

Level 3

(Grade 3 - Ages 8-10)

The Early Modern World



Written by:
Emily Cook

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 to help them with pronunciation errors, enunciating, and reading fluency.

Optional book recommendations are included in the appendix.

All these books are also listed with hyperlinks at the Build Your Library website on the Level 3 Product Page: <https://buildyourlibrary.com/purchase-level-3-curriculum/>

History:

The Story of the World: History for the Classical Child, Volume 3: Early Modern Times by Susan Wise Bauer (Spine)

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

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

Where is the Taj Mahal? by Dorothy Hoobler (week 10)

You Wouldn't Want to be in the Great Fire of London by Jim Pipe (week 12)

What Miss Mitchell Saw by Hayley Barrett (week 16)

The Rabbits by Shaun Tan (week 22)

Mesmerized: How Ben Franklin Solved a Mystery that Baffled All of France by Mara Rockliff (23)

Literature:

Out of Many Waters by Jacqueline Greene (Week 1)

Mandy by Julie Andrews Edwards (Week 4)

The Ghost in the Tokaido Inn by Dorothy and Thomas Hoobler (Week 7)

The One and Only Ivan by Katherine Applegate (Week 10)

The Ravenmaster's Secret: Escape From The Tower Of London by Elvira Woodruff (Week 13)

A Wish in the Dark by Christina Soontornvat (Week 17)

Stowaway by Karen Hesse (Week 21)

Fever 1793 by Laurie Halse Anderson (Week 25)

The Scarecrow and His Servant by Philip Pullman (Week 28)

Ban This Book by Alan Gratz (Week 31)

Sweep: the Story of a Girl and Her Monster by Jonathan Auxier (Week 33)

Readers:

A Lion to Guard Us by Clyde Robert Bulla (Week 1)

Seesaw Girl by Linda Sue Park (Week 4)
Indian Shoes by Cynthia L. Smith (Week 6)
The Whipping Boy by Sid Fleischman (Week 7)
A Grain of Rice by Helena Clare Pittman (Week 10)
The Hundred Dresses by Eleanor Estes (Week 11)
I, Juan de Pareja by Elizabeth Borton de Trevino (Week 13)
Finding Wonders: Three Girls Who Changed Science by Jeannine Atkins (Week 15)
Book Uncle and Me by Uma Krishnaswami (Week 18)
George vs. George: The American Revolution as Seen from Both Sides by Rosalyn Schanzer (Week 20)
Fortunately, the Milk by Neil Gaiman (Week 21)
Pirates: A Magic Tree House Research Guide by Mary Pope Osborne (Week 22)
Les Miserables (A Stepping Stone Book) by Monica Kulling (Week 24)
Gooney Bird Greene by Lois Lowry (Week 26)
Along Came a Dog by Meindert DeJong (Week 28)
Misty of Chincoteague by Marguerite Henry (Week 30)
26 Fairmont Avenue by Tomie de Paola (Week 33)
Mary and the Trail of Tears: A Cherokee Removal Survival Story by Andrea L. Rogers
Skunk and Badger by Amy Timberlake (Week 35)

Poetry:

The Poetry of Science: The Poetry Friday Anthology for Science for Kids by Sylvia Vardell and Janet Wong (Spine)

Science:

How to Think Like a Scientist: Answering Questions by the Scientific Method by Stephen P. Kramer (Week 1)
Notable Notebooks: Scientists and their Writings by Jessica Fries-Gaither (Week 3)
What's Smaller Than a Pygmy Shrew? by Robert E. Wells (Week 4)
The Usborne Complete Book of the Microscope: Internet-Linked (Week 5)
A World in a Drop of Water: Exploring with a Microscope by Alvin Silverstein (Week 12)
DK: The Elements Book: A Visual Encyclopedia of the Periodic Table (Week 15)
The Book of Ingeniously Daring Chemistry: 24 Experiments for Young Scientists by Sean Connolly (Week 16)
The Story of Marie Curie: A Biography for New Readers by Susan B. Katz (week 20)
Adams Atomic Adventures by Alice Baxter (Week 31)

Art:

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

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Week 3

	Day 1	Day 2	Day 3	Day 4	Day 5
History <i>Story of the World</i> <i>Volume 3</i> <i>A Child Through Time</i>	Chapter 3 "James and His Enemies"		Chapter 3 "King James Town"		Pg. 68 – 69
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>	Chapters 16 – 17	Chapters 18 – 19	Chapters 20 – 21	Chapters 22 – 23	
Science <i>Notable Notebooks: Scientists and their Writings</i>	Read the book		Read the Book		
Art <i>Why is Art Full of Naked People?</i>				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: Volume 3 – read Chapter 3 - “King James and His Enemies”

Key Idea/Topic – 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? You can learn more at this website:
<https://www.bbc.co.uk/bitesize/topics/zd8fv9g/articles/zdrrcj6>
- Timeline Work: Guy Fawkes and the 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 included in 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 Chapters 16 – 17

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:

Notable Notebooks: Scientists and Their Writings – read the whole book today.

Things to talk about:

- What are different ways that scientists use notebooks?
- Discuss the different fields of science mentioned in this book. Have you heard of any of the famous scientists mentioned? (You'll be learning about some of them throughout this year!)

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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 chapters 18 – 19

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: Volume 3 – read Chapter 3 - “King James Town”

Key Idea/Topic – 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
- You may enjoy watching this documentary:
[Jamestown's Dark Winter \(PBS\)](#) (note: this documentary details the death of a girl during a period called the Starving Time so be aware that it might be too much for a sensitive child.)

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 chapters 20 – 21

Memory Work:

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

Science:

Notable Notebooks: Scientists and Their Writings – read the book again today.

Activity: Give your child their very own scientific notebook. They can use this notebook the rest of the year as they study science. Today they can add something they learned from this book to their notebook. It can be any spiral bound notebook or something like this:

[Science Notebook](#)

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Week 3 - Day 4

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 22 – 23

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

Key Idea/Topic – Impressionism and “blurry” artwork

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Week 3 - Day 5

History Reading:

A Child Through Time – read pages 68 – 69

Key Idea/Topic – Pocahontas

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.

Memory Work:

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

Science:

Activity: Write like a scientist!

Go outside and observe something in nature – it can be anything from flowers, mushrooms, ants, birds, whatever you like. Use the Scientific Notebook Activity Page (found on page 276 of this guide) and draw and write about your observations. Remember – scientists use very precise language about what they study. Be sure to carefully describe and draw your chosen nature item.

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SAMPLE WEEK