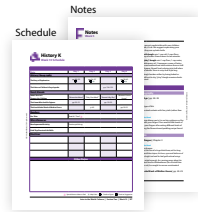


Instructor's Guide Quick Start

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.

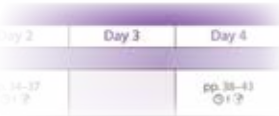


Easy to use

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").

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 2016, 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.

How to Read the Schedule Page

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 **T** symbol indicates you will find a timeline suggestion in the notes for that day.

The **M** symbol indicates you will find a timeline suggestion in the notes for that day.

The **F** symbol indicates you will find a timeline figure in the notes for that day.

Use the extra rows to schedule additional assignments or activities.

Additional space for your record keeping.



History D

Week 9 Schedule

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
History/Geography					
<i>The Beginner's American History</i>	pp. 57-62 N	pp. 63-65 (to the break) M	pp. 65-68 T F	pp. 69-74 M	
Read-Alouds					
<i>The Witch of Blackbird Pond</i>	chap. 10 M	chap. 11	chap. 12 M	chap. 13	
<i>A Child's Introduction to Poetry</i>		"Lyric Verse" pp. 28-29			
Readers					
Regular: <i>Squanto, Friend of the Pilgrims</i>	"London" M	"The Indian Show" & "Captain John Smith" M	"Captain Hunt"	"In the Dark"	
Advanced: <i>The Matchlock Gun</i>	chaps. I-II T F	chaps. III-IV	chaps. V-VII	chaps. VII-X	
Hands-on					
Optional: American History I Lap Book	Activity 8: European Exploration & Colonization (approx. 25-40 minutes)				
Electives					
Other Notes					

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N Special Note to Mom or Dad
M Map Point
F Timeline Figure
T Timeline Suggestion

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



History H

Week 1 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>	Intro. 	chap. 1: "A World of Empires" 	chap. 2: "The Dutch Revolt" 	chap. 2: "The Queen Without a Country" 	
<i>The Kingfisher History Encyclopedia</i>	pp. 241–243, 282–287 	p. 256	pp. 228–229		
Current Events	Use the following box to record when you have completed the activity. Sixth Grade: one report; at least one of international concern every other week. Seventh Grade: two reports; at least one of international concern. Eighth & Ninth Grade: three reports; at least two of international concern.				
Hands-on					
Optional: World History II Lap Book	Cover and "Where in The World?" Pocket (approx. 10 minutes) Activity 1: Postcards From Famous Folks - Charles V, Elizabeth I				
Read-Alouds					
<i>Secret of the Andes</i>	chaps. 1–3 	chaps. 4–5	chaps. 6–7	chaps. 8–9	
<i>Classic Poetry</i>		"All the World's a Stage" pp. 12–13		"Be Not Afeard; the Isle Is Full of Noises" p. 14	
Readers					
<i>The King's Fifth</i>	intro–chap. 1 	chaps. 2–4	chaps. 5–6 	chaps. 7–8 	
Electives					



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 Story of the World: Early Modern Times | Introduction

To Discuss After You Read

Q: How much of Earth's surface do the oceans cover?

A: $\frac{3}{4}$ of Earth's surface

Q: Name the five oceans.

A: *Pacific, Atlantic, Indian, Southern, and Arctic*

Q: Name the seven continents.

A: *North America, South America, Australia, Asia, Europe, Africa, and Antarctica*

Timeline and Map Activities

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**.

🌍 *Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, North America, South America, Australia, Asia, Europe, Africa, Antarctica* (use map located on p. x in book)

🌍 *New World* (see map below)



The Kingfisher History Encyclopedia | pp. 241–243, 282–287

To Discuss After You Read

Q: Why did so many Europeans risk their lives in order to travel to North America?

A: *many were seeking a better life, including religious freedom. Some wanted to get away from what they saw as a hostile government. Others may have simply been interested in seeing and exploring new areas of the world*

Q: Why was England's government unique in the world?

A: *rather than ruled only by an absolute monarch, it also had an elected Parliament*

Q: What do you think North America might be like today if the Europeans had never discovered it, or had not discovered it until centuries later?

Baroque is also the name of a period of music, which preceded the Classical music era, most notably represented by composer and musician J.S. Bach (1685–1750). [p. 282]

Q: Describe the arts during this time period.

A: *elaborate, realistic, grand, etc.*

The Great Fire of London began in September 1666, the result of a fire in a bakery on Pudding Lane. With buildings being made mostly of wood and pitch, London was highly susceptible to fires, and on this night strong winds spread the blaze quickly. Lord Mayor Bludworth was hesitant to destroy homes in the path of the fire, which was standard procedure at the time for keeping a large fire from spreading since it would create fire-breaks. By the time an order came to carry out this process, it was too late. The fire raged for just over three days. Only a relatively small number of lives were lost—possibly around 16—the devastation of property was severe. More than 400 acres and some 80 percent of the city was in ruins. So many rats died in the blaze that the plague significantly declined after the fire—a grim positive note out of a terrible event. [p. 284]

Q: Describe the architectural style of 1601–1707.

A: *a combination of classical style with more glass, decorated fronts, elegant styles*

An **orrery** is a mechanical model of our solar system, sometimes including only the sun, moon, and earth. [p. 286]

Q: What effect do you think new inventions like the seed drill had on daily life?

A: *since they helped speed up farm work, these kinds of machines allowed farmers to have more time to do other things*



Timeline and Map Activities

- 🌐 Europe (E4); Paris (E3) (map 1)
- 🌐 Japan (C10); India (D7); China (C8); London (B2) (map 2)
- 🌐 Mexico (C2) (map 4)
- 🌐 North America; South America (see map below)



Current Events | Report

We believe that, by middle school, students need to begin learning about world affairs—matters of social, political, economic, and cultural concern. They should be informed about these matters, and they ought to be forming opinions about them.

Beginning in seventh grade, we believe students ought to begin to add a statement of their own position on the issues of the day and explain why they believe and feel as they do. Once each week, on the last day of the week, students must report verbally on some matter of significant local, regional, national, or international concern that they have read about during the previous week. They must state who the protagonists are in the case and what makes the matter significant. What are the potential effects of the matter turning out one way or another? What are the two (or more) sides arguing about (issues as well as side issues)? In seventh grade, students should make two such verbal reports each week. In eighth and ninth grades, three reports.

Please read the same article as your children read and add background information to aid in your children's understanding.

Explain any uncommon or unfamiliar terms. Give your children any historical and cultural background you can, as well as talk about any parallel situations with which your children might be familiar from their studies of history or other cultures.

The best time to hold these current event discussions is at the dinner table.

A Rationale for Studying Current Events

Why study current events? There are many reasons. One is to help children become familiar with the names and events that are in the news. When kids become familiar with these names and events, they are better able in the future to read articles about the same people or the same or related events.

Another reason: by reading news from other parts of the world, we get to see our local situation in a broader context. It's similar to what we gain by studying history. We see, for instance, that we are not alone in some of our experiences: "We don't have it so bad." Finally, a study of current events—as a study of history in general—can give us the opportunity to learn from other people's mistakes.

Imagine. Are you likely to go someplace you've never heard of? Hardly! Nor are you likely to try a new idea if you've never heard of anyone else doing the same thing before.

By becoming informed about other people in other places, we broaden our horizons and open our minds to all manner of options we would otherwise never consider.

Hands-on

Optional: World History II Lap Book

BookShark offers an Optional Lap Book (American History II: From the 17th century to the 20th century) that directly corresponds with your Intro to World History Instructor's Guide. It is an optional hands-on program to enhance your student's history studies. The Lap Book is packaged as a kit that includes Instructions and materials for 28 activities, which are scheduled throughout the year in this guide. Go to www.bookshark.com/hh30 to purchase or learn more about the Lap Book!

Cover & "Where in the World?" Pocket

This week, follow the Lap Book Kit instructions to assemble the Cover and the "Where in the World?" Pocket. Many of the Lap Book activities will require your student to follow specific steps to correctly complete the project. Some activities are scheduled across multiple weeks. We recommend that you and your student read over the full instructions for each week's activity before they begin.

Note: Activities are not always scheduled in the same Week that they are covered in the readings. Some activities may be scheduled the week before or after the readings to reinforce the topics.

Some activities require careful folding and cutting in just the right places. If you think your student may have trouble, we recommend making a copy of the activity page so you have a backup in case they need start over.



Notes

Week 1

Activity 1: Postcards From Famous Folks

This week have your your student follow the instructions in the booklet to assemble the mailbox for the activity “Postcards From Famous Folks” and complete the postcards for Charles V and Elizabeth I. There are 12 postcards all together. The remaining postcards will be scheduled over several weeks.

Read-Alouds

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

- develop a life-long love of reading.
- 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 “natural language learning” oriented vocabulary development exercises in the Read-Aloud notes. These vocabulary words correspond with the day’s Read-Aloud assignment, pulled from the reading and clarified.

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, read the definition to your children before 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.

Secret of the Andes | Chapters 1–3

Setting

Andes Mountains in Peru; 1535 when the Inca were conquered.

Overview

The Indians in the story live life much as they did in the years after the Spanish conquered the Inca. The story actually takes place around 1935.

Vocabulary

ychu grass (also spelled ichu): valuable grass of the upper Andes used for forage and thatching. [chap. 1]

pan pipes: a musical instrument whose sound is made by blowing into various sized pipes made of reeds or cane. [chap. 1]

salt pits: found near Maras, a town in the Sacred Valley of the Incas in the Cuzco Region of Peru; the salt comes from a salty underground stream. [chap. 1]

“herd boy of the llamas”: how Cusi views himself—this story explains more of who he is. [chap. 1]

red woolen tassels in their pointed ears: owners put different colored tassels in the ears of their llamas for identification. [chap. 1]

Inca music: the natives in the story are of Incan descent. [chap. 1]

woven coca bag for coca leaves: a shrub grown on the lower levels of the Andes Mountains with a tea-like leaf; natives chew them with alkali for endurance. [chap. 1]

“Golden ear plugs in the young boy’s ears”: a spool shaped ornament of gold or silver inserted into the earlobe to distort it; a sign of nobility. [chap. 1]

Olla for chicha (a sour-sweet drink made from new corn): olla—a ceramic storage jar; often glazed with a short wide neck and wider belly. [chap. 1]

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pigweed seeds (canihua stalks): also called Amaranth—it can be eaten as leaf vegetables and cereals. [chap. 3]

tostado: a fried corn tortilla. [chap. 3]

the llama slingshot: a lightweight weapon made out of llama wool. [chap. 3]

tortoru reeds: a type of bulrush plant that grows in Peru—people use bundles of it tied together to form fish-ing boats and for thatching their homes. [chap. 3]

To Discuss After You Read

Q: What is Cusi's living arrangement, and why is it unusual? [chap. 1]

A: *he lives with one old man and a group of llamas with no house but a llama corral, and he doesn't know how he got there*

Q: Why does Chuto plan to travel to the Salt Pits? [chap. 1]

A: *to satisfy Cusi's curiosity about the world around him—rather than have him escape over a wall, Chuto wanted Cusi to freely “go though an open gate” to satisfy his curiosity*

In the minstrel's songs, he speaks of the **Pleiades** who guard the new seeds in the earth—many ancient peoples have stories that are tied to the bright star cluster named the Pleiades. [chap. 2]

He also calls **Venus** the page boy to the sun—the planet Venus appears as the second brightest object in the sky (after the moon); the Romans named it after the goddess of love and beauty; different cultures tell different stories about objects in the sky. [chap. 2]

The minstrel also “teaches” science when he describes the galaxy the **Milky Way** as the great river in the heavens from which the god of weather dipped rain. [chap. 2]

Cusi describes fog as “the earth clouds that billowed around them.” [chap. 2]

Chuto “chanted his sunrise call as Indian men have chanted since the world was made and the Inca was born.” Chuto follows the traditions of his people. His action was rooted in Incan history. [chap. 2]

Q: How did the minstrel teach? [chap. 2]

A: *through the songs he sang—he taught about origins and the beliefs of the Inca*

Q: Why did Chuto chant? [chap. 2]

A: *to welcome the sun for without it, the world would not waken “to make it happy with living things.”*

Since Chuto tells Cusi that he found him in a very hidden spot, how did the person who left Cusi as a baby get there? He would have come only through with someone familiar with the valley. [chap. 2]

When Incas ruled Peru before the Spaniards came; the Incan empire ruled from the early 13th century until the Spanish conquered them in 1532-1535. [chap. 3]

Q: The walls of the llama corral were made of stone walls. Why did the herders use that building material? [chap. 3]

A: *the stones came from ruined temples; since the valley was above the tree line, wood was not available; stones would last and effectively keep out predators*

Q: Why had Cusi never left the Hidden Valley? [chap. 3]

A: *although Chuto left twice a year for a day—once to collect the food supplies left for him and once for an unknown reason, Cusi had spent his entire life caring for the llamas in the Hidden Valley*

Cusi describes the llama as “a sacred trust.” This is a hint that the valley is not a simple picture of farmers caring for their herd animals. [chap. 3]

Q: According to legend, how did the Inca come to Peru? How did your grandparents come to live where they did? [chap. 3]

A: *the Sun Father sent out Topo and Coya (Inca grandparents) out walking with a golden staff, when the staff sunk into the heart of the earth that indicated their new home*

Timeline and Map Activities

📍 Cuzco, the Holy City; Lima, the City of Kings (see map below)



Readers

The King's Fifth | Intro–Chapter 1

Setting

His Majesty's prison: the Fortress of San Juan de Ulua, Vera Cruz, New Spain 1541 with flashbacks from two years earlier.



Notes

Week 1

Vocabulary

Royal Audiencia: the judicial court. [Intro]

King's Fifth: also known as the "Quinto Real," was a 20% tax established in 1504 that Spain levied on the mining of precious minerals. [Intro]

Nuño de Guzmán: Spanish conquistador who found several cities in Northwestern Mexico. [Intro]

Tarascons: a group of Native Americans who inhabit Michoacán, Mexico. [Intro]

limned: to describe with bright color. [Intro]

Council of the Indies: council during the Spanish-Portuguese Empire in 1598, acting as a ruling body towards conquered territories of the Spanish.¹ [Intro]

Lullian nocturnal: a mechanical method designed by Ramon Lull to use as a debating tool for winning Muslims to the Christian faith through logic and reason. For example, letters standing for each of the attributes of God, (such as Love, Truth, and Wisdom) were written on two concentric circles. By rotating one of the circles, all the combinations of these attributes could be generated. [Intro]

scrivener: scribe; professional writer. [Intro]

windroses: a diagram displaying the locations for frequency and strength of winds from different directions. [Intro]

labyrinth: structure made in the pattern of a maze. [Intro]

minotaur: a monstrous mythical creature in the form of half man and half bull. [Intro]

Montezuma: the ruler of the Aztec Empire in Mexico. [Intro]

eight bells of the morning watch: a bell was used to sound the time onboard a ship. Bells were struck for every half-hour of each watch, with a maximum of eight bells. At eight bells your watch was over! [chap. 1]

cordovan leather: Spanish leather. [chap. 1]

duque: Spanish: duke. [chap. 1]

marge: margin; border. [chap. 1]

transom: window set above a door. [chap. 1]

gimbals: device that has two rings mounted on axes that are at right angles to each other; used to hold a suspended object in a horizontal plane. [chap. 1]

1. Source: http://en.wikipedia.org/wiki/Council_of_the_Indies, accessed September 18, 2012.

To Discuss After You Read

Q: What does the jailor demand for his "care" of the prisoner?

A: *a fifth of the gold Esteban hid in Cibola*

Q: Why is Esteban in jail?

A: *for not giving the King his fifth of the found treasure*

Q: Why does Mendoza rebel in mutiny? [chap. 1]

A: *he wants the supplies from the ship and the freedom to seek treasure from the Seven Cities of Cibola*

Q: What does Mendoza offer Esteban? [chap. 1]

A: *fame for his maps of uncharted places*

Timeline and Map Activities

🌐 Paris (E3); Amsterdam (D3) (map 1)

🌐 London (B2) (map 2)

🌐 Seville, Spain; Ronda (see map below)



For the following locations, please see the maps on the beginning pages of your book.

🌐 Culiacan; San Juan de Ulua; Vera Cruz (Veracruz); Acapulco; Cortes Sea (Gulf of California)

Day 2

History/Geography

The Story of the World: Early Modern Times |

Chapter 1: "A World of Empires"

If we list a title next to the chapter number, please read that section only. If there is no title next to the chapter, then read the entire chapter.

To Discuss After You Read

Q: Why was Charlemagne called the *Holy Roman Emperor* in CE 500?



- A: *he kept the peace over much of Europe (as did the Roman Empire earlier) and spread Christianity throughout the world (hence the “Holy” title)*
- Q: How did Charles V become the Second Holy Emperor?
- A: *he ruled much of Europe through inheritance and then sent some German Protestants to fight against the Pope in Rome. The “German Fury” eventually troubled the Pope so much that the Pope gave Charles the title he wanted*
- Q: Why did Charles V relinquish his kingdoms?
- A: *he did not have an easy rule, as Catholics and Protestants fought each other. After 24 years as Holy Roman Emperor, in 1555 he resigned to go and live in a monastery*
- Q: How did Charles V divide his kingdom?
- A: *his son, Philip II of Spain, took control of Spain, the Netherlands, and part of Italy and his brother, Ferdinand I, took over the rest of Charles’ empire*
- Q: On what basis did Philip II give the conquistadores *encomiendas*, or contracts, to take all the gold in the New World? What do you think of this reasoning?
- A: *he believed that God had given all the land to one pope and that the Pope had given the land to the King; answers will vary*
- Q: How did the conquistadores impact native peoples in America?
- A: *the conquistadores took gold from the natives; they panned for gold in the streams; and they forced natives to work in mines for gold as well. They took billions of dollars of gold from South America. The South Americans, and the African slaves that the conquistadores brought to South America, died by the thousands, from overwork, malnutrition, and Spanish diseases*

Timeline and Map Activities**🕒 Philip II (1527–1598) rules wealthy Spain**

- 🌐 Europe (E4); Italy (F4) (map 1)
- 🌐 Spain (C2); India (D7) (map 2)
- 🌐 Germany; Rome; Netherlands; South America; Africa (see map on p. xiv in your book)

The Kingfisher History Encyclopedia | p. 256**To Discuss After You Read**

- Q: The book blames the decline of Spain on “its refusal to recognize the changing times, and its failure to adapt to them.” What do you think Spain could have done differently in order to remain a world power?

Current Events | Report**Read-Alouds****Secret of the Andes** | Chapters 4–5**Vocabulary**

mortar: sand, water and chemicals used to bind together bricks and stones. [chap. 4]

Papawa-ki—with hoop of gold and golden ball: possibly also called *tlachti*—players try to knock a ball through a hoop suspended in the air on a wall. [chap. 4]

condor: a type of vulture; it has a wingspan of up to 10.5 feet. [chap. 5]

To Discuss After You Read

- Q: On Chuto’s second trip of the year, where did he go and why? [chap. 4]
- A: *to give llamas to Indian families; it was so willed; to give the people independence*
- Q: How does the minstrel describe Cuzco? [chap. 4]
- A: *the Holy City of the Inca Kings; held 100,000 subjects, with walls of grey stones cut so perfectly they needed no mortar; built with stones that weighed as much as twenty tons; with no wheel and no machinery or tools*
- The Temple to the Sun was described as having walls of sheeted gold, sprinkled with rubies and emerald—it was the most important temple in the Inca Empire—Spanish colonists built the Church of Santo Domingo on the site; they demolished the temple and used its foundations for the cathedral. [chap. 4]
- Q: Why does Cusi’s simple life where he is “always a little hungry, always a little cold, always a little lonely,” not bother him? [chap. 4]
- A: *he knows no other way of living, and the llamas brought comfort*
- Q: Where do the llamas that Cusi cares for come from? [chap. 4]
- A: *the song suggests that the llamas were rescued from the conquering Spanish, and Chuto seems to agree when he tells Cusi that they are the Keepers*

Cusi thinks: “Only the sun could warm the world and make it right for living.” The Incas worshipped a reasonable god. [chap. 5]

- Q: Why does the minstrel ask Chuto to stay and not travel to the salt pits? [chap. 5]
- A: *the people outside the valley are double minded and will not care for the keeper; he worries that people outside the valley will not treat two Indians well*



Notes

Week 1

Classic Poetry | “All the World’s a Stage” pp. 12–13

Vocabulary

pard: a leopard or panther.

capon: a castrated chicken.

Find notes for the poem beginning on page 154.

To Discuss After You Read

Q: Do you think seven stages are enough to describe life’s cycles? What about children, or women? Can you in a sentence describe a stage of life?

Readers

The King’s Fifth | Chapters 2–4

Vocabulary

morions: metal helmets having a curved peak in the front and the back; bears a crest. [chap. 3]

league: a length equal to 3 miles or 4.8 kilometers. [chap. 3]

defile: a narrow pass or gorge. [chap. 3]

promontory: a high ridge of land that projects out into a body of water. [chap. 3]

Moors: the Muslims who lived in present day Morocco and western Algeria during the medieval period. [chap. 4]

Siege of Granada: in reaction to the broken agreement of Muhammad XI to surrender Granada to the Castilians in exchange of other cities, the Castilians laid siege on Granada in April 1491. [chap. 4]

To Discuss After You Read

Q: How does Admiral Alarcon deal with the mutiny? [chap. 2]

A: *he asks for volunteers to join Captain Mendoza who he plans to put ashore in a rugged area*

Esteban found the boat’s position north and south (latitude) but had no way of discovering longitude or distance east and west. John Harrison finally solved that problem in 1735 with a clock that worked at sea. [chap. 4]

Q: Why can the crew not see land that is merely five leagues away? [chap. 4]

A: *because the earth is round the horizon drops five varas every half league*

Day 3

History/Geography

The Story of the World: Early Modern Times | Chapter 2: “The Dutch Revolt”

To Discuss After You Read

Q: How was William the Silent raised to rule the Netherlands?

A: *he lived in Philip’s Catholic court, though he was raised as a Protestant*

Q: Why did William decide to break from Spain’s rule?

A: *when Philip planned to kill all the Protestants in the Netherlands, William found out about it and began a revolt*

Q: What was the result of the Dutch’s desire for independence?

A: *after a decade of fighting, the Dutch declared independence, and they kept their independence even after William’s assassination. One of William’s descendants is still on the throne*

Timeline and Map Activities

🕒 William I of Orange (William the Silent) (1533–1584) fights Spain for Dutch independence (1568–1584)

🌐 Netherlands (see map on p. 12 in your book)

The Kingfisher History Encyclopedia | pp. 228–229

Current Events | Report

Read-Alouds

Secret of the Andes | Chapters 6–7

Vocabulary

Hacienda: a Spanish word for estate. [chap. 7]

pampas: fertile South American lowlands; grasslands. [chap. 7]

To Discuss After You Read

Q: Chuto talks about the trees in the jungle and the countries from which they came. These names meant nothing to Cusi. Why would this be true? [chap. 6]

A: *as an isolated person, Cusi has no frame of reference to understand anything about other countries*



The path includes “narrow stone steps.” It was probably formed by ancient Incans. [chap. 6]

Cusi is described as “one of the chosen.” [chap. 6]

Q: Chuto says, “A man learns, I think, with the passing of his days. This is true. I myself open the gate. If it is closed, his hand, not mine, shall close it.” What do you think this means? [chap. 6]

A: *as Chuto is an older man, it sounds like he thinks he has learned an important lesson. He will not keep Cusi trapped within a walled area (like the Hidden Valley). If Cusi chooses to leave, it will be Cusi’s responsibility to do so*

“No one who has a drop of blood not Indian can manage a llama. The llama remembers.” The Inca believe the llama only willingly serves Indians. The llama remembers the days before the Inca were conquered. [chap. 7]

“At the ruins of the Sacred Baths of the Inca they rested.” Any bath structure includes engineering (to manage the water flow) and design for comfort. [chap. 7]

Cuzco is described as “divided into four parts by three rivers and from its heart four great roads that lead to the four corners of the world that is Peru. Roads to the mountains, to the valley, to the pampas, to the sea.” Impressive construction. [chap. 7]

Q: Why does Chuto describe what Cusi sees in the Spanish world? [chap. 7]

A: *it is totally unfamiliar to Cusi—a house with windows, a gate, servants, oxen, and a foreign language*

Readers

The King’s Fifth | Chapters 5–6

Vocabulary

esplanade: a long open stretch of grass or pavement used for walking beside the seashore. [chap. 5]

River of Good Guidance: Spanish: El Rio de Buena Guia; the Colorado River. [chap. 6]

cordillera: a vast chain of mountain ranges. [chap. 6]

To Discuss After You Read

Q: What does Esteban say the dream of gold can do to the soul? [chap. 5]

A: *it can bend it and even destroy it*

Q: Describe the cells of the King’s prison. [chap. 5]

A: *Esteban’s is one of the largest at four paces one direction and three the other, some cells are below the ground and food is let down to them by rope, some are mere holes that*

half flood at high tide, and in one large room, men are chained to the wall and the tide creeps up to their chins twice a day

Q: Why does Mendoza give false information about the galleon to Coronado’s man? [chap. 6]

A: *he wants to move toward Cíbola, rather than meet Alarcon*

Timeline and Map Activities

Mexico City (D2) (map 4)

Day 4

History/Geography

The Story of the World: Early Modern Times | Chapter 2: “The Queen Without a Country”

To Discuss After You Read

Q: Retell the story of Mary, Queen of Scots.

A: *she took the throne at age eighteen, after some time, she became less popular. Mary’s son James (fathered by her Protestant husband), became king when he was 13 months old. Mary, Queen of Scots, lived as a prisoner of her cousin Elizabeth, Queen of England, for nineteen years before Mary was beheaded (from 1567 to 1587)*

Timeline and Map Activities

Scotland (C2); England (D2) (map 1)

Current Events | Report

Read-Alouds

Secret of the Andes | Chapters 8–9

To Discuss After You Read

Q: Describe the Valley of the Salt. [chap. 8]

A: *sample: within a wide, open, flat valley, terraced in sections by low walls made of perfectly fitted stone (Incan); the men would dig shallow holes and briny water oozed up; men scooped the water out and placed it in hollowed stone, tray-like vessels which allowed the water to evaporate and leave the salt behind*

Q: Why was bargaining important? [chap. 8]

A: *it provided necessary treats, and chased away the strangeness between people; it gave strangers something to talk about; it provided laughter and caused respect*



Notes

Week 1

- Q: Why is Chuto apprehensive to bring Cusi outside the Hidden Valley? Why does he determine to do so? [chap. 8]
 A: *as an interesting world full of wonderful things that could tempt Cusi to leave; to allow Cusi to experience it; to keep Cusi from desiring more strongly forbidden things*
- Q: What did Indians get from the llamas? [chap. 9]
 A: *friendship, they served as burden-bearers, they provided for life—sandals, cap, poncho, blanket, bags, rope, sling-shot, fuel, and blood for sacrifice; they had been with the Indians through the centuries—for 12,000 years llamas had served Indians*
- Q: What does Chuto promise Cusi that he would own from the flock? [chap. 9]
 A: *all of Yellow Ears' black and silver llamas*
- Q: What did Cusi learn from the Amauta? [chap. 9]
 A: *the history of his people, tribal secrets, plant lore, herbal medicine, the secrets of the stars and how to use the quipu*

Classic Poetry | “Be Not Afeard; the Isle Is Full of Noises” p. 14

To Discuss After You Read

- Q: What voices would the island be full of?
 A: *insects, birds, trees rustling, etc.*

Readers

The King's Fifth | Chapters 7–8

Vocabulary

- clouts:** pieces of cloth or leather. [chap. 7]
Alcalde: Spanish: the mayor of a Spanish town. [chap. 7]
cuirass: a piece of armor protection for the breast and back. [chap. 8]
Charles the Fifth: the king of Spain and the Holy Roman Emperor; Ferdinand II of Aragon and Isabella I of Castile were his maternal grandparents. [chap. 8]
brace: a pair of similar things. [chap. 8]
portolan: book used to contain charts and directions for sailing. [chap. 8]
cartouche: a figure bearing an inscription. [chap. 8]

To Discuss After You Read

- Q: What law did Cortes who killed the Aztecs make regarding horses and why did he make it? [chap. 7]
 A: *no Indian can ride or own a horse; to keep the Indians from stealing them*
- Q: Why does Father Francisco travel slowly? [chap. 7]
 A: *he is lame in one leg, and has great curiosity regarding the land—he would check the plants, and insects around*
- Q: How have the Indians treated the army? [chap. 8]
 A: *very kindly, they have given them treasured food, and council*

Timeline and Map Activities

For the following location, please see the maps on the beginning pages of your book.








 **Nayarit** ■



History H

Week 2 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. 3: "King of Two Countries"  	chap. 4: "The French in the New World"  	chap. 4: "Henry Hudson's Quest"	chap. 5: "Hideyoshi, Japan's Great Leader" 	
<i>The Kingfisher History Encyclopedia</i>	pp. 246, 248 			pp. 232–233	
Current Events	Report				
Hands-on					
Optional: World History II Lap Book	Activity 1: Postcards From Famous Folks - Guy Fawkes Activity 2: The Three Great Unifiers of Japan				
Read-Alouds					
<i>Secret of the Andes</i>	chaps. 10–11	chaps. 12–13	chaps. 14–15	chaps. 16–17	
<i>Classic Poetry</i>		"Tomorrow, and Tomorrow, and Tomorrow" p. 15	"Nurse's Song" p. 16	"The Tyger" pp. 17–19	
Readers					
<i>The King's Fifth</i>	chap. 9	chaps. 10–11 	chaps. 12–13	chaps. 14–16	
Electives					
Other Notes					



Notes

Week 2

Day 1

History/Geography

The Story of the World: Early Modern Times | Chapter 3: “King of Two Countries”

To Discuss After You Read

Q: What did James VI, King of Scotland believe regarding ruling?

A: *a king ruled by divine right—that is, that a king’s power comes directly from God, and the king should not be answerable to his subjects*

Q: How did James become king of two countries? Why was James an unpopular ruler?

A: *when Elizabeth of England died in 1603, James VI of Scotland became King James I of England too. He angered the Puritans because he would not make the Anglican church more Protestant; he angered the Catholics because he ordered Catholic priests to leave the country; he angered Parliament because he disbanded their session and ruled the country alone*

Q: What does Guy Fawkes day celebrate?

A: *Catholic Guy Fawkes and some of his friends wanted to get rid of James and Parliament. They brought many barrels of gunpowder into Parliament in London, but just hours before they blew up the building, Guy Fawkes was caught, and the plan failed*

Q: Why did James I send colonists to North America?

A: *James wanted American gold. He sent settlers to the New World in 1607*

Q: Why did many settlers in Jamestown die?

A: *the Jamestown colonists wanted gold more than they wanted food and shelter. Because they landed in time of drought, and because of their poor planning, half the settlers died within a few months*

Timeline and Map Activities

- 🕒 **James VI of Scotland and James I of England (1566–1625) pursues Divine Right of Kings**
- 🕒 **Guy Fawkes (1570–1606) plans Gunpowder Plot to rid England of James I and Protestants**
- 🕒 **Colonists establish Jamestown (1607)**
 - 📍 London (B2) (map 2)
 - 📍 America (B3) (map 4)
 - 📍 Jamestown; Scotland; England (see map on p. 24 in the book)
 - 📍 New World (see map below)



The Kingfisher History Encyclopedia | pp. 246, 248

Vocabulary

popish: a reference to the Roman Catholic Pope.

To Discuss After You Read

The Puritans believed the Church of England needed to be reformed and purified (thus the name Puritan). Most Puritans remained inside the Church in hopes of bringing about the changes they sought. The Separatists, by contrast, while holding virtually identical theological views, had given up hope that the Church might be renewed or purified. Therefore, they also lost interest in seeking that end. These people, therefore, separated themselves from the Church (thus their name).

Some scholars speculate that Squanto actually learned some farming techniques during a visit to Europe, then returned with those ideas (such as planting dead fish with seeds). [p. 248]

Much speculation and mystery surrounds Roanoke colony, the so-called “Lost Colony,” which ended with the unexplained disappearance of more than 100 colonists. The words “Croatoan” and “Cro” were found carved in wood, but all the homes were taken down. The explanation may be fairly mundane. Some speculate, for instance, that they moved to Croatoan Island (Hatteras Island) and/or integrated with Indian tribes. [p. 248]

Q: What challenges did Jamestown colony initially face? Did the settlement at Plymouth face the same challenges?

A: *disease, hunger, and trouble with the Native Americans. Yes and no—Plymouth avoided Indian trouble but half of the Pilgrims died the first winter due to disease*

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Timeline and Map Activities

- 🌐 Scotland (C2); Germany (D4) (map 1)
- 🌐 Spain (C2) (map 2)
- 🌐 Plymouth Colony, Massachusetts (A6); Jamestown, Virginia (B5) (map 4)
- 🌐 North America (see map below)



Current Events | Report

Hands-on

Optional: World History II Lap Book

Activity 1: Postcards From Famous Folks

This week have your student complete the postcard from Guy Fawkes. The remaining postcards will be scheduled in future weeks.

Activity 2: The Three Great Unifiers of Japan

Follow the lap book Instructions to complete this activity.

Read-Alouds

Secret of the Andes | Chapters 10–11

Vocabulary

Quipu cord: used as a calculator, a memory string and as a record—colored string from llama hair tied as a memory tool—used in place of an alphabet. [chap. 10]

To Discuss After You Read

- Q: Why is Cusi restless? [chap. 10]
- A: *he misses the training he received; he has unanswered questions; he misses the companionship of the minstrel; he desires a family*

- Q: Why does Chuto give a gift of llamas to worthy families? [chap. 10]
- A: *to keep the families independent; if the blood of the People is to flow without end they need to flourish without intermingling with the Spanish; a large gift of twelve (!) llamas that would be shared with others and tie them together*
- Q: What does Misti lead Cusi to and what is the outcome? [chap. 11]
- A: *an ancient temple with a pair of golden sandals; a sign that Cusi is to seek his heart's desire*
- Q: What was the purpose of the snow-white stone within the temple? [chap. 11]
- A: *to tie down the sun with ropes of gold on the winter solstice (the shortest day of the year), to keep the sun from leaving*

Readers

The King's Fifth | Chapter 9

Vocabulary

Royal fiscal: the royal financier; the person responsible for the royal treasury.

sturgeon: large fish.

bodkin: a weapon with a needle-point tip.

To Discuss After You Read

- Q: Is Chichilticale, the Red House, one of the Seven Cities? [chap. 9]
- A: *no, it is a ruin and lies twenty days from the first of the seven cities*
- Q: Why does the old man curse Mendoza? [chap. 9]
- A: *Mendoza abused and threatened him*
- Q: In our courts, people place their right hand on the Bible and swear to tell the truth, so help me God. How does Esteban swear? Why is there this difference? [chap. 9]
- A: *he places his right hand on a cross and swears to tell the truth before God, the Holy Mary, and the sign of the cross; our court of law is based on a Protestant religion, the Spanish court is based on the Catholic faith*

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Notes

Week 2

Day 2

History/Geography

The Story of the World: Early Modern Times | Chapter 4: “The French in the New World”

To Discuss After You Read

- Q: Why did explorers seek a Northwest Passage?
 A: *so ships could reach India and China more easily*
- Q: What is Samuel Champlain, the French explorer, known for?
 A: *Champlain tried to make settlements at St. Croix Island, Port Royal, and Kebec now Quebec (which was settled in 1608). Champlain had difficulty keeping settlers on the land, but Quebec did become a permanent settlement, and Champlain earned the title “Father of New France”*

Timeline and Map Activities

- Samuel Champlain (1567–1635) establishes Quebec in New France**
- China (C8); India (D7) (map 2)*
- Canada; St. Croix Island; Port Royal; Quebec; Hudson Bay (see map on p. 36 in the book)*

Current Events | Report

Read-Alouds

Secret of the Andes | Chapters 12–13

Vocabulary

Vicuna cloth: fabric from a small, wild, deer-like animal—they produce small amounts of extremely fine wool—very warm, soft, and rare. [chap. 12]

“the Year Father of the Ayllu”: probably the headman of the village. [chap. 13]

pueblo: a Spanish town or village. [chap. 13]

To Discuss After You Read

- Q: What does Cusi learn when he comes to the empty clearing? [chap. 12]
 A: *that the family that lived there was not for him; that Chuto grieved with him; to accept that the way had been laid out before him; to not question or rebel; to follow his heart*

The gate of the city Ayllu was closed with a stone bolt. The Inca seem to not use any wood or metal. [chap. 13]

- Q: What happens to Cusi at Ayllu? [chap. 13]
 A: *he meets other Incas who worship the sun, hears about a thread that links his people past and present; is fed by a woman who calls him, son and who seems to be comforted by the sight of him; gives five llamas to the leader of the city; he is fed and cared for*

Cusi can see three temples from the hills above the city, Cusco—the Temple of the Sun, the Temple of the Moon, the Temple of the Maidens of the Sun. [chap. 13]

The Spanish made a rule to not allow llamas in the city overnight. This rule helped control the Indians as the Spanish did not use llamas. [chap. 13]

In the city, the wall was stone, the street was lined with stone, the towers and buildings were stone, and the furniture was stone. All long-lasting materials, but not necessarily comfortable. [chap. 13]

A **centavo** for luck—“one hundredth” or similar to a penny. [chap. 15]

Baile—a performance that includes singing, dancing, choreography and acrobatics. [chap. 15]

Classic Poetry | “Tomorrow, and Tomorrow, and Tomorrow” p. 15

To Discuss After You Read

- Q: Is this how you would describe life?

Readers

The King’s Fifth | Chapters 10–11

Vocabulary

swale: a low area of land, especially marshy land. [chap. 10]

matchlock: a musket which is fired by a spring-operated trigger holding a match that ignites the powder in the gunlock. [chap. 11]

arquebus: the precursor to the matchlock musket having an s-shaped trigger instead of a spring-operated trigger. [chap. 11]

To Discuss After You Read

- Q: How many warriors did Coronado’s troops face at Hawikuh? [chap. 10]
 A: *two hundred on the plain and an additional four hundred within the city*
- Q: Do you think Esteban should have joined the fight? [chap. 11]

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A: *he did not want to fight, and neither did Coronado, but the Indians would not parley, and the soldiers needed food*

Timeline and Map Activities

📍 **Castile** (see map below)



Day 3
History/Geography

The Story of the World: Early Modern Times | Chapter 4: “Henry Hudson’s Quest”

To Discuss After You Read

- Q: Retell the story of the English explorer, Henry Hudson.
A: *Henry Hudson tried several creative ways to reach the East. None of them worked, though he did discover Hudson Bay. His mutinous crew set him adrift*

Current Events | Report

Read-Alouds

Secret of the Andes | Chapters 14–15

Vocabulary

Street of the Stone of the Twelve Angles: the Incan wall features a twelve-sided stone that fits perfectly into the wall. [chap. 14]

Street of the seven Snakes: a small passageway with Incan stone walls [chap. 14]

mantilla: a lace veil or shawl often worn over a high comb; it allowed women to enter church with a head covering. [chap. 15]

ranchito: a small ranch. [chap. 15]

To Discuss After You Read

Q: What does this dialogue mean?

“The rivers of Cuzco lie hidden beneath the cobblestones of its streets. Likewise the ways of our Ancients flow in steady streams beneath the surface of our days.”

He replied, “Covered waters cannot be muddied.”
“Nor its course changed.” [chap. 14]

A: *just as the rivers’ flow is hidden, so too, the Incan ways remain hidden from the conquering Spanish—thus, they can keep their ways as they had been in the past and wouldn’t be “muddied or changed.” Plus, a river exerts great influence and purpose, so too, the lives of Incan ancestors have purpose*

Q: The Spanish guard marvels that although the Incan people had been conquered for 400 years, the slight Indian boy had been angry that llamas were forbidden from the city. The boy did not act as one who had been conquered. Why was Cusi angry? [chap. 14]

A: *he believes the city belongs to the Inca people and llamas, too, were uniquely Incan; his blood has not been muddied with Spanish thoughts or teaching; “It was the way of the Inca, and the Inca had never died.”*

Cusi marvels at the variety of people in Cusco—Indians, Latins, mixed-blood, Arabs, Anglo-Saxons, and Chinese. As one who has only spent time with other Indians, the wide variety of peoples would have been particularly interesting to Cusi. [chap. 14]

Q: What does Cusi learn from the older Indian woman he meets? [chap. 15]

A: *it appears that she is his grandmother—she speaks of her son, Tito who had been chosen; when Tito left, Tito gave his son in his place*

In the city of so many people, Cusi notices that no one needs a mountain boy—not the rich woman, nor the beggar, nor the Fathers (priests) who needed no earthly family. [chap. 15]

Q: When Cusi is “adopted” by the Spanish family, does he find his heart’s desire? [chap. 15]

A: *no, he is part of a family, but was given a saint’s name—he doesn’t belong; he learns that his family is with the llamas and Chuto*

Classic Poetry | “Nurse’s Song” p. 16

A good reminder to be glad in the voices of our children ...

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Notes

Week 2

Readers

The King's Fifth | Chapters 12–13

Vocabulary

cacique: a tribal chief. [chap. 12]

viand: choice dish. [chap. 12]

panniers: bags used for carrying goods and provision, usually strapped to pack animals. [chap. 12]

gauds: ornaments or trinkets. [chap. 12]

pennon: a long streamer attached to the head of a lance. [chap. 12]

To Discuss After You Read

Q: Why did the Indians gather to fight the Spanish? [chap. 12]

A: *they were warned that the Spanish were coming and had a prophecy that people like Coronado would come from the south to conquer them*

Q: How much gold does Mendoza and team find? [chap. 12]

A: *sixty thousand onzas of gold—four times two hundred pounds plus eight times three hundred pounds*

Q: Describe the Abyss. [chap. 13]

A: *the group came upon it suddenly, it was many leagues wide with scarlet cliffs on the far side, with a mighty, green river far below, the land up to the Abyss was level and the land sheared off for more than a league deep, the crevasse curved away beyond sight in both directions*

Day 4

History/Geography

The Story of the World: Early Modern Times | Chapter 5: "Hideyoshi, Japan's Great Leader"

To Discuss After You Read

Q: Who was Toyotomi Hideyoshi and what did he do?

A: *the Land of the Rising Sun, or Japan, endured civil war. Each daimyo, or nobleman, hired samurai warriors to fight for them. At last Toyotomi Hideyoshi, a peddler gifted in strategy, united Japan. He forced his enemies to swear loyalty to him. Hideyoshi tried to conquer China (1592), but died trying*

Q: How did Ieyasu the shogun maintain power?

A: *he gave the samurai jobs such as bookkeeping and tax collecting. He also urged them to study literature, art, music and poetry. Ieyasu encouraged sumo wrestling in order to keep the samurai from fighting with swords*

Timeline and Map Activities

🌐 Japan; China; Korea (see map on p. 48 in the book)

🌐 Tokyo (C5) (see map below)



The Kingfisher History Encyclopedia | pp. 232–233

Current Events | Report

Read-Alouds

Secret of the Andes | Chapters 16–17

Vocabulary

Keeper of the Fields: one who manages the fields of the Inca (similar to the Keeper of the llamas). [chap. 16]

Lake Titicaca: the sacred lake—a lake on the border of Peru and Bolivia and is considered the largest lake in South America—an island in the lake, Isla del Sol, was a major pilgrimage destination in the Inca Empire. [chap. 16]

To Discuss After You Read

Q: What two gifts does the Keeper of the Fields give Cusi? Why were they welcome? [chap. 16]

A: *an ear of corn for Chuto from the sacred lake and a flute for Cusi to keep him company*



- Q: How does Cusi come to realize that Chuto and Misti were his family? [chap. 16]
 A: *he would share the golden sandals with them*
- Q: Why does the Keeper of the Field walk with Cusi? [chap. 16]
 A: *to show him the new path for a landslide wiped out the path and the Allyu town*
- Q: What task did the Keeper of the Field accomplish? [chap. 16]
 A: *he raised food for the Inca's chosen people*
- Q: Why did Cusi and Chuto live where they did? [chap. 17]
 A: *to guard Incan gold and Incan llamas—to keep to the old way of life—to maintain the thread to the past*
- Q: Why did Chuto treat Cusi as he did? [chap. 17]
 A: *Chuto recognized that he had been too strict with Cusi's father and wanted to give Cusi the freedom to choose; to train him in freedom*

Classic Poetry | "The Tyger" pp. 17–19

Readers

The King's Fifth | Chapters 14–16

Vocabulary

portended: signified. [chap. 14]

bastions: fortified positions. [chap. 14]

scarp: a steep slope. [chap. 14]

To Discuss After You Read

- Q: How does Mendoza attempt to get answers about gold from the Indians? [chap. 14]
 A: *he pretends to be a sun god or an emissary of the living God and he threatens force*
- Q: How does Esteban test his gold nugget? [chap. 15]
 A: *it is the dull color of metal, it is very heavy, and soft enough that when he bites it, his teeth leave marks* ■

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History H

Week 3 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. 6: "Strangers and Saints in Plymouth" 	chap. 6: "The Dutch in the New World" 	chap. 7: "Tobacco— and Unwilling Colonists" 	chap. 7: "Queen Nzinga of Angola" 	
<i>The Kingfisher History Encyclopedia</i>	p. 249	p. 259 	pp. 270–271 	pp. 272–273 	
Current Events	Report				
Hands-on					
Optional: World History II Lap Book	Activity 3: Strangers & Saints in Plymouth Activity 4: The Slave Trade				
Read-Alouds					
<i>Master Cornhill</i>	pp. 1–11 	pp. 12–27	pp. 28–38 	pp. 39–48	
<i>Classic Poetry</i>		"Skating" pp. 20–21		"Sonnet composed upon Westminster Bridge" p. 22	
Readers					
<i>The King's Fifth</i>	chaps. 17–18 (up to p. 143)	chaps. 18–19 (start on p. 144)	chaps. 20–21	chaps. 22–24	
Electives					
Other Notes					



Notes

Week 3

Day 1

History/Geography

The Story of the World: Early Modern Times | Chapter 6: “Strangers and Saints in Plymouth”

To Discuss After You Read

- Q: What did the Puritans or Separatists desire?
 A: *the Anglican Church purified of all Roman Catholicism; Separatists were Puritans who did not think the Anglican Church would ever change*
- Q: Why did the Separatists leave England?
 A: *Separatists had to pay high taxes, could not meet in church buildings, and could be imprisoned at any time; they desired freedom to worship*
- Q: How did the Separatists come to be called Pilgrims?
 A: *these Separatists, along with some other settlers (called strangers) sailed to the New World on the Mayflower (1620)*
- Q: What is the Mayflower Compact?
 A: *an agreed upon set of laws to run the new colony—the first such document*

Timeline and Map Activities

- Pilgrims arrive in Plymouth (1620)**
- New York (B7) (map 3A)
- England; Holland; North America; Plymouth Plantation; Massachusetts; Manhattan Island (see map on p. 58 in the book)

The Kingfisher History Encyclopedia | p. 249

Current Events | Report

Hands-on

Optional: World History II Lap Book

Activity 3: Strangers & Saints in Plymouth

Activity 4: The Slave Trade

Follow the Lap Book Instructions to complete these activities. Find Answer Keys for these projects located at the back of the Instruction Booklet starting on page 39.

Read-Alouds

Master Cornhill | pp. 1–11

Setting

Set in London in 1666, the year after the worst plague the city had ever seen, when half of the inhabitants died.

Vocabulary

The **austere** voice still echoed in Michael’s ears, the sharp, pink nose still wavered before his eyes. (*severe or stern in disposition or appearance*)

And one day later, here he was, **irrevocably**, in the turnip cart ... (*beyond any possibility of change*)

In the little inn-yard the two had **conferred** briefly, the old man handing her a coin, she dropping him a curtsy. (*held conversation or conference now typically on important, difficult, or complex matters*)

But her grin was so **impenitent** that he couldn’t help grinning sheepishly back. (*showing no regret for wrong doing*)

She went off into another **irrepressible** gale. (*impossible to repress, restrain, or control*)

* * *

indigent waif: a poor—but not destitute—homeless or neglected child.

preamble: an introductory fact or circumstance, especially one that gives indication of what is to follow.

plague: the bubonic plague, characterized by high fevers, chills, and swollen lymph glands, struck London in 1665. Spread by fleas from infected rats that swarmed through the dirty slums surrounding the city, the epidemic claimed about 100,000 lives before it finally died down in 1666.¹

jackanapes: a “saucy or mischievous person,” but here a coat, perhaps like one worn by such a child.

draper: dealer in cloth, clothing and dry goods.

cavalcade: a procession of riders or carriages, a company in procession.

gulling: deceiving, kidding one who is unaware.

Charles II: ruled from 1660–1685.

coney: dupe, gull, simpleton.

foundlings: unclaimed infants, babies deserted by unknown parents.

1. Source: 2010 World Book Encyclopedia.



To Discuss After You Read

- Q: What color is Michael's hair, described as "the color of new thatch"? What does Susanna mean when she says Michael looked like "a Puritan at King Charles' court"?
A: *blond; he was dressed plainly in the midst of finery*
- Q: Why does Michael hope to adopt Susanna as his sister?
A: *because he wants someone to belong to—someone to need him*

Timeline and Map Activities

- 📍 London (B2) (map 2)

Readers

The King's Fifth | Chapters 17–18 (up to p. 143)

Day 2

History/Geography

The Story of the World: Early Modern Times | Chapter 6: "The Dutch in the New World"

To Discuss After You Read

- Q: Why did the Dutch come to the New World?
A: *to trade with the Indians; then sent settlers for a trading base*
- Q: Why is Peter Stuyvesant important?
A: *Peter Stuyvesant arrived in 1647. He put the town to rights again, just in time for the English to come and conquer. They named the island "New York"*

Timeline and Map Activities

- 📍 Dutch settle Manhattan (1624)

The Kingfisher History Encyclopedia | p. 259

To Discuss After You Read

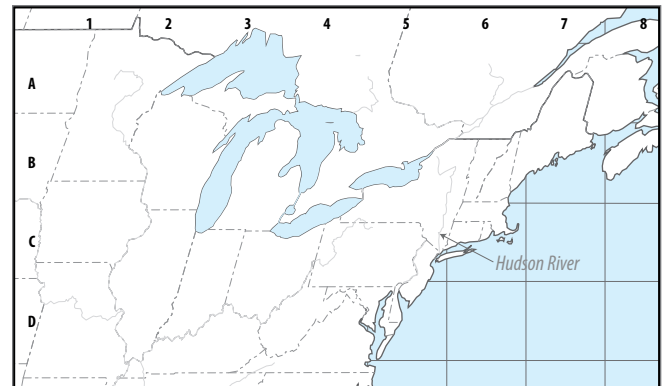
The book paints a grim picture of Peter Stuyvesant, stating that he "was against religious freedom" and "hated by both the Native Americans and the colonists." Was he really that bad? We should point out that Stuyvesant was not brought on board as a leader under ideal conditions. When he arrived in 1647, he "had to deal with disorder in the colony's government, boundary disputes with other European colonies, and conflicts with a number of local Indian tribes" (2011 World Book Multimedia Encyclopedia). In other words, conditions were difficult, not easy. Still, "His methods were often effective,

but they caused tension between him and the colonists" (2011 World Book Multimedia Encyclopedia). Even though Stuyvesant left for Holland in 1664, he later returned and settled in what is today known as the Bowery in New York.

- Q: Why were the Dutch uniquely set up to create the empire they did?
A: *they had little land for industry, they reside on the sea, they are traditionally careful with money, their banks were near to other European nations*

Timeline and Map Activities

- 📍 Netherlands (D4); Amsterdam (D3) (map 1)
- 📍 Indonesia (F9); Java (F9); Malacca (F8) (map 2)
- 📍 Guiana (F6); Curacao (E5) (map 4)
- 📍 Hudson River (C5) (see map below)



Current Events | Report

Read-Alouds

Master Cornhill | pp. 12–27

Vocabulary

He gave a **brusque** nod and turned away to join a handsome, ruddy young man who was waiting nearby. (*abrupt and curt in manner or speech; discourteously blunt*)

Before Michael could take the wager or refuse it, Master Haas was beckoning **imperatively**. (*urgently*)

That was the way Master Trueblood's talk used to be—rich and various, with one thing leading **jovially** to many others ... (*characterized by or showing marked good humor, especially as exhibited in mirth, hilarity, or conviviality*)

The singer took Michael's fancy, too—a tall man, slow and elegant of movement like some large member of the cat family, with a **droll** expression and a careless, good

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Notes

Week 3

baritone, which he used with humor as he played his lute. (**droll**: causing or capable of causing mirth or amusement by funny, whimsical, or odd speech or conduct; **baritone**: a male singing voice of medium compass between bass and tenor and partaking somewhat of the quality of both)

* * *

conduit: a natural or artificial channel through which water or other fluid passes or is conveyed.

flageolet: small flute resembling the treble recorder but having usually four finger holes, two thumb holes, and a cylindrical mouthpiece.

virginals: small rectangular spinet having no legs and only one wire to a note, popular in the 16th and 17th centuries.

Henry the VIII: reigned from 1509–1547; he had a round, jolly-looking face.

colony in Virginia: in 1584, Queen Elizabeth I of England granted Sir Walter Raleigh permission to establish the colonies in America, however, even though his early expeditions failed due to lack of supplies, historians believe that Raleigh gave the name “Virginia” to the land that is now the Eastern United States. In 1606, King James I hired the Virginia Company of London to colonize the land in America. The company sent Captain John Smith to establish the first permanent English settlement in America at Jamestown. In 1612, colonist John Rolfe began to raise tobacco and proved that it could be successfully exported, which provided the colonists with a way to support themselves. Rolfe later married Pocahontas, daughter of Powhatan, chief of the Indian confederation near Jamestown, which helped to bring peace between the Indians and the colonists.²

haberdasher: a dealer in men’s clothing.

hackney: a horse-drawn vehicle for hire.

linkboy: a boy who carried a torch for pedestrians at night.

ostlers: one who takes care of horses at an inn or stable.

beadle: herald or messenger, especially in the service of a law court.

mercier: dealer in textile fabrics.

mitres: a piece made with a right angle bend to fit a corner or elbow.

gauntlet: a glove designed to protect the hand from injury.

To Discuss After You Read

- Q: Why do you think Cromwell closed the acting theaters?
 A: *to try to help prevent the spread of the plague*
- Q: Toward the end of the chapter, Michael considers that he has only “six shillings ninepence between him and the void.” What is “the void” he refers to? How does he respond when he realizes he no longer has his money?
 A: *the void could be desperation, or destitution when he loses his money he is rightfully upset but then when he realizes he can’t do much about it, he returns to his cranny and places his hope in finding work the next day*
- Q: An *optimist* is someone who looks at life on the bright side, who tries to find the good in all situations. An optimist will see a cup as “half-full” rather than “half-empty.” Do you think Michael is an optimist? Why?
- Q: Why was walking through the streets of London unscathed a skill Michael was proud of?
 A: *the streets were so crowded and narrow, it could be dangerous to walk them*
- Q: Describe some of the changes that Michael noticed in London from the previous summer.
 A: *the signs were losing their paint, more stores were boarded up, there were fewer Londoners and they all had sadder faces; the churchyards smelled of death from too many buried in not enough earth*

Classic Poetry | “Skating” pp. 20–21

Vocabulary

diurnal: active in the daytime.

To Discuss After You Read

- Q: The poet compares two different experiences diurnal while skating. What are they?
 A: *one in the midst of friends and games, the other in a quiet area*

Readers

The King’s Fifth | Chapters 18–19 (start on p. 144)

Vocabulary

... supper is **fulsome** ... (*abundant*) [chap. 18]

* * *

Mercator: Gerardus Mercator was a Flemish cartographer in the 16th century; he was also a geographer and a mathematician. [chap. 18]

2. Source: 2011 World Book Encyclopedia.



Amerigo Vespucci: an Italian cartographer who traveled to the Americas. [chap. 18]

To Discuss After You Read

- Q: Is Mendoza a leader you would want to follow? [chap. 18]
 A: *no, he has one passion for gold, and he will do any cruel act to get it*
- Q: All the caves the explorers checked had a wood supply and pots. What does Esteban speculate about this? [chap. 19]
 A: *he believes the Indians left suddenly either from fear or hunger*

Day 3

History/Geography

The Story of the World: Early Modern Times | Chapter 7: "Tobacco—and Unwilling Colonists"

To Discuss After You Read

- Q: What cash crop did Virginia produce and what was the result?
 A: *not gold but labor-intensive tobacco, in order to raise enough tobacco; the settlers began to buy slaves in 1619. By 1719, almost half of the colonists in Virginia were slaves*
- Q: Where did slaves come from?
 A: *the first slaves taken from Africa were prisoners of war from wars within Africa. Later, when the prisoners were not enough, Europeans went and captured slaves*

Timeline and Map Activities

- Slavery begins in America (1619)**
- Virginia* (see map on p. 70 in the book)

The Kingfisher History Encyclopedia | pp. 270–271

Vocabulary

privateer: a ship hired by government authorities but crewed by private citizens and used to enforce government mandates.

To Discuss After You Read

The history of slavery is a blight upon humanity, but contrary to popular belief it was not limited to white Europeans. In fact, slavery is an ancient practice and often had nothing to do with racial differences. Even today slavery,

called human trafficking, remains a problem in certain parts of the world including Sudan.

- Q: How do you think slave traders and slave owners rationalized buying and using other human beings for labor?
 A: *answers will vary. Some people did not view slaves as fully human, others likely just accepted the practice because it was part of the cultural environment*

Timeline and Map Activities

- Africa* (B5) (map 3B)
- Caribbean* (D5) (map 4)
- North America; South America* (see map below)



Current Events | Report

Read-Alouds

Master Cornhill | pp. 28–38

Vocabulary

Michael lifted startled eyes to the other's calmly **dispassionate** face and felt a small warmth begin to ease the cold, pinched place in his middle. (*calm in judgment, uninfluenced by prejudice, favoritism, or partisanship*)

With a **solicitous** farewell to the old man—he followed his new friend through the crowd and out across the great churchyard. (*manifesting or expressing solicitude or concern*)

As they went, he studied his companion **surreptitiously**, admiring the short, swinging, claret-colored cloak, the shabby high boots with their frayed bunches of scarlet ribbon, the wide-brimmed hat with its broken bottle-green plume that was somehow indescribably **jaunty**. (**surreptitiously:** *obtained, done, or made by clandestine or stealthy means; jaunty:* *nonchalant or sprightly in manner or appearance*)

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Notes

Week 3

It was an attractive face—framed in his own chestnut-brown hair, which he wore with the careless confidence of a man who has an eighty shilling periwig at home—but its habitual expression was pleasantly **noncommittal**. (*giving no clear indication of attitude, feeling, or point of view*)

Impossible to explain how he felt about the shell—how many times he had studied it, turned it in his hands, how intimately he knew its shape and color, how merely to touch it **conjured** up that distant shore where it was found, and all the other faraway, **entrancing** shores a sailing-man might walk along ... (**conjured**: *summoned to appear*; **entrancing**: *giving or capable of giving delight*)

Michael turned to find out what he was looking at and after a puzzled search through the dim and crowded interior of the tavern finally noticed a **nondescript** little man peering toward them around a taller man's coatsleeve. (*lacking distinguishing characteristics or a distinctive character*)

* * *

claret: a dark purplish red wine.

periwigs: one of several wigs popularly worn in the period extending from the 17th century to the early 19th century.

cadge: to get by begging, especially habitually or as a means of livelihood.

wherry: any of various light boats.

clapperdudgeon: beggar.

versifiers: one that makes verse, especially a writer of light or poor verse.

hornbook: a sheet of paper with the alphabet, numbers, and often prayers mounted on a wooden paddle to teach reading.

biting his thumb at himself: a mark of contempt, sometimes used to provoke a quarrel.

transept: in a cross-shaped church, the transept is the part of the building that forms the short arms of the cross. The transept crosses between the nave, or largest area of the church, and the apse, or choir, which is occupied by the singers or clergy.

To Discuss After You Read

Q: Why was St. Paul's cathedral a common place of business?

A: *it was centrally located, there was much empty space, there was no rent extracted, it was customary, it saved walking for many people*

Q: Look at a map and see why Bermuda and Barbados would be good places for a ship from Virginia to stop on the way to England.

Q: Why does Tom offer only temporary employment to Michael?

A: *because he can tell that Michael came from a good home and family and is just down on his luck. He hopes to boost him back out of the gutter into a better life and not simply teach him how to scrape by living on the streets*

Timeline and Map Activities

Barbados (E6); Bermuda (B6) (map 4)

Readers

The King's Fifth | Chapters 20–21

To Discuss After You Read

Q: Why does Torres leave? [chap. 20]

A: *he steals the gold found at Nexpan*

Q: Describe the fortress of San Juan. Why do you think the Spanish built such a huge structure in the New World? [chap. 20]

A: *the walls carved of coral stone, the bottom stones are nine full steps across, the top blocks are six steps across, the structure would take an hour for a man to walk around; there was so much wealth in the New World, they figured many thieves would come, and perhaps they did not trust the Indians*

Q: Why does Mendoza lie about the horses to the Indians? [chap. 21]

A: *to keep them from being stolen*

Day 4

History/Geography

The Story of the World: Early Modern Times | Chapter 7: "Queen Nzinga of Angola"

To Discuss After You Read

Q: Retell the story of Angola.

A: *Queen Nzinga of Ndombamba (1583–1663) fought against the Portuguese invaders. In her lifetime she successfully resisted them, but after her death, the Portuguese took over her country. Called ngola, or "war chief," by her people, the Portuguese gave the name "Angola" to her land*



Timeline and Map Activities

Queen Nzinga resists invaders (1583–1663)

Angola (G3) (map 2)

Africa (see map on p. 70 in the book)

The Kingfisher History Encyclopedia | pp. 272–273

To Discuss After You Read

Q: What lasting negative impacts do you think the loss of millions of Africans to slavery had on Africa?

Timeline and Map Activities

Africa (B5), Sahara Desert (A5) (map 3B)

Current Events | Report

Read-Alouds

Master Cornhill | pp. 39–48

Vocabulary

Michael considered this odd response a moment—and the odd, **contemptuous** tone in which it was uttered—then said in relief, “He’s not *really* your friend then.” (*manifesting, feeling, or expressing contempt or disdain*)

Whatever a garment’s age and condition now, it must have once been excellent to attract his **connoisseur’s** eye, then it must satisfy that eye’s **stringent** demands in regard to cut and style. (**connoisseur**: one who is expert in a subject, especially one who understands the details, technique, or principles of an art and is competent to act as a critical judge; **stringent**: marked by rigor, strictness, or severity)

Michael **relinquished** it, self-consciously. (*gave over possession or control of*)

Then he slipped the lute-strap over his shoulder and led the way down the **decrepit** stairs to the lane. (*made useless or impaired by excessive wear or long use, worn-out*)

It drew a larger crowd than the gay ballad because of the song’s chilly horrors and its pious **adjurations** at the end, which as everyone knew were very improving to the character. (*earnest or solemn urging or charging*)

The plague had changed all that, killed schoolmates and masters **impartially** and finally closed the school. (*without bias or special favor*)

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*)

* * *

festooned: hung down like a pendent garland.

Royalist: an adherent of a king or monarchical government.

sinecure: office or position that requires little or no work and that usually provides an income.

haberdasher: dealer in small wares or notions.

chandlers: retail dealer in provisions and usually supplies, equipment, and knickknacks, especially of a specified kind.

entail: legacy, inheritance.

dormer: a gable with a window.

tucker: a piece of lace worn at the top of the bodice in a low-cut dress.

The Rebellion: The English Civil War, 1642–1658. King Charles I did not call Parliament into session from 1629 to 1640, and when it finally met, it refused to grant funding to the king unless he agreed to limit his power. The king responded angrily and civil war broke out. Those who supported the king were called “Royalist,” or “Cavaliers,” and those who supported Parliament, many of whom were Puritans, were called “Roundheads.” It was during this conflict that Oliver Cromwell emerged as a leader in Parliament and of the army.³

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.

3. Source: 2010 World Book Encyclopedia.



Notes

Week 3

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: What does Tom mean when he says, “If one sleeps in the dog’s bed, one gets fleas”?
- A: *if you keep evil companions, you pick up some of their evil ways*
- Q: Why does Tom work as a street performer?
- A: *he is the youngest son of a well-to-do family—the youngest is expected to find his own way in life with no help from the family*
- Q: What does Tom mean when he tells Michael, “we must work like little spinners to make up the price”?
- A: *just as spiders work constantly to catch their dinner, so too, they had to work*
- Q: When Michael comes to Tom’s house, he notices that the smells don’t seem like proper smells for a home. What smells does your house have?
- Q: Why is Michael disappointed when Tom dismisses him for the day?
- A: *because more than anything, he wants to belong to someone and he realizes his relationship with Tom isn’t quite the same as his relationship with the Truebloods had been*
- Q: Why was Alan’s mother hanged?
- A: *she was for the King during the days of Oliver Cromwell—the Protectorate*

Classic Poetry | “Sonnet composed upon Westminster Bridge” p. 22

To Discuss After You Read

- Q: What does the poet describe?
- A: *the early morning light shining on a quiet city*

Readers

The King’s Fifth | Chapters 22–24

Vocabulary

mien: a person’s appearance. [chap. 22]

To Discuss After You Read

- Q: The King’s law forbids the sale or gift of a horse but does not apply to mules. Why? [chap. 22]
- A: *the king does not want the Indians to gain the advantage in warfare that horses give, but mules are unable to reproduce, therefore a mule would give Indians an advantage for but a short time, plus, mules are used as burden bearers and not in warfare*
- Q: Describe the ceremony of the sun. [chap. 23]
- A: *similar to the one in Peru, the retainers rubbed oil over the cacique and then sprinkled him with gold dust, then when the sun arose, the cacique walked down steps into the lake and washed the gold into the lake*
- Q: According to Esteban, how does Zia put aside her childhood? [chap. 24]
- A: *she releases her pet aquatil* ■

History/Geography—Scope and Sequence: Schedule for Topics and Skills

Week	History/Social Studies	Geography	Biography
1	1601–1707 Overview; The Holy Roman Empire; The Riches of Spain; Decline of Spain; The Dutch Revolt; Mary, Queen of Scots	<i>Spain; Germany; Europe; South America; Netherlands (Holland); Scotland; England</i>	Charles V; Philip II; William the Silent; Mary Queen of Scots
2	James and His Enemies; King James's Town; The French in the New World; Henry Hudson's Quest; Hideyoshi, Japan's Great Leader; The First Tokugawa Ruler; Changes in Japan	<i>England; Jamestown; North America; Canada; Hudson Bay; Japan; Korea; China</i>	Elizabeth I; James VI of Scotland; Guy Fawkes; James I of England; John Smith; Samuel Champlain; Henry Hudson; Toyotomi Hideyoshi; Tokugawa Ieyasu
3	Strangers and Saints in Plymouth; The Dutch in the New World; First Slaves in the New World; Queen Nzinga of Angola; African States; The Slave Trade	<i>Holland; the Americas; Plymouth; New York; Virginia; Caribbean Islands; Africa; Netherlands</i>	Peter Stuyvesant; John Rolfe; Queen Nzinga
4	Persia; The Ottoman Empire; The Thirty Years' War; The Swedish Empire; Japan's Isolation; The Rise of the Manchu; Catholics and Protestants; The Ming Dynasty; The Qing Dynasty	<i>Persia (Iran); Ottoman Empire; Europe; Japan; China</i>	Shah Abbas; Murad IV; Ferdinand II; Gustavus II; Tokugawa Ieyasu; Iemitsu; Kangxi; Cardinal Richelieu
5	The Moghul Emperors of India; East India Companies; English Civil War; Oliver Cromwell's Protectorate; Plague and Fire; The Sun King of France; France and Richelieu; Ireland	<i>India; Southeast Asia; Indonesia; England; Ireland; Japan, Europe, Scotland</i>	Nuruddin Jahangir; Shah Jahan; Aurangzeb; King Charles I; Oliver Cromwell; Louis XIV
6	Fredrick, the First Prussian King; War Against the Colonies; William Penn's Holy Experiment; The Universal Laws of Newton and Locke; Russians and Prussians; North America; Ages of Reason and Logic	<i>Austria; Prussia; German Kingdom; New England; Europe; New France; Pennsylvania; England; Ireland; Canada</i>	King Frederick I; Metacom ("King Philip"); William Penn; Galileo Galilei; Isaac Newton; John Locke
7	Scientific Farming; Peter the Great; The Great Northern War; The Age of Revolutions; The Ottomans; East India Company; The Arts; Science and Technology Revolutions	<i>England; Russia, Sweden; Baltic Sea; Ottoman Empire; India; Japan; Europe; Greece</i>	Peter the Great; Ahmet III; Jethro Tull
8	Emperor Chi'en-lung's Library; China; Three Wars in Europe; The Seven-Year War; Discontent in the British Colonies; The American Revolution; Spanish Succession	<i>China; Southeast Asia; England; Spain; France; Austria; Prussia; Russia; North America; Canada (New France); New England; Scotland</i>	Chi'en-lung; George Washington; Louis XV; King George
9	The American Constitution; The First American President; Captain Cook Reaches Botany Bay; The Convict Settlement; The Storming of the Bastille; The French Revolution; Oceania	<i>Philadelphia; Haiti; New Zealand; Hawaii; England; Australia; France; Paris; United States</i>	James Madison; George Washington; Alexander Hamilton; Thomas Jefferson; Captain James Cook; Louis XVI
10	The Reign of Terror; Princess Catherine Comes to Russia; Catherine the Great; Steam and Coal in Britain; The French Revolution	<i>France; Russia; England; New York</i>	Louis XVI; Marie Antoinette; Maximilian de Robespierre; Catherine the Great; James Watt; Eli Whitney
11	The Rise of the Opium Trade; The Rise of Napoleon; The Haitian Revolt; Industrial Revolution	<i>China; France; Austria; Italy; Egypt; Spain; Haiti; England; United States; Canada</i>	Chi'en-lung; George Macartney; Napoleon Bonaparte; Admiral Nelson; Toussaint L'Ouverture

(continued on the following page)

History/Geography—Scope and Sequence: Schedule for Topics and Skills

Week	History/Social Studies	Geography	Biography
12	Luddites; Lewis and Clark; Tecumseh's Resistance; War of 1812	<i>England; Louisiana Territory; Mississippi River; Rocky Mountains; France; Canada; Washington D.C.; Paris; Russia</i>	Meriwether Lewis; William Clark; Tecumseh; Napoleon Bonaparte
13	The End of Napoleon; Simon Bolivar; Revolt in Latin America; Mexican Independence; The Slave Trade Ends	<i>Spain; Russia; Waterloo, Belgium; St. Helena; Venezuela; Peru; Colombia; Mexico; United States; Cuba; Brazil; Africa; Paris</i>	Napoleon Bonaparte; Simón Bolivar; José de San Martín; Don Miguel; William Wilberforce
14	Shaka rules Zulus; The Boers and the British; The Trail of Tears; Nat Turner's Revolt	<i>Africa; Cape Colony; England; United States; Oklahoma; Virginia</i>	Alexander the Great; Julius Caesar; Shaka; Andrew Jackson; Nat Turner
15	Treaty of Nanjing, China Adrift; Remember the Alamo; The Mexican-American War; New Zealand; Opium Wars	<i>China; Nanjing (Nanking); Texas; Mexico; Rio Grande; California; Nevada; Utah; Arizona; New Mexico; New Zealand</i>	Santa Anna; Sam Houston; Voltaire; Tecumseh
16	The Gold Rush; 1836–1913 Overview; Victoria's England; British Expansion; The Sepoy Mutiny; Commodore Perry; The British in India; The Arts; Science and Technology	<i>California; The British Empire; Burma; Bengal; India; Japan; London; St. Helena</i>	Queen Victoria; Matthew Perry
17	The Crimean War; British Invasions: Afghanistan; David Livingstone; Italy United	<i>Balkan Territories; Sevastopol; Crimean Peninsula; Russia; Afghanistan; Africa; Italy; Turin; Sicily; Naples; Rome; St. Helena</i>	Dost Mohammad; David Livingstone; Count Camillo Cavour; Giuseppe Garibaldi
18	The Taiping Rebellion; The American Civil War; Paraguay and the Triple Alliance; The Dominion of Canada; Changes in China	<i>China; United States; Gettysburg; Paraguay; Brazil; Argentina; Uruguay; Canada; Australia; Arkansas</i>	Abraham Lincoln; Jefferson Davis; Ulysses S. Grant; Robert E. Lee; John Wilkes Booth; Francisco Solano Lopez
19	Europe: Year of Revolution; The Second French Republic; The Second Reich; Railroads and the Light Bulb; Japan's Meiji Restoration; Changes in Japan; European Revolution; Germany	<i>Europe; France; Austria; Prussia; Germany; Promontory Summit; Japan; Korea; China</i>	Louis Napoleon; Otto von Bismarck; Thomas Edison; Commodore Matthew Perry
20	The Dutch East Indies; Japan and Southeast Asia	<i>Dutch East Indies; Japan; Southeast Asia; Russia; South America; Suez Canal; Egypt; Sudan; Mediterranean; Red Sea</i>	Ismail Pasha
21	Australia; Carving Up Africa; Ireland's Troubles; The Boer War; The Scramble for Africa	<i>Australia; Africa; Ireland; Cape Colony; South Africa; Swiss Alps; Siam; Central America; Europe</i>	Ned Kelly; King Leopold II; Charles Parnell; Cecil Rhodes; David Livingstone
22	Brazil's Republic; Abdulhamid the Red; Russia; Ethiopia and Italy	<i>Brazil; Ottoman Empire; Armenia; Russia; Ethiopia; Italy; Hungarian Plains</i>	Pedro I and II; Abdulhamid II; Alexander III; Menelik
23	The Korean Battleground; The Spanish-American War; Moving West; The Plains Wars; Andrew Carnegie	<i>Korea; Philippine Islands; Cuba; United States; Oregon; Mississippi River; Rocky Mountains; Canada; Texas; Wounded Knee; Korea</i>	Queen Min; José Rizal; Teddy Roosevelt; George Custer; Crazy Horse; Andrew Carnegie
24	The Boxer Rebellion; The Russian-Japanese War; Persia; The Balkan Mess	<i>China; Beijing; Russia; Japan; Persia; Balkan Peninsula; Hungarian Plains</i>	Cixi (Empress Tzu Hsi); Shah Mozaffar al-Din
25	China Becomes a Republic; Vietnam-France Conflict; Southeast Asia; The Mexican Revolution; 1914–1949 Overview	<i>China; Indochina; Vietnam; Burma; Malaya; Ceylon; Mexico; India; Russia; Siam</i>	Sun Yat-sen; Phan Boi Chau; Porfirio Diaz; Pancho Villa

(continued on the following page)

History/Geography—Scope and Sequence: Schedule for Topics and Skills

Week	History/Social Studies	Geography	Biography
26	World War I; The Russian Revolution; The End of World War I; Woman Suffrage; The Irish Revolt; The Russian Revolution	<i>Europe; Great Britain; France; Germany; Austria-Hungary; Russia; Ottoman Empire; Baltic Sea; Western Front; Ireland</i>	Wilhelm II; Franz Ferdinand; Tsar Nicholas II; Rasputin; Vladimir Lenin; Patrick Pearse; James Connolly; Éamon de Valera
27	India Revolts; Ghandi; The Peace of Versailles; Joseph Stalin; The First King of Egypt; British Commonwealth	<i>India; Versailles; Germany; Austro-Hungary; Russia; Egypt</i>	Mohandas Gandhi; Woodrow Wilson; Georges Clemenceau; David George; Vladimir Lenin; Joseph Stalin; Ahmad Fu'ad
28	Fascism in Italy; Japan, China, and a Pretend Emperor; The Long March; Black Tuesday and a New Deal; The Great Depression	<i>Italy; Japan; China; Manchuria; Jiangxi; Europe; Great Plains; Russia</i>	Benito Mussolini; Chiang Kai-shek; Hirohito; Mao Zedong; Franklin D. Roosevelt; Charles Lindberg
29	Hitler's Rise to Power; Spread of Fascism; Spain's Civil War; German Expansion; Hitler Invades Poland; World War II	<i>Germany; Spain; Czechoslovakia; Warsaw; Poland; Europe; China; North Africa; Pearl Harbor; Japan</i>	Adolf Hitler; Alfonso XIII; Francisco Franco
30	Holocaust; World War II; The Atom Bomb; The United Nations; Partitioned Countries - India	<i>Denmark; Poland; France; Normandy; Hiroshima; Japan; India; Pakistan; Pacific</i>	Mohandas Gandhi
31	Partitioned Countries - Israel; The Suez Crisis; Italy and The Balkans; The Marshall Plan; The Cold War; 1950-Present Day Overview	<i>Palestine; Egypt; Suez Canal; Italy; Greece; Yugoslavia; United States; U.S.S.R.; West Germany; East Germany; South Africa</i>	Gamal Abdel Nasser; George Marshall
32	Two Republics of China; Vietnam; The Korean War; Argentina	<i>China; Vietnam; Korea; Argentina; Holland; Germany; Amsterdam; Spain; Japan</i>	Chiang Kai-shek; Mao Zedong; Ho Chi Minh; Ramon Castillo; Juan and Eva Peron
33	Freedom in the Belgian Congo; New Nations; The Space Race; Cuban Missile Crisis; The Death of John F. Kennedy; Civil Rights; The Cold War	<i>Belgian Congo; Africa; Southeast Asia; Eastern Europe; Russia; United States; Cuba; Dallas; Warsaw; Czechoslovakia</i>	Fidel Castro; Nikita Khrushchev; John F. Kennedy; Rosa Parks; Martin Luther King Jr.; Yuri Gagarin; Che' Guevara
34	The Vietnam War; Civil War in Cambodia; Troubles in the Middle East; Soviet Invasions; World Trouble Spots; Terrorism; Yom Kippur War	<i>Vietnam; Cambodia; Middle East; Israel; Afghanistan; Soviet Union; Kashmir; Yugoslavia; Myanmar; Ireland; Munich; Poland; Russia; Korea; Germany; Czechoslovakia</i>	Nikita Khrushchev; Ho Chi Minh
35	India; Iran and Iraq; Chernobyl and Nuclear Power; Scientific Revolution; The Environment; The End of the Cold War	<i>India; Iran; Iraq; Chernobyl; United States; U.S.S.R.; Afghanistan</i>	Khomeini; Mikhail Gorbachev
36	Cultural Revolution in China; Asian "Tiger" Economies; Communism Crumbles; The Gulf War; World Economy; Peacekeeping; Africa	<i>China; Japan; Southeast Asia; Germany; Russia; Kuwait; Iraq; Africa; South Africa; Germany; Russia; Ukraine; Afghanistan; Berlin; Yugoslavia; East Timor; America; Iran</i>	Mikhail Gorbachev; Saddam Hussein; Nelson Mandela