

History

U.S.

SAMPLE





About the Course

Get to know the diverse people who inhabited North America before Columbus arrived. Learn how they used what was available around them for food, shelter, clothing, and protection. Observe their customs and hear their stories.



Scheduling

GRADE	SCHEDULE INFO.	BOOKS
1	History: Grade 1 (U.S.) 1 time/week 10 min	Frozen Land Hiawatha and the Peacemaker Itse Selu: Cherokee Harvest Festival Moonstick: The Seasons of the Sioux Tales the Totems Tell The Book of Indians The Very First Americans

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
History: Grade 1 (U.S.)				
	History: Grade 1 (U.S.)			



Planning & Prep

Permission to print for non-commercial use. See Alveary group use policy to use lessons in a group context.

LINKS: Click text or scan the QR code in the top corner of the lesson plan pages to view online resources associated with the lessons.

Responsibility for previewing all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by contacting us through our website.

History: Grade 1 (U.S.)

NOTE: Hiawatha & the Peacemaker contains some illustrations that sensitive children may find scary; however, this book is very important, as it tells the traditional legend of how the Iroquois Confederacy (which heavily influenced the American Founding Fathers) was formed. Preview the book and decide if there are pictures you would rather your student(s) not see.

Go through the lessons and decide if you want to print the images provided in the links. Store these with lesson plans for easy access.

Number the pages (starting with the first page of text) in The Very First Americans, Frozen Land, Moonstick, Hiawatha & The Peacemaker, and Itse Selu.

Print the PDFs linked below in Quick Links for Tales the Totems Tell and The Book of Indians, Chapter IX.



Books & Resources

For book rationales and purchase options, click the Book List link or scan the QR code below.

∞ [View Book List Details](#)

History: Grade 1 (U.S.)



Frozen Land



Hiawatha and the Peacemaker



Itse Selu: Cherokee Harvest Festival



Moonstick: The Seasons of the Sioux



Tales the Totems Tell



The Book of Indians



The Very First Americans



Supplies

For supply list details and basic supplies helpful to have on hand, click the links or scan the QR code below.

∞ [View Basic Supplies](#)

(No Subject Supplies Assigned)



Quick Links

History: Grade 1 (U.S.)

- ∞ [Extra Helpings](#)
- ∞ [Tales the Totems Tell](#)
- ∞ [The Book of Indians](#)
- ∞ [Outdoor Work](#)
- ∞ [Foundations \(See Section 15: History\)](#)

Click THIS text or scan the QR code for links.



History: Grade 1 (U.S.)

How To Teach



Prepare

- Read through the lesson and gather any materials or find any necessary links.
- If you have not already read the book, you may want to read the selected pages in advance.



Recap

- Connect to previous lessons by asking students to recall where they left off.
- If students have difficulty recalling, teachers might try showing them a picture from the reading, sharing something the teacher remembers, or prompting them with the first sentence of the last reading. This will often refresh their memory enough to allow them to recall.
- If students still cannot recall anything from the last reading, teachers might consider continuing anyway (with a shorter reading this time) or repeating the previous lesson, depending on the reading and the nature of the book.



Introduce

- Use a picture, map, or engaging question to pique the student's interest in the day's lesson.
- If necessary, you may talk about one or two unfamiliar words that will be crucial to understanding.



Read

- Read the day's passage out loud. When reading to pre-readers, point to the words as you read, even if it seems like they aren't paying attention.
- Move at the student's pace for the lesson time rather than a particular number of pages. It is vitally important that teachers not try to 'force feed' a student more than they can consume in one sitting.
- Students who have a difficult time sitting still or listening may benefit from a fidget of their choice, such as a piece of putty or clay or an afghan; flexible positioning, such as a wobble seat or inverted sitting; or sensory modulation, such as a weighted vest or blanket or adjustment of light, temperature, or sound.



Narrate

- Have students retell the passage orally.
- Alternatively, learners may use words, pictures, Legos, dolls, etc., to process and convey ideas in the manner most natural to them.
- Teachers may take turns to model.
- Narration is a complex skill requiring the coordination of several parts of the brain. If a student struggles to narrate in general, with a specific subject or book, or on one day but not others, then this is an opportunity to learn. Observe when they struggle with this or any other activity today. Notice facial expressions and body language; listen to what they say about why it is hard or how they feel about it. Take note of these observations for later, tell them that you see how hard they

are working, and then offer whatever support they need to end on a positive note. If necessary, take a break for the day.



Discuss

- Give the student an opportunity to share thoughts on the lesson and any connections made.
- To stimulate discussion, you could ask them what they thought about the passage or ask an open-ended question.

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History: Grade 1 (U.S.)

[Click THIS text or scan the QR code for links.](#)



Term 1

WEEK 1 10m History: Grade 1 (U.S.) - Lesson 1

The First Americans

Materials: The Very First Americans, Globe

→ INTRO

Point to Iraq (Tigris and Euphrates Rivers) on a globe. This is where the Garden of Eden is believed to have been. From there, where could people spread out and walk as the population grew? Point to North America. Could they walk here? How do you think they might have gotten here?

→ READ, NARRATE, & DISCUSS

p.1 "Long, long ago" - "The name stuck."

→ LOCATE

Find the Bering Strait on the globe.

● **ILLUSTRATE** - Draw a scene from the story using watercolor or another medium such as chalk, pastels, or crayons.

WEEK 2 10m History: Grade 1 (U.S.) - Lesson 2

People of the Tundra

Materials: Frozen Land, Globe

→ RECAP

What do you remember from what we read last time?

→ INTRO

When the first people came to America, some stayed in the frozen north (see picture). Humans need food, water, shelter, and clothing to survive. How might you get these things if you lived here? Find the Hudson Bay on a globe. This is where our story takes place. Is it near where you live?
∞ Image Link: Frozen Tundra

→ READ, NARRATE, & DISCUSS

p.1-8 "As the sun" - "be a fish."

★ **TEACHER TIP**
Students should also be encouraged to narrate using Legos, puppets, or by acting out the scene.

WEEK 3 10m History: Grade 1 (U.S.) - Lesson 3

Caribou and Other Animals

Materials: Frozen Land

→ INTRO

What kinds of animals do you think live near Kenalogak? What do you think they might eat?

→ READ, NARRATE, & DISCUSS

p.9-16 "Kenalogak loves" - "the wolf skin."

● **ILLUSTRATE** - Draw a scene from the story using watercolor or another medium such as chalk, pastels, or crayons.

● **NATURE NOTEBOOK**
Prompt in Outdoor Work Quick Link: Go to a natural area near your home. Imagine you are a Native American living in that place. Notice what is around you. How would you find or make food, water, shelter, and clothing so you could survive?