











History H

Week 4 Schedule

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Date:	Day 1	Day 2	Day 3	Day 4	Day 5
History/Geography					
<i>The Story of the World: Early Modern Times</i>	chap. 8: "The Middle of the East"  	chap. 9: "The Thirty Years' War" 1618–1648  	chap. 10: "Japan's Isolation"  	chap. 10: "The Foreign Conquest of China" 	
<i>Usborne Encyclopedia: World History from Ancient to Modern Times</i>		p. 214 (re-read section on the Thirty Years' War)		pp. 258–259	
Current Events	Report				
Hands-on					
Optional: World History II Lap Book	Activity 5: The Defenestration of Prague				
Read-Alouds					
<i>Master Cornhill</i>	pp. 49–55	pp. 56–70	pp. 71–87	pp. 88–107	
<i>Classic Poetry</i>		"The Sun Has Long Been Set" p. 23		"Kubla Khan" pp. 24–26 	
Readers					
<i>The King's Fifth</i>	chaps. 25–26	chaps. 27–29 (up to p. 235)	chaps. 29–30 (start on p. 236)	chap. 31–end	
Electives					
Other Notes					



Notes

Week 4

Day 1

History/Geography

The Story of the World: Early Modern Times | Chapter 8: "The Middle of the East"

To Discuss After You Read

- Q: Persia had ten ruling empires before the Safavid. Describe the Safavid empire.
- A: *the greatest Safavid shah (or ruler of Iran) was named Abbas I. He ruled from 1588 to 1629. When he came to power, he made peace with the Turkish Ottomans. Then he hired an English soldier to help train his men for war. This trained Persian army defeated the Ottoman Turks. Abbas then made Iran a trading nation. He drove the Portuguese out of the best port in Persia (Bandar Abbas) and made it an important trading port (which it continues to be to this day)*
- Q: What did the Ottoman Turks accomplish?
- A: *the Ottoman Turks captured most of Arabia, and then crossed the Bosphorus Strait. They invaded European land. The Ottoman Empire, after it expanded so much, gradually disintegrated, through corruption and overspending. The cruel ruler Murad stopped the decline in his five years of rule (1623–1628)*

Timeline and Map Activities

- Shah Abbas I of Safavid (1571–1629) rules a strong and prosperous Persia (1588–1629)**
- Murad IV (1612–1640), a strong and cruel ruler, regains Ottoman Empire's power (1623–1640)**
- Bosphorus Strait (G8) (map 1)*
- Iran (D5); Bandar Abbas (D5); Arabia (D5) (map 2)*
- Persia (see map on p. 83 in the book)*

Current Events | Report

Hands-on

Optional: World History II Lap Book

Activity 5: The Defenstation of Prague

Follow the lap book Instructions to complete this activity.

Read-Alouds

Master Cornhill | pp. 49–55

Vocabulary

Diffidently Michael said, "Good morrow," and explained what he wanted, and something of why he wanted it—feeling more awkward all the time because she listened without a word ... (*lacking confidence in oneself*)

She talked on steadily, rambling a bit but never too much for Michael to follow her story—a story not unlike others of the Civil War years that he had heard when Master or Mistress Trueblood **reminisced** with friends. (*the process or practice of thinking or telling about past experiences*)

His bitter dark eyes flicked **sardonically** to Michael's face. (*expressive of or characterized by derision or scorn*)

* * *

supercilious: arrogantly superior.

verger: church official who serves as a sacristan, an attendant who keeps order during services, or an usher.

plaice: European flounder that grows to a weight of 8 or 10 pounds or more.

offal: waste parts, especially the viscera or inedible parts.

foolscap: size of paper differing somewhat in the various grades and typically about 16 x 13 inches for writing and drawing papers, 17 x 13 for printing papers and boards, and 18 x 14 for wrapping papers.

Roundhead: a Puritan or member of the Parliamentary party in England at the time of Charles I and Oliver Cromwell.

sousing: inebriated, drunken.

To Discuss After You Read

- Q: Why was Alan's mother hanged?
- A: *she was for the King during the days of Oliver Cromwell—the Protectorate*

Readers

The King's Fifth | Chapters 25–26

Vocabulary

galls: skin sores as a result of friction. [chap. 25]

Grand Inquisitor: the lead authority of an Inquisition. [chap. 25]

The Stone of Sisyphus: in Greek mythology, he was king and founder of Corinth and father of Glaucus. [chap. 25]



caballero: Spanish for “knight” or “gentleman.”¹

muchacho: a young man.

conducta: conduct, behavior.²

To Discuss After You Read

Q: How did Mendoza collect the gold? [chap. 25]

A: *he dug a channel to release the water from the lake and dug the gold dust into bags which he and Roa threw down to Esteban who loaded the bags onto the horses and mules*

Day 2

History/Geography

The Story of the World: Early Modern Times | Chapter 9: “The Thirty Years’ War, 1618–1648”

To Discuss After You Read

Q: What was the cause of the Thirty Years’ War?


A: *Ferdinand II, a devout Catholic, wanted to eliminate Protestant worship from all the German kingdoms. The Protestants, especially those in Bohemia, protested the Catholic laws. These Protestants threw Ferdinand’s officials out of a window, in what is known as the Defenestration of Prague (1618). Ferdinand crushed the Bohemian rebellion, but his actions worried the Protestants in other nations nearby. They decided to fight Ferdinand. Denmark fought Ferdinand and the Germans won. Gustavus II of Sweden (and his army, the first army which all wore the same uniform) fought Ferdinand and Ferdinand almost lost—but not quite. After 17 years of fighting, the German kingdoms made peace with the same agreement they had before the war began. Cardinal Richelieu of France then wanted to gain German ground while Germany was weak. This war didn’t end until 30 years after the Defenestration of Prague, in 1648—and, thus, it is called the Thirty Years’ War*

Q: What was the Peace of Westphalia?

A: *the first modern treaty that allowed princes to decide what religion they wanted for their region*

Timeline and Map Activities

In the Thirty Years’ War (1618–1648), Protestant and Catholic nations fight for power

 *Germany; Bohemia; Prague; Denmark; Sweden; France* (see map on p. 94 in the book)

1. Source: <http://en.wikipedia.org/wiki/Caballero>, accessed September 18, 2012.

2. Source: <http://dictionary.reverso.net/spanish-english/conducta>, accessed September 18, 2012.

Usborne Encyclopedia: World History from Ancient to Modern Times | p. 214 (Re-read section on the Thirty Years’ War)

Current Events | Report

Read-Alouds

Master Cornhill | pp. 56–70

Vocabulary

“Can’t go burning a hundred thousand of us in our beds on just any old **inauspicious** date.” (*ill-omened, unlucky, unpropitious*)

The day’s peddling finished, Tom had taken one of his **genial** but abrupt departures into the crowd, and Michael was left to his own devices. (*having a pleasant or friendly disposition or manner*)

Some were narrow and **venerable**, weathered until they glowed velvet-brown in the low afternoon sun. (*impressive by reason of age*)

* * *

cunning: marked by dexterous or crafty use of some special skill, knowledge, or other resource.

holocaust: a complete or thorough sacrifice or destruction, especially by fire.

cadenza: an episodic departure from the main theme of a larger musical work.

commiseration: the feeling or showing of sorrow or the expression of condolence for the wants or distresses of another.

sanguine: anticipating the best, marked by eager hopefulness, ardently or confidently optimistic.

requited: repaid, returned in kind.

mountebank: entertainer employed by a quack to attract a crowd.

morris: vigorous dance done by men wearing costumes and bells and carrying sticks or handkerchiefs. Performed as a traditional part of English pageants, processions, and May Day games, often by a group of six men plus solo dancers who represent traditional characters.



Notes

Week 4

madrigal: polyphonic-part song originating in the 14th century that has parts for three or more voices and is marked by the use of a secular text, a freely imitative style, and counterpoint, and that in its later development, especially in the 16th and 17th centuries, is often marked by a distinct melody in the upper voice and being designed for accompaniment by strings that either double or replace one or more of the voice parts.

crenelated: having battlements.

semaphores: an apparatus for visual signaling.

brindled: having dark streaks or spots on a gray or tawny ground, especially with the markings blurred and without sharp margins.

English and Dutch War: rivalry over world trade, commercial supremacy.

forty ells: forty cubits—about the length from a man's elbow to fingertip.

To Discuss After You Read

- Q: What does the Innkeeper mean when he tells his wife, "It's news of the *Medusa* the lad's come for, not t'Inquisition"?
- A: *the boy wanted information of his uncles' ship, he didn't want to be questioned intently like the Spanish Inquisition. The Inquisition sought to create a Catholic nation and would use torture to induce people to profess faith*
- Q: How did Tom select topics and rhymes for his ballads?
- A: *the best words came from daily interesting happenings, in dull times, old stories were put to song: Aesop, Ovid, Robin Hood, and various highwaymen*
- Q: Describe the Rathbone plot.
- A: *a group of seven men wanted to return to the Commonwealth—they planned to kill the king and burn London into submission*
- Q: What do you think of Tom's laissez-faire attitude toward life (he deliberately avoids planning or preparing for the future, values his individuality and freedom above all else)? For example, he only sells enough ballads to pay for immediate needs, even if he *could* sell more. Would you feel comfortable living that way? Why?

Classic Poetry | "The Sun Has Long Been Set" p. 23

To Discuss After You Read

- Q: Does the author prefer city life or country life? How about you?
- A: *country; answers will vary*

Readers

The King's Fifth | Chapters 27–29 (up to p. 235)

Vocabulary

fetlock: the back of the leg above the hoof. [chap. 27]

riven: split apart. [chap. 28]

arroyos: brooks or creeks. [chap. 28]

vaya con Dios: "go with God." [chap. 28]

To Discuss After You Read

- Q: Why does Mendoza send his dog to attack the Indians? [chap. 26]
- A: *he doesn't have to risk the horses or the gold, they have little gunpowder or iron for the crossbows left, and the fierce dog can terrify the Indians*
- Q: Father Francisco believes the gold is a sickness. Give some examples from the story that prove he is right. [chap. 27]
- A: *Zuniga burns to death rather than drop his gold, Mendoza burns the peaceful valley to gain two helmets full of gold, Mendoza plans to lose Roa to gain all the gold for himself, Mendoza pushes the mules beyond their capacity to carry the gold*
- Q: Give examples from the book that track the changing of Esteban into Mendoza, the man who only loved gold. [chap. 28]
- A: *in the Abyss, Esteban would rather search for gold than create a map, at Tawhi, he stood at the bottom of the hill and carried the sacks of gold, and after Mendoza died, he took ownership of the gold with his whole heart*
- Q: Why does Zia leave? [chap. 29]
- A: *she never liked Mendoza, and does not like who Esteban has become both in love with gold and afraid of the Indians*

Day 3

History/Geography

The Story of the World: Early Modern Times | Chapter 10: "Japan's Isolation"

To Discuss After You Read

- Q: Why did the shoguns of Japan close the country to outside influence?



A: *they did not want a foreign religion to come and change their nation; so lemitsu closed Japan altogether (the ports closed in 1633; European traders were forbidden to enter Japan in 1641). One Dutch ship per year was allowed to dock on a man-made island in Nagasaki harbor*

Timeline and Map Activities

- 🕒 **Shogun Tokugawa Iemitsu (1604–1651) closes Japan and prohibits Christianity (1633–1639)**
- 📍 *Nagasaki; China; Japan* (see map on p. 104 in the book)

Current Events | Report

Read-Alouds

Master Cornhill | pp. 71–87

Vocabulary

As he stared, she again leaned carefully forward, took **judicious** aim, waited for the right split second, and spat. (*having or exhibiting sound judgment; prudent*)

“Now, how did you get mixed up with such a **rogue** as that, Master Cornhill?” (*an unprincipled, deceitful, and unreliable person; a scoundrel or rascal*)

It was all unfamiliar ground to Michael, and the footing felt **precarious**. (*dangerously lacking in security or stability*)

Michael, who still saw little wrong with Susanna’s notion and nothing at all with her intelligence, finished his supper in **stolid** silence. (*unemotional*)

“My **illustrious** father.” (*notably or brilliantly outstanding because of dignity, achievements, or actions, or qualities possessed; very distinguished, greatly respected*)

razed: laid level with the ground.

palings: pickets.

curlicued: a fancifully curved or spiral figure.

bisected: divided into two usually equal parts.

neats: the common domestic cow.

foists: frauds.

coracles: a small, lightweight boat.

balustrade: a row of balusters topped by a rail to serve as an open parapet as along the edge of a balcony, terrace, bridge, staircase, or the eaves of a building.

hautpas: pronounced hō pä, a raised portion of floor in a large room—like a platform raised for a table or throne.

philosophical: characterized by learning or the spirit of inquiry.

paltry: lacking in importance or worth.

fribbling: frivolous, trifling, captious.

Hercules: one of the greatest heroes of Greek mythology.

cant: affected singsong speech.

purblind: lacking in vision, insight, or understanding.

lackey: a liveried retainer, flunky, footman.

To Discuss After You Read

- Q: Why does Susanna jump to the conclusion that Tom is a rogue?
- A: *ballad-men have a reputation for working alongside pick-pockets. The ballad-man draws a crowd for the pick-pockets to work and then meet up with them later to share the “profits”*
- Q: What did it mean for a boat to “shoot the bridge”?
- A: *to pass through arches in the bridge with a swiftly moving boat*
- Q: Why did Michael like the Bridge?
- A: *it was a noisy, busy place, and not stinky*
- Q: Why doesn’t Michael believe Tom’s story that he really grew up fatherless?
- A: *because Tom’s gentleman’s accent is too good for him to have grown up on the streets*

Readers

The King’s Fifth | Chapters 29–30 (start on p. 236)

Vocabulary

noisome: having a strong, pungent odor. [chap. 30]

To Discuss After You Read

- Q: Why did Zia come to Vera Cruz? [chap. 29]
- A: *she heard that Esteban rid himself of the gold*
- Q: Was there enough gold to share? [chap. 30]
- A: *yes, enough to share with everyone Esteban met*



Day 4

History/Geography

The Story of the World: Early Modern Times | Chapter 10: “The Foreign Conquest of China”

To Discuss After You Read

- Q: How did the Manchu people come to rule China?
 A: *the Han Chinese faced famine.³ The Manchu took over easily*
- Q: How did the second Manchu emperor unite the people?
 A: *he realized that the Han outnumbered the Manchu. In order to maintain power, and not be overrun by the Han, he claimed the Manchu had liberated the Han from the Ming dynasty. He cut taxes, and China prospered*

Timeline and Map Activities

Manchu conquer China; create large and wealthy nation (1644–1680)

Usborne Encyclopedia: World History from Ancient to Modern Times | p. 258–259

To Discuss After You Read

- Q: What is the Ming Dynasty known for?
 A: *the Forbidden City; art, beautiful gardens, and acupuncture; isolationism; a strengthened Great Wall against foreign invaders; and ultimately high taxes and rebellion*
- Q: What is the Ch’ing dynasty known for?
 A: *foreigners who took over the rule of China; they won additional land for China; they maintained Chinese isolation from the rest of the world; they were the final dynasty*

Current Events | Report

3. There is a false statement on p. 109: “There were now 160 million people in China, and there was not enough farm land to grow enough food for them all.” It is true that there was not enough food for them, but that is not because there was not enough land to grow the food. War contributed more to the problem than lack of land.

Read-Alouds

Master Cornhill | pp. 88–107

Vocabulary

She could not only wiggle her ears, she could move her entire scalp with quite spectacular success, and the sight of her concentrated face in the midst of all that silvery **agitation** rendered Michael so helpless with laughter that he had to set the basket down, and went **reeling** about the alley, his solemnity forgotten. (**agitation**: the state or condition of being moved to and fro violently, steadily, or with a fluttering effect; **reeling**: moving with great irregularity and unsteadiness)

Then recognition and a startled **consternation** broke over the broad face. (*amazement or dismay that hinders or throws into confusion*)

... an exercise that led into such an interesting discussion of the **myriad** occupations of Londoners, from pin-making to rat-catching ... (*an immense, indefinitely large number, a great multitude*)

Michael could understand that well enough—or even, he had to admit it, Philip’s **tedium**. (*the quality or state of being tiresome because of slowness, continuance, or dullness*)

Bit of it had an odd ring of truth; it was easy to picture an **improvident** French portrait-painter as Tom’s father. (*lacking foresight or forethought*)

* * *

avocations: a subordinate occupation pursued in addition to one’s regular work especially for enjoyment, hobby.

nupson: fool, simpleton.

Gorgons: three sisters in Greek mythology. Most ancient sources describe them as monstrous creatures whose ugliness could turn a viewer to stone. Their hair was a mass of living snakes.⁴

cupolas: a small dome-like structure on top of a building.

feckless: unthinking and irresponsible.

blithesome: cheerful, merry.

precepts: a rule of action defined.

turnspit: a servant who turned a spit to keep meat roasting evenly.

4. Source: 2003 *World Book Encyclopedia*.



parry: to turn aside or otherwise avert.

spendthrift: one that spends or uses improvidently or wastefully.

To Discuss After You Read

Q: Why did merchant ships avoid coming to England in June?

A: *June was the time for sea battles, and the merchant ships would not care to get caught in the middle of a fight*

Q: Why did Michael despair of seeing his “uncle” again?

A: *his uncle had sold his ship and had settled in the new land*

Q: How does the fact that Michael cannot depend on his uncle affect Michael and Tom’s life?

A: *Tom decides Michael must be more purposeful in pursuing his future*

Q: Review the list of items sold in Philip’s store. How do they differ from the items you’d find in a store today? Name some modern day equivalents or substitutes for some of the items.

A: *possible: inkpots, inkhorns—pens and pencils; snuff boxes—tobacco products; shoe buckles—shoe laces; jews harps—harmonicas or other toy instrument; shirts buckles—buttons; items still sold today: needles, shears, thimbles, buttons, nutmeg graters, etc.*

Q: Why do you think the people who lived on the Bridge suffered from the plague less than other Londoners?

A: *the plague was carried by fleas who lived on rats—rats who probably lived on garbage. In an earlier chapter, we learned the Bridge didn’t smell as badly as the rest of London because the people threw their garbage into the River. No garbage, no rats, no plague—the Bridge was probably a slightly cleaner environment—and washing regularly helps of course*

Classic Poetry | “Kubla Khan” pp. 24–26

Read the poem aloud.

Timeline and Map Activities

Xanadu (C8) (map 2)

Readers

The King’s Fifth | Chapter 31–End

Vocabulary

breviary: hymn and prayer book. [chap. 31]

To Discuss After You Read

Q: Why does Esteban choose to remain in prison? [chap. 31]

A: *he does not want the gold, he seeks to be absolved of the death of others, and he is free of the lust of gold*

Q: How does Esteban plan to spend his years in captivity?

A: *study Father Francisco’s books and breviary, think how to improve various tools and look forward to the day he is free to meet Zia ■*









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History H

Week 5 Schedule

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Date:	Day 1	Day 2	Day 3	Day 4	Day 5
History/Geography					
<i>The Story of the World: Early Modern Times</i>	chap. 11: "The Moghul Emperors of India"  	chap. 12: "Charles Loses His Head"  	chap. 12: "Cromwell's Protectorate" & "Plague and Fire"	chap. 13: "The Sun King of France"  	
<i>Usborne Encyclopedia: World History from Ancient to Modern Times</i>	pp. 206–207	pp. 212–213		pp. 218–219	
Current Events	Report				
Hands-on					
Optional: World History II Lap Book	Activity 6: Louis XIV "The Sun King" of France				
Read-Alouds					
<i>Master Cornhill</i>	pp. 108–119	pp. 120–125	pp. 126–147	pp. 148–155	
<i>Classic Poetry</i>		"The Destruction of Sennacherib" pp. 27–29		"Ozymandias" p. 30	
Readers					
<i>The Ghost in the Tokaido Inn</i>	Preface–chap. 2  	chaps. 3–4	chaps. 5–7	chaps. 8–9	
Electives					
Other Notes					



Notes

Week 5

Day 1

History/Geography

The Story of the World: Early Modern Times | Chapter 11: “The Moghul Emperors of India”

To Discuss After You Read

- Q: Where did the Moghul dynasty begin?
A: *it descended from the Mongols*
- Q: Why did the Indian King Jahangir (World Seizer) sign a trade treaty with England?
A: *to increase India’s riches*
- Q: Retell the story of the Taj Mahal.
A: *Jahangir’s son Shah Jahan (King of the World) began to rule in 1628. He ruled with his wife, Mumtaz Mahal. When Mumtaz Mahal died, Shah Jahan grieved deeply. He built the gorgeous Taj Mahal in her memory*
- Q: What were Aurangzeb’s (Conqueror of the World) three decisions? What was the outcome?
A: *1) he tried to force the Hindus to convert to Islam, 2) he tried to conquer all of southern India, 3) he allowed the English to build a city—named Calcutta—in India (1690); the country was weakened and could be conquered by foreigners*

Timeline and Map Activities

- Indian Moghul, Nuruddin Jahangir (1569–1627), establishes trade with England (1605–1627)**
- Shah Jahan (1592–1666) builds Taj Mahal to honor his wife (1630–1653)**
- England (D2) (map 1)*
- India, Calcutta (see map on p. 114 in the book)*

Usborne Encyclopedia: World History from Ancient to Modern Times | pp. 206–207

Current Events | Report

Hands-on

Optional: World History II Lap Book

Activity 6: Louis XIV “The Sun King” of France

Follow the lap book Instructions to complete this activity.

Read-Alouds

Master Cornhill | pp. 108–119

Vocabulary

Michael, himself open-mouthed at the sheer **adroitness** of contriving that a foist rescue a **shifter**, wisely decided not to put Susanna to the test. (**adroitness**: *skill and readiness, dexterity*; **shifter**: *one that resorts to evasion in reasoning*)

“And now we’re a week behind with Mother Floss, too,” Michael added in some **trepidation**. (*nervous agitation*)

“Though why she wasn’t **sweltered** I don’t know,” Susanna added **prosaically**. (**sweltered**: *oppressed or excessively uncomfortable with heat*; **prosaically**: *matter-of-factly*)

“Still, with the theatres reopening, I might **contrive** to finish it.” (*effect, manage*)

His Majesty’s fleet had not won the battle but had been **ignominiously** beaten. (*dishonorably, shamefully*)

* * *

finical: finicky, hard to please.

broad sides: all the guns on one side of a warship; when they discharge.

victualing: provide with food and other stores.

trillibub: the entrails of an animal.

compter: a small English prison controlled by a sheriff.

To Discuss After You Read

- Q: Why would it be “cheaper in the end” for Tom to buy Harry Hobson out of debtors’ prison than continue to raise money for his family with his ballads?
A: *because once Harry is out, he can assume the responsibility of supporting his own family. Tom assumes the amount Harry owes is less than it would cost to support his family while Harry is in prison*
- Q: What three events impacted Michael’s life?
A: *Susanna met her old actress friend and decided acting wasn’t a life she desired, causing her to be worried about Michael’s future; Tom decided to buy Harry’s way out of debtor’s prison and to borrow money from a money lender; and the English lost a huge naval battle to the Dutch, forcing the impressments of all men for the Royal Navy*

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Readers

The Ghost in the Tokaido Inn | Preface–Chapter 2

Setting

The story takes place in Japan in 1735 (after more than a century of peace) during the age of the samurai. The shogun ruled Japan in Edo (modern day Tokyo). The emperor lived in Kyoto and interfaced with his ancestor, the sun goddess, Amaterasu. The protagonist travels along the Tokaido Road, the world's busiest road between the emperor's city and the shogun's city.

Vocabulary

kami: spirits to worship. [Preface]

abacus: a frame with wires and beads, used to add, subtract, multiply, divide, and calculate square and cubic roots. [chap. 1]

haiku: Japanese form of poetry. [chap. 1]

Ise: Japan's most sacred Shinto shrine. It consists of two shrines: the Outer Shrine dedicated to the kami of clothing, food, and housing, and the Inner Shrine, that enshrines Amaterasu, the sun goddess. The shrines date back to the 3rd and 5th centuries. Even Buddhist priests and nuns would visit this Shinto shrine. [chap. 1]

Buddhism: founded by Siddhartha Gautama, teaching the disassociation with material superficialities and attaining inner enlightenment through nirvana. [chap. 1]

Shinto: the indigenous religion of Japan. [chap. 1]

daimyo: reported to the shogun. He controlled samurai who supported him. [chap. 1]

Kirishitans: the Japanese name for Christians. The shogun outlawed Christianity more than a century earlier, and many Japanese Christians were martyred. [chap. 1]

obi: a tie or sash to close a kimono or loose gown worn by men, women, and children. [chap. 2]

To Discuss After You Read

Q: Why did the shogun forbid carts and carriages on the Tokaido Road? [Preface]

A: *to prevent ruts in the smooth gravel; maybe to allow traffic to move more easily as well*

Seikei's father made sacrifices at both the Buddhist and Shinto temples. [chap. 1]

Q: Explain Japan's society levels. Could people move between the levels? [chap. 1]

A: *the emperor was the top pinnacle; the next level included the shogun and his samurai warriors; then came the merchants; people could not move between levels*

Q: Why do you think the shogun had a checkpoint to ask people why they were traveling? [chap. 1]

A: *to prevent anyone from seizing power from the shogun*

Q: How did the inns in town attract customers? [chap. 2]

A: *they hired beautiful girls to stand outside and entice customers to come in*

Q: What does Seikei's father mean by "thank-money?" [chap. 2]

A: *a bribe*

Q: How did the daimyo produce ink? [chap. 2]

A: *a servant girl brought an ink stick which she rubbed on a stone tray. She then mixed the dry ink with water*

Q: Would you want to do business with a daimyo? [chap. 2]

A: *no, they were rude, and often wouldn't pay fairly for goods*

Timeline and Map Activities

🕒 **Matsuo Basho (1644–1694) wrote haiku poems that reflected his Zen Buddhist beliefs**

🌐 *Osaka (D5); Ise (D5); Kameyama (D5); Edo (Tokyo) (C5); Nagano (C5); Tayuama (C5); Himeji (D4) (see map below)*





Notes

Week 5

Day 2



History/Geography

The Story of the World: Early Modern Times | Chapter 12: “Charles Loses His Head”

To Discuss After You Read

- Q: Why was Charles I a hated king?
 A: *he dismissed Parliament when it wouldn't give him the money he wanted and ruled as an absolute ruler, he married a Catholic princess, and placed many restrictions on religious followers and he used the army against his own people*
- Q: What were the Cavaliers and the Roundheads?
 A: *Charles' supporters, the Cavaliers, fought against Parliament's supporters, the Roundheads. After six years, the leader of the Roundheads, Oliver Cromwell, defeated Charles' army*
- Q: How did Cromwell deal with the King?
 A: *Charles was executed as a traitor. England was no longer a monarchy (ruled by a king)*

Timeline and Map Activities

-  **Oliver Cromwell (1599–1658) beheads Charles I; ending the Divine Right of Kings in England (1649)**
-  *England, Scotland, London (see map on p. 124 in the book)*

Usborne Encyclopedia: World History from Ancient to Modern Times | pp. 212–213

To Discuss After You Read

- Q: What caused the English Civil War and what was the outcome?
 A: *King Charles I believed in his divine right to rule and refused to take council from Parliament; when Parliament refused to grant him money, war broke out between the king's supporters (Cavaliers) and the Roundheads; the Roundheads won and chopped off the king's head; Oliver Cromwell took over as Lord Protector; when he died, England returned to kingly rule*

Current Events | Report

Read-Alouds

Master Cornhill | pp. 120–125

Vocabulary

- arrears:** the state of being behind in the discharge of duties, obligations, or responsibilities.
- chit:** a signed voucher or memorandum of a small debt.
- cosset:** pamper or pet.
- fortnight:** the space of fourteen days, two weeks.
- revictualing:** to supply with fresh provisions.
- a pize on me:** to strike a blow on one.
- equipage:** outfit small articles.
- posset:** a hot drink of milk curdled with spiced wine.

To Discuss After You Read

- Q: Why did the young men of London need to hide after the Dutch beat his Majesty's Fleet? How did this defeat affect Michael?
 A: *The navy needed men so press gangs would grab them off the street and force them to serve—they gave the men no choice, and left women and children with no one to care for them. Many young men went into hiding—including Tom, which meant he could no longer care for Michael, so he sent Michael to live with Susanna at the Golden Buckle*
- Q: What has happened to Philip?
 A: *no one knows for sure, he could have been pressed, fled the country after murdering a man, or in prison*

Classic Poetry | “The Destruction of Sennacherib” pp. 27–29

Readers

The Ghost in the Tokaido Inn | Chapters 3–4

Vocabulary

- Hour of the Rat:** stands for the time from 11:00 pm to 12:59 am. Since people in early Japan did not need to know actual time, they divided the day into two periods: sunrise to sunset, and sunset to sunrise. Each period was divided into six divisions (with each division being about two hours long). The periods were named for zodiac signs and included: rat, ox, tiger, hare, dragon, snake, horse, goat, monkey, rooster, dog, and boar. [chap. 4]

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To Discuss After You Read

Notes: Women originally formed **Kabuki** theater for ribald shows. The shogun outlawed women performers, and at the time of this story, only men could perform in Kabuki shows. The shows included singing, dancing, and elaborate costumes to show comedies and tragedies. [chap. 3]

In Michiko's ghost story, the Buddhist monk is reborn as a cannibal. Do both Buddhism and Shintoism teach reincarnation? Buddhists believe in rebirth instead of reincarnation. The Buddha taught that humans are born and reborn many times and that there are six realms of existence into which we can be reborn. These are the hell worlds, the realm of 'hungry ghosts', the animal realm, the human realm, the realm of jealous gods and the heavenly worlds. Where Buddhism emphasizes the afterlife and the cycle of rebirths, Shintoism emphasizes this life and finding happiness within it. [chap. 3]

- Q: How does the ghost story compare to scary stories you hear here? [chap. 3]
- Q: The inn used **rice-paper screens** to divide between rooms. What would be the advantages and disadvantages of such a system? [chap. 4]
- A: *disadvantages: noisy, not very private; advantages: easily adjustable, inexpensive; space-saving*

Day 3

History/Geography

The Story of the World: Early Modern Times | Chapter 12: "Cromwell's Protectorate" and "Plague and Fire"

To Discuss After You Read

- Q: What is a commonwealth? What was England at this time?
- A: *a country where people rule by electing leaders to represent them; in name but not reality*
- Q: Was Cromwell a King?
- A: *after four years without any representation, Cromwell disbanded Parliament (1653). He became "Lord Protector of England"—not "King Cromwell," though he certainly acted like a king*
- Q: Why was Cromwell unpopular?
- A: *Cromwell's army destroyed everything that seemed Catholic: stained glass, statues, carvings, ornaments; and he was too strict*

Q: What occurred after Cromwell died?

A: *in 1658, the people asked Charles II, son of the beheaded Charles I, to return to England and rule (1660); and Parliament passed laws that would limit the king's power—the king now had to answer to Parliament*

Q: What tragedies occurred during the period of Restoration?

A: *the Black Death killed 40% of London's population in 1665 and nine months later, in 1666, a fire burned 80% of London*

Current Events | Report

Read-Alouds

Master Cornhill | pp. 126–147

Vocabulary

"My brother'll be no sluggard—and no **ingrate** to his benefactor, either!" (*an ungrateful person*)

Susanna had strong views on a person's duties to his benefactor; they seemed to be based on the notion that any recipient of **largesse** should make himself twice as useful as if he were employed for pay. (*liberality in bestowing gifts*)

When they had clumped back down the shining stairs and across the shop, followed by Susanna **ostentatiously** plying a broom, Master Haas closed the door behind them and turned to Michael with a frown. (*for the purpose of attracting attention*)

"Oh, Master, I shouldn't have let him do it—'twas like lying to you!" Susanna was half in tears at his **chagrin**. (*vexation, disquietude, or distress of mind brought on by humiliation, hurt pride, disappointment, or consciousness of failure or error*)

It was a mystery, that egg—one of the many mysteries of the Master's chamber—and it finally **goaded** Michael's curiosity beyond bearing. (*incited, roused*)

"Michael!" **ejaculated** Susanna in scandalized tones from the hall outside the room. (*blurted out*)

casement: a window attached to a frame by hinges.

apothecary: one who prepares and sells drugs or compounds for medicinal purposes.



Notes

Week 5

To Discuss After You Read

- Q: Why was “... the coveted status of brother a sword that could cut two ways”?
- A: *Michael finally “belonged” to Susanna, but she also now felt responsible for him, so she put him to work and made sure he studied his Latin*
- Q: How did Master Haas make use of an egg?
- A: *the white—mixed with paint to make the color fast to the paper, to glaze color already on the paper; the yolk—paints his signature and then paints over it with black ink. The yolk flakes away leaving white lettering*
- Q: According to Master Haas, why can’t just any boy be apprenticed to an artist?
- A: *to be an artist requires natural talent or a gift—something that can’t be taught—and a kind of courage*
- Q: Describe how Tom managed to sneak past the press gang to visit Michael.

Readers

The Ghost in the Tokaido Inn | Chapters 5–7

To Discuss After You Read

- Q: Why did the judge suspect the servant? [chap. 5]
- A: *the servant had cause—the daimyo had hurt him, and the servant had opportunity—he knew the inn very well*
- Q: Why does Seikei tell the Judge about the ghost? [chap. 6]
- A: *to protect his friend; the samurai believe it is honorable to tell the truth without worrying about the consequences*
- Q: Why does the Judge retain Seieki? [chap. 7]
- A: *he likes him and wants to use his services; although he is a merchant’s son, Seieki has samurai virtues*

The judge heated the water in his bathhouse from channeled water from a hot spring nearby.

Day 4

History/Geography

The Story of the World: Early Modern Times | Chapter 13: “The Sun King of France”

To Discuss After You Read

- Q: Describe Louis XIV, the Sun King’s reign.
- A: *Louis XIV became king of France at age four. When he came of age, he ruled without advisors. His word was the law. He built a palace at Versailles, and made his nobles move there. The nobles spent their time trying to please the king, which kept them too busy to plan a revolt. Louis XIV made expensive habits the fashion. He encouraged his nobles to spend too much money. When they were deeply in debt, they had to rely on Louis to survive. The common people of France had to pay heavy taxes to support his expensive habits*

Timeline and Map Activities

Sun King Louis XIV (1638–1715) is absolute ruler of France (1661–1715)

France, Versailles (see map on p. 142 in the book)

Usborne Encyclopedia: World History from Ancient to Modern Times | pp. 218–219

To Discuss After You Read

- Q: Why do you think the English and Dutch were concerned about a union between Spain and France?
- A: *possible: they didn’t want any one ruler to be able to control so much land in Europe—they’d be too powerful*
- Q: How did the Dutch become an empire?
- A: *they gained independence from Spain, and as merchants established bases for trade around the world they gained power*

Current Events | Report



Read-Alouds

Master Cornhill | pp. 148–155

Vocabulary

“So that is your Tom,” the Master rumbled, peering toward the approaching figure as Michael **wrested** the lower half of the door open and shot out of the house. (*gained with difficulty by or as if by coercive force, violent action, or steady determined labor*)

“God-a-mercy, what is the boy **blathering** about?” Tom demanded, turning to stare at him. (*talking foolishly or nonsensically*)

* * *

bonny-clabber: sour, thickened curdled milk.**dotterel:** a stupid, foolish person.**megrims:** low spirits, despondency, blues.

To Discuss After You Read

Q: Does Michael feel settled about his future, even though he now finally feels needed? Explain.

A: *no—he’s starting to feel torn between his new homey surroundings at the Golden Buckle and the way he still longs to be “home” with Tom*

Q: Why does Michael no longer feel at home either with Tom or at the Golden Buckle?

A: *Life with Tom is harder than it used to be now that they are in debt; a new girl now works at the Golden Buckle so Michael has fewer opportunities to spend time with the Master than he did. In short, life has changed and will take some getting used to*

Q: Describe the war as seen in Michael’s mind, and as viewed by Master Haas.

Classic Poetry | “Ozymandias” p. 30

To Discuss After You Read

Q: What lesson can we learn from this poem?

A: *not to think too highly of ourselves!*

Readers

The Ghost in the Tokaido Inn | Chapters 8–9

Vocabulary

miso soup: a thick fermented paste made of cooked soybeans, salt, and often rice or barley. [chap. 9]

To Discuss After You Read

Q: Why do the wandering holy men, the komuso, hide their heads under a basket? [chap. 9]

A: *to lose their outer self by dwelling on the inner spirit*

Q: The judge claims that criminals sometimes commit crimes because they believe fate has put them in the wrong place and they become as the bent tree. Do you agree with this theory? [chap. 9] ■










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History H

Week 6 Schedule

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Date:	Day 1	Day 2	Day 3	Day 4	Day 5
History/Geography					
<i>The Story of the World: Early Modern Times</i>	chap. 14: "The Rise of Prussia"  	chap. 15: "Louis XIV Saves New France"  	chap. 15: "William Penn's Holy Experiment"  	chap. 16: "The Universal Laws of Newton and Locke" 	
<i>Usborne Encyclopedia: World History from Ancient to Modern Times</i>	p. 225	p. 227		pp. 220–221	
Current Events	Report				
Hands-on					
Optional: World History II Lap Book	Activity 7: The Universal Laws of Newton and Locke				
Read-Alouds					
<i>Master Cornhill</i>	pp. 156–170	pp. 171–179 	pp. 180–194	pp. 195–Afterword	
<i>Classic Poetry</i>		"Clock-a-clay" p. 31		"La Belle Dame Sans Merci" pp. 32–34	
Readers					
<i>The Ghost in the Tokaido Inn</i>	chap. 10	chaps. 11–12	chaps. 13–15 	chaps. 16–17	
Electives					
Other Notes					



Notes

Week 6

Day 1

History/Geography

The Story of the World: Early Modern Times | Chapter 14: “The Rise of Prussia”

To Discuss After You Read

Prince Frederick ruled Prussia and the German state of Brandenburg.

He crowned himself King of Prussia, and acted so much like a king—even though the Holy Roman Emperor still ruled Brandenburg—that he eventually became king of the first Reich, or kingdom, of Germany.

Timeline and Map Activities

Frederick I (1657–1713) forms new nation of Prussia; begins nationalism or loyalty to state

Prussia, Germany, Brandenburg (see map on p. 134 in the book)

Usborne Encyclopedia: World History from Ancient to Modern Times | p. 225

To Discuss After You Read

Q: Why is Catherine of Russia considered Great?

A: *she ruled absolutely; she encouraged trade and education; she made her country rich and successful*

Current Events | Report

Hands-on

Optional: World History II Lap Book

Activity 7: The Universal Laws of Newton and Locke

Follow the Lap Book Instructions to complete this activity. Find an Answer Key for this activity on page 41 of the Instruction Booklet.

Read-Alouds

Master Cornhill | pp. 156–170

Vocabulary

The old **blithe** grasshopper—that was Tom. (*of a happy contented character or disposition*)

It was more than a moment, but very soon he did have a sketchy but very Tom-like tale—the mere synopsis sent Michael into giggles—with a wildly **variegated** cast, which ranged from a villainous money-lender in league with his landlady to a court fop in love with a fishwife. (*use of variety to enliven or give interest to*)

* * *

pretension: an assertion or declaration whose truth is questioned.

pith: importance, weightiness.

forte: one’s strong point, that in which one excels.

farce: a light dramatic composition of satirical or humorous cast in which great latitude is allowed as to probability of happenings and naturalness of characters.

cullion: a mean or base fellow.

chivvied: harassed, annoyed, or teased especially with persistence and by petty vexations and often for a specific purpose.

lugubriously: expressive of, marked by, or giving rise to grief or sorrow.

gamin: a boy who runs the streets, a roguish impudent boy.

vermilion: a bright red pigment consisting of mercuric sulfide formerly obtained from the mineral cinnabar but now always prepared synthetically, that varies from crimson when coarse-grained to nearly orange when finely divided, and that is used chiefly as an artist’s color and in rubber.

slab: flat piece on which drugs or colors are ground, printing ink distributed, or various substances are mixed. [“A Stroke...”]

muller: stone or piece of wood, metal, or glass having a usually flat base and often a handle and held in the hand to pound, grind, or mix a material or to polish a surface.

usurer: one who lends money at a rate of interest beyond that established by law or at an exorbitant rate.

To Discuss After You Read

Q: How does Michael’s change in perspective on his life also change his outlook?

A: *he decides to think of himself as the first of the Cornhills instead of the last, and decides that if he’s the first, it would be up to him to start to make something of his family’s name*

Q: Describe how Michael acquires an apprenticeship with Master Haas.

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- Q: Why was the east wind a problem?
 A: *it blew hot dusty wind that kept the smells locked up over London*
- Q: Why would a wind from the east be called a Belgian wind?
 A: *hint: look at a map*
- Q: What does Master Haas mean when he says a map maker must have courage?
 A: *a map maker must be willing to make a mistake on paper—otherwise it would be impossible to start*

Readers

The Ghost in the Tokaido Inn | Chapter 10

To Discuss After You Read

- Q: The shrine at Ise had a Buddhist monastery on its grounds as well as a building for travelers. Why did the travelers not visit the shrine at night?
 A: *they believed that the sun goddess slept at night*
- Q: Why did the Shogun command the daimyos to spend one year out of every two in Edo?
 A: *so he could keep an eye on them*
- Q: What is a ronin?
 A: *a samurai without a lord*

Day 2

History/Geography

The Story of the World: Early Modern Times | Chapter 15: "Louis XIV Saves New France"

To Discuss After You Read

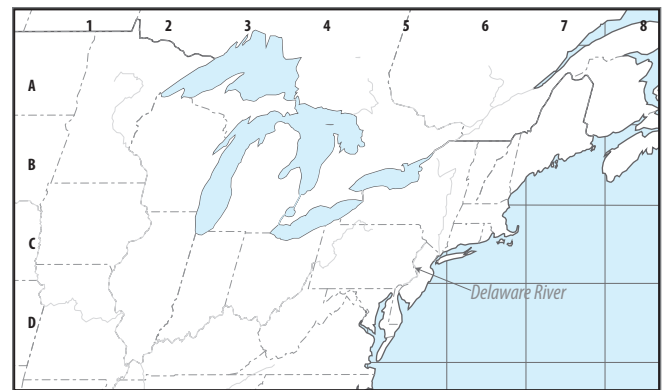
- Q: What was King Philip's War? Why did it occur and what was the outcome?
 A: *the English colonies in North America took over more and more land. Eventually, the chief of the Wampanoag, named Metacom, decided he would rather die than have no more land. Metacom, or King Philip (as the English called him), fought the English for many months (June 20, 1675 until 1678) before his defeat. More than three thousand American Indians died, and the English were free to settle on their vacated land*
- Q: How did Louis XIV impact the French settlement?
 A: *when Smallpox wiped out many American Indians, Iroquois took over. The Iroquois tried to destroy the French*

settlements in Canada. Louis sent troops. They were not defeated, nor did they drive out the settlements. Then Louis sent women to marry the soldiers

Timeline and Map Activities

King Philip's War; Indians fight colonists (1675–1676)

- England, Montreal, Quebec, France, Philadelphia (see map on p. 156 in the book)
- Delaware River (see map below)



Usborne Encyclopedia: World History from Ancient to Modern Times | p. 227

To Discuss After You Read

- Q: Describe the differences in how settlers from Spain, France, and Portugal lived in the Americas.
 A: *Spain set up colonies ruled by viceroys, some built forts and churches in North America, they opened mines and sent gold and silver back to Spain; Portuguese settlers grew sugar on plantations with slaves; the French lived by hunting and trapping*

Current Events | Report

Read-Alouds

Master Cornhill | pp. 171–179

Vocabulary

tarradiddle: pretentious nonsense.

To Discuss After You Read

- Q: How did churches sound the alarm for a fire?
 A: *they rang the church bells backwards*

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Notes

Week 6

- Q: Why was there no water in the inner city to put out the fires?
 A: *the waterwheels had been destroyed by the fire and the wooden street pipes had been broken open and the water wasted*

Timeline and Map Activities

- 🕒 **Great Fire of London burns for 5 days (September 2, 1666)**

Classic Poetry | “Clock-a-clay” p. 31

Vocabulary

The artwork gives a clue about the meaning of clock-a-clay. It refers to a ladybug.

cowslip pips: a golden flower and its seeds.

Readers

The Ghost in the Tokaido Inn | Chapters 11–12

To Discuss After You Read

- Q: What is the floating world? [chap. 11]
 A: *a place of beautiful women who live to please men, rice wine, and pleasure*
- Q: What is a geisha? [chap. 11]
 A: *a woman trained for years to please men with the arts of music and conversation*
- Q: What does Tomomi wear around his neck and what does it mean? [chap. 11]
 A: *a crucifix; that he is a Catholic Christian*
- Shinto priests wear white robes and are the only ones allowed within the shrine. [chap. 12]
- Q: How did people pray at the shrine? [chap. 12]
 A: *they would write their prayers on slips of paper and tie them to the branches of the cedar trees in the sacred grove*

Day 3

History/Geography

The Story of the World: Early Modern Times | Chapter 15: “William Penn’s Holy Experiment”

To Discuss After You Read

- Q: What was William Penn’s “holy experiment”?

- A: *to found a colony based on the beliefs of the Quakers; the Quakers believed that all men and women should be equal. They wanted God’s word to come directly to their hearts. They also believed that fighting was wrong*

- Q: What was the Frame of Government and why was it significant?
 A: *Penn wrote out a Frame of Government that had three groups of leaders. The council made the laws; the assembly voted on whether the laws should be passed, and the governor enforced the laws; this was a model for the American Constitution*

- Q: How did the British maintain a Protestant monarchy?
 A: *when Charles II died, his brother James II took control. But James II was Catholic, so the Protestants invited James’ older daughter to come and rule. Mary and her husband, William III of Orange, agreed to come (1688). James II fled to France*

- Q: What was the Glorious Revolution?
 A: *when William and Mary came and agreed to stand by laws passed by Parliament*

Timeline and Map Activities

- 👤 **William Penn (1644–1718) establishes Pennsylvania based on Quaker beliefs (1681)**
- 🌐 Maryland (B5) (map 4)
- 🌐 Philadelphia (see map on p. 156 in the book)

Current Events | Report

Read-Alouds

Master Cornhill | pp. 180–194

Vocabulary

As they watched, flames licked **voraciously** the whole length of Cornhill from St. Michael Archangel to the Stock Market ... (*avidly, greedily*)

* * *

garish: excessively bright and showy.

cloister: a covered passage or ambulatory on the side of a court usually having one side walled and the other an open arcade or colonnade and typically connecting different buildings of a group or running round an open court, especially of a monastery or college.

expunging: striking out, obliterating.

cunning-man: professional or semi-professional magician.

flotsam: floating debris.



papist: a Roman Catholic; usually used disparagingly.

To Discuss After You Read

Q: Why did the booksellers place their books in St. Paul's?

A: *the church was thick stone and couldn't burn*

Q: Why hadn't Tom been able to make it to the Bridge since the fire started?

A: *he kept stopping to help anyone who needed it*

Q: Why is Michael so distressed by the crowd's reaction to the Portuguese?

A: *the crowd is ready to believe any tale it is told—Michael worries that the crowd will turn against his Dutch master*

Q: Why do you think the despair over the fire reaches a climax once St. Paul's begins to burn?

A: *possible: because it is a structure that has stood for 600 years and had seemed to survive the fire up to that point. The fact that the people stored the books there in an effort to save them meant they had expected it to survive and perhaps their final hopes were dashed when the walls of this famous building fell*

Readers

The Ghost in the Tokaido Inn | Chapters 13–15

Vocabulary

torii: entrance to a Shinto temple. It consists of two uprights supporting a concave crosspiece with projecting ends and a straight crosspiece beneath it. [chap. 13]

one ri: is equal to 2.44 miles so Seikei had to travel 5 miles on foot before he got any food. [chap. 13]

sea bream: a type of fish. [chap. 14]

bon festival: held to pray for one's ancestors. It is the largest holiday (after New Year) and occurs in mid-July. The celebration includes fires, dances, and travel to one's home city. [chap. 14]

To Discuss After You Read

Q: Why did the judge leave Seikei behind? [chap. 13]

A: *to test him, to see how industrious he could be*

Q: Why does Seikei think Tomomi is a samurai? [chap. 14]

A: *his real name sounds like he could be, and he fights like a samurai*

Q: Why do the daimyos bring their families to Edo every other year? [chap. 14]

A: *the families act as hostages so no daimyo would start an uprising against the Shogun*

Q: Who does the judge think Tomomi's father was? [chap. 14]

A: *a Kirishitan daimyo who was executed when he refused to give up his faith*

Timeline and Map Activities

Hakone (see map below)



Day 4

History/Geography

The Story of the World: Early Modern Times |

Chapter 16: "The Universal Laws of Newton and Locke"

To Discuss After You Read

Q: What law did Newton observe and define? What was the result?

A: *Isaac Newton (1642–1726) observed and experimented with gravity, until he could describe it. His laws of gravity showed how every motion in the universe has a law that governs it. He wrote about these in Principia Mathematica (published in 1687); people realized they could figure out the universe*

Q: How did Newton's law affect other areas of study?

A: *philosophers who deal with ideas, economists who deal with money, and political philosophers who deal with how countries are governed also wondered about universal laws*

Q: What universal laws did Locke discover?

A: *in 1690, John Locke published Two Treatises of Government. He believed that every man and woman should be equal, and that they all could seek "life, healthy, liberty, and possession." Locke also thought that groups of people should elect some to rule over them to enforce the laws, and that a good government should have three parts to keep each other in check*



Notes

Week 6

Q: What is another name for these Western ideas?
A: *this time of ideas is called “The Enlightenment”*

Timeline and Map Activities

- Galileo Galilei (1564–1642) uses observation as basis of scientific method**
- Sir Isaac Newton (1642–1727) writes laws of gravity and *Principia Mathematica* (Principles of Mathematics)**

Usborne Encyclopedia: World History from Ancient to Modern Times | pp. 220–221

To Discuss After You Read

Q: How did the Age of Enlightenment occur?
A: *as scientists discovered new ideas, it spawned other thinking; the scientific method encouraged new discoveries; books collected new understanding and allowed new thoughts to spread; some European rulers set up societies to encourage the exchange of idea*

Current Events | Report

Read-Alouds

Master Cornhill | pp. 195–Afterword

Vocabulary

He hoped the Portugee was one the King had questioned and **exonerated**—hoped beyond hope that Master had never been accused. (*cleared from accusation or blame*)

* * *

phoenix: legendary bird represented by the ancient Egyptians as living five or six centuries in the Arabian desert, being consumed in fire by its own act, and rising in youthful freshness from its own ashes and often regarded as an emblem of immortality.

obscurely: indistinctly, vaguely.

solaced: comforted, soothed.

coxcomb: a jester’s cap, a fool.

To Discuss After You Read

Q: How long did the fire rage?
A: *three days and nights*

Q: How did the King raise the spirits of the people?
A: *he rode among them without a bodyguard, he worked to help put out the fire with the other men, passing buckets and helping to blow up houses, he assured them there was no plot against them, and he promised to help them and feed them*

Q: Why does the Master not worry about London?
A: *the people are left and they will rebuild*

Q: What does the Master decide to do as a result of the fire? How does he follow his own advice to look forward instead of to the past?
A: *give the store to Susanna, and pour his training in Michael; he has decided not to mourn the loss of his own kin too much when there are people around him he can love like kin instead—he is looking forward instead of to the past as he is always telling Michael to do*

Classic Poetry | “La Belle Dame Sans Merci” pp. 32–34

Vocabulary

La Belle Dame Sans Merci: a lady without mercy.

sedge: marsh grass.

elfingrot: a fairy grotto.

To Discuss After You Read

Q: Why did the knight linger in this lonely spot? Should he?

Readers

The Ghost in the Tokaido Inn | Chapters 16–17

To Discuss After You Read

Q: Why does Tomomi act the part of a woman? [chap. 16]
A: *the Shogun forbids women to act in kabuki*

Q: Why can the man and woman who love one another in the play not marry? [chap. 16]
A: *the man must marry who his parents command him to, and the woman must work in the teahouse to support her parents. If she left, she would dishonor her parents*

Q: What unusual item does Seikei find in Tomomi’s trunk? [chap. 17]
A: *a real samurai sword with the silver cross on the scabbard* ■

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