

# How to Use the Schedule

## More notes with important information about specific books.

The **N** symbol provides you with a heads-up about difficult content. We tell you what to expect and often suggest how to talk about it with your kids.

## 4-Day Schedule:

This entire schedule is for a 4-Day program. Designed to save one day a week for music lessons, sports, field trips, co-ops or other extra-curricular activities..

Write in the week's date for your records.

The  symbol indicates there is a timeline suggestion in the notes for that day.

The  symbol indicates you will find a map assignment in the notes for that day.

The  symbol indicates there is a figure for you to place on the timeline.

Use the extra rows to schedule additional assignments or activities.

Additional space for your record keeping.



## History 3 Week 9 Schedule

Date:	Day 1	Day 2	Day 3	Day 4
<b>History/Geography</b>				
<i>The Beginner's American History</i>	pp. 57-62 	pp. 63-65 (to the break) 	pp. 65-68 	pp. 69-74 
<b>Read-Alouds</b>				
<i>The Witch of Blackbird Pond</i>	chap. 10 	Chap. 11	chap. 12 	chap. 13
<i>A Child's Introduction to Poetry</i>		"Lyric Verse" pp. 28-29		
<b>Readers</b>				
<b>Regular:</b> <i>Squanto, Friend of the Pilgrims</i>	"Squanto and the Englishmen" 	"London" 	"The Indian Show" & "Captain John Smith" 	"Captain Hunt" & "In the Dark"
<b>Advanced:</b> <i>The Matchlock Gun</i>	chaps. I-II 	chaps. III-IV	chaps. V-VII	chaps. VII-X
<b>Electives</b>				
<b>Other Notes</b>				

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 Special Note to Mom or Dad  Map Point  Timeline Figure  Timeline Suggestion

Intro to American History, Year 1 of 2 | Section Two | Week 9 | 53

# Instructor's Guide Quick Start

The BookShark™ Instructor's Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your children get the most out of the subjects covered. If you need help reading your schedule, see "How to Use the Schedule" in **Section Four**.

This IG includes a 36-week schedule, notes, assignments, readings, and other educational activities. See **Section Three** for specific organizational tips, topics and skills addressed, the timeline figure schedule, and other suggestions for the parent/teacher. Here are some helpful features that you can expect from your IG.



## Easy to use

Everything you need is located right after the schedule each week. If a note appears about a concept in a book, it's easy to find it right after the schedule based on the day the relevant reading is scheduled.

## Maps

Colorful map answer keys, which double as bookmarks, will help you easily find relevant map locations. You will find the coordinates and the location name in your notes.



## 4-Day Schedule

Designed to save one day a week for music lessons, sports, field trips, co-ops or other extra-curricular activities.

## To Discuss After You Read

These sections help you hone in on the basics of a book so you can easily know if your children comprehend the material.

### To Discuss After You Read

- Q When Henry brings food home for his siblings, the author describes the food by its color—i.e., brown bread and yellow cheese; can you think of four foods that are made more specific by describing their color?
- A suggestions: white and dark meat (chicken); green beans/ yellow beans; yellow tomatoes; yellow squash; dark

### Vocabulary

**orphan:** a child whose parents are dead.  
children's home: an orphanage.

### Vocabulary

This section includes terms related to cultural literacy and general vocabulary words in one easy-to-find place.

## Notes

When relevant, you'll find notes about specific books to help you know why we've selected a particular resource and what we hope your children will learn from reading it. Keep an eye on these notes to also provide you with insights on more difficult concepts or content (look for "Note to Mom or Dad").

**Note:** The Yangtze River is the third longest river in the world. The author talks about "the yellow waters of the Yangtze river." The river carries an enormous amount of silt from higher elevation in Western China. It drops the silt on the central plains which creates good soil for rice planting. In 2010, the Chinese government completed the Three Gorges Dam across the Yangtze, the world's largest dam. It generates electricity and will hopefully cut down on flooding. To build it, the government moved 1.2 million people.

**Section Three**  
Instructor's Guide Resources

**Section Four**  
New User Information

## Instructor's Guide Resources and New User Information

Don't forget to familiarize yourself with some of the great helps in **Section Three** and **Section Four** so you'll know what's there and can turn to it when needed.



# History 2

## Week 1 Schedule

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
<b>History/Geography</b>					
<i>The Usborne Book of World History</i>	Review pp. 6–27 🕒📌📖	Review pp. 28–49 🕒📌	Review pp. 50–73 🕒📌	Review pp. 74–95	
<i>Geography Songs</i>	“Continents and Oceans” Track 32		“Continents and Oceans” Track 32	“Continents and Oceans” Track 32	
<b>Read-Alouds</b>					
<i>Red Sails to Capri</i>	chap. 1 🌐	chap. 2	chap. 3	chap. 4	
<i>The Aesop for Children</i>	“The Wolf and the Kid” p. 7		“The Tortoise & the Ducks” p. 8		
<i>Cornstalks: A Bushel of Poems</i>		pp. 6–7		pp. 8–11	
<b>Level 2 Readers*</b>					
<i>Owl at Home</i>	“The Guest” pp. 5–18	“Strange Bumps” pp. 19–30	“Tear-Water Tea” pp. 31–40	“Upstairs and Downstairs” pp. 41–50	
<b>Electives</b>					
<b>Other Notes</b>					
<p>*We include the Schedule and Notes for the Level 2 Readers. If you are using another level of Readers please refer to the Schedule and Notes in your Language Arts Guide or Readers Schedule.</p>					

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# Notes

## Week 1

### Day 1

### History/Geography

#### Reading the History Books Aloud

We encourage you to use the narration method to help your children focus and retain the History material. Narration differs from the classroom method of testing random ideas and may seem strange at first, but we have no doubt you'll come to appreciate it.

In the narration method you'll read the History books together, and then have your children tell you what they remember from the reading. Enjoy hearing all your children have grasped!

#### **The Usborne Book of World History** | Review pp. 6–27

**Note to Mom or Dad:** This book, used in tandem with our other history texts, provides illustrations. Enjoy the extra tidbits in this book.

Remember, some pages of this book contain nudity and battle illustrations. If your children are sensitive to this, we recommend you look through the book before you read it with your child.

Because it's likely been a while since your children have thought about ancient history, we start the year with some review. You'll cover centuries of time in just a few days so just look at the pictures and read the following notes. Don't reread the text—use this to remember where you've been in history.

The earliest civilizations developed on river-banks, for farming was easier there, a steady supply of fish were available, and transportation was easy. Archeologists have discovered the following early civilizations:

#### The Sumerians | pp. 8–13

The Sumerians settled in the Tigris/Euphrates River area. This area is called Mesopotamia, or between the rivers. Sumerians produced one of the earliest writing forms: cuneiform.

They had many small city-states, each with their own rulers and laws.

They built with clay bricks.

They were the first to use the wheel.

They grew crops, rather than hunting and gathering their food.

Sumerians created ziggurats.

#### Timeline and Map Activities

**Note:** Please refer to **Section Four** for instructions on how to complete the Timeline and Map Activities. In addition, please read “Why You Will Find Contradictions in History” in **Section Three**.

🌐📅 **Jericho (ca. 8000 BC)**

🌐📅 **Sumer (ca. 3500–2500 BC)**

#### Ancient Egypt | pp. 14–23

The Nile inundation produces fertile land.

Canals stored water and enabled the Egyptians to grow crops easily.

The first king who ruled a kingdom: Menes ruled Egypt in 3400 BC.

The Egyptians used hieroglyphics to write.

The Egyptians had a strong sense of the afterlife and built elaborate tombs. The pyramids were tombs built for the pharaohs. The pyramids are one of the wonders of the world.

#### Crete | pp. 24–27

The Minoans built a beautiful palace with beautiful frescoes at Knossos.

No one has translated Minoan script.

Cretans enjoyed bull-leaping probably as part of their worship.

#### **Geography Songs** | “Continents and Oceans” Track 32

We deliberately schedule *Geography Songs* out of order. We begin with the continents, move to the Middle East (where civilization began), and then move to Europe, Russia, Asia, etc. We hope this resource helps you and your children learn more about this wonderful world!

#### Read-Alouds

Read-Alouds are quality literary works you read to your children. Among all their many qualities, Read-Alouds:

- introduce your children to great literature beyond their personal reading capacity. We have classified most of our Read-Alouds as such (rather than as Readers) because they require greater reading skill than most students at the specific level have normally acquired.
- develop a life-long love of reading. When you read great literature to your children, it creates a thirst to read. They'll begin to think, “I love books! One day I'm going to read books like this!”
- expand your children's vocabulary.



- build important listening skills—including the ability to visualize the meaning of spoken words.
- develop an “ear” for good oral reading.
- develop oral reading skills. Having heard quality oral reading done by you, your children will imitate you.
- give you and your children a context for sharing mutually significant times together.

Read-Alouds differ from Readers in that they require deeper understanding of “the way things are”—in life in general or in a specific area. Others are emotionally charged enough that we figure you ought to be “right there” to help debrief your children.

And then there are those books we’ve classified as Read-Alouds simply because they’re too good to let your children enjoy by themselves. We know you’d feel cheated if you weren’t in on the adventure.

**Vocabulary Development**

We incorporate vocabulary development within the Read-Aloud notes. We pull these vocabulary words from the books you read together.

**How to Teach Vocabulary:** Find the vocabulary words in **bold** type in a sentence. Read the sentence to your children and see if they can define the word. If they don’t know, just explain what the word means to your children. For words that are in **bold** type followed by a colon, define the word for your children as you read the book aloud.

Example:

**Vocabulary**

... Night came down quickly over the **equatorial** forest ... (*a rainforest near the equator*)

\*\*\*

**Hibernation:** when animals spend the winter sleeping.

**Red Sails to Capri** | Chapter 1

**Overview**

The German writer August Kopisch first revealed the existence of the Blue Grotto (Grotta Azzurra) when he described its extraordinary beauty in August, 1826. Since then the Blue Grotto has become the emblem of the island of Capri; but its history goes back much further. It was well known to the Romans, as proved by antique statues that were found submerged in it back in 1964. This discovery, plus the discovery of remains from an ancient

landing place and work on an underground tunnel suggest that the cavern was once visited frequently. The Capri locals knew about the grotto before Kopisch described it, but they avoided it because they thought witches and monsters inhabited it.

**Vocabulary**

**“The good saints keep us”:** a phrase used by Catholics who believe Saints in heaven watch over people on earth and advocate on people’s behalf.

**tam:** a hat with a tight head band and a wide flat circular crown.

**landlubber:** a person who lives and works on land, an inexperienced sailor.

**wry:** twisted to express emotion.

**“5 lire times forever”:** if the guests continue to pay 5 lire per day to stay at the inn, the Paganos will be rich. In other words, the guests bring good fortune.

**To Discuss After You Read**

- Q: What countries do the three strangers come from and what do they seek?  
 A: *England—to paint beauty; Denmark—to study; France—a writer, in search of adventure*
- Q: Why are guests in the off-season so welcome?  
 A: *they bring in money and give workers something to do*

**Timeline and Map Activities**

**Note:** Find the laminated maps at the beginning of this guide. We print them back to back.

📍 Capri (E5); Naples (E5); Venice (D4); Rome (E4) (map 3)

**The Aesop for Children** | “The Wolf and the Kid” p. 7

**Rationale:** We include this book to make children aware of their cultural heritage—of famous stories. We also want them to be aware of stories told to teach a lesson; a moral tale. Please note that we do not schedule every story. Feel free to read the extra stories at your convenience, as bed-time stories or during vacation.

**Vocabulary**

**kid:** a young goat.

**To Discuss After You Read**

- Q: How did the Kid avoid being eaten by the Wolf?  
 A: *he asked the Wolf to pipe him a tune; the shepherd dogs heard it and came back to rescue the Kid*

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# Notes

## Week 1

### Level 2 Readers

We include the Schedule and Notes for the Level 2 Readers. If you are using another level of Readers please refer to the Schedule and Notes in your Language Arts Guide or Readers Schedule.

### **Owl at Home** | “The Guest” pp. 5–18

#### To Discuss After You Read

Q: What did Winter do to Owl's room?

A: *it blew out the fire, pushed Owl, ran around the room, whirled up the stairs, caused the window shades to flap, froze Owl's soup, and slammed the door*

Q: **Personification** gives human characteristics to non-humans. What two characters exhibit personification?

A: *Owl and Winter*

### Day 2

### History/Geography

### **The Usborne Book of World History** | Review pp. 28–49

#### The Indus Valley | pp. 28–29

Two main cities were Mohenjo-daro and Harappa.  
The cities had long, straight main streets with good drains.  
Brick walls surrounded the cities.

#### Babylon | pp. 30–31

Sargon united the city states of Mesopotamia and formed Babylon.  
Hammurabi wrote the first complete, strict law code.  
The first book found is *The Story of Gilgamesh*.

#### The New Kingdom of Egypt | pp. 33–39

A time of warrior kings, great wealth, and massive temple construction.  
Tutankhamen's tomb gives us a picture of the wealth of the time.  
The Hyksos ruled Egypt for about 100 years.  
The warrior kings conquered the Hyksos.  
Egypt controlled the largest empire of the time.  
Many nations paid tribute to Egypt.  
The easiest travel was on the Nile.  
Temples and tombs were made of stone.  
All homes were made of mud bricks.  
Egyptians kept records on papyrus rolls.

The Egyptians invented a water clock, understood complicated mathematics, and were skilled doctors.

#### The Hittites | pp. 40–41

A tough warrior people, the Hittites conquered much of modern day Turkey and took land from Egyptian kings.  
The Hittites and the Egyptians signed the first international peace treaty.

#### The Mycenaeans | pp. 42–45

The Mycenaeans settled in Greece.  
The soldiers who fought in the Trojan War came from Mycenae. Homer wrote about the wars in the Iliad.  
The Mycenaeans buried their dead in brick lined dirt covered tombs.  
The Mycenaeans sailed and traded around the Mediterranean.  
The Mycenaeans built beautiful palaces and walled cities.

#### The Canaanites and Philistines | pp. 46–47

Both groups lived in the land with the Jews.  
The Canaanites were skilled craftsmen.  
The land of Canaan had many natural resources like cedar.  
The Philistines controlled the iron trade and were powerful warriors.

#### Timeline and Map Activities

#### **Philistines rule eastern Mediterranean (ca. 1190 BC)**

#### The Jews | pp. 48–49

Abraham left Ur of Sumer and settled in modern day Israel.  
Joseph served the Egyptian pharaoh.  
Moses led the Jews from Egypt back to the Promised Land.  
David took land from the Canaanites and Philistines.  
David made Jerusalem his capital.  
Solomon built a beautiful temple.  
After Solomon, the kingdom split into Judah and Israel.  
The Assyrians took the people of Israel away from their land.  
The Babylonians took the people of Judah away in 587 BC.

### Read-Alouds

### **Red Sails to Capri** | Chapter 2

#### Vocabulary

The bell was being rung with both hands now. It **clamored** and clanked. (*made loud sustained noise*)



### To Discuss After You Read

Q: Why can't Michele go to Naples?

A: *there is too much work with the guests, and guests could mean money in the chest (or savings)*

Q: Why would the name Capri, or goat, be appropriate for a mountainous island?

A: *people need to be goat-like to walk the steep island*

### Cornstalks: A Bushel of Poems | pp. 6–7

**Rationale:** Author and illustrator James Stevenson, while never a Caldecott or Newbery Medal winner, has won many significant though lesser awards over the years, such as the *New York Times* "Outstanding Children's Book of the Year" and the "Children's Choice Award."

While we find this title delightful, it is quite different than what you might expect a "poetry" book to be.

For one thing, if you think of poetry as rhymes, with stanzas, this book really doesn't fit. It has few rhymes. It has few words. There is no rollicking Dr. Seuss meter, no Shakespearean order and rhyme. (And there's no literary nonsense poems like those of famous poet Edward Lear, which we appreciate!)

For another thing, it doesn't deal much with a child's experience; it doesn't deal much with the weather, or pets, or parents, as sweet children's poetry does. It doesn't deal with horrible cafeteria food, the trauma of the first day of school, the joys of sleeping in on Saturday, or sibling spats, as most modern children's poetry does.

Instead, Stevenson's poems deal with subjects like a used car lot buried under snow, or strange pieces of equipment, or people walking on a city street. These aren't unknown to children—most children have probably observed a used car lot as they drive around town, and most have walked down a city sidewalk—but they aren't as expected as bedtime or Autumn. They are unusual for a children's book.

So without standard appearance, standard rhyme, or standard subjects, this book may be a bit difficult to feel enthusiastic about, at least at first.

It's a bit difficult to defend this book as poetry, if only because poetry is difficult to define. (As one college professor admits, "There's really nothing to define poetry other than that the lines don't extend across the page.")

We feel that poetry makes us look at the world a different way. It invites us, the reader, to see the world through the poet's eyes.

We love these poems because we are constantly surprised by them. Stevenson doesn't look at the world the way we do, and he conveys his experiences with such brevity, and such understated watercolors, that this book delights all readers. We find these poems funny, quirky—a beautiful blend of words and art.

For example, "Surprises."

I've been attacked by a rooster,  
Kicked by a horse, chased by hornets,  
And bitten by a seal.  
Each time  
I was surprised."

If we could finish this, maybe the ending would be: "Animal-inflicted pain really comes unexpectedly." Or, "Thankfully, I've had better surprises, too."

But Stevenson ends with:

"You never know  
What's on somebody else's mind."

That's a profound statement. Until the other character acts, there may be no warning of vendetta. (From life: "Until the wife lashes in anger, there was no hint of unhappiness.") And so interesting to have the title be "Surprises," something usually associated with happy things, like birthdays and Christmas.

Is this too mature for young children? It may be. But we suspect most children have an inkling at least of hiding an emotion; of thinking a mean thought. So talk about it. Aren't we thankful we don't usually know everyone else's mean thoughts?

Or take this one:

Why am I happy  
that I was born?  
Just one reason  
(in season):  
SWEET CORN!

This one, obviously, rhymes. And, in truth, Stevenson is probably exaggerating. (Or he has a fairly depressing life!) But have you ever had a really sweet bite of corn on the cob, at just the right time of year? It's amazing! Such a treat.

But note how Stevenson conveys the happiness of that bite, the enthusiasm, the transitory pleasure (you can't usually even get sweet corn out of season; it's frozen kernels). In season: enjoy it while you can.

Sure, the same sentiment could be expressed with just, "Sweet corn tastes good!" But the enthusiasm, the catchy rhyme, the glee, would all be lost.

Part of our hope at BookShark™, as you work through the material, is to introduce you to a wide variety of literature. So in our curriculum we have high brow poetry, like Shakespeare, and structured poetry, like Chaucer. We have children's poetry, like Mother Goose, and classic poetry, like most of the books in the mid-level studies (Frost, Keats, Blake, Wordsworth, and so on).

*Cornstalks: A Bushel of Poems* shows that poetry isn't all like that of Shakespeare's day, or even of the Victorians.



# Notes

## Week 1

Our culture today, and the culture of our children, is different. We express ourselves differently.

Our hope is that a BookShark™ student finds pleasure in these simple, funny, rich poems, and will go on to create—to communicate!—something of beauty.

And we hope that this book of poetry encourages them, a bit, towards that end.

### Level 2 Readers

#### **Owl at Home** | “Strange Bumps” pp. 19–30

##### To Discuss After You Read

Q: Why did Owl have a hard time falling asleep?

A: *he saw two bumps at the foot of his bed*

Q: What were the bumps?

A: *Owl's feet*

### Day 3

#### History/Geography

#### **The Usborne Book of World History** | Review pp. 50–73

##### The Phoenicians | pp. 50–51

The Phoenicians dominated trade in the Mediterranean area.

The Phoenicians produced a rare purple dye.

The Phoenicians established colony cities.

Main Phoenician cities were Tyre, Sidon, and Carthage.

The Phoenicians were the first to sail around Africa.

The Phoenicians produced the first alphabet.

##### The Assyrians | pp. 52–57

The Assyrian Empire was in northern Mesopotamia.

Key cities were the capital, Ashur, and Nineveh. Both were on the Tigris River.

The Assyrians formed the first library written on clay tablets.

The Assyrians had a strict code of law.

The Assyrians used a shaduf and aqueducts to water their fields.

The chief god was Ashur, and the king ruled in his name.

The Assyrian army kept the kingdom under control.

The army used foot soldiers, bow and arrows, cavalry, and siege engines.

Conquered people paid tribute.

The Assyrians treated conquered people cruelly.

Assyria fell in 612 BC.

##### Babylon | pp. 58–59

Nebuchadnezzar won an empire and built the rich city of Babylon on the Euphrates River.

Babylon had the famous Hanging Garden and the blue tiled Ishtar Gate.

In 539 BC the Persians conquered Babylon.

##### Northern Europe | pp. 60–61

Europe's damp climate destroyed old artifacts and texts. We know little about the lives of the people of Europe.

The existing artifacts show the craftsmen were skilled.

England's Stonehenge is a large circle of huge stones and was probably a temple and a calendar.

##### China | p. 62

China's oldest civilization lived near the Yellow River.

Shang kings ruled for 500 years; the Chou conquered them in 1057 BC.

Archeologists found ancient Chinese writing on animal bones.

The tombs of Shang kings contain chariots as well as other treasures.

##### America | p. 63

Farmers of Central and South America have grown cotton since 3000 BC.

The Olmecs from 1200 BC carved statues from jade and built great mounds with no wheels or metal tools.

##### India | p. 63

In 1500 BC Aryan invaders conquered India.

They brought the Sanskrit language, the Hindu religion, and the caste system.

##### The Greeks | p. 64

From 1100-700 BC were the Dark Ages in Greece.

Greece was divided into city-states: Athens, Sparta, and Corinth.

Homer wrote poems about the Trojan War and its heroes.

The Greeks adapted the Phoenician alphabet.

The Greeks started many colonies and traded around the Mediterranean.

The Greeks were the first to create coins of standard weight and metal.

##### Timeline and Map Activities

#### **Greek Golden Age (ca. 479–431 BC)**

##### The Persians | pp. 65–66

The Medes conquered Assyria and the Persians conquered Babylon.

Cyrus controlled a huge empire.

Darius built an enormous palace at Persepolis in 518 BC.



Darius allowed the conquered people freedom in their customs and religion.

Darius utilized satraps to rule the provinces and built good roads for messages.

The Greeks | pp. 67–73

Darius I of Persia invaded Greece but was conquered at Marathon in 490 BC.

Darius' son, Xerxes, crossed the Hellespont with an army to fight the Greeks.

Xerxes was defeated by the Athenian navy in the Battle of Salamis.

Pericles rebuilt Athens after the war.

Sparta fought Athens in the Peloponnesian War. Sparta defeated Athens in 404 BC.

Democracy where all citizens vote on important matters first happened in Athens.

The high land in Athens is the Acropolis and the market is the Agora.

Greek theatre used male actors and face masks.

Greeks could vote politicians out of town with ostraka.

The philosopher Socrates questioned everything.

Only boys went to school and studied reading, music, and sports.

Philip of Macedon united the warring Greek states.

When Philip died, his son, Alexander, conquered the Persian Empire.

Alexander studied under the philosopher Aristotle.

Alexander founded many cities. Alexandria in Egypt housed a library and a famous lighthouse. Many scholars came to Alexandria. Archimedes designed a screw that moved water, and Ptolemy studied the planets. Eratosthenes calculated the distance around the Earth.

The Greeks wrote their history, developed philosophy, studied scientific problems, wrote rules of geometry, wrote prescriptions for medicines, created beautiful works of art and architecture, and invented the Olympic Games.

Timeline and Map Activities

In the Second Century AD, Ptolemy created the main map people used

Pythagoras (ca. 566 BC) predicted that the Earth is round

Geography Songs | "Continents and Oceans" Track 32

Read-Alouds

Red Sails to Capri | Chapter 3

Vocabulary

**kilometer:** 1,000 meters; a meter is about 39 inches; a kilometer is a little more than half a mile.

**semicircle:** a half circle.

**bellied:** bulged.

To Discuss After You Read

Q: According to Mamma, why does macaroni stick to the bottom of a pan? Is this a reasonable explanation?

A: *it's jealous and wants all your attention*

The Aesop for Children | "The Tortoise & the Ducks" p. 8

Vocabulary

**Jupiter:** the ruler of the gods in Roman mythology.

Level 2 Readers

Owl at Home | "Tear-Water Tea" pp. 31–40

To Discuss After You Read

Q: How did Owl make Tear-Water Tea?

A: *he thought sad thoughts and cried into a tea kettle; he then boiled tea in the salty water*

Q: Were the things Owl cried about really sad?

Day 4

History/Geography

The Usborne Book of World History | Review pp. 74–95

China | pp. 74–77

In 221 BC, an emperor united China into one nation. He founded the Ch'in dynasty.

During the Han dynasty, the Silk Route opened.

The peasants farmed rice; the emperor controlled all.

Peasants built The Great Wall to keep raiding tribes out of Chinese lands. It still stands to this day and is about 3,000 miles long.

The Chinese invented valuable silk cloth and used standardized money.

The Chinese used civil servants to help run the government. Confucius wrote his instructions for life.

Chinese writing uses characters and each symbol represents a word.

The Chinese invented paper, the compass, an earthquake detection machine, and lacquer.

Scythians and Mongols | pp. 78–79

The Scythians and Mongols lived between the Mediterranean area and China.

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# Notes

## Week 1

Both were nomadic people who raised sheep and horses. The Scythians lived in log cabins during the winter months; the Mongols lived in yurts.

### America | pp. 80–81

Some Indians hunted and gathered food; some built permanent homes.

The Hopewell Indians built huge earth mounds, some built huge statues, and others built pyramids.

The Indians grew tobacco and maize.

The Mayan Indians built large cities, played a unique ball game, created a complex calendar, coiled clay pots, and carved stone.

### India | p. 83

The Aryans were Hindus. Hinduism taught the caste system.

Buddha was a prince who chose to teach others a kinder religion.

Emperor Ashoka became a Buddhist and wrote a legal code for India.

### The Celts | pp. 84–85

The Celts were fierce fighters who lived in Gaul and England. Eventually the Romans conquered them.

The Celts wove wool in tartan patterns for clothes, created beautiful objects in bronze and gold, recited great poems from memory, and invented a reaping machine.

The Celtic priests were called Druids.

### Rome | pp. 86–91

Rome began as a small village on seven hills.

Rome kicked out its kings and became a republic.

Rome fought against Carthage's Hannibal.

Rome's way of life spread through people who moved into conquered areas.

Rome had many slaves taken from conquered peoples.

Rome built great roads so soldiers could move quickly.

Julius Caesar attempted to gain control of Rome. People who wanted Rome to remain a republic murdered him on the Ides of March in 44 BC.

Octavian fought Mark Anthony and Cleopatra for the throne. He became the first emperor of Rome and is called Augustus.

Rome's powerful army conquered the world.

During Octavian's rule, peace reigned. Trade brought prosperity, and taxes paid for the army's protection.

In the amphitheatres, people watched fights between people and animals.

Mount Vesuvius, a volcano, erupted and buried Pompeii in ashes and lava. Archeologists have dug in Pompeii and discovered much about life in Rome.

After Emperor Marcus Aurelius, barbarians attacked parts of the empire.

Emperor Hadrian built a wall across much of England to keep out barbarians.

The emperors inflated the money supply to pay for the army. People became poorer.

People blamed the Christians for their troubles and persecuted them.

When the Jews rebelled, Rome destroyed Jerusalem in AD 70.

Emperor Diocletian divided the empire into four parts to gain better control.

Constantine became a Christian and made Constantinople his capital.

The Huns led by Attila drove many people into Rome. Attila was called the "scourge of God".

Latin is the foundation of many modern languages such as French.

Barbarians conquered Rome in AD 476.

### Byzantine | pp. 92–93

The Byzantine Empire was a split from the Roman Empire and lasted for more than 1,000 years.

Justinian controlled a large empire. Justinian wrote "just" laws.

## Geography Songs | "Continents and Oceans" Track 32

### Read-Alouds

#### Red Sails to Capri | Chapter 4

#### Vocabulary

The voice, at least, was not **concealed**. (*hidden*)

\* \* \*

**Philosophy:** the study of human nature and conduct.

#### To Discuss After You Read

Q: How does Michele view the steps to Anacapri?

A: *at first he thinks they are ugly, but in Lord Derby's picture they are beautiful—like a stairway to heaven*

#### Cornstalks: A Bushel of Poems | pp. 8–11

### Level 2 Readers

#### Owl at Home | "Upstairs and Downstairs" pp. 41–50

#### To Discuss After You Read

Q: Why did Owl try to be both upstairs and downstairs?

A: *when he was in one of the places, he felt lonely for the other*

Q: Why did Owl sit on the tenth step?

A: *it was right in the middle* ■



# History 2

## Week 2 Schedule

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
<b>History/Geography</b>					
<i>A Child's History of the World</i>	chap. 43 			chap. 44 	
<i>The Usborne Book of World History</i>		p. 97	pp. 108–109		
<i>Geography Songs</i>	"Middle East" Track 7		"Middle East" Track 7	"Middle East" Track 7	
<b>Read-Alouds</b>					
<i>Red Sails to Capri</i>	chap. 5	chap. 6	chap. 7	chap. 8	
<i>The Aesop for Children</i>	"The Frogs and the Ox" p. 9		"Belling the Cat" p. 11		
<i>Cornstalks: A Bushel of Poems</i>		pp. 12–13		pp. 14–15	
<b>Level 2 Readers</b>					
<i>Owl at Home</i>	"Owl and the Moon" pp. 51–64				
<i>Frog and Toad are Friends</i>		"Spring" pp. 4–15	"The Story" pp. 16–27	"A Lost Button" pp. 28–39	
<b>Electives</b>					
<b>Other Notes</b>					

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# Notes

## Week 2

### Day 1

#### History/Geography

#### ***A Child's History of the World*** | Chapter 43

We are delighted to offer *A Child's History of the World*, not only because it is so well written, but because it covers exactly those times and places that we had always wanted to touch upon in the early elementary "Introduction to World History, Year 2 of 2" program. We believe Hillyer's book puts these disparate pieces of information into a more unified whole. We schedule it first to give your children the big story of history.

As you read the book this year, we encourage you to pay attention to the "Staircase to Time" that Hillyer outlines on page xvii. We believe Hillyer is correct that children can acquire mastery through regular and repeated contact with the "Staircase," and it certainly wouldn't hurt children to become familiar with such an outline.

Our timeline book is meant to achieve the same benefit and on a more detailed level over the course of all the educational years to come.

We then add *The Usborne Book of World History* to give pictures to the story your children have heard. Enjoy the interesting insights, facts and compelling illustrations.

#### To Discuss After You Read

- Q: What work did monks and nuns do that were huge benefits to society?
- A: *they salvaged poor land and made it workable; they chronicled history and copied ancient books; they provided for themselves and those in need, they cared for the sick and the travelers*

#### Timeline and Map Activities

#### **Benedict starts order of monks (ca. AD 480–547)**

#### **Geography Songs** | "Middle East" Track 7

We start with the Middle East since civilization began here.

The song "Middle East" (pages 15 and 16, track number 7) in *Geography Songs* includes Cyprus and North Yemen as part of the Middle East. This is not correct. Cyprus entered the European Union in May of 2004 (although this does not include the Turkish-held area of "Turkish Republic of Northern Cyprus") So it is important to note that while your book lists Cyprus in the Middle East, the Republic should more properly be considered European. North Yemen should also be omitted from the song because North and South Yemen merged to become Yemen in 1990, the year that the song book was written.

### Read-Alouds

#### ***Red Sails to Capri*** | Chapter 5

#### Vocabulary

"I thought the boat would turn over with his **ravings**." (*irrational, incoherent utterings*)

"It's all my fault," said Michele **dolefully**. (*woefully: sadly*)

\* \* \*

**jackanapes:** monkeys, apes, slang for an insult for a person.

**sirocco:** a wind that is so full of dust that it sends everyone indoors.

#### To Discuss After You Read

- Q: "Monsieur Jacques paced the floor like a caged animal." What does this sentence mean?
- A: *he walked back and forth in an agitated manner like a restless caged animal that can't go anywhere*
- Q: According to Signor Pagano what comes with the price of a fisherman's boat? Does he like his job?
- A: *the fish he will catch, his love of the sea, the feel of the wind on his face, the excitement, the danger, and his pride in the haul; yes!*
- Q: How does the cove relate to philosophy according to Herre Nordstrom?
- A: *they will find the truth by gaining knowledge*

#### **The Aesop for Children** | "The Frogs and the Ox" p. 9

### Level 2 Readers

#### **Owl at Home** | "Owl and the Moon" pp. 51–64

#### To Discuss After You Read

- Q: Why did Owl talk to the moon?
- A: *he thought they were friends*
- Q: Why did Owl not want the moon to follow him home?
- A: *Owl's house wasn't big enough for the moon, and he didn't have the right food for his guest*



## Day 2

## History/Geography

**The Usborne Book of World History** | p. 97

As we cover World History, we choose to begin with narrative story text as found in *A Child's History of the World*. We follow that with the bullets and pictures from the *Usborne Book of World History* to solidify in your children's mind the story they have just heard. Thus, the schedule of *The Usborne Book* jumps around to match both the periods and empires.

When reading this book have your children sit around you to look at the pictures. These small snippets might not convey the over-arching history, but they can add to history's depth. We include only a few notes; mostly, allow this text to give face to what happened.

## To Discuss After You Read

- Q: How did Christianity survive the barbarian invasion?  
A: *through traveling monks that sought to convert others*

## Read-Alouds

**Red Sails to Capri** | Chapter 6

## To Discuss After You Read

- Q: What is Angelo's opinion of a "smart fool"? Why?  
A: *there is nothing in the world as dangerous; they will do anything*
- Q: According to Angelo, why do the people of Capri not mention the cove?  
A: *due to an old superstition, a solemn pledge to the church, and a great fear of the mysterious cave*

**Cornstalks: A Bushel of Poems** | pp. 12–13

## Level 2 Readers

**Frog and Toad are Friends** | "Spring" pp. 4–15

## Vocabulary

**hibernation:** when animals spend the winter sleeping.

## To Discuss After You Read

- Q: Why did Frog pull off extra pages from Toad's calendar?  
A: *Frog wanted to spend time with Toad, and Frog figured Toad had slept enough*

## Day 3

## History/Geography

**The Usborne Book of World History** | pp. 108–109

## To Discuss After You Read

- Q: Why did the Church have a large influence in Europe in the Middle Ages?  
A: *everyone attended it, monks copied the only books available, it encouraged people to travel on pilgrimages, and it provided hospitals and care for travelers*

**Geography Songs** | "Middle East" Track 7

## Read-Alouds

**Red Sails to Capri** | Chapter 7

## Vocabulary

"It has **tormented** me for many years." (*caused suffering*)

\* \* \*

**curlicues:** fancifully curved figures.

**concoction:** crudely mixed together.

**imbeciles:** not smart.

## To Discuss After You Read

- Q: Why does Signora Pagano decide to stay in bed?  
A: *she hopes that by her refusing to work in the inn, the men will leave and not go to the cove*
- Q: Why is it important for Signor Pagano to take Michele to the cove?  
A: *Papa has a chance to give Michele something precious—an adventure to make him feel brave and important*

**The Aesop for Children** | "Belling the Cat" p. 11

## To Discuss After You Read

- Q: Why do you think none of the mice wanted to "bell the Cat"?  
A: *because if they got near enough to put a bell on the cat, the cat could catch them*

## Level 2 Readers

**Frog and Toad are Friends** | "The Story" pp. 16–27

## To Discuss After You Read

- Q: How could Toad tell that Frog was ill?  
A: *Frog was greener than normal*



# Notes

## Week 2

Q: What story did Frog tell Toad?

A: *Frog retold the story of Toad as he tried to think of a story; often one's own stories are the best!*

### Day 4

#### History/Geography

#### **A Child's History of the World** | Chapter 44

##### To Discuss After You Read

Q: How did the Ethiopian Church get cut off after years of being connected to the European Christians?

A: *Arabs conquered all of North Africa and cut off contact between the churches*

##### Timeline and Map Activities

- 📍 Hippo (modern day Annaba) (F4); Alexandria (G8); Egypt (H8) (map 3)
- 📍 India (E7); Ethiopia (F4); South Africa (I3) (map 4)
- 📍 Roman Empire (map 5)

#### **Geography Songs** | "Middle East" Track 7

#### Read-Alouds

#### **Red Sails to Capri** | Chapter 8

##### Vocabulary

Signora Pagano looked particularly **jubilant**. (*expressing great joy*)

##### To Discuss After You Read

Q: What does Mamma mean by: "Sometimes it takes a brave man to run away"?

A: *sometimes it takes more courage to do what is right than to do what is expected of you*

Q: Why does Angelo decide to go at noon to the cove?

A: *at noon the men's behavior would not be at all suspicious*

#### **Cornstalks: A Bushel of Poems** | pp. 14–15

#### Level 2 Readers

#### **Frog and Toad are Friends** | "A Lost Button" pp. 28–39

##### To Discuss After You Read

Q: How did Frog and Toad find the buttons?

A: *they retraced the steps of the walk they had taken and found buttons along the way*

Q: How did Toad apologize to Frog for his temper tantrum?

A: *he sewed the buttons on his jacket as decoration and gave the jacket to Frog* ■



# History 2

## Week 3 Schedule

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
<b>History/Geography</b>					
<i>The Usborne Book of World History</i>	p. 82, p. 123	p. 98		pp. 112–113	
<i>A Child's History of the World</i>		chap. 45  	chap. 46		
<i>Geography Songs</i>	"Middle East" Track 7		"Middle East" Track 7	"Middle East" Track 7	
<b>Read-Alouds</b>					
<b>Memorization</b>	Our memorization/public speaking assignment is your child's favorite poem. Once your child has decided on a poem, have them read the poem ten times this week—twice each day.				
<i>Red Sails to Capri</i>	chap. 9	chap. 10			
<i>Sticks Across the Chimney</i>			chap. 1 pp. 9–24 (finish para.) 	chap. 1 pp. 24–34	
<i>The Aesop for Children</i>	"The Eagle and the Jackdaw" & "The Boy and Filberts" p. 12		"Hercules and the Wagoner" p. 13		
<i>Cornstalks: A Bushel of Poems</i>		pp. 16–19		pp. 20–21	
<b>Level 2 Readers</b>					
<i>Frog and Toad are Friends</i>	"A Swim" pp. 40–52	"The Letter" pp. 53–64			
<i>Mouse Tales</i>			"The Wishing Well" pp. 6–16	"Clouds" & "Very Tall Mouse and Very Short Mouse" pp. 17–31	
<b>Electives</b>					

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# Notes

## Week 3

### Day 1

#### History/Geography

**The Usborne Book of World History** | p. 82, p. 123

##### To Discuss After You Read

Q: Why was North Africa more well-to-do than South Africa?

A: *as Islam took over North Africa, Arab traders followed; the Sahara Desert blocked easy trade from occurring in the South*

**Geography Songs** | “Middle East” Track 7

#### Read-Alouds

##### Memorization | Poem

For the memorization/public speaking assignment your children will memorize their favorite poem. We recommend a poem at least 12 lines long, but no more than 70. Let them choose one that captures their attention—Robert Louis Stevenson writes some particularly good ones. The poem will be due for presentation in Week 8. To start, have them read their poem ten times this week—twice each day. Encourage them to think about the meanings of the words and the poem as a whole. Do they understand it completely?

**Red Sails to Capri** | Chapter 9

##### To Discuss After You Read

Q: We are told that “Michele felt as if he had been chasing tomorrows all his life.” What does that mean?

A: *it seemed like he had been waiting for things to happen*

Q: Why does Michele ask if Pietro can come too?

A: *they are brothers of the heart; Pietro didn’t go to Naples without him—bringing him along would only be fair*

**The Aesop for Children** | “The Eagle and the Jackdaw” and “The Boy and the Filberts” p. 12

##### Vocabulary

**jackdaw:** a black bird similar to a crow.

#### Level 2 Readers

**Frog and Toad are Friends** | “A Swim” pp. 40–52

##### To Discuss After You Read

Q: Did the animals think Toad’s bathing suit looked funny?

A: *yes, they all laughed*

Q: Did Toad get upset that the animals laughed?

A: *no, he just walked home*

### Day 2

#### History/Geography

**The Usborne Book of World History** | p. 98

**A Child’s History of the World** | Chapter 45

##### To Discuss After You Read

Q: How did Islam begin?

A: *Muslims believe the angel Gabriel appeared to a man named Mohammed and delivered a message from God; he shared what he knew with others*

Q: What is the Islamic holy book called and where do Muslims worship?

A: *Qur’an or Koran; mosque*

##### Timeline and Map Activities

🕒📍 **Mohammed (ca. AD 570–632)**

🕒📍 **The Hegira (AD 622)**

🕒📍 **Battle of Poitiers “Tours” (AD 732)**

🕒📍 **Islam begins (ca. AD 622)**

🌍 *Tours (D2); France (D3); Constantinople (E8); Medina (I10); Arabia (H10) (map 3)*

🌍 *Mecca (E4) (map 4)*

🌍 *Muslim Empire (map 5)*

#### Read-Alouds

##### Memorization | Poem

**Red Sails to Capri** | Chapter 10

##### Vocabulary

Even the air they breathed was blue. And their bodies, filled with it, felt light and **buoyant**. (*floating*)

Every ripple was edged with gleaming bubbles; every wave carried with it a trail of **spangles**. (*sparkling or glittering light effects*)

Three by three the boats continued to take their turns, and with every trip the **hilarity** mounted. (*intense laughter*)

##### To Discuss After You Read

Q: As they traveled to the cove “no one said a word. There was nothing to say. All the talking was over; only doing remained.” What does this mean?

A: *all the plans had been discussed, now they just needed to carry them out*



Q: All three men came to Capri for something. What did they each find in the cave?

A: *adventure, beauty, and truth*

Q: Of what was the journey just the beginning?

A: *a huge tourist industry: people have come by the hundreds and thousands from all over the globe to see one of the most beautiful places in all the world*

**Cornstalks: A Bushel of Poems** | pp. 16–19

### Level 2 Readers

**Frog and Toad are Friends** | “The Letter” pp. 53–64

#### To Discuss After You Read

Q: Why was Toad sad when he waited for the mail?

A: *because Toad never got any mail*

Q: How did Frog show he is a very good friend?

A: *when Toad said he was sad that he never got any mail Frog sent him a letter*

### Day 3

#### History/Geography

**A Child’s History of the World** | Chapter 46

Who originated the clock, Muslims or Monks? The history of timekeeping would take more time than we have here (pun intended!). Many scholars trace the origins of modern timepieces to Christian monks who invented them in order to better schedule their times of worship. [p. 195]

#### To Discuss After You Read

Q: What did the Arabs invent or discover?

A: *our number system, coffee, cotton, calico, clocks with pendulums, a unique building style*

Q: The book says that Muslims believe it immodest to show a woman’s face. Does this seem reasonable?

Q: Can you think of any disadvantages of having four wives?

**Geography Songs** | “Middle East” Track 7

### Read-Alouds

**Memorization** | Poem

**Sticks Across the Chimney** | Chapter 1 pp. 9–24 (finish paragraph)

#### Vocabulary

**whitewashed:** painted with an inexpensive paint.

**Yule tree:** Christmas tree.

**rallied:** draw together, to pull together.

**maw:** the throat, or jaws.

**gaunt:** thin, angular.

**torrents:** a sudden outpouring.

**heath:** area of land covered by low growing plants that survive in poor soil.

#### To Discuss After You Read

Q: Where does the family live? Why?

A: *they lived in a small house built near a Viking burial mound; they could afford it because people believed the land was haunted; they needed an inexpensive place since their father had died and his business sold*

Q: Why didn’t the children tell their mother that their figurines hadn’t been chosen for the fair? Was this wise?

A: *they didn’t want her to be sad that her law of generosity and selfishness wasn’t true; probably not, mother could have comforted them and given them advice*

#### Timeline and Map Activities

Denmark (B4) (map 3)

**The Aesop for Children** | “Hercules and the Wagoner” p. 13

#### Vocabulary

**Hercules:** a hero of Roman mythology known for his great strength

### Level 2 Readers

**Mouse Tales** | “The Wishing Well” pp. 6–16

#### To Discuss After You Read

Q: Why does Papa tell seven tales?

A: *one for each of his children*

Q: How did the mouse solve her problem with the wishing well?

A: *she put a pillow in the well and then threw in her penny*



# Notes

## Week 3

### Day 4

#### History/Geography

**The Usborne Book of World History** | pp. 112–113

##### To Discuss After You Read

- Q: During the Arab Golden Age, how did Muslims' lives differ from people's lives in Europe?
- A: *after the Muslims conquered the Roman Empire, they acquired the learning of the ancient Greeks and Romans, so they were often more advanced than the Europeans at that time. For example, their palaces were comfortable, their public baths were like Roman baths, their trading dhows (ships) traveled swiftly, their numbers were easier to use, they followed Greek medicine, and they studied math, astronomy, geography, law, religion, and medicine*

**Geography Songs** | "Middle East" Track 7

#### Read-Alouds

**Memorization** | Poem

**Sticks Across the Chimney** | Chapter 1 pp. 24–34

##### Vocabulary

**min Herre:** Sir, or Lord in Danish.

**barnacles:** sea creatures that live in shallow water and cling to boats and rocks.

##### To Discuss After You Read

- Q: What did the children buy with the money they earned? How many of the gifts were for them?
- A: *10 chicks, 1 duck, and a dozen seed cakes and cinnamon buns; all of the gifts were for their mother*

**Cornstalks: A Bushel of Poems** | pp. 20–21

#### Level 2 Readers

**Mouse Tales** | "Clouds" and "Very Tall Mouse and Very Short Mouse" pp. 17–31

##### To Discuss After You Read

- Q: Why did the mouse and his mother look at the clouds?
- A: *to see pictures that the clouds formed*
- Q: Why did the little mouse decide to stop looking at the clouds?
- A: *he thought he saw a cat in the clouds and that scared him*
- Q: Did Very Tall Mouse and Very Short Mouse view the world in the same way?
- A: *no, Very Tall Mouse saw things that were high up and Very Short Mouse saw things near the ground*
- Q: How did the two mice share the same view?
- A: *Very Tall Mouse picked up his friend and they both got to enjoy the rainbow* ■

## History 2—Scope and Sequence: Schedule for Topics and Skills

Week	History	Geography	Biography
1	Ancient History Review; Greek Golden Age	<i>Mediterranean; Egypt; Mesopotamia; Middle East; Europe; Asia; Africa; America</i>	
2	Monks/Nuns; Ancient Africa; Kingdoms, traders, and Tribes in Africa	<i>Western Europe; Ireland; Roman Empire; Africa; Iraq; Saudi Arabia; Middle East</i>	Benedict
3	Islam	<i>Mecca; Arabia; Persia; Northern Africa; Western Europe; United Arab Emirates</i>	Mohammed
4	Charlemagne; England; Year 1000; Vikings	<i>England; America; Iceland; Greenland; Atlantic Ocean</i>	Charlemagne; King Alfred; Leif Ericson
5	Vikings	<i>Iceland; Greenland; Scandinavia; Norway; Ireland; Western Europe</i>	Eric the Red
6	Vikings	<i>Iceland; Greenland; Scandinavia; Norway; Mexico</i>	
7	Vikings	<i>Norway; Sweden; Iceland; France; Greenland; Pakistan; Ghana; England</i>	
8	Vikings; Castles & Knights	<i>Denmark; Norway; Sweden; France; Iceland; Greenland; America; Bulgaria; Greece; Spain; England</i>	Leif Ericson; Eric the Red; King Rollo
9	Kings, Knights & Castles; William the Conqueror	<i>Europe; England; Romania; Albania; Iceland</i>	William the Conqueror
10	Knights & Castles	<i>Europe; Russia; Uzbekistan; Kazakhstan</i>	
11	Knights & Castles	<i>Europe; Kyrgyzstan; Azerbaijan; Siberia; London; Aquitaine</i>	King Edward III
12	Knights & Castles; Crusades	<i>Europe; Jerusalem; North Africa</i>	Peter the Hermit; Richard the Lion-Hearted; Philip of France; Fredrick Barbarossa; Queen Eleanor
13	Knights & Castles; Middle Ages	<i>Constantinople; Pompeii; Europe; Roman Empire; Byzantine Empire; Central Africa; Jerusalem</i>	

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## History 2—Scope and Sequence: Schedule for Topics and Skills

Week	History	Geography	Biography
14	Wars between religions; Europe and Africa in the Middle Ages	<i>Europe; Equatorial Africa; England; Constantinople; New York</i>	King John of England
15	Knights and Castles	<i>Horn of Africa</i>	
16	Knights and Castles	<i>Europe; England; France; West Africa</i>	
17	The Aztecs; The Slav People; Printing Press; Muslim Empires; War and Weapons; Middle Ages	<i>North Africa; Central America; Western Russia; Eastern Europe; Middle East; Persia; Europe; East Africa; America</i>	
18	Exploration; The American West; Homes and Houses; Transportation	<i>North America; South Africa; Southeast Asia</i>	Genghis Khan; Kublai Khan; Marco Polo
19	Hundred Years War; Black Death; Samurai	<i>Africa; Europe; China; Japan; North Korea; Asia</i>	Joan of Arc
20	Aztec Civilization; Science and Inventions	<i>Asia; New York; Constantinople; Mexico</i>	Johann Gutenberg
21	Renaissance; Age of Discovery; Mayan Civilization; Incan Empire; The New World	<i>Southeast Asia; Spain; Portugal; Mexico; New World</i>	Christopher Columbus; Vasco da Gama; John Cabot; Vasco Núñez de Balboa; Magellan; Juan Ponce de Leon; Hernando Cortes; Francisco Pizarro; Montezuma II
22	Renaissance; European Explorers	<i>Italy; Southeast Asia; East Africa</i>	Michelangelo; Raphael; Leonardo da Vinci
23	Renaissance	<i>Italy; South Asia</i>	Michelangelo
24	Renaissance; Reformation	<i>Europe; America; Oceania</i>	Martin Luther; King Henry VIII
25	The Age of Elizabeth	<i>England; Oceania</i>	Queen Elizabeth; Shakespeare; Walter Raleigh
26	Church of England; European Settlers	<i>South America; Easter Island; America</i>	James I; Charles II
27	30 Years War; The Hapsburgs	<i>North Pole; Europe; Russia; Central America</i>	Louis XIV; Peter the Great
28	European Royalty	<i>West Indies; Russia; Europe</i>	Peter the Great; Sun King; Frederick the Great

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## History 2—Scope and Sequence: Schedule for Topics and Skills

Week	History	Geography	Biography
29	Mogul Empire; Japan; European Trade	<i>India; Europe; Mexico; Mediterranean; Continents</i>	
30	Agricultural Revolution; French Revolution; American Revolutionary War	<i>American Colonies; Southern United States; England; France; Europe</i>	Benjamin Franklin; Thomas Jefferson; George Washington
31	Napoleon’s Empire; European Explorers	<i>Northern United States; Europe; South America</i>	Napoleon Bonaparte; James Cook; Henry Stanley; Handel; Bach; Mozart; Beethoven; Wagner
32	Native Americans; British Boer War; British Victorian Age	<i>Japan; Eastern United States</i>	Queen Victoria; Commodore Matthew Perry; Florence Nightingale
33	Civil War; Franco-Prussian War; Inventions	<i>France; Germany; Italy; Prussia; Mid United States</i>	Robert Fulton; Alexander Graham Bell; Thomas Edison; Wright Brothers; James Watt; George Stephenson; Samuel Morse; Guglielmo Marconi
34	Industrial Revolution	<i>Pacific United States</i>	
35	Russian Revolution; World War I; The Great Depression; World War II	<i>Canada; Serbia; Austria; Germany; Europe; United States; Switzerland; Africa; Asia; Australia; Pearl Harbor; Yugoslavia</i>	Franklin Roosevelt; Mussolini; Hitler
36	United Nations; Colonies fight for Independence; Russian Revolution; Communism; Korean War; Vietnam War; Cold War	<i>Europe; India; The British Empire; Russia; Korea; Vietnam; China; United States</i>	

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