

HISTORY ODYSSEY EARLY MODERN LEVEL ONE PREVIEW

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Early Modern - 10 lessons including maps and coloring pages

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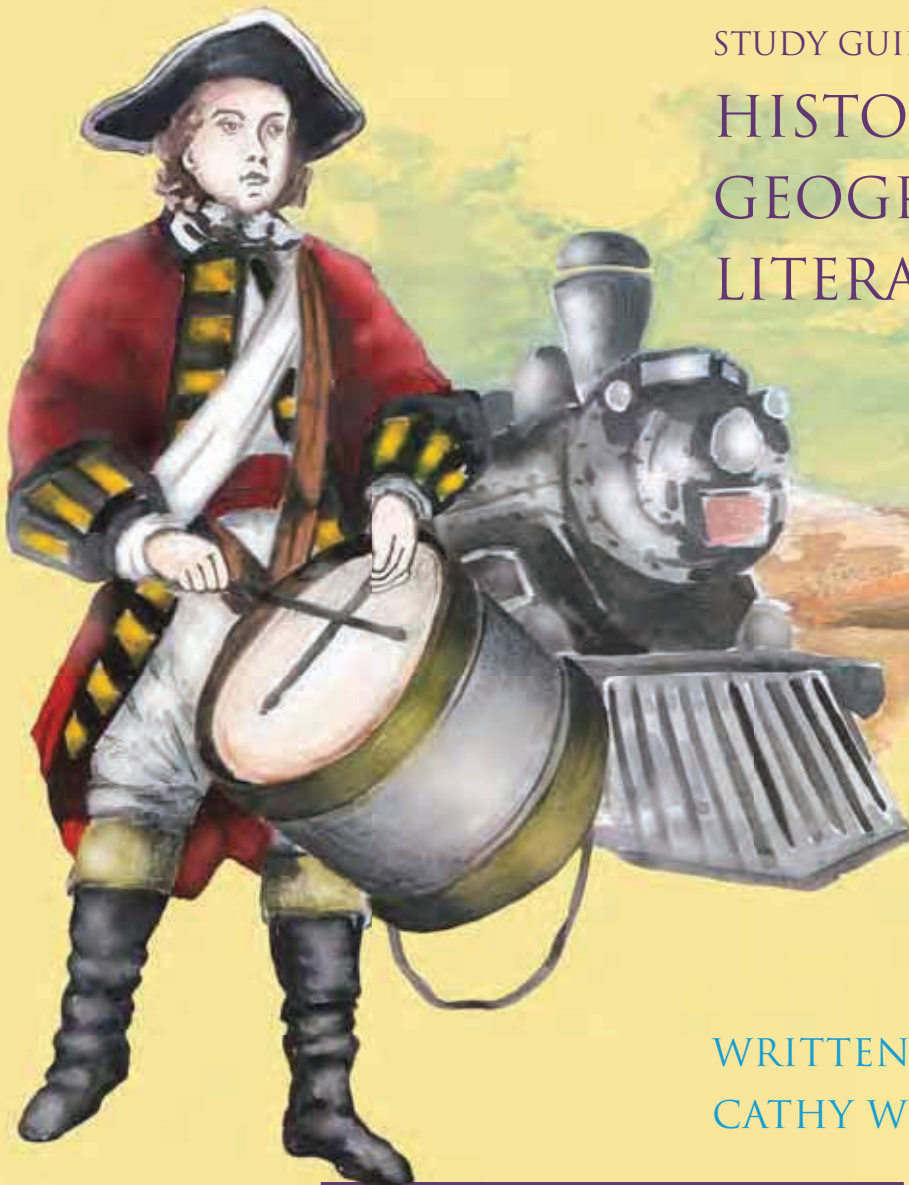
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HISTORY ODYSSEY

EARLY MODERN PREVIEW

AN ACTIVITY-BASED
STUDY GUIDE COMBINING
HISTORY
GEOGRAPHY
LITERATURE



WRITTEN BY
CATHY WHITFIELD

LEVEL ONE

HISTORY ODYSSEY

EARLY MODERN

(LEVEL ONE)

PREVIEW

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LETTER TO PARENTS AND TEACHERS

Thank you for purchasing this *History Odyssey* study guide. If you have used *History Odyssey* in the past, then this is probably your third year taking this journey with your child. You are already familiar with a classical approach to history and know your child will be spending the next school year immersed in the wonderful story of early modern history. If this is your first time using *History Odyssey*, take the time to read through these introductory pages, gather materials and work out a schedule for history based on your child's abilities. *History Odyssey* provides the structure and framework for using and organizing many of the best resources available for the study of mankind. This is not a textbook approach! If you or your child would rather a fill-in-the-blanks workbook approach to history, then there are plenty of those curricula available. *History Odyssey's* unique approach for this age group is one that encompasses literature, activities, and geography. As your child progresses through this guide, he or she will be learning about early modern history through reading many of the best books written about this time period. Your child will be learning geography and be engaged in exciting activities. *History Odyssey* presents history in a way that is exciting and memorable. Most parents and teachers find themselves wishing they had been taught history this way. So don't be surprised if you find yourself learning and having fun right along with your child or student!

HOW TO USE THIS GUIDE

Adapting for Different Levels

These lesson plans are written for a student who is in the grammar stage of a classical education or in the first, second, third, or fourth grade (approximately 6-10 years old). That is a big span. There can be a tremendous reading and comprehension skill discrepancy between a typical first and fourth grade student. These plans have been carefully formulated to provide material to meet the needs of all grammar-stage students no matter what their level or ability. Here are some further suggestions for adapting these plans for students at either end of the spectrum:

Advanced Level (independent reader) -

- ☒ Independently read books or read aloud to the group
- ☒ Heavy focus on map work
- ☒ Add resources (especially whole books and classic literature)
- ☒ History lessons three times per week (use the third lesson for further research or independent reading)
- ☒ Outline lessons or write summaries

Beginning Level (not reading independently) -

- ☒ Read books to the child
- ☒ Less focus on map work
- ☒ More focus on coloring and activities
- ☒ History lessons one or two times per week
- ☒ Have child copy or dictate summary sentences and dictionary words

Sequence

In a classical education, history is studied chronologically. Ideally, a student will study the entire history of mankind over a four-year period three separate times, each time building on their knowledge.

1st grade, 5th grade, and 9th grade -	Ancient History
2nd grade, 6th grade, and 10th grade -	The Middle Ages
3rd grade, 7th grade, and 11th grade -	Early Modern
4th grade, 8th grade, and 12th grade -	Modern History

However, it has been our experience that many students are unable to follow this schedule exactly from first through twelfth grade. Don't worry if your child or student has to miss a period of history in one or more of the stages of education. They have three times to learn it! What is important is that your student is building on their knowledge in a sequential way and enjoying history.

Required Resources

Main Reference Spine: *The Usborne Internet-Linked Encyclopedia of World History*

Optional Additional Reference Spine: *A Child's History of the World* by Virgil M. Hillyer (Calvert Educational Services)

Books and Resources for Early Modern History:

The Story of the World, Volume 3: Early Modern Times by Susan Wise Bauer (Peace Hill Press)

History Pockets: Colonial America (Evan-Moor)

History Pockets: Moving West (Evan-Moor)

The Man in the Iron Mask by Alexandre Dumas, adapted by Paul Mantell (Random House)

George the Drummer Boy by Nathaniel Benchley (Harper Trophy)

Sam the Minuteman by Nathaniel Benchley (Harper Trophy)

The Courage of Sarah Noble by Alice Dalgliesh (Aladdin Paperbacks)

Additional Resources and Activities

Each lesson contains an additional reading list to allow students to research a topic further and to provide resources to meet the needs of students with varying abilities. Most can be found at your local library. In addition to the required resources listed above, you will need a world map or atlas, a three-ring notebook or folder for each student to store his work, blank paper, simple art supplies, and a children's dictionary. We recommend *Webster's New World Children's Dictionary*, 2nd Edition (Hungry Minds, Inc., 1999), but any good dictionary will work. You will also want to have a three-hole punch and a camera handy.

Writing Assignments

The writing activities in this guide include dictionary work, writing answers to comprehension questions, and summarizing the main points of each lesson. The latter is a prerequisite to outlining, which is required in level two courses. You could have your child either write each summary, copy it, or dictate to you depending on his skill level. Copying sentences helps young children learn spelling, punctuation, and basic grammar. It will help prepare them for writing their own sentences.

History Notebook

Your child will need a place to keep their written work, map work, history pockets, and coloring pages while completing this course. We recommend having a designated history folder or a three-ring binder for this purpose. All work that is collected will be used to construct an Early Modern History Keepsake Book at the end of the course.

Activities: Projects, Coloring Pages, History Pocket Books, and Maps

The activities in this guide include coloring pages, activity projects, History Pocket books, and map work. These activities provide hands-on learning experiences, and we highly recommend that you attempt to complete most of them. The History Pocket books in this course have an early American history theme. The map work, coloring pages, and projects were carefully chosen to round out the course by providing activities from a world history viewpoint.

Maps - There are eighteen maps included in this course. The maps provide an opportunity to learn early modern and modern-day world geography. Map work includes simple labeling, coloring, and completing map keys. Your child will need a detailed wall map or atlas to complete the maps. When labeling and coloring maps use colored pencils or crayons. Markers tend to bleed through and blot out labels.

Coloring Pages - There are nine coloring pages included in this course. The course instructions indicate the appropriate time for each coloring page. The best way to incorporate the coloring pages is to have your child color the corresponding page while you are reading aloud.

Projects - There are eight project instructions included in this guide. They provide hands-on learning experiences, and we highly recommend completing all of these projects. (There are also many project activities found in the History Pocket books. You will need to preview these projects ahead of time and choose those you wish to complete with your child.) We suggest you take pictures of the projects as you go along for the Early Modern History Keepsake Book in the final lesson.

Project Supply List:

Lesson 4 France - Sun King Plague

- A sturdy paper plate
- Construction paper cut into strips
- Yarn
- Buttons, sequins
- Glitter and other decorative items
- Glue
- Crayons, markers, or paints

Lesson 7 Nations and Revolutions - Crescent Rolls

If using store-bought dough:

- Crescent-shaped rolls from refrigerated, canned dinner rolls or dinner-roll dough

If making homemade dough:

- 1 package of dry yeast (2¼ teaspoons)
- ¾ cup warm water
- ¼ cup sugar
- 2 cups flour

½ teaspoon salt
3 tablespoons butter, melted
1 egg
1 tablespoon water

Lesson 11 South America - Maracas

A dried gourd or empty 20-ounce soda bottle with the lid
Dried beans or rice (if you use a soda bottle)
Construction paper (if you use a soda bottle)
Glue
Buttons, sequins, glitter, felt, etc.
Scissors
Paint, markers, or crayons

Lesson 16 Africa - Zulu Shield

A large piece of cardboard (2 feet by 1 foot)
Stick or dowel
String, yarn, or strong tape (such as packing tape)
Scissors
Paint, markers, or crayons

Lesson 17 Australia and New Zealand - Didgeridoo Replica

A cardboard tube from a roll of paper towels or gift wrap
Paint, markers, or crayons

Lesson 18 China - Picture and Poem

Paper or canvas board
Paint, markers, or crayons
Pencil or pen

Lesson 19 Japan - Miniature Zen Garden

The lid from a shoebox or a terra cotta saucer
Sand
Several small, smooth stones
A child's fork, a doll's rake, or a small comb

Lesson 19 Japan - Japanese Tea Set Project

Homemade clay or Sculpty™ clay
For homemade clay:
2 cups flour
1 cup salt
½ cup water
Food coloring (optional)

Lesson 20 Early Modern History Keepsake Book

2 pieces of heavy card stock
Crayons, colored pencils, and/or markers

Three-hole punch and ribbon (optional)
Stickers (optional)

Lessons

In each lesson you will do several of the following . . .

- ✓ Read from the *Usborne Internet-Linked Encyclopedia of World History* (hereafter abbreviated UILE)
- ✓ Read from *The Story of the World, Volume 3* (hereafter abbreviated SOTW)
- ✓ Read from *A Child's History of the World* (hereafter abbreviated CHOTW)
- ✓ Writing activities.
- ✓ Projects
- ✓ Coloring pages
- ✓ Label and color the map and look at a globe, atlas, or wall map.
- ✓ Create a pocket from one of the two History Pocket books.
- ✓ Read from the suggested book list or find additional books on your own.

These plans are based on a full school year of history studies. Many lessons contain one or more parts. **Each part is intended to take about a week to complete.** In some lessons you will find an abundance of information and you will want to take two or more weeks for these lessons. This study guide is written to include as much information as possible. Since every family has a different schooling style, these lesson plans are designed to be as flexible as possible. When a concept interests your child, use the book list or look up that topic at your library. Bring the book list from the next two lessons with you to the library to avoid having to scramble for resources. Reading at least one additional book from the book list per lesson is recommended; more if your child is interested. At the end of this study guide, you will be assisting your child in compiling her work into an Early Modern History Keepsake Book. It will be a wonderful keepsake for her. She can show her family and friends all she learned about early modern history.

Helpful Hints

Depending on your child's reading level, you can either read to him, have him read aloud to you, or have him read independently. If your child is a mover, try having him color a coloring page while you read. Each child is different; find what works best for yours. Remember, just because a child is moving does not mean he is not listening.

Many lessons require gathering of project materials and making copies. The intention is that you will go over these a few days prior to the lesson to ensure you have all of the necessary materials. The History Pocket books require that you copy several pages for each pocket. We suggest that you take the books to a copy center and make all of the necessary copies at one time.

You will notice that some lessons overlap in time period. You may also notice that SOTW, UILE, and CHOTW follow a somewhat different chronological order. Therefore, the reading assignments will be scattered throughout these books and do not always follow the order as presented in these books. You may want to flip back in SOTW or CHOTW if the chapter you are reading makes reference to the previous one. (Generally only the first sentence or two refers to the previous chapter.)

Suggested Weekly Schedule

Week	Start Date	Lesson	Activities	Books, Supplies, & Preparation
1		#1 The World	map work	
2		#2 England - Part 1		
3		#2 England - Part 2	map work, coloring page	
4		#3 Habsburg/Netherlands - Part 1		
5		#3 Habsburg/Netherlands - Part 2	map work, coloring page	
6		#4 France - Part 1	map work, Sun King plaque project	
7		#4 France - Part 2	<i>The Man in the Iron Mask</i>	
8		#4 France - Part 3	map work	
9		#4 France - Part 4	map work	
10		#5 Age of Enlightenment	coloring page	
11		#6 Agriculture & Industrial Revolutions - Part 1		
12		#6 Agriculture & Industrial Revolutions - Part 2	coloring page	
13		#6 Agriculture & Industrial Revolutions - Part 3		
14		#7 Nations & Revolutions	crescent rolls project	
15		#8 Russia & Prussia - Part 1	coloring page	
16		#8 Russia & Prussia - Part 2	map work	
17		#9 India	map work, coloring page	
18		#10 Americas	map work, coloring page	
19		#11 South America	map work, maracas project	

Week	Start Date	Lesson	Activities	Books, Supplies, & Preparation
20		#12 North America - Part 1	map work, history pockets	
21		#12 North America - Part 2	map work, history pockets	
22		#12 North America - Part 3	map work, history pockets	
23		#12 North America - Part 4	map work, history pockets	
24		#13 Slavery	map work, coloring page	
25		#14 American Revolution - Part 1		
26		#14 American Revolution - Part 2	<i>George the Drummer Boy</i>	
27		#14 American Revolution - Part 3	<i>Sam the Minuteman</i>	
28		#15 United States of America - Part 1	map work, history pockets	
29		#15 United States of America - Part 2	map work, history pockets	
30		#15 United States of America - Part 3	map work, history pockets	
31		#15 United States of America - Part 4	<i>The Courage of Sarah Noble</i>	
32		#15 United States of America - Part 5	history pockets	
33		#16 Africa	map work, Zulu shield project	
34		#17 Australia & New Zealand	map work, didgeridoo replica project	
35		#18 China	map work, coloring page, picture & poem project	
36		#19 Japan #20 History Keepsake Book	map work, Zen garden project, Japanese tea set project, & assembly of keepsake book	

Date: _____

Lesson 1 The World

Main Lesson:

- ☐ Read SOTW Introduction.
- ☐ Use a children's dictionary and help your child look up and define **ocean**. List all five oceans under this definition. Now define **continent**. List all seven continents.
- ☐ In your history notebook, write the heading "Lesson 1 - The World." Under the heading write two things you learned in this lesson. It might help you to remember more of what you are reading if you jot down keywords as well as the names of the most important people mentioned as you read. For example, you might have written down some of these keywords as you read this lesson: **continents, oceans, globe, or geographers**.
- ☐ Challenge: Name the five oceans and the seven continents without looking at a map or globe or any other aid.
- ☐ Look at a current map or globe and have your child locate and name all five oceans and all seven continents. Point out to your child the difference between a country and a continent, showing that most continents have more than one country. On Map 1, "The World," label the continents and the oceans. Color each continent a different color.

Book List:

The Seven Continents by Will Mara (Children's Press, 2005) ISBN 0516227483

Blast Off to Earth! by Loreen Leedy (Holiday House, 1992) ISBN 0823409732

Oceans by Randy Frahm (Creative Education, 1998) ISBN 0886827051

The Continents by Jennifer Waters (Compass Point, 2002) ISBN 0756503787

Conflict and Change by Fiona Reynoldson (Facts on File, 1993) ISBN 0816027900 – covers information for many lessons in this study guide.

Lesson 2 We Start in England

Main Lesson Part 1:

- ☐ Read UILE page 306. Discuss pictures as you read.
- ☐ Use a children's dictionary and help your child look up and define **commonwealth**. Be sure to place this copy work in your child's history notebook.
- ☐ Read CHOTW Chapter 71: A King Who Lost His Head
- ☐ Read SOTW Chapter 2: Protestant Rebellions - The Queen Without a Country
- ☐ Read SOTW Chapter 12: Battle, Fire, and Plague in England - Charles Loses His Head and Cromwell's Protectorate
- ☐ In your history notebook, write the heading "Lesson 2 - We Start in England." Under the heading, write the subheading "Part 1." Under the subheading, write two things you learned in the first part of this lesson. Which keywords and important names did you jot down? (Examples: Mary, Queen of Scots; John Knox; Lord Darnley; Elizabeth I; Catholic; Protestant; Charles I; Oliver Cromwell, Lord Protector; Charles II; Puritans; Cavaliers; Roundheads; Restoration)
- ☐ Challenge: Can you name the English kings and queens from Elizabeth I to Charles II? (Answer: Elizabeth I, James I, Charles I, Charles II—with a break between Charles I and Charles II during which Parliament; Oliver Cromwell, Lord Protector; and then his son, Richard Cromwell, ruled.)

Main Lesson Part 2:

- ☐ Read UILE page 307. Discuss pictures as you read.
- ☐ Coloring page for this lesson: London Bridge and the Great Fire of London
- ☐ Use a children's dictionary and help your child look up and define **architect**. Be sure to place this copy work in your child's history notebook.
- ☐ Find London on your wall map or atlas. On Map 2, "London Town," label London (indicated with a star). "Why do you think the people of London ran to St. Paul's Cathedral during the fire?" (Most houses and buildings in London were made of wood, but this church was made of stone.) Draw fire all around London.
- ☐ Read SOTW Chapter 12: Battle, Fire, and Plague in England - Plague and Fire
- ☐ In your history notebook, write another subheading, "Part 2." Under the subheading, write two things you learned in the second part of this lesson. Which keywords and important names did you jot down? (Examples: Daniel Defoe, Samuel Pepys, Black Death, Great Fire)

London Bridge is Falling Down

London Bridge is falling down,
Falling down, falling down,
London Bridge is falling down,
My fair Lady.

Bricks and mortar will not stay,
Will not stay, will not stay,
Bricks and mortar will not stay,
My fair Lady.

Silver and gold will be stolen away,
Stolen away, stolen away,
Silver and gold will be stolen away,
My fair Lady.

Build it up with wood and clay
Wood and clay, wood and clay,
Build it up with wood and clay,
My fair Lady.

Build it up with iron and steel,
Iron and steel, iron and steel,
Build it up with iron and steel,
My fair Lady.

Set a man to watch all night,
Watch all night, watch all night,
Set a man to watch all night,
My fair Lady.

Wood and clay will wash away,
Wash away, wash away,
Wood and clay will wash away,
My fair Lady.

Iron and steel will bend and bow,
Bend and bow, bend and bow,
Iron and steel will bend and bow,
My fair Lady.

Suppose the man should fall asleep?
Fall asleep, fall asleep,
Suppose the man should fall asleep,
My fair Lady.

Build it up with bricks and mortar,
Bricks and mortar, bricks and mortar,
Build it up with bricks and mortar,
My fair Lady.

Build it up with silver and gold,
Silver and gold, silver and gold,
Build it up with silver and gold,
My fair Lady.

Give him a pipe to smoke all night,
Smoke all night, smoke all night,
Give him a pipe to smoke all night,
My fair Lady.

Book List:

Roundheads and Cavaliers by John Farman (Macmillan UK, 2003) ISBN 0330376462

England by Michael Burgan (Grolier Publishing, 1999) ISBN 0516211870

Fire of London by Rupert Matthews (Scholastic, 1989) ISBN 0531182371

Get a Life! Oliver Cromwell by Philip Ardagh (Macmillan UK, 2003) ISBN 0330375725

The Ravenmaster's Secret by Elvira Woodruff (Scholastic Press, 2003) ISBN 0439281334

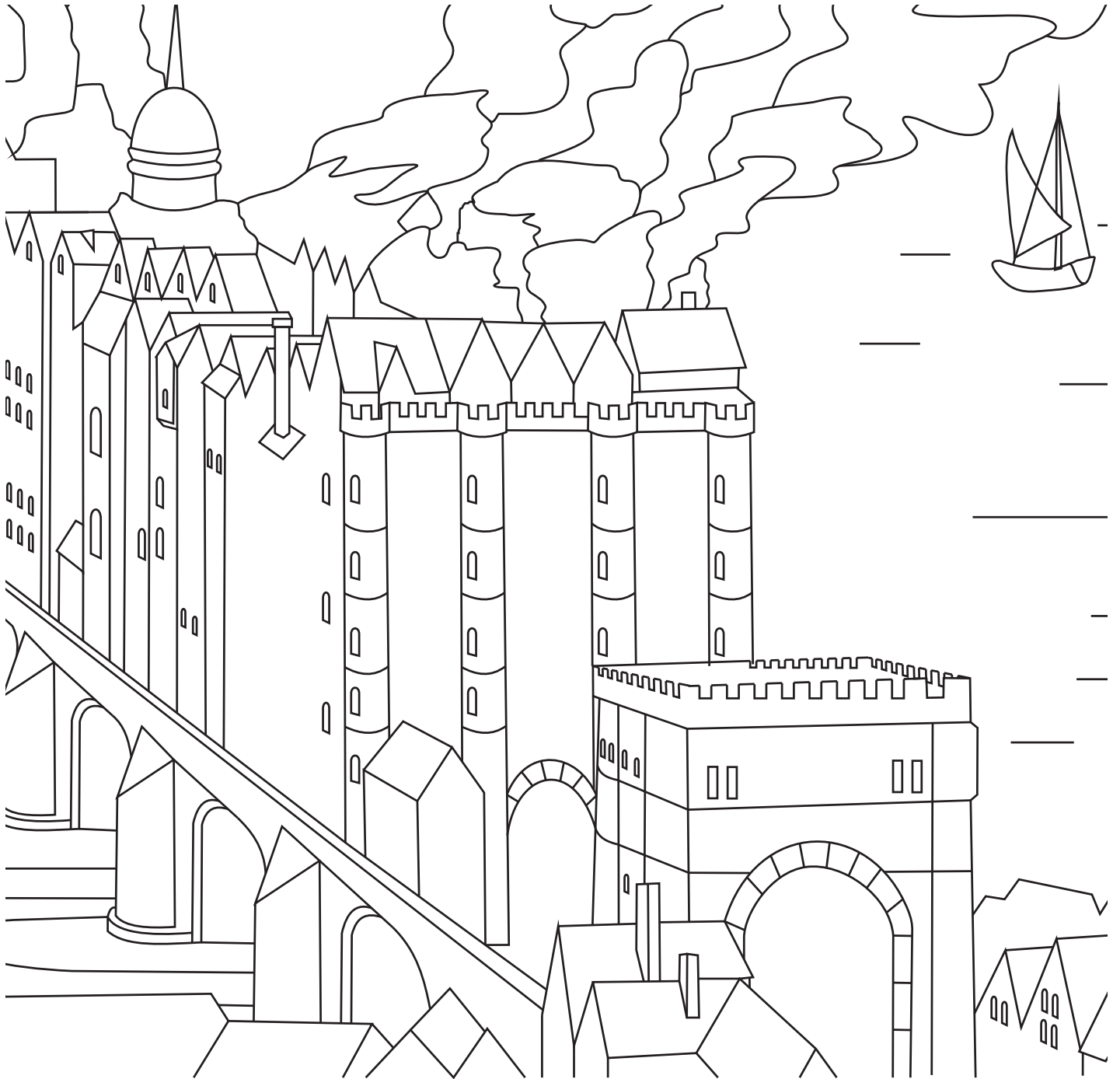
Master Cornhill by Eloise McGraw (Penguin, 1987) ISBN 0140322558

Gate in the Wall by Ellen Howard (Atheneum Books for Young Readers, 1999) ISBN 0689822952

Victoria, May Blossom of Britannia (The Royal Diaries series) by Anna Kirwan (Scholastic, 2001) ISBN 0439215986

Oliver Cromwell by Leon Ashworth (Cherrytree Books, 2005) ISBN 1842342819

The Black Death and Other Putrid Plagues of London by Natasha Narayan (Watling Street, 2004) ISBN 1904153011



LONDON BRIDGE AND THE GREAT FIRE OF LONDON

The London Bridge is London's most famous landmark. During the Great Fire in 1666, the London Bridge was only partially destroyed because it was made of stone and brick. In the past the London Bridge was made of clay and was destroyed many times including attacks by the Romans and the Vikings. The popular nursery rhyme, "London Bridge is Falling Down," describes the history of the destruction and rebuilding of the bridge.

Date: _____

Lesson 3 Habsburg/Netherlands

Main Lesson Part 1:

- ☐ Read UILE pages 308-309. Discuss pictures as you read.
- ☐ Use a children's dictionary and help your child look up and define **ambitious**. Be sure to place this copy work in your child's history notebook.
- ☐ Read CHOTW Chapter 72: Red Cap and Red Heels (stop at Louis XIV)
- ☐ Read SOTW Chapter 1: A World of Empires - The Holy Roman Empire
- ☐ Read SOTW Chapter 9: The Western War
- ☐ In your history notebook, write the heading "Lesson 3 - Habsburg/Netherlands." Under this heading, write the subheading, "Part 1." Write down two things you learned in Part One of this lesson. You might also have jotted down these important names and keywords as you read: Philip II of Spain, Ferdinand, Charles V, Holy Roman Empire, Thirty Years' War (1618-1648), defenestration, Peace of Westphalia.
- ☐ Challenge: Did the Peace of Westphalia end the Thirty Years' War completely? Why or why not?

Main Lesson Part 2:

- ☐ Read UILE pages 310-311. Discuss pictures as you read.
- ☐ Coloring page for this lesson: Windmills and Tulips in the Netherlands
- ☐ Use a children's dictionary and help your child look up and define **provinces**. Be sure to place this copy work in your child's history notebook.
- ☐ Read SOTW Chapter 2: Protestant Rebellions - The Dutch Revolt
- ☐ On Map 3, "The Netherlands in 1648," color green the Republic of the United Netherlands and complete the Map Key. Label the North Sea. Refer to the map in UILE on page 310 and find this area on your wall map or atlas.
- ☐ In your history notebook, write the subheading, "Part 2." Write down two things you learned in Part 2 of this lesson. Some of the important names and keywords you might have jotted down as you read this part of the lesson are: William the Silent, William of Orange, tulip, merchant ships, lowlands, dikes.
- ☐ Challenge: Why was William called William the Silent?

Book List:

Who Was Wolfgang Amadeus? by Yona McDonough (Penguin Young Readers, 2003) ISBN 0448431041

Tale of Tulips, a Tale of Onions by David Birchman (Simon & Schuster, 1994) ISBN 0027101126

Father, May I Come? by Peter Spier (Doubleday, 1993) ISBN 038530935X

Johannes Vermeer by Mike Venezia (Scholastic, 2002) ISBN 0516222821

Hana in the Time of the Tulips by Deborah Noyes (Candlewick Press, 2004) ISBN 0763618756

Great Tulip Trade (Step Into Reading, Step 3) by Beth Wagner Brust (Random House, 2005) ISBN 0375825738

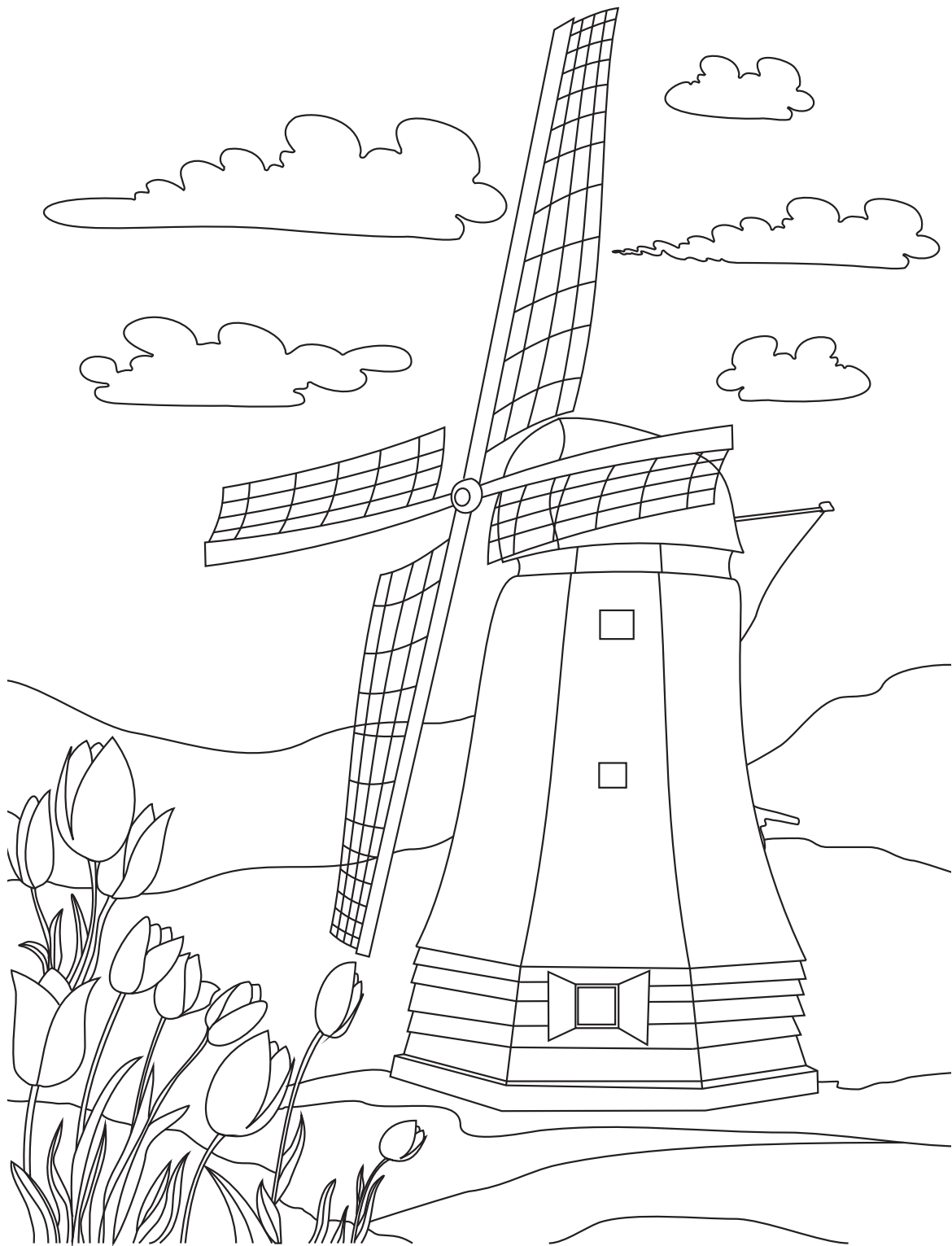
Kristina: The Girl King (The Royal Diaries series) by Carolyn Meyer (Scholastic, 2003) ISBN 0439249767

Some Friends to Feed: The Story of Stone Soup by Peter Seegar (Penguin, 2005) ISBN 0399240179

Hole in the Dike by Norma B. Green (Scholastic, 1993) ISBN 059046146X

One Foot Ashore by Jacqueline Dembar Green (Walker & Company, 2000) ISBN 0802776019

Musical Genius: A Story about Wolfgang Amadeus Mozart by Barbara Allman (Lerner Publishing, 2004) ISBN 1575056046



WINDMILLS AND TULIPS IN THE NETHERLANDS

There are several different kinds of windmills. In the Netherlands drainage mills have been very important. With dikes they have helped drain water off the land. But the people in the Netherlands also built mills to help saw lumber and grind grain. At one time there were over 7,000 windmills in the Netherlands; today there are about 1,000.

Tulips have also been very important to the Netherlands. Many farmers made money planting and harvesting tulips. Tulips are still a big business in the Netherlands today. People come from all over the world to the Netherlands to see the tulips as well as the windmills.

Lesson 4 France

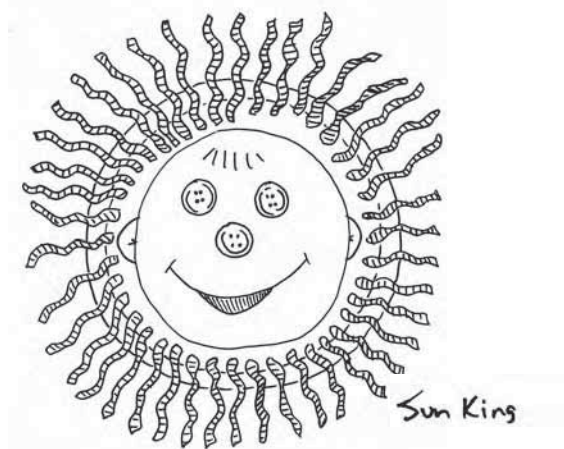
Main Lesson Part 1:

- ☐ Read UILE pages 312-313. Discuss pictures as you read.
- ☐ Use a children's dictionary and help your child look up and define **consult**. Be sure to place this copy work in your child's history notebook.
- ☐ On Map 4, "France," color and label France. Draw a palace near Paris and label it "Palace of Versailles." Locate the Mediterranean Sea and the Atlantic Ocean on your wall map or atlas and label them on your map.
- ☐ Read CHOTW, the rest of Chapter 72 (begin at Louis XIV)
- ☐ Read SOTW Chapter 13: The Sun King
- ☐ In your history notebook, write the heading "Lesson 4 - France." Under this heading, write the subheading, "Part 1." Write two important things you learned in this lesson. If you are jotting down important names and keywords, you might have written these: Louis XIV, Cardinal Mazarin, absolute ruler, Versailles, the Sun King.
- ☐ Challenge: Why were the ordinary people of France very angry by the time Louis XIV died?
- ☐ **Project: Sun King Plaque**

On page 312 of UILE, there is a plaque of Louis XIV as the Sun King. Do you remember why he was called the Sun King?

You can make your own version of the Sun King. You will need: a sturdy paper plate, construction paper cut into strips, yarn, buttons, sequins, glitter, or other decorative items, glue, and crayons, markers, or paints. First, turn the plate upside down and color or paint it, if you like. Now draw or paint a face in the center of the upside-down plate. Next, glue the construction paper strips or yarn around the face as if they are the sun's rays. Finally, decorate your plaque with buttons, sequins, glitter or whatever else you like. Voila! Louis XIV, le Roi du Soleil (the Sun King)!

Don't forget to take a picture of your plaque for your history keepsake book.



Main Lesson Part 2:

- ☐ Read *The Man in the Iron Mask*
- ☐ In your history notebook, write the subheading, "Part 2." After you finish each chapter of *The Man in the Iron Mask*, write a sentence or two telling what happened in that chapter
- ☐ Assist your child in answering the following questions about the book:
 1. Why were the twins separated at birth? (The King was afraid that the two boys would fight over the throne.)
 2. What were the twins names? (Louis XIV and Philippe)

3. What was the name of the man who had went with the Queen's servant to visit Philippe? (Aramis)
4. Who are Aramis, Athos, Porthos, and D'Artagnan? (The Four Musketeers) - What is their motto? (One for all and all for one)
5. Who is Monsieur Fouquet? (the king's treasurer)
6. Aramis goes to the Bastille to talk to Philippe (Marchiali) and tells him of his birth. What is Aramis's plan? (He wants to put Louis in the prison and make Philippe king.)
7. What does Aramis want Fouquet to do? (release a prisoner from the Bastille)
8. Philippe had to decide between living a quiet life (but letting a bad king rule) or becoming king himself (and putting his brother in prison). If you had to make a decision like Philippe, what would you decide? (any response)
9. Why was the King jealous of Fouquet? (He thought Fouquet was using money from the King's treasury to make himself seem richer than the King.)
10. Who took Louis XIV to the Bastille? (Aramis and Porthos)

☐ Write a paragraph about each of these questions:

1. What you think of Aramis's plan to switch the twins? Do you think he was doing the right thing?
2. When the plan doesn't work, what do you think of the actions of Aramis, Fouquet, Louis XIV, Philippe, and D'Artagnan?

Main Lesson Part 3:

- ☐ Read UILE pages 332-333. Discuss pictures as you read.
- ☐ Use a children's dictionary and help your child look up and define **revolution**. Be sure to place this copy work in your child's history notebook.
- ☐ On Map 4 draw a prison near Paris and label it Bastille.
- ☐ Read CHOTW Chapter 76: uɔɹɔɹɔ ɹɔɹɔɹɔ
- ☐ Read SOTW Chapter 25: Revolution Gone Sour
- ☐ In your history notebook, write the subheading, "Part 3." Write two things that you learned in Part 2 of this lesson. While you were reading you may have jotted down these important names and keywords: Robespierre, Marie Antoinette, Louis XVI, Estates General, Bastille, Reign of Terror, guillotine, Three Estates, citizens, royalists.

Main Lesson Part 4:

- ☐ Read UILE pages 334-335.
- ☐ Use a children's dictionary and help your child look up and define **seize**. Be sure to place this copy work in your child's history notebook.
- ☐ On Map 5, "The Empire of Napoleon," label Spain, Italy, France, Britain, and Russia using the map on page 335 in UILE. Mark a red 'X' at Cape Trafalgar and color orange Napoleon's whole empire. Use your wall map or atlas to identify and label the Baltic Sea, North Sea, Atlantic Ocean, Adriatic Sea, and Mediterranean Sea. Circle in red the Battle of Waterloo.
- ☐ Read CHOTW Chapter 77: A Little Giant
- ☐ Read SOTW Chapter 29: The Rise of Bonaparte
- ☐ Read SOTW Chapter 33: The End of Napoleon
- ☐ In your history notebook, write the subheading, "Part 4." Write two things that you learned in Part 4 of this lesson. Some of the important names and keywords you jotted down might include: Napoleon, Duke of Wellington, emperor, Battle of Trafalgar, Moscow, Battle of Waterloo, oligarchy, Battle of the Nile, Napoleonic Code, pressed.
- ☐ Challenge: Who fought the War of 1812 and what did it accomplish?

Book List:

Count Your Way Through France by James Haskins (Carolrhoda Books, 1996) ISBN 0876148747

Marie Antoinette: Princess of Versailles (The Royal Diaries series) by Kathryn Lasky (Scholastic, 2000) ISBN 0439076668

French Revolution (History in a Hurry) by John Farman (Macmillan UK, 2003) ISBN 0330370898

King's Day: Louis XIV of France by Aliko (HarperCollins, 1991) ISBN 0064432688

Palace of Versailles: France's Royal Jewel by Linda Tagliaferro (Bearport Publishing, 2005) ISBN 1597160032

Little Salt Lick and the Sun King by Jennifer Armstrong (Crown Books for Young Readers, 1994) ISBN 0517596202

The Orange Trees of Versailles by Annie Pietri (Random House, 2005) ISBN 0440419484

Louis XIV and His Court – Paper Dolls by Tom Tierney (Dover, 2005) ISBN 0486438376

Cecile: Gates of Gold by Mary Casanova (Pleasant Company, 2002) ISBN 1584855185

Paris 1789: A Guide to Paris on the Eve of the Revolution by Rachel Wright (Kingfisher, 1999) ISBN 0753451832

My Napoleon by Catherine Brighton (Millbrook Press, 1997) ISBN 0761301062

The King's Giraffe by Mary Jo and Peter Collier (Simon & Schuster, 1996) ISBN 0689806795

Redouté: The Man Who Painted Flowers by Carolyn Croll (Philomel, 1996) ISBN 0399226060

The French Revolution by Margaret Mulvihill (Franklin Watts, 1989) ISBN 0531171671

The French Revolution by Adrian Gilbert (Thomson Learning, 1995) ISBN 1568473907

Marie: An Invitation to Dance (Girlhood Journeys Collection) by Kathleen V. Kudlinski (Aladdin Paperbacks, 1996) ISBN 0689809859

Trafalgar by Richard Balkwill (New Discovery, 1993) ISBN 0027263266

Maria Antoinette Paper Dolls by Tom Tierney (Dover, 2001) ISBN 048641874X

Empire Fashions Coloring Book by Tom Tierney (Dover, 2001) ISBN 0486418693

Napoleon and Josephine Paper Dolls by Tom Tierney (Dover, 2004) ISBN 0486433463

My Napoleon by Catherine Brighton (Millbrook Press, 1997) ISBN 0761301062

Betsy and the Emperor by Staton Rabin (Margaret McElderry, 2004) ISBN 0689858809

Lesson 5 Age of Enlightenment

Main Lesson:

- ☐ Read UILE pages 314-315. Discuss pictures as you read.
- ☐ Coloring page for this lesson: Galileo and the Telescope
- ☐ Use a children's dictionary and help your child look up and define **discovery**. Be sure to place this copy work in your child's history notebook.
- ☐ Read SOTW Chapter 16: The West - The Universal Laws of Newton and Locke
- ☐ In your history notebook, write the heading "Lesson 5 - Age of Enlightenment." Write two things you learned in this lesson. While you were reading you may have jotted down some of these important names and keywords: Kepler, Boyle, Rembrandt, Diderot, Harvey, Samuel Johnson, Linnaeus, Rousseau, Voltaire, Thomas Paine, John Locke, Galileo, model, solar system, blood, Rights of Man, scientific method, gravity, constitutional monarchy, universal laws, natural law, contract, government of three parts.
- ☐ Challenge: Match the name on the left to the phrase on the right.

Isaac Newton	the Earth revolves around the Sun
Thomas Paine	movement of the planets
John Locke	blood circulation
Johannes Kepler	government in three parts
William Harvey	English dictionary
Samuel Johnson	Rights of Man
Carl Linnaeus	gravity
Jean-Jacques Rousseau	divided plant kingdom into species
Galileo Galilei	all people are equal

Book List:

Galileo by Douglas McTavish (Franklin Watts, 1991) ISBN 0531184056

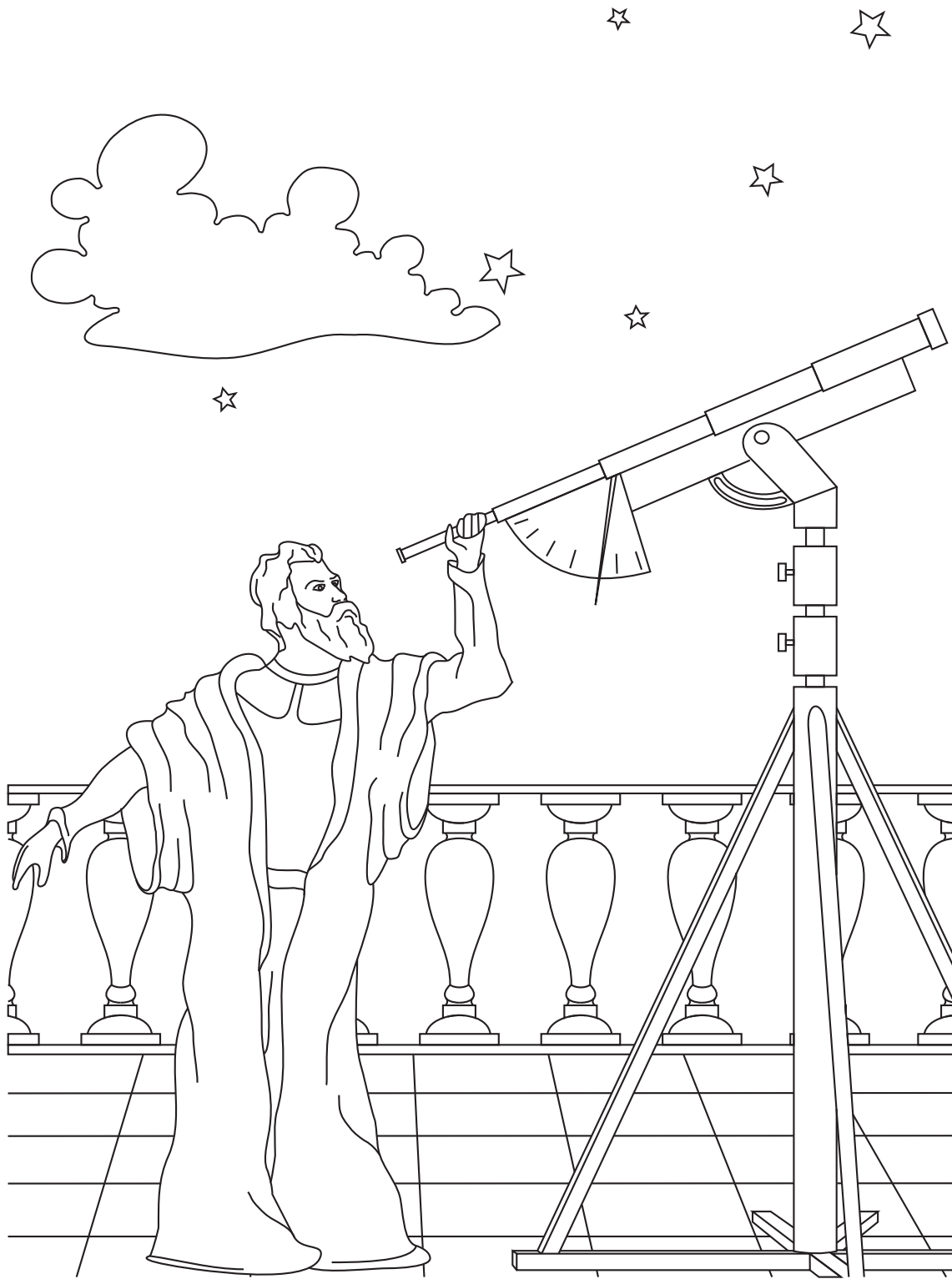
Isaac Newton: The Greatest Scientist of All Time by Margaret Jean Anderson (Enslow, 1996) ISBN 089490681X

Galileo by Leonard Everett Fisher (Simon & Schuster, 1992) ISBN 0027352358

Starry Messenger by Peter Sis (Farrar, Straus, & Giroux, 1996) ISBN 0374371911

Discovering Nature's Laws: A Story About Isaac Newton by Laura Purdie Salas (Lerner Publishing, 2004) ISBN 1575056062

Isaac Newton and his Apple (Dead Famous series) by Kjartan Poskitt (Apple, 1999) ISBN 0590114069



GALILEO AND THE TELESCOPE

The microscope and telescope, both invented in the Netherlands, were two of the most important inventions in the Age of Enlightenment. With his telescope, Galileo scanned the heavens and developed his theory that our solar system is heliocentric (centers around the sun). Galileo used a refracting telescope. Refracting means that the telescope uses magnifying lenses to see far away. Sir Isaac Newton saw problems with refracting telescopes because of the way the lenses caused colors to separate around the edges of the image. He invented a new type of telescope called a reflecting telescope, which uses a mirror instead of a lens to collect the final image in the instrument. Both kinds of telescopes have been improved in the last 400 years and are still used today. The Hubble telescope is a reflecting telescope.

Lesson 6 Agricultural and Industrial Revolutions

Main Lesson Part 1:

- ☐ Read UILE pages 336-337. Discuss pictures as you read.
- ☐ Use a children's dictionary and help your child look up and define **agriculture**. Be sure to place this copy work in your child's history notebook.
- ☐ Read SOTW Chapter 16: The West - Scientific Farming
- ☐ In your history notebook, write the heading "Lesson 6 - Agricultural and Industrial Revolutions." Now write the subheading "Part 1." Write two things you learned in Part 1 of this lesson. You may have jotted down these important names or keywords as you read: Jethro Tull, Lord Charles Townshend, seed drill, crop rotation, bigger animals, larger fields, Acts of Enclosure.

Main Lesson Part 2:

- ☐ Read UILE pages 338-339.
- ☐ Coloring page for this lesson: The Rocket
- ☐ Use a children's dictionary and help your child look up and define **industrial**. Be sure to place this copy work in your child's history notebook.
- ☐ Read SOTW Chapter 27: A Changing World
- ☐ Read SOTW Chapter 31: A Different Kind of Rebellion - The Luddites.
- ☐ In your history notebook, write the subheading "Part 2." Write two things you learned in Part 2 of this lesson. You may have jotted down these important names or keywords as you read: James Hargreaves, George Stephenson, Eli Whitney, Ned Ludd, James Watt, spinning jenny, steam engine, steam-powered train, cotton gin, standardization, interchangeable parts, Luddites, Great Exhibition, Crystal Palace, coal mines, methane, The Rocket.

Main Lesson Part 3:

- ☐ Read UILE pages 340-341.
- ☐ Use a children's dictionary and help your child look up and define **factory**. Be sure to place this copy work in your child's history notebook.
- ☐ Read SOTW Chapter 31: A Different Kind of Rebellion - The World of the Factories
- ☐ In your history notebook, write the subheading "Part 3." Write two things you learned in Part 3 of this lesson. You may have jotted down these important names or keywords as you read: factory, slums, overseer, workhouses, trade unions, strike, Factory Acts.
- ☐ Challenge: Pretend that you are a child who works in a coal mine or a factory. Write one or more paragraphs describing what the mine or factory looks like, what your job is there, what it is like to work there, whether or not your parents work there, what some of the dangers might be, and describe what the place you live looks like.

Book List:

The Industrial Revolution by Stewart Ross (Franklin Watts, 2001) ISBN 053114609X

Industrial Revolution by John Clare (Gulliver Books, 1994) ISBN 0152005145

Oil, Steel, and Railroads by Jesse Jarnow (Rosen Publishing Group, 2004) ISBN 0823940233

Industrial Revolution Begins by Christine Vialls (Lerner Publishing, 1982) ISBN 0822512238

Industrial Revolution (History in a Hurry) by John Farman (Macmillan UK, 2003) ISBN 0330376454

Industrial Revolution by Andrew Langley (Viking, 1994) ISBN 0670858358

Kids During the Industrial Revolution by Lisa Wroble (Rosen Publishing, 2003) ISBN 0823952541

Steam Engine: Fueling the Industrial Revolution by Joanne Mattern (PowerKids Press, 2003) ISBN 0823964906

Watt Got You Started, Mr. Fulton? y Robert Quackenbush (Prentice Hall, 1982) ISBN 0139443975

Trains by Mike Bowler (Raintree/Steck-Vaughn, 1995) ISBN 0811461920

19th Century Railway Station by Fiona MacDonald (Peter Bedrick Books, 1990) ISBN 087226341X

The Agricultural Revolution by Cathryn Long (Lucent Books, 2004) ISBN 1590181808

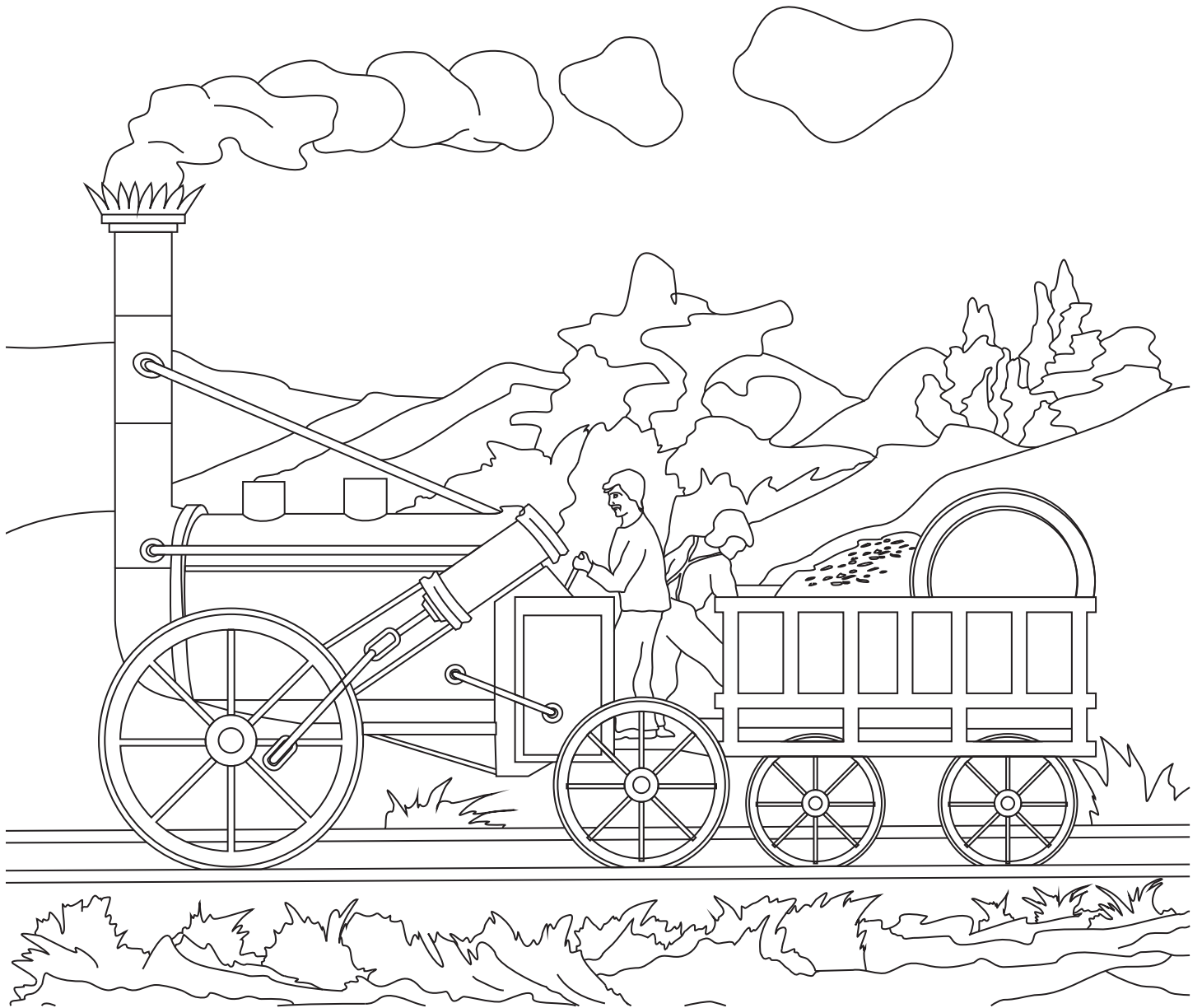
Little Red Engine Goes to Town by Diana Ross (Andre Deutsch, 2001) ISBN 0233994041

The Great Exhibition by Jane Shuter (Heinemann, 2004) ISBN 0431123527

Oliver Twist Finds a Home by Nigel Gray (University of Western Australia, 2003) ISBN 1876268875

Oliver Twist by Charles Dickens adapted by Les Martin (Random House Children's Books, 2006) ISBN 0679903917

Chimney Sweeps: Yesterday and Today by James Giblin (Trophy, 1987) ISBN 0064460614



THE ROCKET

In 1829 George Stephenson built a steam-engine train that he dubbed "The Rocket." Stephenson worked for a railroad company and wanted to win a contest sponsored by the railway. The object of the contest was to find the most efficient means to transport people and cargo. The Rocket could pull three times its own weight and could travel at a speed of 24 miles per hour. Most horses walk 3-4 miles per hour, so the Rocket seemed very fast. The Rocket won the contest, and Stephenson won £500. (In 1829, 500 pounds was equivalent to about \$2,300. Today, the award would be worth about £33,000 or \$58,000.)

Lesson 7 Nations and Revolutions

Main Lesson:

- ☐ Read UILE pages 342-343. Discuss pictures as you read.
- ☐ Use a children's dictionary and help your child look up and define **rebellion**. Be sure to place this copy work in your child's history notebook.
- ☐ Read SOTW Chapter 8: The Middle of the East
- ☐ Read SOTW Chapter 18: East and West Collide
- ☐ In your history notebook, write the heading "Lesson 7 - Nations and Revolutions." Write down two things you learned in this lesson. Did you jot down important names and keywords as you read?
- ☐ Challenge: Why is 1848 sometimes called the Year of Revolutions?
- ☐ Project: Crescent Rolls

SOTW says that when the Ottoman Turks' siege of Vienna failed, Viennese bakers supposedly invented a new kind of bread in the shape of a crescent. They called the bread "croissants," the French word for *crescents*. The crescent was a symbol on the Turkish flag. Real croissants are difficult to make, because they have lots of layers of dough and butter, but you can easily make crescent-shaped rolls from refrigerated, canned dinner rolls or from dinner-roll dough you make yourself.

Here is a recipe for dinner rolls that you can make. Be sure to ask a parent or another adult for assistance.

You will need: 1 package of dry yeast (2¼ teaspoons)

¾ cup warm water

¼ cup sugar

2 cups flour

½ teaspoon salt

1 egg

3 tablespoons butter (melted)

1 tablespoon water

Mix the yeast, sugar, and warm water. In a separate bowl, combine the flour and salt. Now, put in the yeast mixture and the butter. Mix well. You may need to add more flour if the dough seems too wet to roll out. Divide the dough into two equal amounts. On a lightly floured board, roll one half out into a circle about 8 to 9 inches in diameter and about ¼ inch thick. Now cut the circle into eight wedge-shaped pieces. Starting at the widest end, roll each piece up and shape into a crescent. Spray a cookie sheet with a non-stick cooking spray. Put the rolls on the cookie sheet and cover them with a kitchen towel. Let them sit in a warm place for 30 minutes. Preheat the oven to 450-degrees.

Crack the egg into a small bowl and mix it with the water. This is called an egg wash. Brush the egg wash onto the crescent rolls using a pastry brush. Bake the crescent rolls for 10-12 minutes or until golden.

Book List:

Giuseppe Garibaldi by Herman Viola (Chelsea House, 1987) ISBN 087754526X

The Crystal Snowstorm by Meriol Trevor (Bethlehem Books, 1997) ISBN 1883937256

1848: Year of Revolution by R. G. Grant (Raintree, 1995) ISBN 1568473923

Leyla: The Black Tulip (Girls of Many Lands series) by Alev Lytle Croutier (Pleasant Company, 2003) ISBN 1584857498

Lesson 8 Russia and Prussia

Main Lesson Part 1:

- ☐ Read UILE pages 316-317. Discuss pictures as you read.
- ☐ Coloring page of this lesson: Smolny Cathedral
- ☐ Use a children's dictionary and help your child look up and define **modernize**. Be sure to place this copy work in your child's history notebook.
- ☐ Read CHOTW Chapter 73: A Self-Made Man
- ☐ Read SOTW Chapter 17: Russia Looks West
- ☐ In your history notebook, write the heading "Lesson 8 - Russia and Prussia." Underneath it, write "Part 1." Write down two things that you learned in Part 1 of this lesson. Did you jot down keywords and important names as you read?
- ☐ Challenge: Name three reasons that Czar Peter I became known as Peter the Great.

Main Lesson Part 2:

- ☐ Read UILE pages 318-319. Discuss pictures as you read.
- ☐ Use a children's dictionary and help your child look up and define **dominate**. Be sure to place this copy work in your child's history notebook.
- ☐ Read CHOTW Chapter 74: A Prince Who Ran Away
- ☐ Read SOTW Chapter 14: The Rise of Prussia
- ☐ Read SOTW Chapter 26: Catherine the Great
- ☐ On Map 6, "Russia," color and label the expansion of Russia. Complete the map key. Label these bodies of water: Black Sea, Caspian Sea, Arctic Ocean, and Pacific Ocean. Find Russia on your wall map or atlas.
- ☐ In your history notebook, write the subheading "Part 2." Write down two things you learned in Part 2 of this lesson. Did you jot down keywords and important names as you read?
- ☐ Challenge: Read *Peter the Great* by Diane Stanley, *Catherine the Great* by Christine Hatt, *Catherine: The Great Journey* by Kristiana Gregory, or another book about Peter the Great, Frederick the Great, or Catherine the Great. Write a report or tell someone about what you read. Describe how it is similar to and different from what you read in UILE and SOTW.

Book List:

Count Your Way Through Russia by James Haskins (Carolrhoda Books, 1987) ISBN 0876143036

Peter the Great by Diane Stanley (Four Winds Press, 1986) ISBN 0027867900

Clever Katya: A Fairy Tale from Old Russia by Mary Hoffman (Barefoot Books, 2005) ISBN 1905236050

Tales of Tsar Saltan by Alexander Pushkin (Penguin, 1996) ISBN 0803720017

Catherine the Great by Christine Hatt (Gareth Stevens, 2003) ISBN 0836855353

Catherine: The Great Journey (The Royal Diaries series) by Kristiana Gregory (Scholastic, 2005) ISBN 0439253853



SMOLNY CATHEDRAL

When Peter the Great's daughter, Elizabeth, decided she wanted to become a nun instead of sitting on the throne, a great convent was built for her. Smolny Cathedral was to be the centerpiece of the convent, but Elizabeth died before the cathedral was finished. You can still see Smolny Cathedral today in St. Petersburg, Russia. It is used for musical concerts.

Date: _____

Lesson 9 India

Main Lesson:

- ☐ Read UILE pages 328-329. Discuss pictures as you read.
- ☐ Coloring page for this lesson: Yantra
- ☐ Use a children's dictionary and help your child look up and define **mutiny**. Be sure to place this copy work in your child's history notebook.
- ☐ Read SOTW Chapter 11: The Moghul Emperors of India
- ☐ Read SOTW Chapter 19: The English in India
- ☐ In your history notebook, write the heading "Lesson 9 - India." Write down two things that you learned in this lesson. Did you jot down keywords and important names as you read?
- ☐ Challenge: What were Aurangzeb's three decisions and what effect did those decisions have on India?
- ☐ On Map 7, "India," label these bodies of water: Indian Ocean and Arabian Sea. Color and label India. Trace the rivers with a blue pencil. Next to the city Agra and the Yamuna River, draw the Taj Mahal (use picture from your reading in SOTW as reference). Find India on your wall map or atlas.

Book List:

India (Eyewitness Books) by Manini Chatterjee and Anita Roy (Dorling Kindersley, 2002) ISBN 0789490293

Count Your Way Through India by James Haskins (Carolrhoda Books, 1990) ISBN 0876144148

The Taj Mahal by Rachel Lynette (KidHaven Press, 2005) ISBN 0737731540

Taj Mahal: India's Majestic Tomb by Linda Tagliaferro (Bearport, 2005) ISBN 1597160040

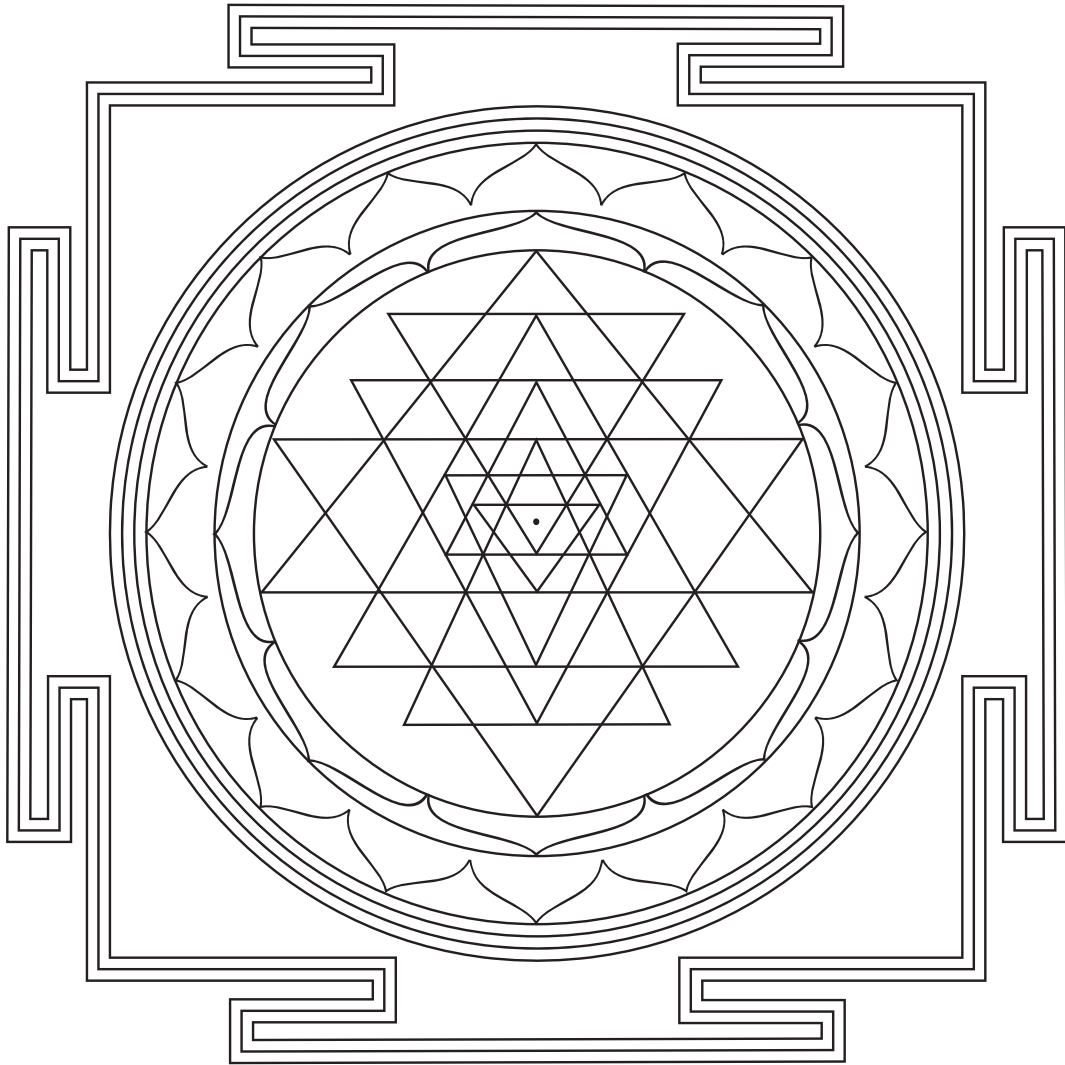
Jahanara, Princess of Princesses (The Royal Diaries series) by Kathryn Lasky (Scholastic, 2002) ISBN 0439223504

The Taj Mahal by Christine Moorcraft (Raintree, 1997) ISBN 0817249206

Mumtaz of the Taj Mahal Paper Dolls by Tom Tierney (Dover, 2002) ISBN 0486419843

Fashions from India Coloring Book by Tom Tierney (Dover, 2004) ISBN 0486430405

Shah Jahan & the Story of the Taj Mahal by Julia Marshall (Amideast, 1996) ISBN 1900251086



YANTRA

In Indian art, a yantra is a design that uses geometric shapes and is symmetrical. The design, often colorful, starts small and expands from its center. Yantras are used on clothing, pictures, etc. Many followers of Indian philosophy use yantras to help them focus while they meditate.

Date: _____

Lesson 10 Americas

Main Lesson:

- ☐ Read UILE pages 320-321. Discuss pictures as you read.
- ☐ Use a children's dictionary and help your child look up and define **viceroy**. Be sure to place this copy work in your child's history notebook.
- ☐ Using a wall map or globe as a guide, have your child locate, label, and color North America, Central America, South America, and Canada on Map 8, "The Americas." Also label the Pacific Ocean, Atlantic Ocean, the Gulf of Mexico, and the Arctic Ocean.
- ☐ Read SOTW Chapter 4: Searching for the Northwest Passage
- ☐ Coloring page for this lesson: Henry Hudson Navigates the Northwest Passage
- ☐ In your history notebook, write the heading "Lesson 10 - Americas." Write down two things that you learned in this lesson. Did you jot down keywords and important names as you read?
- ☐ Challenge: Find out more about Marquette and Joliet, John Cabot, Juan Rodriguez Cabrillo, Antoine de Cadillac, Jacques Cartier, Bernal Diaz Del Castillo, Francisco Vasquez de Coronado, Hernan Cortes, Robert de LaSalle, Ponce de Leon, Hernando de Soto, Henry Hudson, Sir Francis Drake, Eric the Red, Leif Eriksson, Martin Frobisher, Francisco Pizarro, Sir Walter Raleigh, Giovanni da Verrazzano, or Amerigo Vespucci. Use at least three different sources. Write a short report or tell an adult what you have learned.

Book List:

The Kids Book of Canada by Barbara Greenwood (Kids Can Press, 1997) ISBN 1550743155

Danger in Disguise by Mary Alice Downie (Roussan Publishers, 2000) ISBN 1896184723

The Biography of Sugar by Rachel Eagen (Crabtree Publishing, 2005) ISBN 0778724859

The Kids Book of Canadian Exploration by Ann-Maureen Owens and Jane Yealland (Kids Can Press, 2004) ISBN 1553373537

Champlain by Christopher Moore (Tundra Books, 2004) ISBN 0887766579

The Red Sash by Jean Pendziwol (Groundwood Books, 2005) ISBN 088899589X

Henry Hudson: Arctic Explorer and North American Adventurer by Isaac Asimov (Gareth Stevens, 1991) ISBN 0836805585

The Great St. Lawrence Seaway by Gail Gibbons (Morrow, 1992) ISBN 0688069843

Champlain: A Life of Courage by William Jacobs (Franklin Watts, 1994) ISBN 0531201120

Beyond the Sea of Ice by Joan E. Goodman (Firefly Books, 1999) ISBN 0965049388

Samuel de Champlain: From New France to Cape Cod by Adrianna Morganelli (Crabtree, 2005) ISBN 077872414X

Life in New France (Picture of the Past series) by Jennifer Gillis (Heinemann, 2003) ISBN 140344286X

The Last of the Mohicans by James F. Cooper, adapted by Les Martin (Random House, 2005) ISBN 0679994343

Ambush in the Wilderness by Kris Hemphill (Silver Moon Press, 2003) ISBN 1893110346

Battles of the French and Indian War by Diane Smolinski (Heinemann, 2002) ISBN 1403401691

Look to the Hills: The Diary of Lozette Moreau, a French Slave Girl (Dear America series) by Patricia McKissack (Scholastic, 2004) ISBN 0439210380

Struggle for a Continent: The French and Indian Wars 1689-1763 by Betsy and Giulio Maestro (HarperCollins, 2000) ISBN 0688134505

Isabella: A Wish for Miguel (Girlhood Journeys' series) by Shirlee P. Newman (Simon & Schuster, 1997) ISBN 0689815727

When the Viceroy Came by Claudia Burr, Krystyna Libura, and Maria Christina Urrutia (Groundwood Books, 1999) ISBN 0888993544



HENRY HUDSON NAVIGATES THE NORTHWEST PASSAGE

Henry Hudson tried to find a passage to the Far East for trade by going across the North Pole. On one voyage, in a ship called *Discovery*, Henry crossed the Atlantic and landed just off the northern coast of Labrador. Here, he entered a very rough piece of water (now called the Hudson Strait), which led him to what he thought was the Pacific Ocean. However, it was only a very large bay (now called the Hudson Bay). The ice made it impossible for the men to travel home and so they had to spend the winter. Many of Henry's men suffered from disease, hunger, and the horrible cold of North America. During that time the crew quarreled and, finally, as the spring thaw began, they mutinied.

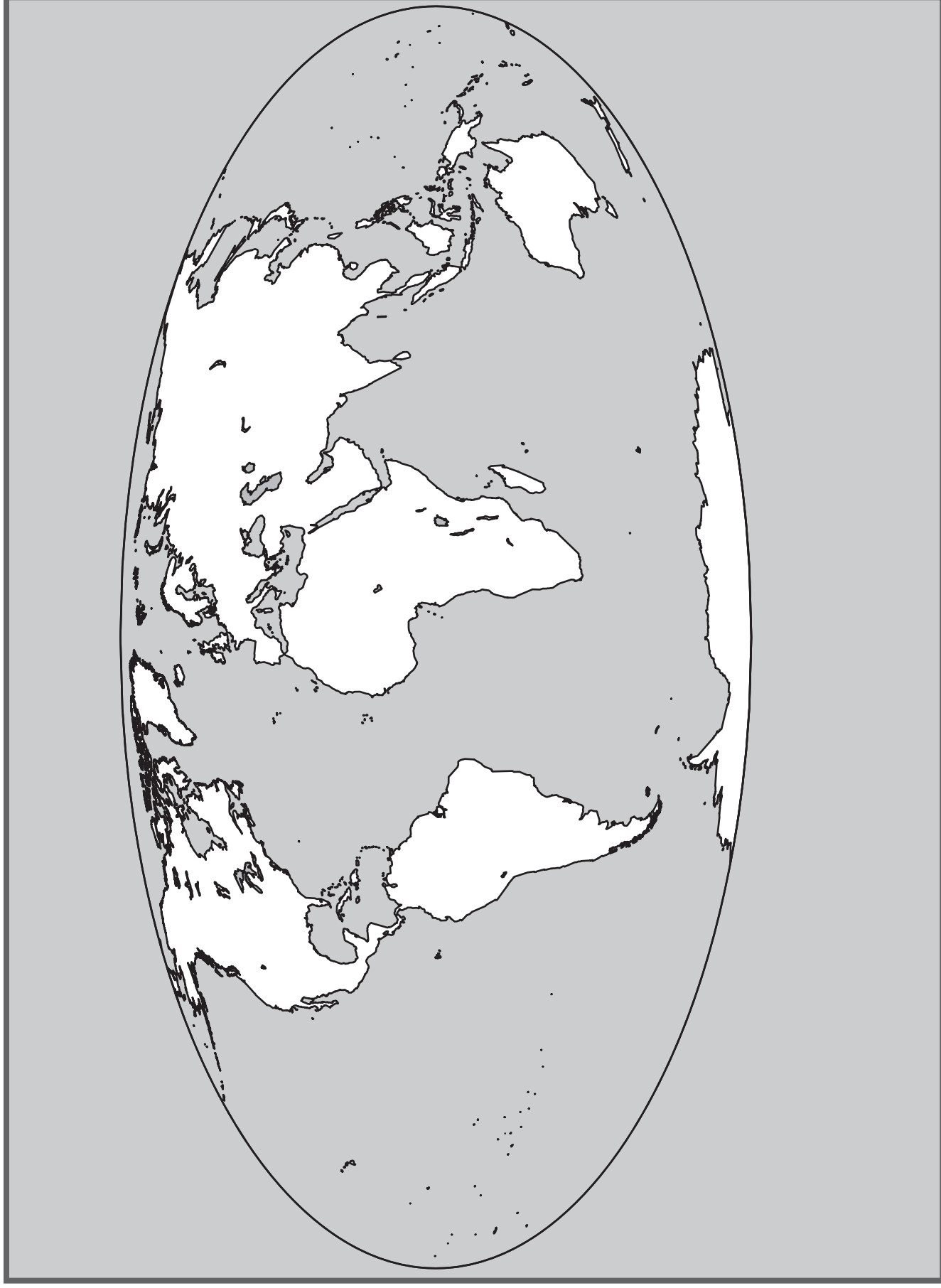
Thank you for previewing History Odyssey - Early Modern (level one). We hope you have enjoyed the course so far! To continue the course, please purchase the entire eBook at www.e-junkie.com/ecom/gb.php?i=123983&c=cart&cl=17780

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The World

Map 1



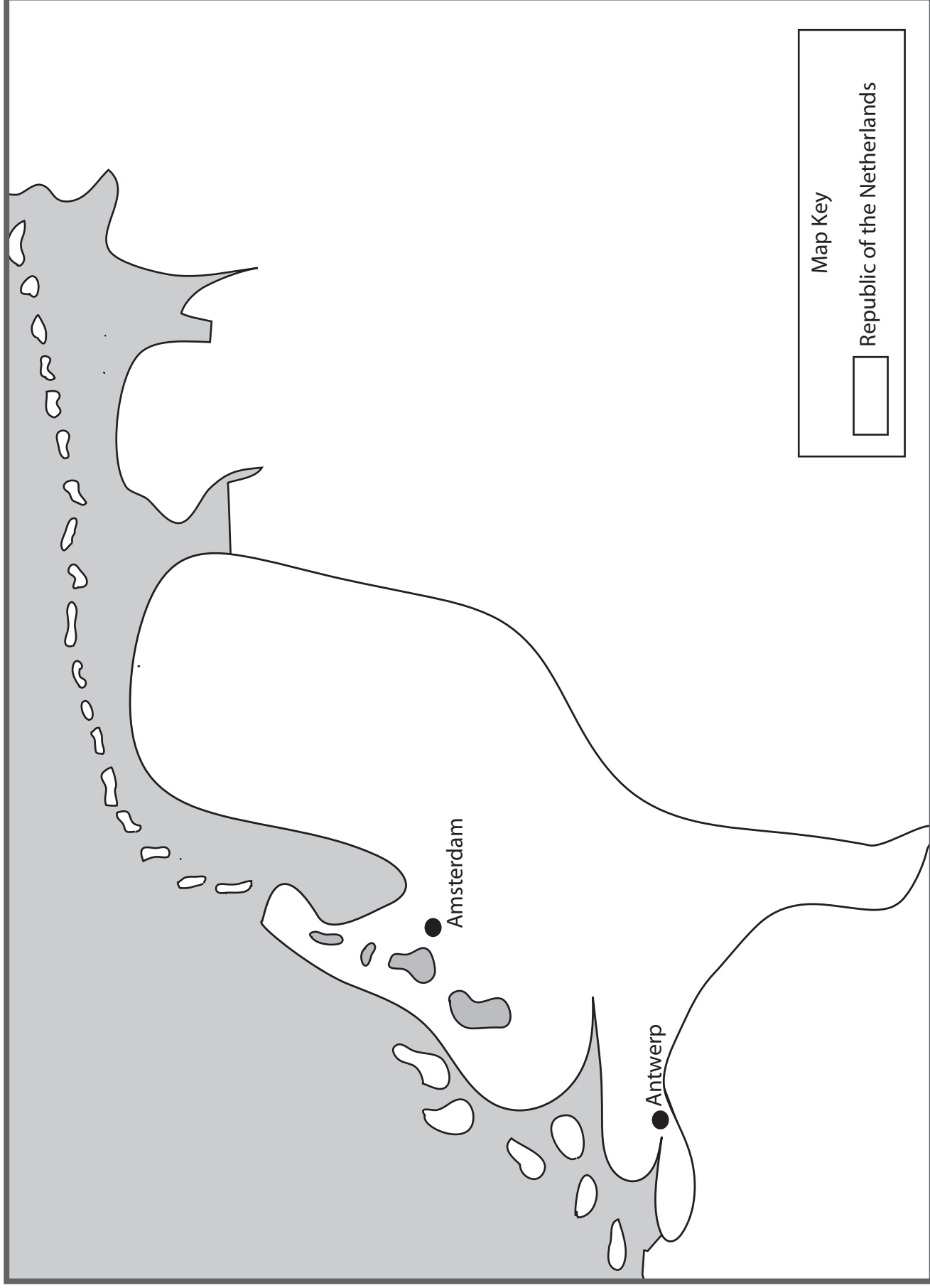
London Town

Map 2



The Netherlands in 1648

Map 3



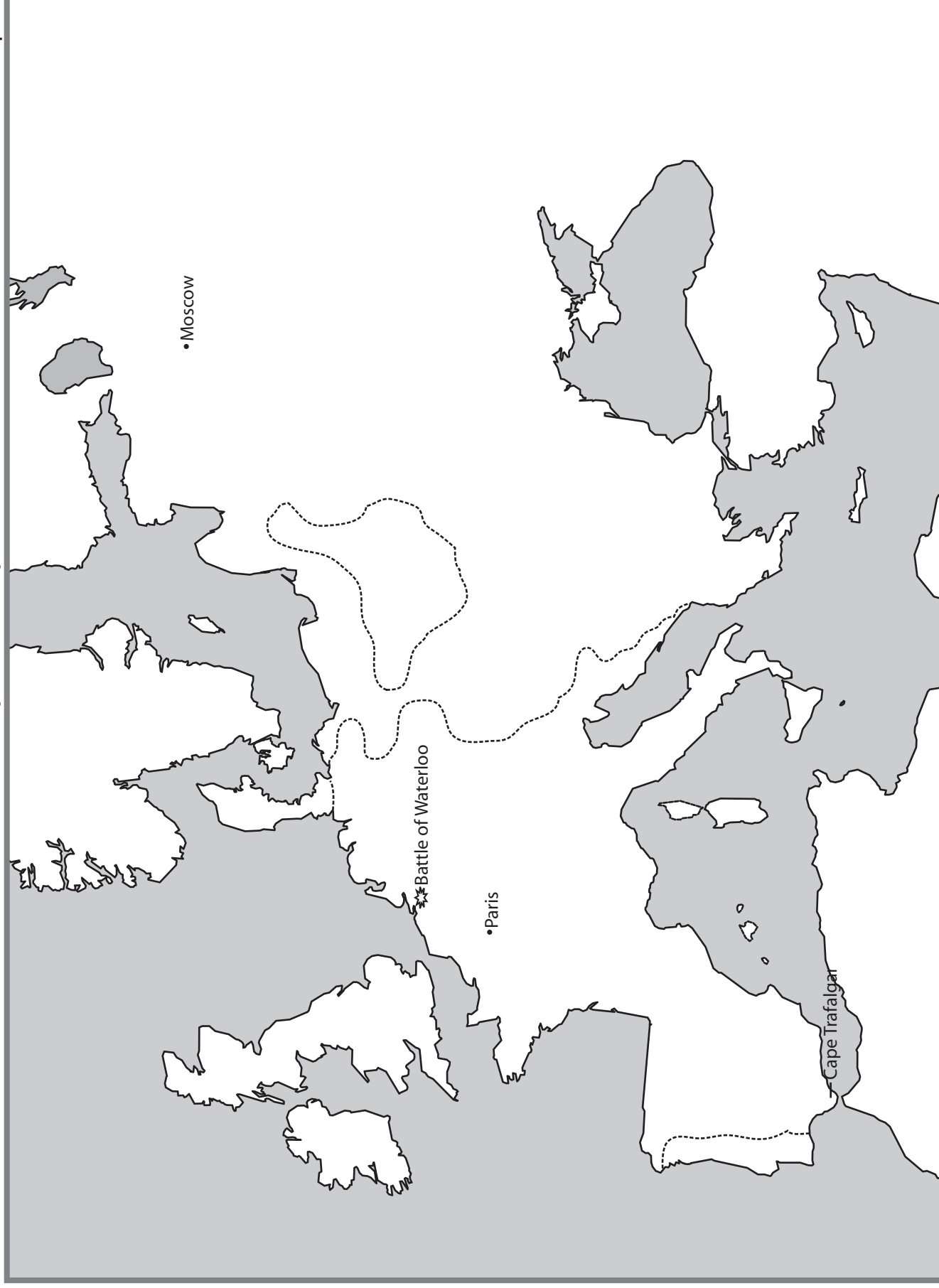
France

Map 4



The Empire of Napoleon

Map 5



Russia

Map 6

