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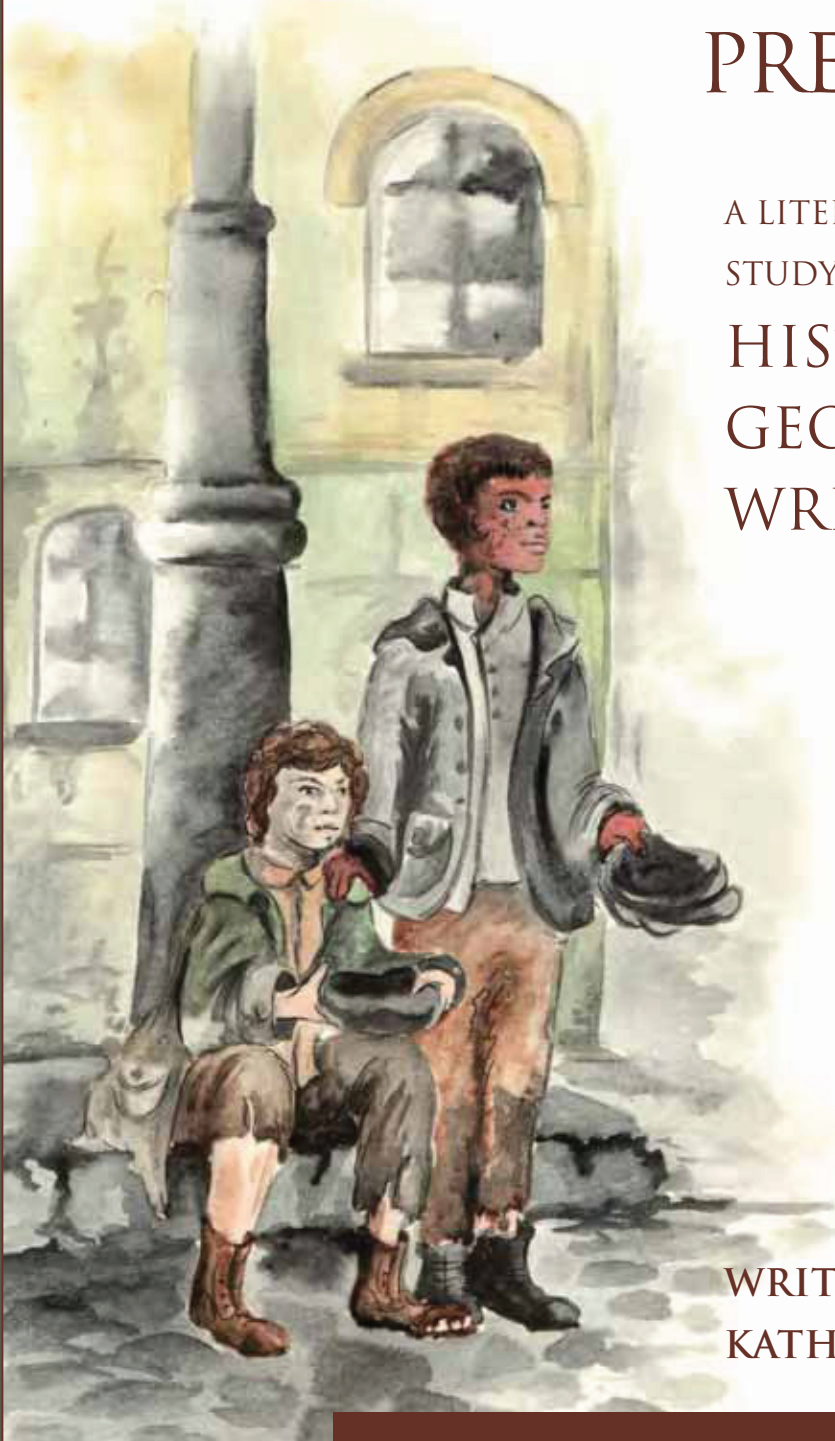


HISTORY ODYSSEY

EARLY MODERN

PREVIEW

A LITERATURE-BASED
STUDY GUIDE COMBINING
HISTORY
GEOGRAPHY
WRITING



WRITTEN BY
KATHLEEN DESMARAIS

LEVEL TWO

HISTORY ODYSSEY

EARLY MODERN

LEVEL TWO PREVIEW

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TABLE OF CONTENTS

Letter to Parents and Teachers	5
How to Use This Guide	7
Part I Trade and Rebellion	11
Lesson 1 Review of Europe and the Stuarts	13
Lesson 2 The English Civil War	13
Lesson 3 The Thirty Years' War and Religious Warfare	14
Lesson 4 France	14
Lessons 5 - 6 Louis XIV, The Sun King	15
Lesson 7 <i>I, Juan de Pareja</i>	15
Lesson 8 Spain	15
Lesson 9 Spanish Succession	16
Lessons 10 17th Century Art and Architecture	16
Lessons 11 - 12 Scientific Revolution or the Age of Reason	16
Lessons 13 - 14 Evaluating Resources	17
Lesson 15 Galileo	18
Lesson 16 Early American Settlers	18
Lesson 17 <i>The Landing of the Pilgrims</i>	18
Lesson 18 The Mayflower Compact	18
Lesson 19 How to Write an Essay	19
Lesson 20 India	19
Lesson 21 East India Trading Companies	19
Lesson 22 <i>Amos Fortune, Free Man</i>	20
Lesson 23 - 24 African States	20
Lesson 25 Trade and Pirates	20
Lessons 26 - 27 Mercantilism and Trade	21
Lesson 28 Japan Isolates Itself from Trade	22
Lesson 29 Trade and Opium in China	22
Lesson 30 <i>The Witch of Blackbird Pond</i>	23
Lessons 31 - 32 Colonial America	23
Lesson 33 The Salem Witch Trials	24
Lesson 34 Russian Expansion	24
Lesson 35 Peter the Great	24
Lesson 36 Sweden	25
Lesson 37 The Great Northern War	25
Lesson 38 Trade and Rebellion Around the World	25
Part II Revolution	27
Lesson 39 What is a Revolution?	29
Lesson 40 The Agricultural Revolution	29
Lesson 41 - 44 The Industrial Revolution	29
Lesson 45 Scottish Rebellion	31
Lessons 46 - 48 <i>Kidnapped</i>	31
Lesson 49 Literary Element: Theme	33
Lesson 50 The Rise of Prussia and the Decline of Austria	34
Lessons 51 - 53 The Seven Years' War and the Fight for North America.....	34
Lesson 54 The Enlightenment	36

Lesson 55 <i>Island of the Blue Dolphins</i>	36
Lessons 56 - 57 Russia	36
Lesson 58 <i>Johnny Tremain</i>	37
Lesson 59 Thomas Paine	37
Lesson 60 Persuasive Writing Assignment	37
Lessons 61 - 65 The American Revolution	37
Lessons 66 - 67 <i>Carry On, Mr. Bowditch</i> - optional	39
Lesson 68 “The Way to Wealth”	40
Lesson 69 The Bill of Rights	40
Lessons 70 - 71 The End of Slavery?	40
Lessons 72 - 73 The French Revolution	41
Lesson 74 Make the Connection	41
Lesson 75 The Napoleonic Wars	42
Lesson 76 Napoleon - Hero or Zero?	42
Lesson 77 The Congress of Vienna	43
Lesson 78 Latin America’s Fight For Freedom	43
Lesson 79 Nationalism and Revolution in Europe	43
Lesson 80 Australia and New Zealand	44
Lessons 81 - 83 Growth of the United States	44
Lesson 84 Lewis and Clark	45
Lesson 85 Literary Element: Point of View	46
Lesson 86 <i>The Sign of the Beaver</i>	47
Lesson 87 Compare and Contrast Writing Assignment	47
Lesson 88 Revolution Around the World	47
Lesson 89 Timeline Analysis	48
Appendix A Attribution of Sources	49
Appendix B How to Write a Biography	51
Appendix C Guidelines For Evaluating Sources in History	53
Appendix D The Crime of Galileo, 1633	55
Appendix E How to Write an Essay	57
Appendix F Firsthand Account of the Slave Trade	61
Appendix G Excerpts from <i>A Journey from St. Petersburg to Moscow</i>	65
Appendix H Excerpts from <i>Common Sense</i> by Thomas Paine	67
Appendix I The Boston Massacre	73
Appendix J “The Way to Wealth” by Benjamin Franklin	79
Appendix K The Bill of Rights, Amendments 1-10 of the United States Constitution	83
Appendix L Excerpts from the Age of Reason and the Enlightenment	85
Appendix M “The Two Grenadiers”	89
Appendix N Recommended Resources	91

LETTER TO PARENTS AND TEACHERS

Your child is about to embark on a great adventure—studying the history of mankind. History Odyssey guides are intended to assist your child on this adventure with access to the greatest resources and with assistance in organizing a tremendous amount of information. This guide is written for the logic- to rhetoric-stage of a classical education (approximately sixth through tenth grade) and will challenge your child to compare and contrast, analyze, research, write, and outline. This study guide expands upon the skills taught in previous History Odyssey level two courses. Students who did not complete *Ancients (level two)* and *Middle Ages (level two)* should be able to successfully complete this course if they have some prior knowledge of outlining, research, and summarizing.

This study guide contains many writing assignments including biographies and essays. Although basic instructions are given, History Odyssey is not a writing course. We highly recommend that students complete a formal writing class prior to or during this course. An Essay Rubric Checklist is included in the worksheet section to assist you with evaluating your child's essay work.

The lesson plans in this study guide speak directly to your child for independent use. However, we recommend assisting with the first few lessons and acknowledge that some students may need assistance throughout the course. Read over the following instruction pages with your child and assist him or her in setting up a binder and gathering resources. Most of the lessons are written to be completed in one to two sittings. The exceptions to this are the lessons that instruct students to read one of the twelve literature books and those containing library research assignments. For these lessons, students should be given ample time to complete the tasks before going on to the next lesson unless otherwise indicated. If your child's interest is sparked by a subject, refer to the resource list and allow him or her to spend extra time on that subject. We suggest students at this grade level spend about two hours studying history three to four days a week. At that pace, this guide provides a one-year history course. Keep in mind that these lesson plans combine several subjects—history, reading, writing, and geography.

Most of the literature books used in this study guide are at a level that logic stage students can read independently. Some students may benefit from having the books read aloud. Students will not be interrupted with comprehension questions or vocabulary work while reading the assigned literature. We feel that interrupting the reading of these wonderful books tends to make reading laborious and frustrating. However, you may want to suggest that your child read with a pencil in hand and circle difficult words to look up later. Also it is recommended that you have discussions with your child during the reading to ensure comprehension. Ideally, you will read the books as well.

A new addition to History Odyssey is the reference to Web sites throughout this and future study guides. **It is not necessary to access Web sites in order to complete this course.** All Web site references provide optional resources for research. We highly recommend students not use the Web sites exclusively for their research. In today's high-tech world, it is easy for students to engage in "lazy research" by depending solely on the Internet for information. Although the Internet does contain valuable information, it also contains vast amounts of inaccurate information and harmful materials (see our disclaimer about Web sites on the copyright page). Please guide and supervise your child in Internet research and encourage him to engage in plenty of "old fashioned" library research as well.

Notes

Literature: There is a lot of good historical fiction available for reading while studying this time period. If your child has already read one or more of the books in the required reading for this course, you could substitute a similar book. See Appendix N for suggested books.

Timeline Work: In this edition of History Odyssey, students will not be given timeline dates for copying onto their timelines. Students are expected to identify significant dates themselves. Some students may require assistance at first in picking out the most important dates. Make sure that your child is not writing every date encountered on his or her timeline.

Essays: In this edition of level two History Odyssey your child will be asked to write formal essays. Prior to writing the first essay there is a short lesson, “How to Write an Essay.” This lesson presents a starting point to teaching your child essay writing. (Many students may require additional instruction from a writing course that addresses essays and thesis writing. See Appendix N for recommended courses.) The lesson on essays includes instruction in writing topic sentences. Topic sentences are similar to thesis statements, which are presented in Level Three courses. This lesson recommends essays be five paragraphs in length comprised of three main ideas to support the topic sentence. Please use this as a guideline only. If the topic sentence created by your child requires only two main ideas, then by all means don’t require creation of another one just to fit the model. As your child becomes a more proficient writer, allow him or her to break away from this model and be more creative with writing.

Carry On, Mr. Bowditch: This book and the subsequent lesson and map work are optional because they will significantly increase the length of this course. If time is short, we recommend your child read this wonderful book another time.

Lessons 14 and 76: These lessons require your child search through several newspaper articles. Please ensure access to several newspapers on the days of these lessons.

Lessons 21 and 79: In these lessons we recommend your child gives a presentation using PowerPoint or another presentation software if available. For examples of history presentations given with PowerPoint visit www.pppst.com/worldhistory.HTML.

Lessons 24 and 27: These lessons involve your child looking at the horrors of the slave trade. He or she will be reading a somewhat graphic description of life aboard a slave ship and examining the reasons why people became involved in enslaving other human beings. These exercises are not attempts to justify the slave trade—quite the contrary. Assist your child in these assignments. Encourage contemplation of these questions: Why do good people sometimes do bad things? How does crowd mentality contribute? How did people involved in the slave trade justify ignoring individual rights? Please ensure that your child understands the point of these exercises. If you feel there is a chance that your child might not understand, it would be best that he skips these lessons.

Lesson 46: In this lesson your child will be constructing a book jacket and will need craft supplies. Refer to the lesson for a supply list.

Lesson 76: Prior to this lesson about Napoleon, you might want to rent the PBS mini-series *Napoleon* by director David Grubin (2000). This excellent biography is available on DVD from Netflix and Blockbuster. Use parental discretion with this video. It contains a few disturbing descriptions of war violence, and some of Napoleon’s letters deserve a PG-13 rating.

HOW TO USE THIS GUIDE

Required Resources

The following resources are required to complete this course. Optional resources and book suggestions can be found in the Appendix N.

**The Kingfisher History Encyclopedia* (1999 edition or 2004 edition) - KFH

**The Story of Mankind* by Hendrik Van Loon (Free online at www.authorama.com/story-of-mankind-1.html) TSOM

*Timeline from Pandia Press (or a homemade timeline)

I, Juan de Pareja by Elizabeth Borton de Treviño

Amos Fortune: Free Man by Elizabeth Yates

The Landing of the Pilgrims by James Daugherty

The Witch of Blackbird Pond by Elizabeth George Speare

Oliver Twist by Charles Dickens (abridged by Puffin Classics)**

Kidnapped by Robert Louis Stevenson

Island of the Blue Dolphins by Scott O'Dell

Johnny Tremain by Esther Forbes

The American Revolution by Bruce Bliven, Jr.

Carry on, Mr. Bowditch by Jean Lee Latham (optional reading)

The Captain's Dog: My Journey with the Lewis and Clark Tribe by Roland Smith

The Sign of the Beaver by Elizabeth George Speare

*These resources are used for all History Odyssey level two study guides.

** This edition of *Oliver Twist* is abridged for length only and contains Dickens' original words. Advanced readers and those with more time might want to read the unabridged *Oliver Twist*.

Other Supplies Needed

Three-ring binder (2" is recommended)

Six binder dividers with tabs

Lined paper or computer paper

A three-hole punch

A detailed atlas or world wall map

A ruler or straight edge

Colored pencils

Markers, paint pens, and/or paint

Basic craft supplies

Newspapers

Copies of the worksheets (see the worksheet section for the number of copies required)

Internet access (optional)

Computer presentation software such as PowerPoint, Keynote, or Corel Presentations (optional)

Setting Up Your Binder

Divide your binder into the following six sections:

Summaries

Men & Women

Wars & Conflicts

Art, Inventions, & Architecture

Maps & Worksheets

Timeline

Insert the study guide in the front of your binder. Label the dividers and insert lined paper into the first four sections. Three-hole punch your timeline* and place it along with the maps and worksheets in their appropriate sections.

*Alternatively, you can display your timeline on a wall while you are working on it, and then place it in your binder when finished. See below for information on making your own timeline.

Lesson Assignments

Throughout these lessons you will be asked to summarize readings by finding central ideas and outlining. You will also mark dates on your timeline, color and label maps, and read from the list of resources. Try to do all of the assignments listed. When asked to add a person or event to your binder, title your entry and include some important information. Place the entry in the appropriate section of your binder. A short summary is one to two sentences. A lengthy summary should be a complete paragraph consisting of at least five sentences. When you are finished with this course you will have a binder that is full of information you have learned and work you have completed. More importantly, you will have an education about early modern history to treasure always.

Map Work

Geography is an important part of history and you will be learning a great deal of early modern and modern-day geography throughout this course. When working with a map, carefully color areas with colored pencils. Do not use markers as they will bleed through the paper and blot out labels and other markings. You can make the land areas colorful by coloring each country or area a different pastel shade. When labeling, use a ruler to lightly make a pencil line. Print the name carefully on the line with a fine-point black pen and then erase the pencil line after your ink dries. Take your time to make the maps beautiful keepsake treasures of your time spent studying early modern history.

Outlining

In this course, you will be creating three-level outlines from readings found in the *Kingfisher History Encyclopedia*. Outlining is a very important skill to learn. If you learn this skill well it will help you tremendously when reading complicated writings, when preparing notes for oral presentations and research papers, and when taking notes in high school and college courses. Outlining will help you separate main ideas from details. It will help you break down information into the most important parts and organize them.

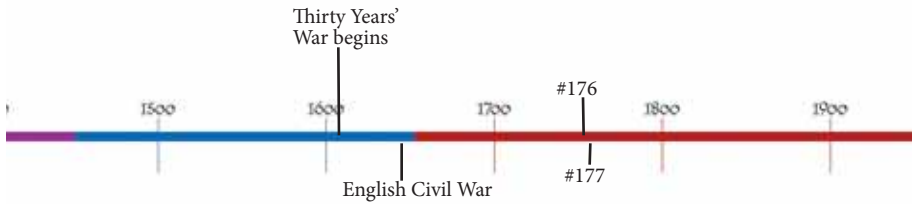
Timeline

You will need a timeline to complete this course. Using a timeline will assist you in organizing information and seeing connections between events. At the end of this course, you will be completing an interesting exercise in which you analyze the data on your timeline. Timelines can be purchased or constructed. *The Classical Education Timeline* is available from Pandia Press. To construct your own timeline you will need a piece of butcher paper about 2½ feet long. Draw a line across the paper a few inches from the top. Leaving a little space at the beginning of your line for earlier events, mark dates beginning at the year 1575. Continue marking dates in 25 year increments ending with the year 1875. Space your dates approximately 2 inches apart. Accordion-fold the timeline, three-hole punch it, and place it in your binder.

As you enter events on the timeline you can either draw lines from the information to the point they occurred on the timeline or you can enter a reference number on the timeline that refers to a corresponding entry on a separate piece of paper. (See examples of these two methods on the next page.)

Options for Recording Dates on a Timeline

Write dates directly on your timeline:



Write reference numbers on your timeline that refer to entries on separate paper:

#176 -
In 1762 Rousseau (considered the Father of the French Revolution) wrote <i>The Social Contract</i> , in which he emphasized the rights of individuals.
#177 -
1763 - Pontiacs Rebellion. Native Americans resisted British settlements in the United States. Pontiac, tribal leader of the Ottawa, led a rebellion that killed 200 British settlers. Pontiac eventually surrendered.

PART I
TRADE AND REBELLION



Lesson 1 Review of Europe and the Stuarts

On Map 1, “Europe,” use your atlas to label the following countries:

England Italy Scotland Germany ★
France Ireland Spain Sweden

Label the following bodies of water:

Atlantic Ocean
Mediterranean Sea

Label the following cities (use a dot to label a city):

London Oxford
Paris

Shade the area of Europe your favorite color.

Read TSOM chapter 45. This chapter begins with a review of warfare in Europe and English history that you will remember from studying the Middle Ages. Read the first eight pages of this chapter carefully to review events such as the Battle of Hastings and the Hundred Years’ War, and significant people such as William Duke of Normandy, Harold of Wessex, Joan of Arc, Henry VII, Henry VIII, Philip II, Elizabeth, and the Tudors. New material begins on page 301 with the history of the Stuart Dynasty and James I.

Read KFH pp. 246 - 247 and 260 - 261.

Add the following to the Men & Women section of your binder along with lengthy summaries containing information from TSOM and KFH:

The Stuarts

James I

Frederick

Charles I

Oliver Cromwell

Describe the King James Bible in the Summaries section of your binder.

Record significant dates on your timeline.

Lesson 2 The English Civil War

In your Summaries section, write a one-page summary defining the idea of the “divine right of kings” held by James I and Charles I. Include information on how these rulers abused their power. Also explain the English people’s reaction to “divine right” and the role of Parliament. Information for this summary can be found in TSOM and KFH.

Record the English Civil War using the worksheet titled “Record of War or Conflict.” Include information on the Cavaliers and the Roundheads. (Make several copies of this worksheet to use in future lessons before marking the original.)

When completing a worksheet for a war or conflict use the back side of the paper if you run out of room in any of the boxes. In the “General Summary” box write two or three sentences that summarize the war. Record all of the parties involved in the conflict in the corresponding box. In the box titled “Events Leading Up to the War or Conflict,” record the events that created tension between the parties involved including legislation, condition and complaints of the people, significant individuals and their actions, disagreements, etc. In the box titled “Reasons for the Fighting” record the one or two events that triggered the actual fighting. Usually these are the events that “broke the camel’s back,” so to speak. In “Significant Battles and Their Outcomes,” list all of the major battles with dates, who was fighting, where, and the outcome (who won). For the “Final Outcome” box, record who won the war or conflict in the end (if there was a true winner) and what they won (land, power,

rights, etc). In the box titled “Results (Future Effects)” look ahead in history and record at least one long term effect of this war (Were the people better off? Did it create other conflicts? How did it change the nation that was conquered and the nation that won?). In “Other Information and Your Assessment” record any interesting facts not recorded elsewhere and give your assessment of this war (Was it a just war? In hindsight, could things have been done differently? Which side do you sympathize with?). Include a map sketch of the territories involved if applicable. Place the completed worksheet in the Wars & Conflicts section of your binder.

- Record significant dates on your timeline.

Lesson 3 The Thirty Years’ War and Religious Warfare

- On Map 2, “The Thirty Years’ War (1648),” use your atlas to label the following:

Denmark	Austria	the city of Prague (located in modern-day Czech Republic)
Sweden	Netherlands (Holland)	water areas
France	Switzerland	

Most of what was once called Bohemia is now called the Czech Republic. Locate the Czech Republic in your atlas and write it in parentheses on your map.

- Read KFH pp. 252 - 253.
- Read TSOM chapter 44.
- Summarize the Thirty Years’ War in the Wars & Conflicts section of your binder using the worksheet titled “Record of War or Conflict.”
 - For more information on the Thirty Years’ War visit www.pipeline.com/%7Ecwa/TYWHome.htm.
- Record significant dates on your timeline.

Lesson 4 France

- Read KFH pp. 254 - 255.
- Begin an outline on France by outlining this reading. Include main topics, subtopics, and details in your outline. Place all of your outlines in the Summaries section of your binder. Your outline might begin like this:
 - I. Louis XIII appointed Cardinal Richelieu chief minister of France in 1624.
 - A. Richelieu worked to unify and strengthen France.
 1. He reduced the power of regional dukes.
 2. He squashed French Protestant Huguenots.
 - B. Richelieu was disliked by many.
 1. He ended privileges of previous religious and political leaders.
 2. He increased taxes.
 3. He used force.
 - II. Austria and Spain were the main threats to France.
 - A. Richelieu paid Sweden, Denmark and the Netherlands to fight the Hapsburgs in Germany.
 - B. (Add another subtopic here.)
 - C. (Add another subtopic here.)
 - III. When Richelieu died, Cardinal Mazarin took over.
(Add subtopics here.)
- On Map 3, “17th Century France,” use your atlas to label France, Spain, England, and Italy. Label water areas. Trace the Rhine in blue and shade France your favorite color. Locate the Pyrenees Mountains in your atlas and draw them on your map. Shade the Hapsburg Empire (within the dotted lines) and complete the map key.

- Record significant dates on your timeline.
- Add **Cardinal Richelieu** to your Men & Women section along with a short summary.

Lesson 5 Louis XIV, The Sun King

- Read KFH p. 264.
- Continue your outline on France by adding more topics, subtopics, and details as appropriate. Some main topics you might want to use:
 - IV. Louis XIV became King of France at a young age.
(add subtopics and details as appropriate)
 - V. Louis XIV appointed Jean Colbert as controller-general.
(add subtopics and details as appropriate)
 - VII. Louis XIV became rigid in his control and lived in splendor.
(add subtopics and details as appropriate)
 - VIII. Louis XIV began war to expand France's borders.
(add subtopics and details as appropriate)
- Record significant dates on your timeline.
- Add the palace Versailles in the Art, Inventions, & Architecture section of your binder along with a short summary (add a sketch if you wish).
- Read TSOM chapter 46.

Lesson 6

- Read Appendix A, "Attribution of Sources," which explains how to properly credit a resource.
- Write a biography on Louis XIV. Your biographies for this course should be one to three pages long. Begin with information from your course readings and then do research (encyclopedias, library, and Internet searches) to gather more information. When writing biographies, use at least two print sources in your research. See Appendix B for information on how to write a biography. Include a bibliography at the end of your biography, listing the sources you used for your report as instructed in Appendix A.
- Helpful Web site on Louis XIV: www.louis-xiv.de/index.php?t=start&a=start.

Lesson 7 *I, Juan de Pareja*

- Begin reading *I, Juan de Pareja* by Elizabeth Borton de Trevino. Continue with your history lessons while reading but complete your reading before Lesson 10, where you will be given an art assignment.

Lesson 8 Spain

- On Map 4, "Spain," use your atlas to label the following:

Spain	Africa	Italy	Sardinia
France	Portugal	Sicily	

Label the cities of Genoa, Seville, Naples, Barcelona, and Madrid (cities mentioned in *I, Juan de Pareja*). Label water areas. Shade the country of Spain your favorite color.

- Read KFH pp. 256 - 257.
- Add the following to your Men & Women section along with a short summary:

Philip III	Philip IV
Charles II (add more in the next lesson)	Philip V (Philip of Anjou) (add more in the next lesson)
- Record significant dates on your timeline.

Lesson 9 Spanish Succession

- Read KFH p. 279.
- Record the Spanish Succession on a “Record of War and Conflict” worksheet.
- On Map 4, use KFH p. 279 to label Germany, Austria, England, Savoy, Spanish Netherlands, Gibraltar, Vienna, and Utrecht. Draw and shade the boundaries of land distribution and complete the map key.
- Add to the summaries of **Charles II** and **Philip of Anjou** in your Men & Women section.

Lesson 10 17th Century Art and Architecture

- Complete reading *I, Juan de Pareja*.
- Read KFH pp. 282-285.
- In the Art, Inventions, & Architecture section of your binder record short summaries about **Christopher Wren**, Baroque style, and the Great Fire of London.
- Choose three artists from 17th century Baroque style and create an art gallery page for each one in the Art, Inventions, & Architecture section of your binder. At the top of each page write a few sentences on the life and work of the artist. Below the biography paste images of his artwork. Images can be copied or scanned from art books; copied, pasted, and printed from Internet sites; or found in art sticker books.

A few helpful web sites:

www.artcyclopedia.com/artists/velazquez_diego.html (links to paintings by Velázquez)

www.artcyclopedia.com/artists/juan_de_pareja.html (links to paintings by Juan de Pareja)

www.ibiblio.org/wm/paint/auth (biographies and paintings by many artists such as Rubens, Rembrandt, Velázquez, Caravaggio, and Van Dyck)

Lesson 11 Scientific Revolution or the Age of Reason

- Read KFH pp. 268 - 269 and 286-287.
- Add the following to the Men & Women section or the Art, Inventions, & Architecture section of your binder along with short summaries:

John Locke (save room to add more later)	Jethro Tull (save room to add more later)	
Sir Isaac Newton	Robert Boyle	Anders Celcius
Kepler	René Descartes	Tycho Brahe
Galileo Galilei	Francis Bacon	Carl Linnaeus
- Summarize the Age of Reason in the Summaries section of your binder. Include in your summary a detailed definition of scientific method from a dictionary or encyclopedia.
- Add short summaries about the Royal Observatory, the telescope, and other inventions you read about in KFH to the Art, Inventions, & Architecture section of your binder along with sketches.

- Record significant dates on your timeline.

Lesson 12

- Choose one of the men from the last lesson and write a one- to three-page biography. Use at least two print sources in your research and don't forget to include a bibliography. Place your biography in the Men & Women section or Art, Inventions, & Architecture section of your binder.

Lesson 13 Evaluating Resources

During your study of history you will encounter many different sources describing events and people from the past. All of these accounts will be biased (prejudiced) in one way or another! All historic documents and reports reflect the author's point of view. Even accounts that appear to be mostly a list of facts can be biased by which facts are reported and which are omitted. This is not necessarily a bad thing. Some of the more interesting accounts to read are those that clearly take a stand and express an opinion. In high school and college you will write persuasive thesis papers in which you will state and then defend an opinion.

It is important, however, to be able to evaluate accounts and consider the source by understanding the position of the author and his or her intention. It is also very important to seek out several resources from differing points of view and not depend on only one source.

It is easier to detect an author's prejudice in some accounts of history than in others. Reports marked as "opinion" or "commentary" are the easiest; other accounts are more difficult. Many of the readings in TSOM, for example, represent persuasive writing—the author is presenting facts in a way that is attempting to get you to feel a certain way and convince you of something. You will begin learning how to evaluate sources with a reading in TSOM.

- Read TSOM chapter 6o.
- Read Appendix C, "Guidelines for Evaluating Sources in History."
- Locate the worksheet titled "Evaluating Sources in History." (Make several copies of this worksheet for future lessons before marking the original.) Complete the worksheet using the reading in TSOM. Place the completed worksheet in the Summaries section of your binder.

Lesson 14

- Gather articles from your local newspapers or from news magazines. Locate two or more articles on the same topic but from differing points of view. For example, you could find an article about a political issue written by someone who appears to oppose the issue and an article written by someone who appears to support it. If you cannot find print articles from differing points of view, you could substitute a television or Internet news report for one or both of the articles. Avoid articles identified as commentaries or opinion. Try to find reports that on the surface appear to be factual reports and are presented as informational news. For the purpose of this exercise, choose only secondary sources. For each article, complete an "Evaluating Sources in History" worksheet. Attach the articles to the worksheets and place the completed worksheets in the Summaries section of your binder.

Lesson 15 Galileo

- Read “The Crimes of Galileo” in Appendix D (“The Indictment of Galileo” and “Galileo’s Abjuration”). (*Indictment* and *abjuration* are common legal terms. Look them up in a dictionary if you do not know their meanings.)
- Complete two copies of the “Evaluating Sources” worksheet—one for the indictment and one for the abjuration. Place the completed worksheets in the Summaries section of your binder.

Lesson 16 Early American Settlers

- Read KFH pp. 248 - 249.
- Create a three-level outline of this reading. Remember to include main topics, subtopics, and details.
- On Map 5, “Early North American Settlements,” refer to KFH p. 248 to label the following:

Louisiana	Hudson Bay	Quebec	New Amsterdam (New York)
Virginia	Gulf of St. Lawrence	Montreal	Plymouth
Canada	Gulf of Mexico	Jamestown	Great Lakes
- Add **John Rolfe** and the **Pilgrims** to your Men & Women section along with short summaries.
- Record significant dates on your timeline.

Lesson 17 *The Landing of the Pilgrims*

- Read *The Landing of the Pilgrims* by James Daugherty. Complete reading this book before going on to the next lesson.
- As you read, draw the route of the Pilgrims beginning in London and ending at their final destination in America on Map 5. Label England, London, Holland (Netherlands), and Amsterdam. Complete the map key.
- As you read add the following to your Men & Women section along with short summaries:

William Bradford	King James	Robert Coppin
William Brewster	Captain Miles Standish	Samoset
The Separatists	Captain Christopher Jones	Chief Massasoit
John Carver	Squanto	Hobomok
Witawamat		

Lesson 18 The Mayflower Compact

The Mayflower Compact of 1620 was the first American document to describe government as an agreement among people. It was an early example of American democracy.

“In making this compact, the Pilgrims drew upon two strong traditions. One was the notion of a social contract, which dated back to biblical times. The other was the belief in covenants. Puritans believed that covenants existed not only between God and man, but also between man and man. The Mayflower Compact is such a covenant in that the settlers agreed to form a government and be bound by its rules.

“The Compact is often described as America’s first constitution, but it is not a constitution in the sense of being a fundamental framework of government. Its importance lies in the belief that government is a form of covenant, and that for government to be legitimate, it must derive from the consent of the governed.”

—U.S. Department of State

- Look up *democracy* and write a detailed definition in your Summaries section.
- Review the Mayflower Compact on pages 44-45 in *The Landing of the Pilgrims*. Find the parts of the Compact that support democracy and copy them onto the page where you defined *democracy*. How did the Compact set up a democracy for the Pilgrims? What democratic events followed the Compact in the Virginia colony? Did the Compact declare the Pilgrims free from England? Summarize the Mayflower Compact and its effects by answering these questions. Also explain what is meant by “government is a form of covenant, and that for government to be legitimate, it must derive from the consent of the governed.”
- Challenge: The United States government is a *representative* democracy not a *direct* democracy. Research what this means and write a summary.

Lesson 19 How to Write an Essay

- Read Appendix E, “How to Write an Essay.”
- Write an essay describing how religious beliefs played a role in the journey and decisions of the Pilgrims. First create a topic sentence stating that religion played a role. To support your topic sentence, find three or more instances from *The Landing of the Pilgrims* where the Pilgrim’s religious beliefs directly affected their decisions. Each instance should be a paragraph in your essay. To support your topic sentence it might be helpful to describe how the decisions might have been different if the Pilgrims had not had deep religious convictions. Begin with an outline and then write your essay from your outline as described in “How to Write an Essay.” Place a final copy of the essay in the Summaries section of your binder.

Lesson 20 India

- Read KFH p. 265 and pp. 298 - 299.
- Create a three-level outline on India’s history from 1600-1850 from your readings in KFH. Include information about the rise and fall of the Mogul Empire, the British in India, and the East India Trading Companies.
- On Map 6, “India,” use your atlas and the map on KFH p. 298 to label India, Pakistan (modern-day), Delhi, Madras, Ceylon (Sri Lanka), the Arabian sea, and the Bay of Bengal.
- Add the Taj Mahal to the Art, Inventions, & Architecture section of your binder along with a short summary and sketch.
- Add **Akbar** and **Aurangzeb** to your Men & Women section along with short summaries.
- Add significant dates to your timeline.

Lesson 21 East India Trading Companies

In the 17th century the Dutch (from the Netherlands), the English, and the French competed with each other for the trade (mostly spices) in Indonesia and India. They formed powerful organizations called the East India Companies.

- Read KFH p. 258 and p. 259.
- Record a few dates on your timeline.
- On Map 7, “East India Trading Companies,” use your atlas to label the following:

India	London	Portugal	The Netherlands (Holland)	Japan
Africa	Atlantic Ocean	France	The Spice Islands (Indonesia)	
England	Bombay	Philippines	Indian Ocean	

Draw at least three trade routes on your map as described in KFH. For example, draw the trade route taken by the Dutch from Holland to the Cape of Good Hope to the East Indies and back again.

Choose one of the following assignments:

1. Summarize the East India Companies in your Summaries section. Write a general summary describing the purpose of the East India Companies. Summarize the Dutch, English, and French East India Companies. Record the locations where they controlled trade, what they traded, and dates.

2. Create a presentation on the history of the East India Trading Companies using presentation software such as PowerPoint, Keynote, or Corel Presentations. Use charts, maps, pictures, and other effects in your presentation.

Two Web sites that do a wonderful job of presenting the story of the East India Trading Companies and provide many images for your presentation:

www.footmarkmedia.co.uk/bltp/main.htm

www.bl.uk/learning/histcitizen/trading/tradingplaces.html

Thank you for previewing History Odyssey - Early Modern (level two). We hope you have enjoyed the course so far! To continue the course, please purchase the entire eBook at www.e-junkie.com/ecom/gb.php?i=130549&c=cart&cl=17780

Or purchase a print copy from one of our preferred vendors:

www.pandiapress.com/ordering.html

Pandia Press offers over a dozen eBooks for history and science. Please visit www.pandiapress.com/ebooks.html for more information.

APPENDIX A

Attribution of Sources

When conducting research for the writing assignments in this course, you will be reading books and passages written by other people. If you want to use the writings of others in your summaries and biographies, you will need to *paraphrase* the work or *quote* the author and then attribute (give credit for) the work to the author in your bibliography. Proper attribution of sources is very important and helps you to avoid plagiarism. *Plagiarism* is presenting someone else's work as your own or not properly attributing an idea to the author. Plagiarism can be a serious offense. At many colleges and high schools, students receive a failing grade if they plagiarize.

PARAPHRASING AND QUOTING

Paraphrasing is restating a passage and conveying the meaning with different words. To paraphrase correctly, you need to restate the original author's ideas in your own words. Simply changing a few words in a sentence is not paraphrasing. The best way to paraphrase is to begin by thoroughly reading the passage you want to paraphrase. Then close the book and rewrite the idea without looking at the original work. Be sure to cite all of the authors and their works from which you borrowed ideas in the bibliography at the end of your report (see below).

A *quote* is the exact words of the author placed in quotation marks. When using a quote, state the words *exactly* as the author did. Most of the time it is more appropriate to paraphrase an author than to directly quote him or her. But occasionally you will want to use a quote. You might want to use a quote when the words of the author are particularly powerful, when you are quoting a line in literature, or when using the words of a famous person. For example:

When Rousseau said, "Man is born free, and everywhere he is in chains," he implied that people are hindered by the limitations of their government.

Punctuation in quotations can be tricky. Refer to your grammar book or a writing handbook, like those published by the MLA, to learn proper punctuation when using direct quotes.

BIBLIOGRAPHY

A bibliography is a list of the books, articles, Internet sites, and audiovisuals from which you gathered information when preparing your report. When do you need to cite a source in a bibliography? Basically, you need to cite any source from which you borrow an idea, use direct quotes, or write a paraphrase in your report. You do not need to cite a source when the knowledge is common knowledge. For example, information about Napoleon that indicates he was a successful general of the French army who crowned himself emperor in 1804 does not need to be attributed because this information is common historic knowledge.

When writing a bibliography, you should...

- Put the sources in alphabetical order by the author's last name or by the first word of the title if there is no author (not counting "a," "an," or "the").
- Indent the second line of an entry if you need to use more than one line.
- Skip a line after each entry.
- Underline the title of a book or magazine (or use italics if typing).
- List the authors in the order they are listed on the title page when there is more than one author.
- List the title of an article from a newspaper or encyclopedia before the name of the newspaper or encyclopedia. Put titles of articles in quotation marks.

BIBLIOGRAPHY EXAMPLES*

BOOK:

Author's last name, first name. Title of book. Place of publication: Publisher, copyright year.

Example:

Yates, Elizabeth. Amos Fortune, Free man. New York: Puffin Books, 1950.

ENCYCLOPEDIA ARTICLE WITHOUT AN AUTHOR:

"Title of article." Name of encyclopedia. Edition number. Copyright year.

Example:

"Civil War Heroes." World Book Encyclopedia. 10th ed. 1999.

A MAGAZINE OR NEWSPAPER ARTICLE:

Article author's last name, first name. "Title or headline of article." Name of magazine or newspaper.

Date of magazine or newspaper, section and page.

Example:

Jacobs, Ernie. "War Casualties Rise." New York Times. May 10th, 2007, A1.

INTERNET ADDRESS:

Author's last name, first name. "Title of item." Date of document or download. <http://address/filename>

If there is no author cited, then begin with the title.

Example:

"BookRags Short Guide on Kidnapped." January 29, 2007. <<http://www.bookrags.com/shortguide-kidnapped/>>

FILM:

Title of film. Director. Distributor, year of release.

Example:

It's a Wonderful Life. Dir. Frank Capra. RKO, 1946.

* According to the MLA.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th ed. New York: The Modern Language Association of America, 2003.

APPENDIX B

How to Write a Biography

A biography is a story about a person's life. When you write about yourself, it is called an autobiography. A biography can be a paragraph in length or long enough to make a book. For this course, your biographies should be one to five pages in length (less if typed). Obviously, in this course, your biographies will be about people who lived a long time ago. When writing a biography on a living person, you would be wise to interview the person if possible. When writing about a person from the past, you will have to depend on primary sources, historians, and other biographers. Primary sources are especially important. A primary source is any record from the actual time period in which the person lived. A primary source could be an autobiography written by the person you are studying, documents from the time period, or writings from witnesses to the events.

The first step to writing a biography is to research the person's life. You can use encyclopedias, your local library, and/or information on the internet. Take notes while you are researching. Locate information about the person's birth, death, childhood, good and bad deeds, obstacles he/she overcame, the effect he/she had on history, time period and environment, family and friends, and other important or interesting aspects of his/her life.

Next, decide how you want to write the biography and make an outline from your notes. A biography can be written in linear fashion by starting at the person's birth and continuing with events in chronological order, ending with his/her death. You may choose to write about one important aspect or event in the person's life or focus on a few different themes. The choice is yours. Organize your notes by completing an outline. Write each major point in

a biography as a main topic. Each main topic should be a paragraph in your biography. Then organize the details under each main topic.

The last step to writing a biography is to create a true story. Biographies are much more interesting when told as a story with characters, plot, conflict, and emotion that brings the person to life. Use your outline to guide your writing. Finally, give your biography a title and show off your work!

For more information on writing an interesting biography see The Biography Maker at www.bham.wednet.edu/bio/biomak2.htm.

APPENDIX C

Guidelines for Evaluating Sources in History

When evaluating sources in history you will need to consider the type of document, the intended audience, the purpose of the work, the reliability/validity, and whether or not it is a primary or secondary source.

Accounts in history can be either primary sources or secondary sources. A **primary source** is a document from the time period, an artifact (object, picture, photograph, etc.) made by a person from the time period, or an account by a witness to the event. Speeches, letters, eyewitness testimonies, photographs, and government documents are considered primary sources. **Secondary sources** are interpretations and analysis of history produced by someone who was not directly involved in the event. Writings by historians and drawings found in your history encyclopedias are secondary sources.

Consider the **type** of work you are analyzing. Is it a document that was intended to be public or private? Examples of types of works are: newspaper articles, books, magazine articles, government documents and records, speeches, advertisements, maps, pamphlets, posters, photographs, drawings, letters, journals, diary entries, oral histories or stories, biographies, and autobiographies.

Consider the **intended audience** of the work. Examples of intended audiences are the general public, a specific group of people like the citizens of the United States or of New York City, one individual as in the case of a private letter, or the writer himself as in the case of a diary entry.

Consider the **purpose** of the work. Is the work intended to inform or persuade? Was the work written to instruct or to inspire? The intended audience and the type of work will give you clues as to the purpose of the work.

When you **summarize** the work, rewrite it in your own words. Include all of the main points without giving your opinion or assessing the work. If the work is an artifact (picture, drawing, statue, map, etc.) place an image of the work, sketch the artifact, or describe it.

Reliability or **validity** indicates the overall truthfulness of a source. All of the above information (type, audience, and purpose) will help you to determine if a source is reliable or valid. The other factors that determine reliability/validity are time and place. The closer the author is to the time and place in which the event happened, usually the more valid the source is. Obviously the purpose (to inform or persuade) will also help. The level of reliability and validity also determine how dependable a source is. To know the dependability of the work you will need to know information about the author or the organization for which they work. What biases does the author have that may affect the reliability of the work? What is the author's point of view—neutral or interested in taking a side? How educated about the event is the author? What are his credentials? What organizations does he belong to or what affiliations does he have? Can you verify the information? Did the author have firsthand knowledge of the event? All of these questions will help you to determine the level of reliability/validity. While you might think that primary sources have a higher reliability and validity than secondary sources, you can evaluate primary sources for factual content and consider author's intention. (Was he or she over emphasizing or distorting information to make a point and get a certain reaction from the intended audience?) State whether you feel the source is valid and reliable or not. Also state whether the reliability/validity is high, medium, or low and explain why you have come to that conclusion.

APPENDIX D

The Crime of Galileo, 1633

INDICTMENT OF GALILEO:

Whereas you, Galileo, son of the late Vincenzo Galilei, of Florence, aged seventy years, were denounced in 1615, to this Holy Office, for holding as true a false doctrine taught by many, namely, that the sun is immovable in the center of the world, and that the earth moves, and also with a diurnal motion; also, for having pupils whom you instructed in the same opinions; also, for maintaining a correspondence on the same with some German mathematicians; also for publishing certain letters on the sun-spots, in which you developed the same doctrine as true; also, for answering the objections which were continually produced from the Holy Scriptures, by glozing the said Scriptures according to your own meaning; and whereas thereupon was produced the copy of a writing, in form of a letter professedly written by you to a person formerly your pupil, in which, following the hypothesis of Copernicus, you include several propositions contrary to the true sense and authority of the Holy Scriptures; therefore (this Holy Tribunal being desirous of providing against the disorder and mischief which were thence proceeding and increasing to the detriment of the Holy Faith) by the desire of his Holiness and the Most Eminent Lords, Cardinals of this supreme and universal Inquisition, the two propositions of the stability of the sun, and the motion of the earth, were qualified by the Theological Qualifiers as follows:

1. The proposition that the sun is in the center of the world and immovable from its place is absurd, philosophically false, and formally heretical; because it is expressly contrary to Holy Scriptures.
2. The proposition that the earth is not the center of the world, nor immovable, but that it moves, and also with a diurnal action, is also absurd, philosophically false, and, theologically considered, at least erroneous in faith.

Therefore . . . , invoking the most holy name of our Lord Jesus Christ and of His Most Glorious Mother Mary, We pronounce this Our final sentence: We pronounce, judge, and declare, that you, the said Galileo . . . have rendered yourself vehemently suspected by this Holy Office of heresy, that is, of having believed and held the doctrine (which is false and contrary to the Holy and Divine Scriptures) that the sun is the center of the world, and that it does not move from east to west, and that the earth does move, and is not the center of the world; also, that an opinion can be held and supported as probable, after it has been declared and finally decreed contrary to the Holy Scripture, and, consequently, that you have incurred all the censures and penalties enjoined and promulgated in the sacred canons and other general and particular constituents against delinquents of this description. From which it is Our pleasure that you be absolved, provided that with a sincere heart and unfeigned faith, in Our presence, you abjure, curse, and detest, the said error and heresies, and every other error and heresy contrary to the Catholic and Apostolic Church of Rome.

And to the end that this thy grave error and transgression remain not entirely unpunished, and that thou mayst be more cautious in the future, and an example to others to abstain from and avoid similar offences,

We order that by a public edict the book of DIALOGUES OF GALILEO GALILEI be prohibited, and We condemn thee to the prison of this Holy Office during Our will and pleasure; and as a salutary penance We enjoin on thee that for the space of three years thou shalt recite once a week the Seven Penitential Psalms, reserving to Ourselves the faculty of moderating, changing, or taking from, all other or part of the above-mentioned pains and penalties.

And thus We say, pronounce, declare, order, condemn, and reserve in this and in any other better way and form which by right We can and ought.

Ita pronunciamus nos Cardinalis infrascripti.

F. Cardinalis de Asculo.	B. Cardinalis Gypsius.
G. Cardinalis Bentivolius	F. Cardinalis Verospius.
D. Cardinalis de Cremona.	M. Cardinalis Ginettus.
A. Cardinalis S. Honuphri.	

GALILEO'S ABJURATION:

I, Galileo Galilei, son of the late Vincenzo Galilei of Florence, aged 70 years, tried personally by this court, and kneeling before You, the most Eminent and Reverend Lord Cardinals, Inquisitors-General throughout the Christian Republic against heretical depravity, having before my eyes the Most Holy Gospels, and laying on them my own hands; I swear that I have always believed, I believe now, and with God's help I will in future believe all which the Holy Catholic and Apostolic Church doth hold, preach, and teach.

But since I, after having been admonished by this Holy Office entirely to abandon the false opinion that the Sun was the centre of the universe and immoveable, and that the Earth was not the centre of the same and that it moved, and that I was neither to hold, defend, nor teach in any manner whatever, either orally or in writing, the said false doctrine; and after having received a notification that the said doctrine is contrary to Holy Writ, I did write and cause to be printed a book in which I treat of the said already condemned doctrine, and bring forward arguments of much efficacy in its favour, without arriving at any solution: I have been judged vehemently suspected of heresy, that is, of having held and believed that the Sun is the centre of the universe and immoveable, and that the Earth is not the centre of the same, and that it does move.

Nevertheless, wishing to remove from the minds of your Eminences and all faithful Christians this vehement suspicion reasonably conceived against me, I abjure with sincere heart and unfeigned faith, I curse and detest the said errors and heresies, and generally all and every error and sect contrary to the Holy Catholic Church. And I swear that for the future I will neither say nor assert in speaking or writing such things as may bring upon me similar suspicion; and if I know any heretic, or one suspected of heresy, I will denounce him to this Holy Office, or to the Inquisitor and Ordinary of the place in which I may be.

I also swear and promise to adopt and observe entirely all the penances which have been or may be by this Holy Office imposed on me. And if I contravene any of these said promises, protests, or oaths, (which God forbid!) I submit myself to all the pains and penalties which by the Sacred Canons and other Decrees general and particular are against such offenders imposed and promulgated. So help me God and the Holy Gospels, which I touch with my own hands.

I Galileo Galilei aforesaid have abjured, sworn, and promised, and hold myself bound as above; and in token of the truth, with my own hand have subscribed the present schedule of my abjuration, and have recited it word by word. In Rome, at the Convent della Minerva, this 22nd day of June, 1633.

I, GALILEO GALILEI, have abjured as above, with my own hand.

APPENDIX E

How to Write an Essay

An assignment to write an essay can be daunting and even scary, especially if you have never written an essay. But essay writing does not have to be difficult if you have a model to assist in directing and organizing your ideas. In this lesson you will be given just such a model. As you become better at writing essays, you can veer away from this model and be more creative with the organization of your essays.

An essay is a short literary composition on a single subject that often expresses an opinion. Essays differ from reports and summaries. Reports are usually several pages long and don't usually express an opinion. The biographies you have been writing in this course are a form of a short report. Summaries are quick summations of a information that you take from another source and paraphrase in your own words. Summaries don't express an opinion, and style and organization aren't as important.

The model you will be using to write essays requires you to *select a topic*, develop a *topic sentence*, organize your materials in *pre-writing*, produce a *draft copy*, *edit* your draft, and *publish* your work by producing a final copy.

Step 1: Selecting a Topic

In this course, your topic is often selected for you in the lesson. If it isn't, or if you are given a choice of topics, then select one that you are interested in and about which you think you could find enough information to write several paragraphs. Begin to research the topic. In this course your research will consist of the course readings, literature readings, and outside research in encyclopedias, at the library, and on the Internet. Sometime during your research you will develop a topic sentence (see Step 2). After developing the topic sentence, gear your research toward finding supporting evidence. Supporting evidence consists of specific examples that support your topic sentence. Evidence can be quotes from a book or person, excerpts from documents, opinions of experts, and other supporting information.

Step 2: Developing a Topic Sentence

This step may occur before or during your research in Step 1. A topic sentence summarizes what your essay is about in a succinct and specific way. It is related to but different than the topic. First of all, the topic sentence is a sentence, while a topic is usually a word or phrase. Secondly, the topic sentence announces the topic and makes an assertion about it. The topic sentence often portrays a side to an issue or an opinion about the topic. Think of the topic sentence as "the topic with attitude." For example, "Beekeeping" is a topic, and "Beekeeping is a rewarding hobby" is a topic sentence. The topic sentence also narrows the topic and makes it manageable for an essay. You could write a book about beekeeping, but the rewards of beekeeping as a hobby could be confined to an essay. Make sure that your topic sentence conveys only one idea about the topic, not two or three. The topic sentence is the first sentence or the last sentence in the introductory paragraph of your essay.

Step 3: Pre-writing

Organize into an outline the information you obtained doing research. Write your topic sentence as the title of the outline. Select approximately three main ideas (or points) that support your topic sentence. These three main ideas will become Roman numerals I, II, and III in your outline. Under each main idea, write supportive evidence as A, B, and C. Try to have at least three items of supportive evidence; that way you will have enough information to make each main idea a paragraph in your essay. After you complete the outline, you are ready to format your essay into paragraphs in the next step.

Example of an essay outline:

Beekeeping is a rewarding hobby.

- I. Benefits of hive construction
 - A. Making hives
 - B. Educational
 - C. Companionship
- II. Benefits of pollination
 - A. Fruit trees produce more fruit
 - B. Gardens produce more vegetables
 - C. Helping the community
- III. Benefits of honey
 - A. Adventures of farming honey
 - B. Delicious
 - C. Nutritious

Step 4: Drafting

To assist you in this process locate the “Essay Worksheet.” Now, using the outline you created in Step 3, write the topic sentence in the first box and each main idea (Roman numerals in your outline) in the three boxes under the topic sentence. The introduction is created from your topic sentence and your main ideas. In this paragraph you will “introduce” your essay topic. Begin or end this paragraph with your topic sentence and state your main ideas.

The body of your essay will consist of three paragraphs if you created three main ideas. State the main idea as the first sentence in the paragraph. Use the supportive evidence (A, B, and C in your outline) to create the rest of the paragraph. Do the same for each main idea. Try to make each paragraph approximately five sentences long. To make your essay flow, begin each sentence in the body of your essay with transitional words. Here is a list of commonly used transitional words:

First, second, third	Consequently
To begin with, in addition, finally	However
Furthermore, also	Even though
Therefore	Another
Thus	On the other hand
As a result of	Nevertheless

The conclusion paragraph is a summary of what you have already expressed in the body paragraphs. Do not state any new ideas in the conclusion. Sum up the essay’s main points but be careful that you do not restate them exactly. You can insert your assessment of the topic or express an opinion in the conclusion paragraph.

Now, rewrite or type what you have written on the worksheet onto a new sheet of paper, creating a draft copy of your five-paragraph essay.

Step 4: Editing

Read over your draft copy and check it for spelling, punctuation, and grammar. Also make sure your essay is organized and flows from one paragraph to another. Consider your choice of words, making sure that you have not repeated a word too many times and that you have used powerful adjectives. Considering using a thesaurus to find word alternatives. The Essay Rubric Checklist found in this guide will assist you with editing your work.

After you correct any mistakes you find, give your essay and the Essay Rubric Checklist to a parent, teacher, or advisor. Have him or her read your draft and ask for advice on how you can improve it.

Step 5: Revising and Publishing

You're almost done! In this step you simply rewrite or retype your essay, correcting any mistakes made on the draft and taking into account any advice you were given during editing. Carefully check your revised copy for any mistakes as you did in Step 4. When it looks good, place a final copy in your binder and voilà—you are finished and your essay is “published”!



WORKSHEETS

HISTORY ODYSSEY

EARLY MODERN (LEVEL TWO)

Contents:

Record of War or Conflict (17)

Evaluating Sources in History (12)

Essay Worksheet (3)

Essay Rubric Checklist (3)

Trade and Rebellion Around the World

Revolution (5)

Agricultural Revolution Web

Industrial Revolution Web

Book Jacket Templates

Storyboard

The Enlightenment

Brochure Template

Causes of the American Revolution

“The Way to Wealth” Maxim Meanings

A Timeline of Slavery

Character Comparison Chart

Character Comparison Venn Diagram

Revolution Around the World

Timeline Analysis

(indicates number of copies needed for the course)



RECORD OF WAR OR CONFLICT

War or Conflict:

Dates:

General Summary:

Parties Involved:

Events Leading Up to the War or Conflict:

Map Sketch

Reasons For the Fighting (Causes):

Significant Battles and Their Outcomes:

Final Outcome:

Results (Future Effects):

Other Information and Your Assessment:

EVALUATING SOURCES IN HISTORY

Title of the Work:	Author of the Work:
Type:	Date of the Work:

Subject of the Work:	<input type="checkbox"/> Primary Source
	<input type="checkbox"/> Secondary Source

Intended Audience:

Purpose:

Summary:

Reliability/Validity:

ESSAY WORKSHEET

Topic

Topic Sentence

Main Idea

Main Idea

Main Idea

Introduction Paragraph (create from topic sentence and main ideas)

Body Paragraph 1 (create from main idea 1)

Body Paragraph 2 (create from main idea 2)

Body Paragraph 3 (create from main idea 3)

Conclusion paragraph

ESSAY RUBRIC CHECKLIST

Essay Title: _____

Date: _____ Student: _____

Criteria	✓	Notes
Introduction catches reader's attention		
Introduction begins or ends with the topic sentence		
Topic sentence is detailed and expresses only one idea		
Each paragraph in the body begins with one main idea		
Body paragraphs contain examples that support the main idea		
Quotes are appropriately attributed		
Ideas taken from other works are rewritten in student's words		
Information is presented in a logical order		
Word choices are fresh and interesting		
Body paragraphs begin with transitional words		
Each paragraph contains five sentences or more		
Conclusion summarizes main ideas without restating exactly		
Grammar		
Spelling		
Punctuation		

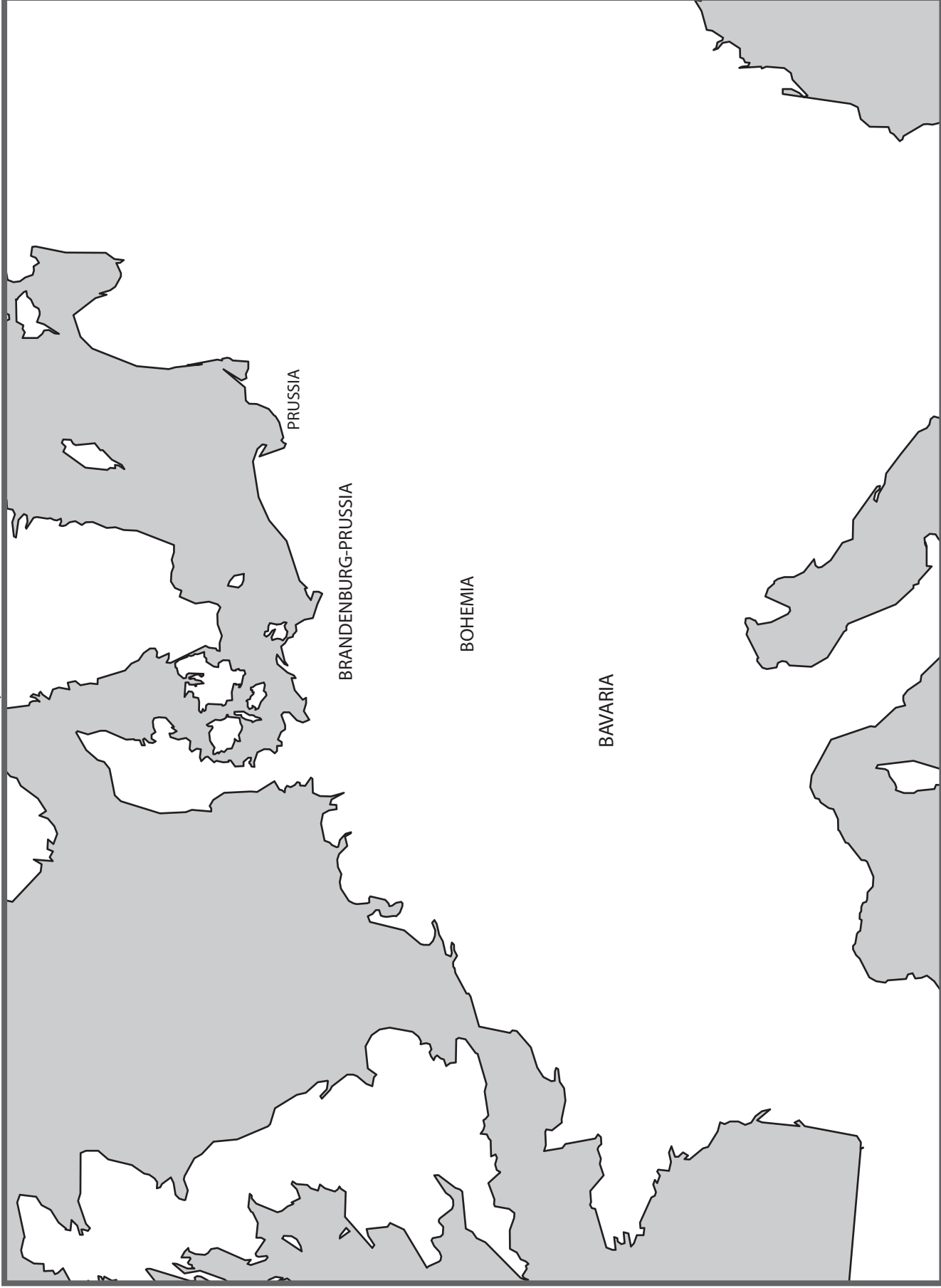
17th Century Europe

Map 1



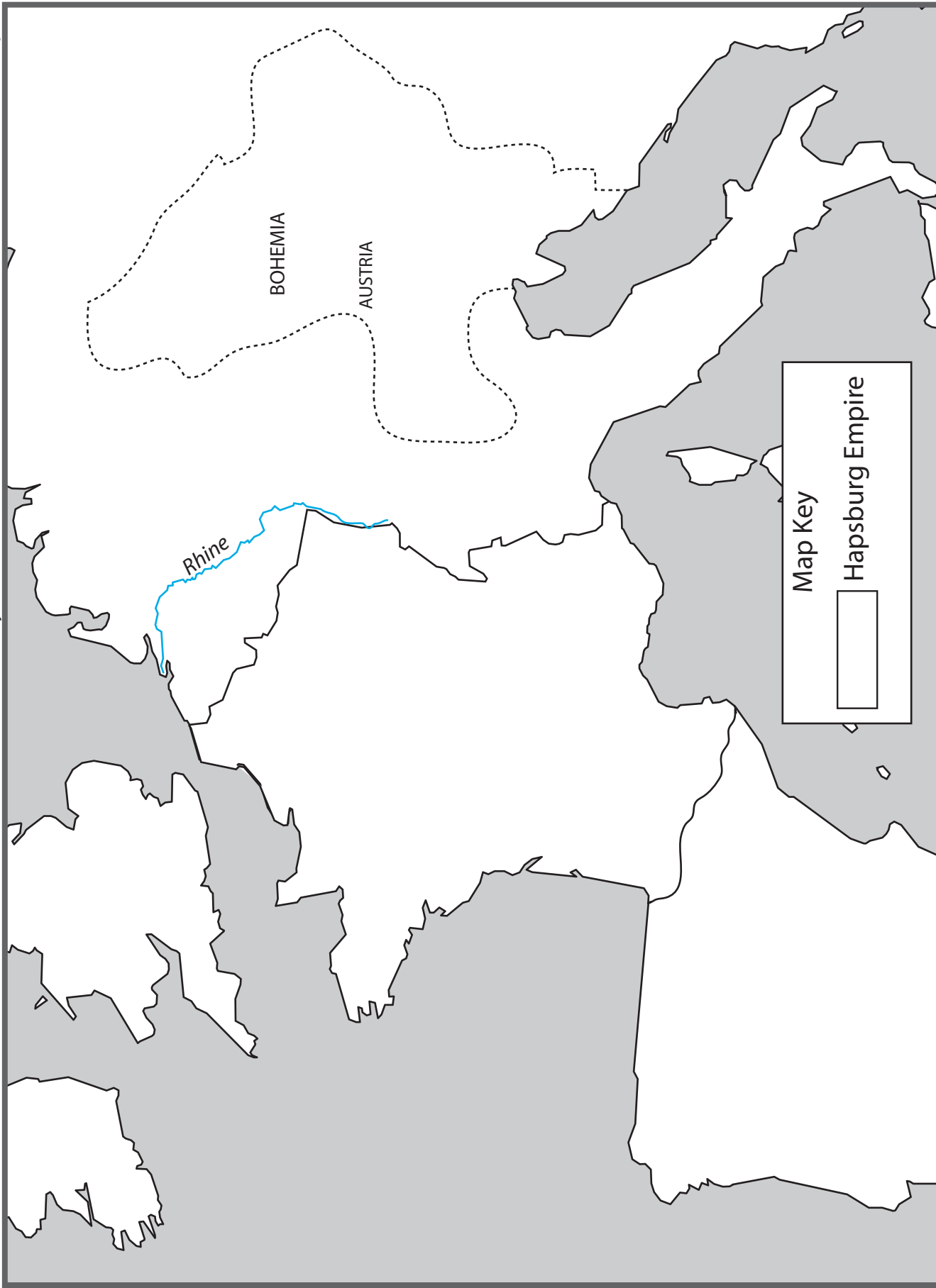
The Thirty Years' War (1648)

Map 2



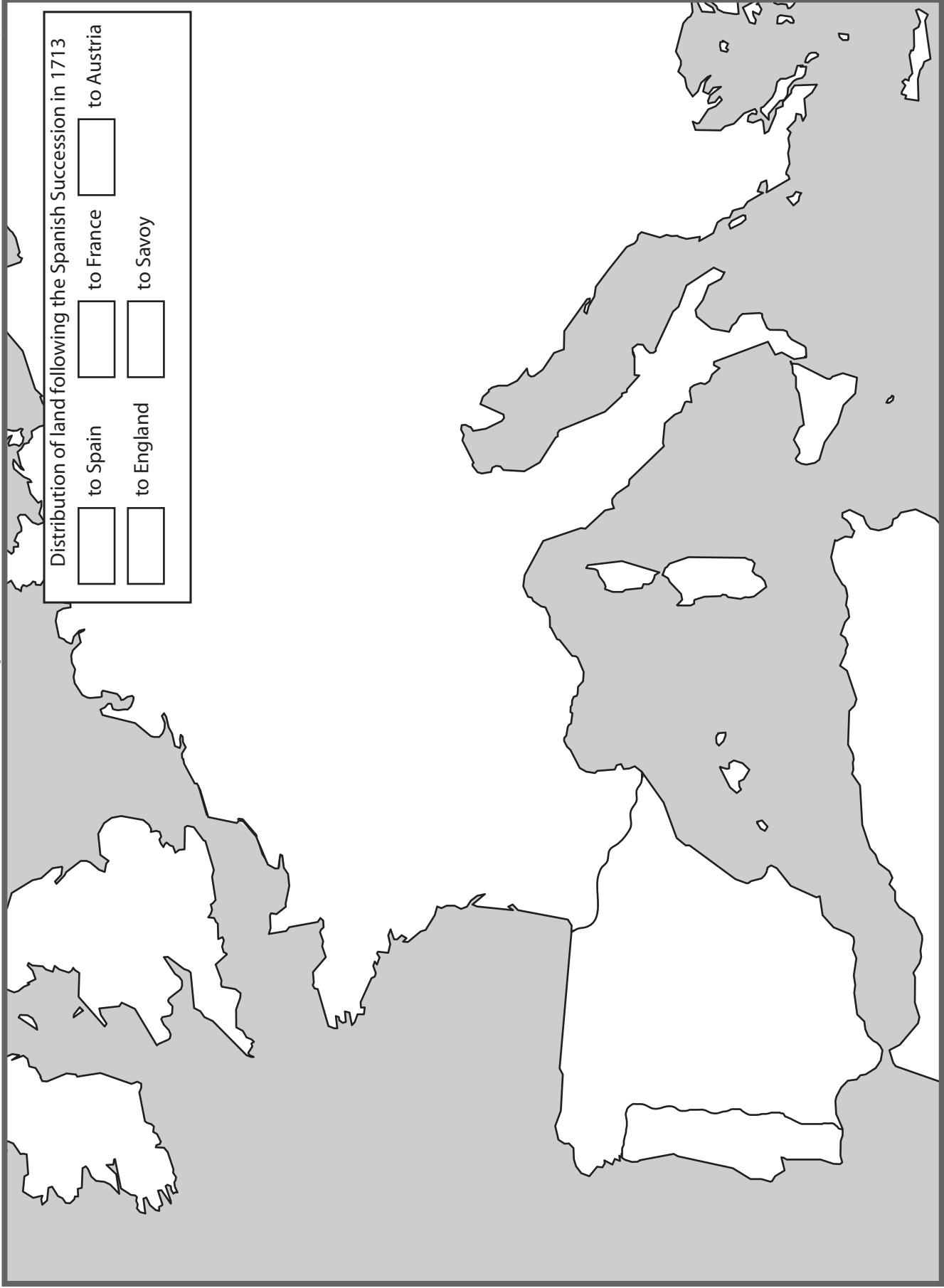
17th Century France

Map 3



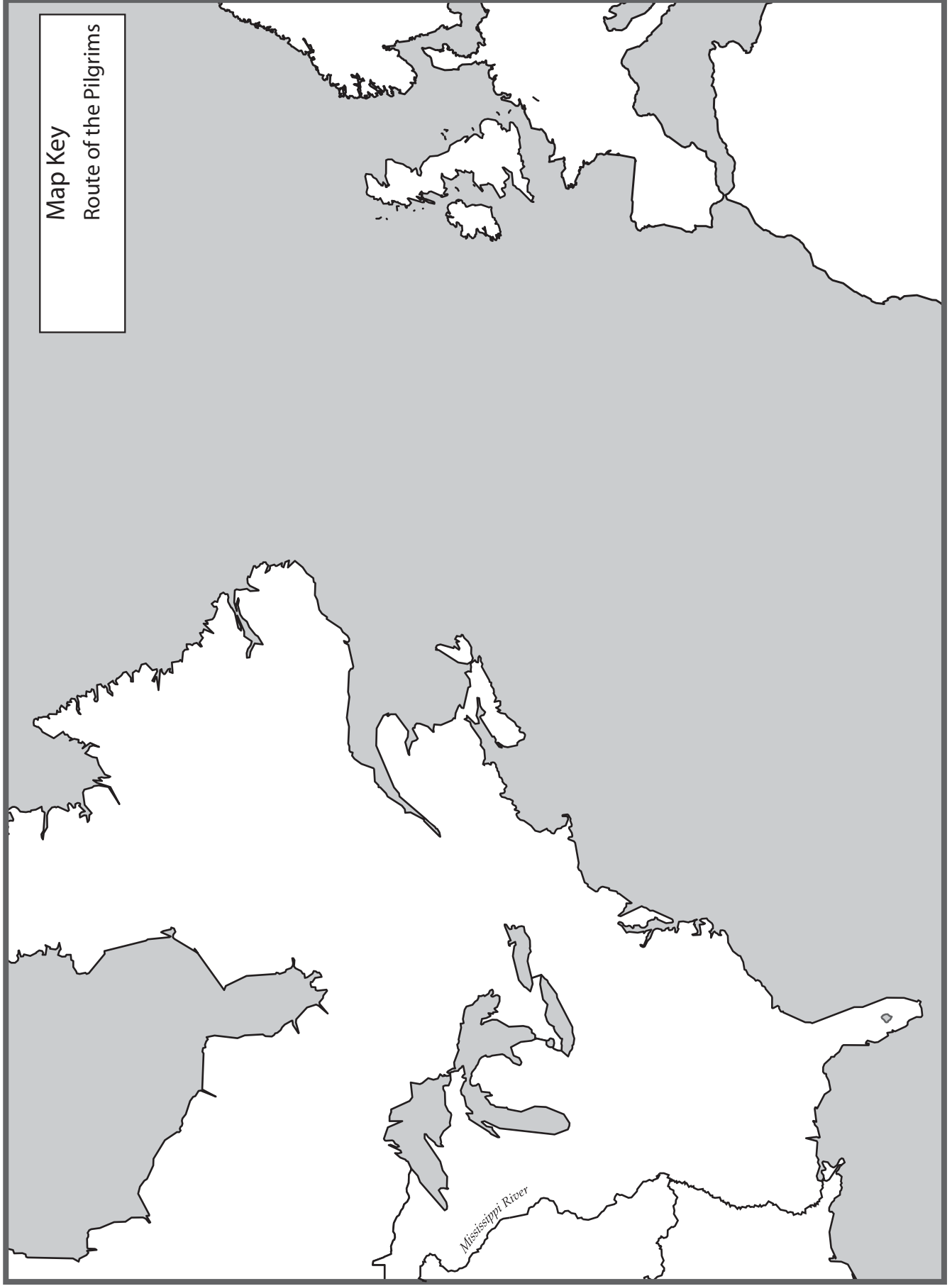
Spain

Map 4



Early North American Settlements

Map 5



Map 6

India



East India Trading Companies

Map 7

