

# ***Early Modern & Epistles***

Fourth Edition

*A Year of Lesson Plans  
for History, Geography, and Bible  
(Grades 1–12)*

by  
Sonya Shafer

Early Modern & Epistles, Fourth Edition  
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#### About the Fourth Edition

This fourth edition of Early Modern & Epistles includes lesson plans for *Our Neighbors: Their Stories, Volume 1*, which replace the lesson plans for the out-of-print option, *Stories of the Nations, Volume 1*. Along with other minor adjustments throughout, updated lesson plans are included for church history, including the addition of *Renewal: The Church that Expands Outward*, which replaces the out-of-print option, *Hearts and Hands: Chronicles of the Awakening Church*.

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Cover Design: John Shafer

ISBN 978-1-61634-665-2 printed  
ISBN 978-1-61634-666-9 electronic download

Published by  
Simply Charlotte Mason, LLC  
930 New Hope Road #11-892  
Lawrenceville, Georgia 30045  
[simplycharlottesmason.com](http://simplycharlottesmason.com)

Printed in the U.S.A.

# Contents

<i>How to Use</i> .....	7
<i>Complete Year's Materials List</i> .....	9
<b>Term 1</b> .....	<b>13</b>
Lesson 1: ( <i>American History</i> ) An American Day .....	17
Lesson 2: ( <i>American History</i> ) Until 1941 .....	18
Lesson 3: ( <i>Geography &amp; Bible</i> ) Visit 1 to North America & Ephesians 1 .....	18
Lesson 4: ( <i>World History</i> ) Into a Larger World .....	20
Lesson 5: ( <i>World History</i> ) The Voyage of Ferdinand Magellan .....	20
Lesson 6: ( <i>American History</i> ) Toscanelli's Map .....	21
Lesson 7: ( <i>American History</i> ) Searching for Cipango, Christopher Columbus .....	22
Lesson 8: ( <i>Geography &amp; Bible</i> ) Visit 2 to North America & Ephesians 2 .....	23
Lesson 9: ( <i>World History</i> ) Empire of the Ottomans .....	23
Lesson 10: ( <i>World History</i> ) The Little Ships .....	24
Lesson 11: ( <i>American History</i> ) The Fourth Part of the World .....	25
Lesson 12: ( <i>American History</i> ) The Spanish Conquistadors .....	25
Lesson 13: ( <i>Geography &amp; Bible</i> ) Visit 3 to North America & Ephesians 3 .....	26
Lesson 14: ( <i>World History</i> ) The Ingenious Gentleman of La Mancha .....	27
Lesson 15: ( <i>World History</i> ) Empire of the Tiger .....	27
Lesson 16: ( <i>American History</i> ) Henry Hudson .....	28
Lesson 17: ( <i>American History</i> ) The Lost Colony of Roanoke .....	29
Lesson 18: ( <i>Geography &amp; Bible</i> ) Visit 4 to North America & Ephesians 4 .....	29
Lesson 19: ( <i>World History</i> ) Ten Extra Days .....	30
Lesson 20: ( <i>World History</i> ) Shakespeare and Beyond Readings, part 1 .....	31
Lesson 21: ( <i>American History</i> ) Jamestown .....	32
Lesson 22: ( <i>American History</i> ) The <i>Mayflower</i> and the Pilgrims .....	32
Lesson 23: ( <i>Geography &amp; Bible</i> ) Visit 5 to North America & Ephesians 5 .....	33
Lesson 24: ( <i>World History</i> ) Shakespeare and Beyond Readings, part 2 .....	34
Lesson 25: ( <i>World History</i> ) Shakespeare and Beyond Readings, part 3 .....	34
Lesson 26: ( <i>American History</i> ) Colonial Times Readings, part 1 .....	35
Lesson 27: ( <i>American History</i> ) Colonial Times Readings, part 2 .....	36
Lesson 28: ( <i>Geography &amp; Bible</i> ) Visit 6 to North America & Ephesians 6 .....	36
Lesson 29: ( <i>World History</i> ) Shakespeare and Beyond Readings, part 4 .....	37
Lesson 30: ( <i>World History</i> ) Shakespeare and Beyond Readings, part 5 .....	38
Lesson 31: ( <i>American History</i> ) Colonial Times Readings, part 3 .....	38
Lesson 32: ( <i>American History</i> ) Colonial Times Readings, part 4 .....	39
Lesson 33: ( <i>Geography &amp; Bible</i> ) Visit 7 to North America & Philippians 1 and 2 .....	40
Lesson 34: ( <i>World History</i> ) Shakespeare and Beyond Readings, part 6 .....	40
Lesson 35: ( <i>World History</i> ) Shakespeare and Beyond Readings, part 7 .....	41
Lesson 36: ( <i>American History</i> ) Colonial Times Readings, part 5 .....	42
Lesson 37: ( <i>American History</i> ) Colonial Times Readings, part 6 .....	42
Lesson 38: ( <i>Geography &amp; Bible</i> ) Visit 8 to North America & Philippians 3 and 4 .....	43
Lesson 39: ( <i>World History</i> ) Shakespeare and Beyond Readings, part 8 .....	43
Lesson 40: ( <i>World History</i> ) Shakespeare and Beyond Readings, part 9 .....	44
Lesson 41: ( <i>American History</i> ) Colonial Times Readings, part 7 .....	45
Lesson 42: ( <i>American History</i> ) New Amsterdam, New France, and New England .....	45
Lesson 43: ( <i>Geography &amp; Bible</i> ) Visit 9 to North America & Colossians 1 and 2 .....	46
Lesson 44: ( <i>World History</i> ) Shakespeare and Beyond Readings, part 10 .....	47

Lesson 45: ( <i>World History</i> ) Shakespeare and Beyond Readings, part 11	48
Lesson 46: ( <i>American History</i> ) More English Colonies in America	48
Lesson 47: ( <i>American History</i> ) Pennsylvania and Georgia	49
Lesson 48: ( <i>Geography &amp; Bible</i> ) Visit 10 to North America & Colossians 3 and 4	50
Lesson 49: ( <i>World History</i> ) Shakespeare and Beyond Readings, part 12	51
Lesson 50: ( <i>World History</i> ) Shakespeare and Beyond Readings, part 13	51
Lesson 51: ( <i>American History</i> ) The Charter Oak	52
Lesson 52: ( <i>American History</i> ) "Black Sam" Bellamy	53
Lesson 53: ( <i>Geography &amp; Bible</i> ) Visit 11 to North America & Philemon	53
Lesson 54: ( <i>World History</i> ) Shakespeare and Beyond Readings, part 14	54
Lesson 55: ( <i>World History</i> ) Shakespeare and Beyond Readings, part 15	55
Lesson 56: ( <i>American History</i> ) Catch Up, Exam, or Project	55
Lesson 57: ( <i>American History</i> ) Catch Up, Exam, or Project	56
Lesson 58: ( <i>Geography &amp; Bible</i> ) Visit 12 to North America & Bible Exam	57
Lesson 59: ( <i>World History</i> ) World History Catch Up, Exam, or Project	57
Lesson 60: ( <i>World History</i> ) World History Catch Up, Exam, or Project	58

**Term 2** ..... **59**

Lesson 61: ( <i>American History</i> ) The French and Indian War	63
Lesson 62: ( <i>American History</i> ) The Exile of the Acadians	64
Lesson 63: ( <i>Geography &amp; Bible</i> ) Visit 13 to North America & Hebrews	64
Lesson 64: ( <i>World History</i> ) Sailing for Spices	65
Lesson 65: ( <i>World History</i> ) The Power Behind the Throne	66
Lesson 66: ( <i>American History</i> ) Benjamin Franklin	66
Lesson 67: ( <i>American History</i> ) Early America Readings, part 1	67
Lesson 68: ( <i>Geography &amp; Bible</i> ) Visit 14 to North America & Hebrews	68
Lesson 69: ( <i>World History</i> ) The Sun King	68
Lesson 70: ( <i>World History</i> ) Kangxi, the Child Emperor of China	69
Lesson 71: ( <i>American History</i> ) Early America Readings, part 2	70
Lesson 72: ( <i>American History</i> ) Early America Readings, part 3	70
Lesson 73: ( <i>Geography &amp; Bible</i> ) Visit 15 to North America & Hebrews	71
Lesson 74: ( <i>World History</i> ) World in 1700s Readings, part 1	71
Lesson 75: ( <i>World History</i> ) World in 1700s Readings, part 2	72
Lesson 76: ( <i>American History</i> ) Early America Readings, part 4	73
Lesson 77: ( <i>American History</i> ) Early America Readings, part 5	73
Lesson 78: ( <i>Geography &amp; Bible</i> ) Visit 16 to North America & Hebrews	74
Lesson 79: ( <i>World History</i> ) World in 1700s Readings, part 3	75
Lesson 80: ( <i>World History</i> ) World in 1700s Readings, part 4	75
Lesson 81: ( <i>American History</i> ) Early America Readings, part 6	76
Lesson 82: ( <i>American History</i> ) Early America Readings, part 7	76
Lesson 83: ( <i>Geography &amp; Bible</i> ) Visit 17 to North America & Hebrews	77
Lesson 84: ( <i>World History</i> ) World in 1700s Readings, part 5	77
Lesson 85: ( <i>World History</i> ) World in 1700s Readings, part 6	78
Lesson 86: ( <i>American History</i> ) Early America Readings, part 8	79
Lesson 87: ( <i>American History</i> ) Early America Readings, part 9	79
Lesson 88: ( <i>Geography &amp; Bible</i> ) Visit 18 to North America & Hebrews	80
Lesson 89: ( <i>World History</i> ) World in 1700s Readings, part 7	80
Lesson 90: ( <i>World History</i> ) World in 1700s Readings, part 8	81
Lesson 91: ( <i>American History</i> ) Early America Readings, part 10	82
Lesson 92: ( <i>American History</i> ) Early America Readings, part 11	82
Lesson 93: ( <i>Geography &amp; Bible</i> ) Visit 19 to North America & Hebrews	83
Lesson 94: ( <i>World History</i> ) World in 1700s Readings, part 9	83

Lesson 95: ( <i>World History</i> ) World in 1700s Readings, part 10 .....	84
Lesson 96: ( <i>American History</i> ) The Boston Tea Party .....	85
Lesson 97: ( <i>American History</i> ) The Shot Heard 'Round the World.....	85
Lesson 98: ( <i>Geography &amp; Bible</i> ) Visit 20 to North America & Hebrews .....	86
Lesson 99: ( <i>World History</i> ) World in 1700s Readings, part 11 .....	86
Lesson 100: ( <i>World History</i> ) World in 1700s Readings, part 12 .....	87
Lesson 101: ( <i>American History</i> ) The Declaration of Independence .....	88
Lesson 102: ( <i>American History</i> ) The Revolutionary War .....	88
Lesson 103: ( <i>Geography &amp; Bible</i> ) Visit 21 to North America & Hebrews .....	89
Lesson 104: ( <i>World History</i> ) World in 1700s Readings, part 13 .....	89
Lesson 105: ( <i>World History</i> ) World in 1700s Readings, part 14 .....	90
Lesson 106: ( <i>American History</i> ) Early America Readings, part 12.....	91
Lesson 107: ( <i>American History</i> ) Early America Readings, part 13.....	91
Lesson 108: ( <i>Geography &amp; Bible</i> ) Visit 22 to North America & Hebrews .....	92
Lesson 109: ( <i>World History</i> ) The Great Fire of London .....	93
Lesson 110: ( <i>World History</i> ) Seeing Beneath the Surface .....	93
Lesson 111: ( <i>American History</i> ) Early America Readings, part 14.....	94
Lesson 112: ( <i>American History</i> ) Early America Readings, part 15.....	94
Lesson 113: ( <i>Geography &amp; Bible</i> ) Visit 23 to North America & Hebrews .....	95
Lesson 114: ( <i>World History</i> ) Isaac Newton and the Age of Enlightenment.....	96
Lesson 115: ( <i>World History</i> ) Peter the Great and Empress Catherine .....	96
Lesson 116: ( <i>American History</i> ) Catch Up, Exam, or Project .....	97
Lesson 117: ( <i>American History</i> ) Catch Up, Exam, or Project .....	98
Lesson 118: ( <i>Geography &amp; Bible</i> ) Visit 24 to North America & Bible Exam .....	98
Lesson 119: ( <i>World History</i> ) World History Catch Up, Exam, or Project .....	98
Lesson 120: ( <i>World History</i> ) World History Catch Up, Exam, or Project .....	99
<b>Term 3.....</b>	<b>101</b>
Lesson 121: ( <i>American History</i> ) The Young U.S.A. Readings, part 1 .....	105
Lesson 122: ( <i>American History</i> ) The Young U.S.A. Readings, part 2 .....	105
Lesson 123: ( <i>Geography &amp; Bible</i> ) Visit 25 to North America & 1 Timothy 1 .....	106
Lesson 124: ( <i>World History</i> ) A City Brought Back from the Grave .....	106
Lesson 125: ( <i>World History</i> ) James Watt and the Power of Steam .....	107
Lesson 126: ( <i>American History</i> ) The Young U.S.A. Readings, part 3 .....	107
Lesson 127: ( <i>American History</i> ) The Young U.S.A. Readings, part 4 .....	108
Lesson 128: ( <i>Geography &amp; Bible</i> ) Visit 26 to North America & 1 Timothy 2 and 3 .....	108
Lesson 129: ( <i>World History</i> ) The Industrial Revolution.....	109
Lesson 130: ( <i>World History</i> ) The Transit of Venus .....	109
Lesson 131: ( <i>American History</i> ) The Young U.S.A. Readings, part 5 .....	110
Lesson 132: ( <i>American History</i> ) The Young U.S.A. Readings, part 6 .....	111
Lesson 133: ( <i>Geography &amp; Bible</i> ) Visit 27 to North America & 1 Timothy 4 .....	111
Lesson 134: ( <i>World History</i> ) Farther than Any Other Man.....	112
Lesson 135: ( <i>World History</i> ) A Revolution in France .....	112
Lesson 136: ( <i>American History</i> ) The Young U.S.A. Readings, part 7 .....	113
Lesson 137: ( <i>American History</i> ) The Young U.S.A. Readings, part 8 .....	113
Lesson 138: ( <i>Geography &amp; Bible</i> ) Visit 28 to North America & 1 Timothy 5 .....	114
Lesson 139: ( <i>World History</i> ) Napoleonic Era Readings, part 1 .....	114
Lesson 140: ( <i>World History</i> ) Napoleonic Era Readings, part 2.....	115
Lesson 141: ( <i>American History</i> ) The Young U.S.A. Readings, part 9 .....	115
Lesson 142: ( <i>American History</i> ) The Constitution.....	116
Lesson 143: ( <i>Geography &amp; Bible</i> ) Visit 29 to North America & 1 Timothy 6 .....	117
Lesson 144: ( <i>World History</i> ) Napoleonic Era Readings, part 3.....	117







Lesson 145: ( <i>World History</i> ) Napoleonic Era Readings, part 4 . . . . .	118
Lesson 146: ( <i>American History</i> ) Daniel Boone . . . . .	118
Lesson 147: ( <i>American History</i> ) The Young U.S.A. Readings, part 10 . . . . .	119
Lesson 148: ( <i>Geography &amp; Bible</i> ) Visit 30 to North America & Titus 1 and 2 . . . . .	119
Lesson 149: ( <i>World History</i> ) Napoleonic Era Readings, part 5 . . . . .	120
Lesson 150: ( <i>World History</i> ) Napoleonic Era Readings, part 6 . . . . .	121
Lesson 151: ( <i>American History</i> ) The Young U.S.A. Readings, part 11 . . . . .	121
Lesson 152: ( <i>American History</i> ) The Young U.S.A. Readings, part 12 . . . . .	122
Lesson 153: ( <i>Geography &amp; Bible</i> ) Visit 31 to North America & Titus 3 . . . . .	122
Lesson 154: ( <i>World History</i> ) Napoleonic Era Readings, part 7 . . . . .	123
Lesson 155: ( <i>World History</i> ) Napoleonic Era Readings, part 8 . . . . .	123
Lesson 156: ( <i>American History</i> ) The Young U.S.A. Readings, part 13 . . . . .	124
Lesson 157: ( <i>American History</i> ) The Young U.S.A. Readings, part 14 . . . . .	125
Lesson 158: ( <i>Geography &amp; Bible</i> ) Visit 32 to North America & 2 Timothy 1 . . . . .	125
Lesson 159: ( <i>World History</i> ) The Corsican . . . . .	126
Lesson 160: ( <i>World History</i> ) The Year Without a Summer . . . . .	126
Lesson 161: ( <i>American History</i> ) The First Presidents . . . . .	127
Lesson 162: ( <i>American History</i> ) America Grows . . . . .	127
Lesson 163: ( <i>Geography &amp; Bible</i> ) Visit 33 to North America & 2 Timothy 2 . . . . .	128
Lesson 164: ( <i>World History</i> ) The Liberator . . . . .	128
Lesson 165: ( <i>World History</i> ) Shaka Zulu . . . . .	129
Lesson 166: ( <i>American History</i> ) Nathaniel Bowditch . . . . .	129
Lesson 167: ( <i>American History</i> ) War of 1812 . . . . .	130
Lesson 168: ( <i>Geography &amp; Bible</i> ) Visit 34 to North America & 2 Timothy 3 . . . . .	131
Lesson 169: ( <i>World History</i> ) The First Fleet . . . . .	131
Lesson 170: ( <i>World History</i> ) What Hath God Wrought! . . . . .	132
Lesson 171: ( <i>American History</i> ) The Young U.S.A. Readings, part 15 . . . . .	132
Lesson 172: ( <i>American History</i> ) The Star-Spangled Banner . . . . .	133
Lesson 173: ( <i>Geography &amp; Bible</i> ) Visit 35 to North America & 2 Timothy 4 . . . . .	133
Lesson 174: ( <i>World History</i> ) The Great Exhibition . . . . .	134
Lesson 175: ( <i>World History</i> ) World History Catch Up . . . . .	134
Lesson 176: ( <i>American History</i> ) Catch Up, Exam, or Project . . . . .	135
Lesson 177: ( <i>American History</i> ) Catch Up, Exam, or Project . . . . .	136
Lesson 178: ( <i>Geography &amp; Bible</i> ) Visit 36 to North America & Bible Exam . . . . .	136
Lesson 179: ( <i>World History</i> ) World History Catch Up, Exam, or Project . . . . .	136
Lesson 180: ( <i>World History</i> ) World History Catch Up, Exam, or Project . . . . .	137
Why I Wrote These Lessons . . . . .	143
Charlotte Mason Methods Used in This Study . . . . .	144
Suggestions toward Calculating Credits . . . . .	146

# How to Use

This book of lesson plans contains book suggestions and assignments for every grade level, so you can combine all of your students into one family study.

- The **Family** instructions are for everyone to do together.
- **Additional Grade Level** assignments are given for students to complete either independently or with the parent. Your choice.

Complete one lesson per day to finish this study in a school year. The lesson plans in this book follow this 5-day schedule.

Day 1	Day 2	Day 3	Day 4	Day 5
 American History	 American History	 Geography and Bible 	 World History	 World History

You will find lots of helpful information and internet links on the Links and Tips page for this book at <http://simplycm.com/early-modern-links>





# Complete Year's Materials List

## Family (all students)

- Bible
- Book of Centuries (one per family and older student)
- (optional) *Master Skylark* by John Bennett
- *Material World and Hungry Planet: What the World Eats* by Peter Menzel
- (AH) *America: Our Stories, Volume 1* by Lorene Lambert
- (AH) (optional) *Narration Notecards for America: Our Stories, Volume 1* by Katie Thacker\*
- *Our Neighbors: Their Stories, Volume 1* by Lorene Lambert
- (optional) *Narration Notecards for Our Neighbors: Their Stories, Volume 1* by Katie Thacker
- *The Stuff They Left Behind: From the Days of Early Modern* portfolio
- (AH) *Founding Mothers: Remembering the Ladies* by Cokie Roberts and Diane Goode (grades 1–6 or Family)
- *Visits to North America* notebook by Sonya Shafer (one for each student)
- World map or globe
- Map of the United States
- Map of northeast America
- Map of the eastern coast of America

**\*More information about using SCM's Narration Notecards with your lessons can be found at [simplycm.com/store/narration-notecards](http://simplycm.com/store/narration-notecards)**

*plus . . .*

## Grades 1–3

- (AH) *Benjamin Franklin* by Ingri and Edgar Parin D'Aulaire
- *Can't You Make Them Behave, King George?* by Jean Fritz
- (AH) *The Courage of Sarah Noble* by Alice Dalgliesh
- *Dangerous Journey: The Story of Pilgrim's Progress* by Oliver Hunkin
- *A Lion to Guard Us* by Clyde Robert Bulla
- *Out of Darkness: The Story of Louis Braille* by Russell Freedman
- (AH) *The Pilgrims of Plimoth* by Marcia Sewall
- (AH) *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy* by Kate Waters
- (AH) *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl* by Kate Waters
- (AH) *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times* by Kate Waters
- (AH) *Toliver's Secret* by Esther Wood Brady

## Grades 4–6

- *Along Came Galileo* by Jeanne Bendick
- *Bard of Avon: The Story of William Shakespeare* by Diane Stanley
- *Good Queen Bess: The Story of Elizabeth I of England* by Diane Stanley
- (AH) *The Landing of the Pilgrims* by James Daugherty
- *The Ocean of Truth: The Story of Sir Isaac Newton* by Joyce McPherson
- (AH) *The Sign of the Beaver* by Elizabeth George Speare
- *The Story of Napoleon* by H. E. Marshall
- (AH) *A Young Patriot: The American Revolution as Experienced by One Boy* by Jim Murphy

## Grades 7–9

- *Amos Fortune, Free Man* by Elizabeth Yates
- (AH) *Carry On, Mr. Bowditch* by Jean Lee Latham
- (AH) *Diary of an Early American Boy: Noah Blake 1805* by Eric Sloane
- *Discovering Doctrine* by Sonya Shafer (one for each student)
- (AH) *Early Thunder* by Jean Fritz OR *Johnny Tremain* by Esther Forbes  
Both excellent books are about the same length and reading level, so use whichever you have handy.
- *Growth in the Word* by Sonya Shafer (one for each student)
- *Renewal: The Church That Expands Outward* by Luke H. Davis
- (AH) *Poor Richard* by James Daugherty
- *The Story of Modern France* by Hélène A. Guerber  
Students will read only the first 23 chapters of this free download.
- *The World of William Penn* by Genevieve Foster
- *The Year of the Horseless Carriage* by Genevieve Foster

## Grades 10–12

- (AH) *America: The Last Best Hope, Volume 1* by William Bennett  
This book is used in both this Early Modern study and the Modern Times study.
- (AH) *American Voices: A Collection of Documents, Speeches, Essays, Hymns, Poems, and Short Stories from American History* edited by Ray Notgrass  
This collection is used in both this Early Modern study and the Modern Times study.
- (AH) *The Autobiography of Benjamin Franklin* by Benjamin Franklin
- *Discovering Doctrine* by Sonya Shafer (one for each student)
- *Famous Men of the 16th and 17th Century* by Robert G. Shearer
- *Growth in the Word* by Sonya Shafer (one for each student)
- *Renewal: The Church That Expands Outward* by Luke H. Davis
- (AH) *Lafayette and the American Revolution* by Russell Freedman
- (AH) *Lewis and Clark: The Journey of the Corps of Discovery* by Dayton Duncan and Ken Burns  
Note: A DVD set by the same name is also available. Highly recommended. Digital download purchase is also available from multiple retailers.
- *A Tale of Two Cities* by Charles Dickens
- *The World of William Penn* by Genevieve Foster
- *The Year of the Horseless Carriage* by Genevieve Foster

## Other Materials

- Spiral notebook or 3-ring folder with notebook paper
- Large sheet of poster board
- Art supplies, such as felt-tip markers, crayons, colored pencils
- Small white board and dry-erase markers or sheets of paper
- (optional) Various resources for hands-on projects

**Note: We recommend that students in grades 10–12 add an American government course either during this Early Modern study or during the Modern Times study. They could alternately complete half of the government course each of the two years.**

(AH) = American History

## Suggestions for Where to Find the Books

### **Simply Charlotte Mason**

- Book of Centuries (one per family and each student in grades 7–12)
- *Discovering Doctrine* by Sonya Shafer (one for each student in grades 7–12)
- *Growth in the Word* by Sonya Shafer (one for each student in grades 7–12)
- *Material World and Hungry Planet: What the World Eats* by Peter Menzel (Family)
- (AH) *America: Our Stories, Volume 1* by Lorene Lambert (Family)
- (AH) (optional) *Narration Notecards for America: Our Stories, Volume 1* by Katie Thacker (Family)
- *Our Neighbors: Their Stories, Volume 1* by Lorene Lambert (Family)
- (optional) *Narration Notecards for Our Neighbors: Their Stories, Volume 1* by Katie Thacker (Family)
- *The Stuff They Left Behind: From the Days of Early Modern* portfolio (Family)
- *Visits to North America* notebook by Sonya Shafer (one for each student)
- *Along Came Galileo* by Jeanne Bendick (grades 4–6)
- (AH) *Poor Richard* by James Daugherty (grades 7–9)
- *The World of William Penn* by Genevieve Foster (grades 7–12)
- *The Year of the Horseless Carriage* by Genevieve Foster (grades 7–12)

### **Public Domain**

(You can probably download these for free at <http://gutenberg.org>, <http://books.google.com>, or <http://archive.org>.)

- (AH) *The Autobiography of Benjamin Franklin* by Benjamin Franklin (grades 10–12)
- *Master Skylark* by John Bennett (optional for Family)
- *The Story of Modern France* by H. A. Guerber (grades 7–9)
- *The Story of Napoleon* by H. E. Marshall (grades 4–6)
- *A Tale of Two Cities* by Charles Dickens (grades 10–12)

### **Your Local Library**

(These are the titles that a library is most likely to have. You might also check for the titles listed under Your Favorite Book Store. If your library does not have access to a book listed here, add it to your Book Store list.)

- *Amos Fortune, Free Man* by Elizabeth Yates (grades 7–9)
- *Bard of Avon: The Story of William Shakespeare* by Diane Stanley (grades 4–6)
- *Can't You Make Them Behave, King George?* by Jean Fritz (grades 1–3)
- (AH) *Carry On, Mr. Bowditch* by Jean Lee Latham (grades 7–9)
- (AH) *The Courage of Sarah Noble* by Alice Dalgliesh (grades 1–3)
- (AH) *Early Thunder* by Jean Fritz OR *Johnny Tremain* by Esther Forbes (grades 7–9)
- (AH) *Founding Mothers: Remembering the Ladies* by Cokie Roberts and Diane Goode (grades 1–6 or Family)
- *Good Queen Bess: The Story of Elizabeth I of England* by Diane Stanley (grades 4–6)
- (AH) *The Pilgrims of Plimoth* by Marcia Sewall (grades 1–3)
- (AH) *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy* by Kate Waters (grades 1–3)
- (AH) *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl* by Kate Waters (grades 1–3)
- (AH) *The Sign of the Beaver* by Elizabeth George Speare (grades 4–6)
- (AH) *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times* by Kate Waters (grades 1–3)
- (AH) *Toliver's Secret* by Esther Wood Brady (grades 1–3)
- (AH) *A Young Patriot: The American Revolution as Experienced by One Boy* by Jim Murphy (grades 4–6)

## **Your Favorite Book Store**

(Check <http://amazon.com>, <http://christianbook.com>, <http://rainbowresource.com>, or other favorite book sources.)

- (AH) *America: The Last Best Hope, Volume 1* by William Bennett (grades 10–12)
- (AH) *American Voices: A Collection of Documents, Speeches, Essays, Hymns, Poems, and Short Stories from American History* edited by Ray Notgrass (grades 10–12)
- *Dangerous Journey: The Story of Pilgrim's Progress* by Oliver Hunkin (grades 1–3)
- (AH) *Diary of an Early American Boy: Noah Blake 1805* by Eric Sloane (grades 7–9)
- *Famous Men of the 16th and 17th Century* by Robert G. Shearer (grades 10–12)
- *Renewal: The Church That Expands Outward* by Luke H. Davis (grades 7–12)
- (AH) *Lafayette and the American Revolution* by Russell Freedman (grades 10–12)
- (AH) *The Landing of the Pilgrims* by James Daugherty (grades 4–6)
- (AH) *Lewis and Clark: The Journey of the Corps of Discovery* by Dayton Duncan and Ken Burns (grades 10–12)
- *A Lion to Guard Us* by Clyde Robert Bulla (grades 1–3)
- *The Ocean of Truth: The Story of Sir Isaac Newton* by Joyce McPherson (grades 4–6)
- *Out of Darkness: The Story of Louis Braille* by Russell Freedman (grades 1–3)

**(AH) = American History**

**Visit <http://simplycm.com/early-modern-links> for helpful links to the books.**

# Term 1

(12 weeks; 5 lessons/week)

## Term 1 Book List

### Family

- Bible
- Book of Centuries (one for each family and student in grades 7–12)
- (optional) *Master Skylark* by John Bennett
- *Material World and Hungry Planet: What the World Eats* by Peter Menzel
- (AH) *America: Our Stories, Volume 1* by Lorene Lambert
- (AH) (optional) *Narration Notecards for America: Our Stories, Volume 1* by Katie Thacker
- *Our Neighbors: Their Stories, Volume 1* by Lorene Lambert
- (optional) *Narration Notecards for Our Neighbors: Their Stories, Volume 1* by Katie Thacker
- *The Stuff They Left Behind: From the Days of Early Modern* portfolio
- *Visits to North America* notebook by Sonya Shafer (one for each student)
- World map or globe

### Plus . . .

#### Grades 1–3

- *A Lion to Guard Us* by Clyde Robert Bulla
- (AH) *The Pilgrims of Plimoth* by Marcia Sewall
- (AH) *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy* by Kate Waters
- (AH) *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl* by Kate Waters
- (AH) *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times* by Kate Waters

#### Grades 4–6

- *Along Came Galileo* by Jeanne Bendick
- *Bard of Avon: The Story of William Shakespeare* by Diane Stanley
- *Good Queen Bess: The Story of Elizabeth I of England* by Diane Stanley
- (AH) *The Landing of the Pilgrims* by James Daugherty

#### Grades 7–9

- *Amos Fortune, Free Man* by Elizabeth Yates
- *Discovering Doctrine* by Sonya Shafer (one for each student)
- *Growth in the Word* by Sonya Shafer (one for each student)
- (AH) *Poor Richard* by James Daugherty
- *The World of William Penn* by Genevieve Foster

#### Grades 10–12

- (AH) *America: The Last Best Hope, Volume 1* by William Bennett
- (AH) *American Voices: A Collection of Documents, Speeches, Essays, Hymns, Poems, and Short Stories from American History* edited by Ray Notgrass
- (AH) *The Autobiography of Benjamin Franklin* by Benjamin Franklin
- *Discovering Doctrine* by Sonya Shafer (one for each student)
- *Famous Men of the 16th and 17th Century* by Robert G. Shearer
- *Growth in the Word* by Sonya Shafer (one for each student)

## What You Will Cover As a Family

**History:** *The first peoples on the American continents through the original colonies in America (before 1492–1717) and the voyage of Ferdinand Megallan through the adoption of the Gregorian calendar*

**Geography:** *Early Modern maps; countries of North America and Canadian provinces*

**Bible:** *Ephesians, Philippians, Colossians, Philemon*

## Term 1 At a Glance

	Family	Grades 1–3	Grades 4–6	Grades 7–9	Grades 10–12
<b>Week 1, Lessons 1–5</b>					
<b>American History</b>	America: Our Stories, Vol. 1, ch. 1, 2			Poor Richard, ch. 1, 2	America: The Last Best Hope, Vol. 1, ch. 1:I, II
<b>Geography</b>	Visits to North America, Visit 1				
<b>Bible</b>	Ephesians 1			Growth in the Word, ch. 1, lesson 1	Growth in the Word, ch. 1, lesson 1
<b>World History</b>	Our Neighbors: Their Stories, Vol. 1, ch. 1, 2; (opt.) Master Skylark, ch. 1, 2			The World of William Penn, pt. 1	Famous Men of the 16th & 17th Century, ch. 1, 2
<b>Week 2, Lessons 6–10</b>					
<b>American History</b>	America: Our Stories, Vol. 1, ch. 3, 4			Poor Richard, ch. 3, 4	America: The Last Best Hope, Vol. 1, ch. 1:III; 2:I, II; American Voices, pp. 1–9
<b>Geography</b>	Visits to North America, Visit 2				
<b>Bible</b>	Ephesians 2			Growth in the Word, ch. 1, lesson 2	Growth in the Word, ch. 1, lesson 2
<b>World History</b>	Our Neighbors: Their Stories, Vol. 1, ch. 3, 4; (opt.) Master Skylark, ch. 3–5			The World of William Penn, pt. 2, 3	Famous Men of the 16th & 17th Century, ch. 3, 4
<b>Week 3, Lessons 11–15</b>					
<b>American History</b>	America: Our Stories, Vol. 1, ch. 5, 6			Poor Richard, ch. 5, 6	America: The Last Best Hope, Vol. 1, ch. 2:III–VI; American Voices, pp. 10–31
<b>Geography</b>	Visits to North America, Visit 3				
<b>Bible</b>	Ephesians 3			Growth in the Word, ch. 1, lesson 3	Growth in the Word, ch. 1, lesson 3
<b>World History</b>	Our Neighbors: Their Stories, Vol. 1, ch. 5, 6; (opt.) Master Skylark, ch. 6–9			The World of William Penn, pt. 4, 5	Famous Men of the 16th & 17th Century, ch. 5, 6
<b>Week 4, Lessons 16–20</b>					
<b>American History</b>	America: Our Stories, Vol. 1, ch. 7, 8			Poor Richard, ch. 7, 8	Autobiography of Ben Franklin, pt. 1, 2
<b>Geography</b>	Visits to North America, Visit 4				
<b>Bible</b>	Ephesians 4			Growth in the Word, ch. 1, lesson 4	Growth in the Word, ch. 1, lesson 4
<b>World History</b>	Our Neighbors: Their Stories, Vol. 1, ch. 7; (opt.) Master Skylark, ch. 10–12	A Lion to Guard Us, ch. 1	Good Queen Bess, begin	The World of William Penn, pt. 6, 7	Famous Men of the 16th & 17th Century, ch. 7, 8

Use this chart to see what your family and each of your students will be studying week by week during this term. You will also be able to see when each book is scheduled to be used.

	Family	Grades 1–3	Grades 4–6	Grades 7–9	Grades 10–12
<b>Week 5, Lessons 21–25</b>					
<b>American History</b>	America: Our Stories, Vol. 1, ch. 9, 10			Poor Richard, ch. 9, 10	Autobiography of Ben Franklin, pt. 3, 4
<b>Geography</b>	Visits to North America, Visit 5				
<b>Bible</b>	Ephesians 5			Growth in the Word, ch. 1, lesson 5	Growth in the Word, ch. 1, lesson 5
<b>World History</b>	(opt.) Master Skylark, ch. 13–16	A Lion to Guard Us, ch. 2, 3	Good Queen Bess, finish	The World of William Penn, pt. 8, 9	Famous Men of the 16th & 17th Century, ch. 9, 10
<b>Week 6, Lessons 26–30</b>					
<b>American History</b>		The Pilgrims of Plimoth, pt. 1, 2	The Landing of the Pilgrims, pp. 1-23	Poor Richard, ch. 11	Autobiography of Ben Franklin, pt. 5, 6
<b>Geography</b>	Visits to North America, Visit 6				
<b>Bible</b>	Ephesians 6			Growth in the Word, ch. 1, lesson 6	Growth in the Word, ch. 1, lesson 6
<b>World History</b>	(opt.) Master Skylark, ch. 17–20	A Lion to Guard Us, ch. 4, 5	Bard of Avon, begin	Amos Fortune, ch. 1	Famous Men of the 16th & 17th Century, ch. 11, 12
<b>Week 7, Lessons 31–35</b>					
<b>American History</b>		The Pilgrims of Plimoth, pt. 3–5	The Landing of the Pilgrims, pp. 24–45	Poor Richard, ch. 12, 13	Autobiography of Ben Franklin, pt. 7, 8
<b>Geography</b>	Visits to North America, Visit 7				
<b>Bible</b>	Philippians 1, 2			Growth in the Word, ch. 2, lesson 1	Growth in the Word, ch. 2, lesson 1
<b>World History</b>	(opt.) Master Skylark, ch. 21–24	A Lion to Guard Us, ch. 6, 7	Bard of Avon, finish; Along Came Galileo, ch. 1	Amos Fortune, ch. 2, 3	Famous Men of the 16th & 17th Century, ch. 13, 14
<b>Week 8, Lessons 36–40</b>					
<b>American History</b>		Samuel Eaton's Day; Sarah Morton's Day	The Landing of the Pilgrims, pp. 46–69	Poor Richard, ch. 14, 15	Autobiography of Ben Franklin, pt. 9, 10
<b>Geography</b>	Visits to North America, Visit 8				
<b>Bible</b>	Philippians 3, 4			Growth in the Word, ch. 2, lesson 2	Growth in the Word, ch. 2, lesson 2
<b>World History</b>	(opt.) Master Skylark, ch. 25–27	A Lion to Guard Us, ch. 8–11	Along Came Galileo, ch. 2, 3	Amos Fortune, ch. 4	Famous Men of the 16th & 17th Century, ch. 15, 16

	Family	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12
<b>Week 9, Lessons 41-45</b>					
<b>American History</b>	America: Our Stories, Vol 1., ch. 11	Tapenum's Day	The Landing of the Pilgrims. pp. 70-100	Poor Richard, ch. 16, 17	Autobiography of Ben Franklin, pt. 11, 12
<b>Geography</b>	Visits to North America, Visit 9				
<b>Bible</b>	Colossians 1, 2			Growth in the Word, ch. 3, lesson 1	Growth in the Word, ch. 3, lesson 1
<b>World History</b>	(opt.) Master Skylark, ch. 28-31	A Lion to Guard Us, ch. 12-15	Along Came Galileo, ch. 4, 5	Amos Fortune, ch 5, 6	Famous Men of the 16th & 17th Century, ch. 17, 18
<b>Week 10, Lessons 46-50</b>					
<b>American History</b>	America: Our Stories, Vol. 1, ch. 12, 13		The Landing of the Pilgrims. pp. 101-124	Poor Richard, ch. 18, 19	Autobiography of Ben Franklin, pt. 13, 14
<b>Geography</b>	Visits to North America, Visit 10				
<b>Bible</b>	Colossians 3, 4			Growth in the Word, ch. 3, lesson 2	Growth in the Word, ch. 3, lesson 2
<b>World History</b>	(opt.) Master Skylark, ch. 32-35	A Lion to Guard Us, ch. 16-19	Along Came Galileo, ch. 6, 7	Amos Fortune, ch. 7, 8	Famous Men of the 16th & 17th Century, ch. 19, 20
<b>Week 11, Lessons 51-55</b>					
<b>American History</b>	America: Our Stories, Vol. 1, ch. 14, 15		The Landing of the Pilgrims. pp. 125-149	Poor Richard, ch. 20	Autobiography of Ben Franklin, pt. 15, 16
<b>Geography</b>	Visits to North America, Visit 11				
<b>Bible</b>	Philemon			Growth in the Word, ch. 4	Growth in the Word, ch. 4
<b>World History</b>	(opt.) Master Skylark, ch. 36-39	A Lion to Guard Us, ch. 20-23	Along Came Galileo, ch. 8-11	Amos Fortune, ch. 9, 10	Famous Men of the 16th & 17th Century, ch. 21, 22
<b>Week 12, Lessons 56-60</b>					
<b>History</b>	Exams or Catch Up or Project				
<b>Geography</b>	Visits to North America, Visit 12				
<b>Bible</b>	Exams or Catch Up				





## Lesson 1: An American Day

### Materials Needed

- *America: Our Stories, Vol. 1*
- World map or globe
- *Poor Richard* (grades 7–9)
- *America: The Last Best Hope, Vol. 1* (grades 10–12)

**Family:** Help your students find the United States of America on a world map or globe. Guide them to look closely and find out

- What is on the east and west (or right and left) sides of this country
- What large mountain ranges or rivers they see

**Ask:** Imagine that you were a bird flying across this country, starting at the Atlantic Ocean and traveling west with the sun. What do you think you would see?

Explain that the reading today will describe what they would see as they flew from east to west. Help students find the starting point at the Atlantic Ocean and trace the “flight” across the country as you read. Encourage them to picture the country in their minds as you read. Read together *America: Our Stories, Volume 1*, chapter 1, “An American Day: The Geography of the United States,” and ask for an oral narration.

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**Tip:** *If you are concerned that your students might get confused between American history and world history, here are some ideas to help keep lessons clearly designated.*

- Post a world map and move a sticky note around to mark where today’s reading will take place.
  - On American history days, set a small American flag where students will see it.
  - In any narration, require students to include where the events took place.
  - Highlight American history entries in your *Book of Centuries* with a small American flag drawing or sticker.
  - Decorate a sheet of paper with Americana and list each chapter title from *America: Our Stories* as you read it, in order to create a summary. You could also add titles of American history books assigned for independent reading.
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**Grades 7–9:** Read with your older children or assign as independent reading *Poor Richard*, chapter 1, “Milk Street—Boston.” Ask for an oral or written narration.

**Grades 10–12:** Read with your older children or assign as independent reading *America: The Last Best Hope, Volume 1*, chapter 1, “Westward the Course,” section I, “Columbus: The Christ Bearer.” Ask for an oral or written narration.



## Lesson 2: Until 1491

### Materials Needed

- *America: Our Stories, Vol. 1*
- Map of the United States
- *Poor Richard* (grades 7–9)
- *America: The Last Best Hope, Vol. 1* (grades 10–12)

**Family:** Ask students what they recall from last time’s reading about the geography of America. Explain that before any explorers from Europe ever discovered America, there were many people already living throughout the land. Write “Puebloans” and “Mississippians” on a sheet of paper or small white board.

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*Tip: Key words are given in each lesson for you to write on a sheet of paper or on a small white board. If needed, read the words aloud, so your student knows how they are pronounced, and give a brief explanation of what each one is. Encourage your student to listen for those words and to include them in his narration. Keep the words on display while you read and during the narration time.*

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Read together *America: Our Stories, Volume 1*, chapter 2, “Until 1491,” and ask for an oral narration. Help your students find The Four Corners; St. Louis, Missouri; southern Ohio; and other mentioned locations on a map of the United States as you read. If you need one, you can download a free 8.5” x 11” PDF at [simplycm.com/map-usa](http://simplycm.com/map-usa).

**Grades 7–9:** Read with your older children or assign as independent reading *Poor Richard*, chapter 2, “Printer’s Ink.” Ask for an oral or written narration.

**Grades 10–12:** Read with your older children or assign as independent reading *America: The Last Best Hope, Volume 1*, chapter 1, “Westward the Course,” section II, “The Scramble for Empire.” Ask for an oral or written narration.



## Lesson 3: Visit 1 to North America & Ephesians 1

### Materials Needed

- *Visits to North America*
- Bible
- Spiral notebook or 3-ring folder with notebook paper inside
- *Growth in the Word* (grades 7–12)
- Book of Centuries

**Family Geography:** Complete visit 1 in *Visits to North America*.

Book of Centuries  
Timeline

**Family Bible Study:** Ask students what they know about Paul and his journeys to spread the gospel of Jesus Christ. Explain that at the end of Paul's third missionary journey, he was arrested and eventually transported to Rome as a prisoner (Acts 21—28). From his house jail in Rome, Paul wrote four letters. This term you will focus on them; they are often called the "prison epistles."

Display a spiral notebook or 3-ring folder with notebook paper inside. Turn the notebook on its side, so the binding or spiral is at the top, and label the cover "Letters from Prison" or allow the students to label and decorate it. Show students that by turning the notebook on its side, the lines on the paper inside look like prison bars. Every time you write in the notebook, you will be reminded that you are studying the prison epistles, or letters.

List the four prison epistles on the first page (being sure to write across the lines rather than in the same direction as the lines): Ephesians, Philippians, Colossians, Philemon.

Explain that today you will start reading Paul's letter to the believers in Ephesus, to the Ephesians. Paul had spent three years in the city of Ephesus, teaching and discipling the new believers there. (See Acts 19.) He wanted to let them know that he was all right, though confined, and he wanted to encourage them to be "All for One." Title one page in your Letters from Prison notebook "Ephesians" and write that phrase, "All for One," under the title (again writing across the lines).

Read together Ephesians 1 (or divide it into smaller portions over several days: verses 1–10, 11–14, 15–23). Encourage students to listen for Who the "One" is that the Ephesians should be "for" and what He had done for them that would compel them to be loyal to Him. Discuss what it means to be "for" God.

Focus on Ephesians 1:3–10. Find all of the times the word *us* is used in that paragraph and make a list of all that God has done for the Ephesians and for us who believe in His Son (for example, verse 3 says He has blessed us in Christ; verse 4 says He chose us; etc.). Record students' findings on the Ephesians paper of the Letters from Prison notebook.

Add Paul's house arrest and letter to the Ephesians to your Book of Centuries.

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*Tip: If an entire chapter would be too much for your students, feel free to spread out the lesson over several days, covering one paragraph per day, or to read and discuss only the "Focus on" verses.*

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**Grades 7–12:** Help students to complete or assign as independent work *Growth in the Word*, chapter 1, "GOAL Study in Ephesians," lesson 1.

Older students should also be working on the long-term project of *Discovering Doctrine*. As they read through Scripture for schoolwork, in personal Bible study, or when listening to sermons, they should be looking and listening for any doctrinal truths about the 10 major doctrines listed in the notebook: Bible, God the Father, Jesus Christ, the Holy Spirit, angels, man, sin, salvation, the church, future events. Whenever they discover a

*Paul under house arrest in Rome  
(c. A.D. 57–63)*

*Paul writes Ephesians from prison in  
Rome (c. A.D. 62)*

doctrinal truth in Scripture, they should record it in the appropriate section of *Discovering Doctrine* along with the Bible reference where they found it.

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*Tip: After they have read through the entire Bible (over several years) and recorded the doctrinal truths they have found there, they may summarize each section and compose a personal doctrinal statement.*

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## Lesson 4: Into a Larger World

### Materials Needed

- *Our Neighbors: Their Stories, Vol. 1*
- *The Stuff They Left Behind: From the Days of Early Modern*
- (optional) *Master Skylark*
- *The World of William Penn* (grades 7–9)
- *Famous Men of the 16th and 17th Century* (grades 10–12)
- Book of Centuries (for grades 7 and up)

**Family:** Explain that while you are studying the history of your country, you also want to study what was happening in the rest of the world. The other countries and people were not standing still doing nothing during those same years. Display and discuss the picture of the Cantino Planisphere from *The Stuff They Left Behind: From the Days of Early Modern*.

Read together *Our Neighbors: Their Stories, Volume 1*, chapter 1, “Into a Larger World.” Ask for an oral narration.

**Optional Family Read-Aloud:** Read together *Master Skylark*, chapter 1, “The Lord Admiral’s Players.”

**Grades 7–9:** Read with your older children or assign as independent reading *The World of William Penn*, part 1, “The Life Story of William Penn,” pages 9–30. Ask for an oral or written narration.

Add William Penn to your Book of Centuries.

**Grades 10–12:** Read with your older children or assign as independent reading *Famous Men of the 16th and 17th Century*, chapter 1, “Catherine de’ Medici.” Ask for an oral or written narration.

Add Catherine de’ Medici to your Book of Centuries.

William Penn (1644–1718)

Catherine de’ Medici (1519–1589)



## Lesson 5: The Voyage of Ferdinand Magellan

### Materials Needed

- *Our Neighbors: Their Stories, Vol. 1*
- (optional) *Master Skylark*
- *The World of William Penn* (grades 7–9)
- *Famous Men of the 16th and 17th Century* (grades 10–12)
- Book of Centuries

**Family:** Ask students what they recall from last time’s reading about the world in the early 1500s. Write “Ferdinand Magellan” on a small white board or sheet of paper. Read together *Our Neighbors: Their Stories, Volume 1*, chapter 2, “The Voyage of Ferdinand Magellan.” Ask for an oral narration.

Add Magellan’s expedition to your Book of Centuries.

**Optional Family Read-Aloud:** Read together *Master Skylark*, chapter 2, “Nicholas Attwood’s Home.”

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*Tip: Do this Family read-aloud at a different time of day than your history reading. Your students will be able to pay attention more easily and enjoy it more if the two readings are not back-to-back.*

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**Grades 7–9:** Read with your older children or assign as independent reading *The World of William Penn*, part 1, “The Life Story of William Penn,” pages 31–52. Ask for an oral or written narration.

**Grades 10–12:** Read with your older children or assign as independent reading *Famous Men of the 16th and 17th Century*, chapter 2, “Henry of Navarre.” Ask for an oral or written narration.

Add Henry of Navarre to your Book of Centuries.

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*Tip: Make sure older children are up to date with their Discovering Doctrine notebooks and their Book of Centuries entries.*

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## Lesson 6: Toscanelli’s Map

### Materials Needed

- *America: Our Stories, Vol. 1*
- World map or globe
- *Poor Richard* (grades 7–9)
- *America: The Last Best Hope, Vol. 1* (grades 10–12)
- Book of Centuries

**Family:** Ask students what they recall from last time’s reading about the Native Americans. Explain that in Europe, the people were trying to solve a traveling puzzle: Could they sail west and end up in the East? Write “Paolo Toscanelli” and “Christopher Columbus” on a sheet of paper or small white board. Read together *America: Our Stories, Volume 1*, chapter 3, “Toscanelli’s Map,” and ask for an oral narration. As you read, have a world map or globe handy so your students can see the areas Toscanelli was describing. Explain that the original of Toscanelli’s map has been lost, but we can imagine what it might have looked like.

Add Toscanelli’s proposal to your Book of Centuries.

### Book of Centuries Timeline

*The Magellan Expedition*  
(1519–1522)

*Henry of Navarre* (1553–1610)

*Paolo Toscanelli proposes that the East can be reached by sailing west*  
(1474)

**Grades 7–9:** Read with your older children or assign as independent reading *Poor Richard*, chapter 3, “The Runaway Apprentice.” Ask for an oral or written narration.

**Grades 10–12:** Read with your older children or assign as independent reading *America: The Last Best Hope, Volume 1*, chapter 1, “Westward the Course,” section III, “The Rise of England.” Ask for an oral or written narration.

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*Reminder:* Get the Autobiography of Benjamin Franklin for lesson 16 for grades 10–12.

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## Lesson 7: Searching for Cipango, Christopher Columbus

### Materials Needed

- *America: Our Stories, Vol. 1*
- World map or globe
- *Poor Richard* (grades 7–9)
- *America: The Last Best Hope, Vol. 1* (grades 10–12)
- *American Voices* (grades 10–12)
- Book of Centuries

**Family:** Ask students what they recall from last time’s reading about Toscanelli’s Map. Explain that many explorers were searching for a way to get to the East, including the land of Cipango, which we now know as Japan. Christopher Columbus was one of those explorers. Write “Cipango” and “Christopher Columbus” on a sheet of paper or small white board. Read together *America: Our Stories, Volume 1*, chapter 4, “Searching for Cipango,” and ask for an oral narration. Use a world map or globe to trace the explorations that are described in the chapter as you read. Your students might also like to use it as they narrate the chapter.

Add Columbus’s arrival to America to your Book of Centuries.

**Grades 7–9:** Read with your older children or assign as independent reading *Poor Richard*, chapter 4, “Philadelphia.” Ask for an oral or written narration.

**Grades 10–12:** Read with your older children or assign as independent reading *America: The Last Best Hope, Volume 1*, chapter 2, “A City Upon a Hill,” sections I and II, “Coming to America” and “The Great Migration.” Also assign *American Voices*, pages 1–9, documents from the 1600s. Ask for an oral or written narration.



## Lesson 8: Visit 2 to North America & Ephesians 2

### Materials Needed

- *Visits to North America*
- *Hungry Planet: What the World Eats*
- Bible
- Letters from Prison notebook
- *Growth in the Word* (grades 7–12)

**Family Geography:** Complete visit 2 in *Visits to North America*.

**Family Bible Study:** Display the Letters from Prison notebook (Remember to hold it sideways with the notebook paper lines forming prison bars.) and the Ephesians page and ask students what they recall about the “One” in “All for One.”

Explain that in today’s reading Paul focused on the “All” part of “All for One.” The church at Ephesus had both Jews and Gentiles in it. Usually those two groups avoided each other, but Paul wanted to remind both groups of believers that they were all together in God’s church now.

Read together Ephesians 2 (or divide it into smaller portions over several days: verses 1–10, 11–16, 17–22). Encourage students to listen for what God did to bring the two groups together.

Focus on Ephesians 2:17–19. Discuss: What kind of peace does Jesus give? What kind of access does He give? How should we treat each other as fellow members of the household of God? What do verses 8 and 9 remind us about this new position in Christ?

Ask students to summarize the main ideas of today’s passage. Record students’ findings on the Ephesians page(s) in the Letters from Prison notebook.

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*Tip: If an entire chapter would be too much for your students, feel free to spread out the lesson over several days, covering one paragraph per day or to read and discuss only the “Focus on” verses.*

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**Grades 7–12:** Help students to complete or assign as independent work *Growth in the Word*, chapter 1, “GOAL Study in Ephesians,” lesson 2.



## Lesson 9: Empire of the Ottomans

### Materials Needed

- *Our Neighbors: Their Stories, Vol. 1*
- (optional) *Master Skylark*
- *The World of William Penn* (grades 7–9)
- *Famous Men of the 16th and 17th Century* (grades 10–12)

**Family:** Ask students what they recall from last time’s reading about Ferdinand Magellan and his expedition around the world. Explain that while



Book of Centuries  
TimelineQueen Elizabeth I rules England and  
Ireland (1558-1603)

Francis Drake (1549–1596)

Magellan's fleet was making its way around the world, a new leader was crowned in a city called Istanbul. Read together *Our Neighbors: Their Stories, Volume 1*, chapter 3, "Empire of the Ottomans," and ask for an oral narration.

**Optional Family Read-Aloud:** Read together *Master Skylark*, chapter 3, "The Last Straw."

**Grades 7–9:** Read with your older children or assign as independent reading *The World of William Penn*, part 2, "Introducing Three French Explorers." Ask for an oral or written narration.

**Grades 10–12:** Read with your older children or assign as independent reading *Famous Men of the 16th and 17th Century*, chapter 3, "Elizabeth I." Ask for an oral or written narration.



## Lesson 10: The Little Ships

### Materials Needed

- *Our Neighbors: Their Stories, Vol. 1*
- (optional) *Master Skylark*
- *The World of William Penn* (grades 7–9)
- *Famous Men of the 16th and 17th Century* (grades 10–12)
- Book of Centuries

**Family:** Ask students what they recall from last time's reading about the Ottomans. Explain that while the Ottomans were ruling in Turkey, other events were happening in England. Read together *Our Neighbors: Their Stories, Volume 1*, chapter 4, "The Little Ships," and ask for an oral narration.

Add Queen Elizabeth I's reign to your Book of Centuries.

**Optional Family Read-Aloud:** Read together *Master Skylark*, chapters 4 and 5, "Off for Coventry" and "In the Warwick Road."

**Grades 7–9:** Read with your older children or assign as independent reading *The World of William Penn*, part 3, "Introducing Louis XIV." Ask for an oral or written narration.

**Grades 10–12:** Read with your older children or assign as independent reading *Famous Men of the 16th and 17th Century*, chapter 4, "Sir Francis Drake." Ask for an oral or written narration.

Add Francis Drake to your Book of Centuries.

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**Tip:** Make sure older children are up to date with their *Discovering Doctrine notebooks* and their *Book of Centuries entries*.

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**Reminder:** Get *A Lion to Guard Us* for lesson 20 for grades 1–3. Get *The Pilgrims of Plimoth* for lesson 26 for grades 1–3. Also get *Samuel Eaton's Day* and *Sarah Morton's Day* for lessons 36 and 37 for grades



1–3. Get Good Queen Bess for lesson 20 for grades 4–6. Also get The Landing of the Pilgrims for lesson 26 for grades 4–6.

Book of Centuries  
Timeline



## Lesson 11: The Fourth Part of the World

### Materials Needed

- *America: Our Stories, Vol. 1*
- World map or globe
- *Poor Richard* (grades 7–9)
- *America: The Last Best Hope, Vol. 1* (grades 10–12)
- *American Voices* (grades 10–12)
- Book of Centuries

**Family:** Ask students what they recall from last time’s reading about Christopher Columbus. Explain that there were many other explorers who were inspired by the legends of other lands. Write “John Cabot,” “Amerigo Vespucci,” and “America” on a sheet of paper or small white board. Read together *America: Our Stories, Volume 1*, chapter 5, “The Fourth Part of the World,” and ask for an oral narration.

Use a world map or globe to trace the explorations that are described in the chapter as you read. Your students might also like to use it as they narrate the chapter.

Add the discoveries of Vespucci and Cabot to your Book of Centuries.

**Grades 7–9:** Read with your older children or assign as independent reading *Poor Richard*, chapter 5, “The Water American—London.” Ask for an oral or written narration.

**Grades 10–12:** Read with your older children or assign as independent reading *America: The Last Best Hope, Volume 1*, chapter 2, “A City Upon a Hill,” sections III–V, “Expanding English Rule,” “Britain and France: Conflict for a Continent,” and “Religious and Intellectual Awakenings.” Also assign *American Voices*, pages 10–29, sayings from *Poor Richard’s Almanack* and the Jonathan Edwards sermon, “Sinners in the Hands of an Angry God.” (Students may simply skim all of the *Poor Richard* sayings if desired.) Ask for an oral or written narration.

*Amerigo Vespucci determines that the land Columbus found was not the Indies, but a continent (c. 1500)*

*John Cabot explores present-day Newfoundland (1497)*



## Lesson 12: The Spanish Conquistadors

### Materials Needed

- *America: Our Stories, Volume 1*
- World map or globe
- *Poor Richard* (grades 7–9)
- *America: The Last Best Hope, Vol. 1* (grades 10–12)
- *American Voices* (grades 10–12)
- Book of Centuries

## Book of Centuries Timeline

*Juan Ponce de León explores  
present-day Florida (1513)*

*Vasco Nuñez de Balboa crosses the  
Isthmus of Panama (1513)*

*Hernando de Soto explores Central  
and South America (1539)*

*Francisco Vázquez de Coronado  
explores the southwestern United  
States (1541)*

**Family:** Ask students what they recall from last time's reading about John Cabot and Amerigo Vespucci. Explain that not all explorers went on their journeys for the same reasons. Write "conquistador," "Ponce de León," "Nuñez de Balboa," "de Soto," and "Coronado" on a sheet of paper or small white board. Read together *America: Our Stories, Volume 1*, chapter 6, "Bold Spaniards," and ask for an oral narration.

Use a world map or globe to trace the explorations that are described in the chapter as you read. Your students might also like to use it as they narrate the chapter.

Add the explorations of de León, de Balboa, de Soto, and de Coronado to your Book of Centuries.

**Grades 7–9:** Read with your older children or assign as independent reading *Poor Richard*, chapter 6, "A Shop of Your Own—Philadelphia." Ask for an oral or written narration.

**Grades 10–12:** Read with your older children or assign as independent reading *America: The Last Best Hope, Volume 1*, chapter 2, "A City Upon a Hill," section VI, "Britain and France: The Final Conflict." Also assign *American Voices*, pages 30 and 31, the Albany plan. Ask for an oral or written narration.



## Lesson 13: Visit 3 to North America



## & Ephesians 3

### Materials Needed

- *Visits to North America*
- Bible
- Letters from Prison notebook
- *Growth in the Word* (grades 7–12)

**Family Geography:** Complete visit 3 in *Visits to North America*.

**Family Bible Study:** Display the Letters from Prison notebook and the Ephesians page(s) and ask students what they recall about the "All" in "All for One."

Explain that in today's reading Paul focused on how God had called him to tell people about God's plan of bringing the Gentiles and Jews together in the church. That was a new idea to people. Read together Ephesians 3 (or divide it into smaller portions over several days: verses 1–6, 7–13, 14–21). Encourage students to listen for what Paul thought about being called to spread that new idea.

Focus on Ephesians 3:14–19. These verses record Paul's prayer for the Ephesians. Look for each use of the word *you* and list what Paul prayed in each instance (for example, in verse 16, that God would grant you to be strengthened with power through His Spirit). Spend some time praying those same things for other believers who are part of God's household but not part of your immediate family.

# Helpful Information



## Why I Wrote These Lessons

I love to teach Bible history along with world events, and the first three lesson plan books in this series focus on Bible history from Genesis through Acts. Some time is spent studying world events that happened during those years, but the emphasis is on Biblical history.

With the fourth through sixth lesson plan books, the focus changes a little. We no longer have Biblical events to study, and world history picks up the pace. So we delve into learning about people who have lived since the time of the book of Acts, and we combine that study with timeless truths from the epistles.

This fifth book in the series introduces American history. I think it is important to make sure our students know that American history did not happen in isolation. It was occurring along with, and often connected to, events throughout the world. So American history is taught alongside world history. The American history lessons and books are clearly marked so that, if you are not American, you can easily substitute resources that highlight your own country as desired.

The lessons in this book will walk you through living books to read, Scripture passages to study, and map activities to do. You'll also find narration ideas, teaching tips, exam questions, and Book of Centuries dates.

One of my main goals is to show you how you can teach the same historical time period to all of your students at the same time, no matter what grades they are in. I firmly believe in the advantages that a one-room schoolhouse approach can bring. You will save time in both planning and teaching, and your students will grow together in community as they learn together and help each other.

Please keep in mind that this study is just a collection of suggestions. I'm simply passing along these suggestions to, hopefully, save you some time and give you some ideas. You know your children much better than I do, so feel free to change, add, or omit as you see fit. Remember, I used the books that were available to me; they may not be available to you. Don't be afraid to substitute.

Most of all, encourage the older children to help the younger, and allow the younger to look over the shoulder of the older; and together, enjoy these studies of history, geography, and God's Word.

# Charlotte Mason Methods Used in This Study

## ***Living Books***

Probably the most well-known of Charlotte Mason's methods is her use of living books instead of dry, factual textbooks. Living books are usually written by one person who has a passion for the subject and writes in conversational or narrative style. The books pull you into the subject and involve your emotions, so it's easy to remember the events and facts. Living books make the subject "come alive." The books used in this study are living books. If you make a substitution, please do your best to select a living book.

*Bible Readings:* The Bible is the best living book! And Charlotte encouraged us to give our children plenty of direct contact with the Bible itself, not feed them just watered down retellings. So you will find throughout the lessons the Scripture passages to read aloud directly from the Bible.

## ***Narration***

When you ask a child to narrate, you're asking him to tell back in his own words what he just saw, heard, or read. The narration can be oral or written or drawn—whatever. Because the child must think through the information and determine how to present it, mixed with his own opinion and impressions, this method of evaluation requires a much higher thinking level than mere fill-in-the-blank or answer-the-posed-question-with-a-fact methods. When requesting a child to narrate, word the question in an open, essay-type form, such as "Tell all you know about \_\_\_\_" or "Describe \_\_\_\_."

*Oral Narration with Many Students:* Usually it's good to start with the youngest child, then work your way up the ages asking if each has anything to add. However, if you use this approach every single time, the older ones might get complacent. ("No, nothing to add.") So you can mix things up a little by calling on any child at random to start the narration sometimes. Not knowing who will be selected to give the oral narration keeps everybody alert and listening. The key is to have one child start the narration and then have the others add to it, not repeat it. That mental exercise of remembering what was already mentioned and searching through your mind for something new to talk about is also a plus!

*Written Narration:* Older children can be expected to take the next step and write their narrations. If your older child is not used to doing narration, give him several weeks or months to get used to the idea and have some practice narrating orally first. It's harder to keep your train of thought when you have to also think about the mechanics of writing, punctuating, capitalizing, and all such trappings, so make sure your child is adept and successful with organizing and expressing his thoughts orally before adding the writing aspect. Once he is an "old pro" at oral narrations, you can ease him into the written narrations by requiring just one a week or so to begin with. The lessons in this book will give suggestions for some written narrations. You can determine which of your students can handle those assignments.

Also keep in mind that you can do narration in many ways. Oral is the quickest and simplest. But if you would like to keep things fresh, you can have the students express what they learned in various ways. We have a list of narration ideas on our website that might help you: <http://simplycm.com/narration-ideas>.

## ***Book of Centuries***

A Book of Centuries is like a timeline in a notebook. As its name suggests, each 2-page spread in the book is devoted to 100 years—a century—of history. Each student creates his own book, recording historical events and names of importance, along with pictures, poems, quotes, and anything else that makes the book individual.

You can also add written narrations, illustrations from the internet, or titles of books you've read that are set in that time period. As they add more history to the book, the students begin to make relations between people who lived in the same era.

Books of Centuries can be as simple or elaborate as you desire. If you want a simple one, download a free Book of Centuries template at <http://simplycm.com/BOC>.

We recommend each student in grades 7–12 create his own Book of Centuries. If your students are not yet old enough to take on the responsibility of their own Books of Centuries, you could create one together as a family.

Watch for helpful dates in the timeline column throughout the lessons in this book. You don't have to add every event listed; feel free to pick and choose. (Note: A "c." beside a date stands for *circa*, which means "about" or "approximately.")

# Suggestions toward Calculating Credits

Keeping track of high school credits is always a challenge but not that hard once you get the hang of it. You can calculate the credits based on actual time spent interacting with the material, or you can calculate credits based on the amount of work involved. Most authorities agree that if you are calculating based on actual time spent, a credit is awarded for every 120–180 hours spent on task, with 150 being average.

**For the completion of grades 7–9 or 10–12 assignments in this Early Modern & Epistles study, I suggest that students should be awarded 1/2 credit for World History, 1/2 credit for American History, and 1/3 credit for Bible.** Usually Geography is included with History and considered one course of study.

Below are details demonstrating how the credit suggestions for this study were calculated. The calculations for Hours Spent are an estimated average. The calculations below for the Course Work Detail assume the student completed all of the readings and assignments given in these lesson plans for grades 7–9 or 10–12.

## Hours Spent

**World History & Geography**—1/2 Credit

Average 2 hours per week x 36 weeks = 72 hours

**American History & Geography**—1/2 Credit

Average 2 hours per week x 36 weeks = 72 hours

**Bible**—1/3 Credit

Average 1.25 hours per week x 36 weeks = 45 hours

## Course Work Detail

### World History

*Grades 7–9*

880 pages read in 6 books

52 written narrations

11 artifacts studied

Book of Centuries project

3 essay exams

*Grades 10–12*

1,188 pages read in 6 books

55 written narrations

11 artifacts studied

Book of Centuries project

3 essay exams

### American History

*Grades 7–9*

1,022 pages read in 5 books

20 written narrations

5 artifacts studied

Book of Centuries project

3 essay exams

*Grades 10–12*

1,116 pages read in 6 books

64 written narrations

5 artifacts studied

Book of Centuries project

3 essay exams

### Geography

*Grades 7–12*

29 map studies and drills

185 pages read in 4 books

31 integrated map activities in history lessons

### Bible

*Grades 7–12*

8 New Testament epistles read

94-page Bible study completed

Discovering Doctrine project

3 essay exams