



Quest for Royals & Revolution

Routes, Royals, and
Revolution in Politics,
Science & Industry
1450-1900

WinterPromise®

www.winterpromise.com

Using This Resource:

This resource can be printed in its entirety, though it need not be. You can view the introductory pages and print the schedule grid pages. Print pages in black and white or color, and hole punch on the left. Independent Study Schedules are in another file.

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Welcome to . Winter Promise

Hello! We are happy you have chosen to share part of your homeschool journey with us! We here at WinterPromise Publishing would like to take a moment to share with you the *promises* that we make to you as you begin this year's school session.

We promise . . .

- ☞ That you will enjoy the people, places, and events that you will be introduced to this year.
- ☞ That your children will benefit from all the interaction they have with you, not a video teacher or a computer professor.
- ☞ That you will be actively, enjoyably engaged in learning, just as much as your children will be!
- ☞ That you will meet people whose personal integrity and walk with God will challenge your own spiritual life and give you opportunities to share Christ's work with your children.
- ☞ That you will not be bogged down in paperwork, but have time for real life!
- ☞ That you will receive help any time you need it by contacting us directly!
- ☞ That your children will learn to love learning!

A few tips as you begin - -

☞ Be sure to take advantage of the many aspects of learning available to you in this guidebook. This guide is written with far more to do than you will need, so that you can choose not to do some assignments each week. However, all of the different resources in the program offer a chance to advance some skill or introduce some new concept. Many families find they enjoy picking and choosing to do some of the things each week, but they don't always choose to do the same thing. In other words -- they use all the aspects of the program **some** of the time!

☞ As you use WinterPromise, you will find that your guidebooks allow you to assemble a master guidebook that will allow you to just "open and go" with homeschooling each day. Your language arts guide has a wide margin so that it can be holepunched on the opposite side to lay on the left-hand side, while your main guide book lays open on the right, and thus face each other. Most parents keep each week's resources together by week. Some establish coordinating weekly files for worksheets or other resources, so they have everything right at hand!

☞ Mark each assignment in pencil with your student's initials in the box on the weekly grid when he has completed it. This will serve as your written record of what your student has done this year.

☞ Whatever you do, don't skip reading the introductory pages to your guidebooks. They contain indispensable material, some of which is not repeated elsewhere. You'll want to take advantage of the helps these pages contain!

It is our sincere hope that while you explore different times and places this year, you will also have the chance to show your child the opportunities in the here and now that will last an eternity.

Sincerely,
Kaeryn Brooks, *Author*

Introducing . . . Quest for Royals & Revolution

What's in My Program Guide?

You'll want to know what is in your guide, so here's a breakdown of what you are receiving!

Introductory Pages

- ◆ What's in My Program Guide
- ◆ Quick-Start Highlights!
- ◆ Resources for this Study

Preparation & Teaching Helps

- ◆ Using Weekly Guide Pages
- ◆ Preparing for This Study
- ◆ What Do I Do About Grading
- ◆ Great Ideas for Narration

Activity & Reinforcement Planning

- ◆ Optional or Needed Resource Schedule
- ◆ Planning Your Activities this Year
- ◆ Activity Planning Chart
- ◆ For Additional Fun . . .

Timeline & Notebooking Helps

- ◆ Utilizing the "Notebooking" Resources
- ◆ Timeline Card Games & Ideas
- ◆ Timeline Game Boards & Card Sets
- ◆ Timeline Cards

Guide Pages

- ◆ Overview of Studies
- ◆ Weekly Schedules for 36-Week Year
- ◆ Independent Study Worksheets for 36 Weeks

Quick Start Highlights!

* **Make Sure You Have All Your Resources**

Use the "Royals & Revolution Resources" lists on pages 4-5.

* **Using Your Guide**

See these great tips for using your guide for your student on page 6.

* **See What You Can Do to Prepare for This Study**

You'll discover how to set goals, prepare printed materials, and strategies for giving grades to your older student on pages 7-11.

* **Take a Look at This Year's Activities**

You can decide with your student what really interests them, and use these pages as an overview for keeping on track this year, on pages 12-18.

* **Timeline & Notebooking Helps, and Timeline Cards**

On pages 19-57, you'll find helps for understanding the Timeline and Notebooking aspect of this year's program, and originals to run as copies to make Timeline cards for quizzing and review. Directions for using them, and fun games as well, are all in this section.



Resources for This Study

WinterPromise Exclusives!

This Program Guide
"Make-Your-Own Revolutionary Times" Bk
Monarchy, Empire & Change

History Books

Kingfisher History
European History
Around the World in 100 Years
Elizabeth I
Isaac Newton: Inventor, Scientist, and Teacher
The Adventurous Life of Myles Standish
Industrial Britain: Workshop of the World
Louis XIV: The Sun King
Russian Greats: Peter & Catherine
The Real Revolution
Napoleon
Industrial Revolutionaries
Victoria: Queen of England
Black Potatoes
Thomas Edison for Kids
To Rule the Waves

Life of Christ Bible Study

Christ the Royal Revolutionary in Meditations on
the Gospel

Activity & Project Resources

Exhibit the Era of Revolution & Change

Culture Study

What Jane Austen Ate & Charles Dickens Knew
Cowboys, Coffin-Makers & 100 Other . . . Jobs

Adventure Reading

The King's Fifth
The Shakespeare Stealer
Midnight is a Place
In Search of Honor
The Scarlet Pimpernel
Out of Darkness: The Story of Louis Braille
Oliver Twist

Optional Music, Art & Writing Focus

NPR Listeners' Encyclopedia of Classical Music
Shakespeare for Kids
Dickens: His Work and World
Monet and the Impressionists for Kids

Optional Projects

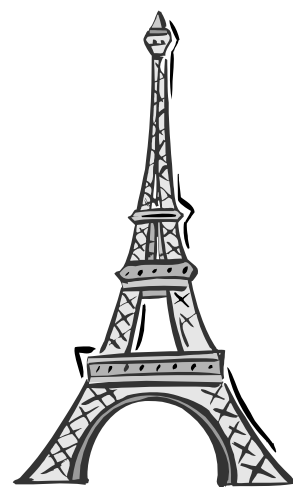
Fashion & Costume Project Supplies
Great Characters from Shakespeare

Recommended Resources:

A key part of our program is the "Notebooking Resources," which include the "Timelines in History" resource, timeline figure sets, and the reproducible map set for mapping activities. We highly recommend these resources and consider them integral to the program. We also recommend the book "To Rule the Waves" by Arthur Herman. It is scheduled during the year, and adds a lot of content for the older high school student. It traces the British Empire's rise and power at sea.

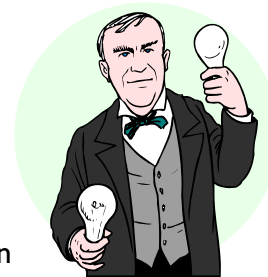
Consumable Resources:

A few resources this year are consumable -- you need one per student. These include the "Make-Your-Own History" book and separate timeline figures. They will be personalizing these throughout the year. The only other consumables are the actual project resources, which include the resources that are starred above. Some of the history books have puzzles and games, which can be used by two students if they complete those on separate pieces of paper, and there are few enough of the puzzles that this is what we recommend for cost-efficiency.



Adventure Reading for This Study

With the proliferation of ebooks that have become available for personal reading devices, laptops, smartphones, and computers, WinterPromise no longer includes Adventure Reading books as part of their sets. Ebooks are less expensive for parents, and offer a great option to help homeschoolers keep costs down.



In an effort to pass this savings along to parents, we are no longer including these books in the program, as it makes a lot of sense to let parents take advantage of this entirely new way of reading. These books are still necessary to the completion of the program, but parents can add them as ebooks, borrow them, or even purchase them from us as special order items. Either way, it brings down the cost of the program, and gives parents even more choices!

Below is the list of Adventure Readers originally scheduled for this program, along with information to help you track down these books, and which books are available in ebook format for Kindle and Nook.

However, anyone who has purchased an ebook set has a collection of books that could be used instead of these books. The E-Reader Set that is part of an ebook purchase includes these books: *Oliver Twist* and *The Scarlet Pimpernel* (part of the original adventure reading set) with *Last of the Mohicans*, *Sherlock Holmes*, *Four Feathers*, *Common Sense*, *The Crisis*, *In the Days of Queen Victoria*, and *The Hidden Hand*. Your student could use these to create their own schedule, using the form in Appendix I.

BOOK TITLE:	PRINT ISBN#	PRINT PRICE	KINDLE	NOOK
The King's Fifth	978-0618747832	6.95	YES	YES
The Shakespeare Stealer	978-0141305950	6.99	YES	YES
Midnight is a Place	978-0618196258	17.95	YES	YES
In Search of Honor	978-0890845950	10.00	NO	NO
The Scarlet Pimpernel*	978-1613820827	8.99	YES	YES
Out of Darkness: Louis Braille	978-0395968888	7.95	YES	YES
Oliver Twist*	978-1416534754	4.95	YES	YES

*These books are a part of your E-Reader Set, if you have purchased an ebook set.

Royals & Revolution Learning Goals

Goals for Historical Study

- * To learn about world history from the Renaissance to the Victorian Age
- * To identify key cultural elements of the different periods in early Modern history
- * To learn about the different eras in early Modern history
the Age of Discovery, the Elizabethan Period, Colonialism, British Empire, Revolutionary Era, the Industrial Revolution, the Victorian Age
- * To become familiar with the people who revolutionized thought and expressed new ideas
- * To discover how the British Empire grew to dominate world affairs
- * To grow in understanding of how new inventions and industrialization changed the world

Goals for Cultural Study

- * To identify cultural themes, attitudes, and manners from the eras studied
- * To be able to describe how people thought and felt during each era and why
- * To understand how the British Empire dominated culture for much of the early Modern era
- * To describe how key movements such as the Enlightenment, the Scientific Revolution, and the Industrial Revolution impacted how people thought and lived their everyday lives

Using Weekly Guide Pages

Weekly Schedule Pages

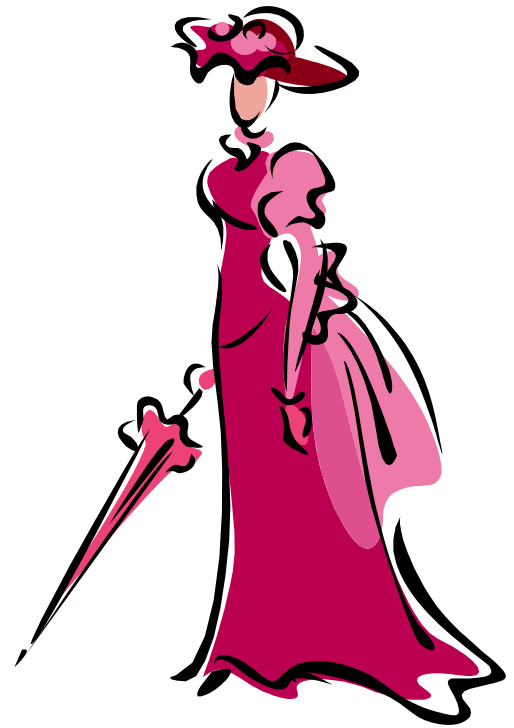
Royals and Revolution is different from many of our other programs in that it has been designed so that students can complete the entire program independently, if this works for the family. Thus, we have not provided additional independent study schedules, as the student can simply use the regular schedule pages instead. If a parent would enjoy participating in some of the program, here are some books that may lead to some great discussion. They could be read and discussed together with the student in a block of time set aside each day for this purpose, while the student completes the rest of the program on their own. As you move through the books, you will find many opportunities for discussion, not only about the books themselves, but also about the choices made by the characters or priorities chosen by nations or individuals. You'll also have ample opportunities to talk about how scientific views on world origins agree or disagree with your own views and beliefs. Take advantage of these opportunities to expand your student's understanding and improve their thinking skills. Ask open-ended questions when you can, to teach your child to think through issues and come up with reasonable conclusions.

Monarchy, Empire & Change
European History
Industrial Britain: Workshop of the World
Black Potatoes

Sr. High Only: To Rule the Waves
Sr. High Only: Common Sense & Other Writings

Active Learning Opportunities

Each week your student will encounter active learning opportunities. Many of these are drawn from resources that are a part of our Music, Art & Writing Focus. If you have not purchased this part of the program, you may want to add it so your student will encounter more hands-on investigation. We've also provided the resource, "Exhibiting the Era of Revolution & Change," which gives your student many fantastic ideas to contribute to a World's Fair of their own in which they can exhibit pieces that they've created throughout the year to friends and family at the end of the year. This can be as involved as your student would like to make it. The ideas are great, and can be selected according to their personal interests. Finally, your student could also add one or more of our recommended optional activity resources, which include "Fashion & Costume Project Supplies" and/or "Great Characters from Shakespeare," either of which can add some creative projects to your student's year. There's follow-up information on the next page.



Assembling Reports for State/School Agencies

Some parents may be required by their state or local school to provide reports of their homeschooling activities. You can utilize your weekly guide pages as permanent records. The daily record-keeping you are doing will give you everything you need to assemble these reports. Use the weekly grids as a checklist to write down which books and resources your student has completed, what writing assignments he has done, tests or quizzes he has passed, and more. Taking work samples from the work file you have been assembling daily is also helpful. If the agency requires more in-depth reporting, *you have the author's permission* to copy these pages for this limited use, which, with the written names and dates of completion, are a detailed record! **Note:** Helps on assigning grades for student work can be found in this guide, on pages 8-9. These strategies should make this year very easy for you!

Preparing for This Study



First, Decide What You're Going to Do

From the outset, it will be helpful if you decide with your student what they'd enjoy as their focus. They can choose to focus on one area, and not another, or to add an optional focus to give their study a particular "flavor." They can also choose to spend more time on some resources, and less on others.

Here's some examples:

- ◆ Some students may really enjoy putting most of their time into the "Exhibit" projects.
- ◆ Some would rather complete their timeline and add to it with extra work or pages.
- ◆ A few students would like to add the optional Music, Art & Writing Focus.
- ◆ Others might want to add the optional fashion projects as listed on page 4.
- ◆ Some students might exclude projects in favor of adding the book "To Rule the Waves" as listed on page 4, and focus instead on the British Empire, the Industrial Revolution, and other topics.

Take a Look at the Music, Art & Writing Focus

This focus takes students up close to some of the great musicians, authors, and artists that reflected the culture of this exciting time in history. They'll meet the composers who produced the world's finest classical music; get to know Shakespeare and Dickens, exemplary writers of the Elizabethan and Victorian eras respectively; and discover how the Impressionists changed how people think about and enjoy art. This focus provides some of the easiest activities to complete. The book on music includes access to a website from which students can hear a composer's work, while they read about their lives and passion for music. Fantastic! Other activities are just as great. We strongly encourage students to consider adding this focus to their year, as it is a certain way to understand the culture of this period.

Next, Complete Copying or Printing Work

Before your year begins, decide which of the resources below you'd rather print at home, and which need to be copied, then plan a trip to a copy place if you need to. The resources below are digital printables that you can print out yourself. They can be printed and used looseleaf, unless notes indicate otherwise. Here's a list of what you'll find in your digital files:

This Guide - This guide can be used very successfully as a viewable file on a tablet or laptop, and may not need to be printed in its entirety. The grids look great and are easy to use on these devices. The grids are what your student will follow to complete each week's assignments.

Timeline Cards - Make copies of the timeline cards on cardstock as directed on the originals in this guide. You can print the originals from your digital set, then have these copied (double-sided) onto cardstock. Use as flashcards for review, drill or quizzing with the games outlined in this guide.

"Make-Your-Own" Revolutionary Times Book - Make one copy of this resource for each student.

Resources We Suggest You View, Rather Than Print:

"Exhibiting the Era of Revolution & Change" - You can view this book with its project directions.

"Christ the Royal Revolutionary" - You can print this, but it is lengthy, and can be viewed, if you like.

"Monarchy, Empire & Change" - This can also be viewed, and need not be printed.

E-Reader Book Set - We do not suggest that you print these, but view them, as they are very long.



Quest for Royals & Revolution

Overview of Studies



ROUTES: THE AGE OF EXPLORATION

New Ideas: An Expanding World & New Opportunities

- Week 1: The Year 1453
- Week 2: First Voyages & First Maps
- Week 3: Great Spanish Conquest

RULERS: ROYALS WITH STYLE & POWER

New Ideas: Governing New, True Nations

- Week 4: A Religious Hotbed in Europe
- Week 5: The Tudors of England
- Week 6: Elizabeth I Takes the Throne
- Week 7: The Elizabethan Period
- Week 8: The Holy Roman Empire & France
- Week 9: A First Trip to Asia

REVOLUTION: SCIENTIFIC

New Ideas: The Scientific Method & Empirical Knowledge

- Week 10: The Scientific Method & New Ways of Looking at Knowledge
- Week 11: Scientific Revolution Changes the World

REALMS: BUILDING EMPIRES

New Ideas: Capitalism, New Markets & Atlantic Trade

- Week 12: Growth of Atlantic Trade
- Week 13: Colonial Development in America
- Week 14: England's Glorious Revolution
- Week 15: Rise of the Absolute Ruler
- Week 16: Beginnings of the British Empire
- Week 17: Russia Moves to Modernize

REVOLUTION: INTELLECTUAL

New Ideas: The Enlightenment & Reason

- Week 18: The Philosophes & Other New Thinkers
- Week 19: Enlightenment & Common Sense

REVOLUTION: POLITICAL

New Ideas: Liberty and Justice for All

- Week 20: The Spirit of Democracy
- Week 21: The American Revolution
- Week 22: The World Turned Upside Down
- Week 23: The French Revolution
- Week 24: Napoleon Bonaparte

REVOLUTION: INDUSTRIAL

New Ideas: Machines, Mass Production & Steam Power

- Week 25: The Birth of Industrialization in Britain
- Week 26: New Energy Sources & Railroads
- Week 27: Life in the Industrial City
- Week 28: Children in Industrialized Cities

REFORM: HUMANITARIAN

New Ideas: Care for the Downtrodden

- Week 29: Labor & Reform
- Week 30: Taking Social Action

RIVALS: MODERN NATIONS

New Ideas: Modern Nations, Divergent Cultures & A New Global World

- Week 31: Her Majesty, Queen Victoria
- Week 32: The Victorian Age
- Week 33: The Young United States
- Week 34: A Second Trip to Asia
- Week 35: 1848: The Year of Revolution
- Week 36: Europe at the Close of the 1800's



RADICALS: ART IN MOTION

New Ideas: Romanticism, Baroque, Social Conscience, Impressionism & Victorian Culture

- Weeks 1-12: Shakespeare's Marvelous Plays
- Weeks 13-27: Writing for Reform: Charles Dickens
- Weeks 26-36: The Impressionists



Quest for Royals & Revolution Jr/Sr

Week 1 - The Year 1453

RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
INDEPENDENT STUDY				
HISTORY EXPLORATION				
<i>Monarchy, Empire & Change</i>	Read "A Tour of Europe in the Pivotal Year 1453" Pages 5-6	Read "The Props Onstage" Pages 7-8	Read "The Players Assemble" Pages 9-12	Read "Raising the Curtain" Pages 13-14
<i>European History</i>	Page 1 to mid-7	Page 7 to top of 11	Page 11 to mid-15	Page 15-19
<i>Kingfisher History</i>	Byzantine Empire & Ottoman Empire Pages 100-101, 182-183, 216-217	Mongols, Jews, Turks, Persians Pages 108-109, 116, 134-135, 170-171, 209	Important Events Just Before 1453 Pages 158-159, 176-177, 178-179	The World at a Glance & the Renaissance Pages 146-147 & 194-195, 202-205
<i>Around the World in 100 Years</i>	Before the Explorers Pages 9-18			Sir Henry of Portugal Pages 19-29
<i>SR. HIGH ONLY - OPTIONAL: Atlas of World History Reading</i>		Read Pages 112-115		
A CULTURE OF EMPIRE				
<i>What Jane Austen Ate & Charles Dickens Knew</i>	Introduction Pages 15-16			Currency Pages 19-21
BIBLE STUDY				
<i>Christ- the Royal Revolutionary in Meditations on the Gospel</i>	The Setting of the Pearl Page 8	The Wise Men and the Star Pages 9-10	Consecration Pages 10-11	The Temptation of Jesus Pages 11-13
FICTIONAL READING				
<i>The King's Fifth</i>	Introduction & Chapter 1	Chapter 2-3	Chapter 4-5	Chapter 6-7
MUSIC, ART & WRITING FOCUS				
CLASSICAL MUSIC				
<i>NPR Listeners' Encyclopedia of Classical Music</i>	Read Introduction Pages vii-xii	Read "Baroque," p. 39 and "Continuo," p. 147	Read "Schütz" p. 753-755	Listen to Schütz's "Christmas Story" Naxos Tr #420
SHAKESPEARE'S PLAYS				
<i>Shakespeare for Kids</i>	Read Introduction Pages viii-x	Pages 1-3	Pages 4-7	Pages 8-9

Notebook Building & Active Investigations

★ Revolutionary Times Investigations Choices This Week:

ACTIVITY

The Year 1453 Exhibit
A Pomander Ball

RESOURCE

Exhibit the Era of Revolution & Change Exhibit 1
Shakespeare for Kids Page 8

REFERENCE

RATING

Light Prep
Light Prep

★ Make-Your-Own History Page: **The Age of Discovery** - Read and file in Timelines in History

★ Timeline Figures to Place - **HS in the Woods (Use Resurrection to Revolution Set first)** - Fall of Constantinople, Henry the Navigator

★ Mapping Project - Start an "**Discovering New Worlds in the Age of Exploration**" Map

Start a map for your Timelines in History. Use the "World Map" template. This template is included in the Old World Style World Maps CD. This week, color the seas and oceans blue, and the land a color of your choice such as tan or light green. You'll continue to build this map for several weeks. Label the bottom of the map as "Discovering New Worlds in the Age of Exploration."

★ DVD Suggestion - "A History of Britain" - Disk 2, Episode: King Death - See page 15.



Quest for Royals & Revolution Jr/Sr

Week 2 - First Voyages & First Maps

RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
INDEPENDENT STUDY				
HISTORY EXPLORATION				
<i>Monarchy, Empire & Change</i>	Age of Exploration Page 15			
<i>European History</i>	Page 21 to bottom of 24	Page 24 to mid-30	Page 30 to bottom of 34	Page 34-37
<i>Kingfisher History</i>		North America, The Americas Pages 110-111, 128-129	Medieval Explorers Pages 174-175	European Explorers & The Portuguese Empire Pages 206-207, 212-213
<i>Around the World in 100 Years</i>	Bartholomew Diaz Pages 30-37	Christopher Columbus Pages 38-49	Vasco da Gama & Pedro Cabral Pages 50-61	Amerigo Vespucci Pages 68-75
<i>SR. HIGH ONLY - OPTIONAL: Atlas of World History Reading</i>		Read Pages 116-119		
A CULTURE OF EMPIRE				
<i>What Jane Austen Ate & Charles Dickens Knew</i>	The Calendar Pages 21-23		Hogsheads & Drams Pages 23-24	
BIBLE STUDY				
<i>Christ- the Royal Revolutionary in Meditations on the Gospel</i>	The Net Mender Pages 13-16	The Two Worlds Pages 16-17	Wonder & Bloom of the World Pages 18-20	Putting First Things First Pages 20-21
FICTIONAL READING				
<i>The King's Fifth</i>	Chapter 8-9	Chapter 10-11	Chapter 12-13	Chapter 14-15
MUSIC, ART & WRITING FOCUS				
CLASSICAL MUSIC				
<i>NPR Listeners' Encyclopedia of Classical Music</i>	Read "Monteverdi" p. 517-519	Listen to "L'Orfeo" Naxos Track #286	Listen to Schutz's "Vespers" Naxos Track #288	Read "Pachelbel" p. 590 & listen to "Canon in D" Naxos Tr #329
SHAKESPEARE'S PLAYS				
<i>Shakespeare for Kids</i>	Pages 10-13	Pages 14-15	Pages 16-19	Pages 20-21

Notebook Building & Active Investigations

★ Revolutionary Times Investigations Choices This Week:

ACTIVITY

Columbus Comic Strip
Atlantic Crossing Tools
Your Own Family Tree

RESOURCE

Exhibit the Era of Revolution & Change
Exhibit the Era of Revolution & Change
Shakespeare for Kids

REFERENCE

Exhibit 2
Exhibit 3
Page 21

RATING

Easy
Lt. Prep
Easy

★ Make-Your-Own History Page: None this week.

★ Timeline Figures to Place - HS in the Woods - Christopher Columbus & Vasco da Gama

★ Mapping Project - Continue your "Discovering New Worlds in the Age of Exploration" Map

This week, label Prince Henry of Portugal's school of navigation site, then label the routes, discoveries and territories claimed by the explorers Diaz, Columbus, da Gama, Cabral and Vespucci. You'll want to create a key for the symbols you use on the maps, such as red for outgoing route and purple for homegoing routes of the explorers, background flecks or patterns for lands they claimed, and more. Then use these symbols appropriately as you add each explorer's doings. See Atlas of World History, pages 116-117 for mapping help.



Monarchy, Empire & Change



Winter Promise

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This resource can be printed in its entirety, though it is designed to be viewable on your device. It is meant to be printed double-sided, but you can print any pages you choose single-sided in black and white or color, and hole punch or bind on the left.

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Monarchy,
Empire
& Change


WinterPromise 

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1453

A Tour of Europe in the Pivotal Year 1453

If you arrived in Europe in the year 1453, you would be part of a world caught up in a torrent of political and social change. Like a stage when the players are all gathering, rushing to their places and putting on their costumes, around the world events were taking place upon a new global stage, gathering to an inevitable climax – the rising of the curtain on the Age of Exploration.

It was in this year of 1453 that the great Hundred Years' War finally ended between England and France, leaving the English holding only Calais on the continent. The War had left in its wake a struggle for the English throne, fought between the House of Lancaster and the House of York, two branches of the Plantagenet family. The House of Lancaster's badge was a red rose, while the House of York was represented by a white rose, and so this struggle was known as the War of Roses. This futile struggle for power lasted thirty years and devastated the royal family in England, leaving the elderly Henry VI in possession of the throne. By 1471, royal intrigue and battle would bring Henry Tudor to the throne. Known as Henry VII, he was the first of the Tudor rulers, and father to Henry VIII.

England's opponent in the Hundred Years' War, France, meanwhile, had gained a national identity after the gallant efforts of Joan of Arc on behalf of her country. However, France faced massive rebuilding of their land in the wake of the warfare that took place primarily on her soil. Louis XI would become king in a few short years, earning the nickname "Spider King," subduing the feudal lords by cunning. His statesmanship helped create the modern nation of France, completing that which began in the Hundred Years' War.

In 1453, Spain was not yet a country, but four little nations: Castile, Granada, Aragon and Navarre. Just two years before, in 1451, a baby girl was born – Isabella – who would ascend to the throne almost a quarter of a century later. Her marriage to Ferdinand of Aragon, joining Aragon to her Castile, would be the first step toward a united Spain.

The states of Italy were filled with busy trading cities: Florence was one of the jewels of the Italian peninsula. It was a bustling merchant city, firmly under the control of Cosimo de Medici. A skilled financier and adroit in political affairs, Cosimo had been running Florence from behind the scenes for years, enriching its wealth and political position. Cosimo had always been very interested in education and art, especially in the rediscovery of classical learning. He was patron to many Renaissance artists, giving them the means to transform Western art.

In Germany, an invention of unparalleled importance to mankind had been invented and was coming into common use. Johann Gutenberg had created his printing press in 1450, and by 1453 his printing

shop in Mainz, Germany was being studied by other men eager to print books in other parts of Europe.

In Portugal, Prince Henry the Navigator was spending his last years sending expeditions down the coast of Africa, exploring and mapping, hoping to find out where (and if!) Africa ended. Could Africa be sailed around to reach the East? In his lifetime, and with the help of brave men who voyaged down Africa's long eastern side, Prince Henry mapped about 2,000 miles of the previously unknown African coast. His efforts set into motion the Age of Exploration that would begin before two decades more would pass into history.

Perhaps most importantly in 1453, though, was the fate of Constantinople. Mohammed II, who became ruler of the Ottoman Turks, captured this city that was the capital of the Eastern Roman Empire. Constantinople had been built by Constantine on a site that seemed impregnable. Gunpowder, a recent discovery, had changed all that. During its capture, Constantine XI, the last Roman emperor, had been killed, and with him, the empire died as well. The Ottomans held the territory from Asia to the east and southeast of the Mediterranean Sea, and even into Spain, across the Straits of Gibraltar. To that territory they now added the land near Greece. The Ottomans renamed the city Istanbul and it became the capital of the Ottoman empire. The city's location helped the Ottomans to become leaders of the Islamic world. The fall of Constantinople meant that the rest of Europe was no longer safely out of reach of the attacks of the Ottomans. It also spelled the end of overland travel to the East, as the Turks put an end to travel along the silk road.

Events around Europe worked together to create a world ready for change. A new nationalism in both England and France prepared them for opportunities to increase their nation's holdings. Italy's Renaissance was spreading around Europe and opening the minds of the people to new possibilities. The printing press in Germany prepared the world for the Reformation, and helped spread many new ideas over the next century. Portugal's early exploration dispelled many myths about unknown sea routes and emboldened sailors around the world. Finally, the fall of Constantinople to the Ottoman Empire broke the trading link between East and West, and made it financially advantageous to pursue other routes to the East. The curtain was rising . . . the players were gathered . . . the stage was set for the Age of Exploration.



The Props Onstage

The Legacy of the Mongols

When Marco Polo held a piece of paper money in his hands, rubbing it between his fingers, he knew he held one of the wonders of the world. Nowhere in Europe did such a marvel exist, but the Mongols, whose kingdom became the largest contiguous empire ever built, were able to print and use some of the world's first paper money. To use paper money requires that a kingdom or nation is united enough to freely exchange forms of payment, and is stable enough that people believe that they will be paid for the value of the currency by the government. It also requires enough governmental controls that counterfeiting can be limited. The Mongols, in the Middle Ages, built a kingdom that met all these requirements. The stability of their empire reached to most of Asia, and allowed trade along the Silk Road to flourish and grow.

If the players were gathered on the stage for the Age of Exploration, the Silk Road delivered to the West many new ideas that would be props necessary to the "play." These ideas and technologies included printing techniques, gunpowder, and navigational necessities such as the astrolabe, the compass and the large Chinese junks. By the mid 1400's, these technologies had been integrated into Western society and were poised to be carried into the new age.

The printing techniques developed in China were gradually brought to the West and adopted to create books. Together with the invention of the printing press, these techniques allowed more people to have access to more learning and new ideas. As a result, people learned to accept new ideas and new thinking, creating a climate of change. Things once thought impossible were reconsidered and revolutionary ideas -- like setting off across the Atlantic! -- found minds open enough to embrace new possibilities.

Gunpowder was developed in China and adopted by the Arabs and then the Turks in the Islam world, via the Silk Road. Constantinople's walls, considered impenetrable for centuries, were breached when the Ottoman Turks bombarded them with thirteen cannons. Gunpowder fired stone balls weighing about 1,000 pounds each at the fortifications, and brought Constantinople to its knees, destroying the Byzantine Empire. Gunpowder gradually changed nations as countries in the West created innovative weapons with this newfangled technology. Armed with cutting-edge weapons, western nations formed well-integrated, early modern states. Ironically, small arms developed along the Silk Road actually led to the dissolution of the Mongol empire as smaller groups, newly armed, rebelled against Mongol rule.

The astrolabe and later, the compass, both made their way across the Silk Road to become standard tools aboard ships taking to the Atlantic Ocean. These tools once used to navigate the shapeless

desert crossed by Silk Road nomads and merchants were equally able to help sailors at sea. Use of these tools was not vital when sailors primarily sailed and traded on the Mediterranean, as there were plenty of landmarks and the coastline by which to navigate. However, as sailors looked west to the choppy, seemingly endless Atlantic, these tools became indispensable to the Age of Exploration.

Chinese junks may have inadvertently become “props” in the drama as they motivated western shipbuilders to build larger ships than those dominant in the Middle Ages. These larger ships were vital to explorers, carrying cargo and supplies during the dangerous months needed for any Atlantic voyage.

The Mongols also were responsible for reuniting China and bringing more land under its control. As Mongol rule was withdrawn, China was able to maintain a stable government, and continue its advances in commerce, agricultural and the arts. China’s resources were highly prized in the west, and thus, when the Silk Road collapsed to trade, finding another way to the East was a key motivating factor in sailors challenging previously unknown waters.

In the centuries that followed the death of the Mongol empire, then, its exports to the west took their places in the daily lives of the people who lived through the Renaissance and Reformation. Their common use insured that more new ideas spread throughout Europe, and made necessary their part on the stage in the upcoming drama.

*It is time to go backstage, to peek behind
the curtain before the drama begins...
time to meet the assembled players
as they take their places.*



The Players Assemble

The Ottoman Empire

One of our key “players” on the stage is the Ottoman Empire. Its role has already been touched upon, as the Ottomans conquered Constantinople, toppled the Byzantine empire, menaced the rest of Europe, and shut down its section of the Silk Road.

So what is the story behind this great empire? The Ottoman Turks were originally Turkish Muslims from Turkestan in Central Asia who were driven west by the Mongols. They settled in northwest Turkey and gradually founded a small state there under Osman I that gradually increased in power. Said to be very graceful and manly, Osman’s name means “bone-breaker,” and it was to this name that he lived up to in building the young Ottoman empire. Osman fought Byzantine armies in Asia Minor and took the cities of Ephesus and Bursa. You may remember Ephesus as an important trading port in the Aegean Sea and a key city to which Paul the apostle traveled. Bursa was a major city located at the western end of the Silk Road and served as the Ottoman capital for a while. It also served as a staging place for the later battle with Constantinople.

After Osman’s death, the Ottoman Empire moved into the Mediterranean and the Balkans, so conquering Constantinople became their primary goal. For centuries, the Balkans had served as a crossroads for various cultures, most notably as the meeting place of the Latin and Greek cultures in the Roman Empire. In 1453, it was again a clash point for two cultures: Islam and Christianity. Constantinople was a prime objective now that many Byzantine lands had already been taken by the Ottomans. By 1453, the Byzantine Empire, the descendant of the Eastern Roman Empire, held little more than the city of Constantinople itself. When threatened, Constantinople appealed to Christians in the west to help, but little help was available, and the city eventually fell to the Ottomans under Mehmed II.

In the hundred years after the capture of Constantinople, the Ottomans pushed their empire farther into Europe and North Africa, surrounding much of the Mediterranean. They built their economy by controlling major land routes between Europe and Asia, and taking to the sea for trade. The empire was able to extend into the Arab world, southeast Europe, and Egypt. They attempted to take over Vienna, which demonstrates how far east they had extended their influence, although they were unsuccessful. However, they did capture Baghdad in 1535, seizing control of Mesopotamia and allowing them to establish a naval presence on the Red Sea.

By the mid-1500’s, the Ottoman empire was an accepted part of European politics, and entered an alliance with France, England and the Netherlands against Habsburg Spain, Habsburg Austria, and Italy. The countries were bound together in their objection to Habsburg rule in south and central Europe.

Around this time, though, the Age of Exploration was well under way, and European countries were finding other ways to reach the East, bypassing the Ottoman's exclusive hold on the overland routes to the Orient. In addition, land wars in Austria and Persia prevented the empire from investing in their navy. The Ottoman empire began a gradual decline as their power over the Mediterranean dwindled and European technology continued to advance. However, the empire continued to play an important part in Europe during the next three centuries. The Ottoman empire came to an end after World War I.

The Holy Roman Empire

You'll certainly want to take notice of the pretentious "player" on the stage – the Holy Roman Empire. The Holy Roman Empire was really just a name for a collection of Germanic states and lands in central Europe that held together for just over a thousand years.

You may wonder why German lands were given such a title! When Rome fell in 476 A.D., many in the west felt that Augustus Romulus' abdication to barbarians was simply a suspension of the Roman empire, rather than its end. When Charlemagne rose to power as king of the Franks, he held an organized kingdom that was one of a kind in Europe. Charlemagne helped Pope Leo III to establish his right as the next pope, putting down a rebellion in Rome, and in return he was crowned "Emperor of the Romans" by Pope Leo III in 800 A.D. Some believe the title was to be just an honorary title, but the foundation was laid for a new "holy Roman empire," and in time, it became a leader on the world stage.

The designation of "Holy Roman Empire" was initially supposed to comprise all western Christians, which it did, more or less, under the dominant rule of Charlemagne. However, soon after Charlemagne organized his state into a kingdom, other modern states began to organize in Europe. These states had no interest in yielding allegiance to a faraway emperor with little more than an honorary title. Over time, the "Holy Roman Empire" gradually came to refer to the core German lands in central Europe.

The French philosopher Voltaire said of the empire that it was "neither holy, nor Roman, nor an empire." In fact, the empire was closer to a religious confederation than it was to a modern nation. Very little power was held by its emperor, but instead the power resided with the princes or nobles who headed regions in the empire. These rulers elected the emperor themselves, and most of the emperors came from the house of Habsburg, which became an important political force in this region and held this power until the mid-1600's.

The Holy Roman Empire saw itself as the continuation of the Roman empire, and its rulers as Roman emperors, who were supposed to keep, defend and support the Church. This might have been all right with the papacy, except that the empire also felt it had the right to govern the Church. This led to occasional problems between the Holy Roman Empire and the papacy. However, its beginnings and label as a "holy empire" persisted in the minds and hearts of the people as a mysterious and somewhat "sacred" entity that had a somewhat ordained destiny in the world. The government established in the Holy Roman Empire was called the *Reich*. This term was later

changed to *First Reich* when it was succeeded by a *Second Reich* after the Napoleonic Wars in the 1800's. It is small wonder, then, that when a young man with a thirst for power imagined a world in which Germany took its place as a world leader, that he called his plans and his rule the *Third Reich*.

England

Take stock of this “smallest” member on the stage – an island country with virtually no navy, a nation's whose royal family is in turmoil, and a state almost bankrupted by the Hundred Years' War with France and its recent internal Wars of the Roses over the line of ascendancy to the throne. In the late 1400's, England would certainly not be seen as a contender for the limelight or a potential candidate for a starring role in the upcoming drama of the Age of Exploration! However, in the span of the reigns of England's next five rulers, the Tudors, England's fortunes would change, thanks in large part to the prudent rule of the rulers at each end: Henry VII and Elizabeth I. These five rulers included Henry VII, who gained the throne after the War of Roses and began the Tudor line of rulers, his son Henry VIII, and Henry VIII's children: Edward VI, Mary I & Elizabeth I. Now is a great time to get acquainted with some of these famous English rulers!

King Henry VII took over the throne in the wake of the Wars of the Roses and worked quickly to consolidate power under his rule, marrying Elizabeth of York, thus combining the houses of Lancaster and York that had fought so bitterly in the conflict over the throne. He stabilized his country and rebuilt the country's coffers which had been emptied during the quarreling for rule of England. We'll consider his reign of peace and prosperity in a later chapter.

As prudently as Henry VII had rebuilt England's fortunes, his undisciplined son Henry VIII spent it. Henry hadn't been groomed for rule; he stepped into the position when his older brother died unexpectedly. Henry VIII is best remembered for his numerous wives and his quest for an heir to take his throne. In fact, one of his greatest contributions to English history was an indirect result of his determination not to let anyone get in the way of his marriage plans! When he was thwarted by the pope in his attempt to rid himself of his first wife, Catherine of Aragon, he declared himself head of the Church of England and effectively initiated England's move away from Catholicism. England slowly moved toward Protestantism during the years following, in a period often called the English Reformation. Later, you'll get to know more about Henry VIII, and his reign noted for Protestantism and his pursuit of progeny.

Upon the death of Henry VIII, his son Edward VI, his grand-niece Lady Jane Grey and his daughter Mary I each took turns reigning in the eleven years from 1547 to 1558. However, it was Elizabeth I, the last of the Tudors and Henry's daughter, who became the beloved queen of England. Her reign from 1558 -1603 was marked by the increase of England's power and influence in world politics. We'll visit with Elizabeth later and learn about her reign known for art and artfulness.

France

Is there a spider on the stage? No, but the image is well taken as from the shadows emerges the “Spider King,” France's scheming and web-spinning ruler in the aftermath of the Hundred Years' War

with England. Louis XI was a master of politics and ruled France from 1461 to 1483, managing to centralize the nation's power by curbing the power of the nobles. The Hundred Years' War had united the people of France in heart and soul, but much of the true power in the country still resided in French nobles, who exerted their influence toward local or selfish interests, rather than national concerns. Louis XI's shrewd political dealings and web-like alliances centralized authority under his rule. His reign brought France out of the Middle Ages and prepared her for a new role in upcoming centuries. In this new world, France would rise to new heights of power, producing kings with absolute authority and exporting her culture to colonies around the world. It's all very surprising for a country that -- just forty years before Columbus encountered the new world -- was still largely a collection of feudal lords vying for power.

Spain

Spain on our stage looks a little like four nesting dolls, as in 1453 it is still divided into four regions that will soon become the united country of Spain. Tiny Navarre is the smallest of the states in the north. Just a bit larger is Granada in the south, still in the hands of the Muslims who had ruled much of Spain since the early 700's. Much of Spain had been reclaimed from the Muslim invaders under leaders like El Cid of Castile, but the little kingdom of Granada held fast in the south of Spain. Aragon is the next larger of the four, on the eastern side of Spain, while Castile spreads across the middle. In 1453, it is the largest and most powerful of the Spanish kingdoms. In 1469, Princess Isabella of Castile married Ferdinand of Aragon, and together they ruled most of Spain. In 1492, the same year Isabella and her husband Ferdinand sent Columbus on his way across the Atlantic, the pair united most of Spain when they captured Granada. Navarre followed in 1512. In 1453, Spain was poised to take advantage of events that literally lay just over the horizon. By the end of their rule, Ferdinand and Isabella had created a Spain that led the world in exploration and accumulation of national wealth.

Waiting in the Wings

As the major players in the drama assemble on stage, there is another supporting player waiting in the wings to take a place in the drama. It is the Dutch, who, in 1453, were under the power of the Dukes of Burgundy, whose territory lay largely on the border between France and the Holy Roman Empire. By 1516, the Netherlands came under Spanish control when Duke Charles of Burgundy became king of Spain. The Netherlands would only win independence from Spain after a long and difficult struggle that finally ended in 1648, but left the Dutch equipped with a huge merchant fleet and holding her place as the leading sea power of the 1600's.



Raising the Curtain

A Role for One

The final player walks onto the stage. He is alone and walks with the studious air of one whose mind is elsewhere, caught up with weighty concerns. To this lone player belongs the awesome task of raising the curtain – the heavy, cumbersome curtain of the Middle Ages. Its drawing up will lift the final vestiges of medieval thinking and complete the work begun by the Renaissance, the printing press, and the closure of the Silk Road. It is an unequaled task – and one that falls to Prince Henry of Portugal.

Prince Henry of Portugal

When Prince Henry surveyed the windswept promontory at Sagres, no doubt he took in immediately how unlikely a prospect this rocky piece of land might seem to most people for the project he had in mind. Prince Henry was the son of King John I of Portugal, and third in line behind his two brothers for the throne. The three brothers undertook a mission to prove their mettle and earn their knighthood by capturing for Portugal the merchant city Ceuta in Morocco.

But Henry's future wasn't in bold excursions or military conquests. He had a keen interest in astronomy and mathematics and found himself drawn to learn more about the geography of Africa. Europeans knew little of Africa beyond its northern coast; no one knew how large Africa was, or what lay beyond the European trading routes to north African cities. Mapmakers did not know how to picture Africa on a map, and sailors were fearful of venturing too far down its coast to the Unknown.

Henry wanted to fill in the blank space on these maps. Everyone knew there was more of Africa to be explored; and who knew what amazing things could be found in this unknown land to the south? Europeans sometimes dreamed of finding a route by sea to the exotic East, where spices and silks could be purchased and brought back – all by ship. Such a thing had not been done before. All goods from the East and China were brought by land over the long and often dangerous Silk Road. What if there were a water route to the Orient? What riches might be had for the country who could exploit such a route?

Henry wanted answers to all these questions. What stood in his way were rumors about what lay beyond the known African coast. The ocean on the west coast of Africa was called the Green Sea of Darkness by some, while others claimed that the sea itself boiled and people's skin turned black! Heinous and gruesome things, it was rumored, awaited those bold enough to trespass too far south. Henry was determined, though. He started to work on a plan (for Henry had a very organized mind!)

Step one. Find a location on the great ocean where time to study isn't hindered by the hustle and bustle of too many people and comings and goings. The quiet life, not life at court, was what Henry had in mind. So when he walked atop that windswept promontory, he thought it was perfect – never

mind what others might say. He stood at Sagres, a village long-abandoned due to piracy, situated on a rocky cliff overlooking the Atlantic Ocean. So what if there were very few people? He'd repopulate the village and hire some of them to build him a house, perfect for hours of study. Who cared that there was little agriculture? No problem to ship in a few vegetables for the small community. No trees? Ah, that was a shame, for to build a good ship, one needed a few trees. But this could be overcome as well. It's unlikely that the humble and staunchly Christian Henry considered the thought that nobility does come with a few privileges, true as it may be! So Henry had his way, and the once-forsaken village started buzzing with activity as Henry's plans went forward.

Step two. Hire some experts. First -- a cartographer. After all, one can't make a map of the Unknown when it becomes Known if one doesn't have a mapmaker. The man for the job was Jehuda Cresques. Jehuda was born a Jew and born a mapmaker, at least, he was born into a family of mapmakers. His father Abraham was well respected for his maps, and it is quite likely that Jehuda and his father together authored the famous Catalan Atlas of 1375, assuring their place among the cartography elite of the day. (Nothing but the best for Henry!) Next -- an instrument maker of some skill -- Jayme Majorca fit that bill, and besides, he had experience as a mapmaker as well. The experts were a help to Henry and helped him with the task ahead.

Step three. Send out actual expeditions. And this is where it gets really good, because Prince Henry started with two ships who were sent to go as far as they could and come back. The ships Henry used were caravels, chosen because they could sail against the wind and with it -- important if the crew was supposed to return! At first it was slow going, but with every voyage that was sent out and returned home, Henry and his experts learned more about the African coast, and filled out more of the African coastline. When Henry needed more information for his next trip, he brought in an astronomer or experienced sea captain. And so the expeditions continued.

Year after year, Henry sent ships down the coast, and slowly, obstacles were overcome and the ships went farther. At first, the sailors were fearful of the crashing waters just south of the Canary Islands. Gil Eanes solved this problem in 1434 by veering farther out to sea, away from the dangerous, churning surf near the coast. The next year Gil went farther and nothing at all happened to his ship or crew. The old fears were laid to rest, and the business of exploration went forward.

By the time of his death in 1460, Prince Henry and his men had mapped 2,000 miles of the African coastline and described hundreds of varieties of plants and animals encountered in the expeditions. Although Prince Henry did not live to see it happen, in an expedition in 1487-88, Bartholomew Diaz successfully navigated the wave-maddened Cape of Good Hope and went far enough north to prove that he had indeed rounded the southern coast of Africa.

Suddenly, nothing stood in the way of exploration. The old fears of sea monsters, boiling water and other woes hadn't materialized. Perhaps there was nothing to fear out in other Unknowns. Sailors heard the reports and were willing to find out. Other brave explorers took up the cause. Nations in Europe took notice and made plans for expeditions of their own. A new age had come over the horizon. Prince Henry had drawn the curtain on the great Age of Exploration.

Age of Exploration

A Few Men Change the World

Shelves full of books have been written about the exploits of the great explorers and conquerors to whom the age of exploration belongs. Building upon the knowledge gained by Portugal's Prince Henry, explorers set out to various locations, seeking their fortunes in spices and cloth.

Columbus was one of these unlikely adventurers, who, armed with a little knowledge and a lot of confidence, set out across the Atlantic. For his brazen bravery, he received little in his lifetime, but today we recognize him as the man who made Europe aware of a continent across the ocean that seemed to invite exploration.

Other explorers followed, making the most of the favorable trade winds across the Atlantic and persevering to reach uncharted shores. However, Spain's explorers made early progress in exploration and conquest, thanks to a document called the "Treaty of Tordesillas," which "divided" the New World into two parts -- the western part to Spain, and the eastern part, closer to Europe, to Portugal. This document solved a lot of squabbling between these two countries, but failed to figure into the equation whether or not native peoples would take kindly to being under new management. Nevertheless, the Spanish jumped quickly into the race for land, and subdued native populations, plundering their civilizations and forcing them to aid in the search for gold. Boatloads of the precious metal, laden with gold treasures, made their way back across the Atlantic, enriching the Spanish crown.

Spain invested much of her new wealth into a fleet of ships known as the Spanish Armada. Spain's wealth, by this means, allowed her to dominate the seas and wield new political power on the world scene. Terror of her Armada spread throughout Europe, until the fleet attempted to invade England. English ships fought valiantly, and were aided by a strong, bone-chilling storm that smashed many of the Spanish ships to bits and sent most of the rest limping home to Spain.

England now had the freedom to explore and colonize America as well. Crossing seas once patrolled by the Spanish fleet, the English made rapid advances colonizing North America's eastern seaboard. People groups came to America looking, not to plunder, but to build new homes and a new future in the New World. By the end of the 1600's, colonial Americans had built a new society based upon English values and laws.

Meanwhile, back across the ocean, the English and other colonizing nations struggled to keep what they had gained and manage their political affairs at home. It was not an easy task. Some countries struggled to manage empirical lands while maintaining order at home and with other nations in Europe.



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"Make Your Own" Revolutionary Times Book Instructions

This resource will help you to better understand the flow of history as it was happening in the turbulent times between the Renaissance and modern times. This edition of "Make-Your-Own" History has many pages with text, which will enable you to hear stories and learn material not included in other books and resources for this program. For this reason, we highly encourage you to read pages filled with just text.

The pages in this resource have been produced in conjunction with Colouring History, a company in Great Britain that produces beautiful historically accurate illustrations and information. As you work your way through the guide book, choose the correct page by watching for page headings.

You can choose to illustrate pages that have simply text on another blank sheet, if you'd enjoy doing so, while pages that have pictures can be colored or completed in other ways. We have listed sample ideas of what to draw, if you want to expand on text pages with an artistic assignment. This provides another learning avenue by which you can experience this time period and earn credit for class assignments. Taking the time to look up a picture of a workhouse or textile factory in an encyclopedia or online will help you to learn a great deal and increase your enjoyment of the exercises. Many of the items that could be drawn for illustrations can be found elsewhere in the books you are reading as part of your history study. You may benefit from having these illustrations to look at to inspire you in your artistic work. When the page is complete, or has been read, you can file it in your "Timelines in History" resource near the appropriate year or era. Be sure to write down any additional artwork you prepare for your Timeline so you can receive credit for your work from a parent.

This resource differs from our other "Make-Your-Own" pages in other programs in that there is not a lot of student completion required for the pages, nor are interactive exercises included. This is primarily due to the age of the students targeted for this program, but also because this program has a lot of content in other areas.

When complete, all of these pages can be filed in between pages of your "Timelines in History" resource by date of the event. They will go a long way to helping you see the major movements in the revolutionary times you're studying: western hemisphere exploration, religious upheaval, scientific revolution, industrial revolution, political revolution, the Enlightenment, and the establishment of empires.

We hope you enjoy this resource!

Artwork Ideas for Enriching Your "Timelines in History" This Year

- Week 1: Draw a stage, and illustrate the "players" described in your reading from "Monarchy, Empire & Change."
- Week 2: Create a New World drawing, as if drawn by one of the explorers you've studied this week and included as part of a report to their sponsoring country.
- Week 3: Draw a scene from Aztec or Incan life just before the arrival and conquest of the Spaniards.
- Week 4: Create a diagram that shows what makes up or is true about a dynastic state and why this political definition explains so much of the period's history. Use information in "Monarchy, Empire & Change" to help you.
- Week 5: Draw a portrait gallery of the Tudors, including in each picture a clue as to what defined their reign or heavily influenced the future of England.
- Week 6: Re-create a scene from Shakespeare on a stage and include a favorite quote from the scene depicted.
- Week 7: Draw the Spanish Armada, or one of her ships.
- Week 8: Using information from "European History," create a small poster that represents something you learned about the Holy Roman Empire.
- Week 9: Create a design for a Japanese folding screen, as shown on page 51 of "Learning through History: Medieval Japan," or design a kimono, as described in the same resource on pages 9-10.
- Week 10: Create a chart, and divide it into three sections: one for Copernicus, one for Kepler, and a third for Newton. Start this week with the first two and list or draw in their sections their contributions to change in scientific thinking.
- Week 11: Complete last week's chart, adding Newton's contributions to the Scientific Revolution.
- Week 12: Draw an African slave ship or auction, adding details that reveal a slave's treatment and status.
- Week 13: Create a drawing of a London street, such as might appear in the novels of Charles Dickens, perhaps adding buildings or place names that actually appear in his books.
- Week 14: Draw a portrait gallery of the Stuarts, including in each picture a clue as to what defined their reign or heavily influenced the future of England.
Alternate idea: Capture on paper a scene from the story of Guy Fawkes.
- Week 15: Repeat last week's assignment, but following the line of French rulers in this time period.
- Week 16: Produce a picture of something you learned about Oliver Cromwell.

- Week 17: Draw a portrait gallery of the Romanovs, including in each picture a clue as to what defined their reign or heavily influenced the future of Russia.
- Week 18: Create a scene from everyday life, based upon what you've learned in the book, "What Jane Austen Ate and Charles Dickens Knew."
- Week 19: Repeat last week's assignment, this time picking a scene that focuses on food and drink.
- Week 20: Draw an event from early American history or the American Revolution.
- Week 21: Chart the progress of British power by summarizing in a poster or flow chart what you've read thus far in "To Rule the Waves."
- Week 22: Draw a picture of a favorite composer you have come to admire through your classical music study, and list out some of his most famous works.
- Week 23: Create a drawing of a guillotine and label its parts, including an explanation of its development and creator.
- Week 24: Draw a picture of Napoleon Bonaparte, perhaps by trying to recreate a famous piece of artwork.
- Week 25: Begin a chart of major changes during the Industrial Revolution, drawing important inventions or symbols of new ideas along the way. You'll continue to work on this chart, and you can add additional pages to the chart, if needed.
- Week 26: Continue your chart of the Industrial Revolution.
- Week 27: Continue your chart of the Industrial Revolution, focusing on city life.
- Week 28: Continue your chart of the Industrial Revolution, focusing on children's lives.
- Week 29: Continue your chart of the Industrial Revolution, focusing on reform issues.
- Week 30: Complete your chart of the Industrial Revolution.
- Week 31: Draw a picture of Queen Victoria, surrounded by examples of Victorian architecture, food, culture and/or advances.
- Week 32: Re-create a piece of art you admire from your studies of the Impressionists.
- Week 33: Draw a scene from the American Civil War or the movement of settlers to the west.
- Week 34: Create a help wanted poster for one of the jobs you've read about in "Cowboys and Coffin Makers..." and include a list of needed skills and job requirements on the poster.
- Week 35: Using symbols, depict in a drawing the different revolutions of 1848, and label them so you will remember the changes going on in this important year.
- Week 36: Once again, chart the progress of British power by summarizing in a poster or flow chart what you've completed reading in "To Rule the Waves." You can add information to your previous poster or flow chart, if you'd like.





The Age of Discovery

The Portuguese sailed around the coast of Africa in search of gold, slaves and spices in Asia. The Spaniards sailed west to find an alternative route to Asia, accidentally discovering the American continent in 1492. The English wanted to find a northern route.

The Italian Christopher Columbus had already come to Henry VII to ask him to sponsor his voyage of discovery, but Henry turned him down. So he went to King Ferdinand and Queen Isabella of Spain, who benefited greatly from his voyages. Five years later Henry agreed to fund another Italian explorer, Giovanni Caboto, who was based in Bristol. We know him as John Cabot. He sailed from Bristol in a small ship, the 'Mathew', with a crew of eighteen men, in 1497. He was inspired by 100 year old tales from the explorer Marco Polo who spoke of the wonders of China.

Cod or Spices?

After a seven week voyage he discovered the Canadian coast, but Cabot thought it was China! In England he was welcomed back and the king awarded him an annual pension of £20. Cabot said that there were large amounts of cod, but Bristol merchants were more interested in spices from Asia. So he told Henry that he would discover a new route to Asia for the spice trade and was given five ships and 200 men. In 1498 he set sail with items to trade with, but he never reached China and never returned home. The next king, Henry VIII, was not interested in discovering a north-west passage to China, so expeditions stopped.

Sir Francis Drake, a Pirate!

Drake first captained a ship at the age of 23. He sailed with John Hawkins to Spanish lands in Central America and the West Indies. The expedition was a disaster and they were captured, but managed to escape. Drake returned later to plunder more Spanish ships and lands and when he returned to England in 1573, he was a very rich man. In 1578 he became the first Englishman to sail around the world in his ship the 'Pelican', later called the 'Golden Hind'. On this voyage he continued to steal from the Spanish with the backing of Queen Elizabeth. He was basically a pirate! When he returned he was knighted. In 1596 he went on another voyage to the Caribbean, but he died of dysentery on his ship and was buried at sea.

Sir Walter Raleigh

Walter Raleigh was a favourite of the queen. There is a story that on one occasion he removed his coat and put it over a large puddle so that Elizabeth could walk over it. He was handsome, witty and well mannered.

The Spanish were already in South and Central America and the queen wanted trading posts in North America, so that merchants could bring wealth back to England. Raleigh tried to colonise North America and he wanted to call the new land 'Virginia' after Elizabeth, the 'Virgin Queen'. The colony was unsuccessful, but he did bring back the potato and tobacco.

Raleigh became Captain of the Queen's Bodyguard and lived very well. The pearls on his shoes were said to be worth £6,000! Raleigh knew he could not marry the queen, so instead he married one of her ladies-in-waiting. Elizabeth was furious and banned them both from court. He was not popular with the next king, James I, who put him in prison and eventually executed him.

Life at Sea

Not all men willingly became sailors and some were 'pressed' into service by press gangs who forcefully recruited them. Discipline was harsh and sailors were whipped for disobedience. Life at sea was very risky. You could get lost, shipwrecked or die of starvation or disease. More sailors became ill from food than died in sea battles!

Crews frequently suffered from scurvy because of their diet of salted meat and hard biscuits. They did not have fresh food, such as fruit or vegetables and the food was often eaten by rats or infested with weevils. Life could also be boring, with sailors spending several months at sea, so they often passed the time dancing to fiddle music when they weren't making repairs to their ships.

Exhibiting the Era of Revolution & Change



Creating Your Own World's Fair Exhibits

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Creating Your Own World's Fair Exhibit



The time of rapid innovation from the close of the medieval period through the nineteenth century is an exciting study of change in almost every aspect of human experience. Politics, science, industry, technology, art and culture experienced wave after wave of development and progression. Unlike other periods, in which only the ruling classes felt any noticeable change, this era transformed the everyday lives of common people as well. These innovations would not disappear with the displacement of a ruling family or clan, but were ideas that remodeled the human experience on a new, global level. The result was a world vastly different than any other society that preceded it. By the end of the nineteenth century the world would be poised on the brink of a century of unbelievable technological advances in the modern world.

Toward the end of this period, a new idea was born for a gathering that would celebrate the industry and inventions that were transforming people's lives. The World Exhibition of 1851, envisioned and sponsored by Britain's Prince Albert, was the first world's fair and brought together inventions and new technologies birthed by the Industrial Revolution. This set of learning experiences invites you to create exhibits for a "World's Fair" of your own.

This year, you'll delve into many of the ideas and inventions that changed life in this time. By working through many of the learning opportunities and activities in this resource, you can host your own "World's Fair" by using them as exhibits and sharing them with family and friends at the end of the year.

It is your choice which exhibits you want to pursue. Many of the exhibits have alternate ideas so you can determine how in-depth you'd like to go with a specific exhibit. If an exhibit is of particular interest, you can choose to do more work and make the exhibit more elaborate. You can also skip some exhibits, and you'll find you really can't do all of them. Make choices based upon what most interests you, and you'll be more motivated to do a job with excellence. If you are doing this with a sibling or group, try to choose different exhibits. (Parent note: It is good to remember that in the "doing" of these exhibits, students must dig up and write up information, thus making it a permanent part of their working knowledge and adding to their practical skills.)

Throughout the year, create the exhibits, keeping in mind that they need to be user-friendly for people who may have little knowledge of the period. Try to demonstrate, somewhere in your exhibit, the time period and how the focus subject impacted the world. This will enhance the experience of those who attend your fair. Set the exhibits aside in a good storage space, or perhaps in a large plastic storage tote, awaiting your end-of-year event.

Another idea is to include hands-on or interactive presentations when possible. Think of your fair as being a small museum exhibit, and include elements like 3-D models, flaps or windows, large illustrations, try-it-yourself elements, or multi-media shows for attendees.

At the end of the year, you'll assemble your fair. You'll find ideas and suggestions for putting it together as you near the end of this resource. You may want to review those ideas now, so you know where you are heading with your displays before you begin the year.

Ready to innovate? Let's get started!

Exhibit 1 - The Year 1453



As you've read in your themed studies, the year 1453 and its immediate time period was pivotal to many world cultures. This first exhibit may be one of the most important we recommend this year, as it is a place to start for your journey through time.

For this exhibit, you'll need to find a way to present the pivotal events and issues faced by major nations around the globe, and also include information on how those events eventually impacted the world by their outcome. This project might look great summarized with a combination of art and written paragraphs, perhaps on a stand-up presentation board. You could draw illustrations and color with watercolor pencils, or collect photos or other illustrations for a great effect.

If you'd like to make the display interactive, perhaps there is a way that onlookers can do a matching game or self-correcting game on the table space in front of the stand-up display. Perhaps blocks with questions on one side and answers on the other that they can turn over and see if they got it right.

Exhibit 2 - Columbus Comic Strip



How about creating a gigantic comic strip about Columbus' voyage? This would be a chance to get a little lighthearted and add some fun before heading into the years of exploration. You can create large boxes on regular white paper and assemble them into a large strip of 6-12 scenes. You may want to focus on his sighting of land, or another episode in the lives of his ships, the Nina, the Pinta and the Santa Maria. Find some way to emphasize Columbus' faulty understanding of where he actually was, but also the enormity of what it paved the way for in the future.

Exhibit 3 - Atlantic Crossing Tools



Assemble re-creations, models or photos of exploration tools such as an astrolabe, compass, ship's log, Catalan Atlas, seafaring maps and more. Label each with their use, purpose and information they provide. Information about trade winds would also be a great addition. To make the exhibit more interesting, arrange everything in boxes, crates or "wall windows" of some sort. Try to create an "at sea" feeling.