

Discovering History Series

History Stories for Little Americans

A Charlotte Mason Style History Curriculum for Early
Elementary Ages

Story portion adapted by Dr. Sandi Queen, ND from stories by E. Eggleston

Curriculum by Dr. Sandi Queen, ND

www.queenhomeschool.com

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Dear Reader,

The popularity of our best-selling "Discovering Nature and Science" curriculum series for children caused us to take another look at the way we taught history.

Having always used the living book approach recommended by Charlotte Mason, we enjoyed the freedom that simple method gave us, and found it quite easy to add in additional activities for our children which focused around the time period in which we found ourselves immersed. But then, as publishers, we found that many of our customers struggled with putting together additional activities and resources, such as discussion questions, further researching and writing, and the occasional activity to go along with the study of history.

As a homeschool mom myself, I must admit, the thought of not having to come up with ideas to supplement everyday of the school year was appealing to me as well. And so, as usual, I took it upon myself to put together a history curriculum that would keep the focus on Charlotte Mason's philosophy of using living books as a base, while integrating some of the other activities our customers were asking for.

This series is the result of our efforts. I pray you find them rewarding, simple to use, and a breath of fresh air in the world of homeschool history curriculum.

In Christ's Service,

Dr. Sandi Queen, ND

Author and Publisher

2016

How to Use:

Like all the curriculum we publish, this series is set up very simply, and may be used by students of a variety of ages. Each volume focuses on a different time period in history, and each week's lesson has a true history story to introduce the week's lesson.

This particular volume is geared toward children who are not yet ready to do the researching and writing activities and looking up weekly vocabulary words, such as is featured in the books in this series which are geared toward older children.

On Mondays, your child will learn new vocabulary words pertinent to understanding the history of the chosen time period. On Tuesday, he will read the chapter for that week, where the new history lesson is introduced. For pre-readers, this portion may be done with you, the parent, reading the story aloud. The rest of that week is spent digging more deeply into the chosen time period through drawing, coloring, building a timeline, and other activities that help bring your chosen time period to life. When building the timeline, since stories may not always be in chronological order, you will place them according to their time in history, allowing the student to see the overlap of different people and events. Each new lesson begins a new week. It's truly that simple.

Because this book is consumable and may not be photocopied, each child will need his own book to write in. You may copy the timeline pictures if you don't want to cut them out of your student's book.

For the student who is older and able to do the reading on his own, this book may be used independently if you wish. Our intent is to keep things engaging and enjoyable, and simple for families. Using multiple copies of the same book for multiple ages, or even different books for different ages of children allows for simplicity, and it's always nice when you can all be studying the same thing at the same time, even though everyone is working at his own level.

For Additional Enhancement:

We publish another series called "Observing History Through Picture Study," which are different sets of full color paintings, each painted during a specific time period by artists of that time period. Each painting depicts something from everyday life during that era, and really helps bring your chosen time period to life by giving beautiful visual representation. A study guide is included which tells more about each painting, its artist, what is going on in the painting, and how that pertains to life during that time in history. While not mandatory to use with this series, it does make a nice addition.

There is also a list of additional resources in the back, which are purely optional, but will enhance the study of this time period if you should choose to add them.

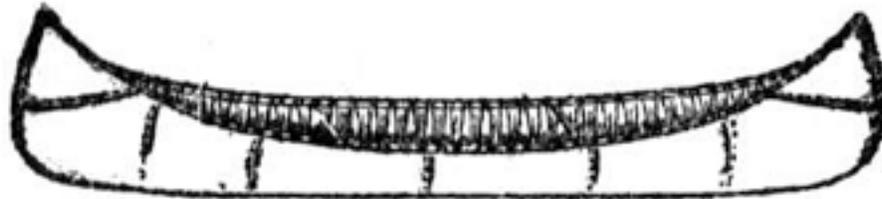
And Now....Let Us Begin.

Lesson 1, Day 1: Vocabulary

One of the words in this week's story that will help you understand this time period better is **canoe**.

A canoe is a long, thin, lightweight boat which the user maneuvers with oars or paddles. The Indians often made canoes out of a lightweight framework of wood, covered with stretched skins. Sometimes they made canoes out of hollowed-out logs.

Here is a picture of a canoe:



Lesson 1, Day 2: To Read

Marquette in Iowa

The first non-native men to go into the middle of our country were Frenchmen. The French had settled in Canada. They sent missionaries to preach to the Indians in the West. They also sent traders to buy furs from the Indians.

The Frenchmen heard the Indians talk about a great river in the West, but no Frenchman had ever gone far enough to see the Mississippi.

Marquette was a priest. Joliet was a trader. These two men were sent to find the great river that the Indians talked about.

They traveled in two birch canoes. They took five men to paddle the canoes. They took some smoked meat to eat on the way. They also took some Indian corn. They had trinkets to trade to the Indians. Hatchets, and beads, and bits of cloth were the money they used to pay the Indians for what they wanted.

The friendly Indians in Wisconsin tried to persuade them not to go. They told them that the Indians on the great river would kill them. They also told them that there was a monster in one part of the river. They said that this monster roared so loudly that he could be heard a long way off. They said that the monster would draw the travelers down into the water.

But Marquette and the men with him thought they would risk the journey. They would not turn back for fear of monsters.

The two little canoes went down the Wisconsin River. After some days they came to the Mississippi. More than a hundred years before, the Spaniards had seen the lower part of this river. But no white man had ever seen this part of the great river. Marquette did not know that any white man had ever seen any part of the Mississippi.

The two little canoes now turned their bows down the river. Sometimes they saw great herds of buffalo. Some of these came to the bank of the river to look at the men in the canoes. They had long, shaggy manes which hung down over their eyes.

For two weeks the travelers paddled down the river. In all this time they did not see any Indians. After they had gone hundreds of miles in this way, they came to a place where they saw tracks in the mud. It was in what is now the State of Iowa.

Marquette and Joliet left the men in their canoes and followed the tracks. After walking for two hours, they came to an Indian village. The Frenchmen came near enough to hear the Indians talking. The Indians did not see them.

Joliet and Marquette did not know whether the Indians would kill them or not. They said a short prayer. Then they stood out in full view, and gave a loud shout.

The Indians came out of their tents like bees. They stared at the strangers. Then four Indians came toward them. These Indians carried a peace pipe. They held this up toward the sun. This meant that they were friendly.

The Indians now offered the peace pipe to the Frenchmen. The Frenchmen accepted it. This was the Indian way of saying, "We are friends."

Marquette asked the Indians what tribe they belonged to. They told him that they were of the tribe called the Illinois.

They took Joliet and Marquette into their village. They came to the door of a large wigwam. A chief stood in the door. He shaded his eyes with both hands, as if the sun were shining in his face. Then he made a little speech.

He said, "Frenchmen, how bright the sun shines when you come to see us! We are all waiting for you. You shall now come into our houses in peace."

The Illinois Indians made a feast for their new friends. First they had mush of corn meal, with fat meat in it. One of the Indians fed the Frenchmen as though they were babies. He put mush into their mouths with a large spoon.

Then came some fish. The Indian that fed the visitors picked out the bones with his fingers. Then he put the pieces of fish into their mouths, then gave them some roasted dog. The Frenchmen did not like this. Lastly, they were fed with buffalo meat.

The next morning, six hundred Indians went to the canoes to tell the Frenchmen goodbye. They gave Marquette a young Indian slave. And they gave him a peace pipe to carry with him.

When Marquette and his men left the Illinois, they went on down the river. The friendly Illinois had told them that the Indians they would see were bad, and that they would kill any one who came into their country.

The Frenchmen had heard before this that there were monsters in the river. One day they saw some high rocks with pictures painted on them. The ugly pictures

made them think of these monsters. They were painted in red, black, and green colors. They were pictures of two Indian demons or gods.

Each one of these monsters was about the size of a calf. They had horns as long as those of a deer. Their eyes were red. Their faces were like a man's, but they were ugly and frightful. They had beards like a tiger's. Their bodies were covered with scales like those on a fish. Their long tails were wound round their bodies, and over their heads, and down between their legs. The end of each tail was like that of a fish.

The Indians prayed to these ugly gods when they passed in their canoes. Even Marquette and his men were a little frightened when they saw such pictures in a place so lonely. The Frenchmen went down the river about twelve hundred miles. Sometimes the Indians tried to kill them, but by showing the peace pipe they made friends. At last they turned back. Joliet went to Canada. Marquette preached the Gospel of Jesus Christ to the Indians in the West until he died.

Lesson 1, Day 3: To Draw

One of the animals Marquette and Joliet saw on their journey was buffalo. Copy this drawing of a buffalo in the box below.



Lesson 1, Day 4: To Color

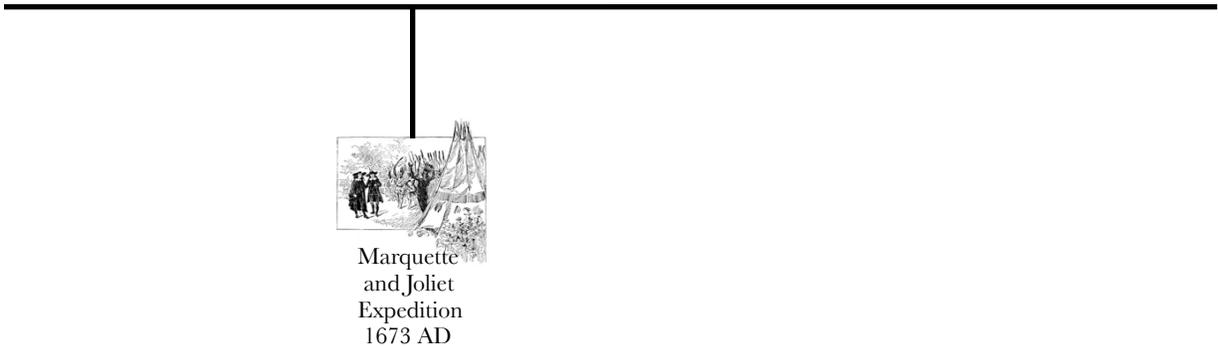
The Indians Marquette and Joliet met lived in teepees like these. These were portable homes with holes in the top so that smoke from a fire could escape. Indians sometimes decorated their teepees so that each one was unique. Decorate these teepees as you like.



Lesson 1, Day 5: Timeline of Events

In the back of this book is a timeline that covers the time periods studied throughout this book. Add the time of the events mentioned in this chapter, and add them to your timeline. You will add to this timeline each week. This will allow you to see the overlap of the time periods being studied in this course.

Today, you will add your first event to your timeline with the help of your parent. Add the event of Marquette and Joliet's Expedition to explore the area of the Mississippi River in 1673.



Here is the picture to add to your own timeline. Instructions are in the back of this book.

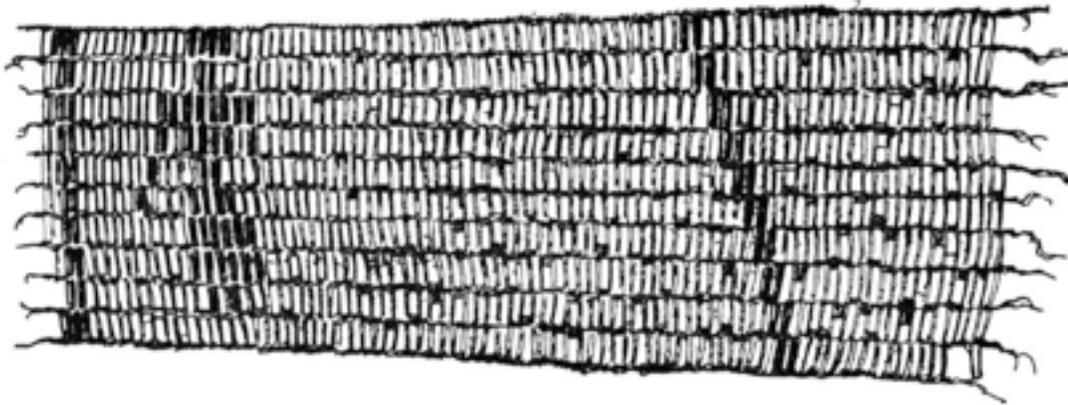


Lesson 2, Day 1: Vocabulary

One of the words in this week's story that will help you understand this time period better is **wampum**.

Wampum was something the Indians of this day used both for decorating themselves by wearing it as a belt, but also as money. It was made from small beads made from shells and strung together.

Here is a picture of wampum:



Lesson 2, Day 2: To Read

William Penn and the Indians

The King of England gave all the land in Pennsylvania to William Penn. The King made Penn a kind of king over Pennsylvania. Penn could have made the laws of this new country, but he let the people make their own laws.

Penn wanted to be friendly with the Indians. He paid them for all the land his people wanted to live on. Before he went to Pennsylvania, he wrote a letter to the Indians. He told them in this letter that he would not let any of his people do any harm to the Indians. He said he would punish anybody that did any wrong to an Indian. This letter was read to the Indians in their own language.

Soon after this, Penn got into a ship and sailed from England. He sailed to Pennsylvania. When he came there, he sent word to the tribes of Indians to come to meet him.

The Indians met under a great elm tree on the bank of the river. Indians like to hold their solemn meetings outdoors, sitting on the ground.

When Penn came to the place of meeting, he found the woods full of Indians. As far as he could see, there were crowds of Indians. Penn's friends were few. They had no guns.

Penn had a bright blue sash round his waist. One of the Indian chiefs, who was the great chief, put on a kind of cap or crown. In the middle of this was a small horn. The head chief wore this only at such great meetings as this one.

When the great chief had put on his horn, all the other chiefs and great men of the Indians put down their guns. Then they sat down in front of Penn in the form of a half-moon. Next, the great chief told Penn that the Indians were ready to hear what he had to say.

Penn had a large paper in which he had written all the things that he and his friends had promised to the Indians. He had written all the promises that the Indians were to make to his people. This was to make them friends. When Penn had read this to them, it was explained to them in their own language. Penn told them that they might stay in the country that they had sold to the settlers. The land would belong to both the Indians and the settlers.

Then Penn laid the large paper down on the ground. That was to show them, he said, that the ground was to belong to the Indians and the settlers together.

He said that there might be quarrels between some of the settlers and some of the Indians, but they would settle any quarrels without fighting. Whenever there was a quarrel, the Indians were to pick out six Indians. The settlers would also pick out six of their men. These were to meet and settle the quarrel.

Penn said, "I will not call you my children, because fathers sometimes whip their children. I will not call you brothers, because brothers sometimes fall out. But I will call you the same person as us. We are the two parts of the same body."

The Indians could not write, but they had their way of putting down things that they wished to have remembered. They gave Penn a belt of shell beads. These beads are called wampum. Some wampum is white. Some is purple.

They made this belt for Penn of white beads. In the middle of the belt, they made a picture of purple beads. It is a picture of a white man and an Indian. They have hold of each other's hands. When they gave this belt to Penn, they said, "We will live with William Penn and his children as long as the sun and moon shall last."

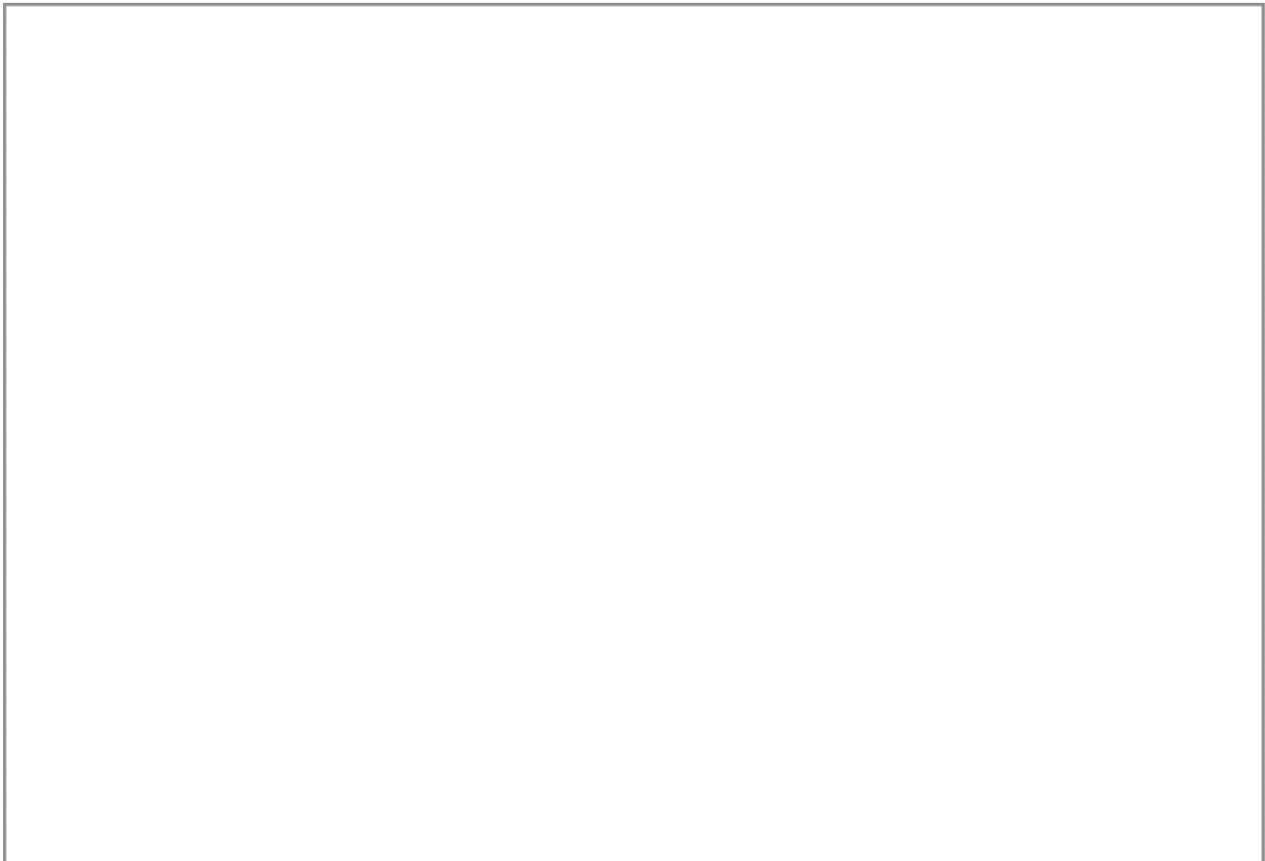
Penn took up the paper from the ground. He handed it to the great chief that wore the horn on his head. He told the Indians to keep it and hand it to their children's children, that they might know what he had said. Then he gave them many presents of things that they liked. They gave Penn a name in their own language. They named him "Onas." That was their word for a feather. As the settlers used a pen made out of a quill or feather, they called a pen "Onas." That is why they called William Penn "Brother Onas."

Penn sometimes went to see the Indians. He talked to them, and gave them friendly advice. Once he saw some of them jumping. They were trying to see who could jump the farthest. Penn had been a very active boy, and knew how to jump very well. He went to the place where the Indians were jumping. He jumped farther than any of them.

When the great Governor took part in their sport, the Indians were pleased. They loved Brother Onas more than ever.

Lesson 2, Day 3: To Draw

Copy the picture of the elm tree, such as the one in our story where the Indians and William Penn met.



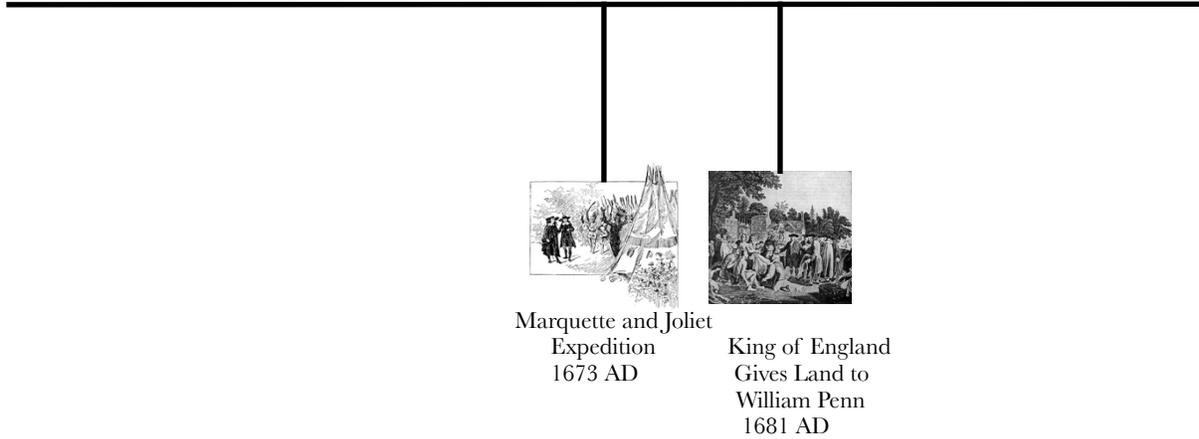
Lesson 2, Day 4: To Color

Color the picture of William Penn. Penn was a Quaker. The Quakers wore dark, plain colored clothing.



Lesson 2, Day 5: Timeline of Events

The King of England gave the land of Pennsylvania to William Penn in the year 1681. Add this event to your timeline. Pay attention to when this happened in relation to the event you added last week.



Here is a picture to add to your timeline.

