A Literature Approach
Designed for Grades K-3rd

WELCOME TO EARLY AMERICAN HISTORY: A LITERATURE APPROACH

It is our best hope you will enjoy this study of early American history as you introduce your student to the wonderful literature choices available on the discovery, settlement, development, and birth of our nation. The study contains literature arranged chronologically as well as book suggestions for further exploration.

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Welcome to *Early American History: A Literature Approach*

“Following the light of the sun, we left the Old World.”
–Christopher Columbus

Our *Early American History: A Literature Approach* is a read-aloud program built upon the philosophy of Charlotte Mason. Thus, the living-books in this study have been chosen for their recognized place in the canon of children's literature, their artistic beauty, and the sheer pleasure they bring children. At Beautiful Feet Books we ascribe to the maxim of Benjamin Franklin, "God governs in the affairs of men," and we attempt to select books that reflect that sentiment. It is our hope that this guide will bring delight to your study of America's remarkable saga and will help build a lifelong love of learning in your students.

**HOW TO USE THIS GUIDE**

This guide is organized into individual lessons allowing the teacher to decide whether to complete the study in one or two years. If one completes three lessons per week this study will take one full school year. Thus if one completes one to two lessons per week, or three lessons every two weeks this study will be completed in two years. As this program is designed for very young students, we suggest, for the pleasure of the teacher and student alike, two years be taken to complete this study of early American history.

Various lessons will include additional notes, suggestions, or recommendations for further study. These notes will always refer to books or websites that are not required for this study but can be utilized for further study, should you choose to delve into a subject beyond the required materials. Parental supervision is always recommended when accessing the internet.

This study is designed to include a student composition notebook where all the student’s work including pictures, maps, reports, poetry, and copy work is recorded. We suggest the notebook be sewn bound with lined pages to ensure neat penmanship and presentation. This notebook approach is based upon the Charlotte Mason method of education: **reading, reasoning, relating, recording**. As each work
of literature is read, students then discuss with the teacher what they are learning. Socratic questions help the students understand the cause and effect relationship between ideas and events. These thoughts are then expressed freely through discussion. Comprehension questions offered in the guide will help spur these discussions. Once a topic has been discussed, students are sometimes asked to relate aloud, in their own words, what they have learned. This is an important step in building skills of narration and must precede any request on the part of the teacher for the student to then record in their notebook what they have learned. While this process may proceed slowly at first, as the student becomes accustomed to the four steps, it will become natural and enjoyable as proficiency is acquired. The notebook is thus designed to complete the last step in the process—recording of the students work. When working with very young students, teachers can help with writing passages in the notebook. Copy work will include seminal passages, quotations, Bible verses, and proverbs from the literature.

Throughout the guide the student will be required to color certain pictures and paste them in their notebook. This refers to the black and white pictures found in the d'Aulaire titles as well as various other titles. These can be obtained by downloading the Picture Packet we have made available on our website: www.bfbooks.com. One can easily download the Picture Packet and print the pictures as needed. Some resizing may be necessary. We suggest using fine art quality colored pencils such as Prismacolor or even watercolors. These pictures should all be pasted into the notebook using rubber cement.
Early American History
A LITERATURE APPROACH

We Are Made For A Unique Purpose

"Before I formed you in the womb I knew you, and before you were born I consecrated you." –Jeremiah 1:5

"For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them." –Ephesians 2:10

Lesson 1

1. Introduce and discuss the belief of a unique purpose. Have student copy above verses into notebook and make fingerprints around the page as an example of their uniqueness.

2. Introduce Leif the Lucky by Ingri and Edgar Parin d'Aulaire. Read pages 1 thru 13.
   a. Discuss Leif Erikson's uniqueness and his important discovery of the North American continent about 1000 A.D.
   b. Discuss how Leif's father was a strong and mighty chief but very hot tempered (see Proverbs 16:32).
   c. It was superstition which led people to believe that evil spirits caused earthquakes and volcanos. Discuss the concept of superstition.
Lesson 2

1. Discuss unique characteristics which set each person apart from others (fingerprints, voice, hair and eye color, personality). Think of some examples in nature (snowflakes, leaves, flowers).

2. From Picture Packet, paste the picture of Erik the Red into notebook. Title it, "Erik the Red, Leif's father, sails to Greenland." Color picture.

Self-Control

"He that is slow to anger is better than the mighty; and he that rules his spirit than he that takes a city." –Proverbs 16:32

"For the grace of God has appeared, bringing salvation to all men, instructing us to deny ungodliness and worldly desires and to live sensibly, righteously and godly." –Titus 2:11-12

Lesson 3

1. Look up and define self-control. Have student copy definition into notebook. As student progresses through the study note when individuals demonstrate self-control and when they lack this virtue. Note the rewards of self control and the consequences of a hasty spirit.

2. Read pages 14 thru 25 of Leif the Lucky. Is Leif Erikson a good example of self-government?
   a. Leif becomes strong and cunning, swift as an arrow, and quiet as a mouse. Discuss the discipline needed to develop these qualities.
   b. Even as a young man Leif is so skilled in navigation he sails his own ship to visit the King of Norway. This is the fruit of his discipline.
   c. Leif shows forethought and respect for protocol when he comes prepared with rare gifts for the king. What gifts does Leif bring?
   d. Leif remembers the counsel of his father as he waits until the King has eaten (Proverbs 1:8-9).
   e. Leif grooms himself before entering the King's presence.
   f. When the King sees how Leif is well-mannered, he invites him to stay in court. Contrast this with the humiliation of the gluttonous man.
Lesson 4

1. Discuss Proverbs 1:8-9 and Proverbs 22:29. What principles do these passages address? Have student copy them into notebook.

2. From Picture Packet paste picture of Leif with white bear cub into notebook. Title it, "Leif enters the King's court." Color picture.

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**Christian Virtue**

"And not only that, but we also glory in tribulations, knowing that tribulation produces perseverance; and perseverance, character; and character, hope." – Romans 5:3-4

"I have shown you in every way, by laboring like this, that you must support the weak. And remember the words of the Lord Jesus, that He said, 'It is more blessed to give than to receive.'" – Acts 20:35

"Do to others as you would have them do to you." – Luke 6:31

"Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think on such things." – Philippians 4:8

Lesson 5

1. Introduce the principle of Christian Virtue. Discuss ways in which we can practice virtuous behavior each and every day.

2. Read pages 26 thru 36 of *Leif the Lucky*. How is Leif an example of Christian Virtue?
   a. Leif is an example of diligence and industry as he seeks to sail non-stop from Norway to Greenland.
   b. Leif demonstrates brotherly love in rescuing the shipwrecked people and their goods.
   c. Leif is an example of faith and steadfastness as he is faithful to preach the gospel all over Greenland.
Lesson 6

1. Look up and discuss the following scriptures:

2. From Picture Packet paste picture of Leif at bow of ship into notebook.
   Title it, "Leif discovers North America around 1000 A.D." Color picture.

Conscience

"The goal of this command is love, which comes from a pure heart and a good conscience and a sincere faith." –1 Timothy 1:5

"So I strive always to keep my conscience clear before God and man." –Acts 24:16

Lesson 7

1. Introduce the principle of Conscience. Our conscience is the God-given principle within us that helps us decide whether an act or thought is good or evil. Discuss conscience.

2. Read pages 37 thru 48 of Leif the Lucky.
   a. What goods did the Vikings trade with the Native American Indians?

3. The Vikings established a colony in North America but because they feared the Native American Indians, they eventually abandoned it. How would history be different if they had remained?

Reconstruction of a Viking house in Sweden
Lesson 8
1. Discuss the value of conscience as our most important possession.
2. Have student record first stanza of "The Conscience Poem" into notebook.
3. From Picture Packet, paste picture of Leif shaking hands into notebook. Title it, "Leif sends first colonists to the New World." Color picture.

Lesson 9
1. Finish reading Leif the Lucky. Discuss the abandonment of the colony. We will contrast this to the Pilgrim colony later.

Lesson 10
1. Discuss Leif Erikson's accomplishments despite his limited resources. Is Leif a good example of a Christian leader? Was he brave, obedient, helpful, and diligent in spreading the gospel? Visit www.history.com/topics/vikings-history for more information, pictures, and videos about the Viking way of life. As always use parental supervision when accessing the internet.
2. From Picture Packet, paste picture of Indians watching the Viking ship leave into notebook. Title it, "Vikings return to their homes in Greenland." Color picture.
3. Have student record second stanza of "The Conscience Poem" into notebook.

The Conscience Poem
I have a still small voice
To guide me on my way
As I read and know God's Word
It grows brighter every day
Of all I have or own
Its worth is far above
By its light I understand
God's justice, truth, and love
To its heavenly light
Faithful and true I must ever be
And this is the confidence I will have
That God is pleased with me.