

# The Instructor's Guide to Snapshots of Early Modern History

*Volume 1*



*with Supplemental Reading Suggestions,  
Hands-on Activity Instructions,  
Vocabulary and Pronunciation Guides,  
Timeline and Map Work Instructions,  
Review Materials,  
Answer Keys,  
and more!*

**BY RACHEL MEYERS, M.A.**

# The Instructor's Guide to Snapshots of Early Modern History

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# Introduction

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*The Instructor's Guide to Snapshots of Early Modern History Vol. 1* is a supplemental resource for *Snapshots of Early Modern History Vol. 1*. This book provides activities, supplemental reading, definitions, review materials and more to enrich your experience using *Snapshots of Early Modern History Vol. 1*. The companion book *A Student's Guide to Snapshots of Early Modern History Vol. 1* provides worksheets, activity pages, maps, coloring pages, and review materials for student use. Together these two books expand *Snapshots of Early Modern History Vol. 1* into a complete curriculum.

*Snapshots of Early Modern History Vol. 1* is designed to be a homeschool history curriculum for elementary students. If you are following a classical homeschooling model, you will want to complete this book during your child's 3rd grade year. However, the activities and readings in this book can accommodate 3rd-6th grade children. Many homeschooling families prefer to teach history as a group subject, teaching multiple grade levels at the same time. As such, this book includes activities and reading suggestions that are suitable for a wide age range of students. Use your best judgment when selecting which books and activities would be suitable for your child(ren).

## **What's Included in *The Instructor's Guide to Snapshots of Early Modern History Vol. 1*?**

- **General Reading Suggestions:** A short list of general reading suggestions for the whole year is included at the beginning of this book.
- **Sample schedules:** A handful of sample schedules for using *Snapshots of Early Modern History Vol. 1* are included to help make planning your year easier.
- A section for each of the 36 chapters in *Snapshots of Early Modern History Vol. 1* which includes:
  - **People, Places, and Things:** This section is intended mainly as a reference for instructors. It includes pronunciation guides and short definitions of the proper nouns and other important terms contained in the chapter. This section can be used as a reference for recalling important facts from the chapter or for creating your own review questions or activities.
  - **Comprehension Questions** Each chapter has 3–6 comprehension questions. These are basic questions about the information in the chapter. Some are short and have a clear answer. Others are more open-ended and ask a student to recall a broad set of information from the chapter. Sample answers are provided. The student's answer does not need to match the sample answer. On broader questions, the student should not be expected to recall every detail from the chapter, but to instead show a general comprehension of the topic.
  - **What Do You Think Questions:** 1–2 What Do You Think questions are provided per chapter. These are open-ended opinion questions designed to get the child thinking. These questions aren't called Discussion Questions for a reason. Most elementary students aren't capable of having a back and forth discussion on historical topics, but they are capable of offering opinions. The What Do You Think questions are designed to allow students the opportunity to offer opinions and think about history in a more open-ended way. As elementary students, their answers to these questions will probably be short and simple, but being asked to place themselves in a historical situation will help students begin to develop critical thinking and analysis skills.
  - **Timeline Dates:** Timeline work is a key component of *Curiosity Chronicles*. Even though *Snapshots of Early Modern History Vol. 1* is told in a broadly chronological order, events happened all over the globe at different paces, making a strictly chronological history impossible. Timeline work allows students the opportunity to visually see the flow of history and events that were happening in different parts of the globe at the same time. Each chapter lists which events should be added to the timeline. The expansion product Ted's Timeline Kit includes printable wall and notebook timelines as well as printable date markers for important dates in *Snapshots of Early Modern History Vol. 1*.

- **Map work:** Map work is another important component of any history study to ensure students are familiar with where events happened around the globe. Most chapters include a description of a short map activity for students to complete about the events of the chapter.
- **Coloring page:** The student book contains a coloring page for each chapter, which is also listed in the instructor book.
- A section for each of the 18 sections in *Snapshots of Early Modern History Vol. 1* which includes:
  - **Reading Suggestions:** Every section includes supplemental reading suggestions. Some topics have more supplemental reading suggestions available than others. These suggestions are divided into picture books, informational books, and chapter books to help you determine which books would work best for your child. A short description of each book is provided. Most reading suggestions are intended to be read aloud with the student, but for an older or more advanced reader, many could be read independently.
  - **Cross References:** Relevant pages for the recommended general books are listed for each chapter.
  - **Hands-On Activities:** Each chapter includes descriptions of at least two hands-on activities you can complete with your child. These activities provide important opportunities for kinesthetic learners and for making history fun. There are a variety of activity types to appeal to many different types of learners.
  - **Minecraft:** Each chapter also includes a suggested Minecraft building activity. Minecraft is a popular game that has many educational benefits. Minecraft can provide your child with a hands-on history project without the mess and expense of many other activities. It is available for PCs, Macs, Android, and iOS devices, as well as Xbox and Playstation. For history class, you will want to play Minecraft offline, using the peaceful and creative mode settings. Other similar building programs could be used instead of Minecraft. Some Minecraft activities could be completed with LEGOs instead, but the scale of some projects may make it difficult to complete them with LEGOs.
- **Review Materials:** Instructions for various review games as well as the questions and answers for certain review activities are included near the end of the book.
- **Answer Key:** An answer key to the various activities in the student book is included at the end of the book. This includes completed map work and answer for the crosswords, word searches, and other activities in the student book.

### **What's Included in *A Student's Guide to Snapshots of Early Modern History Vol. 1*?**

- A chapter corresponding to each chapter in *Snapshots of Early Modern History Vol. 1* which includes:
  - A vocabulary word and definition match
  - Comprehension and What Do You Think Questions with space to write answers
  - A list of timeline dates to add
  - Instructions for map work
  - Additional activities such as crosswords or word searches
  - A map for the chapter
  - A coloring page for each chapter
  - Some chapters contain additional activity pages or printables to go along with hands-on activities from *The Instructor's Guide*.
- Printable pages for review activities every six chapters.

# General Book Recommendations

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The following books are general reference books that would be valuable resources throughout your study of history. Cross references to each relevant book are provided for each chapter. These books may also contain topics not covered in *Snapshots of Early Modern History Vol. 1* which would enrich your study of history.

*The Usborne Encyclopedia of World History: Internet Linked* (Usborne Pub Ltd, 2010)

*The Kingfisher History Encyclopedia* (Kingfisher, 2012)

These books are both general encyclopedia reference books for children. Their rich pictures and general information make these books valuable starting places for new topics.

*Illustrated Book of Myths*, by Neil Philip (DK Publishing, 1995)

This is an illustrated reference book that retells many myths from around the world. The book is arranged by topic of the myth, which allows readers to compare and contrast themes across cultures. Many of the myths in this book focus on ancient cultures, but a few are relevant to this era.

*The Kids Book of World Religions*, by Jennifer Glossop (Kids Can Press, 2013)

*The Usborne Encyclopedia of World Religions: Internet-linked*, by Susan Meredith and Clare Hickman (Usborne Pub, 2012)

Both of these books are general encyclopedias on religion. Sikhism is the only new world religion discussed in *Snapshots of Early Modern History, Vol. 1*; however, these books may offer a useful review of other religions that come up.

## Sample Schedules

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*Snapshots of Early Modern History Vol. 1* contains 36 chapters which are paired together into 18 sections of related topics. The book is intended to be completed at a pace of two chapters per week, allowing both volumes 1 and 2 of *Early Modern History* to be completed in a 36 week school year. You can, of course, complete the book faster or slower.

### **2 Short Session (15-30 minutes) per Week:**

- (Every three weeks, begin with a short review activity)  
Read/listen to the chapter from *Snapshots of Early Modern History*.  
Complete the activity pages, timeline work, map work, and coloring page in the student book.

### **2 Session (30-45 minutes) per Week:**

- (Every three weeks, begin with a short review activity)  
Read/listen to the chapter from *Snapshots of Early Modern History*.  
During one session: Complete one hands-on activity (some activities will take longer to complete, so if time is a concern select the activity accordingly).  
During the other session: Read 1-2 supplemental books.

### **1 Long Session (60+ minutes) per Week:**

- (Every three weeks, begin with a short review activity)  
Read/listen to one section (two chapters) from *Snapshots of Early Modern History*.  
Read 1-2 supplemental books.  
Complete one hands-on activity.

### **1 Long Session (60+ minutes) per Week:**

- (Every three weeks, begin with a short review activity)  
Read/listen to one section (two chapters) from *Snapshots of Early Modern History*.  
Complete the activity pages, timeline work, map work, and coloring page in the student book.  
Complete one hands-on activity OR read 1-2 supplemental books.

#### **4 Short Sessions (30 minutes) per Week:**

- *Day 1:*  
Read/listen to a chapter from *Snapshots of Early Modern History*.  
Read the relevant pages from the Usborne or Kingfisher Encyclopedia.  
(Add a review activity every three weeks)
- *Day 2:*  
Complete the activity pages, timeline work, map work, and coloring page in the student book  
Read 1-2 supplemental books
- *Day 3:*  
Read/listen to a chapter from *Snapshots of Early Modern History*.  
Read the relevant pages from the Usborne or Kingfisher Encyclopedia.  
(Add a review activity every three weeks)
- *Day 4:*  
Complete the activity pages, timeline work, map work, and coloring page in the student book  
Complete one hands-on activity

#### **5 Short Sessions (30 minutes) per Week:**

- *Day 1:*  
Read/listen to a chapter from *Snapshots of Early Modern History*.  
Read the relevant pages from the Usborne or Kingfisher Encyclopedia.
- *Day 2:*  
Complete the activity pages, timeline work, map work, and coloring page in the student book  
Read 1-2 supplemental books
- *Day 3:*  
Read/listen to a chapter from *Snapshots of Early Modern History*.  
Read the relevant pages from the Usborne or Kingfisher Encyclopedia.  
(Add a review activity every three weeks)
- *Day 4:*  
Complete the activity pages, timeline work, map work, and coloring page in the student book  
Complete one hands-on activity
- *Day 5:*  
Complete an additional hands-on activity or supplemental reading  
Every three weeks complete a review activity

# Planning Guide

Date	Chapter	Hands-On Activity & Needed Supplies	Supplemental Reading Choices
<i>Section 1: Elizabethan England</i>			
	Chapter 1: England Picks a Religion		
	Chapter 2: Elizabeth Extends Her Reach		
<i>Section 2: The Riches of Spain</i>			
	Chapter 3: The Gold and Silver of the Spanish Main		
	Chapter 4: Spain Runs Out of Money		
<i>Section 3: Control vs. Liberty in Eastern Europe</i>			
	Chapter 5: Russia Has a Terrible Time		
	Chapter 6: Poland Creates the Golden Liberty		
<i>Section 4: The Gunpowder Empires</i>			
	Chapter 7: Esfahan Is Half the World		
	Chapter 8: The Taj Mahal Rises in India		
<i>Section 5: War and Peace in the East</i>			
	Chapter 9: Admiral Yi Saves Korea		
	Chapter 10: Tokugawa Ieyasu Brings Stability to Japan		

# Planning Guide

Date	Chapter	Hands-On Activity & Needed Supplies	Supplemental Reading Choices
<i>Section 6: The Newest Global Empires</i>			
	Chapter 11: The Dutch Run the Most Successful Company in the World		
	Chapter 12: England Starts Colonizing for God and Gold		
<i>Section 7: West Africa Resists Colonization</i>			
	Chapter 13: Ganga Zumba Builds a Kingdom		
	Chapter 14: Queen Ana Nzinga Rejects the Portuguese		
<i>Section 8: Art and Science in Europe</i>			
	Chapter 15: Europe Goes Baroque		
	Chapter 16: The Triumph of Reason		
<i>Section 9: The Rise and Fall of Empires</i>			
	Chapter 17: Europe's Last War of Religion		
	Chapter 18: Manchu Banners Fly Over China		
<i>Section 10: The Question of Kings</i>			
	Chapter 19: Oliver Beheads the King		
	Chapter 20: The Sun King Shines in France		

# Planning Guide

Date	Chapter	Hands-On Activity & Needed Supplies	Supplemental Reading Choices
<i>Section 11: East Africa Forces Europe Out</i>			
	Chapter 21: Fasilides Builds a Castle		
	Chapter 22: Changamire Dombo Fortifies His Empire		
<i>Section 12: Natives and Colonists in North America</i>			
	Chapter 23: The Puebloans Fight for Freedom		
	Chapter 24: The First Nations Trade with New France		
<i>Section 13: Britain and Ireland</i>			
	Chapter 25: England Has a Glorious Revolution		
	Chapter 26: The Color Green is Banned in Ireland		
<i>Section 14: The East Aims West</i>			
	Chapter 27: The Ottoman's Last Stab a Glory		
	Chapter 28: Peter Looks West		
<i>Section 15: West Africa and Slavery</i>			
	Chapter 29: Osei Tutu Receives the Golden Stool		
	Chapter 30: The Growth of Chattel Slavery		

# Planning Guide

Date	Chapter	Hands-On Activity & Needed Supplies	Supplemental Reading Choices
<i>Section 16: The Caribbean</i>			
	Chapter 31: Here There Be Pirates!		
	Chapter 32: Queen Nanny Defeats the British in Jamaica		
<i>Section 17: The First Global War</i>			
	Chapter 33: How the First Global War Got Started		
	Chapter 34: The British Inch Into India		
<i>Section 18: Changes in America</i>			
	Chapter 35: Religious Fervor in the Colonies		
	Chapter 36: The Three Way War for North America		

# Section 1: Elizabethan England

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## Chapter 1: England Picks A Religion

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### People in This Chapter

- **Anne Boleyn** (*bow-lin*): The second wife of Henry VIII whom he executed. She was the mother of Elizabeth I.
- **Catherine of Aragon**: The first wife of Henry VIII whom he divorced. Mother of Mary I.
- **Catherine Parr**: The final wife of Henry VIII who convinced him to reinstate his daughters as potential heirs.
- **Edward VI**: The son who succeeded Henry VIII. He died young and without an heir causing a succession crisis. He spent his short life promoting Protestantism.
- **Elizabeth I of England**: The second ruling female monarch of England. Ruled from 1558 to 1603. She made a compromise between Catholic and Protestant beliefs to create peace. She brought great wealth and growth to England.
- **Empress Matilda**: First female to claim the English crown, but was never crowned.
- **Ferdinand Magellan**: The first explorer to circumnavigate the globe.
- **Francis Drake**: A captain hired by Queen Elizabeth to raid Spain's Pacific coast. He circumnavigated the globe to avoid the Spanish on his way home. He was the second captain to circumnavigate the globe.
- **Hans Holbein** (*hole-bine*): A Renaissance painter in the court of Henry VIII who painted "The Ambassadors."
- **Henry VIII**: King of England from 1509 to 1547. His desire to divorce his first wife led him to separating from the Catholic Church and establishing the Church of England.
- **Lady Jane Gray**: The Queen of England for nine days, she was proposed as an heir to prevent the Catholic Mary I from becoming queen.
- **Mary I of England/"Bloody Mary"**: The first female ruling monarch of England. Ruled from 1553 to 1558. Daughter of Henry VIII and Catherine of Aragon. Married to Philip II of Spain. She earned the nickname "Bloody" because of her persecution of Protestants, although she was far from the only violent ruler of the era.
- **Philip II of Spain**: The King of Spain and husband of Mary I.

### Places in This Chapter

- **London**: The capital of England.
- **The New World**: The European name for North and South America.
- **Tower of London**: A castle in the center of London that was used as a prison and execution location during the Tudor Dynasty.

### Things in This Chapter

- **Anamorphosis** (*ana-mor-fo-sis*): The intentional distortion of an object so it must be viewed at a particular angle to be seen correctly.
- **Catholicism**: The Roman Catholic Church. The religion of all of Europe during the Middle Ages which was challenged by Protestantism.
- **Church of England**: The Protestant Church founded in England by Henry VIII. Elizabeth made compromises on its beliefs and practices to make it a mix of Catholicism and Protestantism.
- **Circumnavigate**: To travel all the way around the globe.
- **Northern Renaissance**: The flourishing of art and literature that took place in Northern Europe inspired by many of the same ideas as the Italian Renaissance.

- **Northwest Passage:** The mythical passage which would have allowed ships to travel to and from Europe and Asia by sailing north around North America.
- **Protestantism:** The branch of Christianity that was begun by Martin Luther protesting certain practices in the Catholic Church. Many other leaders and beliefs soon followed.
- **Spanish Empire:** The largest and most powerful empire in the world at this point in history. An enemy of England.
- ***The Ambassadors:*** A Northern Renaissance painting of two ambassadors by Hans Holbein that includes an anamorphosis of a skull.
- **Tudor Dynasty:** A ruling dynasty in England which included Henry VII, Henry VIII, Edward VI, Mary I, and Elizabeth I.

## Comprehension Questions

1. Why did England switch religion repeatedly? *The religion of the monarch became the religion of the whole country. Henry VIII declares England Protestant in order to divorce Catherine of Aragon. Mary I was a Catholic and returned the country to Catholicism, while Elizabeth I was a Protestant who returned the country to Protestantism.*
2. Why was Mary I nicknamed Bloody Mary? *The violent means she used to return England to Catholicism. The nickname was more a reflection of her unpopularity than her actions.*
3. How did Elizabeth end the religious disputes in England? *She created a compromise between Protestant beliefs and Catholic traditions within the Church of England and was tolerant of private Catholic worship.*
4. Why did Elizabeth employ Francis Drake? *She wanted to benefit from Spain's wealth in the New World and hired Francis Drake to raid Spanish towns and ships.*
5. What does "The Two Ambassadors" show? *Two men standing next to a table of items. The careful choice of items and how they're displayed shows something is wrong at the Tudor Court. It also has an anamorphosis of a skull.*

## What Do You Think Questions

1. What do you think it would be like to live under the Tudor Dynasty?
2. How would you feel to be Mary or Elizabeth and be repeatedly disinherited and reinherited?

## Timeline

- 1533 C.E. — Elizabeth I born
- 1533 C.E. — "The Ambassadors" painted
- 1534 C.E. — The Church of England started
- 1537 C.E. — Edward VI born
- 1543 C.E. — Mary and Elizabeth reinherited
- 1547 C.E. — Henry VIII dies/Edward VI crowned
- 1553 C.E. — Edward VI dies
- 1553 C.E. — Lady Jane Grey's brief reign
- 1553 C.E. — Mary I crowned
- 1554 C.E. — Mary I marries Philip II
- 1558 C.E. — Mary I dies/Elizabeth takes the throne
- 1559 C.E. — Elizabeth I crowned
- 1559 C.E. — Elizabeth settles religious disputes
- 1577-1580 C.E. — Drake's Circumnavigation

## Map Work

- None.

## Coloring Page

- Mary I

# Chapter 2: Elizabeth Extends Her Reach

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## People in This Chapter

- **John White:** The governor of Roanoke Colony who sailed back to England for more supplies. When he returned the colony was gone.
- **King James VI of Scotland/King James I of England:** The son of Mary Queen of Scots, and the successor to Elizabeth I.
- **Mary, Queen of Scots:** The Queen of Scotland and cousin of Elizabeth I. She was a Catholic and several plots tried to crown her Queen of England in place of Elizabeth.
- **Philip II of Spain:** King of Spain; husband of Mary I; he sent the Spanish Armada to invade England.
- **Queen Elizabeth I of England:** The second ruling female monarch of England. She tried to establish an English colony in the Americas and also created a golden age for England.
- **Walter Raleigh:** The man appointed to establish the Roanoke Colony. He also introduced potatoes and tobacco to England.
- **William Shakespeare:** A famous English playwright from the Elizabethan era.

## Places in This Chapter

- **British Isles:** The islands England, Wales, Scotland and Ireland are located on. The Spanish Armada sailed around the British Isles to avoid the English.
- **Globe Theater:** The theater where many of William Shakespeare's plays were first performed.
- **London:** The capital of England.
- **Roanoke Island** (*ro-an-oak*): The location of the first English colony in America. An island off the coast of modern North Carolina.
- **The Netherlands:** Part of Spain at this point in history. Elizabeth supported Protestant rebels there.

## Things in This Chapter

- **Armada:** A fleet of warships.
- **Croatoan** (*crow-a-toe-an*): The word carved into a tree at the Roanoke Colony, providing the only clue of where the colonists went.
- **El Dorado:** The mythical king/city/country of gold located somewhere in South America.
- **Elizabethan England:** The name for England during the rule of Elizabeth I from 1558 to 1603.
- **Playwright:** A person who writes plays.
- **Potatoes:** A plant from South America which was introduced to England by Walter Raleigh that then became incredibly popular.
- **Roanoke Colony:** The first attempted English colony in America which mysteriously disappeared twice.
- **Spanish Armada:** The large fleet of ships built by Philip II to invade England. Largely destroyed in a storm.
- **Standing navy:** A navy that exists during both war and peacetime.
- **Stewart Dynasty:** The dynasty which began ruling England when James I took the throne after Elizabeth I died.
- **Tobacco:** A plant from the Americas used for smoking which was introduced to England by Walter Raleigh that then became incredibly popular.

## Comprehension Questions

1. Who was Walter Raleigh? *The explorer Queen Elizabeth appointed to establish the Virginia Colony in America. Instead he sent other colonists who founded the Roanoke Colony, while he went searching for El Dorado. He introduced potatoes and tobacco to England.*

2. What happened to the Roanoke Colony? *The first group of colonists mysteriously disappeared. A second group of colonist settled there and also disappeared while their leader was resupplying in England.*
3. What was the Spanish Armada? *A fleet of ships built by Philip II to invade England. The ships were stopped by an English fleet. The armada sailed all the way around the British Isles to escape and a large portion of the armada ran aground in Ireland.*
4. Why did Queen Elizabeth never marry? *She said she was married to England and couldn't be both monarch and wife. She couldn't find a suitable husband and feared she would lose power to either her husband or potential son.*
5. Who was William Shakespeare? *The most famous playwright in English history. He wrote plays during Queen Elizabeth's reign that are still popular today. He wrote believable characters and modern plots.*

## **What Do You Think Questions**

1. What do you think it would be like to be a country's first or second female ruler?
2. What do you think of Elizabeth's decision to never marry?

## **Timeline**

- 1564 C.E. — William Shakespeare born
- 1567 C.E. — Mary, Queen of Scots gives up her throne
- 1585 C.E. — First Roanoke Colony established
- 1587 C.E. — Second Roanoke Colony established
- 1588 C.E. — The Spanish Armada
- 1590 C.E. — Roanoke Colony disappears
- 1601 C.E. — Shakespeare's Hamlet
- 1603 C.E. — Queen Elizabeth dies/James I crowned

## **Map Work**

- Label the dot for the Roanoke Colony in North America.
- Color and label the Atlantic Ocean.
- Draw an arrow pointing from the Roanoke Colony to England.

## **Coloring Page**

- The Spanish Armada

# Section 1 Materials:

## Reading Suggestions

### **Picture Books:**

*A Stage Full of Shakespeare Stories*, by Angela McAllister (Lincoln Children's Books, 2018)

This beautifully illustrated volume includes retellings of twelve of Shakespeare's most famous plays, such as *A Midsummer Night's Dream*, *Romeo and Juliet*, *Hamlet*, and *Othello*. The stories are written with children in mind and each play has been condensed down to just 10 pages, allowing children a brief view into Shakespeare's world.

*Bard of Avon: The Story of William Shakespeare*, by Diane Stanley (HarperCollins, 2015)

This picture book biography of William Shakespeare covers his life from his very first exposure to theater to his rise to become England's greatest playwright.

*Beautiful Stories from Shakespeare for Children*, by E. Nesbit (Racehorse for Young Readers, 2018)

This is another illustrated collection of Shakespeare stories condensed for children including plays like *The Comedy of Errors*, *Romeo and Juliet*, *Hamlet*, and *Macbeth*.

*Good Queen Bess: The Story of Elizabeth I of England*, by Diane Stanley (HarperCollins, 2001)

This picture book biography of Elizabeth I begins with Henry VIII's quest to have a son. It covers Elizabeth's childhood, her rise to power, and some of her many accomplishments.

*Roanoke: The Lost Colony—An Unsolved Mystery from History*, by Jane Yolen and Heidi E. Stemple (Simon & Schuster Books for Young Readers, 2003)

This picture book is told by a young girl exploring the mysteries of history with her father. She learns about the history of the Roanoke Colony and what evidence we have for what happened. The book presents the various theories for what happened, but ends on an open-ended note, allowing the reader to draw their own conclusions.

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Note: There are a plethora of Shakespeare for children books available. These collections greatly vary in depth and complexity. I recommend you seek out a collection suitable to your child's level. One method for exploring Shakespeare that I recommend is through graphic novels. The illustrations in a graphic novel can make the complex plots far more accessible for beginners. Graphic novel adaptations of Shakespeare run the gamut from simplified condensed versions to manga versions to full adaptations using original language. Due to the adult content found in most Shakespeare plays (as well as the difficult language) the suitability of these graphic novels greatly depends on each child. While I encourage using graphic novels to make Shakespeare accessible, I also want to encourage parents to preview a Shakespearean graphic novel to ensure both the images and language are appropriate for their child. The adaptations done by Gareth Hinds are quite good, but unabridged.

### **Informational Books:**

*Frenemies in the Family: Famous Brothers and Sisters Who Butted Heads and Had Each Other's Backs*, by Kathleen Krull (Crown Books for Young Readers, 2018)

This entertaining selection of biographies tells the ordinary family struggles of famous people. The first section in the book is about the difficult relationship between Mary I and Elizabeth I. The book provides interesting historical facts while also making the women seem relatable.

*Lives of Extraordinary Women: Rulers, Rebels (and What the Neighbors Thought)*, by Kathleen Krull (HMH Books for Young Readers, 2000)

Part of the *Lives of* series, this book provides short, interesting biographies of famous women. The section on Elizabeth I is relevant to this section.

Also recommended for section 9.

*Lives of Pirates: Swashbucklers, Scoundrels (Neighbors Beware!)*, by Kathleen Krull (HMH Books for Young Readers, 2013)

Part of the *Lives of* series, this book includes a collection of short biographies about some of the most famous and feared pirates in history. One of the entries is about Sir Francis Drake. The entries on Lady Mary Killigrew and Grace O'Malley also took place during this era.

Also recommended for section 16.

*Lives of the Writers: Comedies, Tragedies (and What the Neighbors Thought)*, by Kathleen Krull (HMH Books for Young Readers, 2017)

Part of the *Lives of* series, this book provides short, interesting biographies of famous writers. The section on William Shakespeare is relevant to this section.

Also recommended for section 2.

*Mary Tudor "Bloody Mary": The Thinking Girl's Treasury of Dastardly Dames*, by Gretchen Maurer (Goosebottom Books, 2011)

Part of a series of history books that focus on notorious women, this book examines the life of Mary I, exploring the conflicts she faced and the controversial choices she made. The book includes a large collection of photographs, timelines, and sidebars to make the information accessible and visually appealing.

*You Wouldn't Want to Explore with Sir Francis Drake: A Pirate You'd Rather Not Know*, by David Stewart (Franklin Watts, 2005)

Part of the *You Wouldn't Want to Be* series, this book puts readers in the position of a crew member for Francis Drake, focusing on the more unpleasant aspects of piracy and exploration.

*You Wouldn't Want to Be Mary, Queen of Scots!: A Ruler Who Really Lost Her Head*, by Fiona MacDonald (Franklin Watts, 2008)

Part of the *You Wouldn't Want to Be* series, this book covers many of the important aspects of Mary, Queen of Scots' life.

### **Chapter Books:**

*Mary, Queen of Scots: Queen Without a Country*, France 1553, by Kathryn Lasky (Scholastic Inc., 2002)

Part of the *Royal Diaries* series, this book is written as a first person account of Mary, Queen of Scots while she is growing up in the French court with her future parents-in-law Henry II and Catherine de Medici. (Catherine de Medici will be discussed in chapter 4.)

*Elizabeth I: Red Rose of the House of Tudor*, England, 1544, by Kathryn Lasky (Scholastic Press, 1999)

Part of the *Royal Diaries* series, this book is written as a first person account of Elizabeth I during her youth as she navigates the many plots against her and struggles to rise to power.

*Isabel: Taking Wing (Girls of Many Lands)*, by Annie Dalton (Pleasant Company Publications, 2002)

This book is part of the *Girls of Many Lands* series, an international series from the American Girl company. It tells the story of Isabel, a wealthy young English girl sent to live with her aunt in the country in 1592. Before she arrives she's attacked by robbers and then joins an acting troupe. A coming of age story that features many aspects of Elizabethan life.

*Tangled in Time: The Portal*, by Kathryn Lasky (HarperCollins, 2019)

*Tangled in Time 2: The Burning Queen*, by Kathryn Lasky (HarperCollins, 2019)

This series is written by the same author who wrote many of the *Royal Diaries* books. *Tangled in Time* is much longer and aimed at a slightly older audience than the *Royal Diaries*. It tells the story of Rose who travels back in time to the Tudor court meeting Princess Elizabeth and Queen Mary.

*Who Was Queen Elizabeth?*, by June Eding (Penguin Workshop, 2008)

Part of the *Who Was* series, this biography of Queen Elizabeth I covers her early life, her imprisonment, her rise to power, her relationship with Mary, Queen of Scots, and the various accomplishments of her reign.

*Who Was William Shakespeare?*, by Celeste Mannis (Penguin Workshop, 2006)

Part of the *Who Was* series, this biography covers the life of William Shakespeare from his early childhood, his marriage, his career as a playwright, and his retirement.

## **Cross References**

*Kingfisher History Encyclopedia*, p. 210-211

*The Usborne Encyclopedia of World History*, p. 304-305

# **Hands-on Activities**

## **Anamorphic Art**

Anamorphosis is the distortion of an object so that you have to view the object from a different angle or with a special tool (like a glass bottle or mirror) to see the object correctly. Anamorphosis became popular during the Renaissance. This intentional distortion of objects is still popular today and is often simply called an optical illusion. Look up some examples of anamorphosis to see it in action. Hyper-realistic 3D street art is one type of anamorphosis kids are likely to be very interested in. When viewed at the right angle this type of art can trick people into thinking a street has split in two or that crosswalk stripes are floating.

In this activity, students will practice the principle of anamorphosis with some basic 3D art.

*Supplies:*

- A blank piece of paper
- A ruler
- A pencil
- Eraser
- A marker
- Coloring supplies

*Directions:*

1. Place your non-writing hand on the piece of paper and very lightly outline it in pencil.
2. Using the ruler, gently mark lines in pencil 1/2" apart along the side of the paper. It's important the lines are spaced at even intervals to create the illusion.
3. Using the ruler as a guide, extend each mark with a pencil to create a horizontal line up to the edge of the hand outline. Skip over the hand outline and continue the line to the other side of the paper.
4. Repeat with each line until you've created a line page with a blank hand shape in the middle.
5. Now it's time to create the 3D illusion. Beginning at the bottom line, connect the line on either side of the hand by drawing a low arc. Repeat with each line.
6. Once you have created an arc for each of the lines crossing the hand you should be able to see the optical illusion of a hand poking up off the page.
7. Carefully erase the hand outline so only horizontal lines remain.
8. Go over all the pencil lines in marker to make the optical illusion more pronounced.
9. Coloring a stripe pattern onto the page will also make the optical illusion more pronounced.

## Anamorphic Art: Advanced

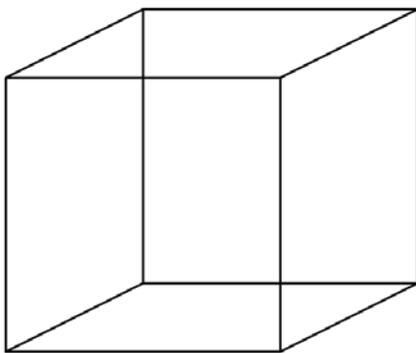
If the above activity is a bit simple for your child's art skills, try this more advanced version of anamorphic art. One popular type of anamorphic art is "impossible shapes." These are shapes that seem correct at first glance, but upon closer inspection would be impossible as a real 3D object. In this activity, students will use shading to create an "impossible cube."

### *Supplies:*

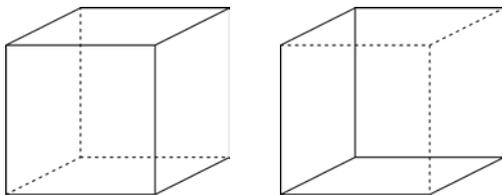
- Cube outline on student page 14
- Pencil
- Eraser (kneadable putty would be best)

### *Directions:*

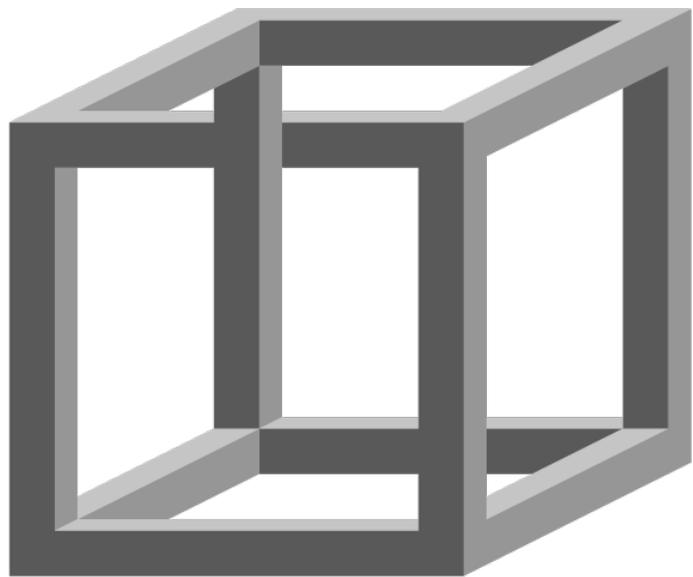
1. The cube on student page 14 is called a Necker Cube. The Swiss scientist Louis Albert Necker created it in 1823. This cube is considered an optical illusion since it is not clear which corner of the cube is in front and which is in the back.
2. For this activity, you'll be building on the illusion of the Necker Cube to create an impossible cube. Study the impossible cube shown below.
3. You may wish to trace the Necker Cube onto another page in pencil so you have more control over shading and erasing. On your cube, thicken each line of the cube and add shading to create the illusion of 3-dimensions.



***Necker Cube***



*Two interpretations of the Necker Cube*



***Impossible Cube***

Image credit: Boivie

## Shakespeare Word and Phrase Origin Poster or Research Project

William Shakespeare forever changed the English language. He lived just after modern English emerged and significantly helped develop the language we speak today. Shakespeare invented or popularized over a thousand words and also came up with many phrases and idioms we use every day.

How did Shakespeare invent so many words? These are a few of the things he did:

- Made a new compound word from two older words, such as combining ‘bed’ and ‘room’ to create bedroom.
- Changed the part of speech of a word, such as turning the noun ‘bump’ into a verb or turning the noun ‘hunchback’ into the adjective ‘hunchbacked.’
- Adding prefixes and suffixes to create words like ‘priceless’ and ‘unreal.’
- Taking words from other languages. Zany was the name of the clowns in Italian theater. Shakespeare took that word and gave it a new twist to create an English word.
- Inventing words whole cloth. Sometimes Shakespeare just made things up! His audience would have to use context clues to figure out what these new words meant.

For this activity, you are going to explore Shakespeare’s contributions to English. Below is a list of words and phrases invented by Shakespeare. Choose one or several of these to research.

*Words:*

- |                    |                |                                  |
|--------------------|----------------|----------------------------------|
| • Admirable        | • Fanged       | • Satisfying                     |
| • Airless          | • Fashionable  | • Successful                     |
| • Amazement        | • Flowery      | • Unearthly                      |
| • Arch-villain     | • Generous     | • Unreal                         |
| • Barefaced        | • Go-between   | • Unvarnished                    |
| • Baseless         | • Grime        | • Zany                           |
| • Beachy           | • Hunchbacked  |                                  |
| • Bedroom          | • Ill-tempered | <i>Phrases and Idioms:</i>       |
| • Bloodstained     | • Informal     | • Apple of my eye                |
| • Bloodsucking     | • Jaded        | • As luck would have it          |
| • Bump (as a verb) | • Lament       | • Day’s work                     |
| • Cheap            | • Lonely       | • Forever and a day              |
| • Coldhearted      | • Majestic     | • Green-eyed Monster             |
| • Critical         | • Mimic        | • Good riddance                  |
| • Dawn             | • Neglect      | • Laughing stock                 |
| • Disgraceful      | • Never-ending | • Lie low                        |
| • Downstairs       | • Outbreak     | • Love is blind                  |
| • Embrace          | • Plumpy       | • Money’s worth                  |
| • Employment       | • Priceless    | • Seen better days               |
| • Excitement       | • Reclusive    | • Wild goose chase               |
|                    | • Revolting    | • Wear your heart on your sleeve |
|                    |                | • Worn out                       |

Using a dictionary and online resources, research the following items about each word or phrase:

- What does the word/phrase mean? Does it have multiple meanings?
- When was it first used?
- Did Shakespeare invent it or popularize it?
- Where did Shakespeare first use it?
- How to correctly use the word/phrase in a sentence.

*Research Tips:*

- The history of a word is called etymology. Typing “etymology of \_\_\_\_\_” into an online search engine will pull up the answers to many of the questions above.
- Merriam Webster’s Online Dictionary includes the definition of every word, how to use it in a sentence, and the date of its first recorded use. Some words also have additional facts about the history of the word.

After researching your word/phrase, write a short report or create a poster to share what you’ve learned.

## **Minecraft Building Activity: The Tower of London**

Create a Minecraft world to be the home of your many history creations throughout this school year. You will want this world to be in creative mode, so you can easily build with any material. You may want to set the world to Peaceful so that there are no monsters (you wouldn't want a creeper to blow up your work!).

Once you've created your Minecraft world, explore the world to become familiar with its geography. Make a map, so that later you can find different areas of the world.

The Tower of London is a castle located in central London. The central keep, White Tower, was built by William the Conqueror. Over the centuries, the Tower of London was expanded. During the time of Queen Mary and Queen Elizabeth, the Tower of London was used as a prison and execution site. People accused of treason were sent to the Tower of London. Once sent to the Tower, the odds of leaving alive were slim. Queen Mary imprisoned her sister Elizabeth in the Tower because she feared Elizabeth was plotting with Protestant rebels. Elizabeth was later released and went on to become queen.

In your Minecraft History World, choose an open grassy location next to a river to build the Tower of London. White Tower is built in the center of the Tower of London. It is built out of stone and is square with a tower in each corner. Open grass surrounds White Tower. Somewhere on the grass, build a wooden stand as an execution block. Build the inner wall of the Tower at least ten blocks away from White Tower. The wall is built out of stone and has round guard towers regularly along the wall. Then build the outer wall several blocks outside the inner wall. The outer wall is also built out of stone and has round guard towers in each corner. Include a large gate in each wall to create an entrance.

# Section 2: The Riches of Spain

## Chapter 3: The Gold and Silver of the Spanish Main

### People in This Chapter

- **Bartolomé de Las Casas** (*bar-tol-o-may de las cas-as*): A Spanish friar who fought for the rights of the Natives in Spanish lands and helped reform the forced labor system with the New Laws.
- **Diego Haulpa** (*dee-ay-go wall-pa*): The Quechua man who discovered Cerro Rico.
- **Don Quixote** (*don key-bo-tay*): A character in a novel by the same name. Don Quixote believed he was a heroic knight and embarked on misadventures across Spain.
- **Dulcinea** (*dul-see-en-ab*): The innkeeper's daughter Don Quixote falls in love with, believing she is a noble lady.
- **King Philip II of Spain**: King of Spain from 1556 to 1598. A member of the Habsburg family. Married to Queen Mary I of England. The Philippines are named after him. A devout Catholic.
- **Miguel de Cervantes** (*mi-guel de ser-van-tays*): A famous Spanish author who wrote *Don Quixote*.
- **Pachacuti** (*pacha-coo-ti*): Founder of the Inca Empire. He started a mit'a system where Incans worked for him in exchange for certain benefits.
- **Queen Mary I of England**: Daughter of Henry VIII and Catherine of Aragon. The first female monarch of England. Married to Philip II of Spain. A devout Catholic.
- **Sancho Panza** (*san-cho pan-za*): The humble and dim-witted sidekick of Don Quixote in the novel *Don Quixote*.

### Places in This Chapter

- **Acapulco** (*ab-ca-pul-co*): The port on the western side of Mexico where trade with the Philippines began and ended.
- **Cerro Rico de Potosi** (*ser-o ri-co de po-to-si*): A major Spanish silver mine in modern Bolivia.
- **Indian Ocean**: The ocean between Africa and Asia. Trade in the Indian Ocean was controlled by the Portuguese.
- **Kilwa Kisiwani** (*kil-wa kis-i-wan-i*): An important East African trading port that was conquered by the Portuguese.
- **Lima** (*leema*): The capital of the Viceroyalty of Peru.
- **Macau** (*ma-cow*): A city built by the Portuguese on land leased from China. This city helped Portugal build up its Asian trade routes.
- **Manila** (*ma-nil-a*): The city founded by the Spanish to be the capital of the Spanish Philippines; modern capital of the Philippines.
- **Mexico City**: The capital of the Viceroyalty of New Spain.
- **The Philippines**: An island nation off the coast of Asia named after Philip II of Spain. These islands were colonized by Spain beginning in 1521.
- **Portugal**: A European country that built a major Empire in the 1500s by dominating all trade in the Indian Ocean.
- **Spain**: A European country that built a major Empire in the 1500s by colonizing land in the Americas and the Philippines.
- **Viceroyalty of New Spain**: One of the two sections of the Spanish Empire in the Americas which included the Caribbean, Central America, Mexico, the American southwest, and the Philippines.
- **Viceroyalty of Peru**: One is the two sections of the Spanish Empire in the Americas which covered most of South America, except Brazil.

## Things in This Chapter

- **African slave trade:** The Spanish and Portuguese began buying slaves from West Africa to work in mines and plantations beginning a multi-century slave trade route.
- **Austronesian-speaking people:** People who speak Austronesian languages who migrated across South-east Asia and Oceania beginning in ancient history. The Philippines was one of the places they settled.
- **Aztec and Inca Empires:** Major American empires conquered by the Spanish.
- **Don Quixote** (*don key-ho-te*): A famous novel written by Miguel de Cervantes that helped create the idea of individuality.
- **Encomienda** (*en-com-ee-en-da*): A system of tribute and forced labor the Spanish forced on conquered people in the Americas.
- **Indian cultural bubble:** Areas around India that were heavily influenced by Indian culture, religion, philosophy, and art.
- **Individuality:** The belief that each individual is unique and valuable. This idea became popular through Don Quixote.
- **Manila Galleons:** The large trade ships that carried silver from Mexico to the Philippines.
- **Ming Dynasty:** The dynasty ruling China during this period. They were only interested in trading foreigners for silver.
- **Mit'a:** A system of service to the government in exchange for benefits started by the Inca. The Spanish used this system (minus the benefits to workers) to exploit South American Natives.
- **The New Laws:** A new set of laws passed by Spain which were supposed to help protect the rights of the Native people in America and decrease forced labor. These laws had limited success.
- **Silver mines:** The Spanish discovered large deposits of silver in the Americas which they mined the exported.
- **Treaty of Tordesillas** (*tor-de-sigh*): A treaty created by the Pope in 1493 that divided the world in half between Spain and Portugal. Portugal was “given” Africa and Asia. Spain was “given” the Americas.
- **Viceroyalty:** A state or mini-country ruled by another country.

## Comprehension Questions

1. What were the Spanish looking for in the Americas? *Gold, silver, or other valuable resources.*
2. Where was the largest deposit of silver discovered? *Cerro Rico de Potosi in modern Bolivia.*
3. What was encomienda? *A system of tribute and forced labor the Spanish forced on conquered people in the Americas.*
4. What was the Treaty of Tordesillas? *A treaty created by the Pope in 1493 that divided the world in half between the Spanish and Portuguese. Portugal was “given” Africa and Asia. Spain was “given” the Americas.*
5. Why were the Philippines part of the Viceroyalty of New Spain? *Because Spain wanted to trade with Asian merchants and the Philippines were far enough away from major spice sources they hoped Portugal wouldn't fight them for the Philippines.*
6. How did the Portuguese expand their empire? *They conquered coastal cities or built forts on the coast. They didn't conquer much land, but controlled many coasts. They took control of trade and controlled which direction merchants traveled.*

## What Do You Think Questions

1. Compare and contrast the Portuguese and Spanish Empires.
2. What do you think it would be like to be a Native in their the Viceroyalty of New Spain of the Viceroyalty of Peru?

## **Timeline**

- 1493 — Treaty of Tordesillas
- 1521 — Viceroyalty of New Spain founded
- 1529 — Treaty of Zaragoza
- 1542 — Viceroyalty of Peru founded
- 1542 — The New Laws passed
- 1543 — The Philippines named
- 1545 — Cerro Rico discovered by Diego Huallpa
- 1557 — Macau rented by Portugal
- 1565 — Spain begins colonization of the Philippines
- 1565 — Manila Galleon route begins
- 1571 — Manila, Philippines founded

## **Map Work**

1. Color the Viceroyalty of New Spain a color of your choice. Label it.
2. Color the Viceroyalty of Peru a color of your choice. Label it.
3. Label the Atlantic and Pacific Oceans and Caribbean Sea.
4. Label Mexico City, Lima, Cerro Rico, and Acapulco.

## **Coloring Page**

- A Manila Galleon

# Section 2 Materials:

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## Reading Suggestions

### **Picture Books:**

*Exploration and Conquest: The Americas After Columbus: 1500-1620*, by Betsy Maestro (HarperCollins, 1997)

This book uses clear and accessible language to explain the difficult topic of the colonization of the Americas. The book does not shy away from pointing out the injustices and cultural misunderstandings that took place during colonization, while still being age appropriate.

Also recommended for section 6.

*Filipino Children's Favorite Stories*, by Liana Elena Romulo (Periplus Editions, 2000)

This illustrated book includes 13 classic Filipino tales such as *Why Mosquitoes Buzz Around Our Ears*, *The Magic Lake*, and *The Prince's Bride*.

*Golden Tales*, by Lulu Delacre (Scholastic en Espanol, 2001)

This illustrated book includes 13 legends from Latin America. The legends come from the Taino, Zapotec, and Muisca, all of whom were colonized by Spain during this era of history.

*The Misadventures of Don Quixote*, by Tom Lathrop (Linguatext Ltd, 2011)

A picture book retelling of *Don Quixote*. The illustrations are cartoon-ish and silly, helping to convey the feeling of *Don Quixote*. The text was written by a distinguished professor who is deeply familiar with the original book.

### **Informational Books:**

*All About the Philippines: Stories, Songs, Crafts and Games for Kids*, by Gidget Rocoles Jimenez (Tuttle Publishing, 2017)

This award-winning book introduces children to life in the Philippines. It describes what it's like to live in a country so prone to earthquakes, typhoons, and volcanic eruptions. It discusses daily life in different parts of the Philippines and also includes descriptions of holidays. Throughout the book you will see the influence Spain (and later the United States) left behind.

*Catherine de Medici "The Black Queen": The Thinking Girl's Treasury of Dastardly Dames*, by Janie Havemeyers (Goosebottom Books, 2011)

Part of a series of history books that focus on notorious women, this book examines the life of Catherine de Medici, exploring the lengths she went to keep her family in power as well as her role in the Saint Bartholomew's Day Massacre. The book includes a large collection of photographs, timelines, and sidebars to make the information accessible and visually appealing.

*Lives of the Writers: Comedies, Tragedies (and What the Neighbors Thought)*, by Kathleen Krull (HMH Books for Young Readers, 2017)

Part of the *Lives of* series, this book provides short, interesting biographies of famous writers. The section on Miguel de Cervantes is relevant to this section.

Also recommended for section 1.

### **Chapter Books:**

*Adventures of Don Quixote: Dover Children's Thrift Classics*, by Argentina Palacios (Dover Publications, 1999)

This is a shortened retelling of *Don Quixote* for children. In less than 70 pages the author retells the most memorable and funny moments from *Don Quixote*.

*Don Quixote: Usborne Young Reading*, by Mary Monerfiore (Usborne, 2010)

Another shortened retelling of *Don Quixote*. Unlike the Dover Children's Thrift Classics version, this version is heavily illustrated throughout adding an extra level of fun to the story.

*I, Juan de Pareja: The Story of a Great Painter and the Slave He Helped Become a Great Artist*, by Elizabeth Borton De Trevino (Square Fish, 2008)

This award-winning historical fiction novel is a biography of Diego Velázquez, the official court painter of Philip IV, and his slave Juan de Pareja. Velázquez and Juan form an unlikely friendship over their love of art. Though it is against the law, Velázquez teaches Juan to paint and by the end of his life, Juan de Pareja was a successful and accomplished painter. This novel paints a multidimensional picture of what life was like in the Spanish Empire.

### **Cross References**

*Kingfisher History Encyclopedia* p. 212-213; 221-225

*The Usborne Encyclopedia of World History*, p. 308

## **Hands-on Activities**

### **Play Tapatan**

Tapatan is a Filipino games similar to tic-tac-toe. Tapatan includes more advanced strategy than tic-tac-toe and is a great way to practice visual reasoning!

*Supplies:*

- Tapatan board found on student page 25
- 3 tokens for each player (6 total) The tokens for each player should be easy to tell apart, such as pennies for one player and nickels for the other.

*Objective:*

- Get three pieces in a row.

*The Drop Phase:*

- The game begins with the "Drop Phase." The youngest player goes first. This player places a token on one of the dots on the board.
- The players take turns placing tokens until they are out.
- If neither player has achieved three in a row, the game continues to the "Move Phase."

*The Move Phase:*

- Now that both players have three tokens on the board, the game moves into the "Move Phase." The first player slides one of their tokens to an adjacent, unoccupied dot.
- The next player slides one of their tokens to an adjacent, unoccupied dot.
- Players continue to take turns sliding their tokens attempting to get three in a row.
- The game ends when one player succeeds in getting three in a row.

## **Don Quixote Story**

The premise on Don Quixote is a bit silly. An insane man goes on an adventure because he thinks he's a knight. Read one of the retellings of Don Quixote listed above and then try writing your own story inspired by Don Quixote's misadventures.

Writing Prompt: Come up with a character that sees the world differently than everyone else. This character might be insane, but perhaps they just have a different perspective, maybe they're an alien. Write a short story about this character.

## **French Fashion**

Fashion has changed a lot over the years. People use the clothes they wear to communicate all sorts of things such as their artistic style, wealth, ethnicity, job, and more. People also use fashion to show off or hide particular parts of their body. Design your own fashion style. It can be based on historical or current fashion or something completely new. Share your fashion style with a friend, explaining some of your design choices.

## **Minecraft Building Activity: Cerro Rico**

In your Minecraft History World, build your own version of the mines at Cerro Rico and the town of Potosi. Cerro Rico is at a very high altitude. In your Minecraft world, find one of the highest mountains in your world. Start a mine near the top of that mountain. Build a wooden frame around the entrance to your mine to mark it. Within your mine, lay minecart tracks, ladders, and torches to create the mine. Outside of your mine, build a small village at the entrance. While building your mine and town think about what life would have been like for the people working at Cerro Rico. Why is mining a dangerous job? How is Minecraft mining different than real mining? Was it easy or hard to build a town at the top of a mountain? What are some problems with living at such a high altitude?

# Answer Key

## Chapter 1

### Vocabulary:

1. D 2. G 3. B 4. E 5. A  
6. H 7. I 8. J 9. C 10. F

### Comprehension Questions:

- The religion of the monarch became the religion of the whole country. Henry VIII declares England Protestant in order to divorce Catherine of Aragon. Mary I was a Catholic and returned the country to Catholicism, while Elizabeth I was a Protestant who returned the country to Protestantism.
- The violent means she used to return England to Catholicism. The nickname was more a reflection of her unpopularity than her actions.
- She created a compromise between Protestant beliefs and Catholic traditions within the Church of England and was tolerant of private Catholic worship.
- She wanted to benefit from Spain's wealth in the New World and hired Francis Drake to raid Spanish towns and ships.
- Two men standing next to a table of items. The careful choice of items and how they're displayed shows something is wrong at the Tudor Court. It also has an anamorphosis of a skull.

### Word Search:

o	n	i	i	w	i	b	l	l	t	a	m	d	b	k
d	a	v	d	g	k	k	d	p	e	r	t	i	x	m
k	g	t	x	y	f	m	a	o	c	m	a	d	x	x
j	r	o	q	n	e	l	i	z	a	b	e	t	h	k
y	e	w	g	v	v	k	b	n	p	o	y	b	l	d
q	z	e	y	p	r	o	t	e	s	t	a	n	t	s
c	i	r	c	u	m	n	a	v	i	g	a	t	e	c
r	a	o	w	e	h	g	e	p	n	f	u	r	k	a
m	i	f	t	n	e	r	t	w	o	g	k	g	w	t
u	e	l	q	u	h	d	b	x	w	h	c	d	c	h
f	p	o	a	m	e	o	w	q	k	o	i	f	d	o
m	a	n	b	v	n	j	y	a	a	d	r	j	c	l
x	f	d	b	z	r	w	h	z	r	k	j	l	s	i
b	l	o	o	d	y	w	m	e	m	d	b	r	d	c
n	r	n	u	f	x	s	r	e	u	j	m	g	e	s

## Chapter 2

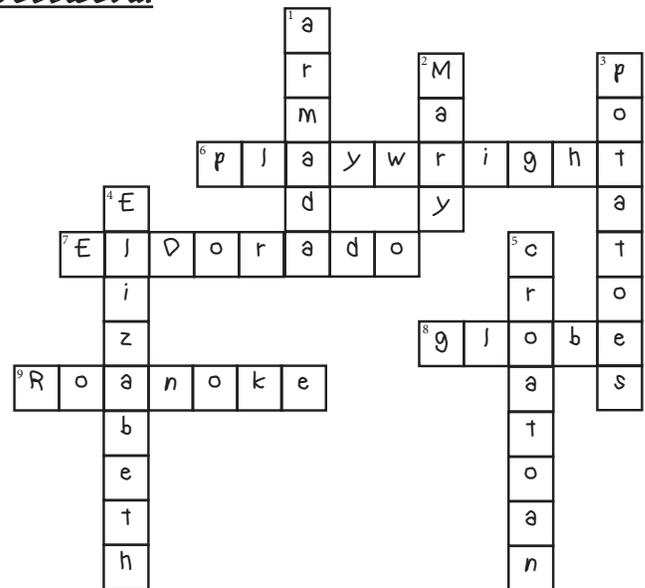
### Vocabulary:

1. G 2. C 3. F 4. A 5. E  
6. B 7. J 8. H 9. D 10. I

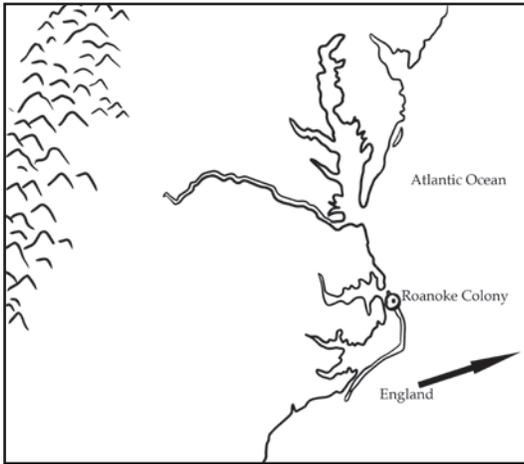
### Comprehension Questions:

- The explorer Queen Elizabeth appointed to establish the Virginia Colony in America. Instead he sent other colonists who founded the Roanoke Colony, while he went searching for El Dorado. He introduced potatoes and tobacco to England.
- The first group of colonists mysteriously disappeared. A second group of colonist settled there and also disappeared while their leader was resupplying in England.
- A fleet of ships built by Philip II to invade England. The ships were stopped by an English fleet. The armada sailed all the way around the British Isles to escape and a large portion of the armada ran aground in Ireland.
- She said she was married to England and couldn't be both monarch and wife. She couldn't find a suitable husband and feared she would lose power to either her husband or potential son.
- The most famous playwright in English history. He wrote plays during Queen Elizabeth's reign that are still popular today. He wrote believable characters and modern plots.

### Crossword:



**Map Work:**



**Chapter 3**

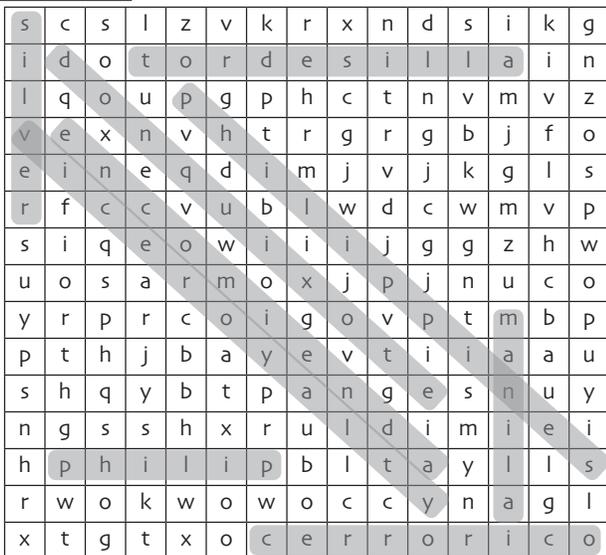
**Vocabulary:**

1. D   2. G   3. I   4. A   5. G  
6. B   7. H   8. C   9. J   10. F

**Comprehension Questions:**

- Gold, silver, or other valuable resources.
- Cerro Rico de Potosi in modern Bolivia.
- A system of tribute and forced labor the Spanish forced on conquered people in the Americas.
- A treaty created by the Pope in 1493 that divided the world in half between the Spanish and Portuguese. Portugal was "given" Africa and Asia. Spain was "given" the Americas.
- Because Spain wanted to trade with Asian merchants and the Philippines were far enough away from major spice sources they hoped Portugal wouldn't fight them for the Philippines.
- They conquered coastal cities or built forts on the coast. They didn't conquer much land, but controlled many coasts. They took control of trade and controlled which direction merchants traveled.

**Wordsearch:**



**Map Work:**



**Chapter 4**

**Vocabulary:**

1. H   2. C   3. G   4. I   5. A  
6. D   7. B   8. E   9. J   10. F

**Comprehension Questions:**

- A European royal family who married into the royal families of many countries, including Spain. They are notorious for inbreeding.
- She was the Queen of France as well as a member of the Medici family. She rules France behind the scenes through several of her sons. She was a diehard Catholic and worked to kill off the Huguenots in France. She probably planned the Saint Bartholomew's Day Massacre.
- A person who puts the needs of the country ahead of personal desires. King Henry IV was a politique and converted to Catholicism to end the French Wars of Religion.
- Bad policies and reckless spending cause Philip II to declare bankruptcy five times.
- It was a declaration of independence by the Netherlands. It led to a war between the Netherlands and Spain (which also led to the Spanish Armada) and the founding of the Dutch Republic.
- Corsets and large skirts for women. Tight stockings and short tunics for men.

**Crossword:**

