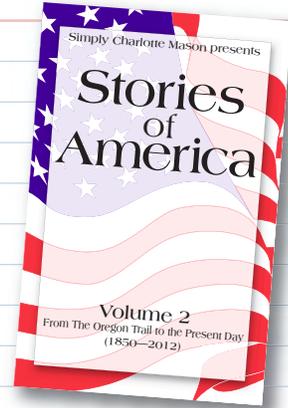


Stories of America, Volume 2

Narration Notecards

by Crystal Lee Hildreth



ISBN 978-1-61634-414-6



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

Narration Notecards: Stories of America, Volume 2

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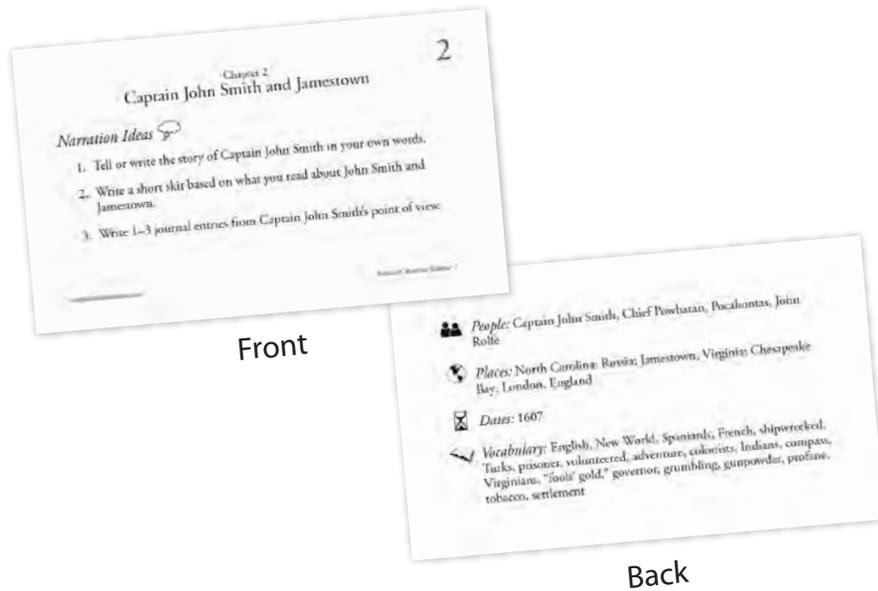
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Narration Notecards

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

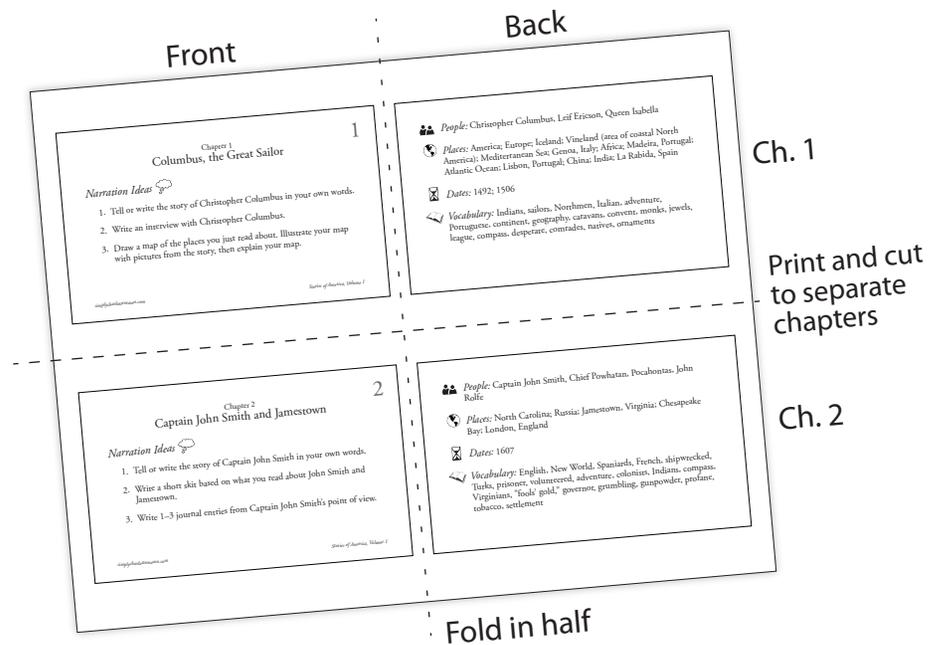
Pre-Printed 3" x 5" cards

You receive 3" x 5" cards printed on both sides. One side features the narration prompts and the other side gives the key people, places, dates, and vocabulary words.



Printable Electronic Download

You receive a PDF with two cards, both fronts and backs, on each 8.5" x 11" page. Print the PDF on regular copy paper or card stock and cut the sheets in half length-wise. (One chapter on the top half, the other chapter on the bottom half.) Fold each chapter's card to place the narration prompts on one side and the key people, places, dates, and vocabulary words on the other side.



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. Beginners in grades 1–3 should tell their narrations, not write them. Older beginners should start by telling and can gradually move to writing 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.

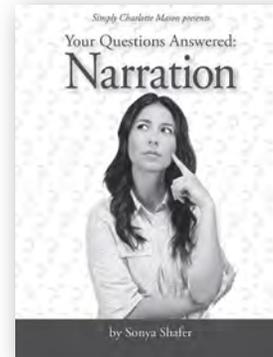
3. Advanced prompts are designed for fluent narrators in approximately grades 7–12 who are ready for more. Use Advanced prompts to raise the bar on their narrations as they move into high school, but feel free to assign any prompt on the card as desired. Many narrations will be written; continue to ask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



For more narration ideas, refer to
*Your Questions Answered:
Narration*
by Sonya Shafer

Chapter 1
Heading West on the Oregon Trail

1

Narration Ideas 

1. Tell or write five things you learned about the Oregon Trail.
2. Describe how people moved across country back in 1853. How is that different from the way you travel today?
3. Choose a diary entry written by Mrs. Knight and write a short skit based on what you read. Act it out.

 *People:* Lewis and Clark, Knight family

 *Places:* Atlantic Ocean; Oregon Trail; United States; Pacific Ocean; Missouri River; Fort Laramie, Wyoming; Boise River; Snake River; Rocky Mountains; Millwaukie, Oregon

 *Dates:* 1853

 *Vocabulary:* territory, westward, trail, explorers, settlers, wagons, canvas, harnessed, Indians, moccasins, tongue, ferry, drove, rawhide, waterproof, Snow Pass gap, journey

Chapter 2
The California Gold Rush

2

Narration Ideas 

1. Draw a picture of one scene from your reading of the California Gold Rush and tell about your picture.
2. Write what happened to the town of San Francisco during the California Gold Rush.
3. What do you know of the California Gold Rush? Describe any negative results. Why do you think it was called the gold “rush”?

 *People:* Mr. Sutter, Stephen Foster

 *Places:* United States; Mexico; San Francisco, California; Pacific Ocean; Sierra Nevada Mountains; Sacramento Valley, California; Canada; Fort Hall, Idaho; Europe; Germany; Peru; Hawaii; China; Scotland; France; Sweden

 *Dates:* 1848–49; 1854

 *Vocabulary:* gold, Great Plains, Oregon Trail, Forty-niners, excavated, residents, shovels, equipment, trinkets, entice, gold fever, citizens, tunneling, mining, wages

Chapter 3
The Sad Story of Slavery

3

Narration Ideas 

1. Tell or write about how slaves were transported to America.
2. Write a letter to a younger sibling explaining what you have learned about slavery in the South.
3. “Today there is not a slave in Europe or America.” Do you agree with this statement? Why? Why do you think the author made that statement in 1900?

 *People:* Captain John Smith, Pocahontas, John Rolfe, Franklin, Washington, Jefferson, John Brown, Robert E. Lee, Abraham Lincoln, John C. Fremont

 *Places:* America; Europe; Jamestown, Virginia; James River; Virginia; Africa; West Indies; Boston, Massachusetts; Canada; Kansas; Potomac River; California; Mexico

 *Dates:* 1619; 1808; 1856; 1860

 *Vocabulary:* moral, slaves, slavery, colonists, tobacco, negroes, merchant ships, captains, planters, servants, cotton-gin, Anti-slavery Societies, Abolitionists, Underground Railroad, territories, Harper’s Ferry, Republican Party, orator

Chapter 4
How Lincoln Became President

4

Narration Ideas 

1. Tell or write what you have learned about Abraham Lincoln’s early life.
2. Write an imaginary debate between Lincoln and Douglas about the issue of slavery.
3. The chapter describes Abraham Lincoln as “good and true.” Would you agree? Cite examples from your reading to support your answer.

 *People:* Abraham Lincoln, Stephen Douglas, Jefferson Davis

 *Places:* Illinois; Washington, D.C.; Bull Run, Virginia; Richmond, Virginia; Mexico

 *Dates:* 1860; March 4, 1861; January 1, 1863; April 1865

 *Vocabulary:* nations, monarchy, republic, king, president, log cabin, forlorn, slate, Congress, Republican Party, Democratic Party, opposed, Abolitionists, Union, resolutions, implements, Confederacy, battle of Buena Vista, mourned, vanquished