

Book	Overview	DRA Level	F&P Level	Lexile Level	Social Studies Standards
Thunder from a Clear Sky by Marcia Sewell	Told from the perspectives of a Wampanoag brave and a Pilgrim settler, a story about what transpired when their cultures first met describes the misunderstandings and cultural clashes that eventually ignited King Phillip's War.	N/A	N/A	N/A	<p>5-U1.4.1 Describe the convergences of European, indigenous peoples, and Africans in North America after 1492 from the perspective of these three groups.</p> <p>5-U1.4.2 Use primary and secondary sources to compare Europeans and indigenous peoples who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.</p> <p>5 – U2.1.2 Describe significant developments in the New England colonies, including: relations with indigenous peoples, including the trading of goods, services, and ideas among European and indigenous peoples growth of agricultural (small farms) and nonagricultural (shipping, manufacturing) economies</p>
A Multi-Cultural portrait of immigration by Petra Press		N/A	N/A	N/A	<p>5-U2.1.3 Describe significant developments in the Middle Colonies, including immigration patterns leading to ethnic diversity in the Middle Colonies.</p> <p>5-U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England and the Middle Colonies.</p>
Blood on the River: James Town 1607 By Elisa Carbone	Thoroughly researched and historically accurate, Blood on the River: James Town 1607 captures the time period and the landscape, along with a boy's personal struggles. The book explores the day-to-day lives of the colonists at James Town, Virginia, as well as contemporary themes such as learning how to react to anger and conflict. Further, the descriptions of the Algonquian Indians allow for discussions on perspective and respect. Readers will find that they have experienced what it must have been like to live in James Town in 1607.	60	W	880L	<p>5 – U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas.</p> <p>5 – U1.4.1 Describe the convergence of Europeans, indigenous peoples, and Africans in North America after 1492 from the perspective of these three groups.</p> <p>5 – U1.4.2 Use primary and secondary sources to compare Europeans and indigenous peoples who converged in the Western Hemisphere after 1492</p>

					with respect to governmental structure, and views on property ownership and land use. 5 – U2.1.1 Describe significant developments in the Southern colonies, including: • patterns of settlement and control, including the impact of geography (landforms and climate) on settlement • the establishment of Jamestown • development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) • relationships with indigenous peoples, including the trading of goods, services, and ideas among European and indigenous peoples • development of colonial representative assemblies (House of Burgesses) • development of slavery
John Winthrop, Oliver Cromwell, and the Land of Promise By Marc Aronson	This carefully researched and insightful account by Sibert medalist Marc Aronson focuses on the intertwined lives of John Winthrop, the first governor of the Massachusetts Bay Colony, and Oliver Cromwell, Lord Protector of the Puritan Commonwealth in England. Set against a broad canvas of the turmoil that engulfed Britain in the 17th century, the book examines the clashes of the monarchy and the church with Parliament, which led these two powerful men to take opposite courses. Here is a panoramic view of the period, from elaborate masques to the trial of a heretic, from wars fought against Indians to dramatic battles led by cavalry, from the toppling of a king to the search for the ideal society.	N/A	N/A	1030L	5 – U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas.
Hang a Thousand Trees with Ribbons: The Story of Phillis Wheatley By Ann Rinaldi	Kidnapped from her home in Senegal and sold as a slave in 1761, a young girl is purchased by the wealthy Wheatley family in Boston. Phillis Wheatley—as she comes to be known—has an eager mind and it leads her on an unusual path for a slave—she becomes America’s first published black poet.	28	M	560L	Analyze the development of the slave system in the Americas and its impact upon the life of Africans. 5 – U2.2.1 Describe Triangular Trade including: • the trade routes • the people and goods that were traded • the Middle Passage • its impact on life in Africa 5 – U2.2.2 Describe the life of enslaved Africans and free Africans in the American colonies. 5 – U2.2.3 Describe how Africans living in North America drew upon their African past and adapted

					elements of new cultures to develop a distinct African American culture.
Tattered Sails By Verla Kay	With dreams of a better life for themselves, Thomas, Edward, Mary Jane, and their parents say goodbye to the only home they have ever known. They leave crowded, dirty London behind for good when they board a ship that promises to take them across the wide Atlantic Ocean to the colonies. The long, treacherous journey is filled with uncertainty, and readers will cheer when this brave family takes their first wobbly steps in the New World.				5 – U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas.
Katie's Trunk by Ann Warren Turner	This is a touching story told from the point of view of a young Tory girl describing what it is like to have to hide from one's own neighbors. Hidden in the bottom of her mother's wedding dress trunk while a mob is tearing up the house, the girl is discovered by a neighbor who shows compassion and saves her life. This is a novel point of view (since usually it is the Patriots who are favored in American books) and leads up to the American Revolution.	38	P	AD660L	5 – U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre. 5 – U3.1.8 Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.
People of the Breaking Day By Marcia Sewall	Marcia Sewall recreates the world of the Wampanoags, the People of the Breaking Day. In a voice that evokes the pride and natural poetry of these native people and in paintings glowing with life and light, the distinguished author-illustrator presents another view of an important time in American history, a time before the meeting of two very different cultures.				5 – U1.4.1 Describe the convergence of Europeans, indigenous peoples, and Africans in North America after 1492 from the perspective of these three groups. 5 – U1.4.2 Use primary and secondary sources to compare Europeans and indigenous peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.
A Lion to Guard Us By Clyde Robert Bulla	In this accessible, brief novel, we have the story of three children who, after their mother dies, make their way to Virginia Colony in search of their father.	P	38	360L	5 – U2.1.3 Describe significant developments in the Middle colonies, including: relations with indigenous peoples, including the trading of goods, services, and ideas among European and indigenous peoples
I am Regina By Sally M Keehn	The cabin door crashes open-and in a few minutes Regina's life changes forever. Allegheny Indians murder her father and brother, burn their Pennsylvania home to the ground, and take Regina	U	50	720L	5 – U1.4.1 Describe the convergence of Europeans, indigenous peoples, and Africans in North America after 1492 from the perspective of these three groups. 5 – U1.4.2 Use primary and secondary

	<p>captive. Only her mother, who is away from home, is safe. Torn from her family, Regina longs for the past, but she must begin a new life. She becomes Tskinnak, who learns to catch fish, dance the Indian dance, and speak the Indian tongue. As the years go by, her new people become her family . . . but she never stops wondering about her mother. Will they ever meet again?</p>			<p>sources to compare Europeans and indigenous peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. 5 – U2.1.3 Describe significant developments in the Middle colonies, including: relations with indigenous peoples, including the trading of goods, services, and ideas among European and indigenous peoples</p>
--	---	--	--	--