

Level 3

(Grade 3 - Ages 8-10)

The Early Modern World



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Introduction to Build Your Library Curriculum

Thank you for choosing to use Build Your Library curriculum. I have created this curriculum based on the idea that children learn best through reading and hearing great literature. So sit down with your children, snuggle up and enjoy the stories and memories!

I am a homeschooling mom like you, and I tried a LOT of different curricula. I knew I wanted to read great stories with my children. I loved the philosophy behind the Charlotte Mason method, but I had a hard time finding a prepackaged curriculum that fit my needs. So, after tinkering and tweaking several different programs, I decided to just create my own. What you are now reading is based on my years of experience. I hope it will save you many hours of research and reading so you can just relax and teach your children.

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Booklist

These are the books that are scheduled as part of the curriculum. I highly recommend purchasing the books that are used more than a few weeks. It will save you much aggravation to not have to deal with library fees and such. I will also include a list of optional books that will add some enrichment but aren't absolutely necessary. Books that are listed as Literature are meant to be read aloud to your child by you and books listed as Readers are meant to be read by your child. I recommend that you have them read aloud to you at least once a week from their reader in order to help them with pronunciation errors, enunciating, and reading fluency.

All of these books are also listed at the Build Your Library website store.

History:

[The Story of the World: History for the Classical Child, Volume 3: Early Modern Times](#) (Spine)

[The Usborne Internet-Linked Encyclopedia of World History](#) (Spine – used in years 1 – 4)

(Note: this book is no longer sold new on Amazon, however, you can still get a new copy through Usborne Books here:

<https://j5127.myubam.com/p/59/encyclopedia-of-world-history-il-cv-reduced-format?e=633941>

[Mayflower 1620: A New Look at a Pilgrim Voyage](#) (Week 7)

[Where Is the Taj Mahal?](#) (Week 11)

[Liberty!: How the Revolutionary War Began](#) (Week 20)

[Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909](#) (Week 28)

Literature:

[Out of Many Waters](#) (Week 1)

[Mandy](#) (Week 4)

[The Ghost in the Tokaido Inn](#) (Week 7)

[The One and Only Ivan](#) (Week 10)

[The Ravenmaster's Secret: Escape From The Tower Of London](#) (Week 13)

[Sophia's War: A Tale of the Revolution](#) (Week 17)

[Stowaway](#) (Week 21)

[The Cricket in Times Square](#) (Week 25)

[Everything on a Waffle](#) (Week 28)

[The Scarecrow and His Servant](#) (Week 30)

[The Penderwicks: A Summer Tale of Four Sisters, Two Rabbits, and a Very Interesting Boy](#)
(Week 33)

Readers:

[The Littles](#) (Week 1)

[A Lion to Guard Us](#) (Week 3)

[Tapenum's Day: A Wampanoag Indian Boy In Pilgrim Times](#) (Week 6)

[The Whipping Boy](#) (Week 7)

[A Grain of Rice](#) (Week 10)
[The Hundred Dresses](#) (Week 11)
[If You Lived With The Iroquois](#) (Week 13)
[Bunnica: A Rabbit-Tale of Mystery](#) (Week 15)
[The Matchlock Gun](#) (Week 17)
[DK Biography: George Washington](#) (Week 19)
[Pirates \(Magic Tree House Research Guide\)](#) (Week 22)
[Les Miserables \(A Stepping Stone Book\)](#) (Week 24)
[Gooney Bird Greene](#) (Week 26)
[Along Came a Dog](#) (Week 28)
[Misty of Chincoteague](#) (Week 31)
[Trail of Tears \(Step-Into-Reading, Step 5\)](#) (Week 34)
[Umbrella Summer](#) (Week 35)

Poetry:

[The Poetry of Science](#) (Spine)

Science:

[DK Eyewitness Books: Chemistry](#) (Spine)
[How to Think Like a Scientist: Answering Questions by the Scientific Method](#) (Week 2)
[What's Smaller Than a Pygmy Shrew?](#) (Week 4)
[The Usborne Complete Book of the Microscope: Internet-Linked](#) (Week 5)
[A World in a Drop of Water: Exploring with a Microscope](#) (Week 12)
[Fizz, Bubble & Flash!: Element Explorations & Atom Adventures for Hands-On Science Fun!](#)
(Week 15)
[Adams Atomic Adventures](#) (Week 27)
[The Magic School Bus And The Electric Field Trip](#) (Week 32)

Art:

[Discovering Great Artists: Hands-On Art for Children in the Styles of the Great Masters \(Bright Ideas for Learning\)](#) (Spine)
[The Children's Interactive Story of Art](#) (Spine)
[Why is Art Full of Naked People?](#) (Spine)

You will want to purchase a microscope for your science lessons this year. For this age group, you don't need to spend a fortune. Here are some nice options:

- [Educational Insights Micropro 48 - Piece Microscope Set](#)
- [Educational Insights GeoSafari Tuff Scope](#)
- [My First Lab Duo-Scope Microscope](#)
- [Carson MM-200 Carson Micromax LED 60X-100X LED Lighted Pocket Microscope](#)

Optional Books:

[The Boy Who Held Back the Sea](#)

[You Wouldn't Want to Be Mary, Queen of Scots!: A Ruler Who Really Lost Her Head](#)

[1607: A New Look at Jamestown](#)

[You Wouldn't Want to Be a Samurai!: A Deadly Career You'd Rather Not Pursue](#)

[... If You Sailed on the Mayflower in 1620](#)

[The Tower of London](#)

[Peter the Great](#)

[My First Book of Chinese Calligraphy](#)

[The Bill of Rights: Protecting Our Freedom Then and Now](#)

[You Wouldn't Want to Be an Aristocrat in the French Revolution!: A Horrible Time in Paris You'd](#)

[Rather Avoid](#)

[The French Revolution \(Witness to History\)](#)

[Catherine: The Great Journey, Russia, 1743 \(The Royal Diaries\)](#)

[Mill](#)

[You Wouldn't Want to Explore With Lewis and Clark!: An Epic Journey You'd Rather Not Make](#)

[The Lewis and Clark Expedition \(True Books\)](#)

[A Picture Book of Simon Bolivar \(Picture Book Biography\)](#)

[Shaka: King of the Zulus](#)

[Inside The Alamo](#)

[The California Gold Rush: An Interactive History Adventure](#)

[Global Warming](#)

[Why Are the Ice Caps Melting?: The Dangers of Global Warming](#)

[Chirping Crickets \(Let's-Read-and-Find-Out Science, Stage 2\)](#)

[Linnea in Monet's Garden](#)

A note about the documentaries linked through Amazon.com:

Please do not think you need to purchase all of the DVDs I linked in the lesson plans. They can easily be found in your local library, through Netflix, or another movie rental chain. I linked them through Amazon.com so you can see exactly what documentary I'm referring to, as many have similar or even the same name. Also, if your child does not enjoy historical documentaries, do not feel you must make them watch every single one. That would defeat the purpose. Maybe choose one that you think they might be interested in (it helps if they are interested in the subject matter).

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Week 3

	Day 1	Day 2	Day 3	Day 4	Day 5
History	Story of the World Ch. 3 "James and His Enemies"		Story of the World Ch. 3 "King James Town"		
Literature <i>Out of Many Waters</i>	Chapters 13 – 14	Chapter 15	Chapter 16	Chapters 17 – 18	Chapters 19 – 20
Reader <i>A Lion to Guard Us</i>	Chapter 1	Chapter 2	Chapter 3	Chapters 4 – 5	Chapters 6 – 7
Science <i>Eyewitness Chemistry</i>	pg. 6 – 7		pg. 8 – 9		pg. 10 – 13
Art				Why is Art Full of Naked People? pg. 46 – 47	
Language Arts	Copy work	Narration Card	Copy work	Narration Card	Copy work
Poetry <i>The Poetry of Science</i>		pg. 12 – 13			
Math					

The Medieval World

Week 3 - Day 1

History Reading:

Story of the World – Chapter 3 - “King James and His Enemies”

Key Idea – When Elizabeth died without an heir, her cousin’s son, James VI, who had been raised a staunch Protestant, became the king of England – known there as James I. He believed in divine rule and made enemies with the Catholics.

History Activity:

- Do some research and find out when Guy Fawkes Day is celebrated in England. How do they celebrate this holiday?
- Timeline Work: Gunpowder Plot – 1605

Literature:

Out of Many Waters – read Chapters 13 – 14

Notes and Vocabulary:

reverberated – to continue in a series of echoes

forlorn – feeling sad and lonely

acrid – bitter in taste or odor; bitterly irritating to the feelings

imperceptible – not noticeable

disdain – a feeling of scorn for someone or something regarded as beneath oneself

raucous – being harsh and unpleasant

interminable – having or seeming to have no end

compatriot – a person from one’s own country

- You may wish to point out the irony of the statement the privateer made about the Torah being a “scroll of lies and satanic writings” when the Torah is merely the Old Testament section of the Christian bible.
- Why did Isobel turn herself in to the Spaniards?
- Why does she think this is all her fault? Do you think it was? Why or why not?

Copywork:

As the last pot stopped its clattering and the final bean rolled to a halt, an unnatural silence engulfed them. The ship sat still in the water. The storm had passed and the cannons were quiet.

Week 3 - Day 1 continued

Reader:

A Lion to Guard Us – read Chapter 1

Memory Work:

Begin to memorize the poem *Step Outside. What Do You See?* By Allan Wolf (found on page 13 of *The Poetry of Science*).

Science:

Eyewitness: Chemistry – read pages 6 – 7 “What is Chemistry?”

- Define the term *chemistry* the vocabulary pages
- Brainstorm and make a list of jobs that involve using Chemistry.

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Week 3 - Day 2

Literature:

Out of Many Waters – read Chapter 15

Notes and Vocabulary:

vigil – a period of attentive watching; an act or period of staying awake when one would normally be sleeping

permeated – to spread throughout

stockade – an enclosure or pen made with wooden stakes

- What is the deal that Isobel makes with Rachelle?
- Why doesn't Paulo speak?
- What did they use to trade for food?

Reader:

A Lion to Guard Us – read Chapter 2

Have your child choose a narration card and complete the assignment.

Poetry:

The Poetry of Science – read pages 12 – 13

Memory Work:

Continue to memorize the poem *Step Outside. What Do You See?* By Allan Wolf.

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Week 3 - Day 3

History Reading:

Story of the World – Chapter 3 - “King James Town”

Key Idea – James I sent a ship full of men to the New World to start a colony and find gold. He hoped to make England as rich as Spain had become.

History Activity:

- Timeline Work: The Jamestown colony is founded in 1607
- Optional Reading: [1607: A New Look at Jamestown](#)
- You may enjoy watching this documentary:
[National Geographic - The New World: Nightmare in Jamestown](#)

Literature:

Out of Many Waters – read Chapter 16

Notes and Vocabulary:

brooding – to think long and anxiously about something

dispel – to drive away as if by scattering

resignation – the act of quitting

Copywork:

It did not take long for the children to learn to control the breathing and plucking that combined to make a melody reverberate through the air. Today, the mellow, twanging notes blended into one vibrating tune.

Reader:

A Lion to Guard Us – read Chapter 3

Memory Work:

Continue to memorize the poem *Step Outside. What Do You See?* By Allan Wolf.

Science:

Eyewitness: Chemistry – page 8 – 9 “Chemistry in Nature”

Can you name a way chemistry is found in nature? Have your child draw a picture and write a sentence explaining their answer.

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Week 3 - Day 4

History Activity:

This website has a fun adventure game about John Smith and Jamestown:

<http://kids.nationalgeographic.com/kids/games/interactiveadventures/john-smith/>

Literature:

Out of Many Waters – read Chapters 17 – 18

Notes and Vocabulary:

avert – to turn away; to keep from happening

trepidation – a state of alarm or nervousness

wry – expressing irony, cleverly humorous

portends – to give a sign or warning beforehand

- Where is New Amsterdam?
- Why did the captain agree to take the Jews to New Amsterdam?
- What brings hope back to Isobel?
- What do you think her dream meant?

Reader:

A Lion to Guard Us – read Chapters 4 – 5

Have your child choose a narration card and complete the assignment.

Memory Work:

Continue to memorize the poem *Step Outside. What Do You See?* By Allan Wolf.

Art:

Why is Art Full of Naked People? – read pages 46 – 47

This spread continues discussing Impressionism and “blurry” artwork.

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Week 3 - Day 5

Literature:

Out of Many Waters – read Chapters 19 – 20

Notes and Vocabulary:

rebuke – to criticize sharply

calamity – an event that causes great harm; deep distress or misery

exorbitant – going beyond the limits of what is fair, reasonable, or expected

reprieve – to give relief for a time

supplication – to ask earnestly and humbly

transgressions – violating a command or law

- How was Isobel able to help pay off the debt owed to the captain?
- How did the colonists show their acceptance of the newcomers?
- What do you think will happen next? Will Maria find their parents? Will Jean-Pierre be able to deliver the letter? Write (or narrate) an epilogue (a final chapter to tell how everything ends) to explain what you think happens next.

Copywork:

We have all come out of many waters, Isobel thought. Paulo picked the right message. We are safe up on the shore. Although it's not the one I dreamed of, it is the one I have chosen.

Reader:

A Lion to Guard Us – read Chapters 6 – 7

Memory Work:

Recite the poem *Step Outside. What Do You See?* By Allan Wolf, either for a small audience or make a recording.

Science:

Eyewitness Chemistry – read pages 10 – 13 “Chemistry in the Ancient World” and “First Chemists”