

# The Instructor's Guide to Snapshots of Early Modern History

*Volume 2*



*with Supplemental Reading Suggestions,  
Hands-on Activity Instructions,  
Vocabulary and Pronunciation Guides,  
Timeline and Map Work Instructions,  
Review Materials,  
Answer Keys,  
and more!*

**BY RACHEL MEYERS, M.A.**

# **The Instructor's Guide to Snapshots of Early Modern History Vol. 2**

**WRITTEN BY RACHEL MEYERS, M.A.**

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# Introduction

*The Instructor's Guide to Snapshots of Early Modern History Vol. 2* is a supplemental resource for *Snapshots of Early Modern History Vol. 2*. This book provides activities, supplemental reading, definitions, review materials and more to enrich your experience using *Snapshots of Early Modern History Vol. 2*. The companion book *A Student's Guide to Snapshots of Early Modern History Vol. 2* provides worksheets, activity pages, maps, coloring pages, and review materials for student use. Together these two books expand *Snapshots of Early Modern History Vol. 2* into a complete curriculum.

*Snapshots of Early Modern History Vol. 2* is designed to be a homeschool history curriculum for 3rd-6th grade children. Many homeschooling families prefer to teach history as a group subject, teaching multiple grade levels at the same time. As such, this book includes activities and reading suggestions that are suitable for a wide age range of students. Use your best judgment when selecting which books and activities would be suitable for your child(ren).

## What's Included in *The Instructor's Guide to Snapshots of Early Modern History Vol. 1*?

- **General Reading Suggestions:** A short list of general reading suggestions for the whole year is included at the beginning of this book.
- **Sample schedules:** A handful of sample schedules for using *Snapshots of Early Modern History Vol. 2* are included to help make planning your year easier.
- A section for each of the 36 chapters in *Snapshots of Early Modern History Vol. 2* which includes:
  - **People, Places, and Things:** This section is intended mainly as a reference for instructors. It includes pronunciation guides and short definitions of the proper nouns and other important terms contained in the chapter. This section can be used as a reference for recalling important facts from the chapter or for creating your own review questions or activities.
  - **Comprehension Questions:** Each chapter has 3–6 comprehension questions. These are basic questions about the information in the chapter. Some are short and have a clear answer. Others are more open-ended and ask a student to recall a broad set of information from the chapter. Sample answers are provided. The student's answer does not need to match the sample answer. On broader questions, the student should not be expected to recall every detail from the chapter, but to instead show a general comprehension of the topic.
  - **What Do You Think Questions:** 1–2 What Do You Think questions are provided per chapter. These are open-ended opinion questions designed to get the child thinking. These questions aren't called Discussion Questions for a reason. Most elementary students aren't capable of having a back and forth discussion on historical topics, but they are capable of offering opinions. The What Do You Think questions are designed to allow students the opportunity to offer opinions and think about history in a more open-ended way. As elementary students, their answers to these questions will probably be short and simple, but being asked to place themselves in a historical situation will help students begin to develop critical thinking and analysis skills.
  - **Timeline Dates:** Timeline work is a key component of *Curiosity Chronicles*. Even though *Snapshots of Early Modern History Vol. 2* is told in a broadly chronological order, events happened all over the globe at different paces, making a strictly chronological history impossible. Timeline work allows students the opportunity to visually see the flow of history and events that were happening in different parts of the globe at the same time. Each chapter lists which events should be added to the timeline. The expansion product Ted's Timeline Kit includes printable wall and notebook timelines as well as printable date markers for important dates in *Snapshots of Early Modern History Vol. 2*.
  - **Map work:** Map work is another important component of any history study to ensure students are familiar with where events happened around the globe. Most chapters include a description of a short map activity for students to complete about the events of the chapter.
  - **Coloring page:** The student book contains a coloring page for each chapter, which is also listed in the instructor book.

- A section for each of the 18 sections in *Snapshots of Early Modern History Vol. 2* which includes:
  - **Reading Suggestions:** Every section includes supplemental reading suggestions. Some topics have more supplemental reading suggestions available than others. These suggestions are divided into picture books, informational books, and chapter books to help you determine which books would work best for your child. A short description of each book is provided.
  - **Cross References:** Relevant pages for the recommended general books are listed for each chapter.
  - **Hands-On Activities:** Each chapter includes descriptions of at least two hands-on activities you can complete with your child. These activities provide important opportunities for kinesthetic learners and for making history fun. There are a variety of activity types to appeal to many different types of learners.
  - **Minecraft:** Each chapter also includes a suggested Minecraft building activity. Minecraft is a popular game that has many educational benefits. Minecraft can provide your child with a hands-on history project without the mess and expense of many other activities. It is available for PCs, Macs, Android, and iOS devices, as well as Xbox, Playstation, and Kindle Fire. For history class, you will want to play Minecraft offline, using the peaceful and creative mode settings. Other similar building programs could be used instead of Minecraft. Some Minecraft activities could be completed with LEGOs instead, but the scale of some projects may make it difficult to complete them with LEGOs.
- **Review Materials:** Instructions for various review games as well as the questions and answers for certain review activities are included near the end of the book.
- **Answer Key:** An answer key to the various activities in the student book is included at the end of the book. This includes completed map work and answer for the crosswords, word searches, and other activities in the student book.

#### **What's Included in A Student's Guide to Snapshots of Early Modern History Vol. 2?**

- A chapter corresponding to each chapter in *Snapshots of Early Modern History Vol. 2* which includes:
  - A vocabulary word and definition match
  - Comprehension and What Do You Think Questions with space to write answers
  - A list of timeline dates to add
  - Instructions for map work
  - Additional activities such as crosswords or word searches
  - A map for the chapter
  - A coloring page for each chapter
  - Some chapters contain additional activity pages or printables to go along with hands-on activities from *The Instructor's Guide*.
- Printable pages for review activities every six chapters.



# General Book Recommendations

The following books are general reference books that would be valuable resources throughout your study of history. Cross references to each relevant book are provided for each chapter. These books may also contain topics not covered in *Snapshots of Early Modern History Vol. 1* which would enrich your study of history.

*The Usborne Encyclopedia of World History: Internet Linked* (Usborne Pub Ltd, 2010)

*The Kingfisher History Encyclopedia* (Kingfisher, 2012)

These books are both general encyclopedia reference books for children. Their rich pictures and general information make these books valuable starting places for new topics.

*Vincent's Starry Night and Other Stories: A Children's History of Art*, by Michael Bird (Laurence King Publishing Ltd, 2016)

This book provides a series of short vignettes of artists and art movements throughout history. It is arranged in chronological order and can offer additional learning on artistic topics throughout this era of history.

*Illustrated Book of Myths*, by Neil Philip (DK Publishing, 1995)

This is an illustrated reference book that retells many myths from around the world. The book is arranged by topic of the myth, which allows readers to compare and contrast themes across cultures. Many of the myths in this book focus on ancient cultures, but a few are relevant to this era.

*The Kids Book of World Religions*, by Jennifer Glossop (Kids Can Press, 2013)

*The Usborne Encyclopedia of World Religions: Internet-linked*, by Susan Meredith and Clare Hickman (Usborne Pub, 2012)

Both of these books are general encyclopedias on religion. Religion is a much smaller focus in *Snapshots of Early Modern History Vol. 2* than in previous books. These books can be used to review previously introduced religions if needed, especially Judaism. The Usborne Encyclopedia includes a small section on Mormonism, which is the only religious group introduced in this volume.

## Sample Schedules

*Snapshots of Early Modern History Vol. 2* contains 36 chapters which are paired together into 18 sections of related topics. The book is intended to be completed at a pace of two chapters per week, allowing both volumes 1 and 2 of *Early Modern History* to be completed in a 36 week school year. You can, of course, complete the book faster or slower.

### **2 Short Session (15-30 minutes) per Week:**

- (Every three weeks, begin with a short review activity)  
Read/listen to the chapter from *Snapshots of Early Modern History*.  
Complete the activity pages, timeline work, map work, and coloring page in the student book.

### **2 Session (30-45 minutes) per Week:**

- (Every three weeks, begin with a short review activity)  
Read/listen to the chapter from *Snapshots of Early Modern History*.  
During one session: Complete one hands-on activity (some activities will take longer to complete, so if time is a concern select the activity accordingly).  
During the other session: Read 1-2 supplemental books.

### **1 Long Session (60+ minutes) per Week:**

- (Every three weeks, begin with a short review activity)  
Read/listen to one section (two chapters) from *Snapshots of Early Modern History*.  
Read 1-2 supplemental books.  
Complete one hands-on activity.



## **1 Long Session (60+ minutes) per Week:**

- (Every three weeks, begin with a short review activity)  
Read/listen to one section (two chapters) from *Snapshots of Early Modern History*.  
Complete the activity pages, timeline work, map work, and coloring page in the student book.  
Complete one hands-on activity OR read 1-2 supplemental books.

## **4 Short Sessions (30 minutes) per Week:**

- *Day 1:*  
Read/listen to a chapter from *Snapshots of Early Modern History*.  
Read the relevant pages from the Usborne or Kingfisher Encyclopedia.  
(Add a review activity every three weeks)
- *Day 2:*  
Complete the activity pages, timeline work, map work, and coloring page in the student book  
Read 1-2 supplemental books
- *Day 3:*  
Read/listen to a chapter from *Snapshots of Early Modern History*.  
Read the relevant pages from the Usborne or Kingfisher Encyclopedia.  
(Add a review activity every three weeks)
- *Day 4:*  
Complete the activity pages, timeline work, map work, and coloring page in the student book  
Complete one hands-on activity

## **5 Short Sessions (30 minutes) per Week:**

- *Day 1:*  
Read/listen to a chapter from *Snapshots of Early Modern History*.  
Read the relevant pages from the Usborne or Kingfisher Encyclopedia.
- *Day 2:*  
Complete the activity pages, timeline work, map work, and coloring page in the student book  
Read 1-2 supplemental books
- *Day 3:*  
Read/listen to a chapter from *Snapshots of Early Modern History*.  
Read the relevant pages from the Usborne or Kingfisher Encyclopedia.  
(Add a review activity every three weeks)
- *Day 4:*  
Complete the activity pages, timeline work, map work, and coloring page in the student book  
Complete one hands-on activity
- *Day 5:*  
Complete an additional hands-on activity or supplemental reading  
Every three weeks complete a review activity

# Planning Guide

Date	Chapter	Hands-On Activity & Needed Supplies	Supplemental Reading Choices
Section 19: Enlightened Absolutism			
	Chapter 37: Catherine Seizes Power		
	Chapter 38: Catherine Expands Russia		
Section 20: Life in the Pacific			
	Chapter 39: Captain Cook Searches for Fabled Lands		
	Chapter 40: King Kamehameha Unites Hawaii		
Section 21: The American Revolution			
	Chapter 41: America Marches to Revolution		
	Chapter 42: The United States Writes the Constitution		
Section 22: Ripple Effects of the Revolution			
	Chapter 43: The United States Fights the Western Confederacy		
	Chapter 44: Canada Remains Loyal to Great Britain		
Section 23: The Land Down Under			
	Chapter 45: Aboriginals and Convicts in Australia		
	Chapter 46: Hongi Hika Trades for Guns		

# Planning Guide

Date	Chapter	Hands-On Activity & Needed Supplies	Supplemental Reading Choices
Section 24: Trouble in France			
	Chapter 47: Lavish Living in France		
	Chapter 48: Heads Roll in France		
Section 25: Freedom from Slavery			
	Chapter 49: Haiti Wins Its Freedom		
	Chapter 50: Abolitionists Fight Slavery		
Section 26: The United States Expands			
	Chapter 51: America Debates Its Identity		
	Chapter 52: Sacagawea Leads the Way		
Section 27: Europe Begins to Modernize			
	Chapter 53: The Industrial Revolution Gets Rolling		
	Chapter 54: The Romantics Strive for Meaning		
Section 28: Emperor Napoleon			
	Chapter 55: Napoleon Crowns Himself		
	Chapter 56: Napoleon Abdicates—Twice		

# Planning Guide

Date	Chapter	Hands-On Activity & Needed Supplies	Supplemental Reading Choices
Section 29: The Bolivarian Revolutions			
	Chapter 57: A Tale of Two Generals		
	Chapter 58: Bolivar and San Martin Liberate South America		
Section 30: Latin American Revolutions Continue			
	Chapter 59: “Independence or Death” in Brazil		
	Chapter 60: The Cry of Dolores Rings Out in Mexico		
Section 31: Empires of Africa			
	Chapter 61: Shaka Forges the Zulu		
	Chapter 62: Usman Starts a Caliphate		
Section 32: Natives in North America			
	Chapter 63: Russia Hunts Furs in Alaska		
	Chapter 64: Jackson Paves the Trail of Tears		
Section 33: Victorian Britain			
	Chapter 65: Victoria Takes the Throne		
	Chapter 66: The Rise of the Middle Class		

# Planning Guide

Date	Chapter	Hands-On Activity & Needed Supplies	Supplemental Reading Choices
Section 34: British Imperialism			
	Chapter 67: The Victorians Play the Great Game		
	Chapter 68: The British Smuggle Opium Into China		
Section 35: Pain and Relief			
	Chapter 69: Potatoes Rot in Ireland		
	Chapter 70: Protesting for Social Good		
Section 36: The March to a New World			
	Chapter 71: The United States Stretches from Sea to Shining Sea		
	Chapter 72: The Revolutions of '48 Tear Across Europe		

# Section 19: Enlightened Absolutism

## Culture Corner: The Enlightenment

### People in This Section

- **Denis Diderot** (*de-nee dee-du-rob*): Leading French Enlightenment philosopher who created the *Encyclopedie* and promoted secular education.
- **Jean-Jacques Rousseau** (*jon jak ru-sou*): Leading French Enlightenment philosopher who promoted education reform and expanding education for men.
- **John Locke**: English philosopher in the 1600s who described the social contract between citizens and government and supported inalienable rights.
- **Voltaire** (*vol-tare*): Leading French Enlightenment philosopher that fiercely defended free speech, freedom of religion, and separation of church and state.

### Places in This Section

- **Lisbon**: The capital of Portugal; hit by a massive earthquake in 1755.

### Things in This Section

- **Absolutist monarchy**: Monarchy where the monarch has absolute power and can act however they please; the common people are not represented.
- **Conservative**: People or ideas who support keeping or returning to a rigid social order.
- **Constitutional monarchy**: Monarchy where the monarch has limited power; governed by a constitution with multiple branches of government; common people may be represented.
- **Democracy**: Government with direct voting on leaders and laws of the country.
- **Democratic**: People or ideas that support the right to vote.
- **The Encyclopedie** (*a-se-clo-pe-di*): Largest and most comprehensive secular encyclopedia of its time; written by Denis Diderot.
- **Enlightenment**: Philosophical movement that started in Europe in the mid-1700s and supported logic, reason, secularization, education, individual rights, and government reform.
- **Liberal/Progressive**: People or ideas that support changing the rigid social order of the Middle Ages and creating a more equal society.
- **Lisbon earthquake**: An earthquake that rocked Lisbon, Portugal on November 1, 1755. Its destruction became a turning point for the age of Enlightenment as people rejected a religious explanation of the earthquake.
- **Republic**: Government where power is divided between multiple elected leaders or branches of government; has a constitution or similar framework of laws to govern the country.
- **Republican**: People or ideas that support having or creating a republic.
- **Royalist**: Person or ideas that support monarchy.
- **Salons**: Fancy parties hosted by wealthy women where philosophers discussed the Enlightenment with the rich and famous.
- **Scientific Revolution**: Revolution in scientific thinking beginning in the 1600s that supported the idea that all science could be explained through logic, reason, and evidence. This change in scientific thinking laid the groundwork for the Enlightenment.

# Chapter 37: Catherine Seizes Power

## People in This Chapter

- **Catherine the Great/Sophia of Anhalt-Zerbst** (*an-bait-zerbst*): Empress of Russia from 1762 to 1796; born the daughter of Christian August and Joanna Elizabeth Holstein-Gottorp; great-granddaughter of the King of Denmark; seized the Russian throne from her husband in a coup.
- **Empress Elizabeth**: Empress of Russia from 1741 to 1762; daughter of Peter the Great; chose her nephew Peter III as heir and arranged his marriage to Sophia/Catherine; died in the middle of the Seven Years' War.
- **Frederick the Great of Prussia**: Prussian king and military leader, an enlightened absolutist who ruled at the same time as Catherine the Great.
- **Grigory Orlov** (*gre-go-ri ar-lov*): A military officer who conspired with Catherine the Great to oust her husband, Peter III, so she could become Empress of Russia.
- **Gustav III of Sweden**: Swedish king and enlightened absolutist ruling at the same time as Catherine the Great.
- **Joanna Elizabeth Holstein-Gottorp** (*hos-ten go-toor*): Mother of Catherine the Great; had aspirations of gaining more power for herself through her daughter's marriage; tried to spy on behalf of Frederick the Great of Prussia.
- **Joseph II of Austria**: Holy Roman Emperor, an enlightened absolutist ruling at the same time as Catherine the Great; his Enlightened reforms failed spectacularly leading to caution by other Enlightened rulers.
- **Peter III**: Ruled Russia for a few months in 1762; grandson of Peter the Great; husband of Catherine the Great; born and raised in the Duchy of Holstein-Gottorp; Protestant and native German speaker; took the throne in Russia after Empress Elizabeth's death but was not crowned; ousted in a coup led by Catherine the Great.

## Places in This Chapter

- **Holstein-Gottorp** (*Hos-ten go-toor*): A duchy on the border of the Holy Roman Empire and Denmark; home of Peter III.

## Things in This Chapter

- **Abdicate**: To officially give up claim to the throne.
- **All Russian Legislative Commission**: Convened in 1767 with the purpose of advising Catherine the Great on reforming Russian laws, following the publication of the *Nakaz*; consisted of over 500 representatives from all the free classes in Russia.
- **Coup** (*Koo*): a sudden seizure of power through illegitimate/illegal means; Catherine performed a coup with the help of Grigory Orlov by gaining allegiance from the military, being crowned by the clergy, then ordering the arrest of her husband, Peter III.
- **Enlightened Absolutist /Enlightened Despot**: A monarch or authoritarian leader who rules with the people in mind; believed that governments were meant to serve and protect the people but could not always live up to the lofty ideals of the Enlightenment.
- **Lutheran**: Type of Christianity founded by Martin Luther; main religion in many German states; original religion of Catherine the Great.
- **Nakaz** (*na-kaz*): Published in 1767, written by Catherine the Great; a set of guidelines on making laws that were heavily based on Enlightenment ideas; first major work of Enlightenment philosophy written in Russian.
- **Russian Orthodox Christianity**: The official religion of Russia and a powerful force in the Russian government; Catherine converted to Russian Orthodoxy and made alliances with the clergy to gain power.
- **Seven Years' War**: First global war fought from 1756 to 1763. Peter III suddenly withdrew Russia from the war, harming Russian honor and power.



## **Comprehension Questions**

1. Why did Russia leave the Seven Years' War? *When Peter III took the throne, he loved Germany, wanted to be friends with Frederick the Great, and preferred Holstein-Gottorp to Russia.*
2. How did Catherine the Great become Empress of Russia? *She staged a coup where she won the support of the military, clergy, and nobility, then had Peter III arrested.*
3. What is enlightened absolutism? *When monarch wields absolute power but uses it to enact enlightened ideas, such as protecting individual rights.*
4. Were Joseph II's enlightened reforms successful? Why or why not? *Joseph II considered his enlightened reforms unsuccessful because he made many enemies through his reforms, and the reforms did not stick.*

## **What Do You Think Questions**

1. How would you feel if you were summoned to the All Russian Legislative Commission? What sort of advice would you give Catherine the Great?

## **Timeline**

- 1762 — Catherine the Great's Coup
- 1767 — Catherine the Great publishes the Nakaz

## **Map Work**

- none

## **Coloring Page**

- Catherine the Great in uniform riding a horse

# Chapter 38: Catherine Expands Russia

## People in This Chapter

- **Cossacks** (*ko-saks*): An often persecuted minority in Russia; many Cossacks joined Pugachev's Rebellion.
- **Dr. Edward Jenner**: English doctor who invented vaccination, a safer technique than inoculation to gain immunity.
- **Dr. Thomas Dimsdale**: Leading inoculation expert in Europe; gave the first inoculation in Russia to Catherine the Great.
- **Lady Wortley Montagu** (*WERT-lee MON-ta-gu*): Wife of a British ambassador to the Ottoman Empire; witnessed inoculation in Istanbul and introduced the inoculation process to Europe.
- **Old Believers**: People who didn't support newer reforms within the Russian Orthodox Church; many Old Believers joined Pugachev's Rebellion.
- **Serfs**: Essentially slaves; peasant farmers required to work for the nobility; they worked to farm land they lived on without pay; the nobles also controlled all discipline and rights of serfs.
- **Yemelyan Pugachev** (*ye-MEL-i-an po-ga-chev*): Disgruntled former lieutenant of the Russian Army living in the Ural Mountains; convinced a large group of Coassks, serfs, and Old Believers that he was Peter III and attempted to found his own kingdom.

## Places in This Chapter

- **Alaska**: Area is northwestern North America; colonized by Russians, because of an abundance of luxury furs, such as sea otter, beaver, wolf, fox, muskrat, and mink.
- **Baltic Sea**: Sea in Northern Europe where Russia's navy was stationed.
- **Bosphorus** (*bas-for-us*): A natural strait located in northwestern Turkey that separates Europe and Asia; also known as the Strait of Istanbul; Catherine sailed the Russian Navy through the Bosphorus to surprise attack the Ottomans from behind.
- **Crimea** (*kri-me-a*): A peninsula on the Black Sea seized by Catherine the Great.
- **Kingdom of Georgia**: A small Christian kingdom in the Caucasus Mountains; essential spot for travel between the Middle East and Russia; Russia became the official protector.
- **Polish-Lithuanian Commonwealth**: Indirectly ruled by Catherine the Great through puppet kings; portions of the country were annexed by Russia, Prussia, and Austria in 1772, 1790, and 1795.

## Things in This Chapter

- **Annex**: To add a new piece of land to a country, often without a war or major conflict.
- **Annexation of Crimea**: In 1783, Catherine the Great declared that Crimea was part of Russia.
- **Inoculation**: A process where doctors would intentionally infect people with a mild strain of a disease in an effort to become immune.
- **Partition of Poland**: Began in 1772, occurred again in 1790, and concluded in 1795; Prussia, Austria, and Russia agreed to annex increasingly larger pieces of the Polish-Lithuanian Commonwealth; Poland and Lithuania ceased to exist until after World War I.
- **Pugachev's Rebellion** (*po-ga-chev*): Led by Yemelyan Pugachevm who claimed to be Peter III; offered freedom to the serfs, freedom of religion, and freedom from taxes; this rebellion convinced Catherine the Great to not free the serfs.
- **Puppet King/Ruler**: The apparent ruler of a country who is actually acting on the orders/wishes of another person.
- **Russo-Turkish War**: War between Russia and the Ottoman Empire between 1787-1792; Russian army crossed into the Ottoman Empire while chasing down Polish fighters, leading the Ottoman Empire to declare war; Russia decided this was the perfect time to acquire more warm water ports and expand its southern border.

- **Smallpox:** A disease responsible for millions of deaths around the world; the first disease an inoculation process and then vaccine was developed for.
- **Vaccination:** A safer technique than inoculation to gain immunity to a disease.

### Comprehension Questions

1. How did Catherine the Great fight off smallpox in Russia? *She invited Dr. Dimsdale to inoculate herself and the Russian people. Later Russia switched to the safer process of vaccination.*
2. What was life like as a Russian serf? *Serfs had very few rights, were required to farm the land, weren't paid, and couldn't leave their land without the landowner's permission.*
3. What happened during Pugachev's Rebellion? *Yemelyan Pugachev impersonated Peter III and challenged Catherine for control of Russia.*
4. How did Crimea become part of Russia? *Catherine the Great declared it part of Russia in 1783 without even fighting a war.*
5. What is the partition of Poland? Why did it happen? *Prussia, Russia, and Austria got puppet politicians elected in Poland, who voted to break up their country between the three nations. It happened because the three countries wanted Poland's land but didn't want to wage a war over it.*

### What Do You Think Questions

1. What do you think of Catherine the Great's successes and failures as an enlightened absolutist?

### Timeline

- 1768 — Catherine inoculated against smallpox
- 1772 — First Partition of Poland
- 1773 — Pugachev's Rebellion
- 1783 — Annexation of Crimea
- 1793 — Second Partition of Poland
- 1795 — Third Partition of Poland
- 1796 — Catherine the Great dies

### Map Work

1. Label the dot for Moscow.
2. Label the dot St. Petersburg.
3. Label the Crimean Peninsula.
4. Label the Black Sea.
5. Label Prussia, Austria, Russia, and the Ottoman Empire. Color each country its own color.
6. Look at the first map on page 21 of *Snapshots of Early Modern History Vol. 2*. Roughly draw the borders of pre-partition Poland.

### Coloring Page

- Catherine the Great getting inoculated against smallpox

# Section 19 Materials

## Reading Suggestions

### **Informational Books:**

*You Wouldn't Want to Live Without Vaccinations!*, by Anne Rooney (Franklin Watts, 2015)

Part of the *You Wouldn't Want to Be* series, this book explores the history of disease and the advances of vaccination.

### **Chapter Books:**

*Catherine: The Great Journey, Russia, 1743*, by Kristiana Gregory (Scholastic, 2005)

Part of the *Royal Diaries* series, this book is written as the journal of teenage Sophia Anhalt-Zerbst as she travels to Russia, meets Peter III, and converts to Russian Orthodox Christianity. The book ends after Catherine's engagement to Peter but before their wedding.

*Dr. Jenner and the Speckled Monster: The Discovery of the Smallpox Vaccine*, by Albert Marrin (Dutton Juvenile, 2002)

This book provides a detailed history of smallpox. It begins by discussing the role smallpox played in the colonization of the Americas and then backtracks to prehistory to explore the entire history of the disease. Most of the book focuses on the work in the 1700s to develop the first vaccine. It then discusses the global vaccination campaign to eradicate smallpox. This book includes some photographs of smallpox and some descriptions that may be upsetting to sensitive readers.

*Great Minds of Science: Edward Jenner, Conqueror of Smallpox*, by Ana Maria Rodriguez (Enslow Publishers, 2006)

This chapter book biography of Edward Jenner explores his life and his research, including his invention of the smallpox vaccination. The beginning of the book also includes a brief history of smallpox and the process of inoculation.

*Where Is the Kremlin?*, by Deborah Hopkinson (Penguin Workshop, 2019)

Part of the *Who Was* series, this book explores the history of the Kremlin, the central government building in Russia. This book covers the Kremlin's history from the medieval era to the modern day. One chapter in the book is dedicated to the many building and expansion projects Catherine the Great undertook at the Kremlin.

*Who Was Catherine the Great?*, by Pam Pollack and Meg Belviso (Penguin Workshop, 2021)

Part of the *Who Was* series, this biography of Catherine the Great follows Catherine through her childhood, early marriage, coup, and reign as Empress of Russia.

### **Cross References**

*Kingfisher History Encyclopedia*, p. 290–291; 306–307; 310–311

*The Usborne Encyclopedia of World History*, p. 318–319

# Hands-on Activities

## Russian Tea Party

Tea is an incredibly important part of Russian culture today, and most Russians drink tea every single day. Tea is a symbol of hospitality in Russia. Catherine the Great helped shape the Russian love of tea. Tea was imported to Russia by camel caravans traveling from China. The journey from China to Russia was long and expensive, making tea a rare luxury in Russia. Catherine increased the amount of tea being brought to Russia, making it more widely available. Catherine added tea pavilions to her many palaces, making tea a fashionable part of court life.

Russian tea parties were long, elaborate affairs. The Russians came up with a new method of brewing tea, so there would be enough tea to last for hours. Russians brew tea using a samovar and a teapot. A samovar is a large metal canister with a spout near the bottom and a central tube. The samovar is filled with water, and the tube is filled with a heat source, like burning wood or charcoal. The heat source then brings the water to a boil. The teapot is filled with several spoonfuls of loose-leaf black tea and boiling water from the samovar. The teapot is then set on top of the samovar to brew the tea. Once the tea is ready, it is poured into a teacup. The tea from the teapot is highly concentrated, so water from the samovar is then added to dilute the tea to the drinker's preferred concentration.

Milk is not added to Russian tea, although some areas of Russia add butter. There are several different methods for sweetening Russian tea. Jam (usually raspberry or blackcurrant) can be added to the bottom of a teacup before it is filled. Sugar cubes can also be used. Instead of stirring the sugar into the tea, many Russians will hold a sugar cube between their front teeth while they drink or tuck a sugar cube into the side of their mouth. This allows the tea to be sweetened in their mouth.

Food is usually served with tea. Traditionally bagels or pickles were popular sides. In the late 1800s, cookies and cakes became the preferred sides.

For this activity, create your own Russian-inspired tea party.

### *Materials:*

- Tea, loose-leaf black tea is traditional, but Russians today also drink green tea and herbal teas
- Tea set, if available, or cups and a pitcher
- Sugar cubes or jam
- Side dishes, such as bagels, pickles, cake, or cookies

### *Directions:*

1. Bring a large amount of water to a boil in a pot or electric kettle. Transfer some of that water to your teapot. Keep the remaining water hot until ready to serve the tea. Add your tea of choice to the teapot. To create a concentrated tea, add four times as much tea as you typically would for the amount of water you have.
2. Set the table with your teacups and side dishes while the tea brews. Russian tea parties are social events, so you may want to bring a poetry book or other discussion materials to the table.
3. If you are sweetening your tea with jam, add a spoonful of jam to the bottom of each cup. If you are sweetening your tea with sugar cubes, place a small plate of sugar cubes on the table.
4. When the tea has brewed, fill each cup about one-quarter full with tea from the teapot.
5. Fill the rest of the teacup with hot water and stir gently.
6. Enjoy your tea party! Be sure to discuss how this method of preparing tea compares to tea you've had in the past. If you had pickles or bagels, what do you think of those foods with tea?

## **Don't Get Caught! A Catherine the Great Coup Game**

The Emperor is weak, and it's time for you to seize power! In this game, the players take on the role of conspirators, each hoping to depose the Emperor and seize Russia for themselves.

*Objective:*

- To seize control of Russia, be the first player to gain the support of the military, the clergy, and the nobility. Only with all three can you successfully lead a coup to overthrow the Emperor and seize control of Russia.

*Materials:*

- Game board on Student page 15
- A token for each player
- A toy to sit in the center of the board to represent the Emperor
- A handful of smaller toys or tokens to represent the nobility, military, and clergy
- 6-sided dice

*Rules:*

1. Each player picks a token to represent them and places it on the 'start' square.
2. The youngest player goes first, and play continues to the left.
3. On each player's turn, the player rolls the six-sided die once and moves that many spaces forward or backward. The player must move the total amount rolled but may choose whether to move forward or backward.
  - » If the player lands on a blank space, their turn ends.
  - » If the player lands on a 'suspicion' space, the Emperor suspects them! The player must roll the six-sided die again. If they roll a 1, 2, or 3, they are safe. If they roll a 4, 5, or 6, the Emperor has punished them! They are sent back to the starting space.
  - » If the player lands on the 'nobility,' 'military,' or 'clergy' space, they have gained the support of that group. Take the toy or token that represents the space you landed on. The player must land on all three of these spaces before approaching the Emperor. The player can land on these spaces in any order.
4. Once a player has landed on the 'nobility,' 'military,' and 'clergy' spaces, they have gained full support for their coup. The player must then reach the Emperor to stage their coup and become the new Tzar of Russia. The first player to do so wins!

## **Minecraft Build: Bolshoi Theater**

The Bolshoi Theater is the home of the Russian Bolshoi Ballet and Bolshoi Opera, one of the most famous performing groups in the world. Catherine the Great was an opera fan and founded both the Bolshoi Ballet and Bolshoi Opera companies. The Bolshoi Theater was built between 1821 and 1825 as a new home for these theatrical companies.

In your Minecraft history world, build the Bolshoi Theater. Build a large, square building out of polished diorite. After the square is 10 to 15 blocks high, build a flat roof and add a smaller square building in the center. Add a triangular roof to the smaller square. Add a row of eight columns along the front of the building, topped by a triangular roof. Beneath the columns, create a grand entrance for the building.

Place a fountain in front of the entrance by building a stone basin with a high stone pillar in the middle and place a water block on top.

To decorate the inside of the theater, build a large stage with rows of seats in front of it. The seats can be made from step blocks. Hang large chandeliers of glow blocks to light the building.



# Section 20: Life in the Pacific

## Chapter 39: Captain Cook Searches for Fabled Lands

### People in This Chapter

- **Captain James Cook:** Cartographer and explorer commissioned by the Royal Society to circumnavigate the globe in 1768 looking for new lands and scientific knowledge; he completed two circumnavigations and died during the return voyage of a third; his explorations helped the British later lay claim to Australia, New Zealand, many Pacific Islands, and parts of the Pacific Northwest.
- **Gweagal people** (*gwe-gal*): The first people Great Britain interacted with in Botany Bay, Australia; Captain Cook notably stole some of their spears and shields, which led to violence.
- **Joseph Banks:** The HMS *Endeavor*'s botanist.
- **Kalani'ōpu'u-a-Kaiamamao** (*kal-an-ee-oh-poo-oo-ab-ka-i-am-am-ab-oh*): King of part of Hawaii; kidnapped by Captain Cook for the alleged theft of a lifeboat shortly after the HMS *Resolution* redocked in Hawaii.
- **Maquinna** (*ma-quin-na*): Powerful ruler of the Mowachaht people who traded with Captain Cook.
- **Mowachaht** (*mo-wa-shat*): Experienced traders of the Pacific Northwest, who specialized in sea otter pelts.
- **Omai** (*o-mai*): Tahitian navigator who accompanied and guided Captain Cook on his second voyage.
- **Tupaia** (*tu-pa-ia*): Highly respected navigator and spiritual leader in Tahiti; accompanied and guided Cook during his first circumnavigation; died before the mission was complete in Batavia in modern Jakarta.

### Places in This Chapter

- **Botany Bay:** Large natural bay on the eastern coast of Australia; location of Captain Cook's first landfall in Australia.
- **Hawaii:** Islands in the middle of the Pacific Ocean; Cook's crew were the first Europeans to visit the islands; referred to as the Sandwich Islands by Captain Cook, for the Earl of Sandwich who was in charge of the British Royal Navy.
- **Nootka Sound** (*noot-ka*): Body of water on the coast of Vancouver Island in modern Canada; home of the Mowachaht people; visited by Captain Cook on his third voyage.
- **Northwest Passage:** A supposed passage around North America that Europeans had been trying to find for centuries; debunked by Captain Cook.
- **Terra Australis** (*te-ra a-stra-lis*): The supposed Asia-sized continent lurking in the southern Pacific ocean that would make the Earth balanced; debunked by Captain Cook.

### Things in This Chapter

- **HMS *Endeavor*:** Cook's ship for his first two circumnavigations of the globe.
- **HMS *Resolution*:** Captain Cook's ship during his third and final voyage.
- **The Royal Society:** An elite scientific group in London who employed James Cook; their missions for Cook included observing the transit of Venus, experimenting with scurvy-preventing diets, and finding the fabled continent of Terra Australis.
- **Scurvy:** A disease that causes difficulty breathing, ulcers, rotting flesh and teeth, seized up limbs, extreme emotional reactions, and irrational behavior; caused by vitamin deficiencies; common during long ocean voyages.
- **Wayfinding:** A traditional Polynesian navigational skill, taught by Tupaia to Cook and his men and used to guide the *Endeavor* directly to each location they were looking for.



## **Comprehension Questions**

1. What were Captain Cook's missions on his first circumnavigation? *To view the transit of Venus and to not die of scurvy. Later, he opened a secret mission to find the continent of Terra Australis.*
2. How did Tupaia aid Captain Cook's voyage? *Tupaia guided the boat with his traditional Polynesian navigational skills and helped ensure encounters with the Natives went well.*
3. What theories did Captain Cook's voyages debunk? *They debunked both the theory about Terra Australis and the Northwest Passage.*
4. How did Captain Cook die? *He died in a fight in Hawaii over a stolen boat and a kidnapping.*

## **What Do You Think Questions**

1. What do you think it would be like to be a Hawaiian, Mowachaht, Aboriginal, Tahitian, or other Pacific Islander and encounter Captain Cook's ships? What questions would you have? What fears would you have? What conflicts and misunderstandings do you think might occur?
2. If you're familiar with Star Trek, what similarities and differences do you see between Captain Cook's voyages and the Prime Directive?

## **Timeline**

- 1768 — Captain Cook's 1st voyage
- 1770 — Cook lands in Australia
- 1770 — Tupaia dies
- 1772–1775 — Captain Cook's 2nd voyage
- 1776–1779 Captain Cook's 3rd voyage

## **Map Work**

1. Label every continent and ocean.
2. Label Hawaii and New Zealand.
3. Looking at the map on page 24 of *Snapshots of Early Modern History Vol. 2*, draw the approximate route of each of Cook's voyages. Use a different color for each voyage.

## **Coloring Page**

- Captain Cook's ship sailing near an island.

# Chapter 40: King Kamehameha Unites Hawaii

## People in This Chapter

- **Alapai** (*a-la-pa-i*): Hawaiian Ali'i who ordered baby Kamehameha to be killed because of a prophecy.
- **Duke Kahanamoku and George Freeth**: Hawaiian surfers who introduced surfing to California in the early 1900s and helped transform it into a modern, worldwide sport.
- **Isaac Davis**: A captive from the *Fair American* taken to King Kamehameha; adopted by Kamehameha in exchange for acquiring guns and cannons for Kamehameha's army.
- **George Vancouver**: British explorer that recommended England not send Christian missionaries to Hawaii.
- **John Young**: A captive taken after the Olowalu Massacre who was taken to the court of King Kamehameha; adopted by Kamehameha in exchange for acquiring guns and cannons for Kamehameha's army.
- **Ka'ahumanu** (*ka-a-bu-ma-nu*): Kamehameha's favorite wife; appointed as Queen Regent after Kamehameha's death in 1819; ruled alongside Liholiho.
- **Kalani'opu'u** (*ka-la-ni-ob-poo-oo*): Kamehameha's uncle who took the throne after King Alapai's death; invited Kamehameha back to court.
- **Kamehameha** (*ka-me-ha-me-ha*): King of Hawaii from 1782 to 1819; born a prince on the Big Island and raised in hiding due to a prophecy; fought for many years to unify Hawaii; ruled a united Hawaii and protected it from colonization and harmful outside influences.
- **Ki'wala'o** (*ki-wa-la-oo*): Son of Kalani'opu'u, inherited most of the kingdom after his father's death; fought against Kamehameha for control of the Big Island.
- **Liholiho/Kamehameha II** (*li-bo-li-bo*): Son of Kamehameha; King of Hawaii from 1819 to 1824; he started the 'Ai Noa and the systematic destruction of Hawaiian religion.
- **Simon Metcalfe** (*met-caf*): Ordered the Olowalu Massacre after the death of an American watchman.

## Places in This Chapter

- **Hawaii**: One of the last places settled by humans; discovered and settled by Polynesian navigators around 400 CE; made up of five major islands (Kaua'i, O'ahu, Moloka'i, Maui, and Hawaii) plus some smaller islands.
- **Hawaii/The Big Island**: The largest island in Hawaii and birthplace of Kamehameha.
- **Honolulu**: City next to a large natural harbor; the city grew rapidly as many European ships docked in the harbor for trade and repairs.
- **Kaua'i**: Final Hawaiian island to join Kamehameha's united Hawaii; peacefully joined in 1810.
- **O'ahu**: Hawaiian island conquered by Kamehameha; location of Honolulu.
- **Moloka'i**: One of the Hawaiian islands unified by Kamehameha.
- **Maui**: Hawaiian island Kamehameha fought several extremely bloody battles to conquer.

## Things in This Chapter

- **'Ai Noa** (*A-ee no-a*): An event where, over the course of several weeks, the royal family intentionally broke many kapu. When there was no retribution from the gods, the whole kapu system disintegrated and the Hawaiian religion was dismantled along with it.
- **Alaia** (*ah-lay-ah*): A mid-sized traditional Hawaiian surfboard, similar to the modern shortboard.
- **Ali'i** (*a-lee-ee*): Title for a Hawaiian ruler; similar to the title king.
- **Elenora**: American trading ship that arrived in Hawaii in 1790, captained by Simon Metcalfe.
- **He'e nalu** (*bey-ey na-loo*): Surfing; translates to mean "wave sliding"; was initially governed by kapu and could be part of both political and religious events, as well as a sport.
- **Hula** (*boo-la*): A traditional Hawaiian dance, performed to chanted songs.
- **Kapu** (*ka-poo*): A system of spiritual rules that declared what people were and weren't allowed to do in order to protect mana; extremely strict and regulated every single aspect of daily life.

- **Law of the Splintered Paddle:** Law created by Kamehameha that said all people should have the right to sit by the side of the road in safety; one of the first laws regulating how ordinary people should be treated during battle; model for human rights laws around the world.
- **Mana:** A supernatural power given by the gods; many Polynesian cultures believe in mana; certain people, places, and objects have a lot of mana.
- **Olo** (*o-lo*): Extremely large traditional Hawaiian surfboard reserved for royalty; could be over 24 feet long.
- **Olowalu Massacre** (*o-lo-wa-lu*): A massacre where the American trading ship *Elenora* began firing on unarmed Hawaiians after signaling that they wished to trade; killed over a hundred men, women, and children from the town of Olowalu.
- **Paipo** (*pie-po*): A small traditional Hawaiian surfboard, similar to the modern bodyboard.
- **Sandalwood:** Heavy wood with a yellowish color, highly aromatic scent that lasts for decades; highly prized in China; grew naturally in Hawaii; was the most expensive wood in the world.
- **Surfing:** A sport invented in Polynesia that may be the longest continuously practiced sport in history.

## Comprehension Questions

1. Why was Kamehameha raised in hiding? *Due to a prophecy that he would one day defeat the rival aliʻis and unite Hawaii, he was raised in hiding so King Alapai couldn't kill him while he was young.*
2. How did Kamehameha gain control of the Big Island? *Through the use of guns and cannons and the aid of a volcano that erupted and destroyed most of the rival army.*
3. What happened at the Olowalu Massacre? *Simon Metcalfe rang the bell to signal trade, then opened fire on the locals who came out to meet his ship, the Elenora.*
4. What is the Law of the Splintered Paddle? *It is illegal to attack people who aren't combatants, even during a battle.*
5. How and why did Kamehameha protect sandalwood trees? *Kamehameha introduced a new kapu that protected young sandalwood trees from being cut down. He did this to keep sandalwood from going extinct.*

## What Do You Think Questions

1. Kamehameha carefully balanced opening Hawaii to international trade while preserving traditional Hawaiian culture and freedom. If you were in the same position, what laws would you pass to preserve your culture during the Age of Colonization?

## Timeline

- 1782 — Kalaniʻopuʻu dies
- 1789 — Olowalu Massacre
- 1795 — Kamehameha mostly unites Hawaii
- 1810 — Kamehameha fully unites Hawaii
- 1817 — Russian Fort Elizabeth built in Hawaii
- 1819 — Kamehameha dies; Liholiho crowned; ʻAi Noa

## Map Work

1. Label the five major Hawaiian islands. The largest, southernmost island is Hawaii. In order, moving northwest from Hawaii, the islands are Maui, Molokai, Oʻahu, and Kauai.
2. If you wish, label the smaller islands as well. The small island to the southwest of Maui is Kahoolawe. The small island west of Maui is Lanai. The small island to the west of Kauai is Niihau.
3. Label the Pacific Ocean.
4. Label the dot for Honolulu on Oʻahu.

## Coloring Page

- King Kamehameha in his regalia

# Section 20 Materials

## Reading Suggestions

### **Picture Books:**

*Butterfly for a King: Saving Hawaii's Kamehameha Butterflies*, by Cindy Trumbore and Susan L. Roth (Lee & Low Books, 2021)

This picture book about Kamehameha butterflies combines science and history. The book begins by introducing King Kamehameha and his unification of Hawaii. The book then explores the butterfly species named in Kamehameha's honor and current conservation efforts to save the species.

*Cook's Cook: The Cook Who Cooked for Captain Cook*, by Gavin Bishop (Gecko Press, 2018)

This picture book provides a unique perspective on the *Endeavour's* voyage by presenting the journey from the point of view of the ship's cook. The book includes some of the many strange recipes the cook attempted throughout the long voyage, as well as insights into life as a sailor.

*Pele Finds a Home*, by Gabrielle Ahulii (BeachHouse Publishing, 2016)

This book is aimed at young students and introduces Pele, the Hawaiian volcano goddess. This book is part of a larger series *Hawaiian Legends: For Little Ones*, which provides a simple introduction to Hawaiian mythology.

*The Adventures of Tupaia*, by Courtney Sina Meredith (A&U New Zealand, 2019)

This illustrated biography follows the life of Tupaia from childhood through to his voyage on the *Endeavour*. It explores the many crucial skills Tupaia brought to the voyage.

*The Shark King*, by R. Kikuo Johnson (TOON Books, 2013)

This graphic novel retells a Hawaiian legend about the Shark King in simple, accessible language.

### **Informational Books:**

*A True Book: My United States: Hawai'i*, by Joanne Mattern (Children's Press, 2017)

This non-fiction book provides a basic overview of Hawai'i, including history, geography, and current affairs.

*Kamehameha: The Boy Who Became a Warrior King*, by Ellie Crowe (Island Heritage, 2003)

Short biography that introduces Kamehameha's childhood.

*The Great Ocean Explorer: Captain James Cook*, by Haydn Middleton (Oxford University Press, 2009)

A short biography of James Cook and his three voyages around the world.

### **Chapter Books:**

*Captain Cook's Apprentice*, by Anthony Hill (Viking Australia, 2018)

This historical fiction novel is written from the perspective of a young boy sailing onboard the *Endeavour* during Cook's first voyage. It explores what life as a sailor was like and how Europeans responded to seeing the culture and geography of Oceania for the first time.

*Famous Lives: Captain Cook*, by Rebecca Levene (Usborne Publishing Ltd, 2005)

An Usborne biography for young readers about Captain Cook, which includes black and white illustrations.

## Cross References

*Kingfisher History Encyclopedia*, p. 312

*Usborne Encyclopedia of World Religions*, p. 103

*The Usborne Encyclopedia of World History*, p. 326

# Hands-on Activities

## Surfing Report

As an international sport, surfing is one of the most recognizable pieces of Hawaiian culture found in the world today. Through the efforts of famous surfers such as Duke Kahanamoku and George Freeth, the sport was popularized and changed how people viewed Hawaii and water sports in general.

For this activity, choose a famous surfer, such as one of those mentioned above or another of your choice, and find out information about their life. With parent permission, you might choose a famous athlete from a different sport if one particularly interests you.

Find out what information you can about them. Where were they born? What was their childhood like? What were their accomplishments in their sport? What did they do to change the way their sport was practiced? How did that change alter the way the sport was viewed by the rest of the world?

Write down your findings and organize them into a report. Make sure your thoughts have an introduction (overviewing the person's contributions) as well as a conclusion (summarizing your points and what the most important takeaways are). If you have time, read your report aloud to a friend or family member as a presentation.

## Transit of Venus and Parallax Activity

The transit of Venus is an astronomical event when Venus passes directly in front of the sun. The transit of Venus happens in a predictable cycle. It will happen twice, eight years apart, followed by a 105.5-year gap before it happens again. A transit of Venus occurred in 1761. Cook was sent to observe the twin transit eight years later in 1769. The transit of Venus has only happened four more times since Cook's voyage. The last transit of Venus occurred in 2012. The next transit won't happen until December 2117.

The transit of Venus was significant for astronomers because it allowed them to directly compare the size and position of Venus with the size and position of the sun. With those observations, scientists could then begin estimating the size of Venus and the sun and the distance of both from the earth. From there, scientists could start estimating the size of the entire solar system! For those estimates to be accurate, the observation of the transit of Venus had to be accurate. That means scientists had to overcome the problem of parallax.

The way we see an object's size, distance, and position depends on where we view an object from. You can quickly test this with your thumb. Cover one eye and hold your thumb directly in front of you. Line your thumb up with something across the room so that the object appears to be completely covered by your thumb. Keep your thumb in the same position and uncover your first eye and cover your other eye. Your thumb will now appear to be in a different place. That is parallax. The closer together objects are, the larger the parallax displacement is. The farther apart objects are, the smaller the parallax displacement is. When observing a distant object in space, astronomers can observe that object from two different places on earth. Determining the size of the parallax displacement between those two observations will allow scientists to determine the size and distance of the object. That's why Cook was sent to the other side of the planet to observe the transit of Venus.

Complete the experiment below to better understand how scientists collect and use parallax data.

### *Materials:*

- Tape measure
- Yard/meter stick or math balance scale
- Ruler
- 3 straight sticks, such as kabob skewers
- An apple or potato
- Tape
- A table or flat surface at least 60" long
- Student lab sheet found on 27

### *Setup:*

1. This setup will take about 10 minutes to complete and can be done without the student(s).
2. If using a math balance scale, place the scale at one end of the table. Tape the scale to the table to ensure it stays in place.

3. If using a yardstick, place the stick at the end of the table. The yardstick will be easiest to read if it is elevated 6-12" above the table. Place a stack of books under each end of the yardstick to elevate it. Be sure the yardstick is level when you are done.
4. The math balance scale or yardstick represents the sun in this experiment.
5. Take the tape measure and place the 0" mark in the center of your sun. The tape measure and sun should be perpendicular. Tape in place. Stretch the tape measure out in a straight line down the table. Tape in place.
6. At the opposite end of the table, place the ruler perpendicular to the tape measure so that the center of the ruler lines up with the tape measure. This end of the table represents the earth.
7. At each end of the ruler, tape a stick onto the side of the table so that it pokes into the air. Be sure the sticks are placed at an equal distance on either side of the tape measure. Each stick represents an observation point on earth.
8. Take your apple or potato and cut off one side so that it can stand flat on the table. Take the final stick and poke it into the apple/potato so that it pokes straight into the air. This stick represents Venus.
9. Take a moment to review your setup and make sure all lines and sticks are straight. The more neatly this experiment is set up, the clearer the results will be.

*Directions:*

1. Place your Venus on the 40" mark on the tape measure. Have your student kneel at the earth end of the table, so they are at eye level with the sticks.
2. Read the introductory materials and explain what each part of the experiment represents.
3. Have students close one eye\* and move around until it looks like the right stick and the Venus stick are lined up. Have the student record the number on the sun stick that appears behind the lined-up sticks.
4. Repeat step 3 with the left stick.
5. Move the Venus stick to the 30" mark on the tape measure. Repeat steps 3 and 4 for the 30" mark.
6. Move the Venus stick to the 20" and 10" marks, repeating steps 3 and 4 for each.
7. Discuss the question: How did your observations change as the Venus stick was moved farther away from you?
8. The observed location of Venus should get closer and closer to the center of the sun as the distance increases. This is the central principle of parallax. The observed location becomes more accurate as distance increases.
9. Have the student draw a diagram of this experiment and label what each part of the experiment represented. (One observation stick represents observations made in England. The other observation stick represents the observations Cook was supposed to make in the Pacific.)

\*Note: If a student has significantly different eyesight in each eye, ask them to use the same eye for all observations to keep observations consistent.

## **Minecraft Build: Hawaiian War canoes**

During Kamehameha's unification of Hawaii, warriors traveling between the Hawaiian islands used canoes. These canoes came in many different styles, from double canoes (two canoes lashed side by side) to long single canoes. These canoes were large enough to hold dozens of people. During Kamehameha's reign, most war canoes were powered by both paddles and sails. Traditionally canoes had triangular sails (wide at the top and short at the bottom). During Kamehameha's reign, some canoes began using trapezoid sails after observing the shape of European sails.

In your Minecraft history world, build several war canoes. To build a canoe, create a line of wooden planks. On the left and right sides, use wooden stairs placed upside down to create the rounded sides of the canoe. Create some double canoes by placing wooden plank blocks to connect two canoes. Use wool of any color to create a triangular sail or a trapezoid sail over the canoes.



# Answer Key

## Culture Corner: Enlightenment

### Vocabulary:

1. A    2. H    3. C    4. F    5. I  
6. B    7. G    8. J    9. D    10. E

## Chapter 37

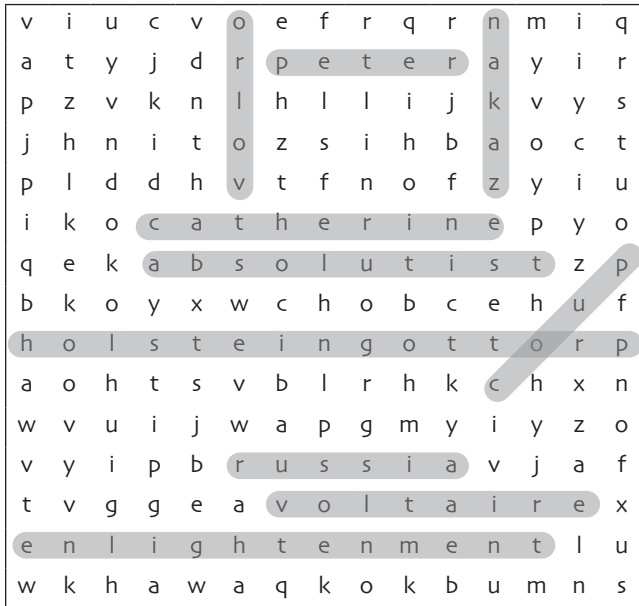
### Vocabulary:

1. D    2. I    3. C    4. B    5. F  
6. E    7. J    8. A    9. G    10. H

### Comprehension Questions:

1. *When Peter III took the throne, he loved Germany, wanted to be friends with Frederick the Great, and preferred Holstein-Gottorp to Russia.*
2. *She staged a coup where she won the support of the military, clergy, and nobility, then had Peter III arrested.*
3. *When monarch wields absolute power but uses it to enact enlightened ideas, such as protecting individual rights.*
4. *Joseph II considered his enlightened reforms unsuccessful because he made many enemies through his reforms, and the reforms did not stick.*

### Word Search:



## Chapter 38

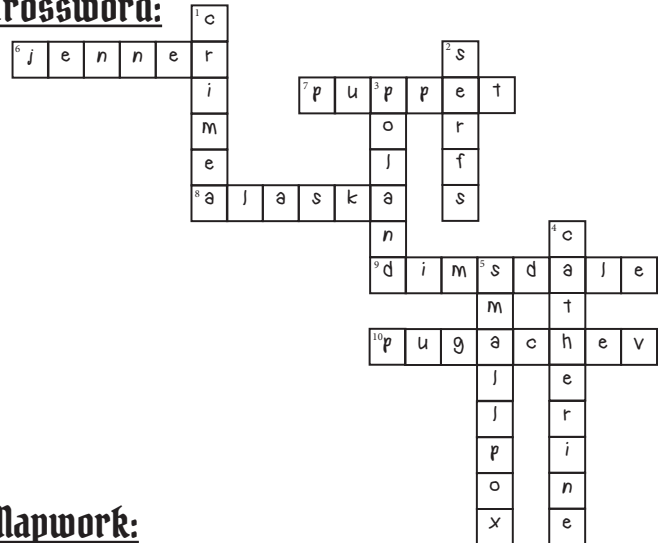
### Vocabulary:

1. H    2. A    3. E    4. D    5. G  
6. B    7. I    8. F    9. C    10. J

### Comprehension Questions:

1. *She invited Dr. Dimsdale to inoculate herself and the Russian people. Later Russia switched to the safer process of vaccination.*
2. *Serfs had very few rights, were required to farm the land, weren't paid, and couldn't leave their land without the landowner's permission.*
3. *Yemelyan Pugachev impersonated Peter III and challenged Catherine for control of Russia.*
4. *Catherine the Great declared it part of Russia in 1783 without even fighting a war.*
5. *Prussia, Russia, and Austria got puppet politicians elected in Poland, who voted to break up their country between the three nations. It happened because the three countries wanted Poland's land but didn't want to wage a war over it.*

**Crossword:**



### Mapwork:





# Chapter 39

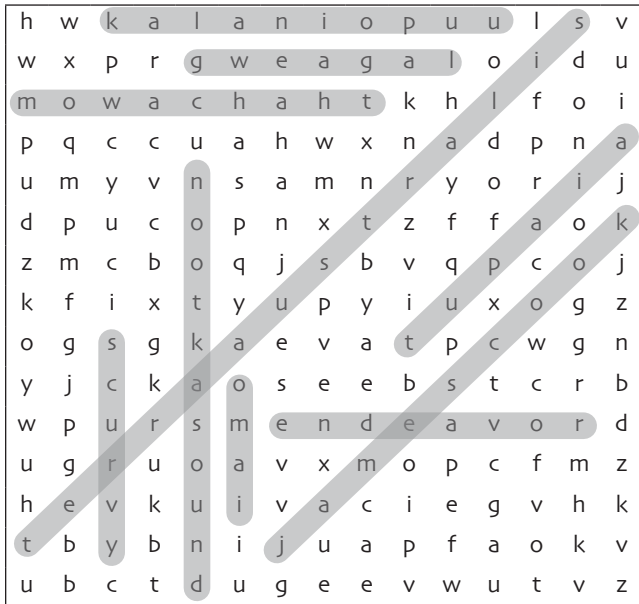
## Vocabulary:

1. E    2. C    3. F    4. J    5. B
6. A    7. H    8. D    9. I    10. G

## Comprehension Questions:

1. *To view the transit of Venus and to not die of scurvy. Later, he opened a secret mission to find the continent of Terra Australis.*
2. *Tupaia guided the boat with his traditional Polynesian navigational skills and helped ensure encounters with the Natives went well.*
3. *They debunked both the theory about Terra Australis and the Northwest Passage.*
4. *He died in a fight in Hawaii over a stolen boat and a kidnapping.*

## Word Search:



## Mapwork:

See page 24 of *Snapshots of Early Modern History Vol. 2* for routes.



# Chapter 40

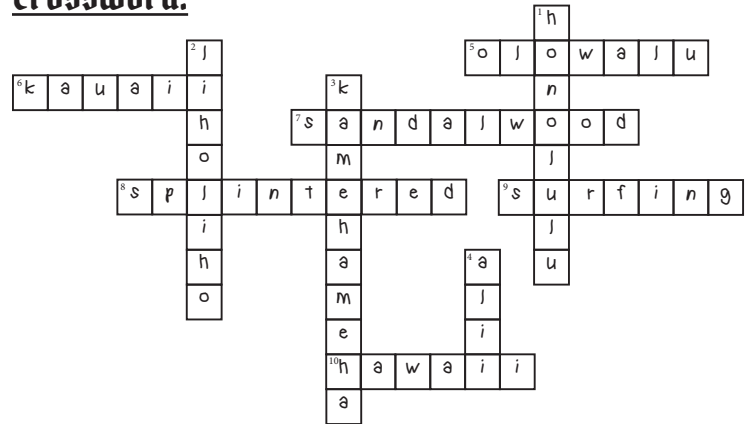
## Vocabulary:

1. F    2. H    3. A    4. C    5. D
6. B    7. I    8. G    9. J    10. E

## Comprehension Questions:

1. *Due to a prophecy that he would one day defeat the rival ali'is and unite Hawaii, he was raised in hiding so King Alapai couldn't kill him while he was young.*
2. *Through the use of guns and cannons and the aid of a volcano that erupted and destroyed most of the rival army.*
3. *Simon Metcalfe rang the bell to signal trade, then opened fire on the locals who came out to meet his ship, the Elenora.*
4. *It is illegal to attack people who aren't combatants, even during a battle.*
5. *Kamehameha introduced a new kapu that protected young sandalwood trees from being cut down. He did this to keep sandalwood from going extinct.*

## Crossword:



## Mapwork:

