

How Do I Get the Most from This Curriculum?

Introduction

All American History, Volume II, is organized into thirty-two lessons, each of which is designed to provide a week's worth of instruction. However, the lessons on World War I and World War II are longer than the other thirty lessons; you may want to spend an extra week on one or both of those lessons or set aside more time for history during the week that you are working on those lessons. An additional four weeks (one at the end of each unit) can be devoted to unit reviews, field trips, and/or completion of special projects.

Both volumes of *All American History* have been designed with the following unique features:

- Adaptability for both younger students and high school students
- Both hands-on activities and strong, challenging content
- Emphasis on social *and* cultural history
- Interactive forms to be used while reading and teaching the lessons
- Context for each lesson provided in the Atmosphere section of each lesson
- Weekly summation of the important points of each lesson

How Do I Use the Student Reader?



The *Student Reader* is designed to be used in tandem with the *Student Activity Book*. Whether the student reads the lesson in the reader independently or has the material taught or explained to him by a teacher, he should be encouraged to work on that lesson's corresponding *forms* (not the For Review or For Further Study questions) in the *Student Activity Book* as he processes the information in the reader. Completing these forms while being introduced to the material in the *Student Reader* provides practice in "note-taking" and helps the student analyze and retain the material better. In the section "How Do I Use This Curriculum with My Co-op?" below, you will find more details concerning how to present the lessons in the reader to students with auditory and kinesthetic learning styles. A strong reader should not struggle with mastering the information in the *Student Reader* and the accompanying pages in the *Student Activity Book*.

How Do I Use the Student Activity Book?



The *Student Activity Book* is not optional. Filling out the forms designed for each lesson will not only improve the student's understanding and retention of the material he has read (or been taught), but it will also provide him with additional information not found in the *Student Reader*. The For Review questions for each lesson (found after the forms in the *Student Activity Book*) were also carefully crafted to ensure that the student has mastered the important information for that lesson.

At the end of each of the thirty-two lessons, the *Student Activity Book* lists four For Further Study questions. In the Section Four answer keys of this *Teacher's Guide*, you will find a great deal of information related to these projects — in other words, the answers! Even if you do not assign these projects to your student, plan on reading the information in Section Four, under “For Further Study Questions and Answers,” for each lesson. *A wealth of interesting historical details is contained in this section, much of which you could share quickly and easily with your child if he is not attempting to research the For Further Study Questions on his own.*

How Do I Use the Teacher's Guide?



This *Teacher's Guide* is a tremendous resource, and the wealth of ideas that make this curriculum complete, memorable, and fun can ONLY be found in this *Teacher's Guide*.

Section Two, Teaching Resources, contains the following information, broken down unit by unit:

- Project Possibilities that can be ongoing for the entire eight weeks
- Book List Reminder
- Timeline Dates
- Mapmaking Reminder
- Review Games
- Family Activities
- Checklists

Section Three is filled with annotated book lists of both fiction and nonfiction reading for the primary, middle, and secondary levels. This section is also divided into four units.

Section Four consists of the answers to the For Further Study questions in the *Student Activity Book*, as well as suggestions for adapting these questions for younger students.

Section Five provides the answers to the *Student Activity Book* forms and maps and the For Review questions.

Section Six has eleven optional, reproducible forms that your students can use to guide them into further research about significant topics.

Section Seven contains all the reproducible images needed for the *Student Activity Book* forms. These images may also be used for your timelines or review games, or for making other projects/notebooks.

How Do I Use This Curriculum with Sixth – Eighth Grade Students?



This curriculum was created to be used with middle school/junior high students (sixth–eighth graders). However, students in these grades possess a wide range of abilities and a variety of learning styles. The older and more capable the student, the more you should expect in terms of comprehension and retention of the information in the *Student Reader*, degree of completion of the *Student Activity Book* pages, and tackling of the For Further Study questions. Many students in this grade range have become excellent independent readers, but others still struggle with reading on their own and become easily discouraged without verbal interaction and/or hands-on activities. *All American History* was developed to offer learning opportunities to visual, auditory, and kinesthetic learners. Please remember that this is also a high school level course; therefore, be discerning in how much you assign to your sixth–eighth grade student.

How Do I Use This Curriculum with High School Students?



All American History, Volume II, is a rich, in-depth course for high school students. For your student to earn an American History high school credit, my recommendations would be to:

- Assign the majority of the For Further Study questions in the *Student Activity Book* (found at the end of each lesson)
- Accomplish some of the Project Possibilities listed in this *Teacher's Guide*
- Require the use of some of the optional forms in the *Student Activity Book*
- Compile the For Review questions (or selections from those questions) in the *Student Activity Book* to use for tests

How Do I Use This Curriculum with Younger Students?



Even though *All American History, Volume II*, was designed with middle school/junior high students in mind, a homeschooling family should find many activities and projects for younger students in the *Teacher's Guide*, as well as fun learning experiences for the entire family. It is important for you to realize that the *Student Reader* was not designed to be read word-for-word to younger children (unless they are gifted and working above grade level). However, much of the information in the reader lessons *will be* very interesting to them if shared in a simple storytelling fashion. The teacher or an older child can re-tell or narrate the lesson to younger students, concentrating on the important people and events and showing them the pictures in the *Student Reader* for that lesson.

You may decide, however, not to narrate the *Student Reader* to your younger students. Rather, you may choose to have them read books related to the topics in the *Student Reader*, while their older sibling(s) are studying the *Student Reader*. For each of the four units, you will find in this *Teacher's Guide* lists of individuals for whom you can find biographies. You will also find annotated reading lists for younger, middle, and high school students. If your younger child enjoys reading or being read to, you should easily be able to locate more than enough books from the library to keep him and/or you busy for the eight weeks of each unit. Don't worry about covering all the people and events found in the *Student Reader* and don't worry about whether your reading is perfectly chronological. Just concentrate on making learning history enjoyable; awaken your younger student's appetite for further study of American history in the years ahead.

If a younger child likes to write or do things with his hands, he may enjoy cutting out the images and flags in the *Student Activity Book* and placing them on the correct forms while an older sibling completes the forms. (Section Seven of this *Teacher's Guide* has all the images for the forms, so you could easily copy some for a younger student.) The younger child doesn't have to fill in all the blanks on the form — just a few of the more important ones. Many younger children would enjoy using colored pencils to draw on the maps found on the back of many of the forms or using a children's atlas to find major places mentioned in the lessons.

Section Four of this *Teacher's Guide* also has lesson-by-lesson suggestions on how to adapt the For Further Study questions for use with younger children. Your older students may enjoy sharing with their younger siblings some of the information that they are learning in these projects. Each lesson also has at least one suggested Family Activity. All of these were designed particularly with the younger members of the family in mind.

How Do I Use This Curriculum with My Family?



The first day or two of each lesson should be spent digesting the information found on the week's topic in the *Student Reader*. Older students will probably be able to read and understand the information and complete the corresponding forms in the *Student Activity Book* on their own. These forms were intended to be used as the student is reading/hearing the information from the *Student Reader*. (If younger chil-

dren in the family are included in the unit study, the parent should read carefully the previous section on how to use this curriculum with younger students.)

Following the completion of the lesson's required forms, the student can check to see how well he has mastered the material by tackling the lesson's For Review questions. You will probably also want to add the Timeline Dates (which can be found for each unit in Section Two of this *Teacher's Guide*) to your family timeline.

If your state requires a portfolio, a notebook containing the required forms as well as any additional maps, timelines, and your student's Native American and African American notebooks would make excellent portfolio additions.

The remainder of the week should be devoted to other projects chosen by the student and/or parent. Each of the thirty-two lessons in the *Student Activity Book* contains four For Further Study questions related to that week's topic. Some of these projects are research-oriented, whereas others are more hands-on activities. Choose which projects you wish to pursue each week. Providing your junior high student with an opportunity to try his hand at some historical research would be of great benefit to him. If you have younger students, you may choose to use the adaptations of the For Further Study questions created just for them. A high school student should usually do all four of the For Further Study questions every week. To make your job easier, the information that should be gained from working on these questions is included in the For Further Study answers in Section Four of this *Teacher's Guide*. If time does not allow for completion of all four of the For Further Study questions, your student would certainly profit from hearing or reading the brief account of the historical details contained in these For Further Study answers.

The *Teacher's Guide* also contains Project Possibilities that span the entire eight weeks of each unit. If you have children who love to read, supply them with a stack of biographies or historical fiction for each time period. My daughter, who is a voracious reader, read biographies of all the presidents and many other important American historical figures. You might also pick a family read-aloud book for each of the units. Even if your child is not a big reader, try to get him to read at least several books for each eight-week unit. He doesn't have to pick large volumes; I have learned many fascinating historical facts from short biographies and works of nonfiction, and the illustrations and photographs in such books are usually wonderful.

If you have younger children or children who enjoy hands-on learning, look specifically at Lessons 15, 16, 31, and 32 and plan opportunities for them to do some cooking, to listen to music, or to look at paintings. There are also a number of hands-on activities scattered throughout the For Further Study questions in each unit. Don't be afraid to let them write a play or videotape a news report or come up with some other creative way to use the information that they are learning. Some of our most precious homeschooling memories as a family resulted from such attempts.

At the end of each unit you may choose to insert a *bonus* week before beginning the next unit's lessons. This ninth week could be used for field trips, watching related movies, and finishing projects or adding to notebooks. Planning for this *bonus* week is a wonderful stress reducer and provides *catch-up* time if there has been any sickness or other reasons why your student might be behind.

How Do I Use This Curriculum with My Co-op?



The co-op class for which I developed this curriculum met once a week for an hour. During that time period, I shared with the students most of the information found in the *Student Reader* for that week's lesson. I did not read it to them word-for-word. Rather, I attempted to share it with them in a storytelling fashion. Although I didn't memorize the facts of the lesson, I was familiar enough with them that I could tell the story in my own words.

I also tried to make my presentation interactive. Instead of doing all the talking, I came up with questions to get the students involved in discovering some of the information on their own and in forming opinions about what they were learning. I also had them working on their *Student Activity Book* forms in class.

As I talked about a president, students were cutting and pasting his picture to his form and filling in the information about him. I discovered that I didn't need to be afraid to let my students do something with their hands while I was telling the story. This multi-sensory approach really seemed to solidify their understanding of the information that I was sharing. Years later, my son can remember almost everything he learned using this hands-on approach.

During our class time, I also brought in many pictures and photographs to make what we were discussing more real to my students. If I had been teaching just my own child at home, I might not have gone to the trouble of doing that. However, for a classroom of students, I made the effort—and it was well worth it. Looking at the visual depictions of the material that we were studying always raised further questions or provoked other insights, and I ended up learning from my student's reactions to the images. We also did map and timeline work in class.

In some of my co-op classes, we did the For Review questions in the *Student Activity Book* together as a class. One group in particular loved doing this. With other groups, I assigned the For Review questions for them to do at home, and then we went over them as a review at the beginning of the next class period. I have also used the unit Review Games found in the *Teacher's Guide*—sometimes with teams, depending on the size of the group, and sometimes with the opportunity to earn little treats. This is always a big hit!

During the four days that my co-op students were at home, they were encouraged to choose at least a couple of related projects to work on (either from the lesson's For Further Study questions or from the Project Possibilities listed for the unit in the *Teacher's Guide*). In the co-op situation in which I taught, the responsibility for monitoring the students' progress in their work at home was left with their parents. However, I always encouraged my students to bring to class any of their projects that they would like to show me, and I occasionally offered some kind of reward for them to do so. I also planned a special co-op field trip or activity for each of the units.

How Do I Use This Curriculum with My Classroom?



Most of what I shared concerning the co-op classes that I taught would apply in this context as well. The major difference is that you (the classroom teacher) will be supervising the projects that your students work on, rather than their parents at home. You will also have to come up with a means of grading their work. The following are some of the decisions that you will have to make.

- Will you require your students to do any reading other than that from the *Student Reader*? If so, will you require biographies, historical fiction, nonfiction, or a combination? How much reading will you require them to do, and how much choice will you give them in what they pick to read? How will you hold them accountable for what they read—will you have them write a report, give an oral presentation, do a poster, or create some sort of art project?
- Will you require your students to construct any of the suggested notebooks—Native American or African American? If so, which ones? Will you assign any creative writing projects? Will they work on these individually or in groups?
- Will you require your students to do any of the For Further Study questions? If so, how many? Will it be the same number for each lesson?
- Will you assign the same project(s) to the entire class or will you allow the students to individually choose which of the Project Possibilities they would like to do?
- Will you plan review games for the class, or does your schedule allow for field trips or special historical days—complete with food and other hands-on activities?
- Will you give tests on the material? If you desire to do so or are required to do so, the review activities in the *Student Activity Book* would provide a rich resource for test questions.

There are dozens of possible combinations of projects and activities that you could choose for your classes. As their teacher, you'll be the best one to determine which activities are chosen and in what order they are accomplished. That said, here are two *possible* schedules:

Option One

(for classes that meet five days a week)

- Monday — Students read to themselves from the *Student Reader* and/or participate in teacher-led discussion of the information contained in the *Student Reader* along with work on the corresponding forms (including maps) in the *Student Activity Book*
- Tuesday — Timeline Dates and the For Review questions
- Wednesday — Reading day (allowing them time to read supplemental books relating to the time period for that unit or lesson)
- Thursday — For Further Study questions and Review Games
- Friday — Testing day (if you are required to test) and/or more supplemental reading time

Option Two

(for classes that meet three days a week)

- Monday — Students read to themselves from the *Student Reader* and/or participate in teacher-led discussion of the information contained in the *Student Reader* along with work on the corresponding forms (including maps) in the *Student Activity Book* and adding Timeline Dates
- Wednesday — For Review questions, additional reading, begin For Further Study questions
- Friday — Finish For Further Study questions, additional reading, and/or Review Games, testing day (if required)



Detailed Instructions

Forms



This curriculum was developed with the intention of having the students complete the forms in the *Student Activity Book* while reading and studying the lessons in the *Student Reader*. All the information that I have requested from the students for these forms is included in the lessons of the *Student Reader*. If the information is not included in the *Student Reader* or is not specific in the text of the *Student Reader*, then that space on the form is filled in for the student. *These forms are NOT intended to be used as quizzes or tests, only as multi-sensory reinforcement of the information from the lessons.* They are also great practice for note-taking.

Optional Forms



In Section Six of this *Teacher's Guide* as well as in the *Student Activity Book*, there are eleven additional forms that may be photocopied repeatedly. Filling in the Notebook Timeline form is one option for your student to use in creating a timeline. The other forms can guide your student in doing additional research and/or creating notebooks. The Optional Forms include:

- Notebook Timeline
- Native American Tribe
- Native American
- African American
- United States President
- Civil War Battle
- World War I Battle
- World War II European Battle
- World War II Pacific Battle
- Korean War Battle
- Vietnam War Battle

Images and Flags



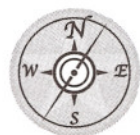
The *Student Activity Book* forms were designed to allow removal of the pages from the binding and placement in a three-ring binder, if so desired. The images and flags to be glued onto these forms are all included in the back of each *Student Activity Book*. For ease of cutting, I have placed the images and flags in order, starting at the bottom right-hand corner and moving up each column, right to left. These images are in the exact order that they will be used, and some students will begin to recognize this pattern. You will also

notice a thin, black line in the space between a few of the images. This line indicates the last of the images for one unit and the first of the next unit.

A majority of the images included in both the *Student Reader* and the *Student Activity Book* were obtained from either the Library of Congress or the National Archives. I have included the reproduction numbers or call numbers in the credit lines of each of these images. If you are interested in doing further research on these topics, both the Library of Congress and the National Archives contain a vast array of visual resources (many of which are available online) that can be searched topically or by these reproduction or call numbers.

All the images and flags have also been included in the back of this book for your use. Feel free to photocopy them before cutting and use them for review games, flashcards, or replacements for your students. Please note that I have chosen to use current flags to represent the countries that were involved in wars and not historical flags of those countries, unless no current flag exists. This was done solely for ease of visual identification.

Maps



There is a map on the back of most of the required *Student Activity Book* forms. Some of these maps are to be completed to match the corresponding maps in the *Student Reader*. However, maps on the back of the president forms, the states and capitals review maps, and the presidents review maps are to be completed using different directions, which can be found on each individual map.

A legend box has been included on each of the maps so that your student can choose colors and/or patterns to express information as desired. Additional blank maps might be helpful for reviewing the location of cities and countries, states and capitals practice, and illustrations for optional For Further Study questions. Blank maps are also handy for younger students who enjoy coloring, for kinesthetic or visual learners, and for students desiring to do more hands-on projects.

Book Lists



Books can really make history come to life for students of all ages! We have done the work for you in finding a plethora of books. These extensive, annotated book lists are found in Section Three, listed by unit and then by primary, middle, and secondary grade levels. Enjoy yourself—read aloud with your students as much as is reasonably possible. Make a point of finding attractive, well-illustrated books for your visual learners. Find books-on-tape for the auditory ones. While none of these books are required, they will add depth to your studies.

Timelines



In this *Teacher's Guide*, Timeline Dates are listed, by unit, in Section Two, Teaching Resources. Section Seven, Images for Required Forms, of this book contains many images that are perfect for timelines, as well as for the optional Notebook Timeline form.

Timelines are especially useful for:

- Seeing the events of history in a graphically organized fashion
- Seeing the events of history at a glance
- Seeing relationships between people, places, and events
- Making an abstract concept concrete
- Visual learners
- Kinesthetic learners as they construct their timeline
- Reinforcing the information being studied

There are a number of methods for recording timelines. Here are a few examples:

- On strips of paper along a wall
- On poster board or science project boards
- On a laminated Timeline of World History
- On index cards

Another option (especially appealing to older students) is to have the student create a notebook-style timeline. To that end, we have included in this *Teacher's Guide* a notebook-style timeline form.

An extremely useful website for seeing photos of a variety of timeline styles is www.homeschoolinthewoods.com by Amy Pak, whose illustrations are used in *All American History, Volumes I and II*.

Additional Resources: Atlases, Maps, and Timelines



All the following atlas, map, and timeline resources are recommended by and available from Bright Ideas Press.

Atlases

Choose the ones that are right for your students. Both a world and a USA atlas are necessary.

- *Rand McNally Children's Illustrated Atlas of the World* (grades 4–8)
- *Rand McNally Answer Atlas* (world atlas) (grades 8–12)
- *Rand McNally Premier Atlas* (world and USA) (grades 9 and up)
- *Rand McNally Children's Illustrated Atlas of the United States* (all ages)
- *Rand McNally Historical Atlas of the United States* (optional but highly recommended for grades 7 and up)

Outline Maps

- *Uncle Josh's Outline Map Book* (includes world maps as well as maps of each state)
- *Wonder Maps: Maps for all Ages CD-ROM* (print out maps as you need them)
- Blank, laminated, oversized USA map
- Blank, laminated, oversized world map

Timeline Resources

- *History through the Ages: America's History* timeline figures by Amy Pak — available in both a cardstock version and a CD-ROM version.
- Laminated Timeline of World History

