

# FOUNDATIONS

*An integrated approach to history*

*The Baroque World*

and

**Colonial America**

*Year Three*

*Academic Instruction Manual*

*“And the Child continued to grow and become strong, increasing in wisdom;  
and the grace of God was upon Him.”*

Luke 2:40 (NAS)

History, studied in context from a biblical perspective, provides the foundation for determining how we interpret current events and work to shape our future. The Foundations program offers an integrated, academic study of history, church history, science, and the arts in order to give students a broad understanding of how the facts of human history have been Divinely woven together to create the world in which we live.

Our mission is to **inspire** families to joyfully pursue academic study together by providing an engaging learning environment, opportunities for individual expressions of strengths, and tools with which parents can better prepare their children for more structured classes; and to **assist** parents in developing and communicating practical application of a biblical worldview.

Our vision is a fully engaged **partner**ship between students, parents, and teachers preparing the next generation of passionate, wise, productive, Christian leaders for local, national, and global ministry.

## Strong Life Activities

Throughout the Academic Instruction Manual you will find activities to enhance further learning at home. We refer to these opportunities for further exploration as “Strong Life Activities” – building upon five essential strength areas.



These activities represent opportunities and growth in the areas of the heart such as scripture memorization, character qualities, and heart ponderings.



These activities represent opportunities and growth in the areas of one’s faith such as learning about men and women who exhibited great faith and seeking truth from the scriptures.



These activities represent opportunities and growth in the areas of the mind such as critical thinking, research and logic.



These activities represent opportunities and growth using kinesthetic style learning to cement objectives and broaden absorption.



These activities represent opportunities and growth in areas which allow wonder and exploration – such as field trips, maps, internet learning and more.

# FOUNDATIONS

Week One

The Baroque World

**“Blessed is the man who finds wisdom, the man who gains understanding.”**

Proverbs 3:13

Strong Heart

## Mentoring Moment

The great search for a northwest passage spurred extensive expeditions at great expense to the governments which sponsored them. The motive was a desire to be the one to control such a passage and the resulting trade; this, then, would lead to the control of other governments and a greater position of power. Scripture paints a picture of searching for something lost to help us understand what it means to search. In both cases, the motivating force behind the search is acquiring or restoring personal possession of property.

To give your children a fresh experience of searching, play hide-and-seek for your family night this week. (We use glow sticks outside at night for extra fun!) Try a round or two offering a reward for the winner. Then, when you are enjoying a treat afterwards, discuss the game. What did you think/feel when you heard what we were going to do? What physical sensations were there as you were searching? What emotions did you feel? What did it feel like to find the item? Did you ever feel like giving up? Did you search more enthusiastically when a reward was involved?

Implied in our verse this week is that the man is *searching* for wisdom. Read Proverbs 2:4-11 and 3:14-18 (wisdom is being personified). God tells us there is eternal reward for the one who will search for the right thing for the right reason. Look for opportunities to make this real to your children this week.

**JOURNAL GEM:** Write about the hide-and-seek experience: how you felt and what you were thinking. Ask God to give you a genuine desire to search for wisdom this week as your knowledge increases. Write down the new thoughts you have about what it means to love the Lord.

## Character Corner

**INQUISITIVENESS** is an intense desire to search out and gain knowledge. Parents, share with your children what's ahead this week from the Academic Instruction Manual by reading the lesson focus sections to them. Tell them to pick one subject about which they are the most curious and write (or tell you) what three things they would like to learn about it. Make a list and post it on the refrigerator. As they learn those things, have them fill in the list and share during dinnertime discussions what they are learning.

**NOTE TO PARENTS:** Our primary focus for classes in **WEEK EIGHT** is a **SHOWCASE** of the children's strengths. When given options, people will generally choose to do those things which allow them to use their strengths - even if we have not identified our strengths. When we function within our Divine design and use our giftings, we feel strong; it is only natural, then, to prefer to do certain things.

Our first seven weeks will reveal a catalogue of men living *within* their Divine design, *for* their Designer and, as a result, accomplishing great things for the glory of God. Guide your children from the outset in the process of choosing and preparing what presentation they would like to pursue.

**Vocabulary**

settlement, colony

**Context**

Spain dominated New World exploration throughout the 1500s; while it excelled at conquering, it failed to establish an economy based on commerce. When the English defeated the 'Invincible' Spanish Armada, it forever changed Spain's ability to command authority and power in world affairs. The 17th century begins with England firmly established as a leading world power, with superior naval forces. Sir Francis Drake had become the first naval captain to complete a circumnavigation and, in the process, he discovered the west coast of North America. Fellow Englishman, Sir Walter Raleigh, had worked to settle Roanoke Island, only to witness its mysterious demise. France struggled to establish itself as a nation and make its presence known in North America.

**Lesson Focus**

Students will review the worldwide possessions of Spain, England, Portugal, and Holland, and learn about the explorations of Henry Hudson (who sailed on behalf of Holland and England, 1609) and Samuel de Champlain (who sailed for France, 1603-1615) and their efforts to stake a lasting claim in the New World for the sovereigns they served.

**Strong Life Activities - Especially well-suited for K-1:**

1. Maps can be very abstract and hard to understand for young children. Begin learning about maps by drawing the block on which you live. Take a walk and write down the house numbers, note empty lots, cross streets, etc. Then draw what you've noted. Then - perhaps the next day - expand that map by drawing a map of several streets near yours; then expand that by drawing a map to include familiar nearby places - the grocery store, gas station, library, etc.
2. Use maps this week to communicate where things are. For instance, using a simple map of your house's floor plan, label the front door or other significant 'landmark' and outline the route which should be taken for a school book, a stuffed animal, a snack, etc.

**Designed with 2-6 grade students in mind:****Strong Mind**

3. Consider the nations sponsoring explorations and colonization during this time. Explore an atlas of the United States for the city names of various areas. Compare to the city names in Spain, Holland, France, and England. Can you guess where each country settled in America?
4. Using the map from class, trace the route of Henry Hudson (Holland/England), Samuel de Champlain, Louis Jolliet, Robert La Salle, and Jacques Cartier (France), and Francisco Coronado (Spain). Use a different color pencil, yarn, glitter glue, etc. for each country's explorations. Make a key! If you did activity three, did you guess well?

**Strong Body**

5. Use chalk on your driveway to draw a map of the world, label the continents, oceans, and main empires; then, trace the exploration routes of the explorers on your map. Parents: this is a fun way to 'test' your children!

**Strong Journey**

6. Begin looking for wooden bowls to use in week three.
7. Prepare the TIMELINE parts for use with the lessons which follow.
8. Complete the PROFILE PAGE/s for the PERSONAL PORTFOLIO using the website provided in the Family Update (or other sources). Draw or print your favorite picture and attach to the Profile Page!

**Resources**

Streams of Civilization II, pg. 11, 12, 23-27, 31-33  
A New World in View, pg. 153-161

Building A City on a Hill, pg. 163-176

**Vocabulary**

partition, compromise, suppression, toleration, catechism

**Context**

The political struggles of Europe mirrored the struggle of religious conflicts. As the message of the Reformation spread, the Holy Roman Catholic Church felt threatened, and the clash was often violent. Peace came through partition, compromise, suppression, and toleration. In France, the Edict of Nantes protected the French Protestants, or *Huguenots*, by designating specific places for living and worship. In England, the solution was the formation of the Church of England, or Anglican Church, and strictly enforced adherence to its Protestant, reformed statement of faith which kept many elements of catholic liturgy. Catholic Spain simply did not allow any opposing religious activity. The result in the Spanish Netherlands, was revolt by Protestants and many years of war and, ultimately, a new nation which favored toleration of differing expressions of faith.

**Lesson Focus**

Students will survey the religious development of Europe following the Reformation, which set the stage for the pursuit of religious freedom and drove some to risk their lives to attain it.

The Westminster Shorter Catechism will be introduced and students are encouraged to memorize specific portions of it.

**Strong Life Activities - Especially well-suited for K-1:**

1. Look for examples of partitions in your home this week: the silverware drawer, a box of candy, etc. You may also find samples in your community: the booths at a fast food restaurant can sometimes serve as partitions; office cubicles, etc. Make a list of those you identify.

**Designed with 2-6 grade students in mind:****Strong Body**

2. One day this week, demonstrate the idea of partition by establishing a particular, limited area - and only that area - in the house for a given activity. For example, make a rule that playing with toys can only be done in the child's bedroom.

**Strong Faith**

3. Christians today encounter an increasingly hostile government. Some public schools, for instance, suppress the expression of our faith; others partition it. Regardless of our limitations, scripture proclaims our true freedom. If you have more than one child able to participate, have a sword drill with verses which speak to the freedom we have in Christ! (Galatians 3:28, Romans 8:2, John 8:36, Galatians 5:1, and Romans 6:18 are good places to begin.) Thank God for His guarantee of our ultimate freedom.

**Strong Heart**

4. Following a day of partition, your child may want to expand his play area. This is a great teachable moment! Negotiate a compromise - something less than he wants and more than he had. Explain you are working out a compromise.  
5. You may be brave enough to try to dramatize suppression! Do not allow ANY play - or any play with his favorite toy. This would make a HUGE impact on his heart, but may require you to fully engage and commit to teaching through it. 'Underground' play may develop - or outright rebellion, both examples of how reformed believers responded to Catholic suppression!

**Strong Journey**

6. Begin memorizing the Westminster Shorter Catechism.

**Resources**

[www.reformed.org/documents/WSC.html](http://www.reformed.org/documents/WSC.html)

<http://www.spurgeon.org/~phil/creeds.htm> (source for creeds/catechisms)

[http://www.creeds.net/Westminster/shorter\\_catechism.html](http://www.creeds.net/Westminster/shorter_catechism.html)

**Vocabulary**

method, critical thinking, inductive, deductive

**Context**

The development of new technology during the Renaissance allowed man to examine the world critically. The leading thinkers of the day moved away from the ancient pagan philosophies which had been widely accepted, and attempted to present truth based on facts which could now be proven. Consequently, true science began to develop, and in some cases, challenged the Church's authority. A new way of thinking about things, the *inductive scientific method* was a new approach to discovering facts and understanding truth, and it began with firmly establishing the sun as the center of our solar system. One of the leading supporters of the inductive scientific method was Englishman Sir Francis Bacon. He believed observation, hypothesis, experimentation, and analysis of data was necessary to move forward in scientific truth. His position as statesman gave him a unique sphere of influence.

**Lesson Focus**

Students will contrast the inductive scientific method and deductive reasoning, practice the method, and consider how to apply it in other areas of life.

**Strong Life Activities - Especially well-suited for K-1:**

1. For younger students, emphasize the role of the five senses (hearing, seeing, tasting, touching, smelling) in everyday life. When they say, "That's too loud!", "I like cake!", "Ouch!", or "That bird is pretty!" etc., ask, "What sense makes you say that?"
2. Play a senses version of 'I Spy' this week. Pick one sense each day to challenge. "I smell something sugary ." "I'm touching something soft." "I'm tasting something sour." Be sure you choose a mystery item which is within your room or home.

**Designed with 2-6 grade students in mind:****Strong Mind**

3. Practice the scientific method conducting experiments at home. Your child may have ideas on his own for this or you may need a little help! The website below is a good source for simple experiments. Ask questions first - what you would like to know. Dialogue with your child as you go through the process. Teach older students how to complete a lab report.
4. Learn about your body's largest organ: skin! Look at your skin through a magnifying glass. Why should we use sunscreen? What and where are nerves used in the sense of touch? What happens when we burn our skin? Discuss how using our other senses can help prevent burns.

**Strong Body**

5. The senses play a vital role in the observation phase of the scientific method. Have your child close his eyes (or blindfold him!) and test his ability to identify known scents or smells. Can he identify common sounds - a stapler, paper tearing, etc. This one is a fun family game to play: who can stump whom? Still blindfolded, give him a plate which is *supposed* to be clean and a clean plate - can he tell which is clean? Or perhaps have him rub a hand over a counter or window which is *supposed* to be clean.

**Strong Faith**

6. Read Proverbs 25:2. God gave man the gift of inquisitiveness. Write this verse in your best handwriting as the title page of a book dedicated to recording the things you discover this semester - the moments. Parents: the joy you observe when your child excitedly tells dad about what he learned is part of the glory spoken of in the proverb!

**Resources**

- [http://www.sciencebuddies.org/science-fair-projects/project\\_scientific\\_method.shtml](http://www.sciencebuddies.org/science-fair-projects/project_scientific_method.shtml)  
<http://www.fbrt.org.uk/pages/essays/essay-fb-life.html>  
<http://scifun.chem.wisc.edu/HomeExpts/HOMEEXPTS.HTML> (simple home experiments)

**Vocabulary**

world view, proportion

**Context**

For centuries - and well into the 1600s - the church was the primary force behind the great works of art. With man's increasing focus on self during the Baroque period, it is essential to understand the impact of world view on the arts. How does the Christian artist express his creative gifts and talents in a way which honors God? How does the Christian evaluate works of arts? Scripture clearly states that all of creation reveals God's divine glory and eternal power (Romans 1:20). Part of His nature, then, is seen in the beauty, order, design, and purpose of the natural world around us. Art which rightly reflects this cohesive unity and expresses truth is truly beautiful - it bears witness to the Master Artist.

**Lesson Focus**

Students will discuss the characteristics of great art and compare examples from various artists to practice identifying them. Additionally, students will practice the rudiments of drawing to lay the foundation for future artistic endeavors.

**Strong Life Activities - Especially well-suited for K-1:**

1. Practice drawing using a 'How to' book which helps students to see subjects as a combination of geometric shapes.
2. Search magazine pictures for geometric shapes in the subjects. Use a marker to outline the shapes you see.

**Designed with 2-6 grade students in mind:****Strong Mind**

3. Examine the artwork in your home. Does it measure up as having the characteristics of great art? Make a list of each piece and how it displays order, design, purpose, truth, and unity. Parents: if you have younger children, do this in dialogue format. You may want to choose one piece each day. If your home does not have paintings or prints, try to visit a museum or other art exhibit.

**Strong Body**

4. Practice drawing this week using the principles demonstrated in class. Bring your work in next week!  
5. It is said "the artist (if he or she is to be a truthful and deft draftsman) must diligently study his subject. In the artist's observations, he observes and takes mental notes. He must *know* his subject if he is to make it look real and believable." (Jay Wegter, Frontline Ministries) Think of something you can observe carefully, your landscape, a pet, a flower arrangement . . . observe it carefully. Which sense/s will you use the most? Try to draw the object. How did this drawing exercise differ from other times when you drew something from memory or imagination?

**Resources**

Draw, Write, NOW series, Marie Hablitzel and Kim Stitzer  
<http://www.frontlinemin.org/art.asp>

**Vocabulary**

volume, pitch, melody, vocal, instrumental, tempo

**Context**

By the turn of the century, secular music was now as prevalent as sacred or liturgical music. The music of the Baroque period is distinguished by the use of more than one bass instrument and an organ or harpsichord, and composers whose motive was the expression of emotions and feelings or the representation of events in the natural world. It contrasted various elements of composition by containing very different volume and speed throughout.

**Lesson Focus**

Students will define the elements of music and practice listening for them in samples of Baroque music.

**Strong Life Activities - Especially well-suited for K-1:**

1. Emphasize volume in your speech this week by changing how loudly/softly you speak in any given sentence. You may want to gradually increase your volume or suddenly increase/decrease it. Let your children practice changing up the volume, too.
2. Emphasize tempo by doing activities at various speeds; i.e., make one side of the bed quickly and one side slowly; do two jumping jacks quickly, one slowly, etc.
3. Listen to a variety of instrumental music this week. Ask your children to describe the volume and tempo and the way they change.

**Designed with 2-6 grade students in mind:****Strong Body**

4. Attend a symphony or small instrumental performance. Arrive early enough to hear the warm up.
5. Have a Family Night this week! Play a charades type of game, like GUESSTURES, to practice improvisation.

**Strong Faith**

6. Search the scriptures for verses about music or instruments. Make a chart with two columns: Soft/Loud. Write each verse in the column you think it belongs. What kind of music does the Bible seem to encourage? You may want to begin with I Samuel 16:16, 23; I Samuel 18:6; II Samuel 6:5, 15; Psalm 150:3,4,5; I Corinthians 15:52.

**Resources**

Streams of Civilization II, pg. 71-73 (thru Handel)

<http://www.empire.k12.ca.us/capistrano/mike/capmusic/baroque/baroque.htm>

<http://library.thinkquest.org/15413/history/history-bar.htm>

**Vocabulary**

stage left, right; up, down stage; center stage

**Context**

*Theatrum mundi*, the world is a stage, was the motto for the Baroque period. Philosophers decried the theater as vice because it had the ability to captivate and move the emotions of its audience. Because the Church recognized this power of drama, it chose to use its ability to persuade people to fight against the Reformation. As the ambitions of kings and nobles grew, productions were also used to influence the public's political ideas. Stunning spectacles were produced in a variety of settings. The extravagance which marked the Baroque era in art, architecture, and music, was in full force in the theater. Technology had improved to allow for grand stage productions followed by engravings and *festival books* which recaptured the event in print (today we call it merchandising!). For all its splendor, a successful production still began with an understanding of the fundamentals - the language of drama.

**Lesson Focus**

Students will define stage directions and other terminology pertinent to being in the right place at the right time.

**Strong Life Activities - Especially well-suited for K-1:**

1. Younger children should practice left and right this week. Give instructions such as, "Tie your left shoe first", "Put the knife to the right of the plate", "Eat the left cookie first", etc.
2. Draw a simple diagram of the stage on the driveway. Label up, center, and down stage; stage left and right. Remember to show where the audience sits! Play "Mother May I?" using your diagram. For instance, "Hop to stage left", "Take baby steps to center stage", etc.

**Designed with 2-6 grade students in mind:**

Strong Body

3. Go on a Scavenger Search in a department store for products which are related to movies. Make a list of the movies you find represented and the products they spawned. The toys department is a good place to begin to get your children thinking. Give them TIME to FIGURE IT OUT for themselves. (t-shirts, party goods, cereal boxes, etc.) You may continue your search throughout the week as you run errands.

**Resources**

<http://fathom.lib.uchicago.edu/2/10701023/>  
<http://library.thinkquest.org/5291/terms.html> (glossary)