

Grade



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Begin reading <i>Summer of the Monkeys</i> (included in curriculum for English)	
Newspapers or news magazines	
Options; Shakespeare poems or plays, video of a Shakespeare play, art books	
Lesson 2: The Mogul Empire	9
<i>Summer of the Monkeys</i>	
Art and architecture books. Option: Recordings of Indian music	
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Books on Chinese art. Options: Video of a Kabuki play, books on Japanese art	
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Lesson 5: Baroque and Classical Music	39
Recordings of Baroque and Classical Music.	
Options: Videos on Mozart and Beethoven, recordings by J.S. Bach	
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Recording of Tchaikowsky's 1812 Overture.	
Options: Recording of Beethoven's Third Symphony, recording of the Marseillaise, video of <i>La Nuit de Varennes</i> , recording of Beethoven's Third Symphony, art paper, a lamp, and a pencil, materials for a solitaire board.	

Lesson 7: Art, Music and Literature 67

Optional library book: *The Value of Imagination, the Story of Charles Dickens*

Art books, recordings of music by Wagner, Brahms, and/or Strauss.

Option: Video of *Oliver!* or *A Christmas Carol*

Lesson 8: The Industrial Revolution 75**Lesson 9: Slavery** 85

Begin reading *Lyddie* (included in curriculum)

Option: Recordings of spirituals and gospel music

Lesson 10: The U.S. Civil War 97

American Indians in the Civil War era

Lyddie

Videos about the Civil War

Lesson 11: Rebuilding the South 107

Booker T. Washington

Finish *Lyddie*

Lesson 12: Life in the Factories 127

Thomas Edison

Alexander Graham Bell

George Washington Carver

Begin reading *Amelia Earhart* (included in curriculum)

A large coffee or juice can, a large balloon or piece of plastic wrap, a small broken piece of mirror or silver sequin, a rubber band, white glue, a pin (optional)

Lesson 13: The Transportation Revolution 141

Canals

Trains

Automobiles

Information from the Chamber of Commerce

Amelia Earhart

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Newspapers or news magazines	
Begin reading <i>Helen Keller</i> (included in curriculum)	
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Information about community service organizations and blood banks	
<i>Helen Keller</i>	
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Community Awareness	
Information on public service organizations	
Video or copy of <i>The Miracle Worker</i>	
Finish <i>Helen Keller</i>	
Lesson 24: The Cold War	255
Newspapers or news magazines	
Video <i>Truman</i> , and Soviet and Chinese propogandist art (optional)	
Begin reading <i>Goodbye, Vietnam</i> (included in curriculum)	
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<i>Goodbye, Vietnam</i>	
Art books, art materials: calligraphy pen, black paint, and drawing paper	
Lesson 26: Vietnam	279
Video about Vietnam War	
Someone who fought in Vietnam and someone who didn't fight but remembers the war years well	
Finish <i>Goodbye, Vietnam</i>	
Lesson 27: The Middle East	285
Begin reading <i>Martin Luther King, Jr.</i> (included in curriculum)	
Newspapers and magazines (optional)	
A piece of posterboard for a collage (optional)	
Ingredients for a Middle Eastern meal (optional)	

Lesson 28: Martin Luther King, Jr..... 295

Cesar Chavez

Martin Luther King, Jr.

Freedom songs

Lesson 29: Canada and Mexico 303

Information from a travel agency

Finish *Martin Luther King, Jr.*

Options: Art books of Canadian artists or Mexican muralists, or metal embossing materials: Ball-point pen, X-acto knife, disposable tin baking sheets, India ink or cold enamel paint, paintbrush

Lesson 30: Africa 319

Newspapers and news magazines

Begin reading *Zlata's Diary* (included in curriculum)

Options: Recordings of contemporary African music, or video of *Sarafina!*

Lesson 31: A Brief Look at Other Places in the World...359

Yugoslavia

Australia

New Zealand

The Arctic

Antarctica

Newspapers and news magazines

Zlata's Diary

Lesson 32: The Information Age..... 367

Television

Magazines and advertisements

TV guide

Access to a TV

Video of the movie, *Quiz Show* (optional)

Finish *Zlata's Diary*

Horizontal lines for student notes.

Curriculum
Outline

(continued)

Lesson 33: Space Travel 377

- Ten pencils, alka seltzer, a plastic bottle with a cork
- Balloon, aluminum paint, flashlight (optional)
- Video of the movie, *Apollo 13* (optional)
- Begin reading *A Single Shard* (included in curriculum)

Lesson 34: Nuclear Energy 383

- Black paper, a glass, water, sunlight
- A Single Shard*

Lesson 35: Technology 387

- Three adults and three children to interview
- Finish *A Single Shard*
- Recordings of electronic music

Lesson 36: We Do Make a Difference 395

Grade 7



The Age of Monarchs

During the Middle Ages, the feudal system provided a framework for a worldly, or secular government. The Catholic Church was very powerful, not only in the religious life of the people, but in matters of politics and government as well. Around 1500, as the Middle Ages came to a close, European kings and queens began to gain in power. They worked to end the independence of cities and feudal territories, and create kingdoms in which everyone would be loyal only to them. Some became absolute monarchs in the 17th Century. An absolute monarch has unlimited power. This is what many people think of when they imagine the life of a king or queen.

The Age of Monarchs or Kings was a time when great change occurred in Europe. No longer was the Catholic Church in charge of the government or of people's rules for daily life. No longer were the feudal lords in power. Instead, the king held all the power. Indeed, many kings said they were responsible only to God himself, and could do anything they wanted. This "divine right of kings," as it was called, said that God gave this power directly to the monarch, and God was the only one who could remove a king from power, and that the people just had to put up with the situation.

As you can imagine, absolute monarchs posed problems for many people because everyone had to acknowledge their supreme power. Some monarchs expanded their empires considerably. As has been the case throughout history, some kings and queens were kind and did good things for their people, while others did not.

The Hapsburgs were the most powerful family in Western Europe in the 16th Century. They were the rulers of Austria, Spain, the Netherlands, Milan, Burgundy, territories in the New World, and later, Portugal. They had a huge empire, but still worked to enlarge it.

The Age of Monarchs

(continued)

One member of the Hapsburg family, Philip II, ruled Spain from 1556 to 1598. His brother, Ferdinand, was the Archduke of Austria. Philip II was the most powerful monarch in Spanish history. He was a devout Catholic who saw himself as a protector of Catholicism. He attempted to end Protestantism, Judaism, and Islam in every place where he had control. His efforts to increase his power in Europe led to a number of wars. He also supported the Inquisition to root out non-Catholics, and was so successful in Spain that Protestantism never really took hold there.

Philip II decided he had to go to war against Queen Elizabeth I of England, because she helped Protestants in the Netherlands fight his attempts to establish Catholicism there. He planned his attack for two years, and finally sailed for England with 130 ships and 33,000 men. This group was called the Spanish Armada. England defeated the Armada, and about half the Spanish soldiers died—many because their ships sank off the rocky coast in the stormy North Sea.

This was a huge defeat for Spain, and its government had to declare bankruptcy. After Philip II died, the government was basically turned over to the nobles, and Spain's power declined.

A number of famous writers and artists lived in Spain in the 16th Century. Among them were El Greco, a famous painter, and Miguel de Cervantes, who wrote a novel called *Don Quixote*, about a country gentleman who decides to travel about battling injustice, as if he were a knight. This novel has remained popular through the years, and is considered a very great work of literature.

In England, the Tudor family ruled from 1485–1603. Henry VII was the first Tudor king. He expanded foreign trade, and helped rebuild England's prosperity.

King Henry VIII of England, the most powerful of the Tudor monarchs, changed the entire relationship of the Catholic Church with the government of England. The pope, who is the head of the Catholic Church, had been an important political figure with a great deal of power. Henry argued with the pope. Henry wanted to divorce his wife and marry again, but the pope said he couldn't do it. Because Henry was determined to remarry, he decreed that the pope was no longer the head of the Church in England, and that the king was.

The Age of Monarchs

(continued)

glish she spoke fluently in French, Italian, and Spanish, and knew Greek and Latin.

Elizabeth traveled around her kingdom, using her authority for the common good of her people and earning their loyalty and love. She told her troops, “I know I have but the body of a weak and feeble woman; but I have the heart and stomach of a king..”

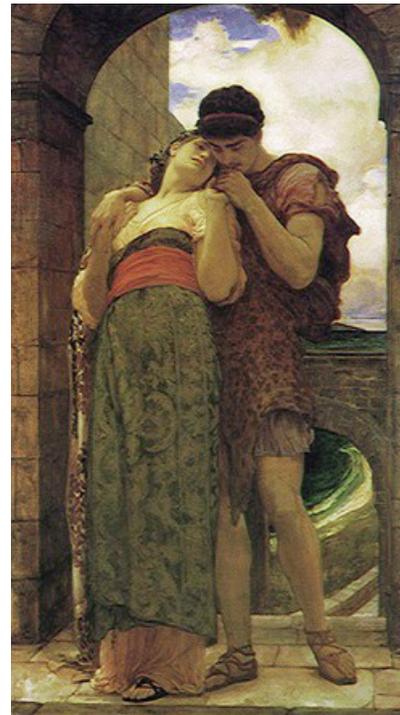
England thrived culturally under Elizabeth I’s reign. She never married, but her court was a magnificent place where writers, artists, and explorers were welcomed and encouraged. Artists painted miniatures, poets and writers praised Elizabeth in their creations, William Shakespeare wrote his plays, and the theater flourished.

During Elizabeth’s reign, the Church of England became officially Protestant, but unlike many other rulers of the 16th Century, she did not go out of her way to persecute people of other faiths.

Elizabeth was not an absolute monarch in the way Philip II had been. Tudor England had a parliament—a group of twelve to fifteen nobles who advised the queen and had some power to withhold their approval in order to prevent her from making decisions with which they did not agree.

1. Choose one of these assignments:

- a. Research and write a brief biography of Shakespeare.
- b. View a film of one of Shakespeare’s plays, or a live presentation, and write a summary or critique. (One option would be to see *Romeo and Juliet*, and then the video of the musical, *West Side Story*, which is based on this play, and compare the two.) If you like, choose a play about a monarch, such as Henry V, or Richard III.
- c. Memorize one of Shakespeare’s sonnets and present it on tape for your teacher to hear. Or, dramatize a scene from one of his



Romeo and Juliet

The Age of Monarchs

(continued)

During the Age of Kings, nobles and kings had a great deal of leisure time, and enjoyed games and sports activities. In the 16th century, they played an early version of tennis. The game of cricket started in England at around the same time. Cock-fighting, a cruel and violent sport which involved betting on roosters trained to fight, sometimes to the death, was popular among men. Wealthy noblemen enjoyed fox hunting. Common folks as well as noblemen attended horse races and bear or bull baiting. Bear and bull baiting, like cock-fighting, was a vicious game which resulted in the death of the poor bear or bull tormented for the sport of the audience.

Noblemen of the 17th century loved to play cards. The cards were elaborately decorated with exotic pictures and fanciful designs. Sometimes they held portraits of the rulers who played with them. Gambling went on for hours, with whole fortunes being won and lost during the course of an evening.

Fencing and shooting were popular “gentlemanly” sports that unfortunately sometimes left their participants dead or seriously injured. Gentleman might engage in these activities as a way to settle an argument or to save face after exchanging insults.

While Louis XIV is legendary because of his sumptuous court, there are many other monarchs who are worth knowing about. Other notable absolute monarchs in Europe during this time include Henry IV of France, Louis XIII and Cardinal Richelieu (who was not a king, but had great power in France), Ferdinand and Isabella of Spain, Charles V, Peter the Great of Russia, and Frederick William I of Prussia.

2. Complete one of the following assignments:

- a. Choose one of the monarchs listed in the preceding paragraph. Read about the ruler of your choice and write a page about his or her life, kingdom, and accomplishments. Do you think you would like to have known this person? Why or why not? If you would prefer, you may write this assignment as a story about a day in the court of your chosen monarch, or you could write a skit, act it out, and videotape it to share with your teacher.

Henry IV of France (also known as Henri of Navarre)

Louis XIII and Cardinal Richelieu

Ferdinand and Isabela

The Age of Monarchs

(continued)

had many rights, it often takes a long time for them to realize that maybe life doesn't have to be that way. They are so used to being powerless they don't realize that within them is the strength and ability to make major changes in their circumstances. Little by little, as they become increasingly unhappy and angry with the oppression they live under, strength and determination begins to rise up within them. They begin talking with each other and sharing their dreams of freedom. They talk about having the power to make their own laws and vote for their own leaders. Soon there are many people joined together making plans. Then the real fight begins.

4. Choose one of these assignments:

- a. Read newspapers and magazines for two days and cut out all of the articles you find about people fighting for their freedoms. If you don't find any the first two days, keep looking. If you don't find any all week, put this project on your list for next week. Write a one-paragraph summary about each of the issues you have found in your newspaper articles. Tell what the issues are and discuss possible viewpoints about each of them.
- b. Write a short essay about a modern fight for freedom in progress anywhere in the world right now. Include a brief discussion of the history, main issues, and the current status of the conflict.

Extra Credit: A card game called *whist* evolved in the 18th Century from an earlier game called *triumph*. Whist later evolved into contract bridge and some other games. For fun, learn to play whist or contract bridge.

Extra Book Ideas:

Mary, Queen of Scots by Antonia Fraser
The Tudors by Josephine Ross