

Sample TOC and book unit for American History I

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American History: Colonization through the Civil War

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First Quarter

Colonial America

Book List:

We recommend using the following books for the first three weeks:

1. ***Everyday Life in Early America*** by David Hawke
ISBN 0060912510
 - Reading level: Less challenging, high interest and easy readability
 - Amount of reading: 4-5 chapters per week
2. ***Good Newses from New England*** by Edward Winslow
ISBN 1557094438
 - Reading level: More challenging due to time period language, although short in length
 - Amount of reading: 2-3 chapters per week

We recommend using the following books for the last six weeks:

3. ***Governor William Bradford's Letter Book*** by Gov. William Bradford and John Kemp ISBN 1557095809
 - Reading level: Challenging due to time period language although you may only use selections, if necessary.
 - Amount of reading: 1-2 letters per week
4. ***The Autobiography of Benjamin Franklin*** by Benjamin Franklin
ISBN 0812219295
 - Reading level: Challenging due to length and language usage, although you won't be reading everything printed in this edition as it also includes essays.
 - Amount of reading: approximately 25 pages per week
5. ***Beyond Stateliest Marble: The Passionate Femininity of Anne Bradstreet*** by Douglas Wilson and George Grant ISBN 1581821646
 - Reading level: Less challenging, easy readability
 - Amount of reading: 12 chapters per week including the *Foreward*, but the chapters are short.

Honors Selections

Note: these books are optional

Of Plymouth Plantation by William Bradford

Poor Richard's Almanack by Benjamin Franklin

To My Husband and Other Poems by Anne Bradstreet

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Objectives

Historical:

1. Develop an ongoing timeline of events that occur in American History from Colonization through the Civil War, focusing on Colonization for this unit.
2. Research and write about appropriate topics for the Colonial time period that are not included in the history reading but may be found in Appendix B.
3. Create and/or collect maps that correlate with the history studied in this unit.
4. Comprehend the overview of the Colonial time period.
5. Learn about the importance of source documentation and the difference between primary and secondary sources.
6. Take notes from reading material.
7. Write a well formulated essay about what you have learned.
8. Discuss or answer pertinent questions based on your reading.
9. Examine the character qualities of a historical figure.

Language/Other Subject Connections:

1. Discover how English written during earlier time periods is different than our language today.
2. Write a friendly letter based on historical information.
3. Write an autobiography.

Honors Objectives:

1. Research and document the differences between the three different geographic regions of the colonies.
2. Examine and evaluate the value of *Poor Richard's Almanack*.
3. Evaluate and compare two works written by Governor William Bradford.
4. Read additional poetry written by Anne Bradstreet.

Teacher's Note: If you are assigning question number one under the General History assignments, do NOT have your student read the overview below until that assignment has been completed.



Colonial Period Overview:

A treasure waiting to be claimed, the continent of North America was a land of untold and unexplored riches, representing hope for better lives for many Europeans. Spain, France and England eagerly laid claim to various sections of North America. Spain arrived first. During the time of the Protestant Reformation in Europe, Spanish colonies began in Florida, as Spain moved north from South and Central America where it had fairly easily displaced native populations. France and England followed soon after, desiring to find their share of gold and riches. France explored and settled in the far north, later to become Canada, and spread down into the Ohio Valley.

Nine years before the death of William Shakespeare, England founded its first permanent colony, called Jamestown, in Virginia. Founded by men considering themselves aristocracy, not interested in hard work, but very interested in acquiring gold, this colony was held together by the force of will of one of its first leaders, John Smith. Jamestown contrasted starkly with New England's Plymouth and Massachusetts Bay colonies, which were founded primarily for spiritual reasons. Plymouth, established by passengers on the Mayflower, was founded in part by Separatists; a group of sincere Christians who felt there was no hope of reforming the Church of England and therefore chose to separate from it completely. It was William Bradford, the second governor of the colony, who applied the term "Pilgrims" to these men and women. Traveling close behind were the Puritans, who had hoped to "purify" the Church from within, but found themselves increasingly persecuted and therefore left to establish the Massachusetts Bay Colony. Many Quakers and Catholics also left England for religious reasons, and later found safe haven in

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Pennsylvania and Maryland. Huguenots, a French reformed Protestant group who had been persecuted for many years, also chose to emigrate.

Sample note: the historical overview continues in the actual curriculum.



History Assignments – General

Note: These assignments aren't related to any one book.

PR 1. Read the time period overview above for Colonial America. This should start you off with a solid picture of the time period in general.

Warning: Do not read the overview until after you complete Assignment 1 under Everyday Life in Early America on the next page. If your teacher will not be requiring that assignment, you may read the overview.

OG 2. Source documentation adds significant value to any study of history. For example, when studying the American Revolution, *The Declaration of Independence* may be studied in its original form so it would be considered a **primary source**. Letters, diaries, legal documents and photographs all may be considered primary sources as well as other documents created during the actual time period in history being studied. Primary sources contain first-hand accounts or contain direct evidence of historical events. **Secondary sources** include historians' interpretations and the analyzing of historical documents. Source documents should not always be considered **unbiased**. The value of the source document depends not only on the authenticity but various other factors as well including:

- The time period in which the document was created including beliefs and values at that time and social mores of people in general.
- The individual or group of people who created the document. What were their motivations? What were they trying to accomplish?
- When the information was recorded. Some documents include information recorded immediately during an event or within a short period of time following the event. This information is often the most accurate. Other documents, particularly

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- autobiographies or the retelling of past events, can become somewhat distorted over time and leave more room for error.
- Whether the original information was verbally translated or written. Particularly in Ancient history, historical events were shared verbally rather than in writing. In some cases, it was centuries later before the written document was created.

Source documents are the best way to develop a clear picture of history. While we can't always study history from source documents (for example, if you can't read Greek to study the original New Testament letters), we can rely on selected scholars to help relate the material in a way that allows us to understand it. As you read through the books in this course, consider whether any of them could be primary or secondary sources. For the first quarter, make a list of your books and note whether each is a primary or secondary source.



History Assignments for *Everyday Life in Early America* by David Hawke

Book Notes: This book offers a detailed overview of the early colonists. It has fascinating facts about a variety of topics including the people, religion, professions, homes, etc. While you may not be able to remember all of the information, this book provides an excellent beginning for understanding Colonial America.

PR 1. Write down everything you have ever learned about Colonial America and the colonists. You can do this in a bulleted note format and use phrases rather than complete sentences. The point is to evaluate what you have learned thus far in your education about this particular time period. You should be able to come up with at least one page of double spaced notes.

AR 2. This book provides an overview of the time period. As you read, refer back to the notes you made from assignment 1. If you find any of your notes in your reading, check that note off or highlight it. Add to the notes anything that you learn that is new to you. This book is full of detail, so don't feel like you have to write down every new detail. Just make a note of general concepts related to the major topics in each chapter. Also note the page number(s) covering the new information because you will be using these notes to write an essay.

Sample note: There are more assignments that pertain to this book in the full curriculum.



History Assignments for ***Good Newes from New England*** by Edward Winslow

Book Notes: This book was first published in 1624 and is written in the original language. It takes some time to work through this older version of English, but the information is worth the effort. We recommend reading smaller portions for better comprehension. Be sure to refer to the notes in the back of the book as you read to also help with your understanding of the content. This book was originally a tract or brochure used to attract new colonists.

AR 1. One challenge with reading this book is the odd usage of pronouns. Edward Winslow commonly uses pronouns without making it clear to whom he is referring. As you read, look for examples of this issue and note the sentence, as well as the page number. Highlight or underline the unclear pronoun, then go back to the text to determine about whom Winslow is writing. Find 8 sentences that are examples of Winslow's odd pronoun usage throughout the book.

An example would look like the following. In this case, the sentence is at the beginning of an entry and new paragraph without a person's name for reference. Today, that would be considered a serious writing error.

In the beginning of March, he refreshed himself, he took a shallop, and went to Manomet, to fetch home that which the Governor had formerly bought hoping also to get more from them; but was deceived in his expectation, not finding the entertainment he found elsewhere, and the Governor had there received. (page 28)

He, himself and *his* all refer to one person: Captain Standish.
Them refers to one of the Indian tribes.

Sample note: There are more assignments that pertain to this book in the full curriculum. There are also other books along with assignments in the actual curriculum. See TOC for book titles for the remainder of this unit



Honors Assignments

Note: Honors Students should complete at least one Honors assignment per Unit.

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PR, AR, FR 1. Research the three different geographic regions of the colonies: Southern, Middle and Northern. Use the chart in Appendix D and record what you discover when you compare the different Colonial regions. You may find some information in *Everyday Life in Early America* but you will need to do more research to complete the chart.

FR 2. After reading *Governor William Bradford's Letter Book*, read his book, *Of Plymouth Plantation*. You can download a free e-book at Project Gutenberg (www.gutenberg.org) or purchase the book under the Honors option books on our website. As you read it, make notes of anything in the book related to the letters from his other book. These notes may simply be bulleted, with page numbers and brief quotes supporting your discoveries.

Sample note: There are more assignments that pertain to honors in the full curriculum.

Evaluation Tips:

History Assignments - General

1. *Period Overview*

Just make sure that your student reads and understands the overview.

2. *Source Documentation*

This is an appropriate pass/fail assignment. If the student misses more than two, he should go back over what he missed and re-evaluate his answers. Be sure to talk with your student about any of these that he has incorrect. The student should list the books for this unit and note the source documentation as follows:

- *Everyday Life in Early America* – secondary (based on some primary and other secondary sources – look at the bibliography in the back of the book)
- *Good Newes from New England* - primary
- *Governor William Bradford's Letter Book* - primary
- *The Autobiography of Benjamin Franklin* - primary
- *Beyond Stateliest Marble: The Passionate Femininity of Anne Bradstreet* - secondary

History Assignments – *Everyday Life in Early America*

1. *Notes on previous knowledge*

2. *New notes*

3. *Essay – What I Learned*

These assignments may be combined for a single evaluation using the rubric in Appendix C. Since the first two assignments must be

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completed in order for the essay to be written, it only makes sense to evaluate them as a whole process.

4. Comprehension Questions

The answers for the comprehension questions are in Appendix G, Grading Keys. Each question should count as three points and ½ point may be taken off for grammar, punctuation and spelling errors.

Sample note: There are more evaluation tips for each book in this unit in the actual curriculum.