

# The AMERICAN STORY I GUIDEBOOK

Early American History  
A.D. 1000 to 1860

36-Week, 4-Day Schedule  
Amazing Experiences  
Charlotte Mason Tips



## WinterPromise



History  
& Science



Interactive  
Journaling



Learning  
Experiences

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# Welcome to ... WinterPromise

***I am thrilled -- and humbled --  
you've chosen to share your homeschool journey with us!***

I am so pleased to meet you in this way,  
connecting over our shared love for our families!

***I'm Kaeryn Brooks, the author of WinterPromise.*** I began WinterPromise to meet the needs of my own family, when some of my children struggled and grew disenchanted with learning. They'd lost their joy!

***There just had to be a way to bring the joy of learning to every child,*** no matter how they preferred learning. So the writing began, trying (sometimes succeeding, sometimes not so much), and pulling together the kinds of experiences I wanted my own family to have, developing new ways of appealing to all the ways children learn. After all, I had one child of every flavor! (Or so it seemed!)

***That's where WinterPromise comes from -- from my family to yours.***

My friends and their friends started asking what I used. My husband came home with a website without telling me (*I'm not the only one who has had that happen, am I?*), and next thing I know, I'm sharing WinterPromise with families that want the same thing I wanted:

***interactive, vibrant experiences that created a rich and wonderful  
family culture.***



***It's the same thing I want for your family this year:***

- An adventure that everyone enjoys together
- Rich learning that introduces your family to new interests
- Shared experiences that create a family culture, inside jokes
- Deep discussions that offer opportunities for critical thinking
- A habit of talks that encourage kids to self-reveal and share
- Discovery of people whose walk with God inspire spiritual growth
- Time for real life, not paperwork or busy work
- A year of family memories

You'll find that I'm here with you on the journey, with remarks and sidebars throughout this guide. I hope this has given you a glimpse inside the heart of WinterPromise. I also hope you feel as though you are a part of our family, now. And your new WinterPromise family is just a phone call away for help or support -- or even prayer.

***It is my sincere hope that while you explore different times and places this year, you will also have the chance to show your child the opportunities in the here and now that will last an eternity.***

***Your Adventure Awaits! -Kaeryn***



***Virtual Me,  
a significant  
improvement  
over the usual  
Morning Me...***

# GETTING STARTED WITH YOUR ADVENTURE!



**This Guide**  
Your year-long “what and why” headquarters!

## History

Read together and discuss early American history and the lives of native American peoples.

- Discovery of America
- New American Country



I hope you'll love this program as I do!

**American Story I features a strong focus on the Native American experience.**

I love to relive the hospitality of native peoples to pilgrims, traders, and Lewis and Clark and marvel at their resourceful ways of life across the continent. Throughout the year, and especially in the section on Lewis and Clark, we'll spend time with Native American tribes, their individual cultures, and their impact and contributions to **our American history**.



## JOURNALING

### Journaling for Older Learners

Generally for students 6th-7th grade and above

Interactive notebook that encourages critical thinking to help students deeply encounter history

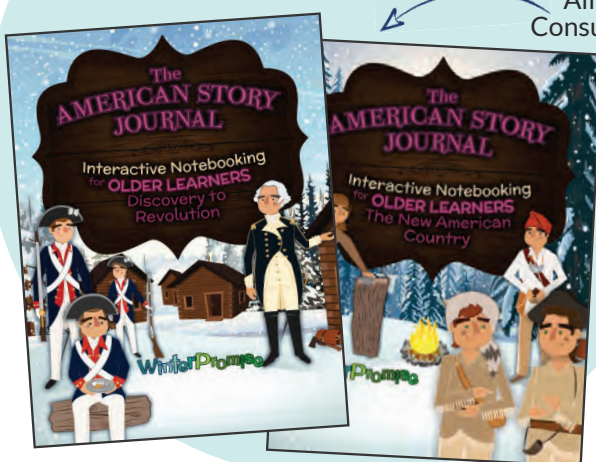
- Discovery to Revolution
- The New American Country

### Journaling for Younger Learners

Generally for students K to 5th or 6th grade

Concrete topics with paper crafting and problem solving that creates a notebook to keep

- Discover to Revolution
- The New American Country



All Are Consumable





**Bonus Ebook Only Resources**

- American Story 1 Timeline Cards
- American Story 1 Timeline Figures
- Flip & Fold Interactive Maps
- Early American Painters Study
- Americana: American Founders, Pastimes, Symbols & Landmarks

**Bible**

- Christian Character Traits

Consumable

**Culture & Activities**

Select activities to experience cultural times and places

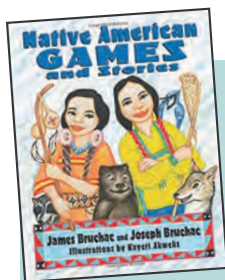
- Live the American Story
- Build the American Story



**Science**

Nature study with native and colonial Americans.

- Early American Nature Study



**OPTIONAL RESOURCES YOU CAN ADD**

**Native American Games & Stories**  
 ISBN#978-1555919795

Encounter Native American stories and tales that may contain information about Native American beliefs. These stories are fun and will help your understand the games Native Americans played. We recommend that you discuss with your student any material that talks about their beliefs.

**Want to Add Fictional Adventure Books?**

Check out three great books lists for students, based on the mix of ages you are schooling. **Schedules begin on page 7.**



# OPTIONAL FICTIONAL ADVENTURE BOOKS TO ADD

## Three Fictional Book Lists

*If you'd like to add fictional books, pick a list that fits your student or family. You can read these aloud together, or students can read them on their own.*



### Fiction Book Selections for Younger Students

BOOK TITLE:	PRINT ISBN#
The Birchbark House	978-0786814541
Pedro's Journal	978-0590462068
The Sign of the Beaver	978-0547577111
Ben & Me	978-0316517300
The Secret Soldier	978-0590430524
The Fighting Ground	978-0064401852
Little House on the Prairie	978-0064400022
Riding Freedom	978-0439087964
By the Great Horn Spoon	978-0316286121
The Voyage of Patience Goodspeed	978-0689848698



### Fiction Book Selections for Older Students

BOOK TITLE:	PRINT ISBN#
Naya Nuki	978-0801088681
Blood on the River	978-0142409329
Calico Captive	978-0618150762
Regina Silsby's Secret War	978-1591662358
Fever 1793	978-0689848919
The Captain's Dog	978-0152026967
Ballad of Lucy Whipple	978-0064406840
Jip: His Story	978-0142404119
Bandit's Moon	978-0061450969



### Fiction Book Selections for Families with a Combination of Ages

Naya Nuki	978-0801088681
The Sign of the Beaver	978-0547577111
Ben & Me	978-0316517300
The Fighting Ground	978-0064401852
Regina Silsby's Secret War	978-1591662358
Fever 1793	978-0689848919
The Captain's Dog	978-0152026967
By the Great Horn Spoon	978-0316286121
Jip: His Story	978-0142404119

# AMERICAN STORY I VIDEO SCHEDULE



Any item numbers with DVD's indicate the History Channel's numbering system. An ISBN# is the coding used for other media resources and could be used to track down resources through a major retailer such as Amazon, YouTube, or Barnes & Noble. The star rating system is on a 1-5 scale, with 5 being the highest possible score.

Generally we do not recommend much under a three-star level, which means all the videos we recommend we consider above average as far as presentation and interest. This is not to say that 3-stars is not very good or just "average," but rather, this allows parents to prioritize those they really want to purchase, rent or borrow for the year. All of the videos we mention would be a welcome addition to your regular studies. 5-stars just indicates a sparkling gem among gems. **Please Note:** We always recommend previewing any DVD, to make sure that there are no scary elements or other content that you'd prefer to fast forward past, etc. Even the best documentaries occasionally have objectionable material.

WEEK	Name and Description	Format	Use Level
Week 1	<p><b>500 Nations</b> Most libraries have this good video series that delves into North American Indian life. If you choose to utilize this video series, you will want to view Volume 1: The Ancestors, this week. This is an awesome and visually interesting look at the interaction between the various Indian nations and their white counterparts. However, it does tend to overlook or ignore some of the darker customs of the Indian cultures, so you will want to view these installments with your children, to point this out along the way. All 8 installments are scheduled for you throughout the year.</p>	DVD	5 Stars
	<p><b>The Barbarians: The Vikings</b> This video traces the plunderings and explorations of the Vikings. The video shows how Vikings reached Greenland and North America, and even how Christianity affected Viking society.</p>	DVD	3 Stars
Week 2	<p><b>Biography: Christopher Columbus - Explorer of New World</b> The A&amp;E series "Biography" has an installment on Columbus entitled, "Christopher Columbus: Explorer of the New World." Available on YouTube.</p>	DVD	3 Stars
	<p><b>500 Nations</b> Volume 2 of the 500 Nations series examines the Aztecs in Middle America and the coming of the Spanish. Volume 3: Clash of Cultures: The People Who Met Columbus is this week's installment. Follow along as Columbus meets the native peoples in the Caribbean.</p>	DVD	5 Stars
	<p><b>Desperate Crossing: The Untold Story of the Mayflower</b> The Pilgrims survived persecution and endless perils to cross the Atlantic on the Mayflower and build lives in the New World in 1620. Now The History Channel re-creates the astounding story of a hundred brave and resilient English Separatists and their struggle to live free in Massachusetts. Featured is dialogue from original source material, vivid high-definition re-enactments, and actors from the Royal Shakespeare Company. History Channel DVD, 131 minutes.</p>	DVD	4 Stars

# CHARLOTTE MASON'S TEACHING METHODS AT WORK THIS YEAR

*Charlotte Mason, an English educator and reformer, deeply understood children and how to connect with them. Like Charlotte, we embrace the ideas that children should be understood and treated as individual persons, that they have a natural love of learning that should be nurtured through positive learning experiences and a mindset toward growth (not perfection in performance), and that good character fuels a child's success.*

*These are the ideals that define WinterPromise.*

*-Kaeryn*



To bring Charlotte's ideals to your family, you'll make use of her teaching methods:

## ENJOY LIVING BOOKS

**IDEAL:** Charlotte emphasized the reading of "living books" that intrigue a child and spark their imagination  
**WP:** Each of our exclusive resources has been developed to open up experiences for your child.

## INCLUDE NARRATION IN YOUR DAILY ROUTINE

**IDEAL:** Children naturally love to "tell back" and add their own thoughts -- and it is great reinforcement!  
**WP:** Ask your student to tell back what they knew or found interesting to open up real discussions.

### NARRATION TIPS

- These discussion times strengthen your student's powers of concentration, recall, and expression
- As they grow in their narrating abilities, it also builds good thought processes and logic
- It also prepares students for oral presentations in a workplace or ministry setting
- **Look for our cut-apart Narration Starters later in this guide!**

## PRIORITIZE THE "TRY-IT-FOR-YOURSELF" ASPECT OF WINTERPROMISE

**IDEAL:** Charlotte knew the most powerful learning came by doing!  
**WP:** Our cultural and activity books provide real experiences -- not busy work -- to engage your family!

### ACTIVITY TIPS

- Focus on activities we've provided that have children trying "real life" experiences
- You'll discover the way we've built our journaling pages provides many of the same thinking processes
- Experiments, self-directed projects, and leadership practice get kids taking initiative on their own

## TAKE TIME TO TRACK DOWN GEOGRAPHIC LOCATIONS

**IDEAL:** A great way to discover geography is to learn immersively, as you learn about empires and nations  
**TODO:** As you come to geographic information, look up empires and nations on an atlas or map. Find the locations of stories as you read them, and get to know the land and its climate and landforms.

## BUILD CHARACTER BY LEARNING STEADFASTNESS AND COURAGE

**IDEAL:** A key goal of this program is to help students see these character traits in others and build it into their own lives. The themes and stories will provide opportunities to discuss these day to day. Dauntless colonists sailed to small colonies across the ocean, impassioned revolutionaries fought for a new country, brave Native Americans defended their way of life, and daring mountain men, explorers, and pioneers pushed west, braving weather, hunger, exhaustion and disease on the trail.  
**TODO:** Talk about these qualities when you see them demonstrated throughout the year and share the important contributions of amazing people as you delve into the program this year.



# THE AMERICAN STORY 1

## OVERVIEW OF STUDIES

### **DISCOVERY OF AMERICA**

*Follow the Voyages of Discovery Age  
Explorers & America's Beginnings*

- Week 1: The Discovered Continent
- Week 2: Explorers Map the Americas

### **A NEW COUNTRY**

*Decide How to Create a Country from  
States Seeking to Be Free & Independent*

- Week 21: Becoming a Nation
- Week 22: Our First Presidents

### **COLONIAL AMERICA**

*Meet the Craftsmen and Shopkeepers  
in a Colonial American Town*

- Week 3: Regional Colonies
- Week 4: Colonial Health
- Week 5: Everyday Life for the Colonists
- Week 6: Connecting the Colonies
- Week 7: Colonial Craftsmen
- Week 8: Women in the Colonies
- Week 9: Colonial Leatherworkers
- Week 10: Colonial Metalworkers

### **LEWIS & CLARK HEAD WEST**

*Explore the West and the Plains  
and the Culture of Native Plains Tribes\**

- Week 23: A Grand Journey West
- Week 24: Lewis & Clark Create the Corps
- Week 25: Lewis & Clark Launch the Expedition
- Week 26: Lewis & Clark Meet the Sioux
- Week 27: Lewis & Clark Meet the Mandans
- Week 28: Lewis & Clark Head Into the Unknown
- Week 29: Lewis & Clark Face the Mountains
- Week 30: Lewis & Clark Lead Their Men Home

### **THE EASTERN FRONTIER**

*Press Beyond the Borders of the Original  
Colonies with Frontiersmen & Soldiers*

- Week 11: Trailblazers Press West
- Week 12: The French & Indian War

### **THE WESTERN FRONTIER**

*Pack Up and Head West with Pioneers  
& Settlers Eager to Fill the Frontier*

- Week 31: Frontiersmen Lead the Way West
- Week 32: Pioneers, Chiefs, Cavalry,  
Cowboys & Cattlemen
- Week 33: Running West on Water, Hoof & Rail

### **THE AMERICAN REVOLUTION**

*Take a Side & Join the Rebels or Loyalists in the  
Struggle to Bring the Colonies Together*

- Week 13: Colonists Get Angry
- Week 14: Revolutionary Boston
- Week 15: Rebellion's Afoot!
- Week 16: A War for Independence
- Week 17: Rebels, Turncoats & Spies
- Week 18: The People Who Fought
- Week 19: Trials of the Continental Army
- Week 20: The Final Years

### **BACK IN THE EAST**

*Watch as Industry Grows in the North  
and Slavery Expands in the South*

- Week 34: The Nation Grows Up
- Week 35: Ingenious Americans
- Week 36: Plantation Life & Abolitionists

\* Note that we will be studying 13 different Native American tribes as part of this section of study.

# DISCOVERY OF AMERICA

FOLLOW THE VOYAGES OF DISCOVERY AGE  
EXPLORERS AND AMERICA'S BEGINNINGS



*Explorers, Conquistadors and Colonists would forever change the lives of native inhabitants of the Americas.*



## SEE THE TRANSFORMATION OF A CONTINENT

Watch events unfold that set changes in motion that would transform the continent.



### INHABITANTS

Thousands of native people had long lived in villages or cities in the Americas, depending on their location and how many people the land could support.



### EXPLORERS

Explorers followed Columbus across the Atlantic, seeking riches, resources, and power for their own native nations in Europe. They did not know diseases came, too.



### CONQUISTADORS

Spanish conquistadors marched unapologetically across the Americas, seizing gold and enslaving natives. Bloodshed and disease left the continent largely undefended and open to European settlement.



### COLONISTS

Colonists boarded crowded ships to face an uncertain fate and hardscrabble living establishing colonies, but most needed help from natives to survive.

# WHAT WE'LL EXPLORE ON THIS ADVENTURE!

## THE DISCOVERED CONTINENT

### NATIVE CULTURES



#### Meet Tribal Cultures in Eight Regions Across the Americas

- Middle American Tribes
- Southwest Tribes
- Northwest Coast Tribes
- California-Intermountain Tribes
- Northeastern Woodland Tribes
- Southeastern Woodland Tribes
- Plains Tribes
- Far North Tribes

### THE AGE OF DISCOVERY BEGINS



#### Meet the Vikings and Their North American Colonies

#### Follow the Voyage of Christopher Columbus across the Atlantic



## EXPLORERS MAP THE AMERICAS

### NATIVE CULTURES

#### Meet Native American tribes near the first English colonies



#### Greet the Powhatan near the Jamestown colony

#### Share a Meal with the Hospitable Wampanoag



#### Follow Major Events of the Age of Discovery



- Spanish explored the Americas, conquering cities
- Spanish send home ships laden with treasure
- Discover the culture of the Mayans
- Henry of Portugal sponsored exploration voyages
- French traders founded Louisiana on the Mississippi River, which offered them a strong position on the continent of North America
- The Dutch and English started colonies in America
- Jamestown, Virginia became the first permanent colony in North America
- The first Thanksgiving took place in Plymouth Colony with the Pilgrims from the Mayflower
- The Dutch founded forts that grew into large towns like New York City and Albany

#### Meet 10 Discovery-Age Explorers!

- **Vasco Nunez de Balboa** explored Middle America
- **Hernan Cortes** conquered the Aztecs
- **Francisco Pizarro** captured the Incan city of Cusco
- **Ferdinand Magellan** circumnavigated the world
- **Pedro Alvarez Cabral** sailed to Brazil
- **Giovanni da Verrazzano** explored the Atlantic coast
- **Jacques Cartier** mapped Newfoundland
- **Samuel de Champlain** journeyed to New York and Vermont, Lake Huron and Lake Ontario
- **Henry Hudson** discovered the Hudson River
- **John Cabot** found the Grand Banks fishing area

# THE AMERICAN STORY 1

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## WEEK 1 - THE DISCOVERED CONTINENT

A.D. 1000 to 1500 - THE AGE OF DISCOVERY



**Top Accomplishments of Christopher Columbus:**

- Columbus independently discovered the Americas
- He discovered a viable sailing route to the Americas
- He led the first European expeditions to the Caribbean, Central and South America
- His settlement in Hispaniola provided Spain a strategic expansion in the New World
- He initiated the Columbian exchange of animals, plants, humans, and disease between the Old and New World, expanding the food supply in the Americas, increasing viable population

**BUT**, the exchange negatively affected the indigenous population, who lost people to European brutality and diseases, as well as diminishing animals and plants with non-native species

**DAY 1**

<p><b>Native Americans in the West</b></p> <p><b>Discovery of America</b>   Native Americans in the West Native American Pictographs</p> <p><b>Early Amer Painters</b>   Read Introductory Pages</p>	<p><b>ACTIVITY OPTIONS</b></p> <p><b>Live the American Story</b>  </p> <ul style="list-style-type: none"> <li>• Native American Regions</li> </ul>
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**DAY 2**

<p><b>Native Americans in the East</b></p> <p><b>Discovery of America</b>   Native Americans ... East &amp; Plains Map of N. American Native Tribes</p> <p><b>Character Traits</b>   Study - Deganawida &amp; Hiawatha</p>	<p><b>Live the American Story</b>  </p> <ul style="list-style-type: none"> <li>• Dress a Native American</li> <li>• Ball and Triangle</li> </ul>
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**DAY 3**

<p><b>The Age of Exploration</b></p> <p><b>Discovery of America</b>   Vikings Find a New World The Exploration Age Begins</p> <p><b>Early Amer Painters</b>   Assignment 1 &amp; 2</p> <p><b>Character Traits</b>   Trait - Unity</p>	<p><b>Live the American Story</b>  </p> <ul style="list-style-type: none"> <li>• Go on a Viking Voyage</li> <li>• Visit a Viking Village</li> </ul> <p><b>Flip &amp; Fold</b>   Vikings in the New World Map</p>
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**DAY 4**

<p><b>Columbus Crosses the Atlantic</b></p> <p><b>Discovery of America</b>   Columbus &amp; His Big Discovery</p> <p><b>Character Traits</b>   Action - Can You Cooperate?</p>	<p><b>Live the American Story</b>  </p> <ul style="list-style-type: none"> <li>• Bake Hardtack</li> <li>• Native American Facts</li> <li>• See the Nina &amp; Santa Maria</li> </ul> <p><b>Flip &amp; Fold</b>   Journey of Columbus</p>
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# INDEPENDENT STUDY

## COMPLETE THESE DAY 1:

- JOURNALING CHOICE**
- 
- Math Assignment** | Write In
- Other Assignment** | Write In

**Younger American Journal 1** | Decorate the Zuni Pot  
**Older American Journal 1** | Native Tribes in the West

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## COMPLETE THESE DAY 2:

- JOURNALING CHOICE**
- 
- Math Assignment** | Write In
- Other Assignment** | Write In

**Younger American Journal 1** | Make a Map of N. American Tribes  
**Older American Journal 1** | Native Tribes in the East

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## COMPLETE THESE DAY 3:

- JOURNALING CHOICE**
- 
- 
- Math Assignment** | Write In
- Other Assignment** | Write In

**Younger American Journal 1** | Viking House  
Eric the Red & His Son Leif  
**Older American Journal 1** | Your Own Pictograph

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## COMPLETE THESE DAY 4:

- Early American Nature Study** |
- Math Assignment** | Write In
- Other Assignment** | Write In

Grand Banks

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# NOTES

## TIMELINE FIGURES

Native Tribes Develop  
Diverse Cultures

Vikings Build a Settlement in  
Greenland

Christopher Columbus

## NATIVE AMERICAN GAMES & STORIES: A FUN ADD!

If you chose to add "Native American Games and Stories," you can enjoy these activities this week:

**Day 2** Discuss Pages 13 to top of 18, 19

### Video Suggestions:

500 Nations, Volume 1  
The Barbarians: The Vikings

# THE AMERICAN STORY 1

## WEEK 2 - EXPLORERS MAP THE AMERICAS

A.D. 1500 to 1650 - THE AGE OF DISCOVERY



### What Seven Nations Established Colonies in the Americas?

- Norway
- Spain
- Portugal
- Great Britain
- Russia
- France
- The Netherlands



### Which colony became North America's first permanent settlement?

#### DAY 1

##### Spanish Exploration

- Discovery of America** | Spanish Exploration & Conquest  
The Mayans
- Early Amer Painters** | Assignment 3

#### ACTIVITY OPTIONS

##### Live the American Story |

- Spanish Doubloons
- The Spanish Armada
- Discover the Conquistadors

#### DAY 2

##### Early Inland Explorers

- Discovery of America** | Portugal Sends Explorers  
Early Inland Explorers
- Character Traits** | Study - Leif Ericsson

##### Live the American Story | See Pueblo Ruins

##### Flip & Fold |

- Spanish Explorers
- French Explorer: Cartier
- Explorers Cabot & Hudson

#### DAY 3

##### English Colonization

- Discovery of America** | English Colonization  
Jamestown Colony
- Early Amer Painters** | Assignment 4
- Character Traits** | Trait - Courage

##### Live the American Story |

- Walk the Inca Trail ...

##### Flip & Fold | First Settlements

#### DAY 4

##### First Settlements in America

- Discovery of America** | Plymouth Colony  
Native Americans Near First ...
- Character Traits** | Action - The Courage Scale

##### Live the American Story |

- On the Trail of Captain ...
- See the Jamestown Fort
- Visit Plymouth Plantation

##### Flip & Fold | Mayflower

# INDEPENDENT STUDY

## COMPLETE THESE DAY 1:

- JOURNALING CHOICE** **Younger American Journal 1** | Color a Mayan Stone
- Older American Journal 1** | Write Your Name in Mayan
- Early American Nature Study** | Gold
- Math Assignment** | Write In \_\_\_\_\_
- Other Assignment** | Write In \_\_\_\_\_

## COMPLETE THESE DAY 2:

- JOURNALING CHOICE** **Younger American Journal 1** | Life in a Pueblo Village
- Older American Journal 1** | None
- Timeline Work** | Review Active Timeline Cards
- Math Assignment** | Write In \_\_\_\_\_
- Other Assignment** | Write In \_\_\_\_\_

## COMPLETE THESE DAY 3:

- JOURNALING CHOICE** **Younger American Journal 1** | None
- Older American Journal 1** | Jamestown Settlement
- Math Assignment** | Write In \_\_\_\_\_
- Other Assignment** | Write In \_\_\_\_\_

## COMPLETE THESE DAY 4:

- JOURNALING CHOICE** **Younger American Journal 1** | England Starts to Colonize
- Older American Journal 1** | Color a Mayan Stone
- Timeline Work** | Place Timeline Figures Below
- Math Assignment** | Write In \_\_\_\_\_
- Other Assignment** | Write In \_\_\_\_\_

# NOTES

### TIMELINE FIGURES

Treaty of Tordesillas  
Pedro Alvares Cabral  
Vasco Nunez de Balboa  
Hernan Cortes . . . Mayan  
Hernan Cortes . . . Aztecs  
Ferdinand Magellan  
Francisco Pizarro

Plus, all figures on Page 2 related to Early Colonies in North America

### NATIVE AMERICAN GAMES & STORIES: A FUN ADD!

If you chose to add "Native American Games and Stories," you can enjoy these activities this week:

- Day 2** Discuss Pages 37-38  
Try Moccasin Game, Pages 46-48
- Day 3** Try Shinny Game, Page 18

### Video Suggestions:

500 Nations, Volume 2  
Biography: Columbus  
Desperate Crossing: Untold Story of Mayflower

### Discover the First Thanksgiving

[kids.nationalgeographic.com/history/article/first-thanksgiving](http://kids.nationalgeographic.com/history/article/first-thanksgiving)

### Walking Tour of Plymouth Plantation

[www.scholastic.com/scholastic\\_thanksgiving/webcast.htm](http://www.scholastic.com/scholastic_thanksgiving/webcast.htm)

### Learn More about the Jamestown Colony

[www.nps.gov/jame/learn/historyculture/a-short-history-of-jamestown.htm](http://www.nps.gov/jame/learn/historyculture/a-short-history-of-jamestown.htm)

# The AMERICAN STORY

Discovery of America,  
Her Thirteen Colonies  
& a Revolution

## WinterPromise

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**WEEK 1**

# ***The Discovered Continent***





# Native Americans in the West

*"Here, we tell the story: why the people came here, what they did when they got here, going back to the Native Americans and coming all the way forward."*

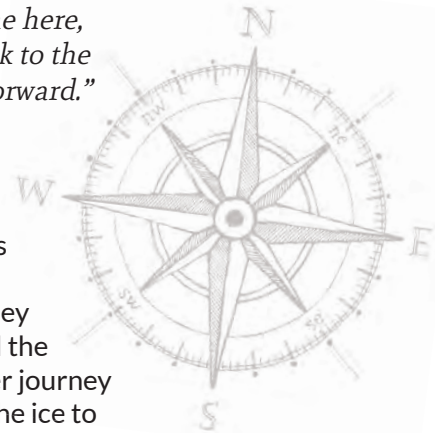
-- Robert Patterson

Many, many years ago -- so many that we can't really be sure how many -- people from the furthest reaches of what we know today as Asia made it across the Pacific Ocean and entered North America. It's likely that the level of water in the ocean was lower then, and that they crossed a land bridge to North America. It's also possible that they used the exposed land to come closer to North America, and made a much shorter journey across the Pacific paddling across the water in boats or walking across the ice to this great continent.

Either way, the continent was slowly populated by people we now consider native to North America. These peoples settled in small nations from the Pacific to the Atlantic.

Tribes in various regions had some things in common, since they used the same materials to build their houses, grew the same foods, or hunted the same animals to provide food, clothes, and household goods used by their tribe. Though they had much in common, each nation had its own culture, traditions, and histories.

Europeans who set foot in America encountered tribes in different regions around the continent. Vikings were the first outsiders to discover and then build small communities in North America, where they would have encountered Eastern Woodland tribes. About a half century later, the English, French, and Dutch settled alongside these tribes. The Spanish conquered and interacted with Middle American and Southwestern tribes. Fur traders met some of the Arctic tribes as they explored farther inland in the northeast. When Lewis and Clark explored the Missouri River, they met Plains tribes along the way. Americans who followed them to open the west, traded with the California Intermountain nations and the tribes of the Northwest Coast. Let's take a look at the regional tribes in the West.



*"The wild Indian power of escaping observation, even where there is little or no cover to hide in, was probably slowly acquired in hard hunting and fighting lessons while trying to approach game, take enemies by surprise, or get safely away when compelled to retreat."*

-- John Muir



## MIDDLE AMERICAN TRIBES

In Middle America, Native Americans lived in the area that is now Mexico, Guatemala, and Honduras. They were good farmers, and created large culture groups, including the Maya and Aztec civilizations. Most people built houses of poles that were covered in leaves and grass, and sometimes mud. Their people built large temples and pyramids to support the worship of their gods, which included brutal sacrificial ceremonies.

## SOUTHWEST TRIBES

Native Americans in the southwest lived in a dry region that featured steep canyons, sandy areas, large mesas, and flat deserts. A pressing concern for all tribes was having enough water for living and farming. Many tribes lived along rivers such as the Rio Grande, or the Colorado. Other tribes, like the Papago, Pima and Yuma, moved from place to place while hunting and gathering. The Pueblos lived in villages and used river water to irrigate their crops, creating beautiful pottery and constructing large homes out of adobe and rocks. The only entry to their homes was a ladder through the roof, which could be pulled in when their enemies attacked. Some of these enemy nations were the warlike Apache and Navajo, who often raided the peaceful, industrious Pueblo tribes. Navaho and Apache tribes did learn some farming, but preferred to hunt for most of their food. The Apaches did not have permanent houses, but the Navajos lived in tepees and huts.



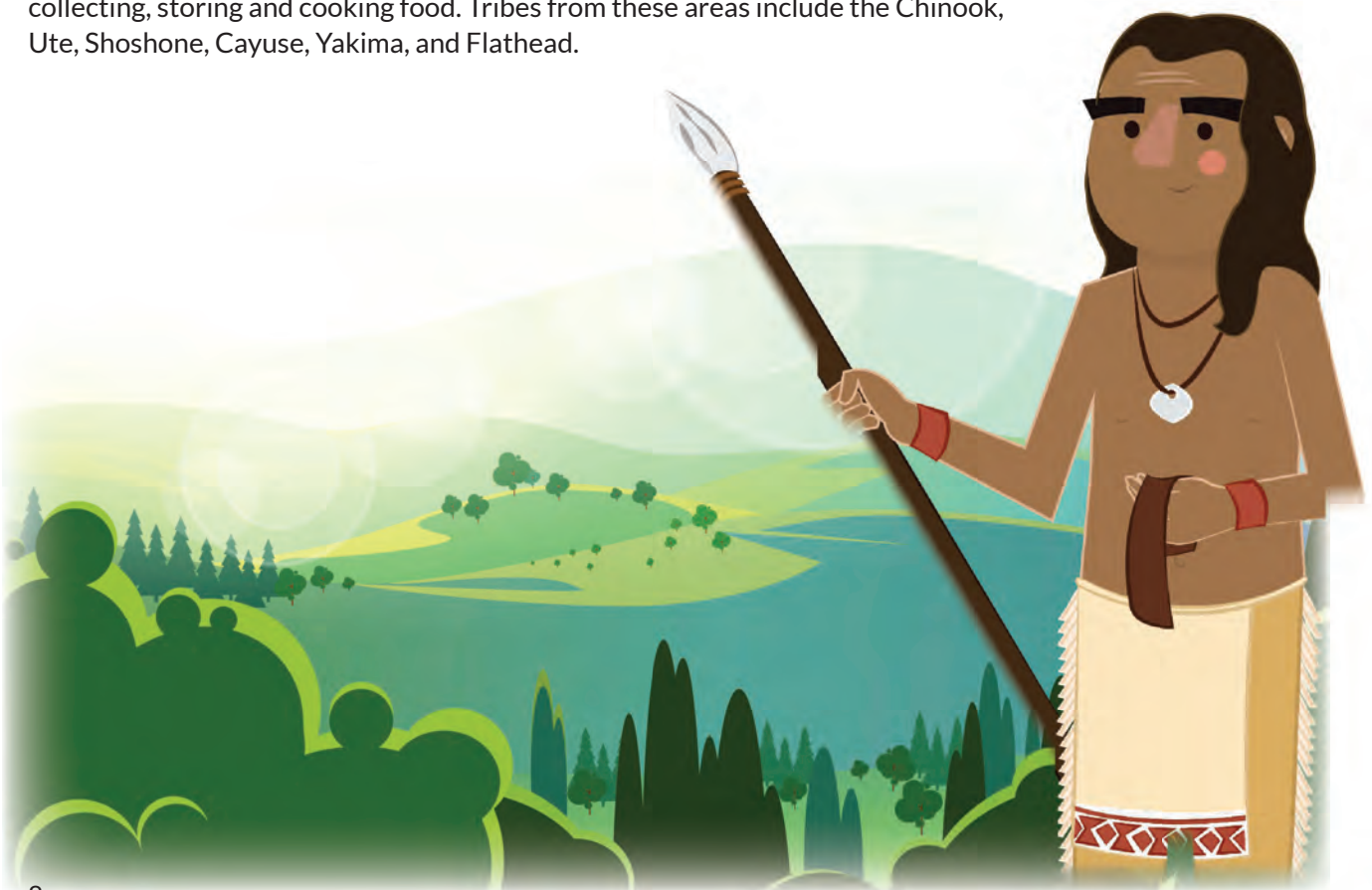
## **NORTHWEST COAST TRIBES**

To the north, along the coast of the Pacific Ocean, tribes of the Northwest Coast enjoyed an abundance of resources that many tribes in the west did not. Many rivers ran to join the Pacific Ocean, so Northwest tribes had access to the fish in the waters and the other small animals like beaver and otter that lived in and near each waterway. The ocean provided salmon, seals, sea lions, sea otters, and whales -- each of which were used by the tribe down to their bones and sinews.

A mild, humid climate nurtured thick forests, rich with game and berries, and an endless wood supply. Tribal hunters brought in bear, deer, moose, elk, and even caribou. Gigantic cedar and redwood trees were cut down, then burned out to make massive canoes. Some of these canoes may have held as many as sixty men! The forest provided the Northwest Coast tribes with lumber to build plank houses constructed with posts and beams. Craftsmen in the tribe would carve doorposts, marvelous boxes, wooden masks, and utensils. These tribes valued shields made of copper.

## **CALIFORNIA-INTERMOUNTAIN TRIBES**

Inland from the coast, the California-Intermountain tribes spread across the region that is now California that lies between the Rocky Mountains and the Cascade and Sierra Nevada mountain ranges. Lewis and Clark's Corps of Discovery encountered many of these tribes around and beyond the Rocky Mountains. Californian Indians ate wild plants, seeds, nuts and even acorns, which they pounded into flour. They hunted small game and fished in the region's rivers. The Intermountain tribes had a harder time finding food, since it was too dry to farm. They hunted for food in small groups, sometimes eating snakes, grasshoppers, grubs and roots, and even rats. These tribes made fine baskets for collecting, storing and cooking food. Tribes from these areas include the Chinook, Ute, Shoshone, Cayuse, Yakima, and Flathead.

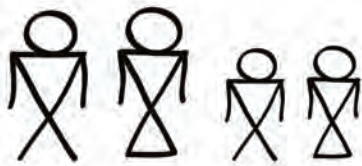


# Native American Pictographs

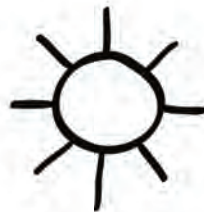


Before Native Americans had written languages, Native Americans still recorded what happened in their tribes. Some used bead patterns in belts to keep track of their tribe's history. Other tribes painted pictographs in calendars. Pictographs are also called pictograms, and are symbols or pictures that communicate meaning just as words do.

Native Americans not only recorded the happenings of their tribes in calendars they kept, but at times, they created elaborate paintings in caves of certain events. Here are some pictographs with their meanings. To discover more, with a parent do an image search on the internet of "Native American Pictographs and Meanings." This will add to your knowledge of Native American symbols.



**Man Woman Boy Girl**



**Sun**



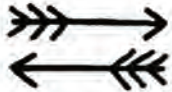
**Tree**



**River**



**Big Mountain**



**War**



**Peace**



**Fish**



**Many Fish**



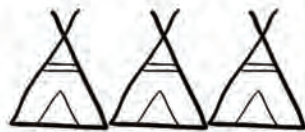
**Hunt**



**Lake**



**Teepee**



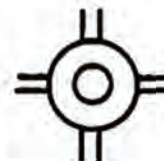
**Native American Camp**



**Bear**



**Friendship**



**Happy**



**Sad**



**Morning**



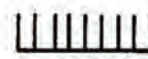
**Noon**



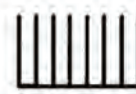
**Evening**



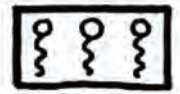
**Rain**



**Spring**



**Summer**



**Winter**



**Good Crops**



**Good Luck**



**Horse Horse Tracks**



**Moon**



**Storm**



**Campfire**



**Help**



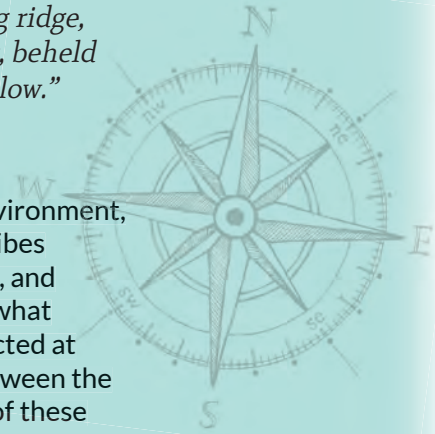


# Native Tribes in the East & on the Plains



*"I had gained the summit of a commanding ridge, and, looking round with astonishing delight, beheld the ample plains, the beautiful tracts below."*

-- Daniel Boone



While most tribes in the west wrestled a living from their environment, tribes to the east of the Rocky Mountains fared quite a bit better. Tribes gathered regionally as Plains tribes, Northeastern Woodlands tribes, and Southeastern tribes. Tribes of the Far North were spread all across what is now mostly Canadian land, though traders in the early days interacted at length with tribes that lived near what is now the eastern border between the United States and Canada. Let's take a look at the lifestyles of each of these regional peoples.

## NORTHEASTERN WOODLAND TRIBES

Northeastern Woodland tribes settled in the area from the Atlantic coast west to the Mississippi River. They lived in forests in most of the northern area, and prairies near the

Mississippi. European settlers who came to colonize the eastern seaboard of North America met woodland tribes near early settlements like Jamestown and Plymouth.

As Europeans settled farther inland toward



*"There is a serene and settled majesty to woodland scenery that enters into the soul and delights and elevates it, and fills it with noble inclinations."*

-- Washington Irving



the states that would become today's midwestern states, they found still more woodland nations populated these lands. The Iroquois tribes controlled the northeastern area and was made up of five tribes, the Cayuga, Onondaga, Oneida, Mohawk, and Seneca, who came together to form the Iroquois nation. In the southeast, a few tribes started to form the Creek Confederacy. Some of these tribes were the Cherokee, Chickasaw, Choctaw, Creek, and Natchez. The arrival of white men kept the Confederacy from coming together completely. The Great Lakes region was also full of many important tribes -- the Fox, the Illinois, Menominee, Miami, Pottawatomie, Sauk, Shawnee, and Winnebago tribes.

Northeastern Woodland Indians usually had plenty of food. Game was abundant in the forest, and streams were chock full of fish. Some tribes grew corn, squash and beans. Woodland tribes harvested wild berries, wild rice, and even made maple sugar from maple trees. Woodland tribes in the north used the trees around them to create wigwams covered with sheets of bark. Their design provided protection from the cold winters that arrived each year. The Iroquois lived in long houses shared by several related families. Some villages put up tall fences for the protection of the tribal village.

Northeastern Woodland Indians wore clothes made of deerskin. Women in the south sewed wrap-around skirts made of handwoven cloth. In warmer areas, the Indians didn't wear much clothing, but painted their bodies instead. Some tribes shaved part of their heads, leaving hair in certain areas, such as on the top of their head, or only around the edges of their head.

War was an important part of these Indians' lives. Special ceremonies took place before and after warfare. Many tribes scalped their victims, taking them to dry and display as trophies. Peace pipes were used at ceremonies to mark the acceptance of the terms of peace. Eastern Woodland tribes used clubs, bows and arrows. These tribes were some of the first to meet people from Europe. Some taught new settlers how to plant corn and take care of it.



## **SOUTHEASTERN WOODLAND TRIBES**

Southeastern Woodland tribal lifestyles were quite similar to that of the Northeastern Woodland tribes, though differences in climate and natural resources do give Southeastern Woodland tribes their own cultural traits. Whereas in the west regional tribal identities were separated by geography, and so developed very differently, in the east, tribal cultures gradually shift as one moves from south to north. Because no geographical feature separates these regions, the boundary line between Northeastern and Southeastern Woodland tribes is not easily agreed upon.

Most Southeastern Woodland tribes were agricultural, using the many warm months of the year they enjoyed to raise squash, maize, and beans. They also hunted and fished and gathered plants, including those found in wetlands. Many of these tribes were mound builders, constructing flat-topped pyramids, ridges, or cones for ceremonies and burials. Southeastern peoples created intricate carvings on shells and stones, and created beautiful pottery.

## **PLAINS TRIBES**

Plains tribes inhabited the region from the Mississippi River in the east to the Rocky Mountains in the west. Spaniards brought horses to the Indians in the 1600's, enabling the Indians to track and hunt buffalo herds. Lewis and Clark encountered many Plains tribes as they navigated the Missouri River on their famous journey. When people think about Native Americans, they often think about the culture of tribes on the Plains, whose lives centered around buffalo hunts. Plains people used every part of the buffalo, using them to make their teepee homes, clothing, bedding, tools and utensils, and fuel. Their teepees helped them follow the buffalo, as they were easy to set up and take down as villages followed the herds. This nomadic lifestyle led to the development of sign language, used to speak to other tribes in the region.

## **FAR NORTH TRIBES**

The tribes of the Far North lived in what is now mostly Canada. They endured cold winters and heavy snows, living in small bands as part of larger tribes. English and French explorers on northern rivers traded with Arctic tribes. These northern peoples hunted animals such as moose, caribou, elk, deer and buffalo, and fished along the coasts and in rivers and lakes. The tribes made clothing from the skins of the moose and caribou they hunted, and used fur to make warm clothing for the winter cold. Most built wooden frame houses covered with bark or animal skins; others built wigwams and tepees. These tribes had to spend most of their time just searching for food. They did not fight often until European trading made them compete with other tribes for animal skins. You may have heard of some of the tribes of the Far North, including the Algonquin, Beaver, Chippewa, Cree, Ottawa and even the Yellowknife.



# Map of North American Native Tribes





# Vikings Find a New World



*"One's back is vulnerable,  
unless one has a brother."*

-- Viking tale "The Saga of Grettir"

Before the dawn of the new millennium in the year 1000 A.D., Norsemen became the first Europeans to discover and explore the continent of North America. Back in their homeland, the Vikings were a major power, feared by peoples throughout Northern Europe. The Vikings wisely exploited nations that were still divided and squabbling after the fall of Rome more than 500 years before. They made raids on countries nearby their own: England, Ireland, France and even Spain. The Viking raids were surprise attacks, a strategy helped along by the designs of the longships in which they sailed: each had a long and narrow hull created for easy landings in shallow water.



The Vikings had blown off course into several North Atlantic lands before the new millennium arrived -- settling first Iceland in the late 800's, then Greenland in the late 900's. From Greenland, Bjarni Herjolfsson came across the North American continent by chance. Having heard Herjolfsson's tale, Viking Leif Erikson set out to follow Herjolfsson's route in about 1002 or 1003, hoping to find and explore this unknown land himself.

Together with about thirty men, Leif Erikson set out his voyage and found a land covered with flat rocks that could be today's Baffin Island. As he continued on, he encountered a flat, wooded land with white sandy beaches which might have been Labrador. He set out once again and found land they called Vinland. Erickson and his crew created a small settlement and enjoyed the mild climate and green grass. The group spent the winter there and returned to Greenland in the spring. They brought back a load of timber with them, along with stories of the vast land in the west.

Over the next couple of centuries, both Europe and the Vikings changed. Christianity spread throughout Scandinavia and changed how the Vikings thought about raiding churches and keeping slaves. At the same time, European nations began to organize and defend their coasts against the raids, making the surprise attacks much more risky. Viking raids stopped and their empire shrank.

For many years after that, no one in Scandinavia thought about Vinland, and the rest of Europe had no idea of Leif Erikson's sea-faring adventures. Vinland -- really the entire North American continent -- was lost to history.



# The Exploration Age Begins

Perhaps you've heard a little about explorers such as Bartholomew Diaz, Vasco de Gama, Christopher Columbus, or Ferdinand Magellan. These great explorers lived in a little window of time -- the fifty years from the mid-1400's to 1500. What made them all start exploring at the same time?

How did all this exploration get started in the first place? Well, back in Europe, people had long enjoyed having items that were only available from countries in the east -- places like China and India. From this part of the world came silk, spices and medicines that were only available from these places and nowhere else. Silk was used to make fine clothing and other items, spices helped to preserve meat in a world without refrigerators and make food taste better after the meat had been preserved. As for medicines, well, obviously doctors and their patients were willing to pay a great deal to get the potion they needed.

For many years Europeans were able to get these goods from the east by traveling over land from Europe to Asia through land ruled by the Mongols. The Mongols had kept peace in this region for years and a route called the "Silk Road" was traveled back and forth for trade to and from the east.

The fall of the city of Constantinople to the Ottoman Turks in 1453 changed all that. The Turks put an end to travel along this route as they seized land around the western part of the Silk Road. Around the same time, the Mongol Empire began to disintegrate and other, fragmented states took over power, partly due to the devastation of the Black Death. Once a peaceful route, the Silk Road became a dangerous path to the east and trade declined.

So, people began to think of other ways to trade with the east. Around the same time, new developments in ship design and navigation made going by sea an attractive option. Sir Henry of Portugal started sending out ships from Portugal to explore and make maps of the long coast of Africa. His expeditions eventually rounded the tip of Africa and made their way to India by sea. Sailors began to brave the long voyage around Africa to the east, but it was dangerous, long and expensive to do so.

Someone had to come up with a new solution -- that was the common thinking of the time. So explorers set out, some to do the unthinkable, some the impossible, and a few the downright ridiculous. One of these "out of the box" thinkers was a man who once worked as a street vendor. His name was Columbus.





# Columbus & His Big Discovery



*"As soon as I arrived in the Indies, in the first island which I found, I took some of the natives by force, in order that they might learn and might give me information of whatever there is in these parts. And so it was that they soon understood us, and we them, either by speech or by signs, and they have been very serviceable."*

-- Christopher Columbus

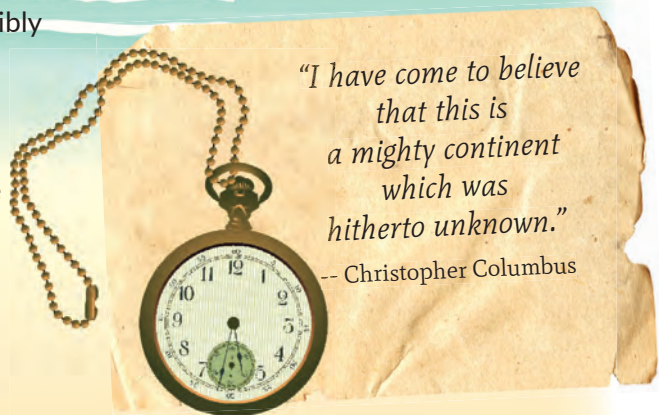
The man who would make the North American continent known to Europeans was the son of a man who owned a cheese stand in Genoa, Italy. Christopher Columbus helped his father sell savory cheeses to the locals, and perhaps we might imagine that, as a young lad, he daydreamed of adventures beyond setting out cheeses and packaging them for sale.

Unlike most boys whose fantasies fade away into manhood, Christopher's dreams could not possibly have been as fantastic as the realities of his actual life! Christopher may have gone to sea when he was as young as ten, spirited away from the small street stand his father owned to a life of harrowing adventure on the waves. As a young man he became a business agent, carrying cargo from port to port trading.

As Columbus gained experience aboard ships, he developed a scheme to travel to southeast Asia (then called the "Indies,") by sailing directly west across the Atlantic, then known as the "Ocean Sea." Of course, little did he know that the continents of North and South America lay inconveniently right in the way of such a plan. Still worse, Columbus had incorrectly calculated that the diameter of the earth was much smaller than it actually was, based upon his own inexperience in actual ocean sailing and other wrong assumptions! Columbus calculated what he thought was the distance from the Canary Islands, just off the northwest coast of Africa all the way to Japan. He thought it was about 2,300 miles, but in fact it was 12, 200 miles!

It is interesting that no ship in existence in the late 1400's was large enough to carry enough food and fresh water for such a distance! Fortunately for Columbus, his error about the distance was made up for by the existence of two unknown continents that lay directly in his path, or his sailors would have surely died of thirst and starvation!

Columbus had a couple of things on his side, though. First, no matter how mistaken he might have been or how foolhardy his plan may have sounded, the Spanish Queen Isabella was desperate enough for a new trading opportunity with the Indies that she sponsored his voyage. He was able to afford to depart with three ships: the Nina,



*"I have come to believe that this is a mighty continent which was hitherto unknown."*

-- Christopher Columbus



the Pinta, and the Santa Maria. The Santa Maria was a larger ship called a carrack, while the other two were smaller caravels. The carrack had 3 or 4 masts, square-rigged on the foremast and mainmast, and lateen-rigged on the mizzenmast; it was larger for carrying supplies needed for a longer ocean voyage. The caravels were smaller craft, rigged with two or maybe three lateen (triangular) sails that made them fairly fast, maneuverable in shallow waters and good at sailing against the wind. They usually accommodated only 20 sailors.

Columbus also knew something not too many people of the time knew, or at least recognized its significance to such a venture. He understood the trade winds that circulate over the Atlantic. Brisk winds from the east blow across the Atlantic nearer to the equator, while westerly winds blow back across the Atlantic toward Europe in the North Atlantic. This creates a way to have the wind with you in both directions of the voyage Columbus had planned. Later sailors would cross and recross the Atlantic using these winds.

So Columbus set off from the Canary Islands. Five weeks later, and fearing they would never see land again, they spotted land at 2 o'clock in the morning on October 12, 1492. The island they found was one of the islands in the Bahamas. From there, he explored the northern coast of today's Cuba and Hispaniola. Before leaving the islands, he kidnapped a group of natives and took them with him to present in Spain. He arrived in Spain in March of 1493, and word of his discovery of new lands quickly spread across Europe.

Columbus continued to explore, making three more voyages of exploration, but when he died, most people still believed he had been exploring the coast of Asia. It was not until after his death that it was accepted that he had in fact been exploring a new continent. It was Amerigo Vespucci's travel diaries that helped this fact become known. A mapmaker named Martin Waldseemuller was convinced by Vespucci's writings that the discovered place was a new continent. When Waldseemuller published his world map in 1507, inspired by Vespucci's name, he called this new continent America. And so that is the name of these continents to this day.

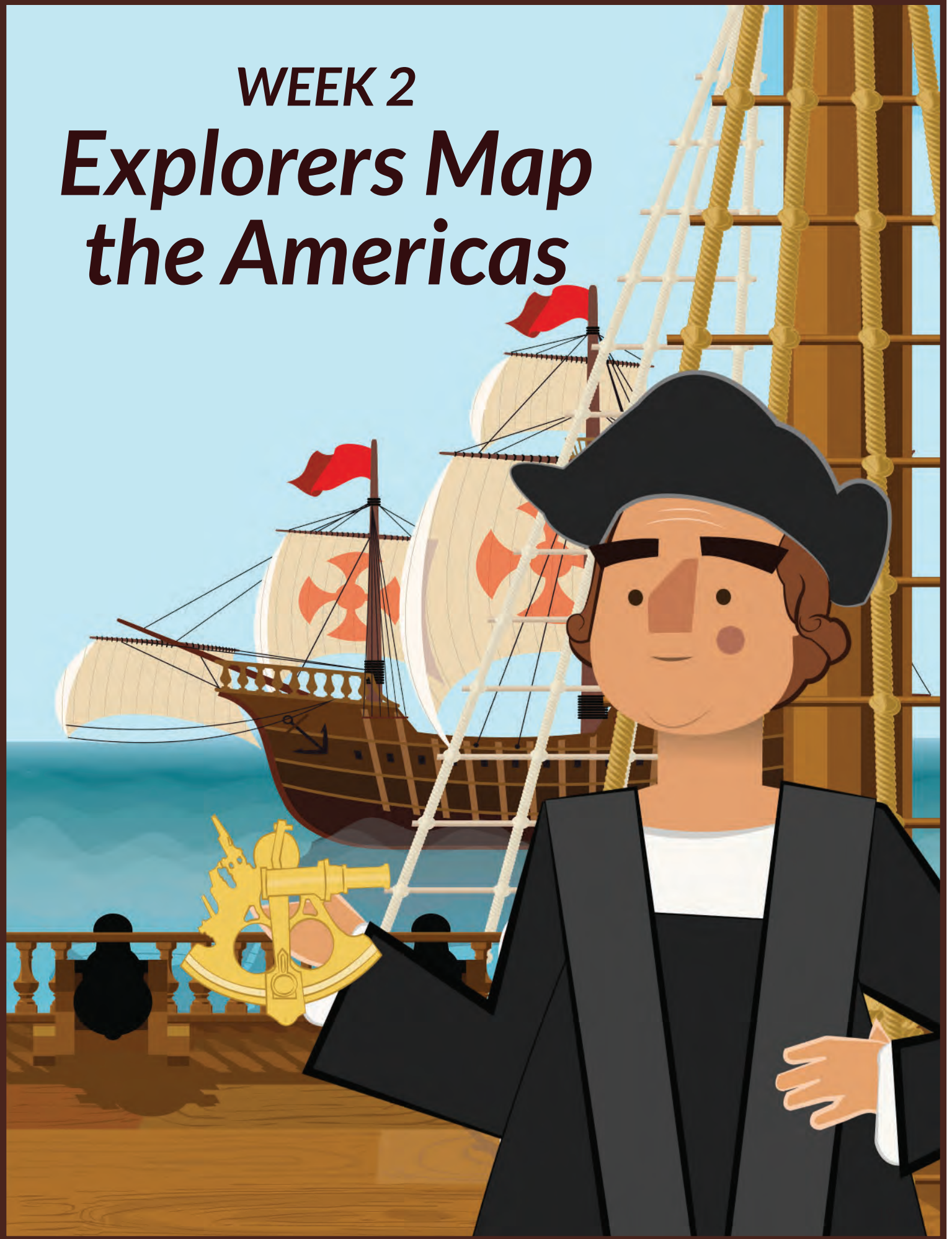






WEEK 2

# Explorers Map the Americas



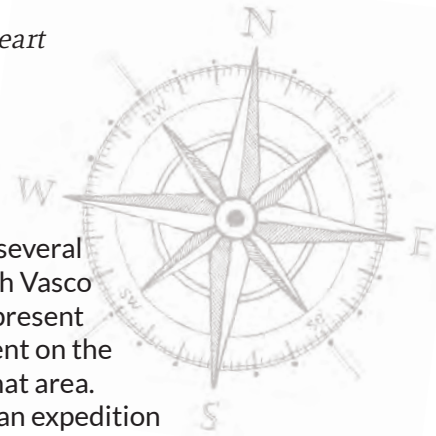


# Spanish Exploration & Conquest



*"We Spaniards know a sickness of the heart  
that only gold can cure."*

-- Hernan Cortes



Within a generation of Columbus' discovery of the New World, several Spanish explorers had opened new worlds by going to sea. It started with Vasco Nunez de Balboa, who explored and conquered an area on the coast of present day Colombia in 1502. By 1510, the first permanent European settlement on the mainland of the Americas was built here, and Balboa was in control of that area.

In 1513, after hearing about a "South Sea," Balboa put together an expedition to cross what is now the Isthmus of Panama to reach this mysterious body of water. Just over three weeks later, he and his men sighted water -- they had reached what we know today is the Pacific Ocean. The group descended to the water, where Balboa claimed it and all lands adjoining it, for Spain.

In 1519, Hernan Cortes led a campaign in present-day Mexico against the Aztecs. Uncertain if his troops were loyal to him or the governor who sent him on the expedition, Cortes scuttled all of his ships except one small boat for communication with Spain. By stranding all of his men, he hoped to motivate them to fight beside him.

They established a few alliances with local tribes, then marched on Cholula, a major city in Mesoamerica that served as an important religious center for the Aztecs. The city was defended by few warriors, but one of Cortes' group relayed a rumor that the people of the city were going to murder the Spaniards in their sleep. Whether the rumor was true or not, Cortes did not know, but he struck anyway. His men killed 3,000 or more people and burned the city. The massacre terrified other Aztec cultures in Mesoamerica, who were inclined to submit to the conquistadors rather than risk the same terrible fate.

In later battles, the city of Tenochtitlan fell to Cortes. Tenochtitlan was constructed with canals that allowed for transportation of goods throughout the town, and had a Great Pyramid that rose 164 feet above the city. At one time the city likely had 300,000 to 700,000 inhabitants in and around it. After the fall of Tenochtitlan, it took more than a half-century to fully conquer all of Mesoamerica.

By 1533, a similar fate befell the Inca Empire when Francisco Pizarro captured the city of Cusco, the center of Incan power. The Incan empire centered on the Andes Mountains along the west coast of South America. The Inca were amazing builders, creating buildings like those at Machu Picchu, and using techniques so sure and tight fitting, that even today a knife can't be inserted between two stones, though the Inca used no mortar. The Inca used knotted strings to record information, most likely as a form of writing.



After the fall of Cusco, many peoples conquered by the Incan empire revolted and joined the Spanish against the Incans, thinking they could gain their own freedom in the process. They did not understand that they were setting the stage for waves of Spaniards to come to their land and take it over.

The Mayans had a well-developed culture; they lived in a number of independent states in the northern and central Yucatan Peninsula. They built stepped pyramids in religious center and ruling cities and developed an extensive written language of pictograms. They traded salt, jewels, and cacao with other South American groups. The Mayans' independent city-states were not so easily overtaken by the Spanish as those of the Aztec and Incan empires. Each state had to be overthrown one by one, and the Maya organized good resistance against the Spanish. It took about 170 years to fully subdue the Mayans.

While on one side of the world the Spanish were conquering native peoples and taking their gold and other valuables, on the other side the Spanish were still wondering what to do about getting to the far east. Spanish explorer Ferdinand Magellan was determined to try to find an alternate route. He hoped to prove that sailing west, even though it meant traversing two oceans, would be a good route to the Far East.

Magellan prepared an expedition and circumnavigated the world, sailing from Seville, Spain around the southern tip of South America, then across the Pacific, navigating through islands near southeast Asia, down under the tip of Africa and back up north to Spain. It took Magellan's ship from 1519 to 1522 to complete this voyage. The expedition helped Spain understand the world and its oceans, and settled it that the trip across the Atlantic and then across the Pacific as well was not a good alternative route to reach the Far East.



So, in the end, it was the conquistadors that made the Spanish crown rich, taking treasures from native groups in South America. The Spanish sent ship after ship back across the Atlantic from the New World, laden with treasure of every kind. For over four centuries the Spanish Empire expanded across most of Central America, the Caribbean islands and Mexico and the western half of South America. Rich with American treasure, Spain built up a mighty sea fleet called the Spanish Armada that protected her interests around the world and reinforced her as a powerful empire in the Age of Discovery. It wasn't until the early 19th century that the Spanish colonies won their independence from Spain.

# 1500's A.D. Spanish Conquest & the Mayans

When the Spanish arrived in South America, they were not particularly interested in discovering more about the Maya peoples and their civilization. They were primarily interested in South America for the gold and other treasures it could provide to bolster the power of their home back across the ocean -- Spain. So they made little effort to understand the civilization of the Maya people they conquered.

The Maya had developed beautiful art forms and impressive architecture. Their large pyramids are carved with intricate figures and faces over the doorways. City centers offered sacred areas and buildings designed to house officials, support market trade, or worship. Ballcourts have been found in many cities with seating for spectators. Often, these central areas of Mayan cities were linked by causeways to other parts of the city.

The Maya used well-developed mathematics, with a bar and dot system of symbols for each number. They even developed the idea of "zero" and gave it a symbol, which is an important idea for higher calculation. The Maya were also very interested in astronomy and the calendar. They kept track of lunar and solar cycles, and eclipses and the motion of planets with great care. Their solar year had better accuracy than the calendar Julius Caesar proposed, based on their work in astronomy.

The Maya also used a highly developed and artistic hieroglyphic written language. Thousands of books are known to have been destroyed by their Spanish invaders, so we have few surviving books -- only four are known to exist. These books help us to understand the language of the Maya, but limit our knowledge of their society. Their language is based upon some symbols that represent entire words combined with symbols that stand for phonetic sounds. Together, these symbols allowed the Maya to communicate in writing. The writing can be found inscribed on stelae, lintels, and monuments found in South America. After the Spanish defeated the Maya, the people lost their knowledge of their written language.



# Portugal Sends Explorers

Since Sir Henry's work sending ships down the coast of Africa had begun in the 1420's, Portuguese sailors had continued to make voyages farther and farther down the African coast, reaching to India and finally to the Far East. But at least one man in Portugal, though, wished see what the Americas might have in store. And so the king of Portugal sought out a man to send west.

The Treaty of Tordesillas had, to some extent, already put a little bit of a damper on exploration of the Americas for Portuguese explorers, since it marked out a line of separation between what "belonged" to Spain and what "belonged" to Portugal. This treaty was laid out by Pope Alexander VI to resolve a dispute over which lands should be open to exploration and colonization for each nation. The lands to the east, the treaty stated, would be open to Portugal, and the west to Spain. This meant that most of the land of the Americas was in Spain's supposed portion, so there wasn't much land left to explore on behalf of Portugal.

Nevertheless, the land was there, and the king of Portugal recognized it might be of some commercial value to claim and settle it. He chose a man to carry on Vasco da Gama's work of exploration for Portugal -- Pedro Alvares Cabral. Cabral organized a voyage to South America that left Lisbon in March of 1500, and reached the coast of today's Brazil in late April. Cabral immediately recognized that the land was east of the line of demarcation set out by the Treaty of Tordesillas and claimed the land for Portugal.





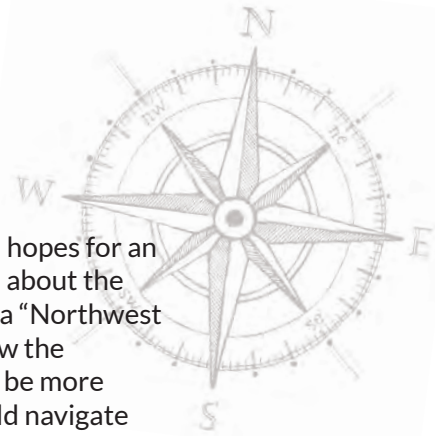
# Early Inland Explorers



*"This land may be profitable  
to those that will adventure it."*

-- Henry Hudson

When Magellan's ships put in to port in Spain in 1522, European hopes for an easy route to the Far East across the Atlantic were dashed. As the truth about the world's geography sank in, explorers began to speculate about whether a "Northwest Passage" above the continents might exist. If the route around and below the continents was lengthy and dangerous, perhaps a northern route would be more direct. This possible passage would be an all-water route that ships could navigate just above North America. French, Dutch, and English explorers set out to find such a route, making names for themselves exploring North America, and helped map part of this newly discovered continent.



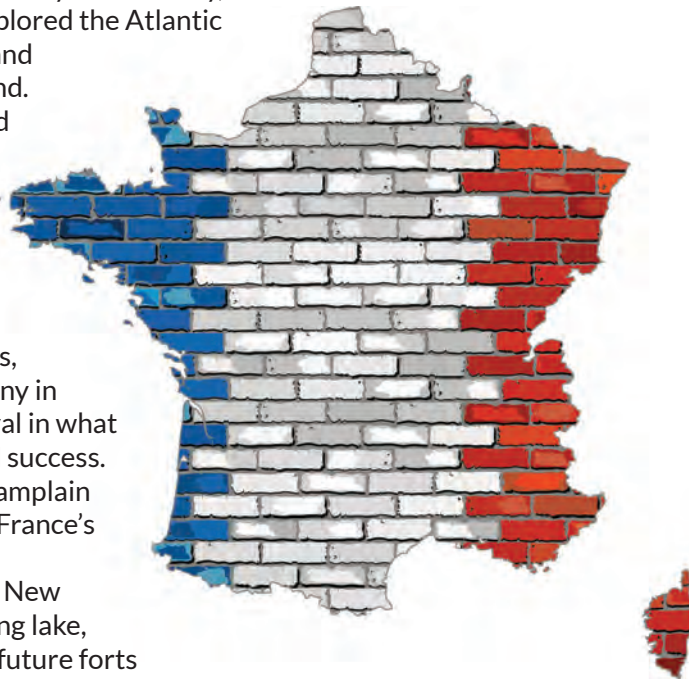
## FRENCH EXPLORATION

Several French explorers established French claims on American land. One of the first explorers for France was actually born in Italy, Giovanni da Verrazzano. In 1524, Verrazzano explored the Atlantic coast of North America between today's North and South Carolina all the way north to Newfoundland. Along the way, he explored New York Harbor and Narragansett Bay off today's Rhode Island coast.

Jacques Cartier headed to North America in 1534. It was the first of three voyages he completed exploring the coast of Newfoundland and the St. Lawrence River. From the time of his voyage until the early 1600's, the French met with failure in establishing a colony in North America. Not until they founded Port Royal in what is now Nova Scotia, Canada in 1605 did they find success.

A few years later, in 1608, Samuel de Champlain founded Quebec; this city became the capital of France's fur-trading colony of New France which became Canada. He explored in and around present-day New York and Vermont, discovering and mapping a long lake, naming it Lake Champlain after himself. Several future forts would be located near the lake that played important roles in early American history. He also explored two of the Great Lakes: Lake Huron and Lake Ontario.

New France was based upon fur trade, not agriculture, so it was sparsely settled. Instead, fur traders spread out, moving from place to place and establishing



good relationships with local Native Americans. The French did not seek to take over native land or enslave the people, but rather to trade and work with them. Gradually, France gained a great deal of control over much of the North American continent, even though most of their settlements were in or near the St. Lawrence River Valley.

Later in the century, in 1699, the French founded Louisiana on the Mississippi River. This mighty river was connected to Canada through the Great Lakes, giving the French a strong position on North America. They put up forts throughout today's states of Illinois and Arkansas. However, the French, so focused on trade, were never able to catch up to Britain's population in the New World, which grew rapidly because of a focus on colonial settlement; this would influence their future as a colonial power in America.

## DUTCH EXPLORATION

The Dutch had built a strong trade business with their Dutch East India Company or VOC. This trading company did business around the world, and were seeking to extend their trading opportunities to the New World. They recruited Henry Hudson to sail to the New World in 1609.

Henry Hudson had already been to the New World and had extended what the English knew about the east coast of North America with several voyages to the area. He made some early voyages in 1607 and 1608, but in his 1609 voyage on behalf of the VOC, he was commissioned to try to seek a westerly passage through North America. He sailed to Chesapeake Bay, found Delaware Bay, and then reached the estuary of the river now known by his name -- the Hudson River. He journeyed up the river to the point where present-day Albany, New York is located.

The Dutch founded an early settlement at Fort Nassau on the Hudson River in 1615; they later renamed it Fort Orange. Another settlement was founded at today's Hartford, Connecticut. Then, in 1626, Director-General of the Dutch West India Company made a purchase which is still famous today. He bought the island of Manhattan from Native Americans and started construction of a fort he called New Amsterdam. The island sat in a large natural harbor and would someday become New York City. The Dutch also settled places that became Newcastle and Philadelphia.

In 1664, the English attacked the Dutch colonies. The Dutch were greatly outnumbered and were forced to surrender New Amsterdam and Fort Orange. The English renamed the forts; New Amsterdam became New York, which would grow into the most populated city in the United States, and Fort Orange was given the name "Albany," and became the capital of the state of New York.

Although the Dutch were not able to keep their colonies on the North American mainland, they did colonize in the Caribbean and South America. Many of these gained their independence, but Antilles and Aruba remain a part of the Kingdom of the Netherlands to this day.





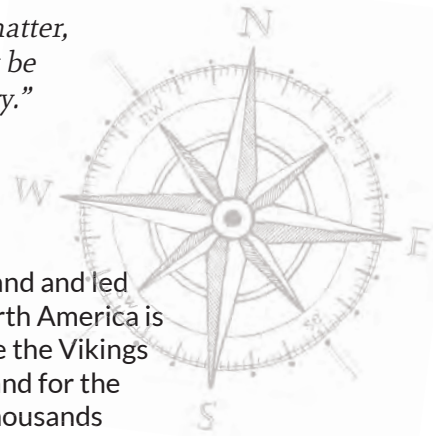


# English Colonization



*"There must be a beginning of any great matter,  
but the continuing unto the end until it be  
thoroughly finished yields the true glory."*

-- Francis Drake

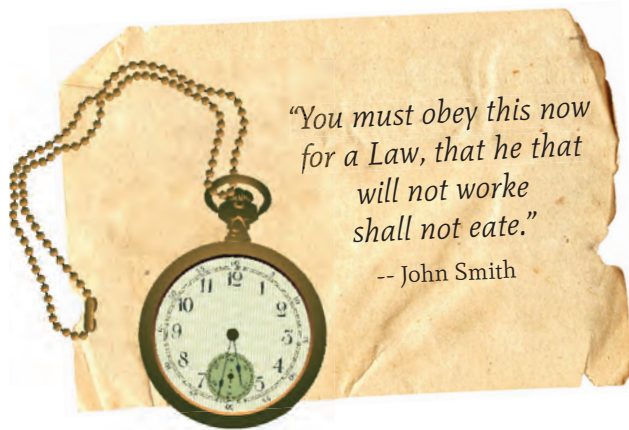


John Cabot was an Italian explorer who sailed on behalf of England and led the first British exploration of North America. His voyage in 1497 to North America is regarded as the first time Europeans had set foot in North America since the Vikings had explored their around the year 1000. He and his crew claimed the land for the King of England. They discovered the Grand Banks fishing area where thousands of cod were swimming. His voyage laid the foundation for the English to colonize northeast coast of America. But colonization would have to wait.

By 1560, the world was a very different place from the one that existed before Christopher Columbus' voyage. Spain and Portugal had become empires virtually "overnight" as world history goes. Other countries were left behind in the race to claim land and establish colonies. In addition, Spain and Portugal had become so rich that they had been able to increase the size of their fleets and they used them to increase their power still more. Nations like England, France and Holland wanted to be able to trade freely around the world, but Spain and Portugal controlled most sea routes and important ports. For awhile, these countries tried to work around Spain and Portugal's control without going to war. Finally, they began smuggling in some areas away from Spanish ships.

Then, an adventurous Englishman, Francis Drake, began raiding Spanish ships and ports in the "Spanish Main," known to us today as the Caribbean Sea and the Gulf of Mexico. His raids embarrassed Spain. But that wasn't enough for Drake. He decided to show Spain that English ships could go where they wanted to go. He followed Magellan's route around the world, except he went far north up the western American coast. As he went, he raided Spanish ships, went west across the Pacific, south around the tip of Africa, and then north, home to England. His adventuresome voyage proved that the Spanish weren't all-powerful on the seas.

Eight years later, England faced off against Spain's navy in 1588. The Spanish fleet that sailed off to England was intent upon overthrowing England's monarch, Elizabeth I. The fleet they sent was named the "Spanish Armada," and terrified much of Europe because it was huge and powerful compared to the navy other countries in Europe had at the time. The fleet was sent because King Philip II of Spain was tired: tired of having a Protestant on the throne of England when he was so devoutly



*"You must obey this now  
for a Law, that he that  
will not worke  
shall not eate."*

-- John Smith

Catholic; tired of Elizabeth supporting the Dutch in their plan to revolt against Spain; and tired of the attacks by the English against his treasure-carrying ships. He was done!

The fleet set out with 22 warships from the Spanish Royal Navy and over a hundred merchant vessels. The fleet was supposed to sail through the English Channel to anchor off the coast of Flanders and invade southeast England. But nothing went right for the Armada. It was driven off the coast by an English fire ship attack, and withdrew north with the English fleet hassling it all the way. Unfortunately for the Spanish, they chose to sail into the Atlantic past Ireland, where they ran into terrible storms. About a quarter of the fleet were wrecked on the coasts, and by the time the rest made it back to Spain, a total of 50 ships failed to return. The Spanish navy was so decimated by the failed campaign that it was no longer a real power at sea, and the English were free to explore and colonize in the Americas at last.

It is no surprise that England was eager to establish a colony in North America. Even before England's defeat of the Spanish Armada in 1588, it tried to found the Roanoke Colony on Roanoke Island in what is now North Carolina between 1585 and 1587. Two groups of colonists tried to settle here: the first group did not have good farmers, missed the spring planting, and would have starved to death. However, Francis Drake stopped at the colony before going home to England. When he saw the plight of the settlers, he took this first group of settlers back to England with him.

A second group of colonists landed at the colony in July of 1587. About a month later, the first English child was born in America and named Virginia Dare. Despite the hard work and hopes of the colonists, the next three years were a period of terrible drought, so their leader, John White, returned to England for supplies. But England's war with Spain kept White in England. The Spanish ships would not allow British ships to cross the Atlantic unharmed, and it was three years before White was able to return. By the time he finally made it back to Roanoke, the colony lay quiet. It was deserted. There were no signs of destruction, no signs of disease - truly, there was simply nobody there.

No one has ever found out what happened to the lost colony, although people do have different ideas about the possibilities. Some people were sure that they were raided by native tribes; others thought everyone died in a plague, but no one could explain why no bodies were found! The only clue was a word found carved into a fence post, "Croatan." There are those who feel this is evidence that the colonists joined Native American tribes to stay alive, and became part of those tribes.

More recently, an old map has been found that may have a clue. When historians looked closely at a map of Roanoke made by John White, they saw a paper patch covering a small piece of the map. When lit from behind, historians could see an X-shaped mark underneath the patch. The X-shape looks like it could have been a fort, so archaeologists have been exploring the area to see if they can find evidence of early settlers. As they have dug down into the soil located there, some evidence of settlement from the late 1500's has been found. It is possible that at least some of the Roanoke colonists moved to this location, but it is still a mystery. Although these findings are exciting, we still don't know for sure what happened to the colony.



# Jamestown Colony

In 1607, another colony was begun by the Virginia Company, this time on the James River in what is now Virginia. Its colonists named it Jamestown, and the colony became the first permanent European settlement in North America. The colonists built a triangular fort, which contained houses for the settlers, a church, and a large storehouse for food and supplies. Each “point” of the triangle was rounded, and contained an elevated lookout platform. The walls of the fort were made of logs set upright into the ground, making a stockade fence. The settlers felt safer behind these heavy walls.

The Jamestown colony had formed a governing council to lead the settlers. This included Christopher Newport, the commander of the voyage, and John Smith, who had been charged with mutiny during the voyage. However, the Virginia Company had declared that Smith was to be on the governing council, so he was put in charge. This proved to be a wise decision, because Smith’s dealings with the powerful chief Powhatan proved to be very helpful to the colony. He was instrumental in securing food from the tribes by trading for copper, which was very valuable to the Native Americans. The settlers also traded metal tools, cooking pots, and weapons for food. John Smith is famous for saying, “He that will not work shall not eat.” This order was part of his strong discipline for the colony, which was necessary for their survival. Without the efforts of each and every settler, the colony could never grow enough food, protect itself, or survive.

Jamestown certainly struggled to survive. The colony was located in a place that was easy to defend from the Spanish ships, but the leaders didn’t think about growing food and finding a healthy place to live. Jamestown was situated next to a swamp full of mosquitoes that carried disease, and the slow-moving James River was often salty from the ocean or full of bacteria that made them sick when they drank the water. The ground was marshy, with very few places suitable for growing crops, and there were no freshwater streams or springs nearby. Growing food proved to be quite difficult, and the settlers needed the food they received in trade from Powhatan’s tribes. It wasn’t until the colony began to grow tobacco in 1614, seven years later, that the colony began to truly thrive. The tobacco proved to be a valuable crop, and when it was sent back to England, the richness of the tobacco crop attracted more settlers to the area, bringing in new people and providing access to more resources.



The Jamestown colony had been settled in an area ruled by Wahunsunacawh, a very powerful chief who became known as Powhatan, which was the name of his people. At the height of his reign he ruled over 30 tribal groups - nearly 15,000 people. He collected tribute from these tribes and expected their obedience. He was not accustomed to being disobeyed, and he did not appreciate the way the settlers demanded more and more land. In 1609, he commanded his warriors to lay siege to Jamestown. This meant the warriors stationed themselves outside the fort, not letting anyone in or out. The settlers could not leave to tend their crops, or hunt, and they lost much of their food. This led to the "starving time" as winter set in and there was not enough food. Several hundred colonists died that winter, from starvation, disease, and cold. This started a period of war between the settlers and the Native Americans, which lasted until 1614, when Pocahontas, one of Powhatan's daughters, married John Rolfe, bringing a fragile peace between the two groups.



# The Plymouth Colony

In 1620, a settlement was begun in the northern part of the continent. A group of people that included some Separatists traveled aboard the Mayflower to form a new colony that would be a safe haven from the religious persecution they were receiving in England. They were called Separatists because they had separated themselves from the Church of England. The settlers aboard the Mayflower were not all Separatists. In fact, the majority of the passengers were not, but the Separatists were coming to America to find religious freedom. The other passengers had their own reasons for making the voyage - some came for adventure, some to make a profit. These differences could have caused disagreements, but when they arrived in Cape Cod, off the current state of Massachusetts, they worked together to elect a governor and sign the Mayflower Compact. This was an important document that ensured that all would be united for the good of the colony, and may have been the beginning of democracy in America.

The Mayflower Compact was also important because the settlers were not in the right place! Their charter allowed them to settle in Virginia, which reached farther north than the state of Virginia does now. However, the ship was blown off course during the voyage and had landed north of the territory of Virginia. When the Mayflower attempted to travel south to reach the correct destination, they were stopped by another storm, and the captain decided to stay where they were for safety. With winter fast approaching, sailing would become more and more treacherous, and the settlers needed to find a location and build their colony. This meant they were settling in the territory known as New England, and they technically did not have permission to be there. The passengers of the Mayflower wanted a document that would lay down rules for the colony, since they would technically not be under the authority of the English king.

December of 1620 found the settlers building a village for their settlement. While the men worked to build a large meeting and storage building, as well as homes for each family, the women and children remained aboard the Mayflower for safety. After so many months at sea, it must have been extremely tedious to have to remain aboard ship in sight of land! During that first winter, the Mayflower colonists struggled to survive. The settlers became ill, and many died. By spring, only 53 of the original 102 settlers were still alive. In April of 1621, the Mayflower sailed back to England, leaving the settlers alone.



The settlers had their first contact with a Native American that spring. Samoset, a chief from the Abenaki tribe, walked into the village, to the great surprise of the settlers! Samoset had learned to speak English from fishermen, and he informed the colonists that Chief Massasoit of the Wampanoag tribe would visit them soon. When Massasoit arrived, the two groups made a treaty of peace. They promised to help each other and live peaceably with each other.

Massasoit also brought Squanto with him. Squanto was from the Patuxet tribe, which had originally lived in the area the settlers were now inhabiting. The Patuxet tribe had been killed by an epidemic, likely smallpox, brought to America by settlers. Squanto had been kidnapped and was in England when the epidemic hit, so he had survived. He had learned to speak English and was now back in his native land. As it turned out, Squanto became an important asset to the colonists, and likely made it possible for them to survive.

Squanto knew what the settlers needed to do to grow their crops, and he was willing to teach them. He taught them how to plant crops as his tribe had done for years. His tribe made a hillock, or a small mound, to plant corn and other vegetables, such as peas, beans or squash. He also showed them how to bury a few fish in each hillock. The fish served as fertilizer for the growing plants, the low-growing peas or squash shaded the ground and prevented weeds, and the corn provided a tall structure which the pea or squash vines could use for support. This method allowed the settlers to have a fairly successful crop and kept them from starving the following winter.

In fact, the harvest of 1621 was celebrated by a feast, at which they thanked God for his provision of food. Massasoit and 90 of his men joined the settlers, bringing deer meat and other food to add to the feast. The Englishmen likely served fish and wildfowl, along with some of their harvest. The celebration lasted three days.

The colony continued to grow, but their friendly relationship with Native Americans did not last, and the colony united with other English colonies for defense against native tribes as the Pequot War and King Philip's War erupted in New England in the middle of the 1600's.



# Native Americans Near First Colonies

## The Powhatan

The Powhatan lived along the middle Atlantic coastline when English settlers first met them in the early 1600's. The first permanent English settlement at Jamestown was near Powhatan land. The Jamestown settlers did not know how to live and grow food on the land they had chosen, and the Powhatan gave them food, taught them how to grow corn, and showed them how to raise tobacco. Tobacco would become a cash crop for the white men. It also made them greedy. In 1622, the Powhatan had enough of white settlers' demands for food and land, and the Powhatan started killing settlers. They put bread and dirt into the mouths of the settlers. The bread symbolized the settlers' greed and the dirt was a warning not to take too much land. Before long, though, Powhatan numbers had been reduced because of disease. Today, the Powhatan tribe lives on a reservation in New Jersey.

## The Wampanoag

The Wampanoag were a New England tribe that at one time governed part of the Atlantic coastline. The Wampanoag are usually remembered as the tribe of Indians who celebrated the first Thanksgiving with the Pilgrims. The Pilgrims had fled from religious persecution in England and wanted to settle where they could worship God as they chose. The Wampanoag saved the Pilgrims from certain starvation their first year in America. However, the friendly relationship did not last long. In 1675, a Wampanoag chief tried to stop Puritans from taking lands and taxing the Indian tribes. Although he and other tribes banded together, they were outnumbered two to one. Almost all of the Wampanoag were killed. Today, the Wampanoag still live in eastern Massachusetts. One day each year they harvest cranberries and share a feast with the public on Cranberry Day.



**Powhatan People**



**Wampanoag People**

# The AMERICAN STORY JOURNAL

Interactive Notebooking  
for **YOUNG LEARNERS**  
Discovery to  
Revolution



## WinterPromise

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# Week 1

## The Discovered Continent



**1000 - 1600 A.D.**



In the year 1000 A.D., the continent of North America was home to hundreds of Native tribes. Each had their own culture and traditions, and each had their own ways of gathering or raising food, relating to other tribes, and surviving the demands of their homelands. When Europeans arrived and found a continent not held by one nation, they looked at this new land as one they could colonize, and use to enrich their own homeland. The Europeans' discovery of North America would determine the fates of these native peoples, and many, many more.

# This Week's Story:

Native Americans Living in Regional Groups  
The Vikings Find a New World  
Columbus's Continental Discovery  
The Spanish Conquest

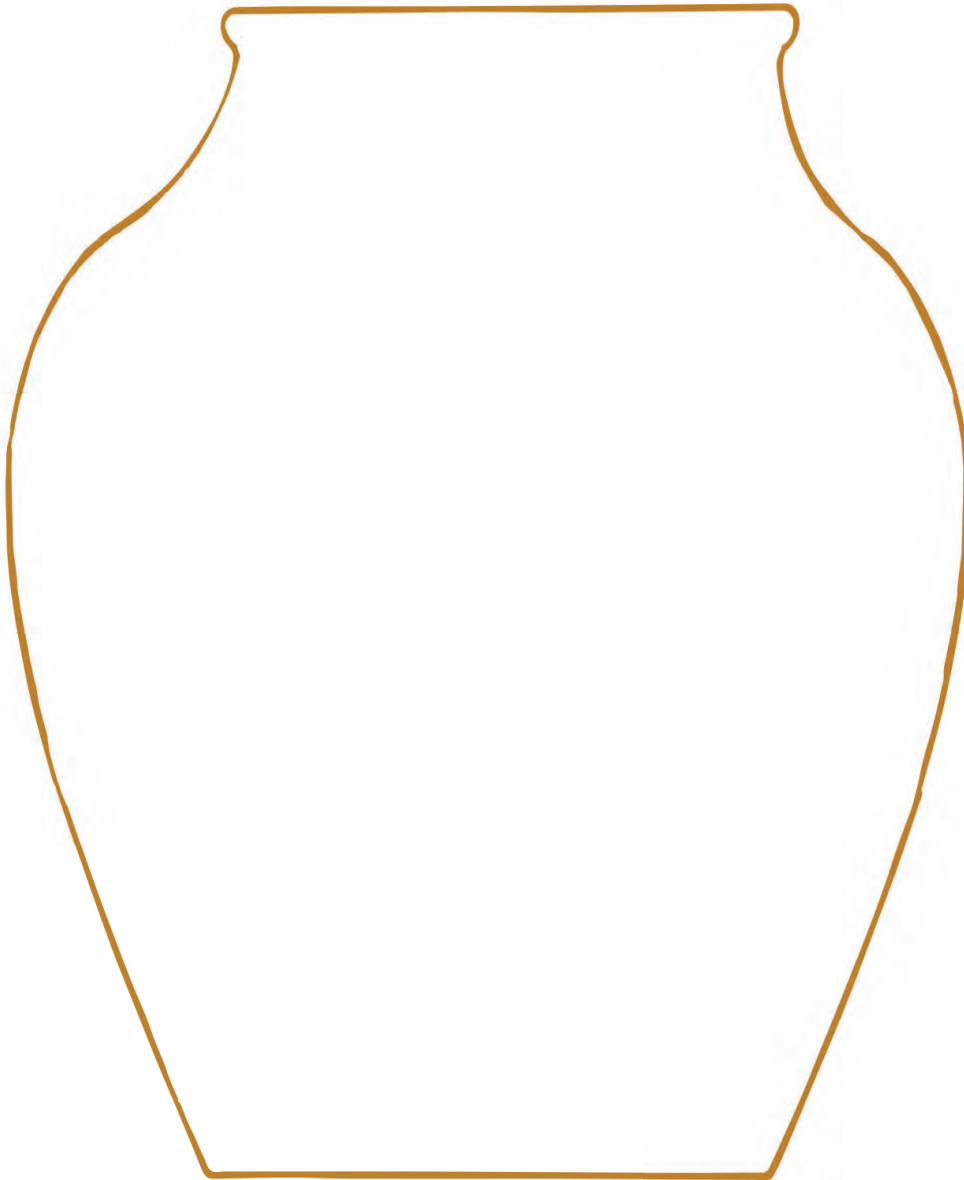




# Decorate a Zuni Pot

The Zuni people lived in the southwestern part of the United States. The Zuni Pueblo was the home of the Zuni. The Zuni Pueblo was near the Zuni River (a tributary of the present-day Little Colorado River) basin, in the northern part of New Mexico. The Zuni culture greatly influenced the American Southwest. Zuni pottery was made by women to hold food and store water. Women would decorate the outside of their pot with clan symbols and other geometric designs.

***Cut the designs from the cut-out page, and paste them onto the Zuni pot below. Color the pot as you like.***



# Cut-Out for “Decorate a Zuni Pot”





# Make a Map of North American Tribes

Label below where groups of Native American tribes lived. Color each region.

**Label each region correctly with one of the following:**

Eastern Woodlands Tribes

California Intermountain Tribes

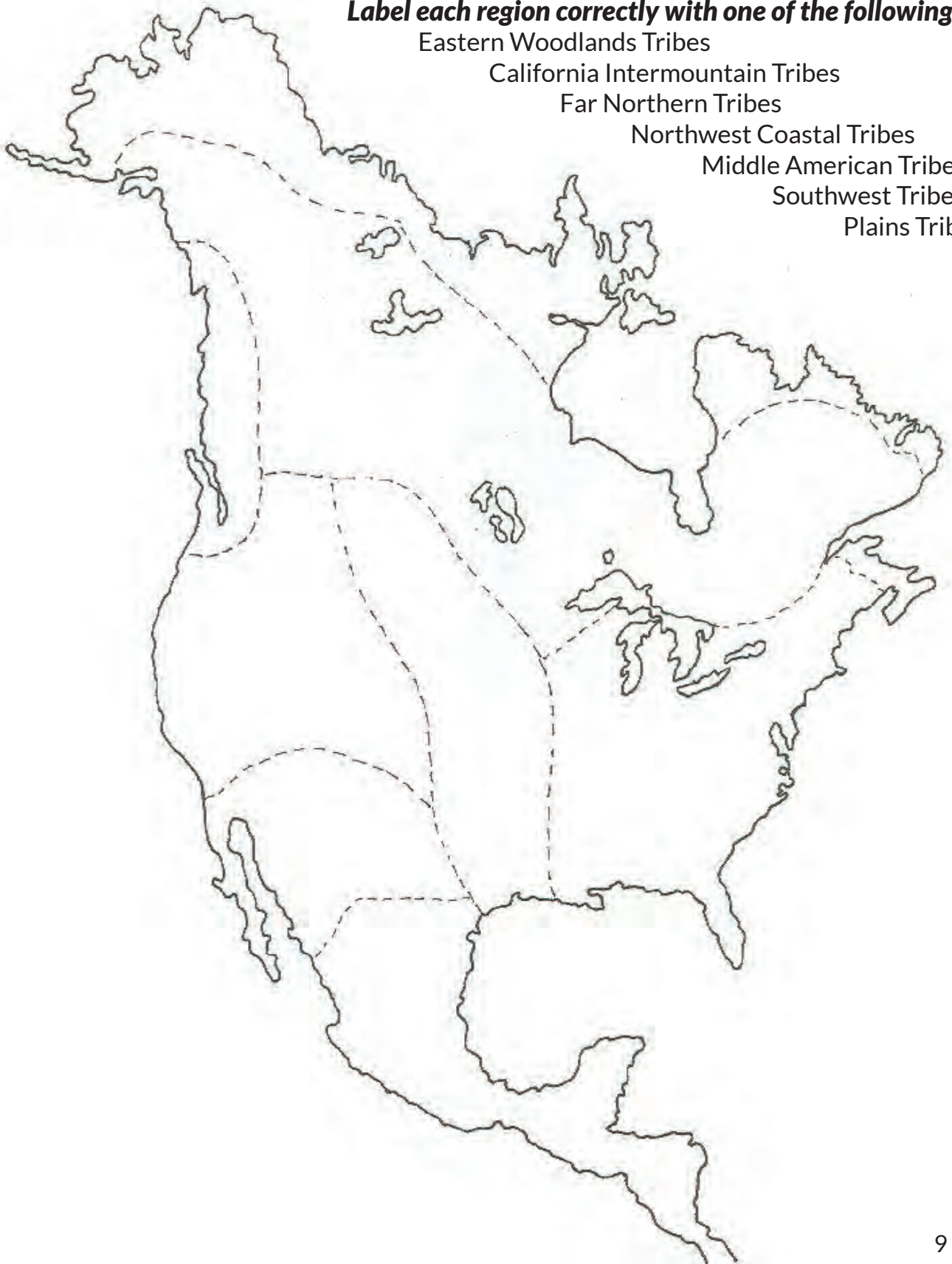
Far Northern Tribes

Northwest Coastal Tribes

Middle American Tribes

Southwest Tribes

Plains Tribes





# FLIP & FOLD

## Viking House

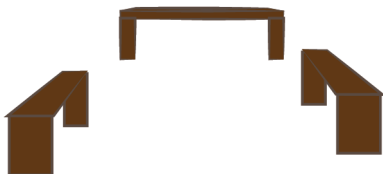


**What To Do:**

Cut out the individual items and paste them into the Viking home on the previous page.

The fire pit should be in the center, surrounded by benches and fur sleeping pallets. Vikings hung their shields up on the walls, and often their swords as well.

Then, cut out the front of the house, right. Paste this in place by gluing only along one side, so you can lift it to look inside the house!





# 1000 A.D. Eric the Red and His Son, Leif

Eric the Red was a Viking explorer who built a colony in Greenland. His real name was Eric Thorvaldson, but he had red hair and a red beard so people called him Eric the Red. Eric was born in Norway, but moved to Iceland when his father killed a man. Eric was a strong fighter, a man who got into enough quarrels with others that he was exiled from Iceland. He wanted to search for the land that a former explorer, Gunnbjorn Ulfsson, had sighted around 900 A.D. He set out, and found Greenland. He settled there and became the leader of two communities there.

Eric the Red was convinced that there was more land to explore, but it was his son, Leif Ericson, who led the first voyage to North America. He landed at three separate places along the coastline, and even spent a winter in North America. Leif returned to Greenland and became the leader of the communities after his father died.



## Do Some Norse Math!

Below are Norse markings called runes, the Vikings' written language. The number each rune stands for is written below it. Add the runes together to figure out the problems below.



How many Viking warriors were in the communities?

\_\_\_\_\_



How many Viking settlers were there?

\_\_\_\_\_



Later Eric took an settlement expedition with this many ships ...

\_\_\_\_\_



But only this many many ships made it there successfully ...

\_\_\_\_\_



## Week 2

# Explorers Map the Americas

### 1500 - 1600 A.D.

When Columbus returned to Europe with news of his expedition, it took some time before his fellow Europeans understood that he had actually voyaged to a new continent. However, his successful voyage across the Atlantic inspired other explorers to set out, retracing his path across the ocean. The Spanish and Portuguese explored the American Southwest and South America, searching for gold and conquering native peoples. Meanwhile, on the east coast, a small group of pilgrims arrived to set up a colony, looking for religious freedom.



# This Week's Story:

Early Inland Explorers  
Jamestown: the First Permanent Colony  
The Pilgrims' Plymouth Colony  
The Colonial Town Square





# Color a Mayan Stone

When the Spanish arrived in South America, they were not particularly interested in discovering more about the Maya peoples and their civilization. They were primarily interested in South America for the gold and other treasures it could provide to bolster the power of their home back across the ocean -- Spain. So they made little effort to understand the civilization of the Maya people.

The Maya had developed beautiful art forms and impressive architecture. Their large pyramids are carved with intricate figures and faces over the doorways. City centers offered sacred areas and buildings designed to house officials, support market trade, or worship. Ballcourts have been found in many cities with seating for spectators. Often, these central areas of Mayan cities were linked by causeways to other parts of the city. The Maya also used a highly developed and artistic hieroglyphic written language, but after the Spanish defeated the Maya, the people lost their knowledge of their written language.

***You can color this Mayan stone as it might have appeared with colorful paints on it.***

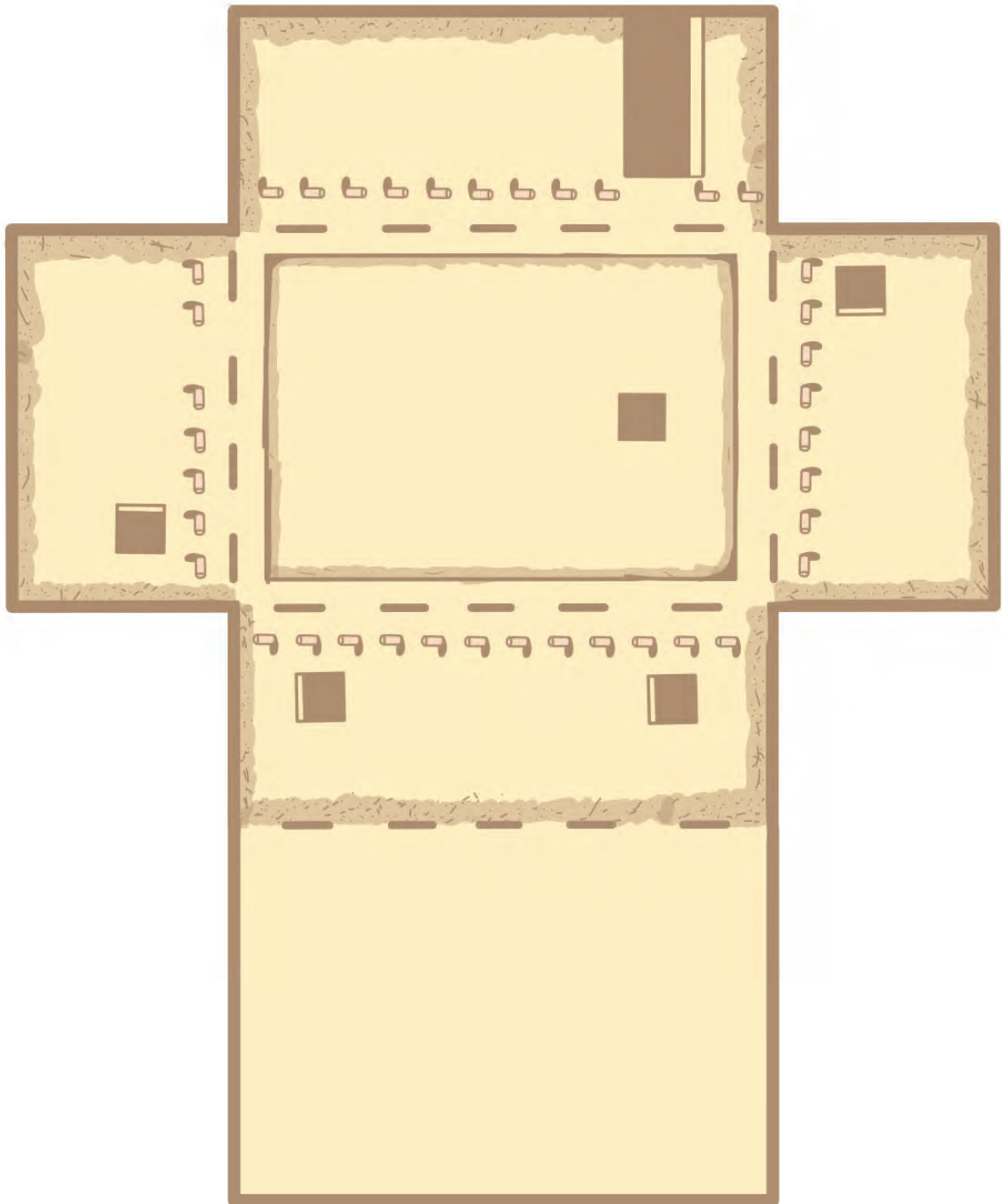




# Life in a Pueblo Village

Spanish explorers arriving in the southwestern United States in the 1500's found small houses made of adobe. The Spanish called these little villages "pueblos," and so the native tribes that created this type of house became known as Pueblo Indians. Today this group of native peoples are divided into the Eastern Pueblo, including the Cochiti and Isleta tribes, and the Western Pueblo, including the Zuni and Hopi tribes. Some larger communities would have many building!

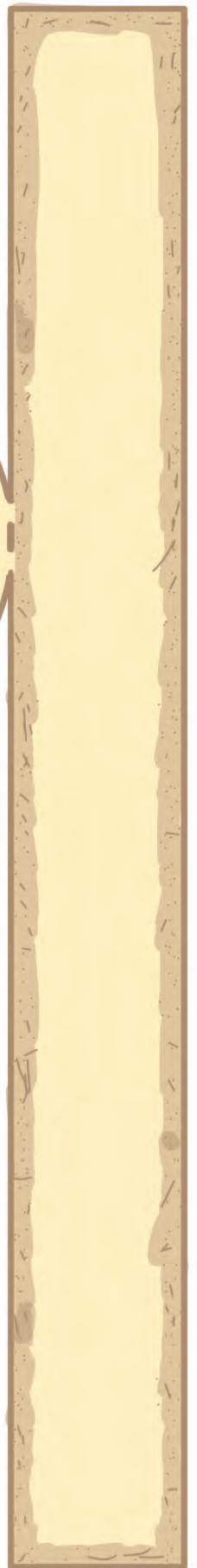
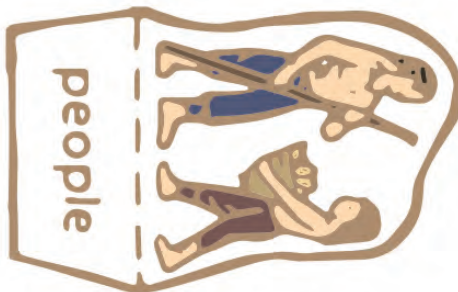
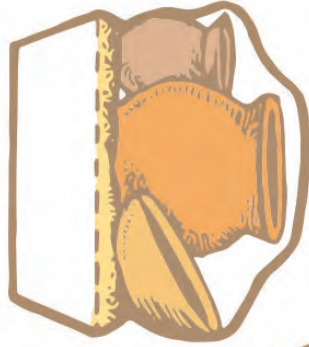
***Cut the designs from the cut-out pages that follow, then fold the buildings into box-like shapes, and arrange into your own small pueblo village.***



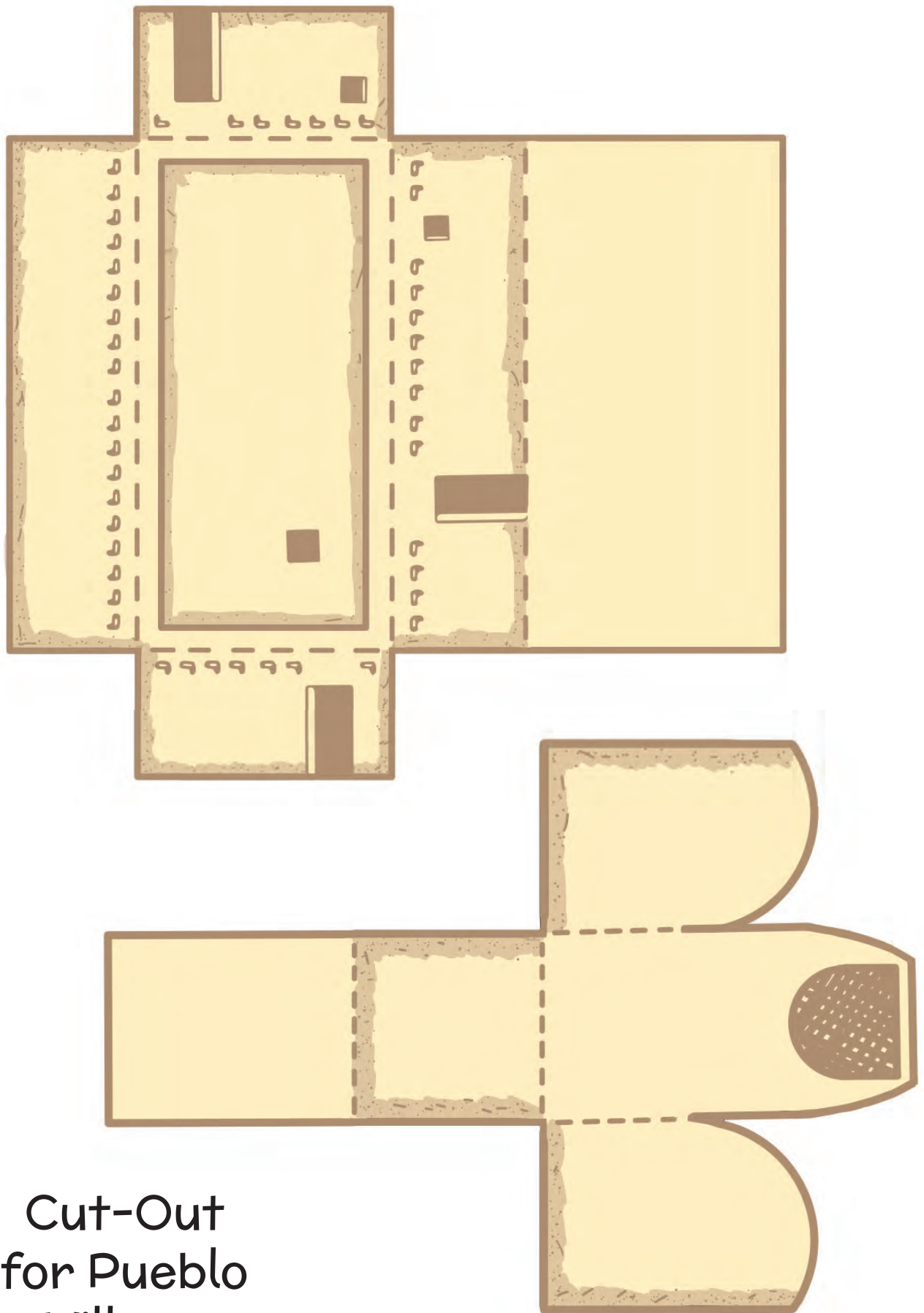




# Cut-Out for Pueblo Village



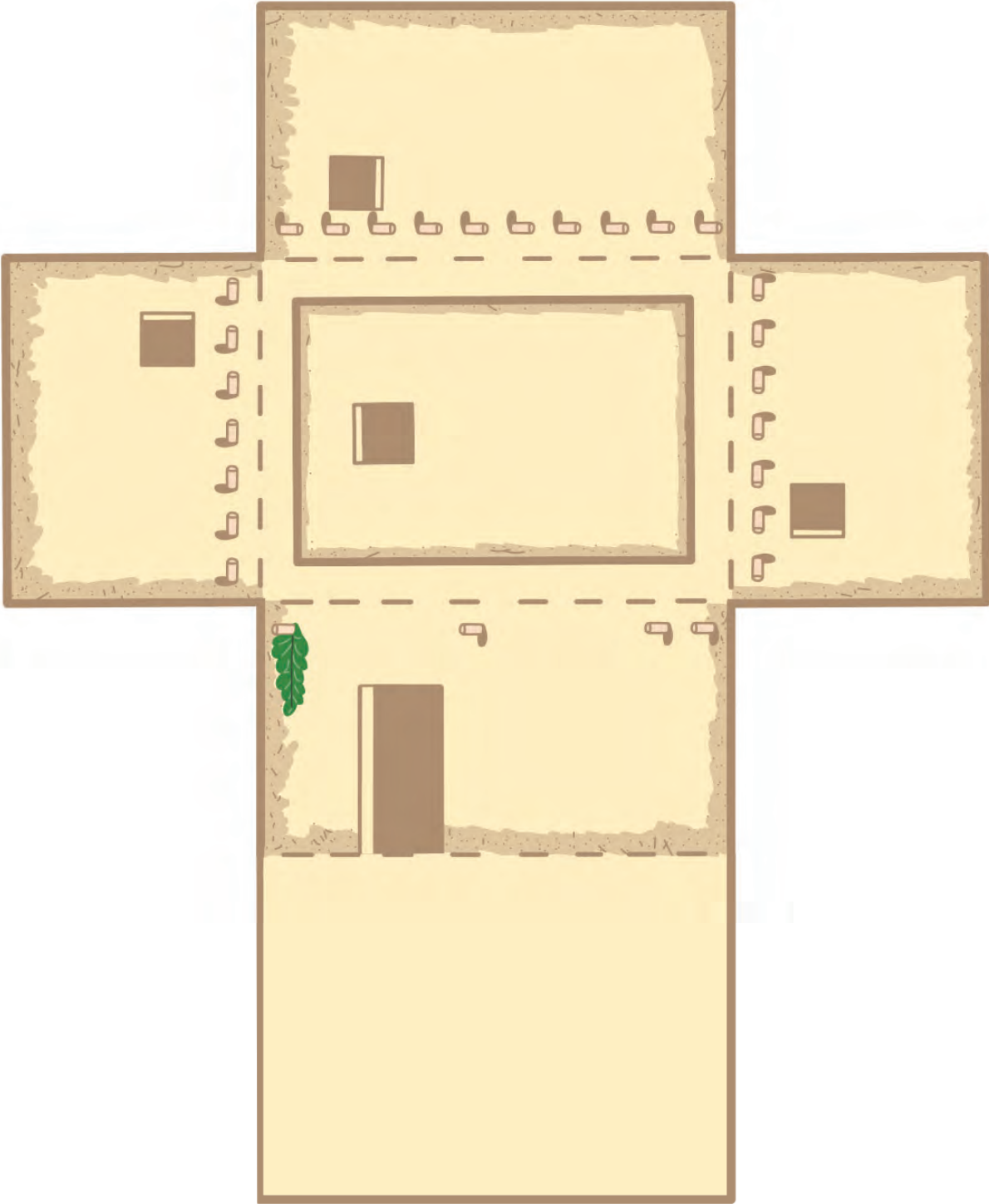




Cut-Out  
for Pueblo  
Village

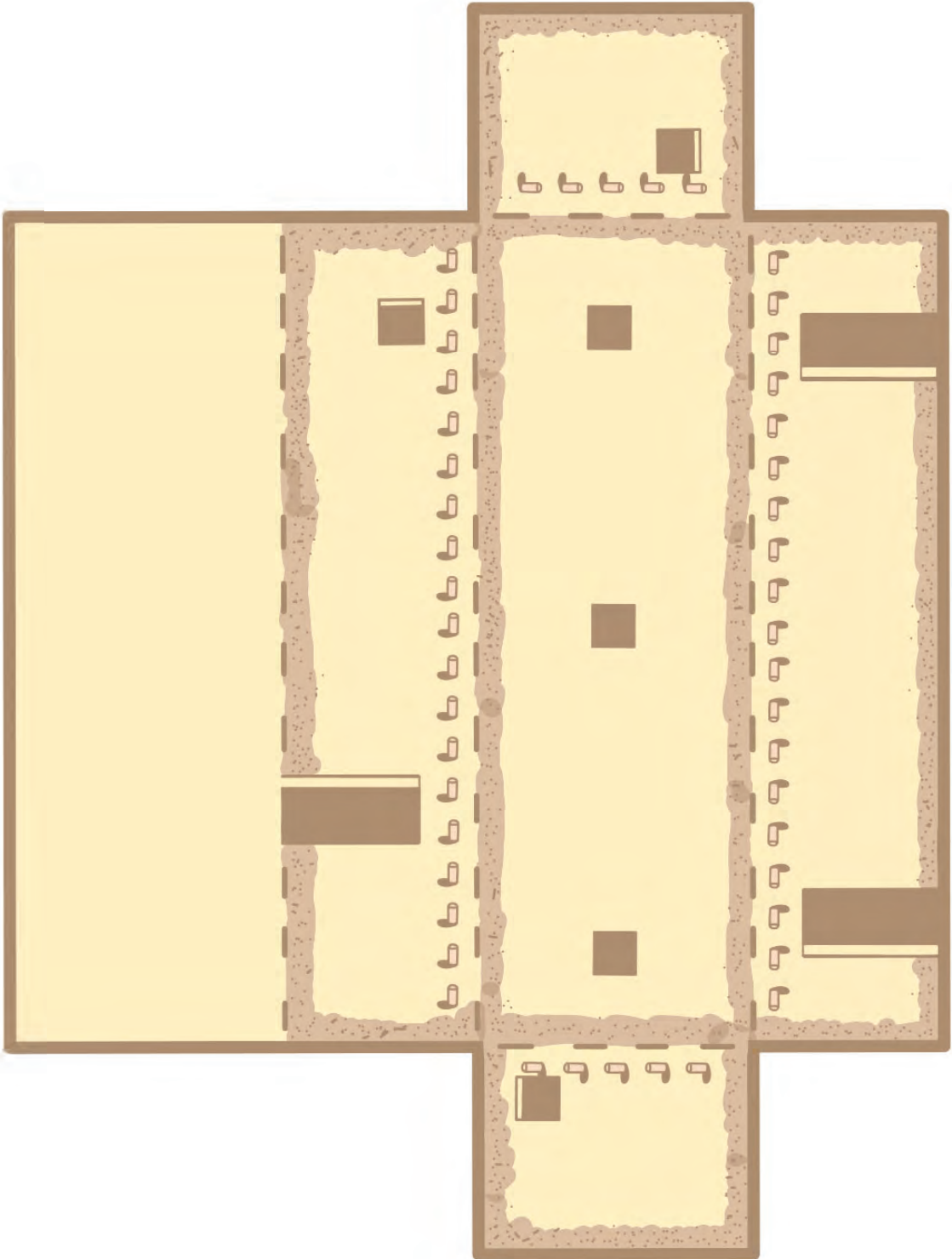


# Cut-Out for Pueblo Village





# Cut-Out for Pueblo Village







# Cut-Out Colonial Packing Items for “England Starts to Colonize” on Next Pages





# 1584 A.D. England Starts to Colonize

In 1584, England established its first colony on Roanoke Island near what is now North Carolina. But the colony did not have good farmers, missed the spring planting, and would have starved to death, but an incredible thing happened. Francis Drake stopped at the colony before going home to England and took the settlers home with him. Roanoke was repopulated in 1587, but their leader returned to England for supplies and when he got back to the island three years later, it was deserted. No one ever found out what happened to the lost colony.

In 1607, another colony was begun, this time on the James River in Virginia. It was called Jamestown, and became the first permanent settlement in North America. Women joined the colony and added family living to colonial life, but slaves were also put to work planting and harvesting tobacco, introducing slavery to American life.

## Colonists Heading to America Packed Only Certain Items

Use the “Colonial Items” from the Cut-Out section, and cut out items that you would have chosen to take along as a colonist, pasting them below, on the deck of the ship. But choose carefully! You can only pack 15 items, so you’ll have to leave half of them behind! One item is blank so that you can draw it in yourself, if you think something is very important to take along! Then, tell a parent why you chose to take the things you did.



# The AMERICAN STORY JOURNAL

Interactive Notebooking  
for **OLDER LEARNERS**  
Discovery to  
Revolution



## Winter Promise

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Print double-sided in color and hole-punch or bind on the left side.

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# Week 1

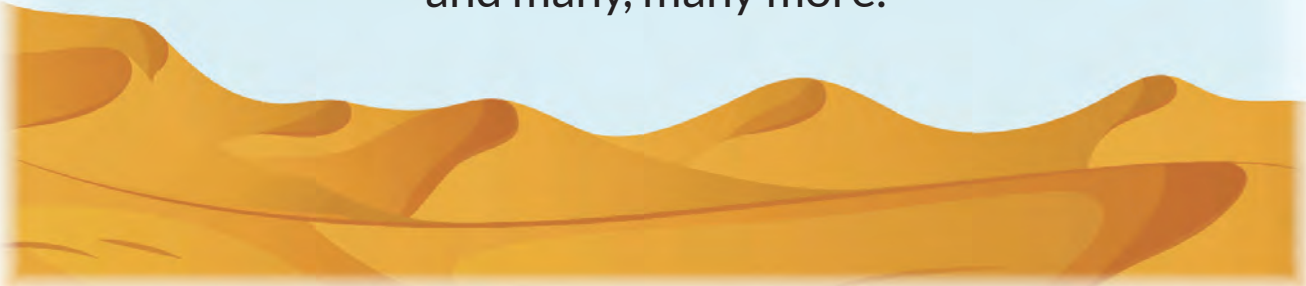
## The Discovered Continent



**1000 - 1600 A.D.**



In the year 1000 A.D., the continent of North America was home to hundreds of Native tribes. Each had their own culture and traditions, and each had their own ways of gathering or raising food, relating to other tribes, and surviving the demands of their homelands. When Europeans arrived and found a continent not held by one nation, they looked at this new land as one they could colonize, and use to enrich their own homeland. The Europeans' discovery of North America would determine the fates of these native peoples, and many, many more.





# This Week's Story:

Native Americans Living in Regional Groups  
The Vikings Find a New World  
Columbus's Continental Discovery  
The Spanish Conquest





# Native Tribes in the West

Write below each statement which tribal group with which it is associated.



1. Used acorns to make flour.



2. Burned out massive canoes.



3. Built houses of poles.



4. Had access to many fish in numerous rivers.



5. Built huge temples and pyramids.



6. Were always aware of their need for water.



7. Built plank houses with posts and beams.



8. Made fine baskets for collecting food.



9. Carved doorposts and boxes, and more.



# Native Tribes in the East

Write in descriptions of the cultures and practices of each regional tribe.

## Northeastern Woodland Tribes

**ATE:**

**BUILT THIS HOME:**

**TRADITION:**

## Southeastern Woodland Tribes

**ATE:**

**BUILT THIS HOME:**

**TRADITION:**

## Plains Tribes

**ATE:**

**BUILT THIS HOME:**

**TRADITION:**

## Far North Tribes

**ATE:**

**BUILT THIS HOME:**

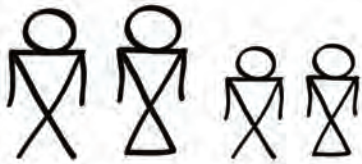
**TRADITION:**

# Native American Pictographs

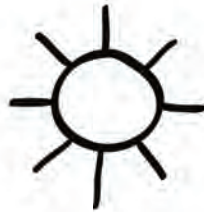


Before Native Americans had written languages, Native Americans still recorded what happened in their tribes. Some used bead patterns in belts to keep track of their tribe's history. Other tribes painted pictographs in calendars. Pictographs are also called pictograms, and are symbols or pictures that communicate meaning just as words do.

Native Americans not only recorded the happenings of their tribes in calendars they kept, but at times, they created elaborate paintings in caves of certain events. Here are some pictograms with their meanings. To discover more, with a parent do an image search on the internet of "Native American Pictographs and Meanings." This will add to your knowledge of Native American symbols.



**Man Woman Boy Girl**



**Sun**



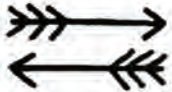
**Tree**



**River**



**Big Mountain**



**War**



**Peace**



**Fish**



**Many Fish**



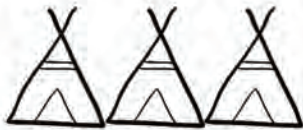
**Hunt**



**Lake**



**Teepee**



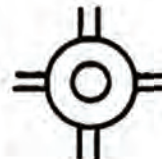
**Native American Camp**



**Bear**



**Friendship**



**Happy**



**Sad**



**Morning**



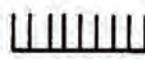
**Noon**



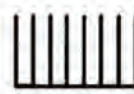
**Evening**



**Rain**



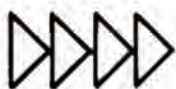
**Spring**



**Summer**



**Winter**



**Good Crops**



**Good Luck**



**Horse**

**Horse Tracks**



**Moon**



**Storm**



**Campfire**



**Help**

# Your Own Pictograph

**Older Students:** Use an art medium you enjoy (pencil, colored pencil, or paint) to create your own representation of a cave painting with the meaning you wish to communicate.



# Week 2

## Explorers Map the Americas

### 1500 - 1600 A.D.

When Columbus returned to Europe with news of his expedition, it took some time before his fellow Europeans understood that he had actually voyaged to a new continent. However, his successful voyage across the Atlantic inspired other explorers to set out, retracing his path across the ocean. The Spanish and Portuguese explored the American Southwest and South America, searching for gold and conquering native peoples. Meanwhile, on the east coast, a small group of pilgrims arrived to set up a colony, looking for religious freedom.



# This Week's Story:

Early Inland Explorers  
Jamestown: the First Permanent Colony  
The Pilgrims' Plymouth Colony  
The Colonial Town Square



# 1500's A.D. Spanish Conquest & the Mayans

When the Spanish arrived in South America, they were not particularly interested in discovering more about the Maya peoples and their civilization. They were primarily interested in South America for the gold and other treasures it could provide to bolster the power of their home back across the ocean -- Spain. So they made little effort to understand the civilization of the Maya people they conquered.

The Maya had developed beautiful art forms and impressive architecture. Their large pyramids are carved with intricate figures and faces over the doorways. City centers offered sacred areas and buildings designed to house officials, support market trade, or worship. Ballcourts have been found in many cities with seating for spectators. Often, these central areas of Mayan cities were linked by causeways to other parts of the city.



The Maya used well-developed mathematics, with a bar and dot system of symbols for each number. They even developed the idea of "zero" and gave it a symbol, which is an important idea for higher calculation. The Maya were also very interested in astronomy and the calendar. They kept track of lunar and solar cycles, and eclipses and the motion of planets with great care. Their solar year had better accuracy than the calendar Julius Caesar proposed, based on their work in astronomy.

The Maya also used a highly developed and artistic hieroglyphic written language. Thousands of books are known to have been destroyed by their Spanish invaders, so we have few surviving books -- only four are known to exist. These books help us to understand the language of the Maya, but limit our knowledge of their society. Their language is based upon some symbols that represent entire words combined with symbols that stand for phonetic sounds. Together, these symbols allowed the Maya to communicate in writing. The writing can be found inscribed on stelae, lintels, and monuments found in South America. After the Spanish defeated the Maya, the people lost their knowledge of their written language.

## Write Your Name in Mayan

Look at the next few pages of information on the Mayan language. Use these helps to write your name in Mayan in the space below!



# Mayan Alphabet & Pronunciation

The late Nancy McNelly produced a website that shared her work on the Mayan language with educators. Her website laid out the pictograms for each letter and gave instruction as to how to “Mayanize” your own name. She gave permission on this site for educators to reproduce her work for educational purposes. Unfortunately, Nancy passed away recently and her website expired. Before it did, educators were given the opportunity to download her work for sharing in educational settings. We offer her work her for you to use with the “Spanish Conquest” page in this resource. This section is not included in the cover price of this resource, and is being shared with you at no cost.

On her website, Nancy explained how to pronounce some Mayan sounds and shared customs of the Mayan language. She wanted children to be able to write their name in Mayan. Toward that end, we reproduce these instructions below.

## Writing Your Name in Mayan

Look at the letters in your name. Next, figure out what syllables make up your name

### Here’s how vowels are pronounced:

A is like the a in all

O is like the o in no

E is like the e in grey

U is like the oo in moon.

I is like the ee in see

Also keep in mind that the consonant written as “X” is actually pronounced “SH”.

Unfortunately, not all names can be easily “Mayanized”. English has consonants that don’t exist in Maya, and vice versa. If you have a D, F, G, J, R or V in your name, you may have to substitute another sound (Malia for maria, say). You’ll have to decide which combination of syllables is best for you.

Be careful about using the special Mayan consonants. For example, K and K’ are pronounced differently and give totally different meanings, as in kab (earth) and k’ab (arm and hand).


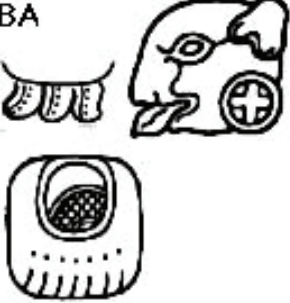

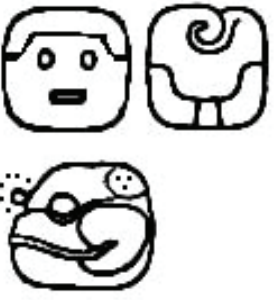


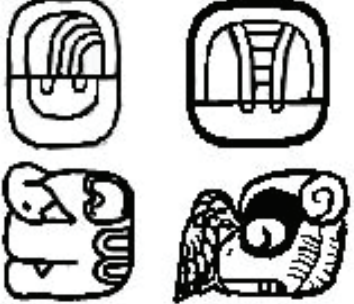


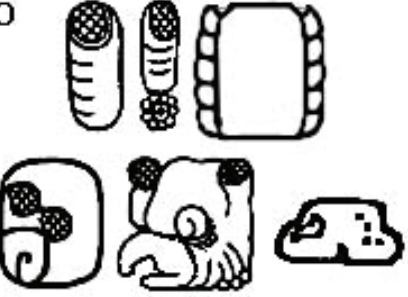


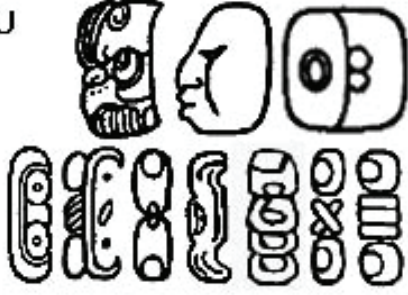


Choose the combination of syllable symbols you like best and construct a glyph block according to the rules given in the Note on the writing system. If you’re female, remember that the first character in your name is always the profile of a wonma’s head (OK, this might not be PC, but then neither were the classic Maya). Symbols can overlap as long as they’re in the correct order (they should read top to bottom and left to right).

**Editor Note:** Mayans wrote words in clusters. A seven-symbol word, for instance, could be written as three sets of two symbols stacked one on top of another with one letter underneath in the last row, reading across in rows from top to bottom, while a nine-symbol word would likely be arranged in three rows of three. There might be many ways to arrange a four-symbol word: as four in a row, four in a stack, or two rows of two symbols. No matter how you arrange your word, remember to read top to bottom and left to right.]












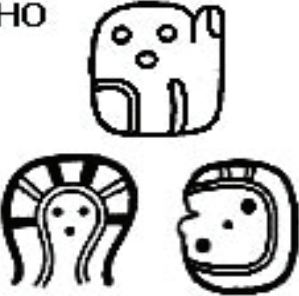
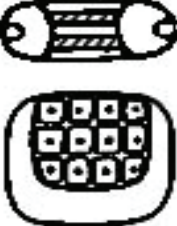




# Nancy McNelly's Mayan Alphabet Work

These pages are Nancy's actual work, which she desired would help children grow to understand and appreciate the Mayan alphabet, writing system, and language.

<p>A</p> 	<p>BA</p> 	<p>CHA</p> 
<p>E</p> 	<p>BE</p> 	<p>CHE</p> 
<p>I</p> 	<p>BI</p> 	<p>CHI</p> 
<p>O</p> 	<p>BO</p> 	<p>CHO</p> 
<p>U</p> 	<p>BU</p> 	<p>CHU</p> 


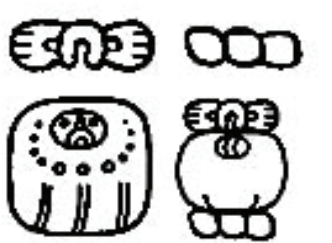













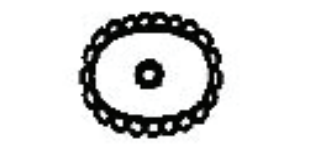






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<p>CH'A</p> 	<p>HA</p> 	<p>KA</p> 	<p>K'A</p> 
<p>CH'E</p>	<p>HE</p> 	<p>KE</p> 	<p>K'E</p>
<p>CH'I</p>	<p>HI</p> 	<p>KI</p> 	<p>K'I</p>
<p>CH'O</p> 	<p>HO</p> 	<p>KO</p> 	<p>K'O</p> 
<p>CH'U</p>	<p>HU</p> 	<p>KU</p> 	<p>K'U</p> 





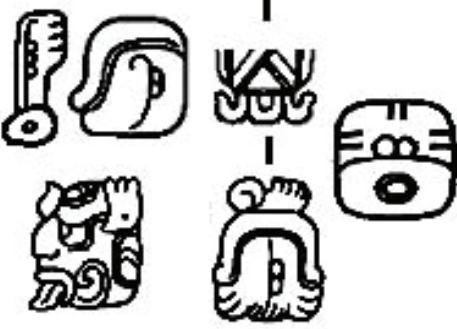

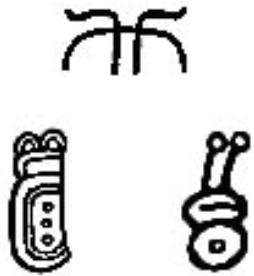









# Nancy McNelly's Mayan Alphabet Work

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<p>LA</p> 	<p>MA</p> 	<p>NA</p> 	<p>PA</p> 
<p>LE</p> 	<p>ME</p> 	<p>NE</p> 	<p>PE</p>  <p>P'E</p> 
<p>LI</p> 	<p>MI</p> 	<p>NI</p> 	<p>PI</p>  <p>P'I</p> 
<p>LO</p> 	<p>MO</p> 	<p>NO</p> 	<p>PO</p> 
<p>LU</p> 	<p>MU</p> 	<p>NU</p> 	<p>PU</p> 

















# Nancy McNelly's Mayan Alphabet Work

These pages are Nancy's actual work, which she desired would help children grow to understand and appreciate the Mayan alphabet, writing system, and language.

<p>SA</p> 	<p>TA</p> 	<p>TZA</p> 	
<p>SE</p> 	<p>TE   T'E</p> 	<p>TZE</p> 	
<p>SI</p> 	<p>TI</p> 	<p>TZI</p> 	
<p>SO</p> 	<p>TO</p> 	<p>TZO</p> 	
<p>SU</p> 	<p>TU</p> 	<p>T'U</p> 	<p>TZU</p> 

# Nancy McNelly's Mayan Alphabet Work

These pages are Nancy's actual work, which she desired would help children grow to understand and appreciate the Mayan alphabet, writing system, and language.

<p>TZ'A</p> 	<p>WA</p> 	<p>XA</p> 	<p>YA</p> 
<p>TZ'E</p>	<p>WE</p>	<p>XE</p> 	<p>YE</p> 
<p>TZ'I</p> 	<p>WI</p> 	<p>XI</p> 	<p>YI</p> 
<p>TZ'O</p>	<p>WO</p> 	<p>XO</p> 	<p>YO</p> 
<p>TZ'U</p> 	<p>WU</p>	<p>XU</p> 	<p>YU</p> 

# Nancy McNelly's Mayan Alphabet Work

These pages are Nancy's actual work, which she desired would help children grow to understand and appreciate the Mayan alphabet, writing system, and language.

## COLORS AND DIRECTIONS



k'an  
(yellow)



yax  
(green, blue)



sak  
(white)



ek'  
(black)



chak  
(red)



xaman  
(north)



lak'in  
(east)



nohol?  
(south)



chik'in  
(west)



northeast



southeast



northwest



southwest

(drawn by David Stuart)

## NON-FAMILY RELATIONSHIPS



u chan  
(his captive  
or ward)



u bak  
(his captive  
or bone)



u sahal  
(his  
subordinate)



y-ahawte  
(his vassal  
lord)



u kahi  
(under his  
auspices)



u way  
(his companion  
spirit)



y-ichnal  
(together  
with)



y-etel  
(and,  
together with)

# Nancy McNelly's Mayan Alphabet Work

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## BIRTH



u kab panamil  
s/he touched  
the earth



huliy  
s/he arrived  
(also used in  
other ways)

## RANK



hok'  
to take  
office



chumwan  
he was  
seated



shaw ??  
became shaw



pat sak hun tu ba  
he tied the white  
headband on himself  
(crowned himself)

## WAR



"star over"  
war event verb

blank can contain  
'yi', 'kah' (place),  
or the name of the  
location of the battle



chak  
to destroy,  
decapitate



pulyu  
was  
burned



hubi  
to bring down  
(also used in  
other ways)



chuchah  
he was  
captured



???  
to be  
wounded

## DEATH



ochiy bih  
to enter  
the road



ochiy bih  
to enter  
the road



kimi  
s/he died



k'ayi u sak niknal  
his/her white  
flower ended



hil  
to expire



u bah ti way  
s/he went  
sleeping



mukah  
s/he was  
buried

## CEREMONIES



u chok ch'ah  
he scatters  
sacred drops



ch'am  
to harvest,  
let blood



tzak  
to conjure  
(a spirit)



tzutz or hom  
it was completed  
(period ending)



nawah  
to be  
adorned



ch'am  
to grasp  
(object)



och k'ak'  
smoke entered  
(building dedication)

## OTHER



u bah  
s/he goes,  
does,  
performs



ak'ot  
to dance



tz'ap  
to erect,  
set up



yilah  
s/he saw,  
visited



pat  
to make



tz'ap  
to set



kuch  
to carry



tal  
to come



# Nancy McNelly's Mayan Alphabet Work

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# Nancy McNelly's Mayan Alphabet Work

These pages are Nancy's actual work, which she desired would help children grow to understand and appreciate the Mayan alphabet, writing system, and language.

## PARENTAGE EXPRESSIONS

General Form of Use:

Person's Name, Titles "Her Child/Beloved" Mother's Name, Titles "His Flower" Father's Name, Titles

<p>y-al "her child"</p>	<p>u huntan "her beloved one"</p>	<p>??? "her child"</p>
<p>u nichin/nichil "his flower (child)"</p>	<p>y-unen "his child"</p>	<p>OTHER EXPRESSIONS "his/her child" "mother of"</p>

## OTHER RELATIONSHIPS

<p>y-atan "his wife"</p>	<p>??? "his woman"</p>	<p>y-itah "companion / sibling?"</p>
<p>sukuwinik "older brother person"</p>	<p>itz'iwinik "younger brother person"</p>	<p>y-itz'in "younger brother of"</p>
<p>y-ichan "his mother's brother"</p>	<p>y-abil "his grandson"</p>	<p>nabil "first grandson"</p>

# Nancy McNelly's Mayan Alphabet Work

These pages are Nancy's actual work, which she desired would help children grow to understand and appreciate the Mayan alphabet, writing system, and language.

## ARISTOCRATIC TITLES

Tiles are given in the male form - the female form would have the woman's profile prefix (see Ahaw for an example)

### Titles for the Ruler



mak'ina  
great sun



k'inich  
sun-faced or  
sun-eyed one



K'u a.haw [place name]  
divine [place name] lord  
(emblem glyph)



[number] k'atun  
a.haw  
(gives age of lord)



u oxa hun tz'akab  
ch'ok te na  
the 13th successor  
of his lineage  
(number vanes)

### Heir to the throne



ch'ok  
sprout



ba ch'ok  
first sprout

"ba" added to a title means  
first of that rank. "Ba ch'ok"  
was heir to the throne  
(ch'ok alone could also  
refer to the heir)



a.hawle



ch'oklel

adding "le" or "lele"  
changes lord to lordship  
and ch'ok to "sprout"-hood

### Ahaw, Title for Upper Aristocracy and Ruler



different ways of writing a.haw

one example of  
female form

### Title of the Lesser Aristocracy



sa.hal

sa.hal

### Other Titles



bakab  
stood-upright  
one



ah pitzlawal  
he, the  
ballplayer



chakte



ah ox bak  
he of the  
3 captives



ah k'al bak  
he of the  
20 captives



yoxat or  
yoat  
penis title



chan  
(sky title)

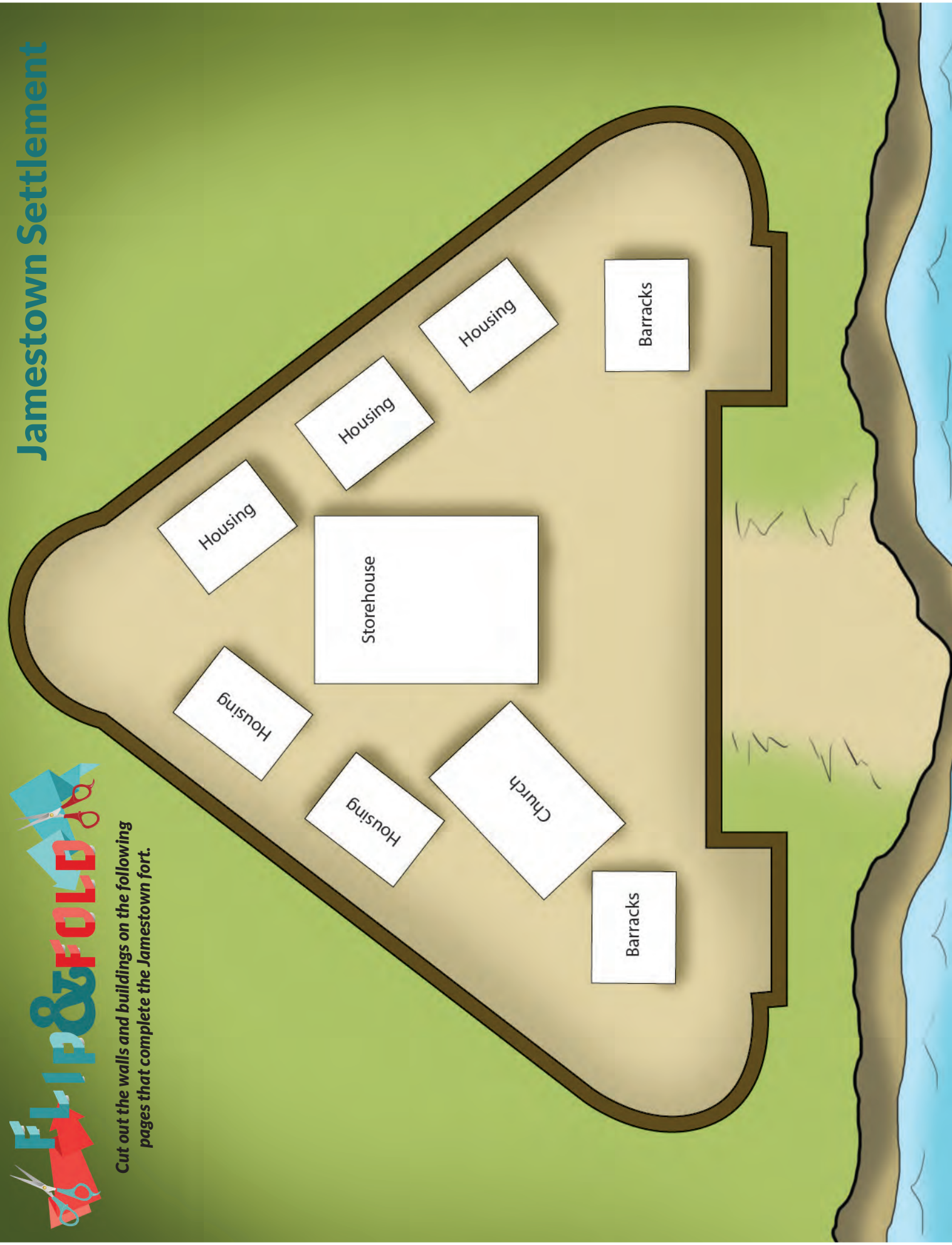


ch'ahom  
scatterer of  
sacred drops

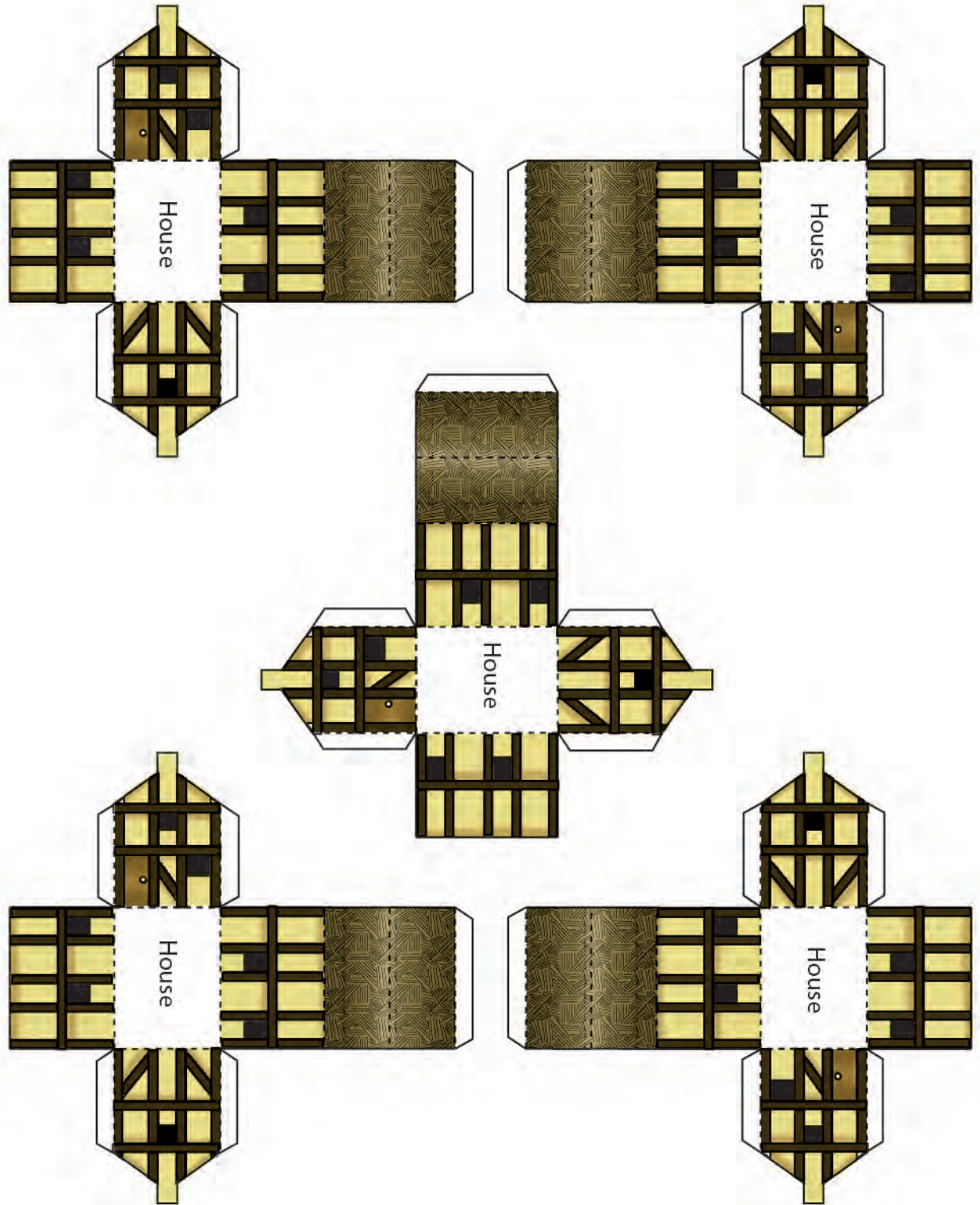


# Jamestown Settlement

Cut out the walls and buildings on the following pages that complete the Jamestown fort.

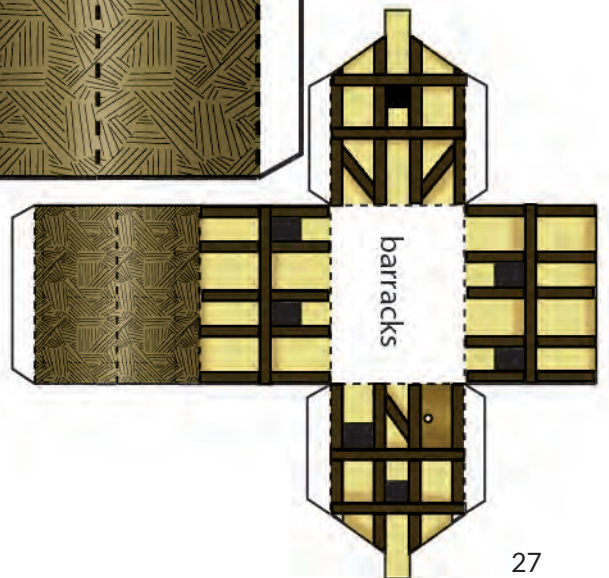
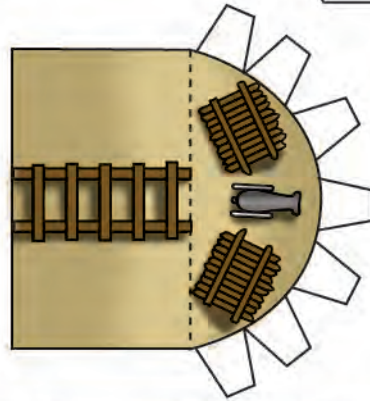
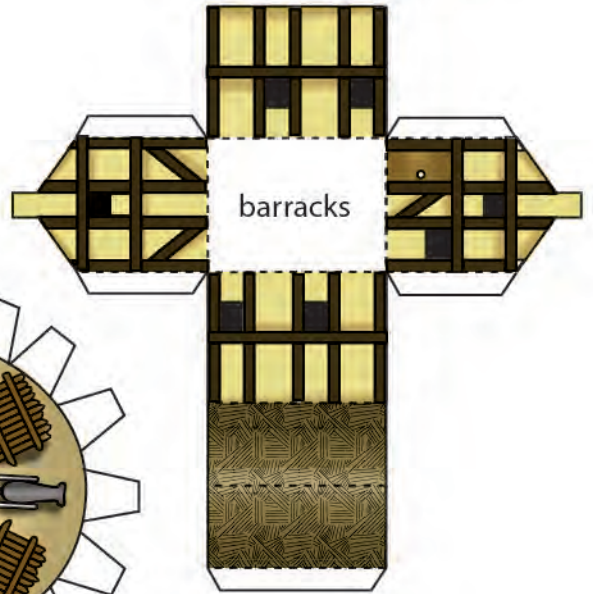
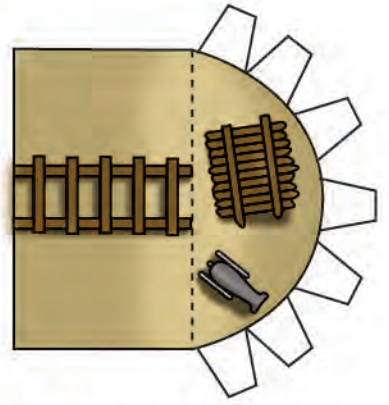
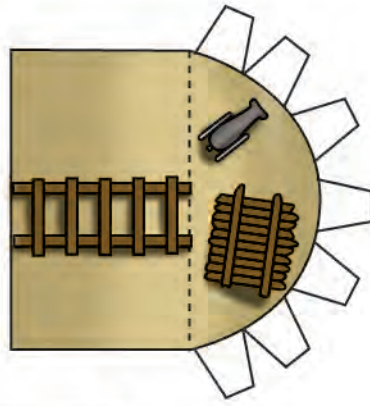
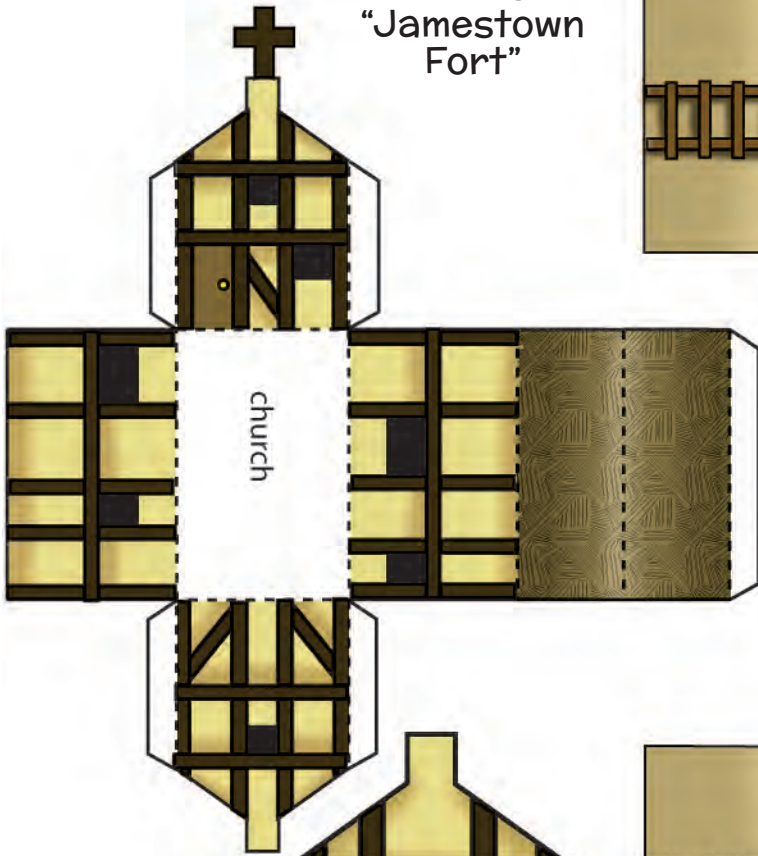


# Cut-Outs for "Jamestown Fort"





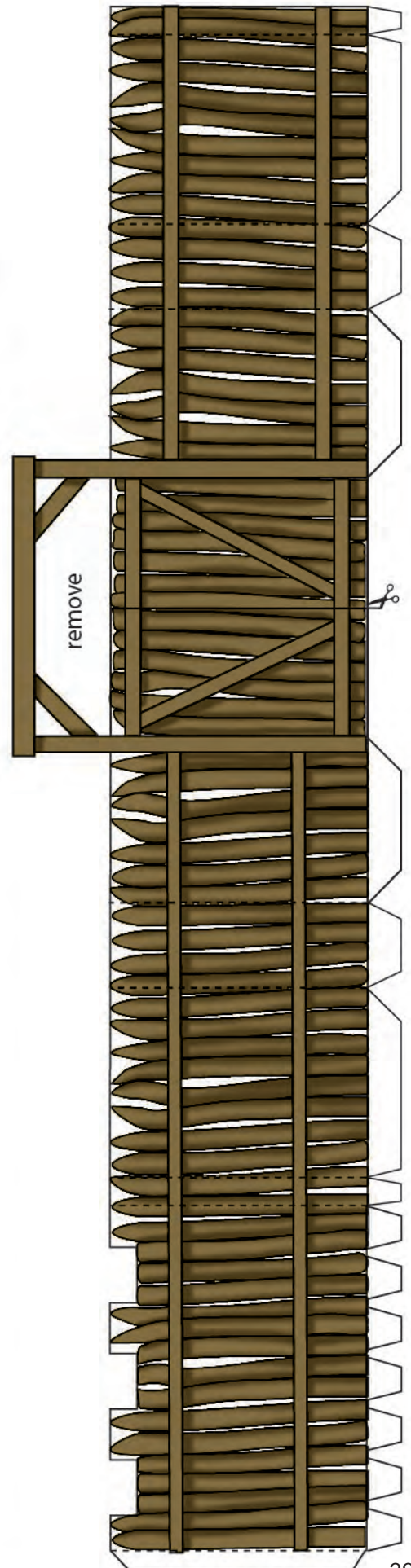
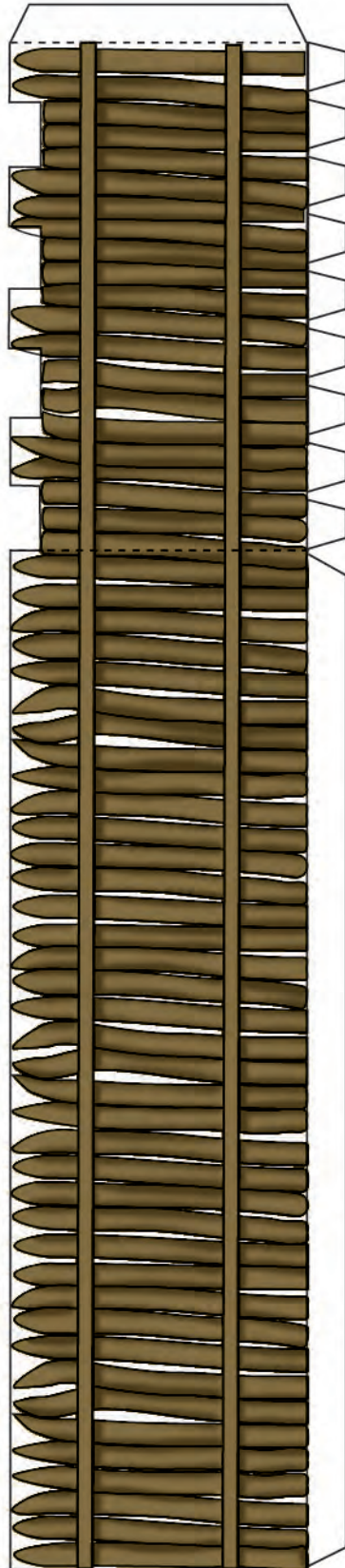
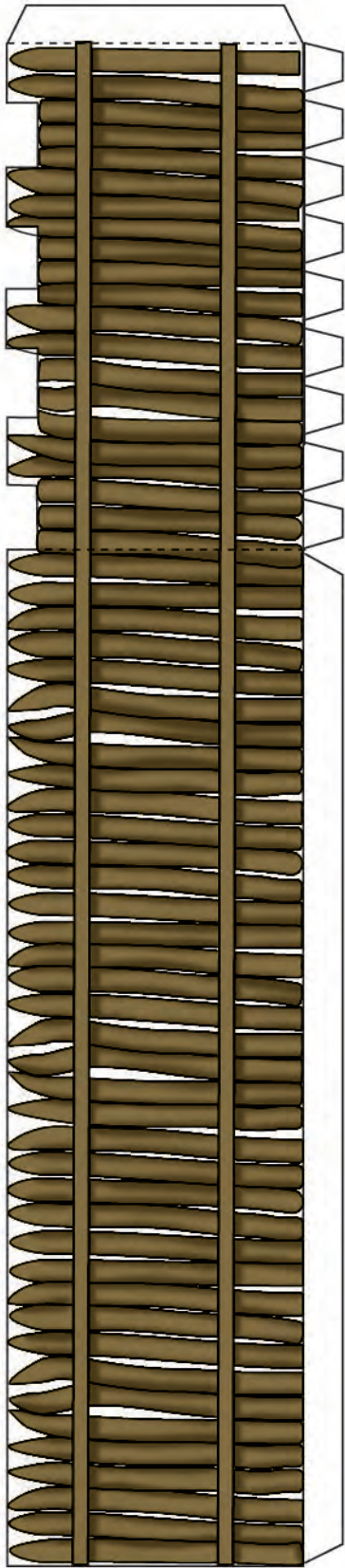
Cut-Outs for  
"Jamestown Fort"







# Cut-Outs for "Jamestown Fort"







# Color a Mayan Stone

When the Spanish arrived in South America, they were not particularly interested in discovering more about the Maya peoples and their civilization. They were primarily interested in South America for the gold and other treasures it could provide to bolster the power of their home back across the ocean -- Spain. So they made little effort to understand the civilization of the Maya people.

The Maya had developed beautiful art forms and impressive architecture. Their large pyramids are carved with intricate figures and faces over the doorways. City centers offered sacred areas and buildings designed to house officials, support market trade, or worship. Ballcourts have been found in many cities with seating for spectators. Often, these central areas of Mayan cities were linked by causeways to other parts of the city. The Maya also used a highly developed and artistic hieroglyphic written language, but after the Spanish defeated the Maya, the people lost their knowledge of their written language.

***You can color this Mayan stone as it might have appeared with colorful paints on it.***



# Live the AMERICAN STORY

Easy-to-Do  
Activities & Games

## WinterPromise

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# Week 1

## The Discovered Continent



**Learn More!**

### Native American Regions

[www.ducksters.com/history/native\\_american\\_tribes\\_regions.php](http://www.ducksters.com/history/native_american_tribes_regions.php)

**Learn More!**

### Native American Facts

Click on the links mentioned on this page.  
<http://www.native-languages.org/kids.htm>

**See It!**

### The Nina & Santa Maria

These show a replica of Columbus' ships.  
[www.thenina.com](http://www.thenina.com)

[http://www.santamaria.org/santa\\_maria\\_images.php](http://www.santamaria.org/santa_maria_images.php)

**See It!**

### Earthlodge Tour

Watch this video of the inside of an American Indian earthlodge.  
<https://www.youtube.com/watch?v=yAcXBDdxgI>

**Learn More!**

### Delve Into Native American Culture

There are many, many links at this webpage that will take you exploring through many sites of interest pertaining to Native Americans. You may want to revisit this site later in your Native American studies this year.  
[http://teacher.scholastic.com/researchtools/researchstarters/native\\_am/](http://teacher.scholastic.com/researchtools/researchstarters/native_am/)



**Try It!**

### Dress a Native American from New England

Dress this Native American from the late 1600's in New England. Have a parent help you to reach this site.

<http://www.nativetech.org/games/paperdolls/index.html>

**See It!**

### Visit a Viking Village

Explore a Viking village, write a message in Runes on a rune stone, experience a day in the life of a Viking, and play "Thorkel and the Trading Ship."

<http://www.bbc.co.uk/schools/vikings/>

OR, [http://www.bbc.co.uk/schools/primaryhistory/vikings/viking\\_towns/](http://www.bbc.co.uk/schools/primaryhistory/vikings/viking_towns/)

**See It!**

### Go on a Viking Voyage

Wow! You'll want to head to sea with the Vikings!

<http://www.mnh.si.edu/vikings/start.html>

**Watch It!**

### Cries from the Deep - by Jacques Cousteau

Download this documentary or watch it online.

[https://www.nfb.ca/film/cries\\_from\\_the\\_deep/](https://www.nfb.ca/film/cries_from_the_deep/)

# Ball and Triangle



Children in eastern Native American tribes played this game, called Ball and Triangle. Native American children used a triangle-shaped piece of birch bark and cut a hole in the center. The children would then attach a string to one corner of the triangle, with the other end of the string attached to a ball. They would likely have used a large nut like a chestnut. Then they could begin playing. The object was to swing the ball up above the triangle, and move the triangle so that it would drop through the hole.

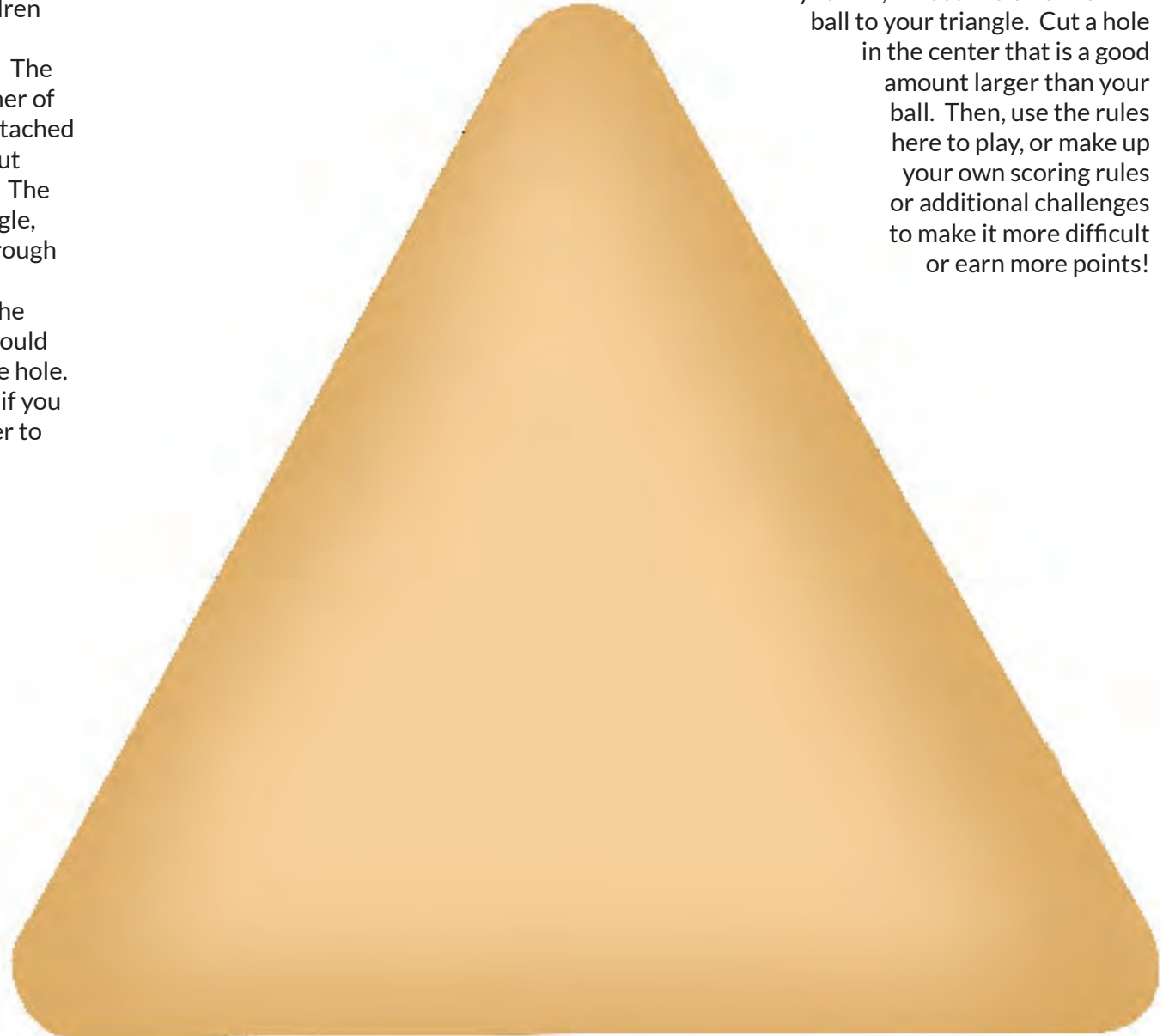
Native American children would pass the triangle around among friends. Each person would only get one attempt at getting the paper in the hole. If you did, you earned a point and passed it on; if you did not, you simply passed it on. The first player to ten points won the game!

## What You Need:

- Cardboard
- Scissors
- Glue
- Hole punch
- Paper wad or small ball
- 18- to 20- inch string

## What To Do:

Cut out the triangle below and glue it to a piece of sturdy cardboard. Have an adult help you poke a hole through one corner with a hole punch or scissors. You can create a paper wad ball, if you like, or fasten a small rubber ball to your triangle. Cut a hole in the center that is a good amount larger than your ball. Then, use the rules here to play, or make up your own scoring rules or additional challenges to make it more difficult or earn more points!



# Bake Hardtack

Hardtack is a cracker made especially to withstand the hardships of life at sea. It is unsalted and resisted spoiling. Of course, it had almost no taste, either, so hardtack wasn't a food sailors looked forward to eating. But hardtack lasted longer than other foods aboard ship which rapidly spoiled, and when food stores were low, hardtack was better than an empty bowl. Since it had little flavor, sailors often used broth or sauce from other foods to soften the hardtack and absorb some flavor. Try hardtack for yourself!

## What To Do:

Preheat your oven to 375 degrees Fahrenheit before you begin making your hardtack. Lightly flour your cookie sheet and set aside.

Place the water and salt in the bowl, slowly adding the flour as you stir constantly. When the mixture is too thick to stir, stop adding flour, and scoop out the mixture with a wooden spoon.

Sprinkle flour over the surface of a cutting board and drop the mixture onto the cutting board. Knead the dough until it becomes a little smooth, adding just a little bit of flour if needed so it isn't too sticky.

Use a rolling pin to roll the dough until it is about 1/4 to 1/2 an inch thick. Roll the dough into a roughly rectangular shape, then use your knife to cut the dough into 3-inch by 3-inch squares.

Now it is time to poke holes in the crackers. Use the wooden spoon handle to poke 16 holes in each cracker - 4 rows of four holes. As you make the holes for each cracker, move it to a cookie sheet that you've lightly floured. Lay the crackers evenly on the cookie sheet.

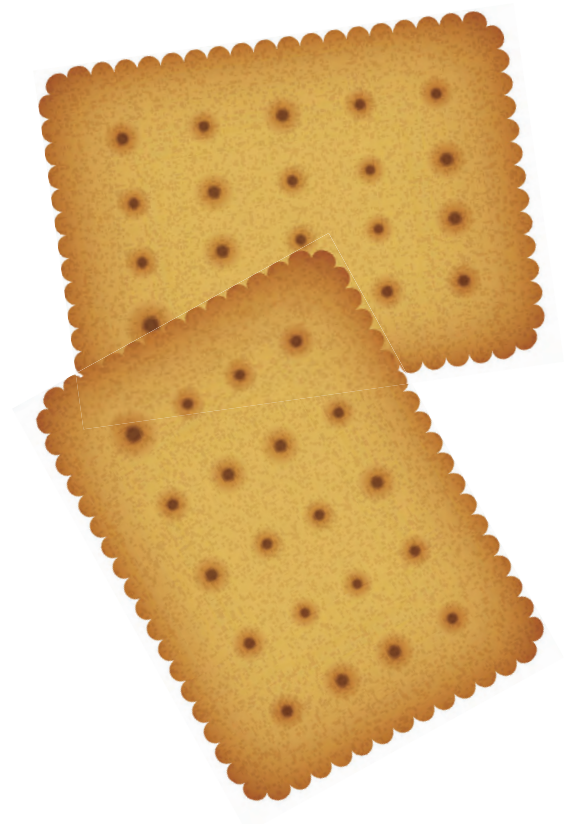
Put the cookie sheet into the oven and bake for 30 minutes. Take out the cookie sheet, flip the crackers, and put them back into the oven for 30 more minutes. The crackers should be a light golden brown when you take them out.

Let the crackers cool for 30 minutes before storing them overnight. The next day, you need to bake your hardtack once again. This time, bake your hardtack at 225 degrees Fahrenheit for 30-45 more minutes. This finishes truly drying out the cracker.

Once they cool, you are welcome to try your hardtack. People with fragile teeth or braces may not want to try the crackers, as they are very hard! That is why it lasts for years! Soak it in soup or coffee to eat it the way sailors would have had it.

## What You Need:

- 2 cups of water
- 3 teaspoons of salt
- 4-5 cups of flour
- Oven
- Bowl
- Wooden spoon
- Rolling pin
- Cutting board
- Knife
- Cookie sheet



# Week 2

## Explorers Map the Americas

### **See It Yourself!** **Spanish Doubloons**

Take a look at this website for Spanish gold!  
[http://www.sedwickcoins.com/milled\\_misc\\_gold.htm](http://www.sedwickcoins.com/milled_misc_gold.htm)

### **Learn More!** **Discover the Conquistadors**

Learn more about the Spanish explorers who conquered lands in America.

<http://www.bl.uk/learning/histcitizen/uk/armada/intro.html>

### **Learn More!** **The Spanish Armada**

Learn about one of the largest navies in the world during this period in history!

<http://www.pbs.org/opb/conquistadors/home.htm>

### **See It!** **See Pueblo Ruins**

Check out the ruins here!  
<http://www.puyeciffs.com/history.php>

### **See It!** **Walk the Inca Trail to Machu Picchu**

<http://www.raingod.com/angus/Gallery/Photos/SouthAmerica/Peru/IncaTrail.html>

### **Learn More!** **Captain John Smith's Colony**

You are the captain of the Jamestown Colony in Virginia. Will your colony survive?

<http://www.historyglobe.com/flash.html#a1>





# Week 2

## Explorers Map the Americas

### See It Yourself!

#### On the Trail of Captain John Smith

Set off to follow Captain John Smith.

<http://kids.nationalgeographic.com/Games/InteractiveAdventures/John-smith>

### Take a Trip!

#### Visit Plymouth Plantation

It may be fun to tour the Plymouth Plantation. Actors in period costumes appear in the pictures.

<http://www.plimoth.org/learn/just-kids/virtual-field-trip>

To prepare for their trip or to dive deeper into the study if you can't visit the plantation, ask your students these questions and get them thinking about what it would be like to be on the Mayflower.

- What was the voyage on the Mayflower like? Find out by taping off an area 8 feet by 8 feet. Recruit 11 people to stand in this area. This is how much room the Pilgrims on the Mayflower had. Is it crowded?
- Eat a Mayflower meal: beef jerky, soda crackers, cheese and water. Imagine eating this meal 66 days straight!
- Read a great book! "Mayflower 1620: A New Look at a Pilgrim Voyage" is a National Geographic publication that has people in period costumes photographed on board the Mayflower II, a reproduction that now sits in Plymouth Harbor and may be visited.

### Take a Tour!

#### See the Jamestown Fort

This website has a virtual reality tour of the Jamestown fort! Follow the links at this site to the virtual tour. To enter the fort, click on show the hot spots, then click on the blue boxes that appear to get a different view and proceed through. Note: this same site has historical maps and newspapers.

<http://www.virtualjamestown.org>



# Early American Painters Study



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Death of General Warren at the Battle of Bunker Hill  
by John Trumbull  
1784



## Assignment 1: Background Information

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### Getting to Know John Trumbull's "Death of General Warren at the Battle of Bunker Hill"

John Trumbull was a gifted painter of event scenes, and used his talent to create many beautiful works depicting famous American moments. This picture shows the death of General Warren at one of the first battles of the American Revolution, the Battle of Bunker Hill. General Warren was a physician from Boston who had been involved in the revolutionary movement with Samuel Adams and John Hancock. It was he who sent Paul Revere and William Dawes riding across the countryside to warn of the British approach. At the battle, General Warren fought in the front lines, and rallied his troops to the third and final assault of the battle. As he did so, he was shot and killed by a British officer who recognized him as Joseph Warren.

## Assignment 2: Exploratory Questions

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### Discovering John Trumbull's "Death of General Warren at the Battle of Bunker Hill"

Spend between two to three minutes just quietly looking at this picture. Look closely at the people and what they are doing. Take time to look at their location and the action in the picture. After you have finished looking quietly at the picture, answer the following questions orally to a parent.

1. What is happening in this picture?
2. What can you tell about the place in which this scene is happening?
3. Can you see the horizon in the right side of the picture? What does it tell you about the location?
4. What emotions do you see in the people in this picture? What about them tells you what they are feeling?
5. British soldiers in this picture are dressed in red uniforms. How is this different from the men they are fighting?
6. What first catches your attention when you look at this picture?

## Assignment 3: Oral Narration

### Sharing John Trumbull's "Death of General Warren at the Battle of Bunker Hill"

Spend between one and two minutes just quietly looking at this picture. Look closely at the people and what they are doing. Take time to look at their location and the action in the picture. After you have finished looking quietly at the picture, tell your parent everything you can remember about this painting.

## Assignment 4: Exploratory Questions

### Studying John Trumbull's "Death of General Warren at the Battle of Bunker Hill"

Spend between two to three minutes just quietly looking at this picture. Look closely at the people and what they are doing. Take time to look at their location and the action in the picture. After you have finished looking quietly at the picture, answer the following questions orally to a parent.

1. What color is used the most by the artist?
2. What makes the painting look crowded? How does the crowding make you feel?
3. What part of the painting do you think the artist thought was most important? What about the painting shows you that?
4. What sounds would you hear if you could step into the picture?
5. Describe three things or people in the picture that interest you the most. Tell why you are interested.
6. What do you see in the sky? What does the sky tell you about the battle? If the sky were meant to communicate something about how people were feeling, what emotion would that be?
7. In the bottom right hand corner, a man has a sword raised. What do you think he might be thinking? What might he be ready to do?

## Assignment 5: Timeline Information

### Record John Trumbull in Your Timeline

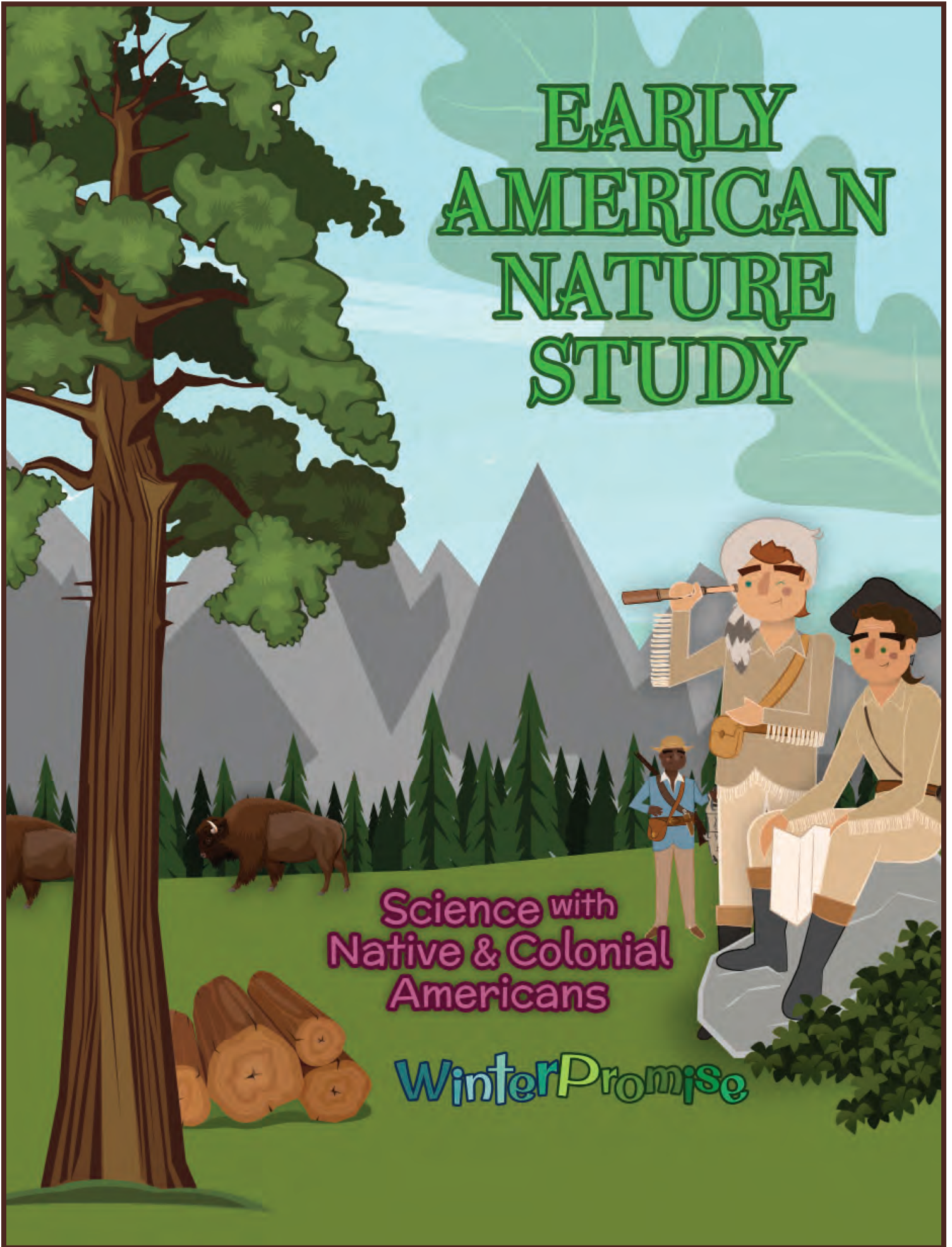
Dates: John Trumbull did much of his work between the years 1770 and 1800. In 1785, he began his most famous painting, "The Declaration of Independence."

Interesting fact: John Trumbull lost the use of one of his eyes in a childhood accident.

# EARLY AMERICAN NATURE STUDY

Science with  
Native & Colonial  
Americans

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# EARLY AMERICAN NATURE STUDY

Science with  
Native & Colonial  
Americans

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# DISCOVERY SCIENCE The Grand Banks



## Week 1



### After the voyage of John Cabot

to the New World in 1497, he reported a great quantity of fish off Newfoundland. His report mentioned that there were so many fish, you could dip a basket into the water and pull out a full basket of fish! Fishing nets were not even needed! The supply of fish at the Grand Banks continued to be plentiful in the 1600s. Fantastic reports from English fishing captains shared stories of their men struggling to row ashore through the swimming fish.

Once European countries, like England, France, Spain, and Portugal heard of the Grand Banks and found the best places to fish, more and more Europeans came to fish there. The fish had to be preserved so they'd remain fresh and safe to eat after the trip across the ocean. Fishermen salted the fish to preserve them for the trip. Now there was a new industry for Europeans, and plenty of fish for Canadian and New England colonists as well. The fishing these waters offered was vital to the survival of the colonists and development of their economies.

What made the Grand Banks of Newfoundland so plentiful with fish? The underwater plateaus southeast of Newfoundland are shallow, ranging from 50 feet to 300 feet. Two ocean currents mix together at this location as well -- the cold Labrador Current and the warm Gulf Stream. The shallow water and the mixing of the warm and cold water churned up nutrients to the surface. This created a habitat that attracted fish and one of the richest fishing grounds in the world!

The mixing of the currents and the shallower water, not only brought many nutrients to the surface, but it also created a thick fog. This could make travel dangerous for sailors.

What animals make their homes in the Grand Banks? Colonial fisherman and European fishermen found Atlantic cod, swordfish, haddock, and capelin fish. The shellfish that lived there included ocean creatures like scallops and lobsters. Seabirds of all kinds feed there as well as Northern Gannets, Shearwaters, and Seaducks. Ocean mammals like seals, dolphins, and whales migrate and hunt in the Grand Banks.

How do the waters meeting at the Grand Banks provide so many nutrients? Complete this experiment and find out!



# Cold Water Experiment

## What You Need:

- two 2-liter bottles
- red food coloring
- one index card
- very warm water
- ice water

## What To Do:

1. Fill one bottle with cold water. Wait until it runs very cold from your kitchen faucet, or better still, refrigerate the bottle for two hours in a refrigerator or for 15 minutes in a freezer.
2. Fill the other bottle with very warm water - about 100 degrees, about as hot as you can get water from your kitchen sink.
3. Add red food coloring to the bottle with very warm water.
4. Put an index card on top of the bottle filled with cold water.
5. While holding the index card in place, slowly and carefully turn the cold bottle upside down and sit it on top of the very warm water bottle. The index card should now be in between the two bottles.
6. Slowly remove the index card from in between the two bottles. Watch what happens!
7. You will see the warm water rises and cold water sinks. This is because the warm water is less dense than cold water. Density is something that makes things float. So, that means that warm water actually floats in cold water.

When the cold water of the Labrador Current meet the warm Gulf Stream, the warm water rises up through the cold water, churning and exchanging the water, and bringing nutrients to the surface.

## Nature Study Observations

### What Do You Observe?

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### Was This What You Observed?

When the cold water of the Labrador Current meet the warm Gulf Stream, the warm water rises up through the cold water, churning and exchanging the water, and bringing nutrients to the surface.

# DISCOVERY SCIENCE Gold!

## Week 2



### Explorers arriving in America

were surprised to find that Native American tribes they encountered used gold to make ornaments. Gold was so abundant in South America, that native tribes did not treat it as particularly valuable, especially since other minerals were so much more useful to their hunting, gathering, or farming lifestyles.

But back in Europe, gold was of tremendous value! Upon seeing the valuable mineral in the possession of unarmed tribes, many explorers took what they wanted, stealing it or enslaving native tribes to dig it out of the ground. The gold was melted into bars or coins, and sent back to the explorers' home countries by the shipful. Spain and other European countries grew rich and powerful from gold sent home from the Americas.

Still today, gold is very valuable because it is both useful, beautiful, relatively rare, and difficult to find and pull out of the ground. It is a chemical element that has been given the symbol Au from the Latin word for gold: aurum. It is bright and soft when it is purified, and can be found as nuggets or small grains or flecks in rocks and veins in rocky layers.

Gold is far more useful than Native American tribes may have been aware when Europeans discovered the Americas. Gold can be used as a medicine to treat rheumatoid arthritis and is being looked at to treat cancer. Gold has often been used to make coins, and people will sometimes invest in gold and keep it until they need it, as gold is always of value, even when other forms of currency may lose their value.

Gold is often used for jewelry, though it is usually mixed with another metal to increase the hardness of the piece so it can be worn and used. Gold must be used to solder together gold jewelry by goldsmiths to join smaller pieces on a piece of jewelry. Gold can also be woven into thread and used for fine embroidery; this gold thread will catch and reflect the light.

Gold's resistance to corrosion makes it perfect for use in electrical connectors in modern electrical devices such as cell phones. Gold is used the same way in high-end USB and electronic cables.

Gold is also used in a number of other interesting ways. It can fix dental problems, being used to make dental crowns and bridges. Gold pounded flat, called gold leaf, can decorate flat or ridged surfaces. It can also be used to color glass, to produce color in photographs, to reflect electromagnetic radiation and protect satellites and astronaut gear, and to conduct heat inside aircraft cockpit windows to keep them ice free! Gold is obviously a very useful metal!



# Finding Gold

## What You Need:

- An adult
- Your home

## What To Do:

Count up how many items you have made of gold in your home. Have an adult help you determine whether the gold is real. Some items look like gold, but are painted. Others might actually be made of brass. An adult will know whether each item really is gold. Remember to look for dental gold and gold leaf, too! Report what you find in the blank space here, listing each item.



## Nature Study Observations

**What Did You Discover? From your reading, list ways gold can be used.**

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An illustration of two men in 18th-century military uniforms, likely British soldiers, aiming their rifles. They are wearing dark blue coats with red facings and buff waistcoats. The background is a textured, light blue-grey wash. The title 'Christian Character Traits' is written in large, bold, orange-red letters with a black outline, positioned in the upper half of the image.

# Christian Character Traits

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# Introduction for Parents



We are excited to offer this supplemental Bible study which integrates with your family's journey through American history. As followers of Christ, we believe that biblical instruction is a central part of a student's education and growth. This study is a topical study of a variety of character traits that we should instill in our children. The examples we use are from pages of history and then applied through the teachings of Scripture. It our hope that this resource will be an encouragement, help and blessing for you and your student.

American history is filled with many extraordinary individuals who played an important role in the shaping of our country. A few of these people lived exemplary lives and serve as fine examples for us and our children. But most of these historical giants deserve a more mixed-review. Triumph, tragedy, wisdom, foolishness, sacrifice and selfishness are all woven into the fabric of their lives. Upon a full review they will both marvel and disappoint. We can admire some beliefs, choices, actions, and events in their lives. But we must conclude that there are many beliefs, choices and actions taken by these heroes that we cannot emulate.

The characters in this study are no different. They were chosen for their historical importance combined with a particular character trait that enabled them to be "poised for action" when history came knocking. Not all important historical figures were included for one reason or another. Some were included despite their many flaws.

For example, Benjamin Franklin was a genius of a man who applied his intellect for the good of his country and fellow citizens. His wit and charm were known throughout the world and his legacy continues even to this day. Regrettably, Benjamin Franklin was not a man with godly, moral convictions. In addition to his tragic family relationships, a recent biographer gives the account of Franklin's last days on this earth. In this account Franklin specifically rejects Jesus Christ.

Alexander Hamilton, another genius of the American Revolution, lived an extraordinary life. An untiring worker and trusted confidant of Washington from the war to his presidency, Hamilton stands as one of the most influential of the Founding Fathers. However, when it was suggested that a prayer should be offered during a very tense time in the First Constitutional Congress, Hamilton remarked that a "foreigner" need not be brought into the proceedings.

It is difficult to know who, of our most beloved Founding Fathers, were true followers of Jesus Christ. Deism and the biblical literacy of the day can muddy the waters of interpretation. In the end, we must rest upon the fact that the most important person in this study is not General Washington or John Adams. It is Jesus Christ. We want to encourage your children to fix their eyes on Jesus. He is the One Person who without equivocation is worthy to be followed, admired and adored.

As believers in Jesus Christ we can take great joy in the many who came to the New World in search of religious freedom. This foundation had a tremendous impact on the course of our nation, its values, and prosperity. God has blessed our nation and we praise Him for his providential rule over America and all nations.



# How to Use This Resource



**Christian Character Traits for Kids** is designed for students to use fairly independently in three different sections per week.

## **Character Study Section**

Each character trait is studied by first learning a good definition of the trait so that students understand what the trait is, and how it affects a person's life, character and behavior. Students are introduced to this character trait in the "Character Study" section.

In this section, the student will also encounter a person in early American history who embodies this character trait or demonstrated the trait in an outstanding way. It is important to take note that we do not in any way mean to imply that all of these people knew Christ as their personal Savior, but rather that they demonstrated a character quality that Christ seeks for young people to develop for use in His service. Real-life heroes can inspire young people to emulate some of their character qualities and see how positive character traits can affect real-life situations. Occasionally, this section will end with a question or Bible verse for reflection.

## **Character Trait Section**

In the second section, students will encounter biblical material related to the character trait. They'll be asked to find and read a passage or passages from the Bible, then answer or discuss questions related to that passage. The questions are often more than just simple questions, as they ask students to seek their hearts and look inside themselves in the light of spiritual truth. One study will require the use of a concordance; you will want to be sure you have one and are familiar with how to use this tool so you can help your student. A teaching key appears at the end of the resource, and frequently includes additional teaching or perspective on the topics covered.

## **Character in Action Section**

Finally, in the last section, there is an interactive activity, service or small project for the student to complete. The student might conduct an experiment, interview a variety of Christian people, develop a plan for sharing Christ, and invest in their own home and family. These activities will help them discover how to implement a character quality into their everyday lives. Often, examples of how to practice or use a character trait are integrated into these sections. It may be helpful to quickly read through these sections in order to plan ahead. Some activities may not work for your family; this is expected, and you can skip these activities.

Your students will make the most gain in using this resource if you make a priority of discussing what they are encountering at least once a week. Try to encourage your student when you see him working on character traits. You, together with your student, might also want to pick out a few when the year ends that he especially needs to gain for himself. It is important that you "team up" with your student to make these character changes. They are worth him having for himself, and seeking after with God's help.



# Character Traits



## Character Traits & The American Heroes Who Displayed Them

Week 1:	Peacemaker - Deganawida & Hiawatha	Week 20:	Preparedness - James Madison
Week 2:	Courage - Leif Erikson	Week 21:	Prudence - Alexander Hamilton
Week 3:	Determination & Columbus	Week 22:	Leadership - George Washington
Week 4:	Helpfulness - Squanto	Week 23:	Insight - John Adams
Week 5:	Longsuffering - Alvar Nunez Cabeza de Vaca	Week 24:	Purposeful - Meriwether Lewis
Week 6:	Planning - William Bradford	Week 25:	Carefulness - William Clark
Week 7:	Equality - William Penn	Week 26:	Loyalty - Samuel Worcester
Week 8:	Loving Service - Phillis Wheatley	Week 27:	Good Reputation - John Deere
Week 9:	Faithfulness - Jonathan Edwards	Week 28:	Single-Mindedness - Noah Webster
Week 10:	Excellence for God- Paul Revere	Week 29:	Diligence - Sequoyah
Week 11:	Strength - Richard Henry Lee	Week 30:	Standing Up for What is Right - Davy Crockett
Week 12:	Industry - Benjamin Franklin	Week 31:	Love for God's Word - Jedediah Smith
Week 13:	Sincerity - John Woolman	Week 32:	Alertness - Allan Pinkerton
Week 14:	Boldness - Ethan Allen	Week 33:	Resolution - John Fremont
Week 15:	Principled - John Adams	Week 34:	Justice - Frederick Douglass
Week 16:	Integrity - George Washington	Week 35:	Compassion - Harriet Beecher Stowe
Week 17:	Sacrifice - Marquis de Lafayette	Week 36:	Earnestness - Levi Coffin
Week 18:	Dedication - Nathanael Greene		
Week 19:	Commitment - Deborah Sampson		

# Character Study: Peacemaker Deganawida & Hiawatha



Peacemakers help others come to an agreement, end conflict or encourage cooperation. Often, they also assist their family and friends by trying to resolve everyday conflicts with a humble, cooperative and forgiving attitude.

Have you ever been in a situation where nothing was getting done because of an argument or disagreement? In situations like this, a peacemaker will try to resolve the problem so that the task can be accomplished. Peacemakers encourage cooperation, selflessness and teamwork.

Are you a peacemaker in your family?

This week we will study two Native Americans who sought to end conflict among neighboring tribes and build cooperation. You will also learn from the Scriptures about Jesus, the Greatest Peacemaker, and discover your own call to be a peacemaker and unifier for God and His church.

*The Followers of Jesus have been called to peace. When he called them they found their peace, for he is their peace. But now they are told that they must not only have peace but make it. And to that end they renounce all violence and tumult.*

**Dietrich Bonhoeffer, *The Cost of Discipleship***

*Being a peacemaker is part of being surrendered to God, for God brings peace. We abandon the effort to get our needs met through the destruction of enemies. God comes to us in Christ to make peace with us; and we participate in God's grace as we go to our enemies to make peace.*

**Glen H. Stassen and David P. Gushee, *Kingdom Ethics***



## American Heroes Deganawida & Hiawatha ~ Unifiers for a Common Goal

In the 15th century, during the European Age of Exploration, the northeastern Native American tribes were often warring against each other and unwilling to help one another. Deganawida, known as "The Great Peacemaker" wanted the warring tribes to cease the fighting and learn to cooperate with one another for the good of all.

Deganawida's first convert to peace was a Mohawk named Hiawatha. He met Hiawatha in the Onongada's territory. Hiawatha was a valuable partner for the cause of peace, as he was a gifted speaker. Hiawatha's stirring speeches were influential for bringing peace to the warring tribes.

After securing Hiawatha's help, Deganawida traveled alone to the Mohawks in the area of Cohoes, New York. Deganawida's arrival and efforts were first rejected among the Mohawks. Deganawida would not give up though. He decided, that in order to convince the Mohawks his words were worthy of being heard, he had to perform a great act of strength and courage.

Deganawida climbed up a very tall tree, high above the swirling rapids of the Mohawk. He then had the Mohawk braves chop the tree down. The braves were more than happy to do so! After cutting the tree the Mohawk's watched the great messenger of peace plunge into the turbulent waters. They all assumed that he was dead.

A few days later Deganawida was found along the river warming to a campfire. He was not dead. He had survived! This so impressed the Mohawk people that they then listened to Deganawida, and he was able to convince them of the importance of peace and cooperation. The Mohawks, under Deganawida's leadership, became the founding tribe of the Iroquois Confederacy around 1450 AD.

Years of talking about peace had finally made a difference. The Iroquois Confederacy -- a collection of Eastern Woodland tribes that had much in common -- included tribes that lived in the area we know as New York State. The peace and cooperation of the tribes in New York had a far-reaching impact for peace on other tribes located in Ontario, Quebec, Pennsylvania and Ohio as well. The Confederacy provided peace and stability in the region and allowed the Native Americans to work effectively with the new colonies established later by white men from across the ocean.

**READ ECCLESIASTES 4:12-13 & WRITE YOUR ANSWERS:**

What are the advantages of cooperating?

Why don't people cooperate?

How does a peacemaker provide help?

# Character Trait: Peacemakers Promote Unity



**READ 1 CORINTHIANS 12:7,12-27. Think the questions through and write your answers.**

1. For whose good is the work of the Spirit? (12:7)
2. What metaphor (or example) does Paul use describe the Church and its members?
3. Paul tells us in verse 21-23 that the weaker, or lesser parts are indispensable. What does Paul want to teach the Corinthians by this verse?
4. Put Paul's message in verse 25-26 in your own words.
5. We are all part of whose body? (v.27)



# Character in Action: Can You Cooperate?



Deganawida's name means "two currents flow together." This name is a wonderful picture of the importance of being a peacemaker. Let's perform an experiment that illustrates this.

You will need two water pitchers, two cookie sheets, and a small ball, like a ping pong ball or other light ball. In addition you will need to find a place where it is okay to get a little wet. The driveway might be a good idea, but check with your mom or dad on this!

After you have gathered the items proceed according to the directions below.

## **EXPERIMENT #1**

1. Fill both pitchers full of water.
2. Set the two cookie sheets facing one another, propped up so that they form a "ramp." Keep the cookie sheets upside down, so you have a flat surface, without a rim. Place the cookie sheets about two feet apart.
3. Place the ball directly in the middle of the two cookie sheets.
4. Take one filled water pitcher for yourself and give the other water pitcher to your partner. Each of you should pour the water pitcher out simultaneously, pouring the water onto the cookie sheet near the top so it flows down your "ramp."
5. Describe what happens to the ball.

## **EXPERIMENT #2**

1. Re-fill the water pitchers.
2. Remove one of the cookie sheets.
3. Place the ball a few inches away from the end of the remaining ramp.
4. Simultaneously pour both pitchers down the ramp.
5. Describe what happens to the ball.

## **REFLECTION**

1. The first experiment represented two people who were not cooperating. Think of a time when you were not cooperating with your sibling? What were you able to accomplish?
2. The second experiment represents two people who have made peace. One or both of these people determined to be a peacemaker. How much more is able to be accomplished when two people are cooperating, or working together?
3. Determine to be a peacemaker in the following three places and watch what can be accomplished!
  - At home with your siblings
  - At play with your friends
  - At church with your church family

# Character Study: Courage

## Leif Erikson



Courage speaks of bravery, perseverance and strength. Who is the most courageous person in all of history? There have been many strong and brave individuals scattered throughout history. The most courageous person was the incarnate Son of God, Jesus Christ. He was courageous enough to suffer the punishment, pain and humiliation of the cross for a sinful world. In fact, Jesus took the wrath (righteous anger and punishment) of his Almighty Father toward sin while he hung upon the cross. By enduring the cross and taking upon Himself our sin, Jesus demonstrated that He had the courage to finish the journey His Father placed before Him. Do you have the courage to be obedient to God?

Leif Erikson is our historical example for this week. It is said that he learned and believed in the fundamentals of the Christian faith. We can only hope he sincerely believed in his own sinfulness and trusted in Jesus for forgiveness. One man who followed God with great courage was the Apostle Paul, whom you'll hear about later. You'll read about his experiences and I'll bet you will be convinced that he was a man of great courage.

*Courage is not simply one of the virtues,  
but the form of every virtue at the testing point.*

**C.S. Lewis**

*Courage is contagious. When a brave man takes a stand,  
the spines of others are often stiffened.*

**Billy Graham**



## American Hero Leif Erikson ~ An Adventurer's Courage

Today we do not often think of ourselves as adventurers. We do not risk our lives or toil for mere survival as those in the past. Adventure belonged to those who lived in past centuries. They are the ones who labored for survival and risked their lives in search of a new home in a new land.

For us, adventure is often limited to heading out for a hiking trip, venturing onto the sports field, leaving for a family vacation or playing a video game. But in the Bible we will soon discover that our entire lives are an adventure and we will need courage for the journey!

Leif Erikson was an adventurer! He lived during the late 10th century and the early 11th century. He was the first European to reach the shores of North America. And he did it 500 years ahead of Columbus!



From very early on, Leif was accustomed to the open waters. He was the son of Eric the Red, who was exiled from nearby Iceland. Eric the Red took his family and went searching for a new home.

“Watch out for that Iceberg!” his father shouted, as they slowly rowed past the large berg in their Viking ship. The fjord before them then opened up to green grassland on both sides. The men stopped rowing and ship reached Greenland, putting Leif Erikson within sailing distance of nearby North America. Within a few years, Leif took a sailing party of his own out exploring. That is, after all, what a true Viking does! To his surprise, a huge land appeared on the horizon -- a land of almost unlimited timber and filled with fish and game. He returned to Greenland with tales of a great land that he discovered. He found America a full 500 years before Columbus set foot in the New World!

After three years of living in Greenland, Leif’s father returned to Iceland to tell of the bounty they had discovered. Hundreds packed up their belongings and followed the Eriksons to their new home.

Leif grew up to be a strong man known for fairness and honesty. Like his father, Leif had a strong desire to travel and explore. One of his early trips was to Norway where it is recorded that he accepted the Christian faith and was baptized. Leif not only had the courage of an explorer, but he had the courage to share his faith with others. Upon his return to Greenland he shared his faith with the settlers of Greenland. His mother listened to Leif’s message and became a devout Christian.

**READ II Timothy 1:7 & WRITE YOUR ANSWERS:**

Do you have the courage to live the adventure of sharing your faith?

# Character Trait: The Call to Courage



**READ 1 CORINTHIANS 12:7,12-27. Think the questions through and write your answers.**

1. For whose good is the work of the Spirit? (12:7)
2. What metaphor (or example) does Paul use describe the Church and its members?
3. Paul tells us in verse 21-23 that the weaker, or lesser parts are indispensable. What does Paul want to teach the Corinthians by this verse?
4. Put Paul's message in verse 25-26 in your own words.
5. We are all part of whose body? (v.27)



# Character in Action: The Courage Scale



List the actions below in the order of those that require the least courage to the greatest courage. Number them from 1-9 from the easiest to the most difficult.

- \_\_\_ Telling your friend about Jesus
- \_\_\_ Praying in public
- \_\_\_ Inviting your neighbor to church
- \_\_\_ Reading your Bible in public
- \_\_\_ Telling someone you will pray for them
- \_\_\_ Walking away when someone starts talking about things they shouldn't talk about
- \_\_\_ Not watching something that everyone else is watching
- \_\_\_ Wearing a shirt with a Christian message
- \_\_\_ Sharing with others how you came to faith

## **REFLECTION**

Do you have the courage to risk what people might think about you?

Where does courage come from? (2 Tim 1:7)

Your life for God is an adventure that requires courage. How can you start overcoming fear and living with God's power?