

America: Our Stories, Volume I

Narration Notecards

by Katie Thacker



ISBN 978-1-61634-628-7



Book-specific narration prompts for first grade
through high school—at your fingertips!

Narration Notecards: America: Our Stories, Volume 1: First Peoples to 1812
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ISBN 978-1-61634-628-7 printed
ISBN 978-1-61634-629-4 electronic download

Published by
Simply Charlotte Mason, LLC
930 New Hope Road #11-892
Lawrenceville, Georgia 30045
simplycharlottesmason.com

Printed by PrintLogic, Inc.
Monroe, Georgia, USA

SAMPLE

How to Use Narration Notecards

1. Read aloud a chapter from the book or assign it as independent reading.
2. Grab the narration notecard for that chapter and select a narration idea from the list on the front or let your student choose one.
3. Give your student the notecard to look at while narrating orally or in writing. The word bank of people, places, dates, and vocabulary on the back will help with spelling and details.

More Narration Notecards Ideas

- Choose a few key words from the back of the notecard to highlight before you read. Write those words in a visible location and instruct your student to listen/read attentively for them. Define the chosen words if necessary.
- Use a map to look up any of the places listed.
- Use the dates to prompt Book of Centuries entries.
- Add any other words from the reading that your student would like to see spelled.

Choosing a Narration Prompt

The narration ideas are listed from easiest to hardest on each card. Select one of the prompts for your student: 1. Beginner, 2. Intermediate, 3. Advanced.

1. Beginner prompts are designed for beginner narrators of all ages. Older beginners may start by telling their narrations and can gradually move to writing their narrations as they become comfortable.
2. Intermediate prompts are designed for students in grades 4–12 who have had some experience narrating. Narrations should be a variety of written as well as oral. Students at this level can be assigned either the Beginner or Intermediate prompts as desired throughout the year.

3. Advanced prompts are designed for fluent narrators in approximately grades 7–12 who are ready for more. Use Advanced prompts to raise the bar on their narrations as they move into high school, but feel free to assign any prompt on the card as desired. Many narrations will be written; continue to ask for some oral.

Narration Notecards Tips

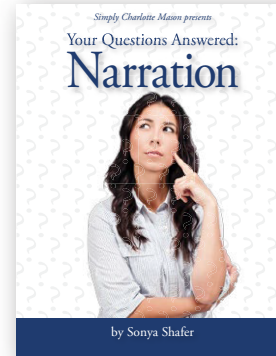
Important! The narration cards are to be used as a springboard for telling or writing narrations. Please do not burden your young student by insisting that he must use every word on the card.

For students experienced in oral narration, we recommend about

- 1 written narration per week for 4th grade; the rest oral.
- 2 written narrations per week for 5th and 6th grade; the rest oral.
- 3 written narrations per week for 7th and 8th grade; the rest oral.
- 4 written narrations per week for 9th and 10th grade; the rest oral.
- 5 written narrations per week for 11th and 12th grade; the rest oral.

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For more narration ideas, refer to

*Your Questions Answered:
Narration*

by Sonya Shafer



simplycm.com/narration-qa

Chapter 1

An American Day: The Geography of the United States

1

Narration Ideas

1. Tell all you know about the geography of the United States.
2. Write a short poem or a song about the landscapes of America.
3. Using an atlas or the internet (with parent permission), look up each of the locations mentioned in the chapter and label a blank map of the United States.

 **Places:** Washington State; Rocky Mountains; Mississippi River; Dakotas; Florida Everglades; Atlantic Ocean; Maine; Cadillac Mountain; Boston; New York City; Philadelphia; Key West; Florida; Alaska; Hawaii; Newfoundland; Alabama; Appalachians; White Mountains; Berkshires; Alleghenies; Blue Ridge Mountains; Catskills; Great Lakes; Gulf of Mexico; Great Plains; Minnesota; Northwest Angle; Lake of the Woods; Lake Itasca; Louisiana; Lebanon, Kansas; Wyoming; Yellowstone National Park; Isa Lake; Continental Divide; Pacific Ocean; Rockies; Montana; Idaho; Colorado; New Mexico; Mexico; Great Basin; Sierra Nevadas; Mt. Whitney; Death Valley; San Diego; Los Angeles; San Francisco; Seattle; Cape Flattery

 **Vocabulary:** continent, contiguous, coral reef, delta, bison, geyser, summit

Chapter 2

Until 1491: The Native Americans

2


Narration Ideas

1. Tell all you know about the people who lived in the Americas before 1492.
2. Describe with detail at least two different types of buildings you learned about in this chapter and the people who lived in them.
3. Write five interview questions you would ask an early Native American about his or her daily life.

 **People:** Puebloans, Christopher Columbus, Mississippians, Native Americans

 **Places:** New World; Utah; “Four Corners”; Arizona; New Mexico; Colorado; Chaco Canyon; North America; Mississippi River; St. Louis, Missouri; Cahokia; London; Ohio; Serpent Mound; Colorado Desert; California; Wyoming; Bighorn Medicine Wheel; Atlantic Ocean; Great Plains; Great Lakes

 **Dates:** 1492, 1800s, 1200s, 14th century

 **Vocabulary:** kiva, Ancient Ones, pueblo, adobe, mesa, cistern, maize, plaza, chunky, pictograph, tribe, nation, clan, wigwam, longhouse, wampum, lacrosse, “Three Sisters,” teepee, salmon, totem pole


Toscanelli's Map: Sail West to Reach the East


Narration Ideas

1. Tell all you know about the map made by Paolo Toscanelli.
2. Suppose you are Paolo Toscanelli. Write a letter to a fellow mapmaker explaining your theory for your new map.
3. Write and perform a one-act play where villagers have recently heard the news of Toscanelli's map.

 *People:* Paolo Toscanelli, Marco Polo, Greeks, Alfonso V, Jesus, Ottoman Turks, Cristoforo Colombo (Christopher Columbus)

 *Places:* Florence, Italy; Asia; Africa; Europe; Ocean Sea; China; Cathay; India; Cipango (Japan); Mediterranean Sea; Turkey; Persia; Shanghai, China; Rome; Silk Road; Constantinople; Portugal; Genoa, Italy


 *Dates:* 1474, 1400s, 1453


 *Vocabulary:* geography, philosophers, sphere, parchment, porcelain, amber, Roman Empire


Searching for Cipango: The Voyage of Christopher Columbus


Narration Ideas

1. Tell all you know about Christopher Columbus and his discoveries.
2. Write three days of journal entries as if you were a sailor on one of Columbus's ships.
3. Write a news article announcing Columbus's return to Europe.

 *People:* Christopher Columbus, Toscanelli, John II, Ferdinand and Isabella, Bartholomew Columbus, Henry VII, Martín Alonso Pinzón, *los indios* (the Indians)

 *Places:* Genoa, Italy; Mediterranean Sea; Greece; Lisbon, Portugal; France; England; Iceland; Ultima Thule; Canary Islands; Spain; London; San Salvador; Bahamas; North, Central, and South America; Mexico; Cipango; Caribbean Sea; Cuba; Hispaniola; Cathay

 *Dates:* 1451; 1477; 1484; January 1492; August 3, 1492; September 6, 1492; September 25, 1492; October 7, 1492; October 12, 1492; October 13, 1492; Christmas Day, 1492; January 16, 1492; March 15, 1493

 *Vocabulary:* Canary Current, patron, letters patent, commandeer, *Santa Maria*, *Niña*, *Pinta*, galley, sovereign