

# 2nd Grade History

↓ Course Blocks

2nd Grade History and Geography focuses on North America and Australia. During the course of the year, students will memorize the names and locations of the nations and capitals in these areas. They will also learn the history of these regions, including memorizing important dates in history.

We recommend the students make nation/capital flashcards and important dates flashcards with index cards. This not only makes studying easier, but also makes it portable! Students with mobile devices can download flashcard apps for free or a nominal fee.

As students study, they should record dates on their [Timelines of North America and Australia](#).



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## Week 1



### Topics:

- North America- geographical overview
- Before North America

### Textbook reference and written work:

- World map or globe
- [Political map of North America](#)
- [Physical map of North America](#)
- [The World and Its Races According to the Old Testament](#)
- [List of North American countries and their capitals](#)
- [Landforms of North America Map](#)
- [Rivers of North America Map](#)

### Suggested Daily Schedule:

Day 1: The lay of the land

- Explore: Look at the [List of countries and capitals- North America](#)
  - Make flashcards with the name of the country on one side of the card and the capital on the other
  - Continue further with states and capitals (the United States) and provinces/territories (Canada)
    - The states and capitals of the United States are review from 1st Grade
- Study:
  - Look up the names and capitals in a recently published dictionary or on the Internet to learn the correct pronunciation
    - <http://dictionary.reference.com> is a good option, just be sure to note that there are ads on the page and the capital listed with the nation may be outdated. However, if the current capital is also looked up, it does exist at <http://dictionary.reference.com>
  - Begin studying! There will be a quiz available Week 18.

Day 2: The geography of North America

- Explore: Landforms of North America
  - Look at the [Landforms of North America Map](#)
  - Read Landforms of North America (see below)
  - Discuss: As you explore the map and descriptions of the major landforms in North America, make observations including, but not limited to, the following (Note: observations may be made prior to or in conjunction with a formal discussion):
    - Looking also at the [Political map of North America](#), how do the landforms relate to populated areas? In other words, where are cities in relation to the landforms? What is interesting about this?

Day 3: The geography of North America

- Explore: Rivers of North America
  - Look at the [Rivers of North America Map](#)
  - Read Rivers of North America (see below)

- Discuss: As you explore the map and descriptions of the major rivers in North America, make observations including, but not limited to, the following (Note: observations may be made prior to or in conjunction with a formal discussion):
  - Looking also at the [Political map of North America](#), where are the rivers in relation to populated areas? What is interesting about this?
  - Look at this list of [Agriculture Products by Nation](#). Look up some of the countries of North America and discuss potential connections between agricultural production in different countries in relation to the rivers located in those nations.
  - Look at this list of [Industries by Nation](#). Look up some of the nations of North America and discuss potential connections between the industries in North America and the location of rivers located in those nations.
  - Thinking about agriculture and industry, what might be some issues with which a nation deals related to geography, agriculture, and industry? (land stewardship, etc.)

#### Day 4: Getting the big picture

- Look at a map of the United States and a map of North America
- Discuss:
  - How big is North America? (use the scale on the map)
  - Find out how big the United States is (again, use the scale on the map)
  - Find out how big your state is
  - How does the size of the United States compare to the other countries in North America?
- Explore more:
  - How many of your state would fit in Canada? In Mexico?

#### Day 5: In the beginning...

- Read: Genesis 9-11 (*The Lutheran Study Bible* has excellent notes related to the geography involved)
  - Note: According to *The Lutheran Study Bible* notes, Genesis ch. 11 describes events that happened prior to ch. 10
- Explore:
  - Look at the map of [The World and Its Races According to the Old Testament](#)
- Discuss:
  - Where did Noah's sons settle?
  - Eventually, people settled further and further from the original areas where Noah's sons settled.
    - Has your family ever moved? Do you know any families that have moved? What was the reason for the move?
    - Why might people have moved further and further from the original areas where Noah's sons settled? (More people, needed land/food/resources, etc.)

 [Landforms of North America](#)

 [Rivers of North America](#)

## Week 2



### Topics:

- North America- geographical overview
- Before North America

### Textbook reference and written work:

- World map or globe
- [Political map of North America](#)
- [Physical map of North America](#)
- [The World and Its Races According to the Old Testament](#)
- [List of North American countries and their capitals](#)
- [Landforms of North America Map](#)
- [Rivers of North America Map](#)

### Suggested Daily Schedule:

#### Day 1: The Discovery of America

- Read: Look at the The Discovery of North America by Leif Ericsson, c. 1000 from The Saga of Eric the Red, 1387 (see below)
- Explore:

#### Day 2: The Vikings

- Explore:
  - Look at the [Map of Viking Voyages](#)
  - Look at the [Viking Voyage Map](#)

- What do you observe?
  - What similarities and differences do you see between the two maps?
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#### Day 3: The Saga of Eric the Red

- Read: [The Saga of Eric the Red](#)
- Notes:
  - Note the different characters and their relations

#### Day 4: The Saga of Eric the Red

- Read: [The Saga of Eric the Red](#)
- Notes:
  - Note the different characters and their relations

#### Day 5: The Saga of Eric the Red

- Read: [The Saga of Eric the Red](#)
  - Note the different characters and their relations
- Explore:
  - Compare your notes of the week to the maps of the Viking voyages.



[The Discovery of North America by Leif Ericsson, c. 1000 from The Saga of Eric the Red, 1387](#)

## Week 3



### Topics:

- North America- geographical overview
- Exploration to and of North America

### Words to Remember:

- Ptolemy: Greek astronomer and geographer of the 2nd century ad . His teachings had enormous influence on medieval thought, the geocentric view of the cosmos being adopted as Christian doctrine until the late Renaissance. His Geography was also a standard work for centuries, despite its inaccuracies.
- Cartography: the science or practice of drawing maps. ORIGIN mid 19th cent.: from French cartographie, from carte 'map, card'+ -graphie.
- Gerhard Mercator: (1512–94), Flemish geographer and cartographer, a resident in Germany from 1552; Latinized name of Gerhard Kremer. He invented the system of map projection that is named after him.

### Textbook reference and written work:

- World map or globe
- [Political map of North America](#)
- [Physical map of North America](#)
- [List of North American countries and their capitals](#)
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### Suggested Daily Schedule:

#### Day 1: On the map

- Discuss:
  - The Vikings were some of the first explorers to North America.
  - This week, we are going to look at the history of the development of maps as maps are certainly a key piece of future explorations.
  - We are headed on a virtual field trip to the University of Virginia Library.
  - As you look at maps this week, think about how they relate chronologically to 1517 (when Martin Luther posted the 95 Theses).
  - Have you ever thought about how exploration of the world related chronologically to the Reformation?
  - As you continue learning about explorers to North America, note the instances you hear about them claiming land for the Pope or the Catholic church, a certain monarch or leader, etc.
- Explore:
  - [Background for the Map Exhibition](#)
- Discuss:
  - What are some things to keep in mind as you study the maps?
- Preparation for exploration:

- As you work through the maps this week, be sure to click on them, expand them, and make observations as to what you see. Feel free to compare the maps to modern maps.

Day 2: On the map

- Explore:
  - [The Known World](#)
  - [Expanding the Known World](#)

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Day 3: On the map

- Explore:
  - [Woodcut maps](#)
  - [Copperplate engraving](#)

Day 4: On the map

- Explore:
  - [A cartographer's city](#)
  - [Challenge to empire](#)

Day 5: On the map

- Explore:
  - [Constant bearing](#)

## Week 4



### Topics:

- North America- geographical overview
- Exploration to and of North America

### Words to Remember:

- John Cabot: Italian name Giovanni Caboto. An Italian in the service of England, he sailed from Bristol in 1497 in search of Asia, but in fact discovered the mainland of North America.
- Amerigo Vespucci: (1451–1512), Italian merchant and explorer. He reached the coast of Venezuela on his first voyage 1499–1500 and explored the Brazilian coastline 1501–02. The Latin form of his first name is believed to have given rise to the name of America.

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### Textbook reference and written work:

- World map or globe
- [Political map of North America](#)
- [Physical map of North America](#)
- [List of North American countries and their capitals](#)
- [Landforms of North America Map](#)
- [Rivers of North America Map](#)
- [Animated Map of Non-Native American Nations Control over N America 1750-2008](#)

### Suggested Daily Schedule:

Day 1: Exploring the world

- Explore:
  - As you learned last week, the Vikings were some of the earliest documented explorers to what we now know as North America.
  - The Vikings were only the beginning of a long line of explorers to North America.
  - Look at this animated map ([Animated Map of Non-Native American Nations Control over N America 1750-2008](#)) of how the land of North America changed hands over time.
    - You may have to watch multiple times
      - What do you notice?
      - What are some of the countries that explored and claimed land in North America?
- Review:
  - You learned about John Cabot in 1st Grade.

- Who was he? (An Italian in the service of England, he sailed from Bristol in 1497 in search of Asia, but in fact discovered the mainland of North America.)
- Where did he land? (Newfoundland)
- As you explore North America, both the geography and history, be looking for evidence of these early explorers (names of geographical or political locations, etc.)

#### Day 2: Exploration Exploits

- Discuss:
  - The late 1400s through the 1600s were times of exploration. People were sailing all over the world in search of new resources to sell and new land to claim.
- Explore: Amerigo Vespucci
  - You will read more about Amerigo Vespucci in 3rd Grade, but his letter (see below) gives a detailed account of some of the many adventures that awaited explorers
- Read: Letter of Amerigo Vespucci to Pier Soderini 1497 (see below- reading continued tomorrow)

#### Day 3: Amerigo Vespucci

- Read: Continue reading Amerigo Vespucci's letter
- Explore more:
  - As you study history, especially history's original sources, you will read many, many letters.
  - Why did people write letters? (to share information, etc.)
  - Do you ever write letters? If so, why? If not, consider writing a letter to someone to share recent adventures you have experienced

#### Day 4: John Cabbot

- Read: Letter from Lorenzo Pasqualigo to His Brothers Alvise and Francesco (see below)
- Discuss:
  - How long was John Cabot gone on this voyage? (3 months)
  - Can you imagine being on a ship for 3 months and then landing in a strange new land?
  - What similarities and differences do you see between Cabot's adventures and Vespucci's adventures?

#### Day 5: Exploring the world

- Explore:
  - Look at this map of the explorations of the Portuguese from 1500. Compare it to a current map of the world.
  - Identify the different continents.
  - What do you notice? Where did the Portuguese explore?
- Discuss:
  - Explorers went in search of new lands.
  - Why did they go? (find new items/resources to trade, claim new land, etc.)

 [Letter from Lorenzo Pasqualigo to His Brothers Alvise and Francesco 1497](#)

 [Letter of Amerigo Vespucci to Pier Soderini 1497](#)

## Week 5



### Topics:

- North America- geographical overview
- Exploration to and of North America

### Words to Remember:

- Christopher Columbus: (1451–1506), Spanish explorer; born in Italy; Italian name Cristoforo Colombo; Spanish name Cristóbal Colón. Columbus persuaded the Spanish monarchs, Ferdinand and Isabella, to sponsor an expedition to sail across the Atlantic in search of Asia and to prove that the world was round. In 1492, he set sail with three small ships (the Niña, the Pinta, the Santa Maria) and discovered the New World (in fact, various Caribbean islands). He made three further voyages between 1493 and 1504, landing on the South American mainland in 1498.
- League: a former measure of distance by land, usually about three miles. ORIGIN late Middle English: from late Latin leuga, leuca, late Greek leugē, or from Provençal lega (modern French lieue).
- King Ferdinand II: of Aragon (1452–1516), king of Castile 1474–1516 and of Aragon 1479–1516; known as Ferdinand the Catholic. He and his wife Isabella instituted the Spanish Inquisition in 1478 and supported the expedition of Christopher Columbus in 1492. Their capture of Granada from the Moors in the same year effectively united Spain as one country.
- Queen Isabella I: (1451–1504), queen of Castile 1474–1504 and of Aragon 1479–1504. Her marriage in 1469 to Ferdinand of Aragon marked the beginning of the unification of Spain. They instituted the Spanish Inquisition in 1478 and supported the explorations of Christopher Columbus in 1492.

- Pope Alexander VI: Pope from 1492-1503
- Treaty of Tordesillas: Created an imaginary line to divide the world into lands for Spain and lands for Portugal

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### Textbook reference and written work:

- World map or globe
- [Political map of North America](#)
- [Physical map of North America](#)
- [List of North American countries and their capitals](#)
- [Landforms of North America Map](#)
- [Rivers of North America Map](#)
- [Animated Map of Non-Native American Nations Control over N America 1750-2008](#)

### Suggested Daily Schedule:

Day 1: Exploring the world

- Explore:
  - Christopher Columbus is probably the most famous explorer. Many people learn the phrase "in 1492, Columbus sailed the ocean blue. In 1493, he sailed again the deep blue sea."
  - Christopher Columbus' voyages had a major impact on the Americas. Take a look at his name in other languages:
    - Italian: Cristoforo Colombo
    - Catalan: Cristòfor Colom
    - Spanish: Cristóbal Colón
    - Portuguese: Cristóvão Colombo
    - Latin: Christophorus Columbus
  - See how many cities, countries, rivers, etc. you can find named after Christopher Columbus. (there is a list below, but explore maps to see if you can find the places, either using the list as a reference or a starting point)
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Day 2: In 1492, Columbus sailed the ocean blue

- Discuss:
  - Sailors and explorers documented their travels well in ship logs and journals. Why do we write things down? (to remember them, etc.)
  - What is a league?
- Explore:
  - Look at this [map of Columbus' voyages](#).
  - Look at this [map of Columbus' first voyage](#).
- Read:
  - Excerpt from [Columbus' journal from first voyage](#) (continue reading tomorrow)
- Discuss:
  - What kinds of things can you learn about from reading Columbus' log?
  - What reasons does he give for making the voyage?
  - What does Columbus observe during the voyage?
- Explore:

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Day 3:

- Read: Continue reading [Columbus' journal from first voyage](#)
- Explore:
  - When you are done reading, use [this map](#) to chart Columbus' first voyage. Be sure to pay attention to the scale on the map!
  - When you are done, compare it to the [map of Columbus' voyages](#).

Day 4: A mission in mapping

- Explore:
  - Take a look at [this map from 1502](#).
  - Compare it to a world map.
  - What differences do you see?
  - What do you observe about the 1502 map? What can you learn about different places in the world just by looking at the map? (insight into assumptions or observations about the world)
- Discuss:
  - Look closely at both maps and note the specific differences in land shape.
  - Why are many parts of the map missing? (those lands had not yet been explored in 1502)

Day 5: Treaty of Tordesillas

- Discuss:
  - You have learned about several explorers thus far. Around the time of Columbus, Spain and Portugal were doing extensive exploring.
  - Conflicts arose when both nations wanted to claim the same or neighboring land
- Read/Discuss:
  - [The Treaty of Tordesillas](#)
  - [Inter Caetera](#)
- Explore:
  - Use [this map](#) and [this map](#) as reference points as you discuss these documents.
  - Who got to explore/claim which lands?
- Discuss:
  - Who wrote each of the documents?
  - What was the purpose of the documents?
- Explore:
  - What did this stamp commemorate?



 [Places named after Christopher Columbus](#)

## Week 6



### Topics:

- North America- geographical overview
- Exploration to and of North America

### Words to Remember:

- Vasco de Gama: ( c.1469–1524), Portuguese explorer. He led the first European expedition around the Cape of Good Hope in 1497, sighting and naming Natal on Christmas Day before crossing the Indian Ocean and arriving in Calicut (Kozhikode, in India) in 1498.
- John Cabot: ( c.1450– c.1498); Italian name Giovanni Caboto. An Italian in the service of England, he sailed from Bristol in 1497 in search of Asia, but in fact discovered the mainland of North America.

### Textbook reference and written work:

- World map or globe
- [Political map of North America](#)
- [Physical map of North America](#)
- [List of North American countries and their capitals](#)
- [Landforms of North America Map](#)
- [Rivers of North America Map](#)
- [Animated Map of Non-Native American Nations Control over N America 1750-2008](#)
- [Exploration 1340-1600](#)

### Suggested Daily Schedule:

Day 1: Exploring the world

- Explore:
  - Christopher Columbus is probably the most famous explorer of whom we are aware, but many explorers set out to discover lands for the monarchs or popes.
  - We could spend weeks studying this map of exploration from 1340-1600, but we shall study it this week and then keep it as a future reference. As you study, don't forget to add dates to your timeline.
  - Today, simply look at the map and make observations.

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#### Day 2: Spanish exploration

- Discuss:
  - o Using the Map of Discovery 1340-1600, focus in on the Spanish exploration.
  - o Who were the explorers that went on expeditions for Spain?
  - o When did they travel?
  - o Where did they travel?
- Explore:
  - o Using a topographical or physical map, discuss what the explorers may have encountered when they landed on new lands.

#### Day 3: Portuguese exploration

- Read: Round Africa to India (see below)
  - o Note: students will read this text again in 5th grade
- Discuss:
  - o Using the Map of Discovery 1340-1600, focus in on the Portuguese exploration.
  - o Who were the explorers that went on expeditions for Portugal?
  - o When did they travel?
  - o Where did they travel?
- Explore:
  - o Using a topographical or physical map, discuss what the explorers may have encountered when they landed on new lands.

#### Day 4: English exploration

- Read: John Cabot: Voyage to North America, 1497 (see below)
- Discuss:
  - o Using the Map of Discovery 1340-1600, focus in on the English exploration.
  - o Who were the explorers that went on expeditions for England?
  - o When did they travel?
  - o Where did they travel?
- Explore:
  - o Using a topographical or physical map, discuss what the explorers may have encountered when they landed on new lands.

#### Day 5: French and Dutch exploration

- Explore:
  - o Who explored for France and the Netherlands?
  - o Where did they explore?
  - o When did they explore?
- Discuss:
  - o Why did the nations we studied this week think exploration was important? What were their motivations for exploring? (spread religion, expand territory, secure new resources for trade, etc.) How do we know their motivations? (read what they wrote and learn about what they did and why they explored)

 [Vasco da Gama: Round Africa to India, 1497-1498](#)

 [John Cabot \(c.1450-1499\): Voyage to North America, 1497](#)

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## Week 7



### Topics:

- North America- geographical overview
- The Conquest of Mexico

### Words to Remember:

- Hernando Cortez: (1485–1547), first of the Spanish conquistadors. He overthrew the Aztec empire by conquering its capital, Tenochtitlán, in 1519 and by deposing its emperor, Montezuma. In 1521, he destroyed Tenochtitlán completely, established Mexico City as the capital of New Spain (now Mexico), and served briefly as its governor.
- Conquistador: a conqueror, especially one of the Spanish conquerors of Mexico and Peru in the 16th century

### Textbook reference and written work:

- World map or globe
- [Political map of North America](#)
- [Physical map of North America](#)
- [List of North American countries and their capitals](#)



- [Landforms of North America Map](#)
- [Rivers of North America Map](#)
- [Animated Map of Non-Native American Nations Control over N America 1750-2008](#)
- [Conquest of Mexico Map](#)
- [Cortez letters](#)
- [map of the Holy Roman Empire in 1519](#)

### Suggested Daily Schedule:

Day 1: Hernando Cortez

- Explore:
  - Hernando Cortez is a rather infamous character in the history of explorers. He is considered a conquistador.
  - Look at the [Conquest of Mexico Map](#).
  - Where did Cortez travel?
  - Look at the terrain. Why may have contributed to Cortez' route choice?

Day 2: Letter from Cortez

- Read:
  - Excerpts from the Second letter of Cortez to Charles V (see below)
- Discuss:
  - What can you learn about Mexico from Cortez' letter? Reference the Conquest of Mexico map.
- Explore:
  - Look at a picture or go outside and take a walk. Then, write a letter to your teacher about what you saw in the picture or on the walk.
  - If there are several students in the class, read the letters. Are there any differences between what people observed and wrote about?
  - Think about Cortez' letter. What if someone else had written a letter from Cortez' group? What differences or similarities might there have been?
  - What differences are there between Cortez' letter and Columbus' journal? Aside from detail differences, what was the difference between their purpose in writing?
  - Can the purpose of writing change what you include in the writing?

Day 3:

- Discuss:
  - Over the next weeks we are going to be reading two of the main primary sources used in the study of the Conquest of Mexico by the Spaniards, Cortez' letters and the Florentine Codex. As you read, be sure to refer to modern and historical maps for reference.
  - Always be asking, aside from history, what can you learn about Mexico (the land, plants, people, etc.) from reading these documents?
- Read:
  - Letters of Cortez to Charles V: Chapter 1 (see below)
- Explore:
  - Cortez wrote to Charles V. The same year Cortez conquered the Aztec capital, Tenochtitlán, by deposing its emperor, Montezuma, Charles V became the Holy Roman Emperor. Prior to becoming Holy Roman Emperor, he was known as Charles I, king of Spain. Charles V ruled the Holy Roman Empire until 1558.
  - Look at this [map of the Holy Roman Empire in 1519](#).
  - Locate Worms on the map. It was here in 1521 that Martin Luther was excommunicated by papal bull. The meeting at which he was excommunicated was called the Diet of Worms and the meeting was called by Charles V.
  - In 1517, Martin Luther posted his 95 Theses on the door of Castle Church in Wittenberg. Two years later, Charles V became Emperor and Cortez conquered Tenochtitlán.
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Day 4:

- Read:
  - Letters of Cortez to Charles V: Chapter 2 (see below)
- Discuss:
  - What did you learn about Mexico and Cortez from this letter?

Day 5:

- Read:
  - Letters of Cortez to Charles V: Chapter 3 (see below)
- Discuss:
  - What did you learn about Mexico and Cortez from this letter?

## Week 8



### Topics:

- North America- geographical overview
- The Conquest of Mexico

### Words to Remember:

- Hernando Cortez: (1485–1547), first of the Spanish conquistadors. He overthrew the Aztec empire by conquering its capital, Tenochtitlán, in 1519 and by deposing its emperor, Montezuma. In 1521, he destroyed Tenochtitlán completely, established Mexico City as the capital of New Spain (now Mexico), and served briefly as its governor.
- Conquistador: a conqueror, especially one of the Spanish conquerors of Mexico and Peru in the 16th century
- Fray Bernardino de Sahagún: (1499 – October 23, 1590) was a Franciscan friar, missionary priest and pioneering ethnographer who participated in the Catholic evangelization of colonial New Spain (now Mexico). Wrote the Florentine Codex.

### Textbook reference and written work:

- World map or globe
- [Political map of North America](#)
- [Physical map of North America](#)
- [List of North American countries and their capitals](#)
- [Landforms of North America Map](#)
- [Rivers of North America Map](#)
- [Animated Map of Non-Native American Nations Control over N America 1750-2008](#)
- [Conquest of Mexico Map](#)
- [Cortez letters](#)
- [map of the Holy Roman Empire in 1519](#)
- [Florentine Codex Book 12 \(for viewing pictures\)](#)

### Suggested Daily Schedule:

Day 1:

- Read:
  - Letters of Cortez to Charles V: Chapter 1 (see below)
- Discuss:
  - What did you learn about Mexico and Cortez from this letter?

Day 2:

- Read:
  - Letters of Cortez to Charles V: Chapter 2 (see below)
- Discuss:
  - What can you learn about Mexico from Cortez' letter? Reference the Conquest of Mexico map.

Day 3:

- Read:
  - Letters of Cortez to Charles V: Chapter 3 (see below)
- Discuss:
  - What can you learn about Mexico from Cortez' letter? Reference the Conquest of Mexico map.

Day 4:

- Discuss:
  - Fray Bernardino de Sahagún went to Mexico to spread the Catholic faith. He went over to Mexico from Spain in 1529. For fifty years, de Sahagún lived with the people, learned about the culture of the people, and studied their surroundings. Many consider him the first anthropologist, but others consider him an ethnographer.
    - An anthropologist is one who studies humankind
    - An ethnographer is one who gives a scientific description of the customs of individual peoples and cultures.
  - The Florentine Codex could perhaps make a case that he was both.
  - The Florentine Codex is a collection of writings and illustrations of and about the Aztec people.

- Book 12 recounts from Aztec perspective the conquest of Mexico.
- The illustrations are provided by the World Digital Library. [Florentine Codex Book 12 \(for viewing pictures\)](#).
- We will read Book 12 over the course of the next week and a half. Be sure to reference the pictures as you read. Additionally, discuss the differences between this account and that gleaned from Cortez' letters.
- Finally, teachers should be sure to preview the readings to be sure they are comfortable with the content. There are portions that are rather raw and/or graphic.
- Read:
  - Florentine Codex: Book 12, Chapters 1-3 (see below)
- Discuss:
  - What significant events were recounted?

Day 5:

- Read:
  - Florentine Codex: Book 12, Chapters 5, 7, and 8 (see below)
- Discuss:
  - What significant events were recounted?



[Letters of Cortez to Charles V](#)



[Florentine Codex: Book 12](#)

## Week 9



### Topics:

- North America- geographical overview
- The Conquest of Mexico

### Words to Remember:

- Hernando Cortez: (1485–1547), first of the Spanish conquistadors. He overthrew the Aztec empire by conquering its capital, Tenochtitlán, in 1519 and by deposing its emperor, Montezuma. In 1521, he destroyed Tenochtitlán completely, established Mexico City as the capital of New Spain (now Mexico), and served briefly as its governor.
- Conquistador: a conqueror, especially one of the Spanish conquerors of Mexico and Peru in the 16th century
- Fray Bernardino de Sahagún: (1499 – October 23, 1590) was a Franciscan friar, missionary priest and pioneering ethnographer who participated in the Catholic evangelization of colonial New Spain (now Mexico). Wrote the Florentine Codex.

### Textbook reference and written work:

- World map or globe
- [Political map of North America](#)
- [Physical map of North America](#)
- [List of North American countries and their capitals](#)
- [Landforms of North America Map](#)
- [Rivers of North America Map](#)
- [Animated Map of Non-Native American Nations Control over N America 1750-2008](#)
- [Conquest of Mexico Map](#)
- [Cortez letters](#)
- [map of the Holy Roman Empire in 1519](#)
- [Florentine Codex Book 12 \(for viewing pictures\)](#).

### Suggested Daily Schedule:

Day 1:

- Read:
  - Florentine Codex: Book 12, Chapters 9, 11, and 13 (see below)
- Discuss:
  - What significant events were recounted?

Day 2:

- Read:
  - Florentine Codex: Book 12, Chapters 16-18 (see below)
- Discuss:
  - What significant events were recounted?
  - How do the events you have read thus far compare to the letters Cortez wrote to Charles V?

Day 3:

- Read:
  - Florentine Codex: Book 12, Chapters 19, 20, and 23 (see below)
- Discuss:
  - What significant events were recounted?
  - How do the events you have read thus far compare to the letters Cortez wrote to Charles V?

Day 4:

- Read:
  - Florentine Codex: Book 12, Chapters 24, 29, and 31 (see below)
- Discuss:
  - What significant events were recounted?

Day 5:

- Read:
  - Florentine Codex: Book 12, Chapters 35, 38-40 (see below)
- Discuss:
  - What significant events were recounted?



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## Week 10



### Topics:

- North America- geographical overview
- Exploration of New France

### Words to Remember:

- Jacques Cartier: (1491–1557), French explorer. The first to establish France's claim to North America, he made three voyages to Canada between 1534 and 1541.
- Samuel de Champlain: (1567–1635), French explorer and colonial statesman. He established a settlement at Quebec in Canada in 1608 and developed alliances with the indigenous peoples. He was appointed lieutenant governor in 1612.

### Textbook reference and written work:

- World map or globe
- [Political map of North America](#)
- [Physical map of North America](#)
- [List of North American countries and their capitals](#)
- [Landforms of North America Map](#)
- [Rivers of North America Map](#)
- [Animated Map of Non-Native American Nations Control over N America 1750-2008](#)
- [map of the Holy Roman Empire in 1519](#)
- [Map of World Discovery 1340-1600](#)
- [The Mariner of St. Malo](#)

### Suggested Daily Schedule:

Day 1: Jacques Cartier

- Review:
  - Look at this [Map of World Discovery 1340-1600](#).
  - Where did many of the explorers from Spain and/or Portugal land to claim territory or explore?
- Discuss:
  - While many explorers sailed to warm climates, some landed further north.
  - Eric the Red, Leif Ericsson, and John Cabot all landed on the northeast part of what is now North America.
  - Jacques Cartier was the next famous explorer to head to the New World.
- Read:
  - Begin reading [The Mariner of St. Malo](#)

Day 2: Jacques Cartier

- Read:
  - Continue reading [The Mariner of St. Malo](#)
- Discuss:

- What can you learn about Cartier from this chronicle?
- What motivated him to explore?
- What challenges did he face?
- Even though this book is based on Cartier own journals, how is it different than reading the actual journals? What is missing? What is added? (The actual translated journals are contained in [this volume](#))

Day 3:

- Read:
  - Continue reading [The Mariner of St. Malo](#)
- Discuss:
  - What can you learn about Cartier from this chronicle?
  - What motivated him to explore?
  - What challenges did he face?
  - Even though this book is based on Cartier own journals, how is it different than reading the actual journals? What is missing? What is added? (The actual translated journals are contained in [this volume](#))
- ◦
- 

Day 4:

- Read:
  - Continue reading [The Mariner of St. Malo](#)
- Discuss:
  - What can you learn about Cartier from this chronicle?
  - What motivated him to explore?
  - What challenges did he face?
  - Even though this book is based on Cartier own journals, how is it different than reading the actual journals? What is missing? What is added? (The actual translated journals are contained in [this volume](#))

Day 5:

- Read:
  - Continue reading [The Mariner of St. Malo](#)
- Discuss:
  - What can you learn about Cartier from this chronicle?
  - What motivated him to explore?
  - What challenges did he face?
  - Even though this book is based on Cartier own journals, how is it different than reading the actual journals? What is missing? What is added? (The actual translated journals are contained in [this volume](#))

## Week 11



### Topics:

- North America- geographical overview
- Exploration of New France

### Words to Remember:

- Jacques Cartier: (1491–1557), French explorer. The first to establish France's claim to North America, he made three voyages to Canada between 1534 and 1541.
- Samuel de Champlain: (1567–1635), French explorer and colonial statesman. He established a settlement at Quebec in Canada in 1608 and developed alliances with the indigenous peoples. He was appointed lieutenant governor in 1612.

### Textbook reference and written work:

- World map or globe
- [Political map of North America](#)
- [Physical map of North America](#)
- [List of North American countries and their capitals](#)
- [Landforms of North America Map](#)
- [Rivers of North America Map](#)
- [Animated Map of Non-Native American Nations Control over N America 1750-2008](#)
- [map of the Holy Roman Empire in 1519](#)
- [Map of World Discovery 1340-1600](#)
- [The Mariner of St. Malo](#)

### Suggested Daily Schedule:

Day 1: Jacques Cartier

- Review:
  - Look at this [Map of World Discovery 1340-1600](#).
  - Where did Jacques Cartier sail and explore?
- Read:
  - Continue reading [The Mariner of St. Malo](#)

Day 2: Jacques Cartier

- Read:
  - Continue reading [The Mariner of St. Malo](#)
- Discuss:
  - What can you learn about Cartier from this chronicle?
  - What motivated him to explore?
  - What challenges did he face?
  - Even though this book is based on Cartier own journals, how is it different than reading the actual journals? What is missing? What is added? (The actual translated journals are contained in [this volume](#))

Day 3:


- Read:
  - Continue reading [The Mariner of St. Malo](#)
- Discuss:
  - What can you learn about Cartier from this chronicle?
  - What motivated him to explore?
  - What challenges did he face?
  - Even though this book is based on Cartier own journals, how is it different than reading the actual journals? What is missing? What is added? (The actual translated journals are contained in [this volume](#))
- ◦
- 

Day 4:

- Read:
  - Continue reading [The Mariner of St. Malo](#)
- Discuss:
  - What can you learn about Cartier from this chronicle?
  - What motivated him to explore?
  - What challenges did he face?
  - Even though this book is based on Cartier own journals, how is it different than reading the actual journals? What is missing? What is added? (The actual translated journals are contained in [this volume](#))

Day 5:

- Read:
  - Finish reading [The Mariner of St. Malo](#)
- Discuss:
  - What can you learn about Cartier from this chronicle?
  - What motivated him to explore?
  - What challenges did he face?
  - Even though this book is based on Cartier own journals, how is it different than reading the actual journals? What is missing? What is added? (The actual translated journals are contained in [this volume](#))

 [Samuel de Champlain Voyages 1604](#)

 [Samuel de Champlain: The Foundation of Quebec, 1608](#)

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## Week 12



### Topics:

- North America- geographical overview
- Exploration of New France

### Words to Remember:

- Jacques Cartier: (1491–1557), French explorer. The first to establish France's claim to North America, he made three voyages to Canada between 1534 and 1541.

- Samuel de Champlain: (1567–1635), French explorer and colonial statesman. He established a settlement at Quebec in Canada in 1608 and developed alliances with the indigenous peoples. He was appointed lieutenant governor in 1612.

**Textbook reference and written work:**

- World map or globe
- [Political map of North America](#)
- [Physical map of North America](#)
- [List of North American countries and their capitals](#)
- [Landforms of North America Map](#)
- [Rivers of North America Map](#)
- [Animated Map of Non-Native American Nations Control over N America 1750-2008](#)
- [map of the Holy Roman Empire in 1519](#)
- [Map of World Discovery 1340-1600](#)
- [Voyages of Samuel de Champlain](#)

**Suggested Daily Schedule:**

Day 1: Samuel de Champlain

- Review:
  - Look at this [Map of World Discovery 1340-1600](#).
  - Where did Cartier sail and explore?
- Discuss:
  - Read p. 15–18 of [Voyages of Samuel de Champlain](#).
  - To whom did de Champlain write and why?
- Read:
  - Begin reading [Voyages of Samuel de Champlain](#)

Day 2: Samuel de Champlain

- Read:
  - Continue reading [Voyages of Samuel de Champlain](#)
- Discuss:
  - What can you learn about de Champlain from this chronicle?
  - What motivated him to explore?
  - What challenges did he face?

Day 3: Samuel de Champlain

- Read:
  - Continue reading [Voyages of Samuel de Champlain](#)
- Discuss:
  - What can you learn about de Champlain from this chronicle?
  - What motivated him to explore?
  - What challenges did he face?

Day 4: Samuel de Champlain

- Read:
  - Continue reading [Voyages of Samuel de Champlain](#)
- Discuss:
  - What can you learn about de Champlain from this chronicle?
  - What motivated him to explore?
  - What challenges did he face?

Day 5: Samuel de Champlain

- Read:
  - Continue reading [Voyages of Samuel de Champlain](#)
- Discuss:
  - What can you learn about de Champlain from this chronicle?
  - What motivated him to explore?
  - What challenges did he face?

## Week 13



**Topics:**

- North America- geographical overview

- Exploration of New France

#### Words to Remember:

- Jacques Cartier: (1491–1557), French explorer. The first to establish France's claim to North America, he made three voyages to Canada between 1534 and 1541.
- Samuel de Champlain: (1567–1635), French explorer and colonial statesman. He established a settlement at Quebec in Canada in 1608 and developed alliances with the indigenous peoples. He was appointed lieutenant governor in 1612.

#### Textbook reference and written work:

- World map or globe
- [Political map of North America](#)
- [Physical map of North America](#)
- [List of North American countries and their capitals](#)
- [Landforms of North America Map](#)
- [Rivers of North America Map](#)
- [Animated Map of Non-Native American Nations Control over N America 1750-2008](#)
- [map of the Holy Roman Empire in 1519](#)
- [Map of World Discovery 1340-1600](#)
- [Voyages of Samuel de Champlain](#)

#### Suggested Daily Schedule:

Day 1: Samuel de Champlain

- Read:
  - Continue reading [Voyages of Samuel de Champlain](#)

Day 2: Samuel de Champlain

- Read:
  - Continue reading [Voyages of Samuel de Champlain](#)
- Discuss:
  - What can you learn about de Champlain from this chronicle?
  - What motivated him to explore?
  - What challenges did he face?

Day 3: Samuel de Champlain

- Read:
  - Continue reading [Voyages of Samuel de Champlain](#)
- Discuss:
  - What can you learn about de Champlain from this chronicle?
  - What motivated him to explore?
  - What challenges did he face?

Day 4: Samuel de Champlain

- Read:
  - Continue reading [Voyages of Samuel de Champlain](#)
- Discuss:
  - What can you learn about de Champlain from this chronicle?
  - What motivated him to explore?
  - What challenges did he face?

Day 5: Samuel de Champlain

- Read:
  - Finish reading [Voyages of Samuel de Champlain](#)
- Discuss:
  - What can you learn about de Champlain from this chronicle?
  - What motivated him to explore?
  - What challenges did he face?

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## Week 14



#### Topics:

- North America- geographical overview
- Exploration of New Netherlands



### Words to Remember:

- Henry Hudson: ( c.1565–1611), English explorer. He discovered the North American bay, river, and strait that bear his name. In 1610, he attempted to winter in Hudson Bay, but his crew mutinied and set Hudson and a few companions adrift, never to be seen again.

### Textbook reference and written work:

- World map or globe
- [Political map of North America](#)
- [Physical map of North America](#)
- [List of North American countries and their capitals](#)
- [Landforms of North America Map](#)
- [Rivers of North America Map](#)
- [Animated Map of Non-Native American Nations Control over N America 1750-2008](#)
- [map of the Holy Roman Empire in 1519](#)
- [Map of World Discovery 1340-1600](#)
- [Henry Hudson's Voyages Map](#)
- [The Adventures of Henry Hudson](#)
- [Routes of Explorers](#)

### Suggested Daily Schedule:

Day 1: Henry Hudson

- Discuss:
  - Henry Hudson was another of the many explorers to venture to the New World.
  - Overall, partially due to Hudson's eventual disappearance at the hands of mutineers on his last voyage, there is very little known about Henry Hudson.
  - Before we read of Hudson's adventures, let us explore the impact he left on the lands he explored.
  - Look at the [Physical Map of North America](#). Find Hudson Bay.
  - Look at this map of [Routes of Explorers](#). Find and follow Hudson's 1610 route.
  - Aside from Hudson Bay, Hudson Strait and Hudson River are also named for Henry Hudson. These lands were explored in his last two voyages. View the routes of his last two voyages on the [Henry Hudson's Voyages Map](#).
- Read:
  - Read Chapters 1-3 of Voyages of Henry Hudson (see below)
  - Be sure to refer to your maps as you read!

Day 2: Henry Hudson

- Read:
  - Finish reading Voyages of Henry Hudson (see below)
  - Be sure to refer to your maps as you read!

Day 3: Henry Hudson

- Discuss:
  - Now that you have an overview of Henry Hudson, let us delve more deeply into the adventures of this explorer.
- Read:
  - Begin reading [The Adventures of Henry Hudson](#)
- Discuss:
  - What can you learn about Henry Hudson from this biography?
  - What motivated him to explore?
  - What challenges did he face?
  - How does the commentary provided by the author add to or detract from the reading?

Day 4: Henry Hudson

- Read:
  - Continue reading [The Adventures of Henry Hudson](#)
- Discuss:
  - What can you learn about Henry Hudson from this biography?
  - What motivated him to explore?
  - What challenges did he face?
  - How does the commentary provided by the author add to or detract from the reading?

Day 5: Henry Hudson

- Read:
  - Continue reading [The Adventures of Henry Hudson](#)
- Discuss:

- What can you learn about Henry Hudson from this biography?
- What motivated him to explore?
- What challenges did he face?
- How does the commentary provided by the author add to or detract from the reading?




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## Week 15



### Topics:

- North America- geographical overview
- Exploration of New Netherlands

### Words to Remember:

- Henry Hudson: ( c.1565–1611), English explorer. He discovered the North American bay, river, and strait that bear his name. In 1610, he attempted to winter in Hudson Bay, but his crew mutinied and set Hudson and a few companions adrift, never to be seen again.

### Textbook reference and written work:

- World map or globe
- [Political map of North America](#)
- [Physical map of North America](#)
- [List of North American countries and their capitals](#)
- [Landforms of North America Map](#)
- [Rivers of North America Map](#)
- [Animated Map of Non-Native American Nations Control over N America 1750-2008](#)
- [map of the Holy Roman Empire in 1519](#)
- [Map of World Discovery 1340-1600](#)
- [Henry Hudson's Voyages Map](#)
- [The Adventures of Henry Hudson](#)
- [Routes of Explorers](#)

### Suggested Daily Schedule:

Day 1: Henry Hudson

- Read:
  - Continue reading [The Adventures of Henry Hudson](#)
- Discuss:
  - What can you learn about Henry Hudson from this biography?
  - What motivated him to explore?
  - What challenges did he face?
  - How does the commentary provided by the author add to or detract from the reading?

Day 2: Henry Hudson

- Read:
  - Continue reading [The Adventures of Henry Hudson](#)
- Discuss:
  - What can you learn about Henry Hudson from this biography?
  - What motivated him to explore?
  - What challenges did he face?
  - How does the commentary provided by the author add to or detract from the reading?

Day 3: Henry Hudson

- Read:
  - Continue reading [The Adventures of Henry Hudson](#)
- Discuss:
  - What can you learn about Henry Hudson from this biography?
  - What motivated him to explore?
  - What challenges did he face?
  - How does the commentary provided by the author add to or detract from the reading?

Day 4: Henry Hudson

- Read:
  - Continue reading [The Adventures of Henry Hudson](#)
- Discuss:
  - What can you learn about Henry Hudson from this biography?
  - What motivated him to explore?
  - What challenges did he face?
  - How does the commentary provided by the author add to or detract from the reading?

Day 5: Henry Hudson

- Read:
  - Finish reading [The Adventures of Henry Hudson](#)
- Discuss:
  - What can you learn about Henry Hudson from this biography?
  - What motivated him to explore?
  - What challenges did he face?
  - How does the commentary provided by the author add to or detract from the reading?
- History:
  - Also in 1610...
    - Galileo, using his telescope, observed Jupiter's moons

## Week 16



### Topics:

- North America- geographical overview
- Exploration of North America

### Words to Remember:

- Robert De La Salle: (1643–87), French explorer. He sailed from Canada down the Ohio and Mississippi rivers to the Gulf of Mexico in 1682, naming the Mississippi basin Louisiana in honor of Louis XIV. In 1684, he led an expedition to establish a French colony on the Gulf of Mexico, but was murdered when his followers mutinied.

### Textbook reference and written work:

- World map or globe
- [Political map of North America](#)
- [Physical map of North America](#)
- [List of North American countries and their capitals](#)
- [Landforms of North America Map](#)
- [Rivers of North America Map](#)
- [Animated Map of Non-Native American Nations Control over N America 1750-2008](#)
- [map of the Holy Roman Empire in 1519](#)
- [Map of World Discovery 1340-1600](#)
- [Discovery of North America](#)
- [La Salle expeditions](#)
- [La Salle expeditions French](#)
- [La Salle and the Discovery of the Great West](#)

### Suggested Daily Schedule:

Day 1: Exploring North America

- Review:
  - Look at the following explorers from [Discovery of North America](#)

985-986	B. Herjulfsson
995-996	L. Ericsson
1003-1004	T. Karlsefni
1492	C. Columbus
1493	C. Columbus
1497	J. Cabot
1498	C. Columbus
1498	J. Cabot
1500	G. Corte-Real
1501	G. Corte-Real
1502	C. Columbus
1502	M. Corte-Real
1508-1509	S. Cabot
1513	V. de Balboa
1513	J. Ponce de León
1518	J. de Grijalva
1519	A. de Pineda
1520	J. Fagundes
1523	G. da Verrazano
1524	E. Gómez
1526	L. de Ayllón
1528	P. de Narváez
1534	J. Cartier
1535	J. Cartier
1539	H. de Soto
1542	L. Moscoso (after de Soto)
1539	F. de Ulloa
1540	H. de Alarcón
1542	J. Cabrillo
1562	J. Ribaut
1565	P. de Avilés
1565	A. de Arellano
1576-1577	M. Frobisher
1577	F. Drake
1578	M. Frobisher
1584	A. Barlow-P. Amadas (Roanoke Voyages)
1585	J. Davis
1586	J. Davis
1587	J. Davis
1587	P. de Unamuno
1595	S. Cermenho
1602	S. Viscaíno
1603	S. de Champlain
1604-1607	S. de Champlain
1609	H. Hudson
1610	H. Hudson

- Note on the map for which country each of these explorers sailed.
- Looking at the map as a whole, note that the majority of explorers ventured on land to a limited extent. However, the quests of these explorers paved the way for further explorers to venture inland.
- As explorers continued looking to open trade routes and claim land for their monarchs, some people were beginning to make these new lands home:
  - In 1607, the Jamestown colony was founded.
  - In November of 1620, the Mayflower Compact was signed by a group aboard the Mayflower. These signers founded Plymouth Colony.

Day 2:

- History:
  - Also in 1618...
    - The Thirty Years War (1618-1648) begins in Europe. Just as European nations were on the quest for dominance in new lands, they also wanted dominance on the mainland. What began as a conflict between the Holy Roman Emperor and some of the German states expanded into conflict between France, Sweden, Spain, and the Holy Roman Empire. It was ended by the Treaty of Westphalia.
    - Notice on the [Discovery of North America](#) map that there is a significant reduction in exploration between 1618 and 1648.
  - The Thirty Years War and surrounding years produced some of our great Lutheran hymns from some of our greatest hymn writers:
    - Philipp Nicolai, 1556–1608
    - Johann Heermann, 1585–1647
    - Paul Gerhardt, 1607–76
    - Martin Rinckart, 1586–1649
  - Use your *Lutheran Service Book* to find the hymns by these hymnwriters.

Day 3:

- Discuss:
  - Robert De La Salle was one of the explorers who ventured inland.
  - Look at the Words to Remember to gain additional insights on La Salle.
- Explore:
  - Look at the [La Salle expeditions French](#) map.
  - What do you observe on the map? Even though the map is in French, there is much to observe!
    - Here is the English translation of the map: The Western part of Canada or the New France where the nations of Illinois, of Tracy [Lake Superior], the Iroquois and many other peoples inhabit. With recently discovered Louisiana Drawn according to the newest reports By P. Coronelli, a cosmographer of the Most Serene Republic of Venice Corrected and augmented by Sir Tillemon. And dedicated to Monsieur abbot Baudard [Printed by] J.B. Nolin in the Quai de l'Horloge of the Palace across the Pont Neuf under the sign of the Place des Victoires With the privilege of the King
  - Now look at a modern map of La Salle's explorations: [La Salle expeditions](#)
- Read:
  - Chapter I of [La Salle and the Discovery of the Great West](#).

Day 4:

- Read:
  - Chapter II-IV of [La Salle and the Discovery of the Great West](#).
- Explore:
  - Follow your reading of La Salle and the Discovery of the Great West on your maps.
  - Have you ever visited any of the places discussed in this chapter?

Day 5:

- Read:
  - Chapter V-VII of [La Salle and the Discovery of the Great West](#).
- Explore:
  - Follow your reading of La Salle and the Discovery of the Great West on your maps.
  - Compare your maps and reading to a modern road map. Could you visit any of these places today?

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## Week 17



### Topics:

- North America- geographical overview
- Exploration of North America

### Words to Remember:

- Robert De La Salle: (1643–87), French explorer. He sailed from Canada down the Ohio and Mississippi rivers to the Gulf of Mexico in 1682, naming the Mississippi basin Louisiana in honor of Louis XIV. In 1684, he led an expedition to establish a French colony on the Gulf of Mexico, but was murdered when his followers mutinied.
- Louis Hennepin: (1640– c.1701), French missionary, explorer, and writer. He accompanied La Salle as his chaplain through the Great Lakes in 1679, explored the surrounding territory that included the Mississippi River, and described his discoveries in writing.
- Louis de Buade Frontenac: (1622–98), French politician. He served as governor of New France 1672–82, 1689–98.

- Jacques Marquette: (1637–75), French Jesuit missionary and explorer. Arriving in Canada in 1666, he played a prominent part in the attempt to Christianize the American Indians. He explored the Wisconsin, Mississippi, and Illinois rivers.
- Louis Jolliet: (1645–1700) French–Canadian explorer. With Jacques Marquette, he explored the upper Midwest and the upper Mississippi River 1673–74.

**Textbook reference and written work:**

- World map or globe
- [Political map of North America](#)
- [Physical map of North America](#)
- [List of North American countries and their capitals](#)
- [Landforms of North America Map](#)
- [Rivers of North America Map](#)
- [Animated Map of Non-Native American Nations Control over N America 1750-2008](#)
- [map of the Holy Roman Empire in 1519](#)
- [Map of World Discovery 1340-1600](#)
- [Discovery of North America](#)
- [La Salle expeditions](#)
- [La Salle expeditions French](#)
- [La Salle and the Discovery of the Great West](#)

**Suggested Daily Schedule:**

Day 1: Exploring North America

- Read:
  - Chapter VIII-X of [La Salle and the Discovery of the Great West](#).
  - Be sure to consult your maps as you read to track where La Salle is exploring.
- Explore:
  - Many of the names you encounter in these adventures are remembered in the names of counties, towns, schools, and other landmarks. Using an atlas or other map with an index, search for names like Frontenac, Hennepin, Jolliet, Marquette, etc.

Day 2:

- History:
  - Also from 1643-1687...
    - The Peace of Westphalia ended the Thirty Years War in 1648.
    - Isaac Newton formulated his laws of gravitation in 1666
  - Read:
    - Chapter XI-XIII of [La Salle and the Discovery of the Great West](#).

Day 3:

- Read:
  - Chapter XIV-XVI of [La Salle and the Discovery of the Great West](#).

Day 4:

- Read:
  - Chapter XVII-XIX of [La Salle and the Discovery of the Great West](#).
- Listen:

Frontier\_Fighters\_35-xx-xx\_ep01Rene\_Robert\_Cavelier\_de\_La\_Salle.mp3 ▾

0:00 / 15:06

Day 5:

- Read:
  - Chapter XX-XXI of [La Salle and the Discovery of the Great West](#).

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## Week 18



**Topics:**

- North America
- Exploration of North America- Review

**Words to Remember:**

- Robert De La Salle: (1643–87), French explorer. He sailed from Canada down the Ohio and Mississippi rivers to the Gulf of Mexico in 1682, naming the Mississippi basin Louisiana in honor of Louis XIV. In 1684, he led an expedition to establish a French colony on the Gulf of Mexico, but was murdered when his followers mutinied.
- Louis Hennepin: (1640– c.1701), French missionary, explorer, and writer. He accompanied La Salle as his chaplain through the Great Lakes in 1679, explored the surrounding territory that included the Mississippi River, and described his discoveries in writing.
- Louis de Buade Frontenac: (1622–98), French politician. He served as governor of New France 1672–82, 1689–98.
- Jacques Marquette: (1637–75), French Jesuit missionary and explorer. Arriving in Canada in 1666, he played a prominent part in the attempt to Christianize the American Indians. He explored the Wisconsin, Mississippi, and Illinois rivers.
- Louis Jolliet: (1645–1700) French–Canadian explorer. With Jacques Marquette, he explored the upper Midwest and the upper Mississippi River 1673–74.

#### **Textbook reference and written work:**

- World map or globe
- [Political map of North America](#)
- [Physical map of North America](#)
- [List of North American countries and their capitals](#)
- [Landforms of North America Map](#)
- [Rivers of North America Map](#)
- [Animated Map of Non-Native American Nations Control over N America 1750-2008](#)
- [map of the Holy Roman Empire in 1519](#)
- [Map of World Discovery 1340-1600](#)
- [Discovery of North America](#)
- [La Salle expeditions](#)
- [La Salle expeditions French](#)
- [La Salle and the Discovery of the Great West](#)
- [History of the United States](#)

#### **Suggested Daily Schedule:**

Day 1: Exploring North America

- Explore:
  - Look again at the [Discovery of North America](#) map. What differences do you see in Voyages before 1550 and Voyages after 1550, especially in terms of routes? What differences do you note in the nations represented by the different explorers?

Day 2:

- History:
  - Think back on all of the explorers you have studied thus far. Which explorers were active during the following events? Which nations did they represent? (You may look back on your maps and timelines) *Older students may explore each of these events.*
    - Normans conquer England At Battle of Hastings AD 1066
      - a decisive battle that took place in 1066 just north of the town of Hastings, East Sussex. William the Conqueror defeated the forces of the Anglo-Saxon king Harold II; Harold died in the battle, leaving the way open for the Norman Conquest of England.
    - First Crusade (Crusades 1095-1291) AD 1095
      - a medieval military expedition, one of a series made by Europeans to recover the Holy Land from the Muslims in the 11th, 12th, and 13th centuries.
    - Knights Templar AD 1119
      - a religious and military order for the protection of pilgrims to the Holy Land, founded as the Poor Knights of Christ and of the Temple of Solomon in 1118.
    - Richard the Lionhearted And Saladin sign treaty AD 1192
      - Richard I (1157–99), son of Henry II and Eleanor of Aquitaine; reigned 1189–99; known as Richard Coeur de Lion or Richard the Lionheart. He led the Third Crusade, defeating Saladin at Arsuf (1191), but failed to capture Jerusalem. Returning home, he was held hostage by the Holy Roman Emperor Henry VI until being released in 1194 on payment of a huge ransom.
    - Children’s Crusade AD 1212
      - a crusade to the Holy Land in 1212 by tens of thousands of children, chiefly from France and Germany. Most of the children never reached their destination, and were sold into slavery.
    - Signing of the Magna Carta AD 1215
      - a charter of liberty and political rights obtained from King John of England by his rebellious barons at Runnymede in 1215, which came to be seen as the seminal document of English constitutional practice.
    - Seventh Crusade AD 1248
      - crusade led by Louis IX of France from 1248 to 1254. His troops were defeated by the Egyptian army
    - Hundred Years War begins AD 1337

- a war between France and England, conventionally dated 1337–1453.
    - The war consisted of a series of conflicts in which successive English kings attempted to dominate France and included an early string of English military successes, most notably Crécy and Poitiers. In 1415 England, under Henry V, delivered a crushing victory at Agincourt and occupied much of northern France, but, with the exception of Calais, all English conquests had been lost by 1453.
  - Great Peasants' Revolt in England AD 1381
    - an uprising in 1381 among the peasant and artisan classes in England. The rebels marched on London, occupying the city and executing unpopular ministers, but after the death of their leader, Wat Tyler, they were persuaded to disperse by Richard II.
  - Chaucer begins Canterbury Tales AD 1385
    - a collection of 24 stories that runs to over 17,000 lines written in Middle English by Geoffrey Chaucer between 1387–1400.
  - Johannes Gutenberg invented Printing press AD 1436
    - German printer. He was the first in the West to print by using movable type and to use a press. By c.1455, he had produced what later became known as the Gutenberg Bible.
  - Spanish Inquisition AD 1480
    - an ecclesiastical court established in Roman Catholic Spain in 1478 and directed originally against converts from Judaism and Islam but later also against Protestants. It operated with great severity until suppressed in the early 19th century.
  - Columbus sails the ocean blue AD 1492
    - In 1492, he set sail with three small ships (the Niña, the Pinta, the Santa Maria) and discovered the New World (in fact, various Caribbean islands). He made three further voyages between 1493 and 1504, landing on the South American mainland in 1498.
  - Da Vinci paints the Mona Lisa AD 1503
    - Italian painter, scientist, and engineer.
  - Luther's 95 Theses published AD 1517
  - Charles V Holy Roman Emperor AD 1519-58
  - Luther Excommunicated AD 1521
  - Magellan circumnavigates globe AD 1522
  - Augsburg Confession presented to Charles V AD 1530
  - Council of Trent AD 1545-63
  - Shakespeare born AD 1564
  - Sir Frances Drake Circumnavigates Globe AD 1577-1580
  - Book of Concord Published AD 1580
  - English defeat Spanish Armada AD 1588
- Be sure to document all of these events on your timeline.

Day 3:

- Read:
  - [History of the United States](#) p. 85-89 sections 175-183
- Discuss:
  - Section 181 refers to John Ribaud as a French Protestant. Which French Protestant might have influenced Ribaud, given the time period?
  - Are Lutherans Protestants?
    - Watch the following video to find out:



- Explore:
  - Find France on a map or globe
  - Look at North and South Carolina on a map. Do you see any cities that perhaps retain the influence of the French?

Day 4:



- Read:
  - [History of the United States](#) p. 89-94 sections 184-196
- Discuss:
  - Based on what you read today and what you read in the past, what are some differences between the French explorers and the British explorers?

Day 5:

- Read:
  - [History of the United States](#) p. 94-103 sections 197-216
- Discuss:
  - Think about the exploration and settlement of America.
  - How did the motivation of some of the first explorers (gold, etc.) compare to the motivation of the later explorers/settlers (religious freedom, etc.)?

## Week 19



### Topics:

- North America
- Settling North America

### Words to Remember:

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### Textbook reference and written work:

- World map or globe
- [Political map of North America](#)
- [Physical map of North America](#)
- [List of North American countries and their capitals](#)
- [Landforms of North America Map](#)
- [Rivers of North America Map](#)
- [Animated Map of Non-Native American Nations Control over N America 1750-2008](#)
- [History of the United States](#)
- [New England Colonies 1600s Map](#)
- [The Chief Settlements made in New England 1620-1675](#)
- [Early Carolina 1565-1733](#)
- [Roanoke Island Jamestown and St. Marys 1584-1632](#)
- [New Sweden 1638-1655](#)
- [Atlantic Coast Development 1650-1695](#)
- [Pequod War 1636-1638](#)
- [Siege of Christina Fort 1655](#)
- [King Philips War 1675-1676](#)
- [Types of Colonial Governments 1682-1730](#)
- [British Possessions in North America 1775](#)

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### Suggested Daily Schedule:

Day 1: Exploring North America

- Explore:
  - Look at the following maps:
    - [New England Colonies 1600s Map](#)
    - [The Chief Settlements made in New England 1620-1675](#)
    - [Early Carolina 1565-1733](#)
    - [Roanoke Island Jamestown and St. Marys 1584-1632](#)
    - [New Sweden 1638-1655](#)
    - [Atlantic Coast Development 1650-1695](#)
  - What do you observe?
  - Keep these maps available as you read this week and following weeks. Work to find the locations from the readings on the maps.

Day 2:

- Read: [History of the United States](#) p. 103-106 sections 217-226

Day 3:

- Read:
  - [History of the United States](#) p. 106-110 sections 227-235

Day 4:

- Read:
  - [History of the United States](#) p. 110-114 sections 236-244

Day 5:

- Read:
  - [History of the United States](#) p. 114-120 sections 245-261

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## Week 20



### Topics:

- North America
- Settling North America

### Words to Remember:

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### Textbook reference and written work:

- World map or globe
- [Political map of North America](#)
- [Physical map of North America](#)
- [List of North American countries and their capitals](#)
- [Landforms of North America Map](#)
- [Rivers of North America Map](#)
- [Animated Map of Non-Native American Nations Control over N America 1750-2008](#)
- [History of the United States](#)
- [New England Colonies 1600s Map](#)
- [The Chief Settlements made in New England 1620-1675](#)
- [Early Carolina 1565-1733](#)
- [Roanoke Island Jamestown and St. Marys 1584-1632](#)
- [New Sweden 1638-1655](#)
- [Atlantic Coast Development 1650-1695](#)
- [Pequod War 1636-1638](#)
- [Siege of Christina Fort 1655](#)
- [King Philips War 1675-1676](#)
- [Types of Colonial Governments 1682-1730](#)
- [British Possessions in North America 1775](#)
- [French and Indian War 1754-1755](#)
- [Indian Nations](#)
- 

### Suggested Daily Schedule:

Day 1: Exploring North America

- Explore:
  - Review the following maps:
    - [New England Colonies 1600s Map](#)
    - [The Chief Settlements made in New England 1620-1675](#)
    - [Early Carolina 1565-1733](#)
    - [Roanoke Island Jamestown and St. Marys 1584-1632](#)
    - [New Sweden 1638-1655](#)
    - [Atlantic Coast Development 1650-1695](#)
  - Look at the following maps:
    - [Pequod War 1636-1638](#)
    - [Siege of Christina Fort 1655](#)
    - [King Philips War 1675-1676](#)
    - [French and Indian War 1754-1755](#)
    - [Indian Nations](#)

- [Types of Colonial Governments 1682–1730](#)
- [British Possessions in North America 1775](#)

◦ What do you observe? Keep these maps available as you read this week and following weeks.

Day 2:

- Read: [History of the United States](#) p. 124-129 sections 262-271

Day 3:

- Read:
  - [History of the United States](#) p. 129-133 sections 272-280

Day 4:

- Read:
  - [History of the United States](#) p. 134-137 sections 281-285

Day 5:

- Read:
  - [History of the United States](#) p. 137-145 sections 286-301

## Week 21



### Topics:

- North America
- Settling North America

### Words to Remember:

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### Textbook reference and written work:

- World map or globe
- [Political map of North America](#)
- [Physical map of North America](#)
- [List of North American countries and their capitals](#)
- [Landforms of North America Map](#)
- [Rivers of North America Map](#)
- [Animated Map of Non-Native American Nations Control over N America 1750-2008](#)
- [History of the United States](#)
- [New England Colonies 1600s Map](#)
- [The Chief Settlements made in New England 1620–1675](#)
- [Early Carolina 1565-1733](#)
- [Roanoke Island Jamestown and St. Marys 1584-1632](#)
- [New Sweden 1638–1655](#)
- [Atlantic Coast Development 1650–1695](#)
- [Pequod War 1636–1638](#)
- [Siege of Christina Fort 1655](#)
- [King Philips War 1675–1676](#)
- [Types of Colonial Governments 1682–1730](#)
- [British Possessions in North America 1775](#)
- [French and Indian War 1754-1755](#)
- [Indian Nations](#)
- [The Far West 1686-1754](#)
- [Pioneer settlements on the western frontier 1700s](#)

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### Suggested Daily Schedule:

Day 1: Exploring North America

- Explore:
  - Review the following maps:
    - [New England Colonies 1600s Map](#)
    - [The Chief Settlements made in New England 1620–1675](#)
    - [Early Carolina 1565-1733](#)

- [Roanoke Island Jamestown and St. Marys 1584-1632](#)
- [New Sweden 1638-1655](#)
- [Atlantic Coast Development 1650-1695](#)
- [Types of Colonial Governments 1682-1730](#)
- [British Possessions in North America 1775](#)
- 
- Look at the following maps:
  - [The Far West 1686-1754](#)
  - [Pioneer settlements on the western frontier 1700s](#)
  -
- What do you observe? Keep these maps available as you read this week and following weeks.

Day 2:

- Read: [History of the United States](#) p. 145-150 sections 302-312

Day 3:

- Read:
  - [History of the United States](#) p. 150-155 sections 313-323

Day 4:

- Read:
  - [History of the United States](#) p. 155-159 sections 324-331

Day 5:

- Read:
  - Collect for responsible leaders:
    - O merciful Father in heaven, from You comes all rule and authority over the nations of the world for the punishment of evildoers and for the praise of those who do well. Graciously regard Your servants, those who make, administer, and judge the laws of this nation, and look in mercy upon all the rulers of the earth. Grant that all who receive the sword as Your servants may bear is according to Your command. Enlighten and defend them, and grant them wisdom and understanding that under their peaceable governance Your people may be guarded and directed in righteousness, quietness, and unity. Protect and prolong their lives that we with them may show forth the praise of Your name; through Jesus Christ, our Lord. (226)
- Discuss:
  - Our next readings will discuss the struggle to form the United States government and all of the variables that entailed. As you read next week, keep in mind this collect. Also, remember to pray it for your leaders!

## Week 22



### Topics:

- North America
- Government

### Words to Remember:

- Law: the system of rules which a particular country or community recognizes as regulating the actions of its members and which it may enforce by the imposition of penalties ORIGIN Old English lagu, from Old Norse lag 'something laid down or fixed'
- Custom: a traditional and widely accepted way of behaving or doing something that is specific to a particular society, place, or time ORIGIN Middle English: from Old French coustume, based on Latin consuetudo, from consuetus, past participle of consuescere 'accustom', from con- (expressing intensive force) + suescere 'become accustomed'.

### Textbook reference and written work:

- World map or globe
- [Political map of North America](#)
- [Physical map of North America](#)
- [List of North American countries and their capitals](#)
- [Landforms of North America Map](#)
- [Rivers of North America Map](#)
- [Animated Map of Non-Native American Nations Control over N America 1750-2008](#)
- [History of the United States](#)
- [New England Colonies 1600s Map](#)

- [The Chief Settlements made in New England 1620–1675](#)
- [Early Carolina 1565-1733](#)
- [Roanoke Island Jamestown and St. Marys 1584-1632](#)
- [New Sweden 1638–1655](#)
- [Atlantic Coast Development 1650–1695](#)
- [Peguod War 1636–1638](#)
- [Siege of Christina Fort 1655](#)
- [King Philips War 1675–1676](#)
- [Types of Colonial Governments 1682–1730](#)
- [British Possessions in North America 1775](#)
- [French and Indian War 1754-1755](#)
- [Indian Nations](#)
- [The Far West 1686-1754](#)
- [Pioneer settlements on the western frontier 1700s](#)

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### Suggested Daily Schedule:

Day 1: Exploring North America

- Explore:
  - Review the following maps:
    - [Types of Colonial Governments 1682–1730](#)
    - [British Possessions in North America 1775](#)
    - [The Far West 1686-1754](#)
    - [Pioneer settlements on the western frontier 1700s](#)
  - Look at the following maps:
    - [British Possessions in North America 1775](#)
    - [First Continental Congress, 1774](#)
    - [Second Continental Congress 1775](#)
    - [French and Indian War 1754-1755](#)
    - [Indian Nations](#)
  - What do you observe? Keep these maps available as you read this week and following weeks.
- Discuss:
  - Words to Remember

Day 2:

- Read: [History of the United States](#) p. 161-168 sections 332-348
- Review:
  - What is the difference between a custom and a law?
- Discuss as you read each day:
  - What were some of the different laws and customs in different places?
  -

Day 3:

- Read:
  - [History of the United States](#) p. 168-173 sections 349-359

Day 4:

- Read:
  - [History of the United States](#) p. 173-179 sections 360-372

Day 5:

- Read:
  - [History of the United States](#) p. 181-196 sections 373-400
  - [History of the United States](#) p. 290-302 sections 558-582
- Bonus reading:
  - [History of the United States](#) p. 197-211 sections 401-421
  - [History of the United States](#) p. 302-320 sections 582-623

- Australia- geographical overview
- Founding of Australia

### Words to Remember:

- Capitals of States and Territories of Australia:
  - Canberra: capital of Australian Capital Territory
  - Sydney: capital of New South Wales
  - Darwin: capital of Northern Territory
  - Brisbane: capital of Queensland
  - Adelaide: capital of South Australia
  - Hobart: capital of Tasmania
  - Melbourne: capital of Victoria
  - Perth: capital of Western Australia

### Textbook reference and written work:

- World map or globe
- [Political map of Australia](#)
- [Physical map of Australia](#)
- [States and Territories of Australia \(plus landforms\)](#)
- [Historical Records of Australia](#)
- [Memorandums by James Martin](#)
- [A Voyage to Terra Australis v. 1](#)
- [A Voyage to Terra Australis v. 2](#)

### Suggested Daily Schedule:

Day 1: Exploring Australia

- Explore:
  - Using your maps, find all of the capitals in Australia.
  - Using your maps, find the following landforms:
    - **Ayers Rock (Uluru):** a red rock mass in Northern Territory, Australia, southwest of Alice Springs. The largest monolith in the world, it is 1,143 feet (348 m) high and about 6 miles (9 km) in circumference. Aboriginal name Uluru.
    - **Cape York Peninsula:** a cape extending into the Torres Strait at the northeast tip of Australia, in Queensland. It is the northernmost point of the continent of Australia.
    - Whitsundays Islands
    - Darling Range
    - Fraser Island
    - **Great Dividing Range:** a mountain system in eastern Australia. Curving roughly parallel to the coast, it extends from eastern Victoria to northern Queensland. Also called Great Divide.
    - **Lake Eyre:** a lake in northeastern South Australia, in southern Australia, the country's largest salt lake.
    - **Mt. Kosciuszko:** a mountain in southeastern Australia, in the Great Dividing Range. Rising to a height of 7,234 feet (2,228 m), it is the highest mountain in Australia.

Day 2:

- Read:
  - [Historical Records of Australia](#) Introduction p. xvii-xxv

Day 3:

- Read:
  - [Historical Records of Australia](#) Introduction p. xxv-xxvii
- Discuss:
  - Thinking back to your recent studies, what was going on in North America at the same time Australia was being explored and colonized?

Day 4:

- Explore:
  - As you read, keep an eye on your maps to orient yourself during the reading.
- Read:
  - [Historical Records of Australia](#) p. 1-2
- Discuss:
  - Who sent Governor Phillip?
  - In what other context have you heard about this leader? (King George III)?

Day 5:

- Read:

- [Historical Records of Australia](#) p. 2-8
  - Discuss:
    - What authority was Governor Phillip given by King George III? (the notes in the margins are a good reference point)
- 

## Week 24



### Topics:

- Australia- geographical overview
- Founding of Australia

### Words to Remember:

- Capitals of States and Territories of Australia:
  - Canberra: capital of Australian Capital Territory
  - Sydney: capital of New South Wales
  - Darwin: capital of Northern Territory
  - Brisbane: capital of Queensland
  - Adelaide: capital of South Australia
  - Hobart: capital of Tasmania
  - Melbourne: capital of Victoria
  - Perth: capital of Western Australia

### Textbook reference and written work:

- World map or globe
- [Political map of Australia](#)
- [Physical map of Australia](#)
- [States and Territories of Australia \(plus landforms\)](#)
- [Historical Records of Australia](#)
- [Picture of The First Fleet entering Port Jackson](#)
- [Memorandums by James Martin](#)
- [Map of places mentioned in Martin's Memorandums](#)
- [A Voyage to Terra Australis v. 1](#)
- [A Voyage to Terra Australis v. 2](#)

### Suggested Daily Schedule:

Day 1: Exploring Australia

- Review: Capitals and land forms of Australia

Day 2:

- Read:
  - [Historical Records of Australia](#) p. 9-16
- Discuss:
  - What was Governor Phillip supposed to do according to King George III? (the notes in the margins are a good reference point)
  -

Day 3:

- Read:
  - [Historical Records of Australia](#) p. 16-23 (May 15 letter-partial paragraph at the top of p. 23)
- Discuss:
  - [Picture of The First Fleet entering Port Jackson](#).
  - What did Governor Phillip see and do once arriving in Australia?
  - How did these things match or not match the job he was given by King George III?

Day 4:

- Read:
  - [Historical Records of Australia](#) p. 319
- Discuss:
  - What did Governor Phillip send back to King George III?
- Discuss:
  - Tomorrow we will begin reading the account of a group of convicts that escapes. Before we do that, review the Fourth Commandment.
  - Under whose authority were the convicts?

- Was it right for them to escape? What should they have done?

Day 5:

- Read:
  - [Memorandums by James Martin](#) p. 41-58
- Explore:
  - Follow the [Map of places mentioned in Martin's Memorandums](#) as you read.

## Week 25



### Topics:

- Australia- geographical overview
- Founding of Australia

### Words to Remember:

- Cartographer: a person who draws or produces maps

### Textbook reference and written work:

- World map or globe
- [Political map of Australia](#)
- [Physical map of Australia](#)
- [States and Territories of Australia \(plus landforms\)](#)
- [Historical Records of Australia](#)
- [Memorandums by James Martin](#)
- [Map of places mentioned in Martin's Memorandums](#)
- [A Voyage to Terra Australis v. 1](#)
- [A Voyage to Terra Australis v. 2](#)

### Suggested Daily Schedule:

Day 1:

- Read:
  - [Memorandums by James Martin](#) p. 59-74
- Explore:
  - Follow the [Map of places mentioned in Martin's Memorandums](#) as you read.
- Discuss:
  - Did James' escape go as planned? What consequences did James and the other escapees experience?

Day 2:

- Discuss:
  - Governor Phillip served as Governor of New South Wales from 1788-1792. After Governor Phillip retired, John Hunter served as Governor of New South Wales from 1795-1800.
  - In 1801, Matthew Flinders, a navigator and cartographer, set sail to explore Australia. He ended up circumnavigating Australia and identifying it as a continent. He wrote *A Voyage to Terra Australis* to document his voyages to Australia and imprisonment by the French (who were again at war with the British). The full title of the account was *Voyage to Terra Australis; Undertaken for the purpose of completing the discovery of that vast country, and prosecuted in the years 1801, 1802, and 1803, His Majesty's Ship the Investigator and subsequently in the armed vessel Porpoise and Cumberland Schooner, with an account of the shipwreck of the Porpoise, arrival of the Cumberland at Mauritius, and imprisonment of the Commander during six years and a half in that island.* What a title!
  - In the Preface of his book, Flinders further establishes the purpose for his voyage (completing the discovery of Australia) as building on the explorations of others so as to benefit those who will come after him.
  - In the Introduction, then, he summarizes the previous explorations and thus sets forth the context of his voyage within a history larger than his own.
- Read:
  - [A Voyage to Terra Australis v. 1](#) p. i-vi
- Discuss:
  - Be sure to consult your maps as you read!
  - Note: There may be reports you want to skip as you read.

Day 3:

- Read:
  - [A Voyage to Terra Australis v. 1](#) p. i-vi
- Discuss:



- What did the explorers observe?

Day 4:

- Read:
  - [A Voyage to Terra Australis v. 1](#) p. vii-xv (through Cook)
- Discuss:
  - What did the explorers observe?

Day 5:

- Read:
  - [A Voyage to Terra Australis v. 1](#) p. xv- xxx (through Bligh and Portlock)
- Discuss:
  - What did the explorers observe?

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## Week 26



### Topics:

- Australia- geographical overview
- Founding of Australia

### Words to Remember:

- Cartographer: a person who draws or produces maps

### Textbook reference and written work:

- World map or globe
- [Political map of Australia](#)
- [Physical map of Australia](#)
- [States and Territories of Australia \(plus landforms\)](#)
- [Historical Records of Australia](#)
- [Memorandums by James Martin](#)
- [Map of places mentioned in Martin's Memorandums](#)
- [A Voyage to Terra Australis v. 1](#)
- [A Voyage to Terra Australis v. 2](#)

### Suggested Daily Schedule:

Day 1:

- Read:
  - [A Voyage to Terra Australis v. 1](#) p. xxx-xlvi (read over Day 1 and Day 2)
- Discuss:
  - What did the explorers observe?
  - Note: there may be some observations you want to skip as you read

Day 2:

- Read:
  - [A Voyage to Terra Australis v. 1](#) p. xxx-xlvi (read over Day 1 and Day 2)
- Discuss:
  - What did the explorers observe?
  - Note: there may be some observations you want to skip as you read

Day 3:

- Read:
  - [A Voyage to Terra Australis v. 1](#) p. xlix-li (through Edel)
- Discuss:
  - What did the explorers observe?

Day 4:

- Read:
  - [A Voyage to Terra Australis v. 1](#) p. li-lv (through Pelsert)
- Discuss:
  - What did the explorers observe?

Day 5:

- Read:

- [A Voyage to Terra Australis v. 1](#) p. lv-lxvii
- Discuss:
  - What did the explorers observe?

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## Week 27



### Topics:

- Australia- geographical overview
- Founding of Australia

### Words to Remember:

- Cartographer: a person who draws or produces maps

### Textbook reference and written work:

- World map or globe
- [Political map of Australia](#)
- [Physical map of Australia](#)
- [States and Territories of Australia \(plus landforms\)](#)
- [Historical Records of Australia](#)
- [Memorandums by James Martin](#)
- [Map of places mentioned in Martin's Memorandums](#)
- [A Voyage to Terra Australis v. 1](#)
- [A Voyage to Terra Australis v. 2](#)

### Suggested Daily Schedule:

Day 1:

- Read:
  - [A Voyage to Terra Australis v. 1](#) p. lxxviii-lxxxiv (read over Day 1 and Day 2)
- Discuss:
  - What did the explorers observe?

Day 2:

- Read:
  - [A Voyage to Terra Australis v. 1](#) p. lxxviii-lxxxiv (read over Day 1 and Day 2)
- Discuss:
  - What did the explorers observe?

Day 3:

- Read:
  - [A Voyage to Terra Australis v. 1](#) p. lxxxv-lxxxii (through Tasman)
- Discuss:
  - What did the explorers observe?

Day 4:

- Read:
  - [A Voyage to Terra Australis v. 1](#) p. lxxxii-lxxxvii (through Marion)
- Discuss:
  - What did the explorers observe?

Day 5:

- Read:
  - [A Voyage to Terra Australis v. 1](#) p. lxxxvii-xciv
- Discuss:
  - What did the explorers observe?

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## Week 28



### Topics:

- Australia- geographical overview
- Founding of Australia

### Words to Remember:

- Cartographer: a person who draws or produces maps

**Textbook reference and written work:**

- World map or globe
- [Political map of Australia](#)
- [Physical map of Australia](#)
- [States and Territories of Australia \(plus landforms\)](#)
- [Historical Records of Australia](#)
- [Memorandums by James Martin](#)
- [Map of places mentioned in Martin's Memorandums](#)
- [A Voyage to Terra Australis v. 1](#)
- [A Voyage to Terra Australis v. 2](#)

**Suggested Daily Schedule:**

Day 1:

- Discuss:
  - Flinders has now brought us to where we began- to Governor Phillips. As you read, discuss how Flinders confirms or deviates from Phillips' account.
- Read:
  - [A Voyage to Terra Australis v. 1](#) p. xcv-ciii (read over Day 1 and Day 2)
- Discuss:
  - What did the explorers observe?

Day 2:

- Read:
  - [A Voyage to Terra Australis v. 1](#) p. xcv-ciii (read over Day 1 and Day 2)
- Discuss:
  - What did the explorers observe?

Day 3:

- Read:
  - [A Voyage to Terra Australis v. 1](#) p. civ-cxx (through Bass) (read over Day 3 and Day 4)
- Discuss:
  - What did the explorers observe?

Day 4:

- Read:
  - [A Voyage to Terra Australis v. 1](#) p. civ-cxx (through Bass) (read over Day 3 and Day 4)
- Discuss:
  - What did the explorers observe?

Day 5:

- Read:
  - [A Voyage to Terra Australis v. 1](#) p. cxx-cxxxvii (through Flinders)
- Discuss:
  - What did the explorers observe?

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 Week 29

Not available

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 Week 30

Not available

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 Week 31

Not available

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 Week 32

Not available

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 Week 33

Not available

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 Week 34

Not available

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 Week 35

Not available

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 Week 36

Not available