

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Bible/Apologetics: See Study Guide ^N 1					
Special	Day 1: Read the Bible/Apologetics—Introduction notes in Section One of this guide. Please make sure your mom or dad reads it too.				
Westminster Shorter Catechism	Read Question 1, plus answer all the questions (#1–15)			Read Question 2, plus answer all the questions (#1–15)	
More Than a Carpenter	Day 1–Day 5: chap. 1 and chap. 2				
Adventuring Through the Bible	chap. 47	chap. 48	chap. 49	chap. 50	chap. 51
Memorization ^N 2	Matthew 1:21		Mark 10:45		Luke 19:10
History and Biographies¹					
Special	Day 1: Parents and Students: Read the History and Biographies—Introduction notes in Section One of this guide.				
The Story of Christianity	pp. 7–11	pp. 12–19	pp. 20–23	pp. 24–29	pp. 30–35 🕒📅
The 100 Most Important Events in Christian History					pp. 15–17 Titus
From Jerusalem to Irian Jaya					pp. 26–30 Paul
How to Read Church History, Volume 1	Optional: chap. 1				
Current Events	Parents and Students: please read the notes for Current Events in Section One of this guide.				
Literature¹					
Till We Have Faces	Part I, chaps. 1–5	Part I, chaps. 6–9	Part I, chaps. 10–13	Part I, chaps. 14–17	Part I, chaps. 18–21
A Child's Anthology of Poetry	"Hiding" p. 3	"The Creation" p. 5	"Life Doesn't Frighten Me" p. 6	"Song for a Young ..." p. 8 "Song for the Sun ..." p. 9	"A Visit From Mr. Fox" p. 10
Language Arts					
Creative Expression ^N 3	A Short Story of Mythical Proportions ^N				
Optional: Vocabulary from Classical Roots A	pp. v–viii	Lesson 1; study Key Words	Exercise 1A	Exercise 1B	Exercise 1C
Optional: Wordly Wise 3000 Book 9	Exercise 1A		Exercise 1B		Exercise 1C
Other Notes					

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1. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: Bible/Apologetics, History and Biographies, and Literature Study Guide sections are ordered alphabetically by book title.
2. The ^N symbol means there is a note for this book in the notes section immediately following the schedule page.
3. Please look for your Creative Expression assignment in the Notes section immediately following the schedule page.

Key: Check off when complete ^N See Notes following Schedule 🗺 Map Assignment 🕒 Timeline Suggestion

Week 1—Notes

Memorization

As stated in the Introduction, during this year's study you will have the opportunity to memorize and quote various texts of Scripture. The memory verses are taken from the Bible reading list for each week, and more often than not, are key verses in the portion of the New Testament you will read for the week (the assignments for Week 1 and Week 36 have three memory verses, but all the other weekly assignments have only one memory verse).

You will be assigned to quote your memory verses aloud at the end of Weeks 12, 24, and 36. Preparation for these quoting assignments will enable you to commit to memory some important biblical passages, and quoting the passages aloud will enable you to practice some public speaking skills.

Current Events

We believe students need to learn that world affairs—matters of social, political, economic, and cultural concern—are appropriate for their interest: they should be informed about these matters, and they ought to be forming biblically-appropriate opinions about them. As citizens of God's Kingdom, we are called upon to be gracious (and, therefore, informed) ambassadors to the peoples and kingdoms of this world.

The "textbook" for your study of current events should be articles found in current newspapers and magazines (see Section Three: Appendix 1). We believe you should be able to make three verbal reports per week on some matter of significant local, regional, national, or international concern that you have read about that week. You should recount the details of the story and understand what the authors are talking about. But you should also be able to state who the protagonists are and *what makes each matter significant*: why we should care. What are the potential effects of the matter turning out one way or another? What are the two (or more) sides arguing about (issues as well as side issues)?

We believe you should be able to add a statement about your own position on the issues of the day (how you would like to see the matter turn out) and you should be able to explain why you believe and feel as you do.

Literature/Creative Expression

Please read the Literary Analysis Overview, located in Section Three: Appendices, before you read this week's Creative Expression assignment or start *Pictures of Hollis Woods*. **Note to Parent or Student:** Because the Creative Expression assignments are tied closely to the books you will be reading, each week's Creative Expression assignment can be found directly behind the Schedule Pages in the week it is assigned.

For clarity and ease of use, Sonlight calls all writing

assignments "Creative Expression." The actual assignments, however, encompass a wide variety of writing tasks, styles, and skills. For example, you will encounter traditional composition practice (formal essays, informal thank-you notes), research, poetry, book reports, analysis, and fun creative writing assignments. We believe that the breadth and variety of Creative Expression assignments will improve your writing—and that you'll have a lot of fun in the process.

Creative Expression

Day 1: A Short Story of Mythical Proportions

Your assignment this week is to use *Till We Have Faces* as inspiration to write your own short story based upon a Greek myth or, if you prefer, a favorite fairy tale. You can retell the story (as C. S. Lewis did in *Till We Have Faces*) or expand upon it in a new and interesting way. You should also include a moral theme or Christian angle as C. S. Lewis did.

If you want or need to, do a little research on Greek myths. You'll be surprised by the number of myths that you're already familiar with. In fact, as you think about what myth or fairy tale to use, evaluate the possibilities critically.

Is there something about a particular myth or fairy tale that you disagree with? Is there something that jumps out at you as being particularly inconsistent with modern-day Christianity? Or maybe something will strike you as being remarkably similar to beliefs today. It is our goal that this thought process would not only help you to choose a myth or fairy tale as inspiration, but also to develop an interesting angle or theme to guide your story.

If you're wondering how long exactly a short story is, that will depend upon several things: the myth or fairy tale you choose, what you want to say in your version, how inspired you are, etc. By this point in your studies, we expect that technical issues, like formatting, length, etc., will naturally resolve themselves as you get caught up in the creativity and excitement inherent in the writing process.

Enjoy the freedom we've given you with this assignment. You never know when your unique vision of an old classic will inspire you to become the next C. S. Lewis! ■

The Westminster Shorter Catechism

Question 1

1. What is meant by the word “chief” in the Catechism? ➔
2. What is meant by the word “end” in the Catechism? ➔
3. What is meant by the word “glorify”? ➔
4. Why is man’s chief end what the Catechism says that it is? ➔
5. Man, as originally created, was _____ centered. ➔
6. Man, as he became by sin, _____ centered. ➔
7. What do we mean by saying that the true Christian life is God-centered? ➔
8. What would some people put in the center of figure 1.2 rather than the word “self”? ➔
9. Why is this really just as bad? ➔
10. What does “glorify God” not mean? ➔
11. What is the difference between the way in which the heavens glorify God, and the way in which man ought to glorify God? ➔
12. Do the wicked glorify God? Explain. ➔
13. Is it proper for a Christian to have other “ends” besides the end of glorifying God? ➔
14. What departments of life ought to serve the glory of God? ➔
15. Which is more to the glory of God: a person who preaches, or a man who works in a factory? Explain. ➔

Question 2

1. What is meant by the word “contained” in the Catechism? ➔
2. What is meant by the word “scriptures”? ➔
3. What is meant by the word “rule”? ➔
4. Are the educated and intelligent more certain to know God’s truth than the uneducated and simple? Why? ➔
5. Was man’s knowledge originally supposed to come from nature alone? ➔
6. What are the two sources of “truth”? ➔
7. What is the principle of the so-called “scientific method”? ➔
8. What does natural revelation alone (by itself) now do for all men? ➔
9. What does *Liberalism* mean when it says the Bible “contains” the Word of God? ➔

10. What does *Neo-orthodoxy* mean by saying this? ➔
11. What does *Reformed* Christianity mean by saying this? ➔
12. What do you mean by saying the Bible is *infallible*? ➔
13. What do we mean by saying it is clear? Who (for example) denies this? ➔
14. What do we mean by saying it is *sufficient*? Who denies this? ➔
15. If the Bible is what we say it is, why do we have the Catechisms? ➔

Question 3

1. What is meant by the word “principally” in the Catechism? ➔
2. Are there things we cannot learn from the Bible? Give an example. ➔
3. Name a subject about which the Bible says nothing whatsoever. ➔
4. How much of the world does the man in figure 3.1 really understand correctly? Why? ➔
5. Why does the man in figure 3.2 understand the world in a true sense? ➔
6. Explain these words from the Bible: “in thy light shall we see light.” ➔
7. What are the two basic parts of the Catechism? Why? ➔
8. Upon what does the Catechism place first emphasis? Why? ➔
9. Is true faith enough? Explain. ➔
10. Would it be wrong if the Catechism treated the law before faith? Why? ➔
11. What are some of the reasons in favor of treating faith before law? ➔
12. What is the most important truth that we can learn from this Catechism question? ➔

Question 4

1. What is the meaning of the word “spirit”? ➔
2. Define: infinite, eternal, and unchangeable. ➔
3. Why can’t we say that God is spirit? ➔
4. Are there other spirits besides God? Explain. ➔
5. To what might we liken a spirit? ➔

Date:	Day 1 <small>86</small>	Day 2 <small>87</small>	Day 3 <small>88</small>	Day 4 <small>89</small>	Day 5 <small>90</small>
Bible/Apologetics					
<i>Westminster Shorter Catechism</i>	Question 37, plus answer questions #1–7 and 10–14			Question 38, plus answer all the questions (#1–14)	
<i>What if Jesus Had Never Been Born?</i>	pp. 149–153	pp. 153–156	pp. 157–160	pp. 160–164	pp. 164–167
Bible Reading	1 Corinthians 11	1 Corinthians 12	1 Corinthians 13	1 Corinthians 14	1 Corinthians 15
Memorization	1 Corinthians 13:13				
History and Biographies					
<i>The Story of Christianity</i>	pp. 172–175	pp. 176–177	pp. 178–180 🕒☐	pp. 180–181	pp. 182–183 🕒☐
<i>The 100 Most Important Events in Christian History</i>			pp. 142–144 Wilberforce; 157–159 Keble 🕒☐🌐☐	pp. 162–164 Kierkegaard; 138–140 Raikes 🕒☐🌐☐	pp. 140–142 Carey
<i>From Jerusalem to Irian Jaya</i>	pp. 114–120 The Great Century				pp. 121–122 Carey 🕒☐🌐☐
<i>How to Read Church History, Volume 2</i>	Optional: Day 1–Day 5: Read chap. 13, pp. 54–63. See <i>Notes</i> about the United States’ British Protestantism. Also see <i>Notes</i> for Vocabulary and Questions.				
Current Events	Day 1–Day 5: Same instructions.				
Literature					
<i>Treasure Island</i>	chaps. 22–27	chaps. 28–34			
<i>Oliver Twist</i>			p. liii & chaps. 1–3	chaps. 4–6	chaps. 7–8
<i>A Child’s Anthology of Poetry</i>	“The Idea of Ancestry” p. 148	“Snake” p. 150	“The Owl and the Pussycat” p. 153	“Viewing the Waterfall at Mount Lu” p. 154	“The Children’s Hour” p. 155
Language Arts					
Creative Expression	Character Sketch 📖				
Optional: Analogies 2			Unit F, p. 30 (answers p. 51)		
Optional: Wordly Wise 3000 Book 9	Exercise 10E		Exercise 11A		Exercise 11B
Other Notes					

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Key: ☐ Check off when complete 📖 See Notes following Schedule 🌐 Map Assignment 🕒 Timeline Suggestion

Creative Expression

Day 1: Character Sketch

Robert Louis Stevenson is famous for his memorable characters. But have you ever wondered what makes his characters so unforgettable? Your assignment this week is to write a character sketch based upon one of your favorite characters from *Treasure Island*.

Your first task is to choose a character. Which character did you identify with most? Which one sticks in your mind even after you've finished the book? Who can you still see clearly in your mind's eye?

Once you have settled on a character, analyze him! Focus on why that character is so memorable. What about him sticks in your memory? As you ponder these things, consider what lessons from Stevenson's writing you can transfer to your own writing.

When you have completed your character analysis, it's time to write your own character sketch. Your goal is to imitate Stevenson and use words to paint a full, multifaceted picture of your chosen character. Through description, explain to the reader why he is so fascinating.

Feel free to use some of Stevenson's own words as part of your description. Also use the character's own words and actions to illustrate the points you want to make about him. You may also want to consider how other characters view your chosen character. Would other characters agree with your assessment? Use their words and actions as support for or as a contrast to your analysis.

Confused about what "type" of paper to write? Let your character decide for you! Is he the autobiographical type? Or would your chosen character prefer to be part of an exciting narrative that slowly unravels to reveal the fullness of his personality? You be the judge. You have ample room for creativity here. ■

Oliver Twist

Setting

Oliver Twist takes place during the 1830s in London, England and surrounding areas. As you read, consider whether you would have wanted to live during this era.

Chapters XX–XXII

Halliford

Shepperton

Chertsey

Chapters XXVIII–XXXI

Kingston

Chapters XXXII–XXXIII

West Indies

Characters

1. Unlike most of the books you have read so far, the protagonist and title character, Oliver Twist, is a flat character. Throughout the book, he speaks perfectly (with no schooling), has a strong moral compass, has an angelic face, and does no wrong. As you read, you will meet many other characters. Evaluate each. Are there any round characters? Who is Oliver's antagonist?

Point of View

2. Oliver's story is told from the third person omniscient point of view. What are the advantages, in this book, for this point of view?

Conflict

While there is a lot of interpersonal conflict in the story, these obvious conflicts only serve to highlight the true conflict at the heart of the story: Oliver's struggle against society as he attempts to overcome his low social status.

Theme

Oliver Twist features several intertwined themes, including poverty, the failure of government charity systems, the foolishness of individualism, and the idealization of the countryside compared to the evil of the city. As you read, mark passages that demonstrate these themes particularly well.

Preface & Chapters I–III

Cultural Literacy

Workhouse: a poorhouse where able-bodied poor are compelled to labor.

Flock mattress: mattress stuffed with rags or wool-refuse.

Beadle: a minor official of a parish with a range of duties, but by the nineteenth century mostly to do with supervising paupers and maintaining public order.

Daffy: a widely used tonic, named after its inventor.

Half-baptized: baptized privately and without full rites, a measure only taken when there is a fear that the newborn child might die before a proper baptism could be arranged.

Doctors' Commons: the only court through which divorce could be gained.

Copper: a large copper vessel in a brick or stone structure, under which a fire could be lit.

Porringer: a small bowl.

Per diem: Latin for 'each day'.

Commons: staple food, shared with others.

Parochial: of, relating to, supported by, or located in a parish.

Oakum: loose hemp or jute fiber obtained by unraveling old ropes. Picking oakum was a horrible job that was assigned to felons in prison.

Parish: a local church community; a political subdivision of a British county, usually corresponding in boundaries to an original ecclesiastical parish. A parish surgeon was someone who attended to the workhouse inmates for an agreed fee.

Stoves: iron stoves replaced open fireplaces with chimneys during the nineteenth century. Gamfield probably means that Oliver is small enough to fit up a narrow chimney or flue to clean it.

Powdered heads: the use of once fashionable hair powder was declining in the early nineteenth century. This reference indicates that these gentlemen are not only old, but also old fashioned.

Snuff: ground tobacco which is taken by sniffing up the nose.

Vocabulary Development

... *extant* in the literature of any age or country ...

... and *indubitably* have been killed in no time ...

... very useful *appendage*, a voice, for a much longer ...

... be troublesome. Give it a little **gruel** if it is ...

... left to the **tender mercies** of churchwardens and ...

... there was no female then **domiciled** in 'the house' ...

... she **appropriated** the greater part of the weekly ...

... a very spirited and **rampacious** animal on nothing at ...

... But these **impertinences** were speedily checked by ...

... Besides, the **board** made periodical pilgrimages to ...

... unexpectedly startled by the **appartition** of Mr. ...

... a fat man, and a **choleric**; so, instead of responding ...

... a kick which could have **emanated** from no leg but a ...

... as I may say, a porochial delegate, and a **stipendiary** ...

... placed a seat for him; and **officially** deposited his ...

... a brick-and-mortar **elysium**, where it was all play and ...

... in sucking their fingers most **assiduously**, with the ...

... at last they got so **voracious** and wild with hunger ...

... somewhat alarmed at his own **temerity**: 'Please, sir, I ...

... Nobody **controverted** the prophetic gentleman's ...

... a place, which would not have been a **sinecure** ...

... to perform his **ablutions** every morning under ...

... affairs were in this **auspicious** and comfortable state ...

... his ways and means of paying certain **arrears** of rent ...

... most **sanguine** estimate of his finances could not ...

... he was alternately **cudgelling** his brains and his ...

... growled a fierce **imprecation** on the donkey generally ...

... and, as to the boy with which it was **encumbered** ...

... Oliver Twist and his **indentures** were to be conveyed ...

... before the **magistrate**, for signature and approval ...

... Oliver roused himself, and made his best **obeisance** ...

Questions and Comments

- The elderly lady in charge of the branch-workhouse "was a woman of wisdom and experience; she knew what was good for children; and she had a very accurate perception of what was good for herself." What do you think? Was she really wise? Did she truly act in the best interest of the children? Is the narrator speaking honestly or satirically? (Satire is a literary device that uses humor, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices, particularly in the context of contemporary politics, in order to either provoke or prevent a desired change.)
- Oliver is told that he should pray every night "like a Christian" for the people that feed and take care of him. Why doesn't he? ➔

- What does this say about those in charge? ➔

Note: In Dickens' time, the poor were not supposed to enjoy their state, and people wanted to reduce the increasing cost of the Poor Relief system. The question set forth is: "How can provision be made most cost-effectively for those who cannot or will not provide for themselves? What ought the relative comfort to be of the struggling but independent labourer and the dependent pauper?" Dickens shows how the answers to these questions affect a child, and Oliver Twist's famous statement, "Please, sir, I want some more" remains more forceful than questions of cost and duty.

- The first three chapters offer an accusation but not a solution to the problem described above. How could those in charge improve the Poor Relief system of Oliver's time? How does your country deal with the poor? What changes would you make to the welfare system?
- Does the fact that any money you suggest spending to help the poor comes out of your pocket in the form of taxes influence you? Should it?
- Can you identify the satirical passage in Chapter III? ➔

Chapters IV–VI

Cultural Literacy

Birmingham: major manufacturing city in the English midlands, specializing in small metalwork of all kinds. The city was connected to the rest of the country by such an extensive network of canals that it was, and is, Birmingham's boast that it has more canals than Venice.

Relieving officer: an official, appointed by the board, charged with administering poor relief.

Political economy: a way of understanding Man's behavior as an economic and political animal. See notes in the back of the book for complete explanation.

Poor's rates: taxes on property, levied locally for the support of the poor.

Drab plush: undyed cloth with a velvety nap.

Bridewell: historically specific name which by the nineteenth century had become the generic term for any local prison.

Day-book: account book recording each day's transactions.

Coffin-plates: metal name-plates for coffin lids.

Charity-boy: a pupil at a school supported by charity.

Yellow smalls: yellow shorts.

Antimonial: a medicine containing antimony, an alloy, and that it was used as an emetic (to induce vomiting). Bumble is heightening the effect of his coarser word, 'sickening'.

Leathers: leather breeches, a distinctive form of charity-school clothing.

Kennel: open drainage gutter.

Surplice: a loose-fitting, white ecclesiastical gown with wide sleeves, worn over a cassock.

Hat-band: funeral dress: long bands of black crape or silk hanging from one's hat at the back.

Muffin-cap: a flat woollen cap worn by charity-school boys.

Blacking-bottle: small bottle containing a cleaning agent.

Vocabulary Development

... was in general rather given to professional **jocosity** ...
 ... who is at present a deadweight; a **millstone**, as I may ...
 ... he **evinced** so little emotion, that they, by common ...
 ... to the coal-cellar, and **denominated** 'the kitchen:' ...
 ... wherein sat a **slatternly** girl, in shoes down at heel ...
 ... witnessed the horrible **avidity** with which Oliver tore ...
 ... and with fearful **auguries** of his future appetite ...
 ... a wooden leg, and a **diurnal** pension of twopence ...
 ... with the **ignominious epithets** of 'leathers,' 'charity,' ...
 ... pocket-book: which, like himself, was very **corpulent** ...
 ... Noah attempted to be more **facetious** still; and in this ...

Questions and Comments

- Mr. Bumble claims that Oliver is "a deadweight; a millstone, as I may say; round the parochial throat." Yet he also received "the parochial seal—the Good Samaritan healing the sick and bruised man." What is wrong with this picture? ➔
- Dickens remarks "what a beautiful thing human nature sometimes is; and how impartially the same amiable qualities are developed in the finest lord and the dirtiest charity-boy." What does he mean? ➔
- Noah arouses Oliver's ire by insulting his dead mother. What do you think of Oliver's response? Why do you think he's so passionate about his mother whom he never knew?

Chapters VII–VIII

Cultural Literacy

Barnet: Hertfordshire. A market and coaching town on the Great North Road between London and St. Albans.

Beak's order: order from a magistrate to leave an area.

Bob: a nickname for one shilling.

Magpie: a nickname for a halfpenny.

Islington: a district on north London.

Bulchers: half-boots.

Chandler's: a retail dealer in provisions and supplies; a maker and seller of candles and soap and oils and paints.

Sobriquet: an affectionate or humorous nickname.

Wicket: a little door set into a larger gate.

Vocabulary Development

... Sowerberry returned at this **junction**; and Oliver's ...
 ... the ground, looked **sepulchral** and death-like, from ...
 ... as **roystering** and swaggering a young gentleman ...
 ... he was a peculiar pet and **protégé** of the elderly ...
 ... if he found the Dodger **incorrigible**, as he more than ...
 ... from where a **balustrade** of the old kitchen staircase ...

Questions and Comments

- Oliver is particularly affected by Dick's blessing, "the first that Oliver had ever heard invoked upon his head." What do you think Oliver would tell you about the importance of kind words?
- Dickens plays on his readers' emotions—this is, no doubt, one of the reasons he remains a popular author. What emotional responses have you had to the past several chapters? ➔
- Dickens alternately describes Fagin as "the merry old gentleman" and "a very old shrivelled Jew, whose villainous-looking and repulsive face was obscured by a quantity of matted red hair." What effect do you think he intends this to have on the reader? ➔

Chapters IX–XII

Cultural Literacy

Pad the hoof: another way of saying to go on foot.

Fogle-hunter: a fogle is a pocket-handkerchief. A fogle-hunter appears to be a nickname for a thief or someone who pickpockets.

Guard-chain: gentlemen's watches were carried in the pocket but were secured to the clothing by a chain that was often ornamental.

Battledore: a racket used for hitting a shuttlecock in a child's game.

Saveloy: spicy pork sausage, dried and requiring no cooking.

Trivet: tripod stand for a kettle or cooking-pot.

Vocabulary Development

... freed from the restraint of its **corporeal** associate ...
 ... he would **expatiate** with great vehemence on the ...
 ... The Dodger had a vicious **propensity**, too, of pulling ...

Date:	Day 1 <small>176</small>	Day 2 <small>177</small>	Day 3 <small>178</small>	Day 4 <small>179</small>	Day 5 <small>180</small>
Bible/Apologetics¹					
<i>Westminster Shorter Catechism</i>	Read Question 107, plus answer all the questions (#1–13)				
<i>The Jesus I Never Knew</i>	chap. 14				
Bible Reading	1 John 4	1 John 5	2 John	3 John	Jude
<i>Adventuring Through The Bible</i>			chap. 74	chap. 75	chap. 76
Memorization	2 John 1:6; 3 John 1:11; Revelation 5:12; 22:7—Review week. Please present your verses learned from Week 25 to now.				
History and Biographies¹					
<i>From Jerusalem to Irian Jaya</i>	pp. 458–464 🕒📖🌐📖	pp. 464–467 🕒📖🌐📖	pp. 468–472 🕒📖🌐📖	pp. 472–478 🕒📖🌐📖	pp. 479–482
Current Events					
Literature¹					
<i>Enchantress from the Stars</i>	The Stone	The Fire	The Sacrifice	The Dragon	The Ending & Epilogue
<i>A Child's Anthology of Poetry</i>	"Escape" p. 306	"The Lake Isle of Innisfree" p. 307 "To a Squirrel at Kyle–Na–No" p. 308	"The Song of Wandering Aengus" p. 309	"He Wishes for the Cloths of Heaven" p. 311 "Epitaph for a Concord Boy" p. 312	
Language Arts					
Creative Expression	Victory in Defeat N				
Optional: Analogies 2			Unit O, p. 39 (answers p. 52)		
Optional: Wordly Wise 3000 Book 9	Exercise 20E				Crossword Puzzle p. 192
Other Notes					
You're done!					

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1. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: Bible/Apologetics, History and Biographies, and Literature Study Guide sections are ordered alphabetically by book title.

Key: Check off when complete N See Notes following Schedule 🌐 Map Assignment 🕒 Timeline Suggestion

Creative Expression

Day 1: Victory in Defeat

Early in *Enchantress from the Stars*, Elana gives Georyn a cryptic prophecy: “he who breaks the evil spell will be required to give up that which he deems most necessary to the triumph of good, and to face what appears to be a grievous failure. But as to how and when this must happen, that will remain hidden, for part of the condition is that the circumstances may not be known in advance.”

Remember, Elana says this to warn Georyn that he will never actually kill the “dragon,” which, for him, will seem like a failure. This prophecy, however, comes true in a different way than she was expecting.

This theme of victory hidden in failure—or victory achieved through defeat—has appeared often in literature and, indeed, history itself. Your assignment is to think of another example and compare it to the example in *Enchantress from the Stars*.

Take some time to find a good example you feel excited to write about. The Bible is a rich source of examples. For instance, Jesus’ death on the cross was seen at the time as a horrible defeat, yet we now know it to be one of the key pieces of the greatest victory in mankind.

Once you’ve chosen a parallel event, compare the two in a short (2-3 page) paper. How are they similar? How are they different? What is the message conveyed by each? Is it the same or slightly different? Which event most effectively conveys its intended message? Why?

Finally, wrap up your final paper for this course with your own thoughts on this theme. Why is it so powerful? What have you learned as a result of writing this paper? Are you motivated to examine your failures more intensely now? Do you have any victories hiding in your past failures? ■