

16th-18th Century History



A Guided Study by Lisa Kelly

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16th-18th Century History

Book List

Required Books

Exploration and Conquest: The Americas After Columbus: 1500-1620 by Betsy and Giulio Maestro

The New Americans: Colonial Times: 1620-1689 by Betsy and Giulio Maestro

The World of William Penn by Genevieve Foster

Struggle for a Continent: The French and Indian Wars: 1689-1763 by Betsy and Giulio Maestro

George Washington's World by Genevieve Foster -Expanded Edition

Supplemental Reading

A Voice of Her Own: The Story of Phillis Wheatley, Slave Poet by Kathryn Lasky

Give Me Liberty! The Story of the Declaration of Independence by Russell Freedman

Carry On, Mr. Bowditch by Jean Lee Latham **OR** *Sophia's War* by Avi

Poor Richard by James Daugherty

Taj Mahal by Elizabeth Mann

Resources Online

16th-18th Century History Resource Pages (PDF file) and additional resource links are available at *A Mind in the Light*.

Lesson Outline

Before the Readings

- Use “Connections”, connecting questions, to bridge the gap between reading sections. These are designed to bring forth what the child already knows about a topic so that the new information can be connected to it.
- “Words to Know” lists words to be learned before the reading. Some words are to be distinguished from other words, clarified or reviewed.
- Using the proper nouns list, locate the listed places on a map, globe, atlas, or online as needed.
- Complete any additional map work, if included, or if added by the teacher.
- Notes pertinent to the reading sections are included as needed.
- Images are incorporated with many of the lessons, designed to provide a spark for interest and attention as well as provide the student with visuals on which to better connect the lengthy flow of narrative history.

Readings

- Read from the main books on which 16th-18th Century History is designed, one section at a time.

After the Readings

- Have your student give an oral narration of the reading section, using the chart as needed, or choose from any of the narration suggestions listed in the guide. Sometimes you may wish to have your student both orally narrate and choose from the narration suggestions. Follow the needs of your student in each instance.
- Please use the chart of proper nouns as an aid in memory, spelling or pronunciation, but not at the expense of the “one reading “only approach. It is important that your student relies on their attention while listening the first time and not on the chart.
- Read any additional readings if you wish.

Notes for the Teacher

This guide is designed to be used with any edition of the books by the Maestros, the edition of *The World of William Penn* by G. Foster but edited by Rea C. Berg and with the expanded edition of *George Washington's World* by G. Foster.

Proper Nouns for an Oral Narration Chart

Each lesson will include a chart of Proper Nouns divided into categories. Some teachers may wish to use only selected Proper Nouns and will write just these on the board before the reading. The chart will serve well as a reference for deciding which words to include and which to omit.

Or, students can simply use the charts in the guide, as provided, while narrating. These lists allow the child to narrate more completely, since the more obscure names are listed for them.

The proper nouns are divided into categories so as to separate the nouns of place to be of better use for map work. Please note that some proper nouns of place will be listed under the category for "Other". This is because many proper nouns of place such as the name of a church or the name of a school are not needed for map work, but are needed for narrations. The proper nouns under the category "Map Work" are meant to be a list of places which can easily be found using a map or globe.

Narration Suggestions

These suggestions are designed to allow for a broad range of ages to be able to use this guide. *16th-18th Century History* is used in Year Four by design, but can be expanded into middle school, provided you are using extensions for the later years. If you are using the guide with a student at the younger end of the age range, then it is assumed that the student will not be working completely independently.

Please use the narration suggestions that are best fitted for each student. This is why there is variety in the types of suggestions! Remember, much of your student's narration work should still be oral, as it is just as important in building writing skills as written narrations. It is not necessary to use one of the narration suggestions with every reading section; these are offered as alternatives to oral narrations.

Additional Resources

At this time, maps, website links and coloring pages accompanying the lessons are linked at *A Mind in the Light*. Look under Resources, Year Four and then under 16th-18th Century History. The links are organized under the appropriate book titles in which they are used and each link is also labeled with a reading section number. Each place in the guide which refers to a link at the website will be marked with RY4, 16th-18th Century History.

The images to be presented to the students throughout the guide are in a PDF file titled “16th-18th Century History Resource Pages”. This file can be freely downloaded and used as a companion with it. It can be found at the Bookstore, under the History and Geography section and just under the image of the guide. It can also be found under Resources, Year Four and then 16th-18th Century History.

Reading Schedules

A Reading Schedule is included at the beginning of the guide. While the supplemental books were included in the reading schedule, there are no lessons for them. Because the main books have strong lessons already, the supplemental books are meant to be simply read, enjoyed and orally narrated.

Additional book suggestions are included, but all are optional.

Extensions for Older Students

Older students should make use of any extension ideas, additional reading suggestions and opportunities to write narrations of varying types.

The New Americans

The New Americans: Colonial Times: 1620-1689

by Betsy and Giulio Maestro

The readings in this book are divided into three sections.

The divisions are as follows:

- Reading 1 covers pages 3-14
- Reading 2 covers pages 15-31
- Reading 3 covers pages 32-45

Map Tracings

Each division will include one or two suggestions for tracing a map from the book. Tracing paper, pencils, erasers and colored pencils will be needed for these activities. Have your student place the tracing paper over the map of the assigned page and gently tape at least two sides of the paper to hold it steady. After your student has traced the major outline of the map and dots to represent city locations, if needed, he/she can then gently remove the tracing paper from the book. Using their newly drawn map, your student can then label the cities, countries, etc. and draw the routes taken by the explorer(s) using a bright colored pencil.

For Further Study

There are some ideas for further study at the end of this guide.

Reading 1

pp. 3-14

Before the Reading

Note: Be sure to review the compass directions of north, south, east and west. Demonstrate how one location or place is east (or south, or north or west) of another location or place. Also, review the differences between general locations, such as the New World vs. specific locations such as North America or The United States.

Proper Nouns for an Oral Narration

People	Map Work	Other
Christopher Columbus	Atlantic Ocean	Dutch
Squanto	Spain	English
Massasoit	South America	French
Henry Hudson	Mexico	Spanish
Governor Peter Minuit	Europe	Pilgrims
John Winthrop	North America	<i>Mayflower</i>
	St. Lawrence River	Mayflower Compact
	Hudson River	Patuxet
	Virginia	Separatists
	Newfoundland	Catholics
	New England	Protestants
	New World	Church of England
	Far East	Dutch West India Company
	United States	Wampanoags
	Canada	Puritans
	Plymouth	
	Salem	
	Boston	
	Manhattan Island	
	Delaware Bay	
	Fort Nassau	
	Albany, New York	
	New Netherland	
	New Amsterdam	
	Cape Cod Bay	
	Jamestown	

	New York State	
	Quebec	
	Maine	
	Florida	

Map Tracing

	Trace and label the map on page 12. Use colored pencils to give the map color. Be sure to use different colors to signify settlements for the Dutch vs. settlements for the English.
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Narration Suggestions

	<p>Tell about any of the following European groups and their settlements in North America:</p> <ul style="list-style-type: none"> • French • Dutch • Spanish • English
	Divide a sheet of paper into two halves. On one side write the word “Pilgrims” and on the other side write the word “Puritans”. Write a list of important points about each under their appropriate heading. You may add small pictures to each side as well.
	Draw a picture of either Squanto helping the Pilgrims or of the first fall feast, Thanksgiving, between the Native Americans and Pilgrims.
	Tell about the first Thanksgiving. Using knowledge you already have about the first Thanksgiving or from reading an additional book, further expand on the information from the book on this event.

Additional Resources

You may wish to allow your student to use the coloring pages for the following topics:

- Plimoth (Plymouth)
- Early American Life
- Colonial Coloring Pages

You may also wish to try these resources:

- Recipes from Plimouth
- Create a wigwam/wetu

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Level 1 Additional Reading-Optional

- *The First Thanksgiving* by Jean Craighead George
- *On the Mayflower* by Kate Waters

Level 1 and 2 Additional Reading-Optional

- *Squanto, Friend of the Pilgrims* by Clyde Robert Bulla

Level 2 Additional Reading-Optional

- *The Landing of the Pilgrims* by James Daugherty

Upper Level Extension

Read and complete “Document Analysis: The Mayflower Compact”.

Reading One (pp. 9-14)

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Before the Reading

Connections

What do you know of William Penn or of Pennsylvania?

Proper Nouns for an Oral Narration

People	Map Work	Other
William Penn	Pennsylvania	“Welcome”
Charles II (“Merry Monarch”)	Delaware River	Society of Friends (Quakers)
Charles I	Philadelphia	Church of England
Oliver Cromwell	Schuylkill River	Parliament
Admiral William Penn	New Castle, Delaware	Puritan
Mr. Samuel Pepys	London	Tower of London
Duke of York		Westminster Abbey
		Oxford University

After the Reading

Working with Maps

Read the paragraph on page 10 which describes William Penn's first walk in Philadelphia. Use your finger to trace his path on the map (p. 9) as he first walked west towards Schuylkill River. What is the name of this street? What is the name of the street he turned up which ran north and south?

Narration Suggestions

	Give an account of any part of this reading section, but include at least (4) proper nouns, (2) of which are names, in your narration. You may use the Proper Nouns chart as a reference.
	Give an account of William Penn's reason for leaving England, his voyage to America and his development of Philadelphia.
	Tell about Charles, the "Merry Monarch".

Reading Two (pp. 15-26)

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Before the Reading

Note

- Review the correct pronunciation of the Thames River.

Connections

What do you know of the Great Fire of London? Or what can you share about the last reading?

Proper Nouns for an Oral Narration

People	Map Work	Other
Samuel Pepys	France	Lincoln's Inn
Sir William Penn	London	Church of England
Sir Christopher Wren	Ireland	Quakers
Charles II	Map of London (pp. 18-19)	Great Plague
	Tower Hill	
	Tower of London	
	London Bridge	
	St. Paul's Cathedral	
	Thames River	

After the Reading

Narration Suggestions

	Narrate about the Great Plague and the Great Fire of London.
	Draw the map of London from pages 18-19 and label it.
	Tell the events which led up to William Penn becoming a Quaker.
	Write a list of some important points about being a Quaker.

~Upper Level Extension

Read the excerpt from the diary of Samuel Pepys and then have your student complete a primary source narration. [RY4, WWP, R2](#)

Reading Twelve



Reading 12-A

pp. 81-82

Before the Reading

Working with Maps

Use the map on p. 35 to help find locations under Map Work.

Connections

What do you know of Frederick of Prussia and his taking of Silesia?

Tell about William Pitt.

Proper Nouns for an Oral Narration

People	Map Work	Other
Frederick of Prussia	Prussia	“Petticoat Plot”
Maria Theresa	Austria	Great Commoner
Elizabeth	Russia	
Madame de Pompadour	France	
Louis XV	Silesia	
George II	Saxony	
William Pitt	Spain	
	Sweden	
	Hanover	

After the Reading

Narration Suggestions

	Give an account as to how the “Petticoat Plot” led to the Seven Years’ War.
	What is happening around the world between the years of 1754 through 1756? Include at least (3) of these areas: a) India; b) Europe; c) America and d) China.
	Write three questions you would ask after reading this section.
	How does England respond to Frederick’s taking of Saxony?

Reading 12-B

pp. 83-85

Before the Reading

Present “Death of Wolfe” from the Benjamin West Collection (RY4) as West is one of the artists studied in Year Four. Describe this painting. Does West capture the feelings of that moment? How?

Connections

What do you know of Robert Clive? Tell more of William Pitt.

Proper Nouns for an Oral Narration

People	Map Work	Other
William Pitt aka Great Commoner	England	British Empire
Robert Clive	India	Parliament
George II	Bengal	Black Hole of Calcutta
Siraj	America	East India Co.
Frederick II	Plassey	French and Indian War
Washington	Ohio (river)	Huron
Montcalm	Fort Pitt (Pittsburgh)	Plains of Abraham
James Wolfe	Quebec	
James Cook	St. Lawrence (river)	

After the Reading

Narration Suggestions

	Why was this chapter given the title of “The Empire Builder”? What title might you have given it? Why
	Give an account of William Pitt.
	Describe the attack on Quebec.
	Which leader exhibited leadership skills that you admire: Montcalm, Clive or Wolfe? Which skills were these and why do you admire them?

Upper Level Extensions

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Read Thomas Gray’s “Elegy in a Country Churchyard” and discuss.

Read the linked speech given by Wolfe and discuss.