

# *Early American History*

---

A LITERATURE APPROACH FOR 7<sup>TH</sup>-9<sup>TH</sup> GRADE

SAMPLE



*Early American History, A Literature Approach for 7th - 9th Grade*  
by Rebecca Manor © 2021

All rights reserved.

Published by Beautiful Feet Books

ISBN 978-1893103931

Layout and Design by Ryan Maloney

# *Table of Contents*

How to Use This Guide	2
Literature Used in This Study	4
Study Notes	
The Indigenous Peoples of North America and First Encounters	6
Rabbit Trails	
Character Connection	
Online Resources	
Activities & Handicraft	
Creative Writing Prompt	
Research Topics	
The Early Colonial Period: 1607-1706	20
Rabbit Trails	
Character Connection	
Online Resources	
Activities & Handicraft	
Creative Writing Prompt	
Research Topics	
The Later Colonial Period: 1706-1776	36
Rabbit Trails	
Character Connection	
Online Resources	
Activities & Handicraft	
Creative Writing Prompt	
Research Topics	
The Revolutionary War: 1776-1783	52
Rabbit Trails	
Character Connection	
Online Resources	
Activities & Handicraft	
Creative Writing Prompt	
Research Topics	
The Young United States: 1783-1864	66
Rabbit Trails	
Character Connection	
Online Resources	
Activities & Handicraft	
Creative Writing Prompt	
Research Topics	
In Conclusion	100
Credits	115

## *How to Use This Guide*

Welcome to the fascinating world of American history. Covering over a thousand years, this study encompasses Native cultures, the Age of Discovery, colonial settlements, revolution, slavery, the Trail of Tears, and much more. It may seem daunting to cover all this history in a year, but this guide is your tool, designed to educate and delight your student.

**Grade Level and Overview:** This is a one-year study appropriate for 7th through 9th grade, inspired by the Charlotte Mason method of education: reading, reasoning, relating, and recording. The heart of this study is the great literature selections. Exploring the world through story is often one of the most cherished experiences shared by homeschooling families. The development of critical reasoning and research skills begins to be very important at this age. Students are at a developmental stage that allows them to see events from more than one perspective. Cultivating this skill encourages deeper thinking, empathy, and curiosity.

**Content:** Livy, the ancient Roman historian, said:

*“What makes the study of history so valuable, is the fact that you can behold, displayed as on a monument, every kind of conduct. Thence you may select for yourself and your country, that which you may imitate, thence note what is shameful in the undertaking, and shameful in the result, which you may avoid.”*

As Livy notes so well, there are triumphal and disappointing events in history. While this study covers hard topics, it does so with age-appropriate detail, recognizing that as students mature there will be ample opportunity for expanding their knowledge. This gives you, the teacher, the option to choose when that time comes. Topics like slavery and the mistreatment of Native Peoples are covered both for historical accuracy and to help cultivate compassion and empathy. The resources in Rabbit Trails offer curated selections to expand on these topics. When the readings include especially detailed depictions of violence or offensive terms, those have been noted in the lessons.

Many assignments include research on a variety of perspectives and viewpoints. This may expose students to new ideas that they will need to grapple with in order to reach their own conclusions. Encourage your student to discuss their findings, how their perspectives are being shaped. Push them to seek out reputable sources as they research and to resist easy explanations.

Historical perceptions of unknown or unfamiliar cultures and people change over time as knowledge and respect overcome ignorance and prejudice. This process repeats itself throughout history and is preserved in historical documents and texts. Rewriting and erasing this evidence to suit modern taste does not provide the opportunities for correction and instruction we believe to be such a valuable aspect of learning history. Recognizing human brokenness and seeing the failings of the past is part of the reason we study history, and we see the hard parts of it as inescapable and valuable in the lessons they teach. As you read through the literature included in this study you will encounter a few instances where these historical attitudes and descriptions will be offensive. We have provided discussion questions to help you navigate these topics as well as content warnings on specific lessons.

**Pace:** This study contains 82 lessons; if you are planning on the standard 180-day school year, complete two lessons each week. If you are teaching younger students or using it across a range of ages, work at your own pace. There is no pre-set schedule. When life gets busy or the holidays are approaching, slow down. If your students are intrigued by a certain subject, follow those rabbit trails. Our guides are designed to support your teaching style, not dictate it. One of the greatest gifts of homeschooling is the flexibility and freedom that is built into setting your own schedule. This teacher guide is designed to be a tool, not a taskmaster.



**Activities:** This guide includes some recommended hands-on activities. We also link to websites that have further activities. None of these are required. Do what adds enjoyment to your study.

**Student Portfolio:** Each student should have a notebook or portfolio that they are comfortable working with. This may be a simple notebook. It could also be a blog or an art folder. All written work, drawings, reports, and mapping activities are to be added to this portfolio.

**Narration and Discussion Prompts:** As you read through the literature with your students, use the questions to help spur conversation and verbal processing, unless you are following a strict Charlotte Mason narration model. The discussion questions are designed for conversation and to encourage critical thinking and reasoning skills. These are not comprehension questions and therefore answer keys are not provided. If you are unable to read along with your student, these questions will allow you to discuss the topics and ideas your student encounters in the reading. Feel free to ask clarifying questions of your student. The included questions are simply a starting point. Let conversation and processing proceed naturally and encourage it by asking your own questions.

**Websites:** Throughout the study, you will find a curated selection of websites. These specific website pages have all been viewed and deemed appropriate and accurate at the time of printing. Potentially objectionable material has been noted. The recommendation of one page on a website is not an endorsement of the entire contents of that website. Always use the internet with care and under adult supervision. Type in the address as it appears to find the correct information. If a web link is no longer working, don't give up. Simply use the words in the web address to guide your search. You may also check for updated links for this guide here:  
[www.bfbooks.com/Teacher-Guide-Website-Links](http://www.bfbooks.com/Teacher-Guide-Website-Links)

**Rabbit Trails:** At the beginning of each section, you will find a list of additional recommended books to check out from your local library. None of these titles are required. We provide these lists in order to help you sift through the hundreds of books available on the many topics covered in this study. However, if you have a voracious reader or if a certain topic proves especially interesting, these curated selections will give your student the opportunity to choose titles for themselves. This empowers them to develop agency in their own education.

**Creative Writing Prompt:** Each section includes a creative writing prompt inspired by one of the literature selections. Use these for students who want to develop their storytelling or creative writing skills. These are not required and are simply provided for fun.

**Research Topics:** There are research topics in each section. Students should choose one in each section and write a research paper. You may download a free grading rubric from [www.bfbooks.com/Info-FAQ/Free-Downloads](http://www.bfbooks.com/Info-FAQ/Free-Downloads). These topics can also be used for discussions, presentations, debates, etc.

**World History:** The emphasis of this study is on North American history, concentrating on the United States. If you would like to add a world history overview, we have included tables at the back of this manual to facilitate using Genevieve Foster's "World" titles to do so.

**Map:** A large, durable, outline map of North America is required for this course. Your student may draw his or her own map on heavy-weight cardstock, download a template online, or purchase the map available here:  
[www.bfbooks.com/USA-Colonies-Map](http://www.bfbooks.com/USA-Colonies-Map)

**Do I Have to Do Everything in Every Lesson?** No! Again, this is a tool, not a taskmaster. Everything in this guide is provided to make your job easier and save you time. Every lesson, assignment, and activity is here to help you expand the literature, pull out historical content, and provide structure and guidance, but feel free to skip steps when it suits your family.

Lastly, share your work on social media and tag us at [#beautifulfeetbooks](https://twitter.com/beautifulfeetbooks). We love seeing your creativity.

## *Literature Used in This Study*

### *Indigenous Peoples of North America & First Encounters*

*The World Made New*  
by Marc Aronson and John W. Glenn

*Peacemaker*  
by Joseph Bruchac

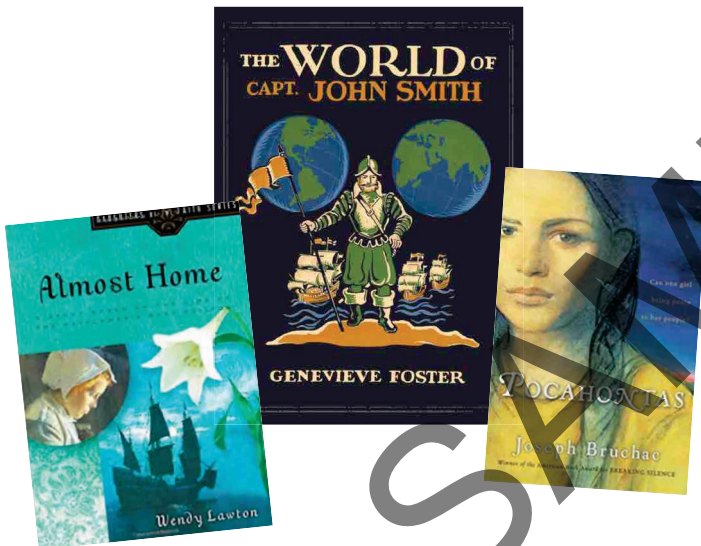


### *The Early Colonial Period: 1607-1706*

*The World of Capt. John Smith*  
written and illustrated by Genevieve Foster

*Pocahontas*  
by Joseph Bruchac

*Almost Home*  
by Wendy Lawton

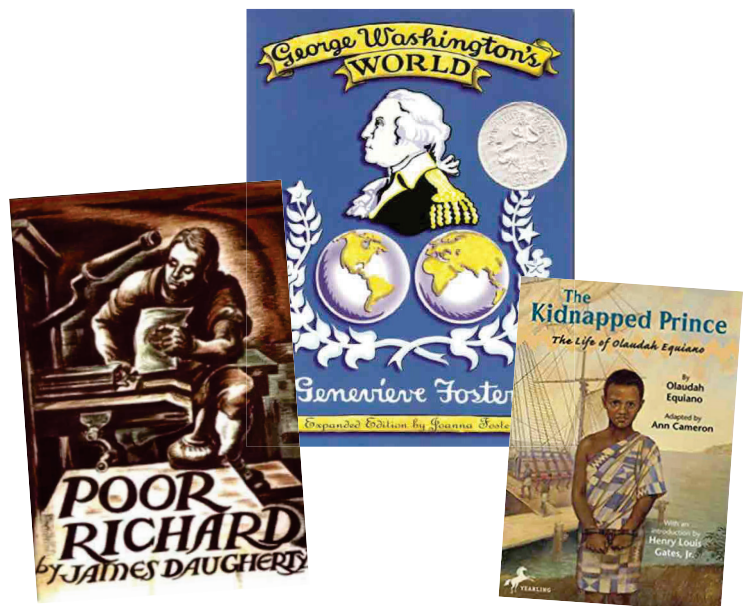


### *The Later Colonial Period: 1707-1776*

*The Kidnapped Prince: The Life Of Olaudah Equiano*  
by Olaudah Equiano, adapted by Ann Cameron

*Poor Richard*  
by James Daugherty

*George Washington's World*  
written and illustrated by Genevieve Foster



*The Revolutionary War:  
1776-1783*

*Sophia's War*  
by Avi

*Black Heroes of the American Revolution*  
By Burke Davis



*The Young United States:  
1783-1864*

*Fever 1793*  
by Laurie Halse Anderson

*Carry On, Mr. Bowditch*  
by Jean Lee Latham

*Of Courage Undaunted, Across the Continent with Lewis & Clark*  
by James Daugherty

*Abraham Lincoln's World*  
written and illustrated by Genevieve Foster

*Mary and the Trail of Tears, A Cherokee Removal Survival Story*  
by Andrea L. Rogers

*Sojourner Truth, Ain't I a Woman?*  
by Patricia C. McKissack and Fredrick McKissack








PART I

---

*The  
Indigenous Peoples  
of North America  
and First Encounters*





As we embark on this course, we will begin with the first people groups in North America. For a long time, we did not know a lot about these nations because much of the archaeological evidence had been eroded, lost, or destroyed. Thankfully, scholars, archaeologists, and Native storytellers have been working tirelessly to restore the record. Stories passed down through oral traditions are being recorded and published, filling in details we cannot obtain strictly through excavations. In addition, important sites are now protected and studied using archaeological methods, giving us a picture of how people lived, what they ate, and how they worshipped and governed.

People groups settled throughout North America, and when Columbus first landed, some scholars make the case that up to 100 million people lived in the Americas. These nations and tribes established villages, cities, governments, religious practices, agricultural systems, and civilizations. Nations went to war, empires rose and fell, people groups flourished, and some disappeared. Just as countries grew and faltered in ancient and medieval Europe, Asia, and Africa, the same pattern of history was working itself out in North and South America.

The Native Peoples of North America were responsible for remarkable achievements in architecture, transportation, medicine, agriculture, and government. For example, Cahokia, a mound city built on the banks of the Mississippi, was larger than London in 1250 AD. The Mississippians were accomplished builders and created public works and mound structures that rivaled the great pyramids of ancient Egypt.

In California, the Ohlone developed a system of controlled burns that yielded agricultural advances while reducing the risk of wildfires. On the East Coast, Wampanoag and Iroquois created food forests through intercropping. Many people groups relied on the Three Sisters—corn, beans, and squash—as their staple crops. The beans and squash were planted amid the corn, growing up the stalks and providing ground cover to limit weed growth. The Powhatan, or Algonquin-speaking people, cultivated tobacco nearly 1500 years ago. Ice-fishing and maple syrup are both Native inventions.

The Native Peoples' respect for their environments led to the development of a broad knowledge of the medicinal properties of plants and roots, allowing them to treat many common illnesses effectively. The lack of domesticated animals also limited their exposure to animal-borne illnesses, protecting them from these diseases until the Europeans and their farm animals arrived. At that point, diseases like smallpox ran rampant through many Native tribes who had not developed natural immunities, resulting in the deaths of millions of people.

Excavated artifacts from distances as far away as 1000 miles show extensive trade networks between nations and tribes. These trade routes depended on various styles of canoes fashioned from local trees such as birch, redwood, and more. Canoes ranged from agile single-person vessels to large pitched boats that could carry up to 20 men.

Governmental systems were often egalitarian and centered on each tribal member being given a voice. Listening to others was highly valued. Most tribes governed with an eye toward the future, some even looking seven generations into the future to ensure that any action they took would be beneficial for their great-great-grandchildren. This forward-thinking approach resulted in the Iroquois Confederacy, a league of Native nations and tribes that still exists today! It even inspired the Articles of Confederation and the U.S. Constitution. Benjamin Franklin's admonition that the 13 colonies form a "voluntary union" was inspired by his knowledge of this confederacy. We will learn more about this in the book *Peacemaker* by Joseph Bruchac.

As we read through this section, seek out local resources to learn about the tribes that lived in your area. There are probably local museums dedicated to preserving the cultures and traditions they have passed down to their descendants. See if you can learn more about your local tribes at [powwows.com](http://powwows.com). We also encourage you to use the Rabbit Trails and resources listed in this section to explore further.

In this section, we will be learning about several Native nations, the Iroquois Confederacy, and the first European explorers of the Americas.



## Rabbit Trails //

**Before Columbus: The Americas of 1491** by Charles C. Mann  
Building from archeological artifacts and DNA evidence, the story of Indigenous Peoples in the Americas becomes ever more complex and fascinating. From genetic engineering of maize to remarkable structures like the Cahokia Mounds, America's first inhabitants' stories make up a valuable part of our American heritage.

**Beyond the Sea of Ice: The Voyages of Henry Hudson**

by Joan Elizabeth Goodman

Henry Hudson's stubborn desire to find a northern passage to Asia resulted in four harrowing voyages that tested him and his men beyond all reason.

**Despite All Obstacles: La Salle and the Conquest of the Mississippi**

by Joan Elizabeth Goodman

"In Adversity he was never cast down and always hoped with the help of heaven to succeed in his enterprises despite all the obstacles that rose against it." This quote from the *Chronicle of La Salle's Last Expedition* demonstrates the obstinate, visionary, and bullheaded persistence of the French explorer.

**The Earth Under Sky Bear's Feet:**

**Native American Poems of the Land**

by Joseph Bruchac and Thomas Locker

Beautiful illustrations accompany poems retelling traditional Native myths and stories from a variety of tribes and nations.

**Gift Horse: A Lakota Story** by S. D. Nelson

As a Standing Rock Sioux tribe member, Nelson drew inspiration for this story from his great-great-grandfather. Young Flying Cloud and his horse Storm go through tests of stamina, courage, and faithfulness.

**The Girl Who Helped Thunder:**

**And Other Native American Folktales** by Joseph Bruchac

**Turtle Island: The Story of North America's First People**

by Eldon Yellowhorn and Kathy Lowinger

Both anthologies present traditional folktales and myths of America's Indigenous people, teaching humility and gratitude.

**The Golden Flower: A Taino Myth from Puerto Rico**

by Nina Jaffe, illustrated by Enrique Sanches

This lovely picture book relates the Taino creation myth and shows the importance of the pumpkin to Caribbean cultures.

**Indians** written and illustrated by Edwin Tunis

Mr. Tunis has re-created here, in spectacular detail, every meaningful aspect of a past way of life. The author's devotion to honoring and recording the customs, arts, and traditions in 245 accurate drawings is a treasure store that continues to speak over 60 years after its original publication.

**The Sea-Ringed World: Sacred Stories of the Americas**

by María García Esperón, illustrated by Amanda Mijangos, translated by David Bowles

This beautifully illustrated compilation of creation myths, legends, fables, and stories from many American Native traditions is a must-have for anyone who finds ancient mythologies fascinating.

## Character Connection //

**HOSPITALITY:** Have your student define hospitality using the dictionary. Discuss the meaning of hospitality as it pertains to these verses. Does Biblical hospitality differ from the dictionary's definition of hospitality? If so, in what ways?

Hebrews 13:1-2

Hebrews 13:16

1 Peter 4:8-9

Romans 12:12-18

Leviticus 19:33-34

Galatians 5:13

Mark 25:40

Proverbs 31:20

John 13:3-16

As you read through the literature in this section, take note of events that demonstrate hospitality. Consider what provoked hospitable behavior. Was it to treat others with dignity and love or out of a desire to gain something?

Write about a time when someone showed radical hospitality to you and your family. List some ways that you can practice hospitality. Choose one from your list and implement it. Often it is as simple as smiling at someone, opening a door, or saying good morning.

### APPLICATION:

- Take a prayer walk around your neighborhood.
- Bake a sweet treat and deliver it to a neighbor.
- Prepare dinner for a family that is going through a hard time.

***Trickster: Native American Tales, A Graphic Collection***

This collection of stories from Native writers and illustrators is a good resource for those looking to explore ancestral myths and beliefs.

***We Asked for Nothing: The Remarkable Journey of Cabeza de Vaca by Stuart Waldman***

In 1528 the conquistador Alvar Núñez Cabeza de Vaca was shipwrecked on Texas's coast and rescued by Karankawa Indians. For eight years, he shared life with various Southwestern tribes and survived because of them. Returning to Spain, De Vaca became an advocate for the New World's Indigenous people. Highly recommended.

***Where the Buffaloes Begin by Olaf Baker and illustrated by Stephen Gammell***

Olaf Baker's first-person account of life among the Blackfoot captures the strength, resilience, and independence of this Indigenous tribe.

***The World of Columbus and Sons by Genevieve Foster***

The age of discovery changed the world, and this book shows how. Covering events around the world during the lifetime of Christopher Columbus, this book lets readers travel from Europe to Asia and North and South America and Africa to meet the people who shaped the world during this pivotal time.

***Online Resources //***

Explore native plants and how Indigenous peoples used them. The following resource provides a wealth of information and is worth printing out. Visit [www.tomaquagmuseum.org/resources](http://www.tomaquagmuseum.org/resources) and scroll down and click on "Indigenous Garden at KettlePond Visitor's Center Curriculum" to access the PDF.

Celebrate Native Culture today: Watch "6 Stories Celebrating Native American History and Culture" on the Great Big Story YouTube channel.

PBS offers a wealth of information on Native American history and culture. Check it out here:  
[www.pbs.org/show/native-america/](http://www.pbs.org/show/native-america/)

What was it like to be a sailor in the 15th century? Find out here:  
[www.rmg.co.uk/stories/topics/life-sea-age-sail](http://www.rmg.co.uk/stories/topics/life-sea-age-sail)

***Research Topics //***

**INTERNATIONAL ALLIANCES** Compare the founding and purposes of the Iroquois League of Peace with another voluntary international alliance like the United Nations, NATO, the League of Nations, or the G8. Why did the nations and leaders seek unification, and what was accomplished by forming a united governing body? Compare the benefits and drawbacks.

**LEGACY** Write a paper tracing the history of the Iroquois League of Peace from its founding to now. How has this alliance helped preserve these nations when so many others were extinguished through conquest, disease, and warfare? What is the role of the League today?

## *Activities & Handicraft //*

**MAPPING:** Mapping and navigation were essential skills for the explorers who ventured across unknown seas to uncharted lands. Hone your mapping and geolocation skills with the following activities:

[http://naturemappingfoundation.org/natmap/education/protocols/6\\_mapping\\_part1.html](http://naturemappingfoundation.org/natmap/education/protocols/6_mapping_part1.html)  
[http://naturemappingfoundation.org/natmap/education/protocols/6\\_mapping\\_part2.html](http://naturemappingfoundation.org/natmap/education/protocols/6_mapping_part2.html)

[www.edutopia.org/naturemapping-lesson-maps-directions-coordinates](http://www.edutopia.org/naturemapping-lesson-maps-directions-coordinates)

Every European explorer relied on his compass. Make your own using the instructions below:

[www.nps.gov/articles/compass.htm](http://www.nps.gov/articles/compass.htm)

**LONGHOUSES:** Use the instructions found on the following website to build your own longhouse, either life-sized or a model.

[www.nysm.nysed.gov/exhibitions/ongoing/native-peoples-new-york/mohawk-longhouse](http://www.nysm.nysed.gov/exhibitions/ongoing/native-peoples-new-york/mohawk-longhouse).

**BASKET WEAVING:** Native artisans passed down the art of basket weaving for hundreds of years. Learn more about traditional Haudenosaunee designs here:

[www.snpolytechnic.com/sites/default/files/docs/resource/13\\_basket\\_making\\_lesson.pdf](http://www.snpolytechnic.com/sites/default/files/docs/resource/13_basket_making_lesson.pdf)

Explore basket designs from all over North America:

[www.native-languages.org/baskets.htm](http://www.native-languages.org/baskets.htm)  
[www.nativetech.org/basketry/index.html](http://www.nativetech.org/basketry/index.html)

Try your hand at weaving a basket via the following links.

Make a pine needle basket:  
 "Making a Basket from PINE NEEDLES | Start to Finish Project" on the Wild She Goes YouTube channel

Woven basket project, with a printable template:  
[www.craftpassion.com/easy-basket-weaving/](http://www.craftpassion.com/easy-basket-weaving/)

"Quick and Easy Blackberry Bramble Basket" on the PacoWarabi YouTube channel.



*Traditional Native American basket*

**POTTERY:** Nearly every culture has had some form of pottery, and examples exist throughout the ancient civilizations of North America. Make your own using the instructions at the following sites:

[www.education.com/activity/article/easy-clay-pinch-pots](http://www.education.com/activity/article/easy-clay-pinch-pots)  
[www.teachersfirst.com/lessons/nativecrafts/pinchpot.cfm](http://www.teachersfirst.com/lessons/nativecrafts/pinchpot.cfm)

## *Creative Writing Prompt //*

Storytelling has been central to the human experience for all of history. The story of the Iroquois League of Peace is part of an ongoing and robust storytelling tradition among the Haudenosaunee people. Stories tell us where we come from, what we believe, and what we hold dear. They also tell us about other people, who they are, and what they believe. Over the next two weeks, write a story that communicates some aspect of who you are. This can be an account of an important event in your life or a story you make up. Partner with a friend or classmate to share your stories. What do the stories tell you about your partner? Do they help you understand him or her better?



## LESSON 1

If you have not already done so, please read How to Use This Guide, on page 2, before embarking on this journey of historical discovery.

1. 1492 stands out as a year in which two worlds met for the first time, setting a torrent of change into motion. To understand how world-changing that year was, we need to look back further to the people who already lived in what would become known as the Americas. We will also read about some ideas and movements that led to Columbus setting out on that historic voyage. Introduce *The World Made New* by Marc Aronson and John W. Glenn. Read the Introduction and pages 6-19. Discussion prompt:

The causes behind the Age of Exploration included religious zeal and a desire for new converts, competition between rival European kingdoms, the search for wealth, the desire for glory, and increased knowledge of the physical world. Choose one cause to explore and trace how it led to world-changing consequences. Keep in mind that many of these ideas connect. For example, Columbus desired fame, wealth, and converts to Christianity. He was shaped by the passionate religious fervor behind the Crusades and the expulsion of the Moors from Spain, his humble background, and his great ambition. These were motivating factors (or causes) behind his desire to sail west to reach the East. Discuss the connection between ideas and action.

2. To learn more about the two worlds that met in 1492, watch “America Before Columbus,” a documentary produced by National Geographic and available on various sites, including Vimeo, YouTube, or on DVD from many local libraries.

3. Draw or purchase a large outline map of North America. Beautiful Feet offers here: [www.bfbooks.com/USA-Colonies-Map](http://www.bfbooks.com/USA-Colonies-Map)

Or draw your own using heavy-weight cardstock to ensure the map lasts the whole school year. On the map of North America, mark the following landmarks, referring to an atlas if necessary:

Atlantic Ocean  
Mississippi River  
Lake Michigan  
Lake Superior  
St. Louis, Missouri

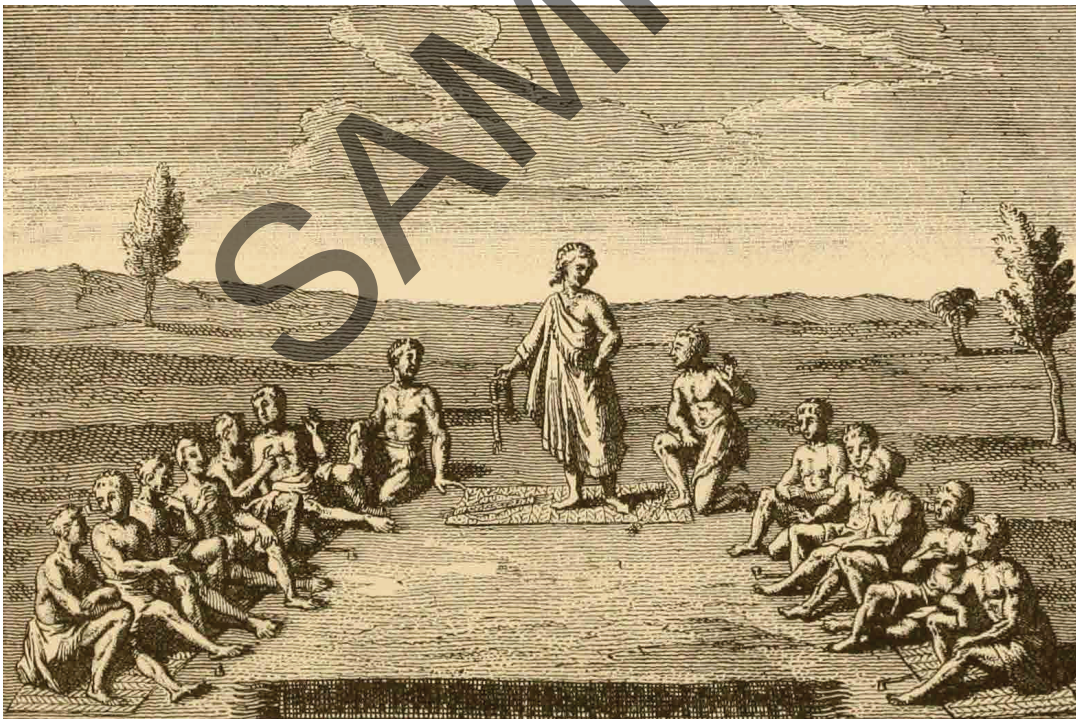
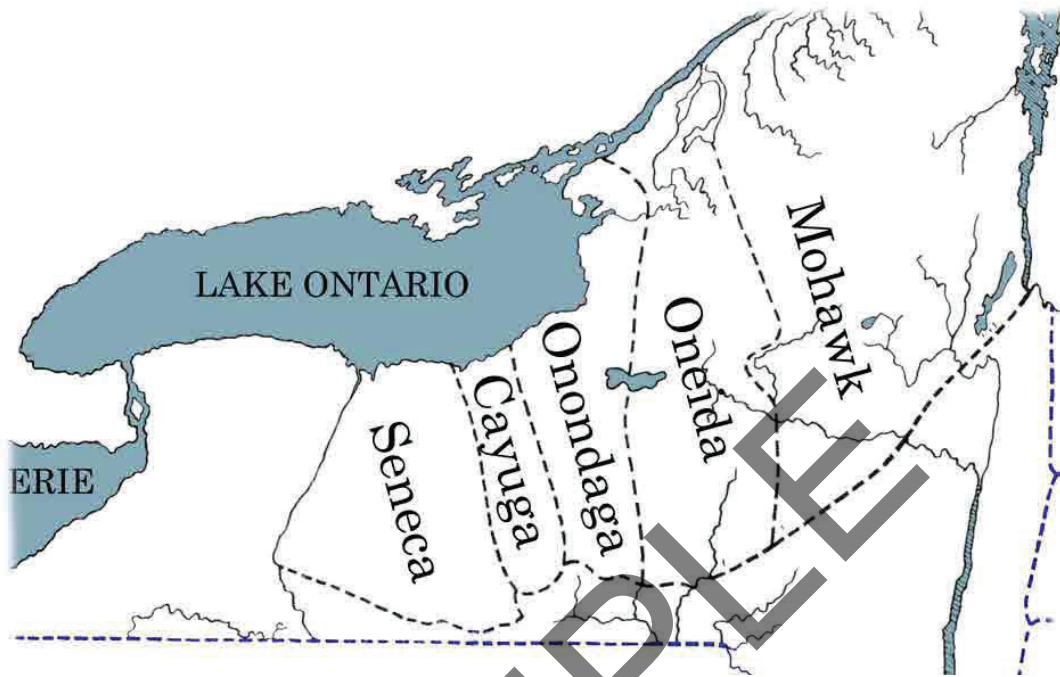
Caribbean Sea  
Illinois River  
Lake Huron  
Lake Ontario

Gulf of Mexico  
Missouri River  
Lake Erie  
Cahokia

4. To learn more about American cultures before Columbus, visit the following website, viewing a section or two each day throughout this section of our study:

[www.khanacademy.org/humanities/us-history/precontact-and-early-colonial-era/before-contact/v/native-american-societies-before-contact](http://www.khanacademy.org/humanities/us-history/precontact-and-early-colonial-era/before-contact/v/native-american-societies-before-contact)

5. Begin a new section in your portfolio titled: Indigenous Peoples of North America. Record any facts and findings you deem significant as you progress through this section’s readings and assignments.



1. Iroquois Nations, c. 1142

2. Leaders from five Iroquois nations assembled around Dekanawidah c. 1570, French engraving, early 18th century.

## LESSON 2

1. We will now read about one of the nations that have long existed in North America, the Iroquois, or Haudenosaunee. Introduce *Peacemaker* by Joseph Bruchac. This story is set in the 14th century, southeast of Lake Ontario. It records the founding of the oldest living (or ongoing) participatory democracy in the world, a story that has been passed down through generation after generation of Iroquois storytellers. Read Chapters 1-4. Discussion prompts:

Describe the relationships between the tribes and nations surrounding Kanata.

Describe the scene where Tawis and Okwaho are attacked. How do you think you would have reacted if you were in their place?

Describe Okwaho and Tawis's attitudes toward Clouds Forming's challenges. How can this mindset reframe obstacles or hardship?

2. Using the map at the beginning of *Peacemaker* as your guide, mark the territories and lands of the five tribes that make up the Iroquois Nation near Lake Ontario on your map of North America. See left for reference.

3. Within the Indigenous Peoples section of your portfolio, create a section titled "The Iroquois Confederacy." Place all assignments related to the Iroquois and your readings in *Peacemaker* here.

4. The Iroquois game tewaraathon (mentioned on page 29 of *Peacemaker*) was played by many Native nations. Research the history of this game, and record your findings in your portfolio. What did tewaraathon eventually become? *Lacrosse*.

5. Begin working on a project from the Handicraft section.

## LESSON 3

1. Read Chapters 5-8 of *Peacemaker*. Discussion prompts:

Narrate the story "The Twins" as told by Okwaho's mother, Wolf Woman.

Long before the term "listen to understand" was coined, the Onandaga people practiced this art. Discuss the importance of listening for understanding and how it differs from listening for the purpose of debate. How did the Onandaga structure their culture to encourage listening? How had Atatarho strayed from this central practice?

Describe how anger grows inside Okwaho and changes the way he views everything around him.

2. Record your narration of "The Twins" in your notebook, along with a reflection on what this story tells us about the values and beliefs of the Onandaga people.

3. Learn more about how the longhouse was central to Iroquois life by watching "The People of the Longhouse" on the Nicholas Varga YouTube channel. Also, visit:  
[www.nysm.nysed.gov/exhibitions/ongoing/native-peoples-new-york/mohawk-longhouse](http://www.nysm.nysed.gov/exhibitions/ongoing/native-peoples-new-york/mohawk-longhouse).

4. Continue working on your handicraft project.

## LESSON 4

1. Read Chapters 9-12 of *Peacemaker*. **Parental Warning:** Chapter 10 tells the story of a grandmother repeatedly trying to kill her infant grandson through exposure because she believes he is evil. Sensitive students may find this disturbing. Discussing the following topics before this chapter is read may be helpful: the idea of unwanted children, the historical practice of exposing infants, and spiritual beliefs that include possession by evil spirits. Christianity was the first world religion to view children as inherently valuable and worthy of respect and care. Jesus' acceptance of children was revolutionary and countercultural to the ancient world's low view of the young. Discussion prompts:

The *Peacemaker's* birth contains several elements similar to those of the Biblical account of Jesus' birth: virgin birth, resurrection, child born as a gift from the Creator to bring peace to earth. These similarities are an example of "common grace," or the idea that God provides truth to all people in all cultures. Discuss these similarities in light of the view that all truth is God's truth. What are some key differences between the stories?

These chapters include stories that have been told for nearly a thousand years of Iroquois history. Choose one to narrate, and record it in your portfolio. Discuss why your choice stood out to you and what it tells us about the Iroquois people.

Discuss how hope calmed Okwaho's anger.

2. Continue working your way through the articles on Native American cultures from Khan Academy:  
[www.khanacademy.org/humanities/us-history/precontact-and-early-colonial-era/before-contact/v/native-american-societies-before-contact](http://www.khanacademy.org/humanities/us-history/precontact-and-early-colonial-era/before-contact/v/native-american-societies-before-contact)
3. Continue working on your handicraft project, or if you have finished, choose a new one.

## LESSON 5

1. Finish reading *Peacemaker*. Discussion prompt:

Embracing peace came at a significant cost to Hiawatha. Discuss how giving up his right to avenge his daughters' death and forgiving Atatarho was a sacrifice for a greater good.

2. Read more about the Iroquois League of Peace and how it helped shape the United States Constitution.  
[www.history.com/news/iroquois-confederacy-influence-us-constitution](http://www.history.com/news/iroquois-confederacy-influence-us-constitution)
3. Draw or paint a scene from a favorite story or event in *Peacemaker*. Add to the portfolio.