



Declaration of Independence by John Trumbull, 1818

16th-18th Century History

An American & World Study

Lower School A –Years 5-6

A Teaching Guide by Lisa Kelly

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Book List

Required Books

- *The World of William Penn* by Genevieve Foster
- *George Washington's World* by Genevieve Foster -Expanded Edition

Supplemental Reading

- *The Amazing Life of Benjamin Franklin* by James Cross Giblin
- *They Called Her Molly Pitcher* by Anne Rockwell
- *A Spy Called James: The True Story of James Lafayette, Revolutionary War Double Agent* by Anne Rockwell

Optional Supplemental Book -*Fort Mose* by Glennette Tilley Turner

Independent or Shared Reading

Read *A Voice of Her Own: The Story of Phillis Wheatley, Slave Poet* by Kathryn Lasky

Choose (2) More:

- *Carry On, Mr. Bowditch* by Jean Lee Latham
- *Betsy Ross: Patriot of Philadelphia* by Judith St. George
- *The Witch of Blackbird Pond* by Elizabeth George Spear
- *Amos Fortune, Free Man* by Elizabeth Yates
- *The Reb and the Redcoats* by Constance Savery
- *Chains* by Laurie Halse Anderson
- *Johnny Tremain* by Esther H. Forbes
- *Benjamin West and His Cat Grimalkin* by Marguerite Henry
- *Sophia's War* by Avi

Resources Online

Resource links for both Genevieve Foster books can be found at the website. Find the tab "Resources" and then scroll down to "American History". On this page the links will be listed under *The World of William Penn* and *George Washington's World*. The links are labeled within the guide and on the website by reading number.

16th-18th Century History: An American & World Study Resource Pages (PDF file) are also available at the website in the same location as the resource links; the Resource Pages include the images needed.

Additional Reading

- *Therese Makes a Tapestry* by Alexandra S. D. Hinrichs
- *The Taj Mahal: A Story of Love and Empire* by Elizabeth Mann

More books are included in this list in the complete guide. This is a sample only.

Reading Schedule

Week #	Day One	Day Two
1	<i>World of William Penn</i> R1: pp. 9-14	<i>World of William Penn</i> R2: pp. 15-26
2	<i>World of William Penn</i> R3: pp. 27-37	<i>World of William Penn</i> R4: pp. 38-48

11	<i>George Washington's World</i> R4: pp. 23-29	<i>The Amazing Life of Benjamin Franklin</i>
12	<i>The Amazing Life of Benjamin Franklin</i>	<i>The Amazing Life of Benjamin Franklin</i>

This is a sample of the reading schedule. The complete schedule includes 36 weeks of 2 readings per week. *The World of William Penn* makes up most of Term One and *George Washington's World* makes up Terms Two and Three.

Lesson Outline for Each Week

Before the Reading

- Use “Connections”, connecting questions, to bridge the gap between chapter readings. They are designed to bring forth what the student already knows, so that new information can be connected to it.
- Words to Know: Discuss these words orally, as needed.
- Using the proper nouns list, locate any places on a map or globe which need further clarification.
- Complete any additional map work, if included, or feel free to add more as you see beneficial.
- Read any notes pertinent to lesson preparation before reading the chapter.

Reading

- Read the assigned pages for each lesson from *The World of William Penn* and *George Washington's World*. If this book is accessible to your students, then allow them to read the pages independently.

After the Reading

- After each *individual* reading section within the lesson is completed, have students give an oral narration using any of the oral narration prompts for that section or allow students to choose a written/creative narration prompt. Oral narrations should be given before going on to the next individual reading section within the lesson, but written/creative narrations can wait until *all* individual readings within the lesson have been completed.
- Discussion prompts can be used after oral narration work is complete for each lesson. These are not meant to replace narration, but to provide opportunities to discuss big ideas.
- Generally, students should only choose one written/creative narration per week, so that assignments are not overwhelming. On occasion, when student interest is high, this idea could be adapted.
- Written narrations at this level can be entirely dictated, partially dictated or independently written by the student as best fits each individual student.
- You students may use the words from the proper nouns list for reference when giving a narration, but they are only meant to be referred to for spelling, pronunciation or single memory purposes, such as momentarily forgetting the specific name of a place or event but wishing to refer to it correctly in the narration. This chart serves the same purpose as when a

teacher writes some specific words on the board. The proper nouns list is not meant to be used as a crutch for the entire narration.

- Add any suggested additional reading or any additional activities as you would like.
- Add to and keep up with your Book of Centuries.

Notes for the Teacher

- **The editions used for this guide are *The World of William Penn* and *George Washington's World* [Expanded Edition] by Genevieve Foster from Beautiful Feet Books**
- It may be helpful to work closely with your student for the first four weeks in using the lesson outline, giving students a chance to get familiar with it before expecting partial independence.
- Each reading lesson usually has more than one reading section within it. The Genevieve Foster books cover a lot of information with specific people and events –often from different places in the world– broken into separate reading sections, designated by title. Each lesson has narration prompts listed under the specific titles of the individual reading sections or prompts which could be used with *all* of the individual reading sections.
- Some map work will be included with this guide, but you may wish to add a fuller program to it. The Beautiful Feet Press edition has a number of good quality maps. Allow your student to refer to these while completing any map work.
- It is very important to set up the reading properly by first going over any unknown words, including pronunciation if needed, locating places on a map or globe and having any review discussions together that is needed to make the reading more understandable.
- The narration suggestions are merely suggestions. Feel free to alter them, as needed.
- The appendix at the back of this guide will contain teaching notes for the Book of Centuries.
- Some maps and additional resources accompanying the lessons are linked at *A Mind in the Light*. Look under the tab “Resources”, and then scroll down to “American History”. On this page, look under *The World of William Penn* or *George Washington's World* for these links. Images used in some of the weekly readings are collected in the PDF file: *16th-18th Century History: An American & World Study Resource Pages*. This file can also be found at the same location as the links.

The World of William Penn

Written by Genevieve Foster



Reading One



Charles I

Before the Reading

- Connections: What do you know of William Penn or of Pennsylvania?
- Read pp. 9-14
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed.

Proper Nouns for an Oral Narration

People	Map Work	Other
William Penn	Pennsylvania	“Welcome”
Charles II (“Merry Monarch”)	Delaware River	Society of Friends (Quakers)
Charles I	Philadelphia	Church of England
Oliver Cromwell	Schuylkill River	Parliament
Admiral William Penn	New Castle, Delaware	Puritan
Mr. Samuel Pepys	London	Tower of London
Duke of York		Westminster Abbey
		Oxford University

After the Reading

Working with Maps

Read the paragraph on page 10 which describes William Penn’s first walk in Philadelphia. Use your finger to trace his path on the map (p. 9) as he first walked west towards Schuylkill River. What is the name of this street? What is the name of the street he turned up which ran north and south?

Oral Narrations

- Give an account of any part of this reading section, but include at least (4) proper nouns, (2) of which are names, in your narration. You may use the Proper Nouns chart as a reference.
- Give an account of William Penn's reason for leaving England, his voyage to America and his development of Philadelphia.
- Tell about Charles, the "Merry Monarch".

Written/Creative Narrations

- Draw a picture of any scene from the reading. Give your picture a title or caption and share it with someone, telling about the scene depicted.
- Turn any oral narration prompt above into a written narration.

George Washington's World

Written by Genevieve Foster



Reading One

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Before the Reading

- Connection: Share what you know of George Washington.
- Note: Explain why we celebrate George Washington’s birthday on February 22 rather than on February 11.
- Present Image D: A Settler’s Log Cabin. What do you see in this image? What do you see in the background?
- Read pp. ix-12 [introduction; “A Boy of Virginia” and “Daniel Boone, A Boy of the Backwoods”]
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed.

Working with Maps

1. After printing the map [which follows], have your student color and label the colonies as listed below it. Use the map on page 4 of *George Washington’s World* as a reference to complete the map work. Alternatively, use “The Original 13 Colonies” [p. 134] from *Map Trek* or print the linked map from the website –[R: AH, GWW, R1](#)

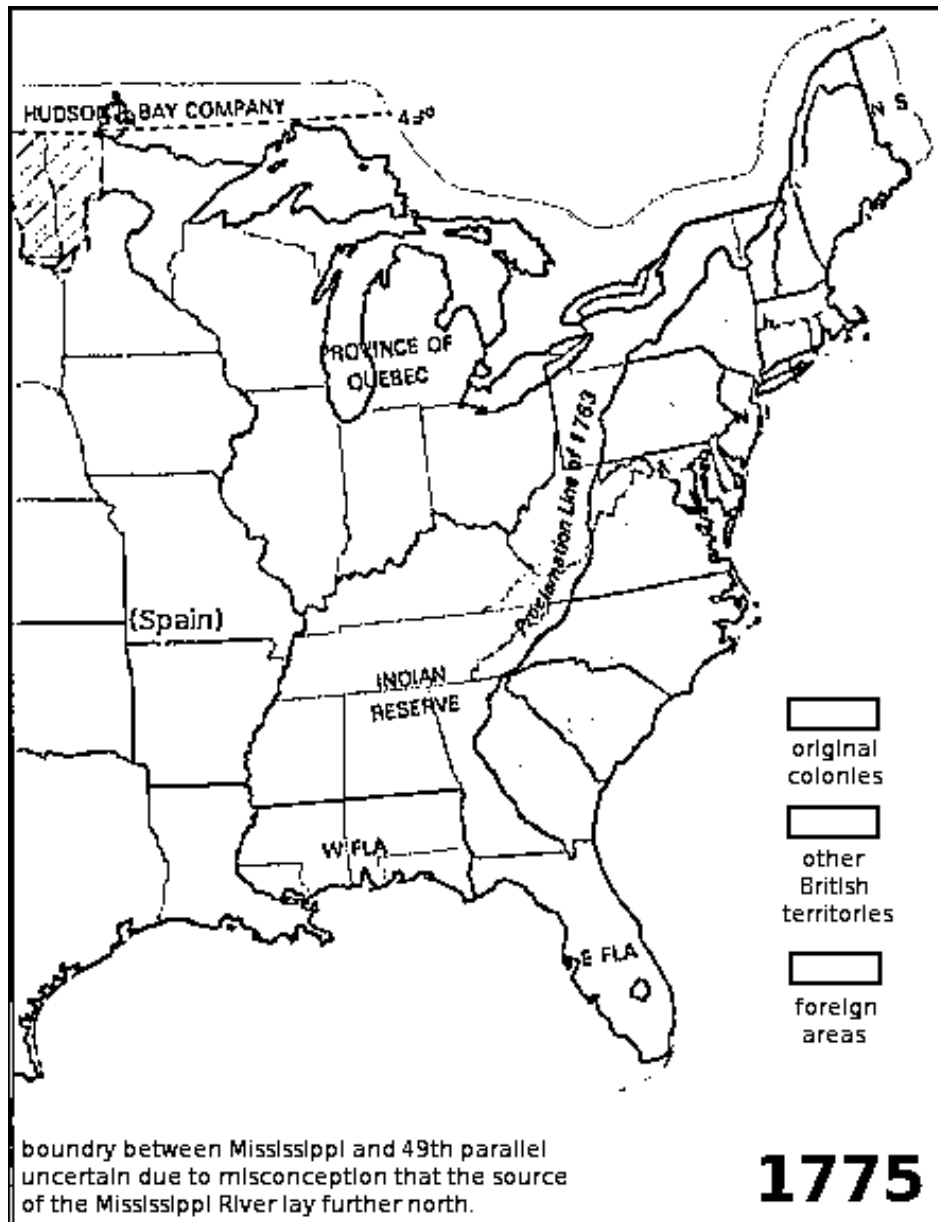
The latter map is for coloring only; it is already labeled.

Additionally, mark and label the following:

- Boston
- Philadelphia
- Fredericksburg
- Chesapeake Bay

2. Find the journey of Daniel Boone on the map on page 5 [this is marked and labeled with a dashed line]. Place your map of the 13 colonies next to or over the map on page 5 and draw the mountains on each side of his path. Label the Blue Ridge Mountains and the Allegheny Mountains on the map. Note each state Daniel passed through to go from Philadelphia to North Carolina.

Original Thirteen Colonies –Outline Map



Map Locations:

- | | |
|--|---|
| <input type="checkbox"/> 1a. Massachusetts & 1b. Mass. Territory | <input type="checkbox"/> 8. Maryland |
| <input type="checkbox"/> 2. New Hampshire | <input type="checkbox"/> 9. Delaware |
| <input type="checkbox"/> 3. New York | <input type="checkbox"/> 10. Virginia |
| <input type="checkbox"/> 4. Connecticut | <input type="checkbox"/> 11. North Carolina |
| <input type="checkbox"/> 5. Rhode Island | <input type="checkbox"/> 12. South Carolina |
| <input type="checkbox"/> 6. Pennsylvania | <input type="checkbox"/> 13. Georgia |
| <input type="checkbox"/> 7. New Jersey | |

Proper Nouns for an Oral Narration

People	Map Work	Other
Mary	Potomac River	Old Style Calendar
Augustine	Virginia	New Style Calendar
Julius Caesar	Chesapeake Bay	Spaniards
Pope Gregory	Rappahannock River	Ferry Farm
George Washington	England	Mount Vernon
King George	London	Culpepper County
Lawrence	Allegheny Mountains	
Betty	Blue Ridge Mountains	
Anne	Pennsylvania	
Sir William Fairfax	North Carolina	
Lord Thomas Fairfax	Philadelphia	
Daniel Boone		

After the Reading

Oral Narrations

A Boy of Virginia

- Give an account of George Washington as a youth.

Daniel Boone, A Boy of the Backwoods

- Give an account of Daniel Boone as a youth.

Written/Creative Narrations

All Readings

- Draw a picture of any scene from the reading. Give your picture a title or caption and share it with someone, telling about the scene depicted.

A Boy of Virginia

- Create a list of 10 rules which you believe would be important to know in order to be civil and decent in company and conversation.
- Draw a picture of George Washington watching the ship sail past. Share your picture with someone, telling about this scene from the reading.

Daniel Boone, A Boy of the Backwoods

- Write three interesting facts about Daniel Boone. Draw a picture to accompany one or all of your facts. Share your picture and facts with someone, telling about him.

Discussion

- England forbids the American colonies from trading with other countries. What effect does this law have on them?



Additional Reading

Daniel Boone: The Opening of the Wilderness by John Brown

Reading Two

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Before the Reading

- Connection: Tell about (1) person and (1) event from the last reading. In what ways were colonial children different from us?
- Word to Review: sexton
- Read pp. 12-17 [“John Adams Farmer Boy” and “John Hancock, Boy of Boston”]
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed.

Proper Nouns for an Oral Narration

People	Map Work	Other
John Adams	Massachusetts	Latin
John Hancock	Boston	Harvard College
Thomas Hancock	England	Beacon Hill
Aunt Lydia	West Indies	Fish Street
	India	Hancock Wharf
	China	East India Trading Company
	Africa	Crown Coffee House
	Spain	Acts of Navigation

After the Reading

Oral Narrations

John Adams Farmer Boy

- Tell of John Adams. In what way was he a “Farmer Boy”?
- What do you think of how Mr. Adams handled John’s refusal to do his Latin? How would you have handled this situation?

John Hancock, Boy of Boston

- Narrate about young John Hancock’s life.

Written/Creative Narrations

All Readings

- Draw a picture of any scene from the reading. Give your picture a title or caption and share it with someone, telling about the scene depicted.

John Adams Farmer Boy

- Draw a picture of a young boy or girl who is standing in a strange country with half a dozen roads before him or her on a dark night. Share your picture with someone, telling about this scene from the reading. Why does John Adams feel this way?

John Hancock, Boy of Boston

- Write a narration explaining the Act of Navigation law and why the colonists were unhappy with it.
- Divide a sheet of paper into two halves and write the words “Items for Trade” on one side and “Country” on the other side. Write a list of some items received in trade from other countries at the Hancock Wharf and from which country the item(s) come(s).
- Draw a picture of John’s walk down Fish Street and through the warehouses. Share your picture with someone, telling about the scene from the reading section.

Reading Three

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Before the Reading

- Connection: Tell of John Hancock or of John Adams. Share what you know of Native Americans.
- Present Image E: Benjamin West. What do you see in this image? What do you see in the background? This image is also used in Reading 27.
- Read pp. 18-22 [“Abigail, A Girl Who Like Ideas”, “Pontiac, A Boy of Ottawa” and “Benjamin West”]
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed.

Proper Nouns for an Oral Narration

People	Map Work	Other
Abigail Smith	Weymouth, Massachusetts	Shakespeare
Elizabeth Quincy	Braintree, Massachusetts	Island of Fish
Richard Cranch	La Ponchatrain (Detroit)	Obwandiyag
John Adams	Maumee River	Grimalchin
John Quincy Adams	Great Lakes	City of Friends
Pontiac	Pennsylvania	Chestnut Street
Augustine & Mary Washington	Philadelphia	Market Place
George	England	
Benjamin West		

After the Reading

Oral Narrations

Abigail, A Girl Who Like Ideas

- Give an account of Abigail’s early life.
- How does Abigail react to Richard Cranch and his ideas on “female excellence”?

Pontiac, A Boy of Ottawa

- Narrate about the early life of Pontiac.

Benjamin West

- Share what you know about the early life of Benjamin West.

Written/Creative Narrations

All Readings

- Draw a picture of any scene from the reading. Give your picture a title or caption and share it with someone, telling about the scene depicted.

Abigail, A Girl Who Like Ideas

- Practice making small stitches with a sewing needle, thread and a small piece of material. From the reading selection, who else practiced stitching? Tell about this.

Pontiac, A Boy of Ottawa

- Draw a picture of the following animals: deer, fox, marten, otter, bear and beaver. Label each picture. You will need to find a picture of each one so that you can draw and color it as accurately as possible. What role did these animals play in the life of Pontiac?
- Draw a picture of what you imagine the trading scene might have looked like as described in this reading selection. Include many of the different items listed such as, blankets, knives, combs, ribbons and fish hooks.



Benjamin West

- Paint a portrait of Grimalkin, the cat, as if Benjamin West. Tell what happened to his tail.

Additional Reading

Benjamin West and His Cat Grimalkin by Marguerite Henry

The Boy Who Loved to Draw: Benjamin West by Brenner and Dunrea

Reading Thirty-One

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Before the Reading

- Connection: Who was General Burgoyne? Beaumarchais? Tell of Alexander Hamilton, Lafayette or Frederick the Great. Tell about Washington and his army’s winter stay in Morristown.
- Words to Know: summons, subordinates and chagrin
- Present Image Z: George Washington and Lafayette at Valley Forge. How are landscapes different from portraits? What do you see in the background? What is in the foreground? What do you think the soldiers might be thinking or feeling? Present this image again after the reading. What scene is it depicting?
- Read pp. 209-214 [“To Carry the News” and “Valley Forge”]
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed.

Proper Nouns for an Oral Narration

People	Map Work	Other
General Burgoyne	Paris	<i>Ranger</i>
Captain John Paul Jones	Boston	Battle of Brandywine
Benjamin Franklin	Atlantic Ocean	War Board
Beaumarchais	Portsmouth, Maine	Quebec Act
Lafayette	Philadelphia	
Adrienne	Valley Forge	
Washington	Saratoga	
Alexander Hamilton	Philadelphia	
General Gates	Quebec	
Howe	Albany, New York	
Conway	Hudson River	
Benedict Arnold		
Baron von Steuben		
Frederick the Great		

After the Reading

Oral Narrations

To Carry the News

- Why must France join the war?
- Share what you know of “To Carry the News”. Why does it have this title? Give this section a new title and explain why you chose it.
- Tell about a) John Paul Jones and b) Benjamin Franklin.

Valley Forge

- Give an account of Lafayette and Washington’s winter at Valley Forge. Compare this to the winter at Morristown.
- Tell about General Gates.
- What improvements did spring bring for the soldiers?
- “Like one of the wind-swept hills himself, the big man had stood firm, while intrigue and jealousy had whirled about him, lashed themselves out and died away” (Foster 214). Who is the “big man”? What is meant by this statement?

Written/Creative Narrations

All Readings

- Draw a picture of any scene from the reading. Give your picture a title or caption and share it with someone, telling about the scene depicted.
- Turn any oral narration prompt above into a written narration.
- Pretend you are the illustrator for this book. Using any media or style that you’d like, create an artistic piece illustrating any of the following scenes: a) Captain John Paul Jones on the *Ranger* or b) a scene from Valley Forge.

Supplemental Reading

- Read *They Called Her Molly Pitcher* by Anne Rockwell and discuss, as needed.

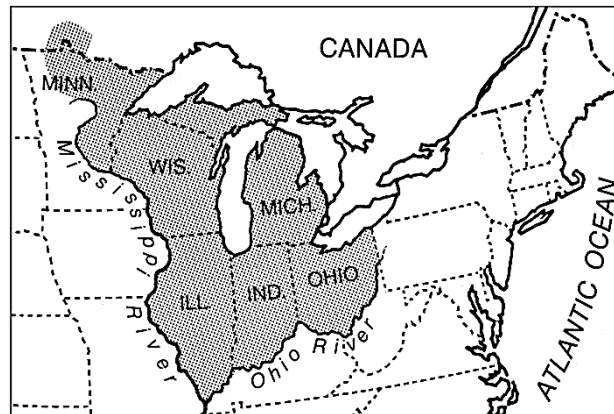


Reading Thirty-Two

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Before the Reading

- Connection: Tell about the improved conditions and relief brought to Washington and his soldiers. Share what you know of Daniel Boone.
- Words to Know: envoy, sojourn and prostrate
- Working with Maps: Use the map on p. 218 to locate most of the places listed below. Optionally, print and use the map at the website to mark locations and color on it as you wish. R: AH, GWW, R32
- Read pp. 215-221 [“The French Alliance” and “George Rogers Clark”]
- Be sure to look up the places listed under the category: Map Work (below) and pronounce any words as needed



Proper Nouns for an Oral Narration

People	Map Work	Other
John Quincy Adams	Bordeaux	Whigs
John Adams	Paris	Shawnee
Benjamin Franklin	West Indies	Mohawk
Pierre Caron Beaumarchais	Passy	“Long Knives”
George III	Versailles	
Louis XVI	Massachusetts	
Vergennes	Virginia	
William Pitt	Lexington	
General Clinton	Concord	
General Howe	Map of Northwest Territory	
General Burgoyne	Ohio River	
George Rogers Clark	Mississippi River	
Daniel Boone	Ohio	
General Hamilton	Indiana	
Patrick Henry	Michigan	
	Illinois	
	Wisconsin	
	part of Minnesota	
	Kentucky	
	Fort Vincennes	
	Fort Kaskaskia	
	Boonesborough	
	Fort Detroit	
	Allegheny Mountains	
	Fort Pitt	

After the Reading

Oral Narrations

The French Alliance

- Tell about the alliance between France and the colonies and how this alliance came to be.
- What was significant about the alliance? What might have happened had the alliance not occurred?
- Tell of two: a) John Quincy Adams, b) Benjamin Franklin, c) Louis XVI or d) William Pitt

George Rogers Clark

- Share what you know of George Rogers Clark.
- Describe the Northwest Territory using the map on p. 218 as a reference. Try to use words such as North, East, Northwest, etc. correctly as you narrate.

Written/Creative Narrations

All Readings

- Draw a picture of any scene from the reading. Give your picture a title or caption and share it with someone, telling about the scene depicted.

The French Alliance

- Tell about the alliance between France and the colonies as if John Quincy Adams writing about it in a letter home.

George Rogers Clark

- From this reading, write a journal entry as if George Rogers Clark recounting any one of his experiences.

Discussion

- “Up and down the border where Indians and Eastern settlers wanted the same land, terror and bloodshed spread” (Foster 219). Explain what is meant by this statement. Why did this promote “...terror and bloodshed”? Could this have been resolved differently? Explain your thoughts.

