around 700 years after Jesus died, a group of Native Americans called Mississippians built a large city with eventually around 20,000 people. While quite a bit different than our cities today, Cahokia consisted of large mounds of earth, plazas, and homes. We do not know the original name as Cahokia was given later. Residents farmed the land around the Mississippi River, grew corn to feed their families, and traded often with other tribes. This city lasted around 600 years. These mounds can still be visited today near St. Louis, Missouri.

Farther east were Native Americans living in forest lands. The woods contained much food which the Native Americans hunted for by killing animals or gathered by picking fruits, nuts, and other edible plants which were **resources** where they lived. We call this group, **Hunter Gatherers**. They also grew other foods. The Lenape tribe is one of these.

After a while, groups decided to form friendships and work together. One of these groups was the Iroquois League, which allowed individual Native Americans to help govern. Ask your student to study the Longhouse picture on page 10 to see the similarities between Iroquois life and theirs.

Read pages 8-11 together.



MATERIALS

- Textbook
- History Journal
- Special objects, possibly those familiar to child, ie. mug, childhood toy, wedding dress
- Construction paper in student's favorite color
- Idea Factory, pg 9 (in Resources)
- 3x5 card
- Small baggie of dirt



OBJECTIVES

Describe the way of life for people of ancient Cahokia.

Explain how people of the Eastern Woodlands survived.

VOCABULARY

- Artifact
- Huntergatherer
- Resources

ASSIGNMENT

Family teepee
Vocabular review
Timeline card



MATERIALS

- Textbook
- History Journal
- Special objects, possibly those familiar to child, ie. mug, childhood toy, wedding dress
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OBJECTIVES

Describe the way of life for people of ancient Cahokia.

Explain how people of the Eastern Woodlands survived.

VOCABULARY

- Artifact
- Huntergatherer
- Resources

ASSIGNMENT

Family teepee
Vocabular review
Timeline card

Module 1 | Day 4 Cont.



Assignment

We have not yet talked about Native Americans who lived in teepees. That's for another day, but since you have probably heard of teepees already, you will make a teepee that represents your family out of construction paper. Show tomorrow at the start of the lesson. Follow the directions on page 9 of the Idea Factory. Take a photo when finished to glue into history journal.

Review vocabulary words. Write each word in your History Journal and write what each means.

Create timeline card on a 3 x 5 card. At the top of the card write Mound Builders. On the bottom of the card write Cahokia AD 700-1300. In the middle draw a big mound, spread white glue around on mound, then sprinkle some dirt on it and let it dry. Once card dries, place it as the first card on the left of the wall.

Optional Learning Activities

Pretend you are an explorer who keeps a journal. Write down what you discover about the Iroquois.

Optional Field Trip Ideas

Cahokia Mounds, Collinsville, IL

<https://cahokiamounds.org/>

Optional Online Resources

Lenape information and artifact photos.

<https://nanticokelenapemuseum.org/museum/>