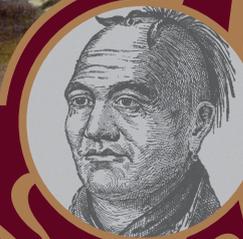
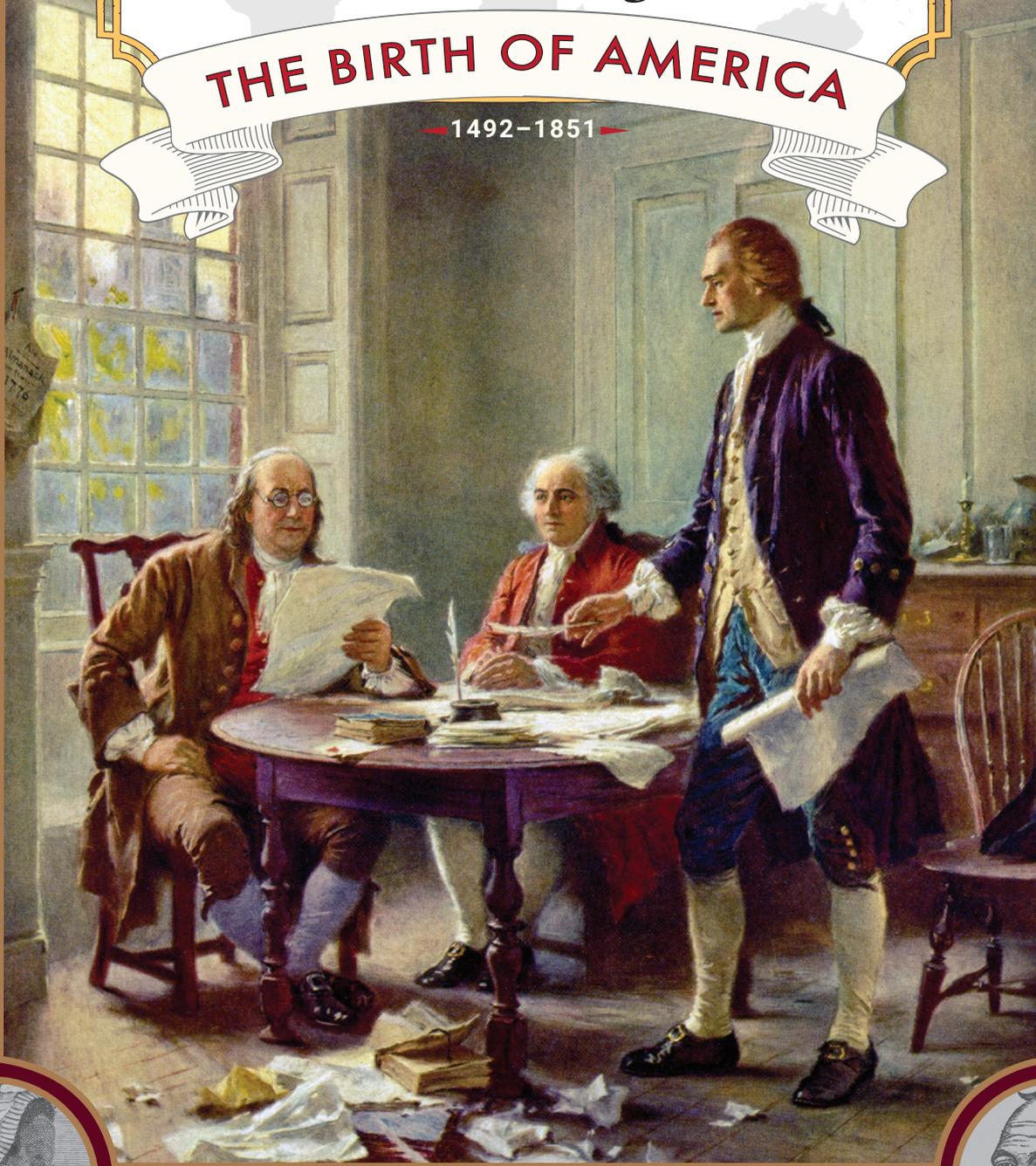


IMAGINE HISTORY

Visualizing
and
Verbalizing[®]

THE BIRTH OF AMERICA

1492-1851



A NINCI BELL BOOK

For more information on this and other Visualizing and Verbalizing products,
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VISUALIZING AND VERBALIZING AND V/V ARE REGISTERED
TRADEMARKS OF NANCI BELL.

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Welcome to *Imagine History*!

Ask lots of children and adults about history and they tend to share a few key details they learned from their social studies classes, or more likely, from Hollywood. As we found in our **See Time Fly®** series, history seemed to be an array of random parts, unconnected and unrelated. Further, students with reading difficulties or disabilities causing a weakness in language comprehension tend to have information gaps, including gaps in their knowledge of basic historical events and concepts.

Imagine History is written to develop the imagery-language connection for American history. Students often bemoan history classes because the content is boring and the curriculum involves memorizing irrelevant facts and dates. They don't *visualize* the fascinating events and people that have shaped our world. More importantly, they lack the imagery associated with understanding history's big picture. Bringing the imagery-language connection to a conscious level and applying it to historical content will help students better understand and enjoy history.

★ **Visualizing and Verbalizing® (V/V®) for History**

Imagine History can be used specifically with the steps of the **Visualizing and Verbalizing (V/V)** program. The V/V program develops concept imagery—the ability to create an imaged gestalt from language—as a basis for comprehension, recall, and critical thinking. It is important to remind students that comprehension and memory are improved when one visualizes the language one reads and hears. All steps of V/V can be practiced throughout the curriculum—from the *Picture to Picture* step up through *Chapter Noting and Writing*. Application of V/V to vocabulary and geography is essential throughout the series.

Imagine History can also be used as a stand-alone resource. The content is uniquely written to help students visualize the gestalt and key details needed for recall, understanding, and higher order thinking. Students of all abilities can benefit,

including students with disabilities, struggling learners, and even students who are proficient or advanced. It is important to note, however, that some students with a significant language comprehension weakness will likely benefit from explicit, direct instruction in the V/V program prior to, and/or during, instruction in this series.

★ Content and Readability

Imagine History: The Birth of America covers the period from 1492 *Common Era* (CE) to 1851 *Common Era* (CE). This volume is written at a fourth-grade level, based on various measures of quantitative scales for reading. It aligns closely with the fourth-grade history content of many state-adopted standards. However, this book can also be used as a supplemental curriculum for students struggling with comprehension of American history at the upper elementary and secondary levels. The imagery-language connection presented throughout the series provides a missing instructional piece to help students at all grade levels fill in historical information gaps.



Tips for Instruction

Meet **Nanci Bell**, author of the **Visualizing and Verbalizing** program. Throughout the book, Nanci will help students visualize history by introducing new vocabulary, sharing fun stories, and asking what they picture for important events, people, and places.

★ Constructing a Lesson

Apply the steps of V/V to important pictures, vocabulary, and paragraphs. For example, use the *Sentence by Sentence* step at the beginning of a unit or chapter, or to introduce a more challenging topic. Then apply the *Whole Paragraph, Paragraph by Paragraph*, and *Whole Page* steps throughout the rest of the lesson in order to move more efficiently through the content. Please note: not all pictures, vocabulary terms, and paragraphs need to be presented with a V/V step. These should be done selectively based on the needs of your students.

Unit/Chapter Overview

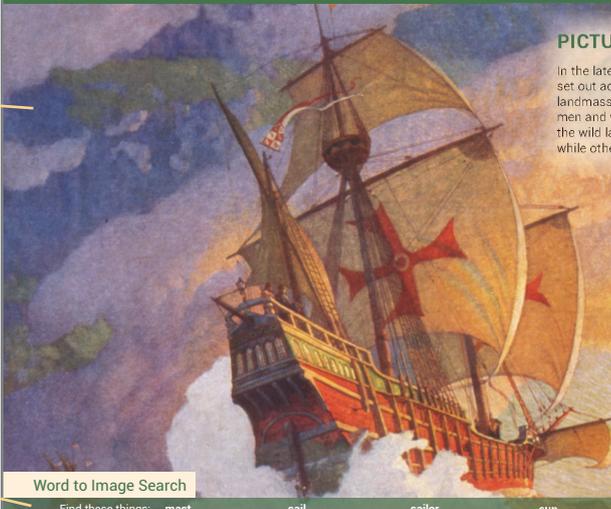
The gestalt: use V/V steps and discuss imagery. Ex. **Sentence by Sentence** or **Multiple Sentence** steps

Word to Image Search

Students find objects in gestalt image to engage with the picture and to develop vocabulary.

Visualizing Verbalizing **UNIT 1** **Wealth of the New World**

1492 CE–1763 CE



PICTURE a new land stretching as far as the eye can see...

In the late 1400s explorers from Europe boarded their ships and set out across the sea. They sailed so far that they found huge landmasses they had never seen before. By the 1600s more brave men and women sailed to the "New World." These settlers turned the wild land into busy colonies. Some became wealthy planters while others traveled farther in search of more prized goods.

Word to Image Search
Find these things: mast sail sailor sun clouds flag

UNIT 1 **Images for Vocabulary**
Chapter 1

cotton



mosquito



manor



silk



Imagine History: The Birth of America

Images for Vocabulary

Precheck and image key vocabulary words. Use **V/V Picture to Picture** or **Word Imagery** step to develop imagery for unknown words.

Introduce New Words

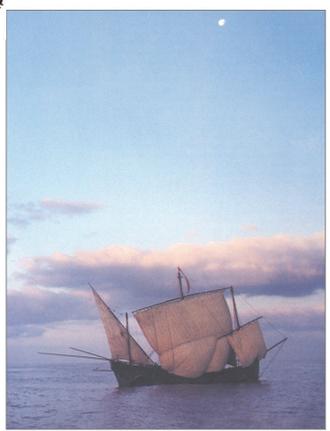
Key words appear in the chapter and may be unfamiliar to students.

Picture to Picture

Use **V/V Picture to Picture** step. Prompt with Structure Words as needed.

UNIT 1 **Picture to Picture Imaging**
Chapter 1

Use your words to help me picture the ship.



Use your Structure Words:

■ What	■ Size	■ Color	■ Number
■ Shape	■ Where	■ Movement	■ Mood
■ Background	■ Perspective	■ When	■ Sound

Imagine History: The Birth of America

Word Imaging

What do you picture for these words? Don't forget to use your Structure Words!

conqueror **mosquito**
cotton **tobacco**

Term Imaging

Picture these terms to help you create images for the chapter.

continent: one of the landmasses of Earth; there are seven (Africa, Antarctica, Asia, Australia, Europe, North America, and South America)
The continent of Australia is an island, but the continent of North America is attached to the continent of South America.

debtors' prison: a jail for people who owe money they cannot pay back
Molly was thrown in a debtors' prison because she was behind on her rent payments.

New World: the lands later called North, Central, and South America
Kings and queens of far-off Europe wanted to claim all of the New World for themselves.

Thirteen Colonies: The original British colonies that joined together to form a government. The Thirteen Colonies followed the laws of England's King George III until they formed their own government and laws.

Imagine History: The Birth of America 9

Word Imaging
Use **V/V Word Imaging** step to previsualize key vocabulary words.

Term Imaging
Use **V/V Sentence Imaging** step. Use the definition and sentence to build a picture of the key term.

Unit/Chapter
Organized by unit, then chapter. Left color bar indicates unit. Horizontal color bar indicates chapter.

Chapter Introduction
Use V/V steps to develop gestalt imagery. Ex. **Sentence by Sentence, Multiple Sentence, Whole Paragraph, and Paragraph by Paragraph** steps

UNIT 1
Chapter 1 **Chapter One**
Risky Route to a New Life
1492–1643

Men, women, and children have lived in the Americas for thousands of years. But life on these **continents** changed when strange ships anchored off the coasts. Fair-skinned men from Europe stepped onto the new shores for the first time. Soon news traveled back across the sea of a rich **"New World."** Sailors, debtors, and families began to dream of leaving their old lives. Many **settlers**, rich and poor, braved the journey with the hopes of a new life.



Risky Route to a New Life

From what you pictured...

1. What did you picture for **Discovering a New World**?
2. Why do you think the native way of life did not last forever?

The Booming Colonies

By the mid 1600s the eastern coast of North America started to change. Forts and farms grew into busy towns and thriving plantations. The land was less wild than it had been before. More families left Europe to join the colonists across the sea. They were ready to start a new life in England's **Thirteen Colonies**.



Some went to the Northern Colonies and worked as fur trappers or ship builders. Others flocked to the Middle Colonies where they tended to fields of wheat. They **harvested** the golden stalks and

Imagine History: The Birth of America 13

Chapter Content
The chapter is divided into sections. Use V/V steps: **Sentence by Sentence, Multiple Sentence, Whole Paragraph, and Paragraph by Paragraph**.

Key Terms
Bolded words are key terms, important to the gestalt and for meeting standards.

Picture This for Fun!

A stand-alone story for student engagement or a fun break. Use V/V steps: **Sentence by Sentence, Multiple Sentence, or Whole Paragraph.**

UNIT 1
Chapter 3

Fighting for Land

Picture this for fun!

A young man stands next to his troop and shakes with fear. Bullets whizz by his ear as he ducks down behind a mud-packed trench. Washington orders the troops to charge the fort, but the young man runs to the woods instead. The deserter trips over his feet and heaves as he hides behind a tree. He hears the yells from fallen soldiers and runs farther. He finds a small farmhouse and begs the family to take him in. They take one look at his dirty uniform and tattered boots, and nod.

The large fort stood near what is now **Pittsburgh**. Washington's men quickly built a **makeshift** fort at a flat clearing near the French fort. The British settlers then quietly cleaned their muskets for battle.

Washington's men aimed their guns at the French fort. Days passed as the two sides fired shots back and forth. Neither side lowered their weapons. But some of Washington's soldiers fell to the ground dead or wounded. A few trembled and fled from the battle, never to fight again.

After a month had passed, the militia was outnumbered by the French. The French forces marched to Washington's fort, surrounded it, and fired. Washington's men fell one by one. The

Imagine History: The Birth of America

Key Vocabulary

Bold, blue words are key vocabulary. Definitions and contextual sentences are in the back of the book in glossary.

From what you pictured...

Use your imagery to help you answer the questions!

1. What is the main idea of this chapter?
2. Why do you think so many settlers came to America?
3. How many British colonies were there in North America?
4. Why do you think most of the goods from the colonies were shipped back to Britain?
5. Why do you think some people were stuck in debtors' prisons for years? Explain.
6. What did many indentured servants get after they served their masters?
7. Why do you think fewer workers from Europe signed indentured servant contracts?

Picture yourself and tell a story...

You are a young man or woman arriving in the colonies. You step off a rocking ship onto the sturdy docks. You look up to find a gruff older man who introduces himself as your "master." The older man leads you, his new indentured servant, to a wide-open farm...

Use your **Structure Words** to write about your experiences on this farm. Then draw a picture of the farm!

From What You Pictured...

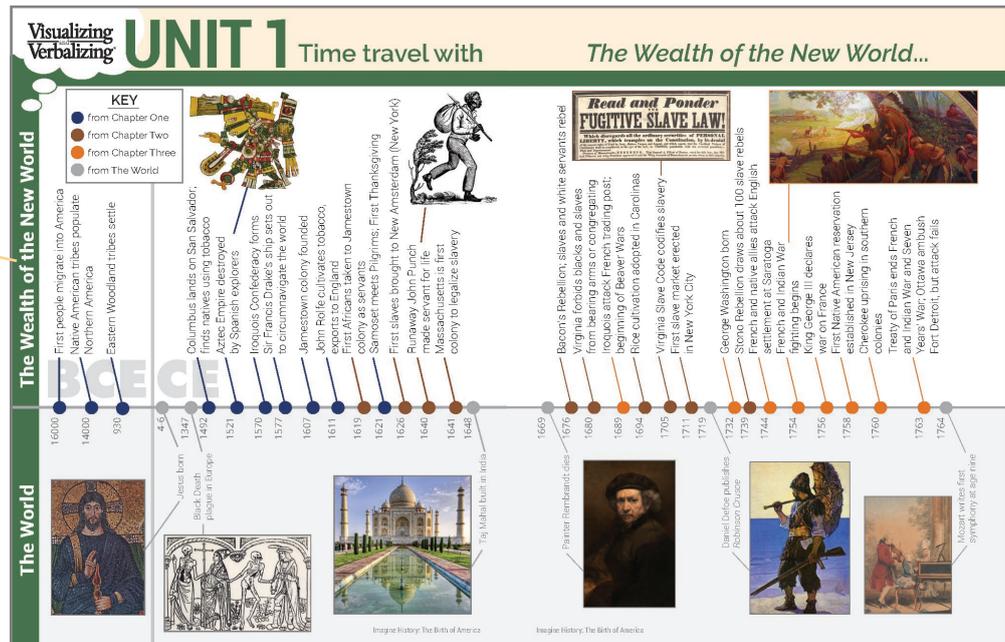
At the end of most sections, each chapter, and each unit there are **Higher Order Thinking (HOT)** and fact-recall questions. Check students' imagery and understanding of the main idea and other critical thinking skills.

Picture Yourself...

At the end of each unit and chapter, activities extend thinking beyond the chapter/unit. Picture Yourself may be individual or group activities and can include writing, drawing, discussion, or role play.

Unit Timeline

Timeline includes key events, people, and images from the unit above the line. Bubbles are colored for each chapter. Events, people, and images around the world during the same time period are below the line and marked gray. This helps create an imaged timeline for students.

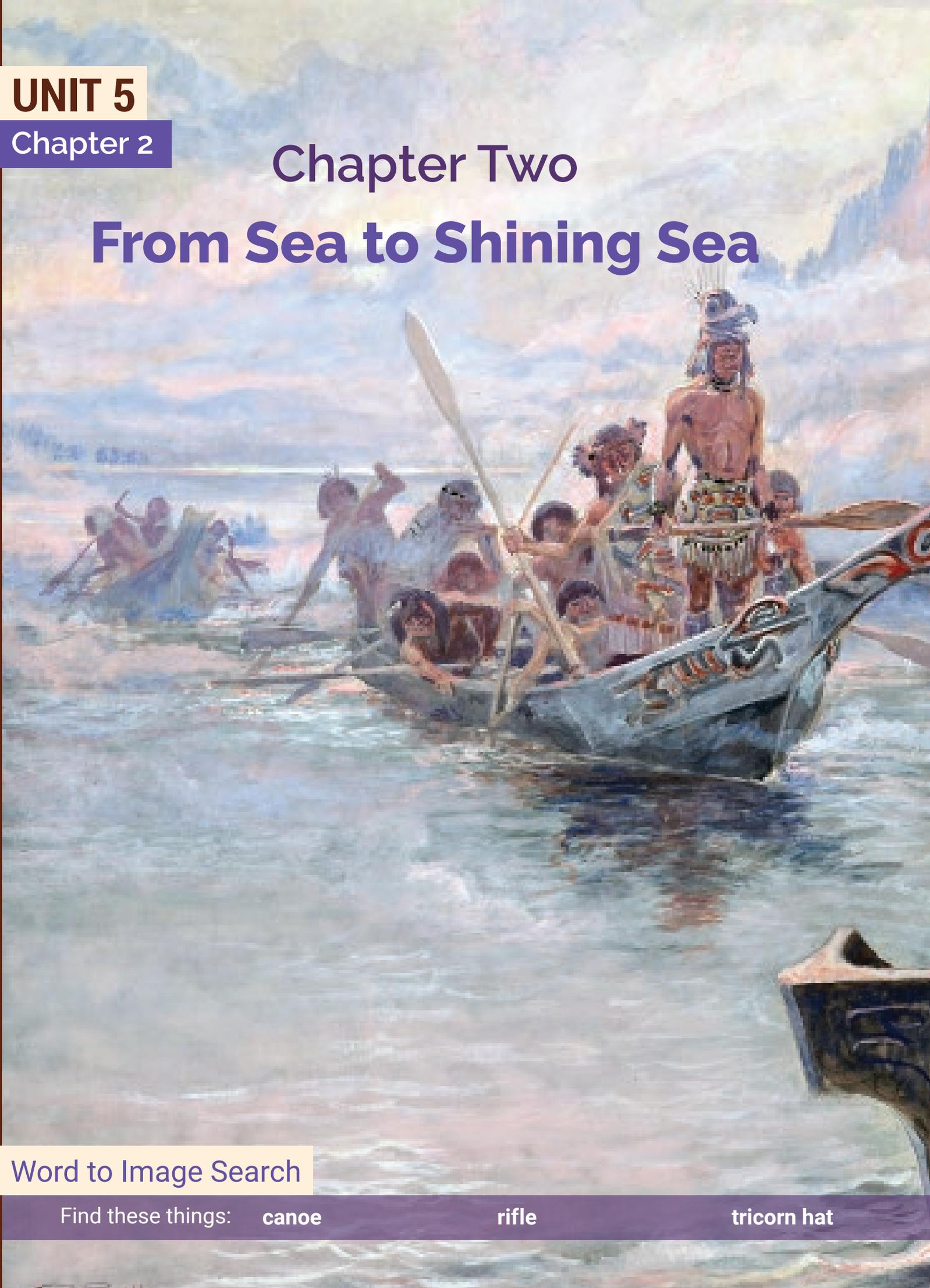


UNIT 5

Chapter 2

Chapter Two

From Sea to Shining Sea



Word to Image Search

Find these things: canoe

rifle

tricorn hat



bracelet

feather

woman

Images for Vocabulary

weasel



wagon



clover



tea set



Images for Vocabulary

riverboat



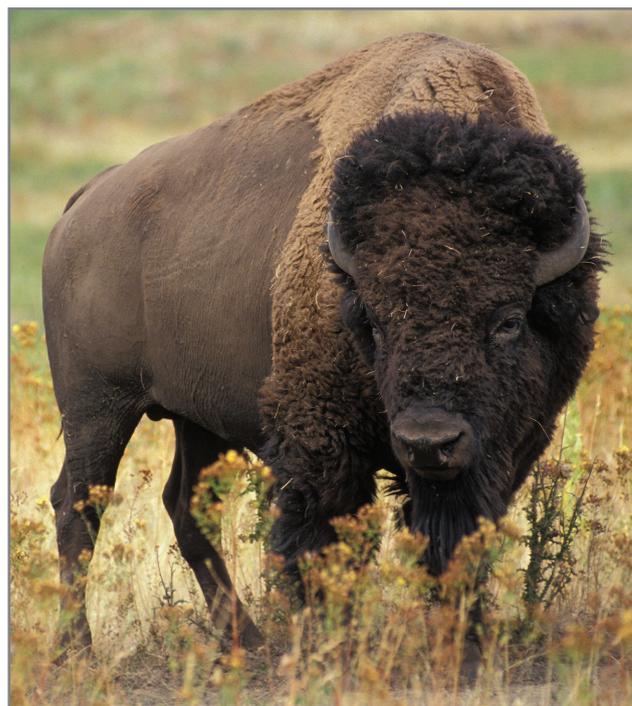
canoe



barge



bison



UNIT 5

Picture to Picture Imaging

Chapter 2



Use your words to help me picture the Shoshone man.



Use your Structure Words:

- | | | | |
|--------------|---------------|------------|----------|
| ■ What | ■ Size | ■ Color | ■ Number |
| ■ Shape | ■ Where | ■ Movement | ■ Mood |
| ■ Background | ■ Perspective | ■ When | ■ Sound |

Word Imaging



What do you picture for these words? Don't forget to use your Structure Words!

barge
clover

frontier
weasel

Term Imaging

Picture these terms to help you create images for the chapter.

Corps of Discovery: the group sent out to explore and map the new Louisiana territory
Lewis and Clark led the rugged Corps of Discovery through the unexplored wilderness.

Louisiana Purchase: a huge area of land bought by the US from France that stretched from the Mississippi River to the Rocky Mountains

The United States nearly doubled in size with the Louisiana Purchase.

Missouri River: the longest river in North America that runs from Montana to the Mississippi River

Lewis and Clark traveled up the Missouri River on their trip through the Louisiana territory.

Shoshone: a Native American tribe that originally lived on both sides of the Rocky Mountains and spread into present-day Idaho and Wyoming

Some Shoshone natives traded with the Corps of Discovery and treated them as guests, giving them food and a tipi for shelter.

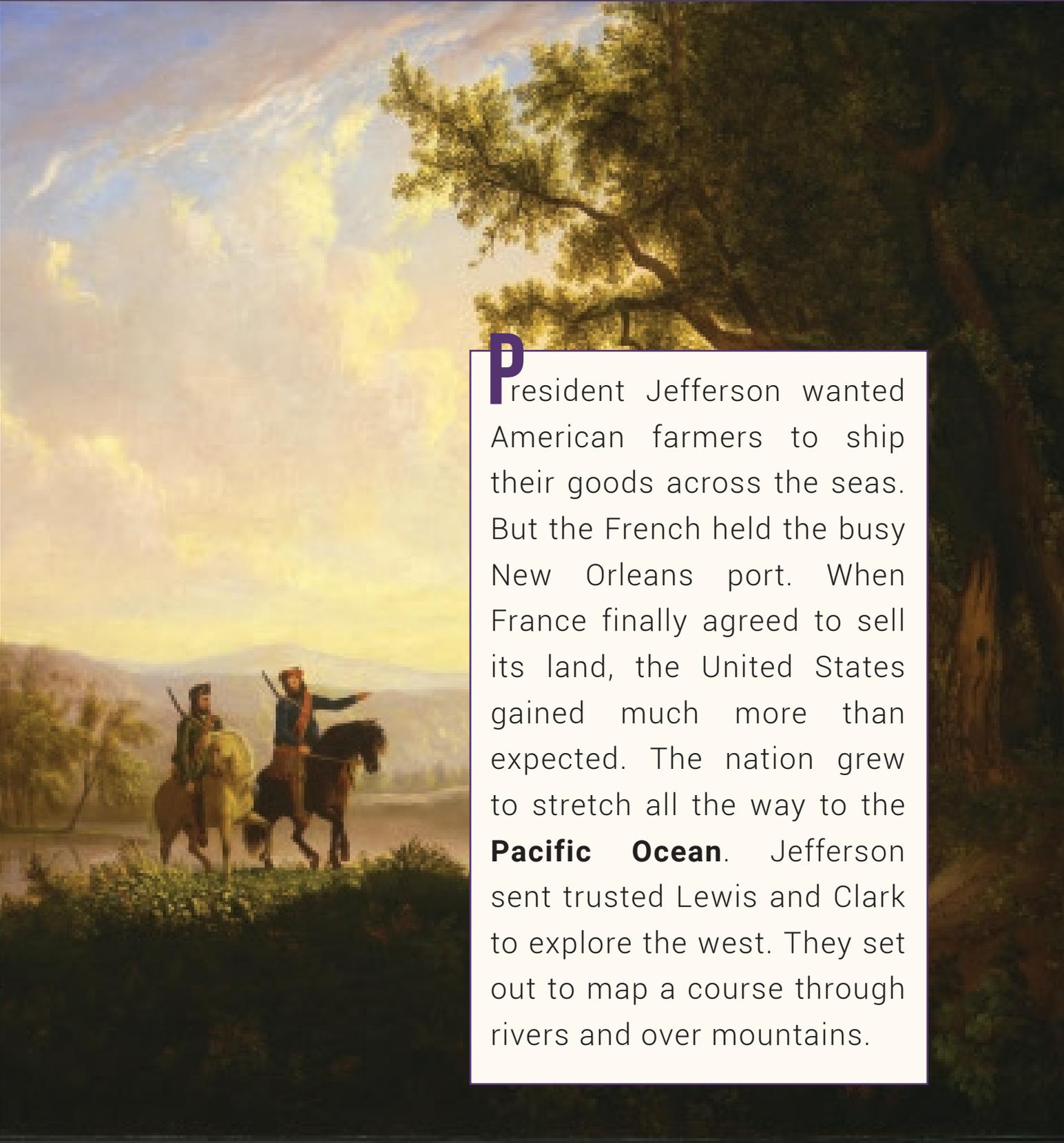
UNIT 5

Chapter 2

Chapter Two

From Sea to Shining Sea

1801–1806



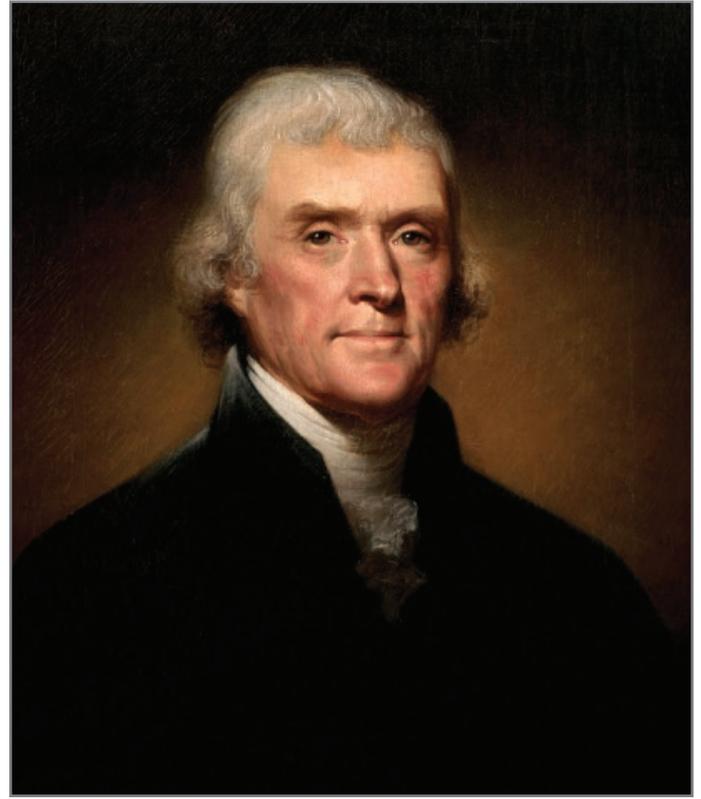
President Jefferson wanted American farmers to ship their goods across the seas. But the French held the busy New Orleans port. When France finally agreed to sell its land, the United States gained much more than expected. The nation grew to stretch all the way to the **Pacific Ocean**. Jefferson sent trusted Lewis and Clark to explore the west. They set out to map a course through rivers and over mountains.

Chapter Two

From Sea to Shining Sea

The Purchase that Doubled the Nation

President Jefferson took office in 1801 as new farms flourished all over the western **frontier**. Happy farmers placed full crates of wheat and tobacco on large river **barges**. They shipped goods down the wide Mississippi River. The barges had to travel south through the port city of



Thomas Jefferson

New Orleans. The crates were then loaded onto large ships in the **Gulf of Mexico** and sent out over rough seas. But in early 1803 France controlled the city of New Orleans.

Flatboats like this were used on the Mississippi River.



From Sea to Shining Sea



James Monroe

French boats blocked the river mouth. French soldiers turned away any American barge or boat.

President Jefferson asked his friend, **James Monroe**, to board a ship bound for France. Jefferson told him to promise two to ten million dollars to buy New Orleans and West Florida. He wrote to Monroe, "all eyes, all hopes,

are fixed on you." Monroe sighed. He set about selling his silver spoons, fancy plates, and a china **tea set**. He needed money to pay his way to France.

Monroe stepped off the large ship onto the soft French ground in April 1803. He traveled to Paris to meet with the French ruler, **Napoleon Bonaparte**. Bonaparte

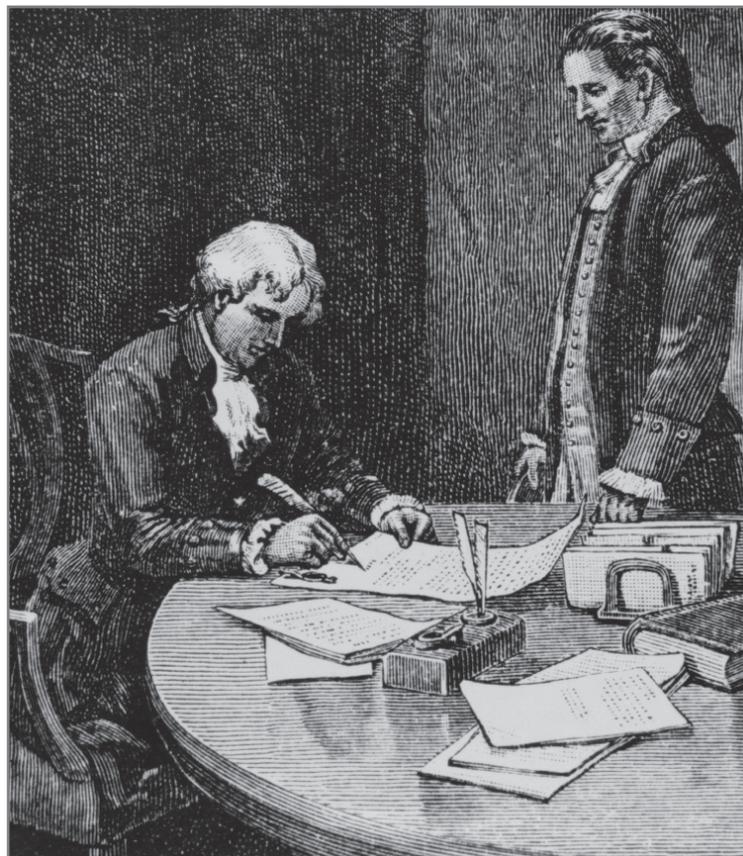


Napoleon Bonaparte

From Sea to Shining Sea

was a fierce leader in war. France was at war with Britain and the ruler was bent on winning. But he needed money. He wanted more warships, booming cannons, and guns for his soldiers.

Before Monroe could sit down, Bonaparte offered the entire Louisiana territory. The land stretched from New Orleans far out to the Rocky Mountains. Monroe's mouth hung wide open. He quickly agreed to pay fifteen million dollars for the land. Both men signed the **Louisiana Purchase**. The United States was now twice the size as before.



Thomas Jefferson signs the Louisiana Purchase.



From what you pictured...

1. What did you picture for **The Purchase that Doubled the Nation**?
2. Why do you think Jefferson wanted to buy New Orleans and West Florida?



The Rocky Mountains lay in the West.

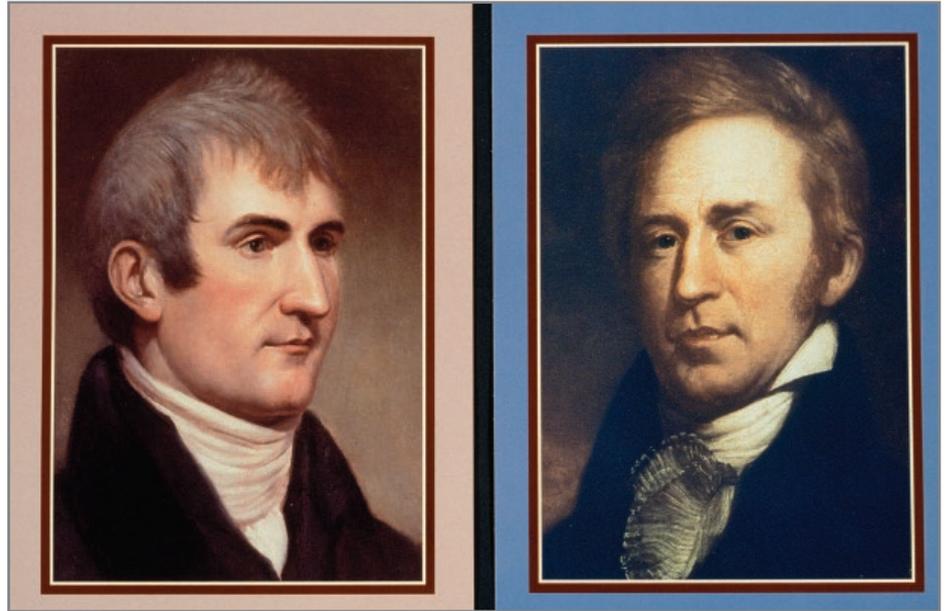
Blazing the Trail West

After Jefferson learned of the purchase, he said explorers needed to map out the new land. No one knew what lay west. Men and women whispered about lava-spewing volcanoes. Some chattered on about woolly mammoths. Others **gabbed** about giant mountains of pure white salt. The **rumors** spread throughout cities.

Jefferson turned to his smart secretary, **Merriweather Lewis**. He asked bookish Lewis to explore the new frontier and find a path to the blue Pacific Ocean. Jefferson told him to bring back

From Sea to Shining Sea

new plants, animal bones, and strange-colored rocks. Lewis nodded and packed up his books on plants, pencils and pens, and a blank sketchbook.



Meriwether Lewis (left) and William Clark (right)

Lewis set out to gather a team that Jefferson called the **Corps of Discovery**. First, Lewis asked his muscular red-headed friend, **William Clark**, to serve as his co-captain. Clark grinned and patted Lewis on the back. Clark grabbed his large scrolls and tools for map **surveying**.

The Missouri River spread out before the Corps.



In the late spring of 1804 Lewis and Clark led thirty-one other men from the city of St. Louis. Most of the men boarded a large **riverboat** with a

UNIT 5

Chapter 2

From Sea to Shining Sea

big white sail. The others paddled alongside the boat in two **canoes**. Water churned behind the packed boats as they traveled up the **Missouri River**.

The men continued until the river broke off into several smaller rivers. They floated along narrow waterways westward. Clark drafted new maps on large sheets of paper and gave names to new rivers. Lewis hopped on and off the boat. He gathered

The men encountered many wild animals, including wolves (*top left*), grizzly bears (*top right*), prairie chickens (*bottom left*), and weasels (*bottom right*).



From Sea to Shining Sea



Sacagawea helped Lewis and Clark.

samples of smelly plants and colorful rocks. He sketched new animals like gray wolves and long-tailed **weasels**. The team filled the large boat with samples. By the end of their trip, it was overflowing with new seeds, strange animal skulls, and scrolls of Clark's maps.



From what you pictured...

1. What did you picture for **Blazing the Trail West**?
2. Why do you think Jefferson chose Merriweather Lewis to explore the new Louisiana territory?

Native Ties

The Corps' boats cut through the shallow waters. Lewis and Clark looked for Native American tribes along the riverbanks.



Picture this
for fun!

William Clark laughs at Sacajawea's little boy as he wiggles his chubby legs. Will nicknames the dancing boy Pompy. He spends any moment he can playing with the growing tot. On Will's birthday, the Corps reaches the Yellowstone River and a huge free-standing rock. Will names it Pompy's Tower for the small explorer. He carves the date "July 25" under an overhang. This is the only lasting mark the Corps leaves in the West.

They hoped to meet natives who opened up their arms to the Corps. Yet the men kept their guns close by. They were ready if the natives chose to loose their sharp arrows. But few fights broke out between the men and native tribes.

A native girl helped the men speak with the natives. **Sacagawea** and her French fur trapper husband met Lewis and Clark in the fall of 1804. They spent the winter at Fort

Sacagawea guided Lewis and Clark.



From Sea to Shining Sea



The Corps at Fort Clatsop in Oregon.

Mandan, where Sacagawea gave birth to a baby boy in early 1805.

When spring came, the three new explorers joined the Corps on their journey west. Sacagawea carried her baby boy in a cloth tied to her back. Natives lowered their aimed arrows when they saw the young mother and her baby with the other men. They knew the explorers were not a war party.

Sacagawea and her husband also helped **translate** for the Corps and native tribes. One day, the explorers trekked close to the towering Rocky Mountains. Lewis spotted a **Shoshone** native on a brown-and-white splotched horse and shouted

From Sea to Shining Sea

with delight. The Corps needed to buy horses from the natives to cross the steep ridge that lay ahead. The group followed the native through the trees to the Shoshone camp.



Horses were very important to the Shoshone people.

As they approached, the feather-crowned chief looked up. Sacagawea gasped. It was her brother! The two hugged each other and Sacagawea showed him her baby son.

Sacagawea translated for Lewis and Clark. Sacagawea's brother was happy to trade several horses for sharp knives and a few small pistols. The Corps took the horses with thankful smiles. Then the explorers rode west into the huge Rockies.



From what you pictured...

1. What did you picture for **Native Ties**?
2. Why do you think few fights broke out between the Corps of Discovery and native tribes?

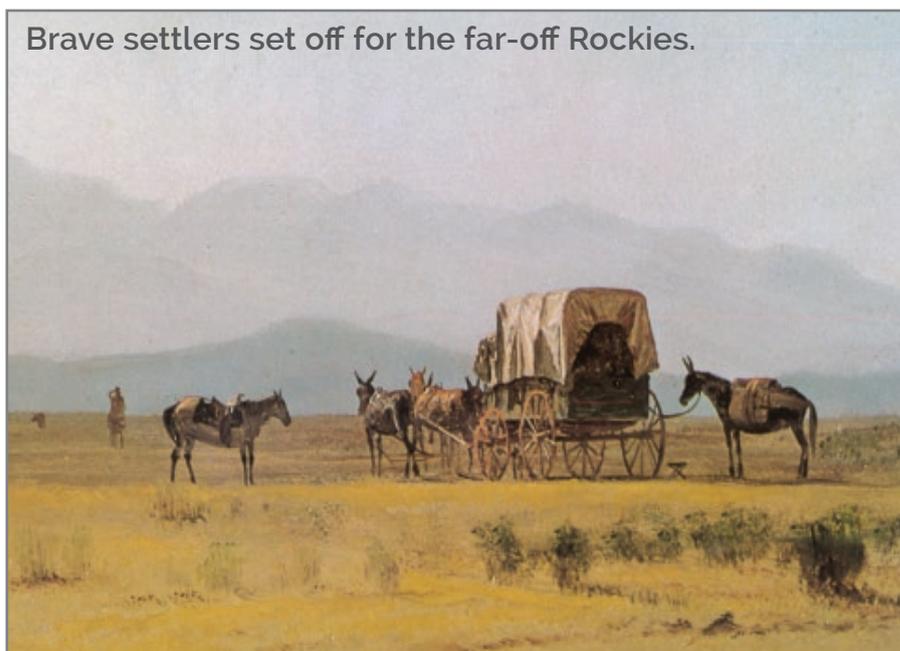
From Sea to Shining Sea

West Brought East

The Corps of Discovery reached the stormy Pacific Ocean in the winter of 1805. Huge waves crashed on the beach, spraying white foam. The Corps voted to spend the cold rainy winter on the coast of present-day Oregon. Rain pummeled the coast for months. Finally, the sun shined bright rays through the clouds. The Corps piled into their wooden canoes to head back east.

In 1806 Lewis, Clark, and the rest of the Corps paddled along rivers and streams back to St. Louis. Men greeted the group with smiles and gunshots in the air. Women and children cheered on the riverbanks. The Corps' boats overflowed with new wildlife, detailed journals, and scrolls of charted maps. Jefferson beamed at Lewis and Clark's arrival.

Many pioneers soon followed the new trail going west. They cut down trees to build their log homes. They planted large fields of wheat over wide



From Sea to Shining Sea

meadows. Their cattle grazed on green **clover** and grass. They hunted deer and **bison**.

The local Native Americans glared at the new settlers and everything that came with them. Bison bones lay scattered throughout the canyons. The settlers' cattle trampled flowered plants that the tribes used for medicine and herbs. The natives were pushed away from the forests, plains, and rivers they called home as more and more settlers' wooden **wagons** rolled through the land.

The West was no longer a mysterious land.





From what you pictured...

Use your imagery to help you answer the questions!

- 1.** What is the main idea of this chapter?
- 2.** Do you think Thomas Jefferson was happy with James Monroe's Louisiana Purchase? Why or why not?
- 3.** What was the name Jefferson gave to Merriweather Lewis and William Clark's team?
- 4.** What do you think would have happened to Lewis and Clark if they had not had Sacagawea with them?
- 5.** Do you think Lewis and Clark knew what they were going to find in the West? Explain.
- 6.** How do you think Lewis and Clark's journals and maps helped them?
- 7.** Why do you think many settlers followed Lewis and Clark's new trail going west?

Picture yourself and write...

You are on an expedition to explore new lands where no one has been before. But you discover people there! Picture what these natives might look like, and how they live. Are they in a village with houses or a camp with tipis? Or something that you've never pictured before? Write down your experiences with the tribe you have discovered.

Use your Structure Words to write about your experiences with the natives.