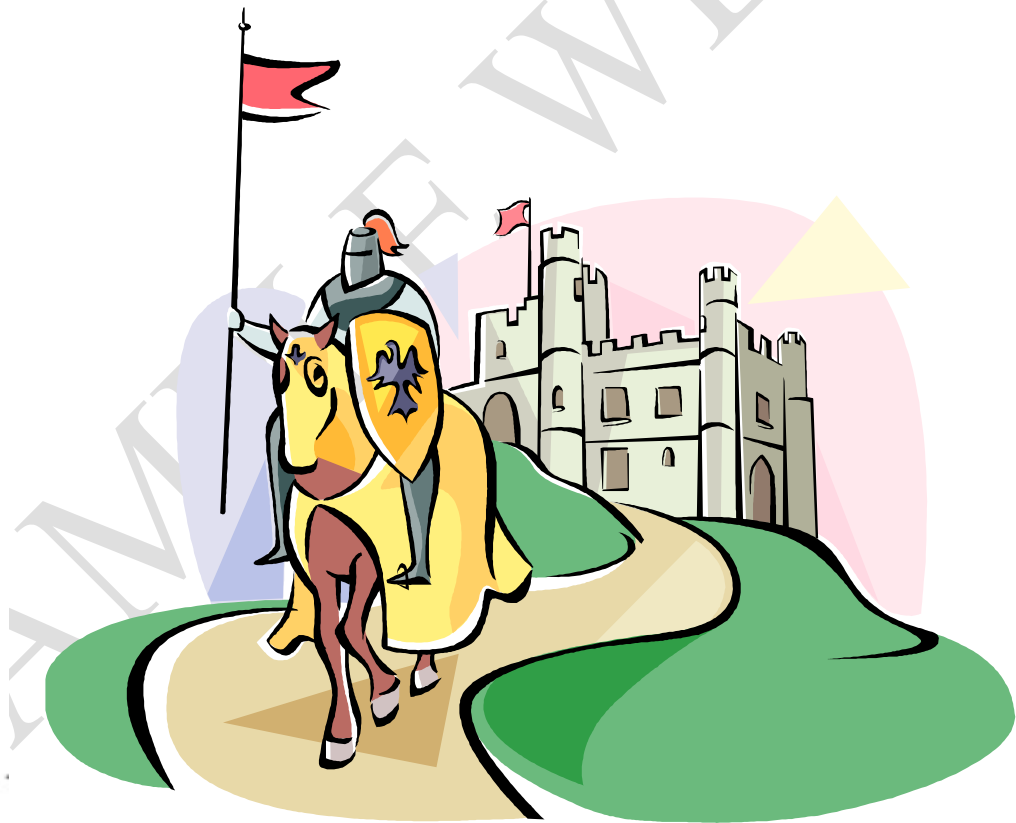


# Level 2

( Grade 2 - Ages 7-9 )

# The Medieval World



Written by:  
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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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## Copyright Policy

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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.

You may also be asking yourself why there aren't any readers scheduled. I chose to not include readers at this level because children's reading levels can vary so much at this age. Instead, I recommend you let your child choose whatever they'd like to read and not worry about following a reading schedule. This will encourage them to read for pleasure and help them learn to love reading. Just require that they read for 15 - 20 minutes each day.

If you need guidance for choosing independent readers I have a list here divided by reading level: <https://buildyourlibrary.com/recommended-readers-for-grades-1-and-2/>

All of these books are also listed with hyperlinks at the Build Your Library website on the Level 2 Product Page: <https://buildyourlibrary.com/purchase-level-2-curriculum/>

## History:

*History Quest: Middle Times* by Lindsey Sodano (Spine)

*Usborne Internet-linked Encyclopedia of World History* (Spine)

*DK A Child Through Time: The Book of Children's History* (Spine)

*The Silk Route: 7,000 Miles of History* by John S. Major (week 7)

*The Making of a Knight* by Patrick O'Brien (Week 10)

*Good Masters! Sweet Ladies! Voices from a Medieval Village* by Laura Amy Schlitz (Week 14)

*Bard of Avon: The Story of William Shakespeare* by Diane Stanley (Week 36)

## Tales:

*The Random House Book of Fairy Tales* by Amy Ehrlich (Spine)

*Medieval Tales that Kids Can read and Tell* by Lorna MacDonald Czarnota (Spine)

## Literature:

*Wishtree* by Katherine Applegate (Week 1)

*The Trumpet of the Swan* by E.B. White (Week 3)

*Chengli and the Silk Road Caravan* by Hilda Kang (Week 6)

*Odd and the Frost Giants* by Neil Gaiman (Week 8)

*Mice of the Round Table: A Tail of Camelot* by Julie Leung (Week 9)

*It Ain't So Awful, Falafel* by Firoozeh Dumas (Week 12)

*The Miraculous Journey of Edward Tulane* by Kate DiCamillo (Week 15)

*The Mad Wolf's Daughter* by Diane Magras (Week 17)  
*The Silver Balloon* by Susan Bonners (Week 21)  
*Where the Mountain Meets the Moon* by Grace Lin (Week 23)  
*A Ceiling Made of Eggshells* by Gail Carson Levine (Week 27)  
*The Apprentice* by Pilar Molina Llorente (Week 31)  
*The Shakespeare Stealer* by Gary Blackwood (Week 33)  
*Tales from Shakespeare* by Marcia Williams (Week 36)

**Poetry:**

*A Child's Introduction to Poetry* by Michael Driscoll (Spine)

**Science:**

*First Space Encyclopedia (DK First Reference)* (Spine)  
*First Earth Encyclopedia (DK First Reference)* (Spine)  
*The Geography Book: Activities for Exploring, Mapping, and Enjoying Your World* by Caroline Arnold (Spine)  
*Reaching for the Moon* by Buzz Aldrin and Wendell Minor (Week 6)  
*13 Planets: The Latest View of the Solar System (National Geographic Kids)* (Weeks 8 – 12)  
*Mission to Pluto: The First Visit to an Ice Dwarf and the Kuiper Belt* by Mary Kay Carson (Weeks 16 – 17)  
*Jump into Science: Rocks and Minerals* by Steve Tomecek (Week 19)

**Art:**

*Discovering Great Artists: Hands-On Art for Children in the Styles of the Great Masters (Bright Ideas for Learning)* by MaryAnn F. Kohl (Spine Levels 2 – 4)  
*DK The Arts: A Visual Encyclopedia* (Spine Levels 2 – 4)  
*Why is Art Full of Naked People?* by Susie Hodges (Spine Levels 2 – 4)

See the Appendix for optional history and science booklists.

# The Medieval World

## Week 1

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>History</b> <i>History Quest: Middle Times</i>  <i>Usborne IL World History Encyclopedia</i>	Introduction		Chapter 1 Pg. 5 – 8		Pg. 206 – 207
<b>Tales</b> <i>Medieval Tales</i>				Pg. 73 – 74 “Alexander the Great”	
<b>Poetry</b> <i>A Child’s Intro to Poetry</i>		Introduction Pg. 7 – 8			
<b>Literature</b> <i>Wishtree</i>	Chapters 1 – 4	Chapters 5 – 11	Chapters 12 – 16	Chapters 17 – 20	Chapters 21 – 24
<b>Science</b> <i>First Space Encyclopedia</i>  <i>First Earth Encyclopedia</i>	Pg. 4 – 5		Pg. 6 – 7		Pg. 12 – 13
<b>Art</b> <i>The Arts: A Visual Encyclopedia</i>		Pg. 7 – 9		Tell a story with a painting	
<b>Language Arts</b>	Copy work	Narration Card	Copy work	Narration Card	Copy work
<b>Math</b>					

# The Medieval World

## Week 1 - Day 1

### History Reading:

*History Quest: Middle Times* – read the Introduction

Key Idea – This book will be focusing on the period of time called the Middle Ages, the period after the ancient world but before modern history. The Middle ages serves as a sort of bridge between the ancient and modern world.

### Literature:

*Wishtree* – read Chapters 1 – 4

### Notes and Vocabulary:

*introverts* – a person who is concerned or interested mostly in one's own thoughts and ideas; a person who is shy or restrained in speaking and behavior

*bestowed* – presented as a gift

*discreet* – having or showing good judgement especially in conduct and speech

*pessimistic* – expecting the worst possible outcome

*optimistic* – expecting everything to turn out for the best

- Look at pictures of Red Oaks. Do you have one in your neighborhood? Take a walk today and see if you can spot one.
- How do trees name themselves? How do crows? If you chose a name in crow style, what would you name yourself?

### Copywork:

*We disagree sometimes, but that is the way of all friends, no matter their species.*

### Memory Work:

Begin memorizing the poem *Introduction to Songs of Innocence and of Experience* by William Blake (found on page 8 of *A Child's Introduction to Poetry*). Your child will have 3 weeks to learn this poem.

### Science:

*First Space Encyclopedia* – read pages 4 – 5

Write the word **SPACE** at the top of a piece of paper. Draw or write what you think of when you hear the word **space**.

# The Medieval World

## Week 1 - Day 2

### Literature:

*Wishtree* – read Chapters 5 – 11

### Notes and Vocabulary:

- Who lives in Red?
- Who is Samar? How did Red describe her?
- What did Samar wish for?

Have your student choose a narration card. You can either let them draw from the deck or you can choose one for them. Complete the assignment.

### Poetry:

*A Child's Introduction to Poetry* – read the Introduction on pages 7 – 8 and listen to Track 1 of the CD.

### Memory Work:

Continue memorizing *Introduction to Songs of Innocence and of Experience* by William Blake.

### Art:

*The Arts: A Visual Encyclopedia* – read pages 7 – 9  
Key Idea/Topic – Painting: Subject and Composition

# The Medieval World

## Week 1 - Day 3

### History:

*History Quest: Middle Times* – read chapter 1 pages 5 – 8

Key Idea/Topic – While it might have been a “dark” age in Europe at this time in history, the Islamic Empire to the east was having its golden age. The rulers, called caliphs, wanted their kingdoms to be great centers for learning and innovation. The Abbasids built the city of Baghdad, which became a center for trade and learning.

### Literature:

*Wishtree* – read Chapters 12 – 16

### Notes and Vocabulary:

*intrepid* – feeling no fear, bold

- What had been carved into Red? Why? How did this carving make Red feel?
- Who was Francesca? Why did she want to cut Red down?

### Copywork:

*“It seems someone mistook me for a pumpkin,” I said. When she didn’t smile, I added, “Because, you know, I was carved.”*

### Memory Work:

Continue memorizing *Introduction to Songs of Innocence and of Experience* by William Blake.

### Science:

*First Space Encyclopedia* – read pages 6 – 7

Define the term *atmosphere* on the vocabulary pages (found on pages 258 – 261 of this guide).



## ***Week 1 - Day 3, continued***

Experiment: Create a cloud in a jar!

You will need:

- Small glass jar with lid
- Boiling water
- Ice
- Aerosol spray (hair spray or air freshener)

Pour enough boiling water into the jar to fill it about a  $\frac{1}{4}$  of the way. Swirl the water around a bit. Turn the lid of the jar upside down and place a few ice cubes on it and briefly rest the lid on top of the jar. Remove the lid, spray a few spritzes of aerosol into the jar and then quickly replace the lid of ice. You should begin to see a cloud forming within the jar. When it is fully formed, remove the lid and watch as the cloud escapes the jar.

By trapping the hot air in the jar, you create moist air. As the warm air rose, it was cooled by the ice, turning it back into water. The aerosol provided cloud condensation nuclei: a surface for the water vapor to condense into tiny cloud droplets.

Optional Book: *The Skies Above My Eyes* by Charlotte Guillain and Yuval Zommer

# The Medieval World

## Week 1 - Day 4

### Tales:

*Medieval Tales* – read pages 73 – 74 “Alexander the Great: A Tale from Greece”

### Literature:

*Wishtree* – read Chapters 17 – 20

### Notes and Vocabulary:

*passive* – not active, offering no resistance

- What did Red worry about?
- What do you think it means to be a friend?

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

### Memory Work:

Continue memorizing *Introduction to Songs of Innocence and of Experience* by William Blake.

### Art:

Painters of the medieval period often used their art to tell stories from the Christian Bible. Choose a story you know well, (for example, Goldilocks and the Three Bears) and use paints to tell the story in the form of a painting.

# The Medieval World

## Week 1 - Day 5

### History Reading:

*The Usborne Internet-linked World History Encyclopedia* – read pages 206 – 207

Key Idea/Topic – The Rise of Islam

### History Activity:

- Explore the weblinks found in the encyclopedia.
- Find the city of Baghdad on your world map. In what country is it located?

### Literature:

*Wishtree* – read Chapters 21 – 24

### Notes and Vocabulary:

*boisterous* – noisily rough, rowdy; vigorously active

- How do racoons, skunks, and opossums name themselves?
- What were the animals residing in Red arguing about?
- What did Red intend to do? Explain Plan 1. How did it go wrong?
- What does it mean to “Play Possum?” How does it protect opossums?

### Copywork:

*“For two hundred and sixteen rings, I’ve sat on my roots and listened to people hope for things.”*

### Memory Work:

Continue memorizing *Introduction to Songs of Innocence and of Experience* by William Blake.

### Science:

*First Earth Encyclopedia* – read pages 12 – 13

Complete the Layers of the Atmosphere activity page (found on page 262 of this guide). Have your child trace the words in gray with a pencil (or color pencil).

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SAMPLE WEEK