

## Introduction to World History, Part 2—Schedule for Topics and Skills<sup>1</sup>

Week	History/Social Studies	Geography
1	Review; Children of the Streets; Gypsies; Ancient Explorers	<i>Europe, Middle East, Egypt, Greece, Crete, India, China, the Americas, Asia, Africa, Mediterranean Sea, Polynesian Islands, Continents</i>
2	Islam; Christianity; Muslim Empire	<i>Mecca, Constantinople, Middle East, North Africa, Western Europe, Persia, Ethiopia, Ireland</i>
3	Roman Empire, Vikings, Christians & Muslims	<i>Europe, England, North America, Scandinavia, Middle East, Syria, Israel, Iraq</i>
4	Vikings	<i>Scandinavia, Ireland, Iceland, Greenland, Bulgaria</i>
5	Vikings; Religions	<i>Norway, Iceland, South America, Asia, India, Israel, Canada</i>
6	Vikings	<i>Iceland, Norway, Europe, North Africa, Central Asia, Greenland, North America, Kazakhstan, Russia, Uzbekistan, Former USSR</i>
7	Vikings	<i>Scandinavia, Iceland, Greenland, Europe, Atlantic Ocean, the Americas, Babylon, Polynesian Islands, Pacific Ocean, Africa, Australia, Antarctica</i>
8	Knights & Castles; Vikings	<i>Europe, Scandinavia, Greenland, Afghanistan, Bangladesh, Bhutan, South Asia</i>
9	Knights & Castles	<i>Europe, Morocco, Spain, Middle East, British Isles</i>
10	Knights & Castles	<i>Chad, Egypt, Djibouti, Africa</i>
11	Kings, Knights & Castles	<i>Europe, Jerusalem, Lesotho, Madagascar, Republic of Guinea, Africa</i>
12	Europe in the Middle Ages; Crusades	<i>Europe, Jerusalem, Turkey, Romania, Eastern Africa, Bijagos Islands, Jerusalem</i>
13	Africa & Europe in the Middle Ages; Religions	<i>Europe, North and West Africa, China, New Zealand, Namibia, Portugal</i>
14	Gunpowder & the Compass; 100 Years War; Mongols; Trade Between Europe & Asia	<i>Europe, China, England, France, Asia, India, Cambodia, Samoa, Ethiopia, United Arab Emirates, Australia</i>
15	Printing Press; Asia; Europe; the Americas	<i>Europe, Japan, the Americas, Russia, China, Mongolia, Asia</i>
16	Discovery of America; Incas	<i>Asia, Portugal, Spain, the Americas, Africa, Pacific Ocean, Philippines, Peru, Indonesia, India, Bali, Southeast Asia</i>
17	Explorers; Aztecs, Incas & Mayans	<i>Mexico, Peru, the Americas, Spain, France, Colombia, Uruguay, Venezuela</i>
18	Africa; Renaissance	<i>Africa, Italy, Asia, Middle East, Cuba, Haiti, Venezuela, West Indies</i>

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1. This Schedule for Topics and Skills does not include Memory Work, Bible Reading, or Biography.

## Introduction to World History, Part 2—Schedule for Topics and Skills<sup>1</sup>

Week	History/Social Studies	Geography
19	Reformation; Science & Inventions	<i>Italy, Germany, Spain, England, Papua New Guinea, Fiji, West Sumatra, Oceania</i>
20	Elizabethan Age; Religion	<i>Europe, Burkina Faso, Cote d'Ivoire (Ivory Coast), Gambia, Senegal, Congo</i>
21	Kings of England; American Colonies; Elizabethan Age; Kings & Parliament	<i>Scotland, North America, Europe, Ghana, Niger, Chad, Mali, South Africa</i>
22	Kings of France; Thirty Years War; Kings & Parliament	<i>France, Russia, Northern Europe, Southeast Asia, China</i>
23	Habsburgs; Russian Tsars; Settling the New World; Mongol Empire; Ming & Ch'ing Empires; Japan	<i>Prussia, Europe, Russia, West Indies, Canada, India, China, Japan, Central America, Middle East</i>
24	American & French Revolutions; Trade; Sports & Pastimes; Pirates, Highwaymen & Smugglers; New Nations & Ways of Governing; Napoleon	<i>United States, France, Europe, Siberia, Mongolia, Kyrgyzstan, Qatar</i>
25	Latin American & Caribbean Islands; Music; South America; Explorers & Empire Builders	<i>Latin America, Caribbean Islands, Europe, South America, Africa, India, Nepal, Sri Lanka, United States</i>
26	Europeans in Africa, India & Australia	<i>Africa, India, Australia, North Pole, South Pole, United States, Middle East</i>
27	Crimean War; American Civil War; Franco-Prussian War; Japan	<i>Japan, United States, France, Prussia, Russia, Australia, Azerbaijan, Maldives</i>
28	Industrial Revolution; Agricultural Revolution	<i>Europe, Java, Guinea-Bissau</i>
29	Life in New Towns; Transport & Travel; Indians and Settlers in North America	<i>North America, Chin, Zimbabwe, Mali</i>
30		<i>Northeastern Africa, Saudi Arabia, United States</i>
31		<i>North Korea, Vietnam, Solar System</i>
32		<i>Peru, Bolivia, Ecuador, Trinidad, Africa</i>
33	World War I, the Great Depression, World War II	<i>China, Indonesia, Botswana, British Isles</i>
34	United Nations, Russian Revolution, Vietnam War	<i>India, United States, Russia, Vietnam, China, South Africa, Middle East</i>
35		<i>Honduras, Mexico, Alaska, Philippines, Africa, Yemen, Oman, Solar System</i>
36		<i>Tibet</i>

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Date:	Day 1 <sub>1</sub>	Day 2 <sub>2</sub>	Day 3 <sub>3</sub>	Day 4 <sub>4</sub>	Day 5 <sub>5</sub>
<b>Bible</b>					
<b>Reading</b>	Genesis 1	Genesis 2:7–9, 15–25	Genesis 3	Genesis 6:5–8, 13–22; 7:6–12, 17–24; 8:1–5, 13–22	Genesis 11:1–9
<b>The Awesome Book of Bible Facts</b>	pp. 2–3 🌐📄	See History Guide pp. 1–3 for "Notes on Biblical Dates"		pp. 4–5 🌐📄	pp. 6–7 🌐📄
<b>Memorization &amp; Sing the Word: God Our Provider</b> <input type="checkbox"/>	Psalm 24:1 —Track 1				
<b>History/Geography: See Study Guide</b> <input type="checkbox"/> <sup>1</sup>					
<b>Usborne Book of World History</b> <input type="checkbox"/>	Review pp. 8–31 🌐📄	Review pp. 32–51 🌐📄	Review pp. 52–64 🌐📄	Review pp. 65–85	Review pp. 86–93
<b>Explorer's News</b>			p. 3 🌐📄	p. 4 🌐📄🌐📄	p. 5 🌐📄🌐📄
<b>Window on the World</b> <sup>2</sup> <input type="checkbox"/>	Introduction pp. 8–11	Children of ... pp. 36–37	Gypsies pp. 72–73		
<b>Geography Songs</b> <input type="checkbox"/>	Continents and ... Track 32		Continents and ... Track 32	Continents and ... Track 32	
<b>Read-Alouds</b> <sup>1</sup>					
<b>The Aesop for Children</b>	"Wolf and the Kid" p. 7		"Tortoise & Ducks" p. 8		
<b>Cornstalks: A Bushel of Poems</b>		pp. 6–7		pp. 54–55	
<b>Red Sails to Capri</b>	chap. 1 🌐📄	chap. 2	chap. 3	chap. 4	chap. 5
<b>Other Notes</b>					

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1. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud Study Guide sections are ordered alphabetically by book title.

2. *Window on the World* contains a world map with the people groups. The map is on pages 112–113.

**Key:**  Check off when complete  See Notes following Schedule 🌐 Map Assignment 🌐📄 Timeline Figure in packet 🌐📄 Timeline Suggestion

Date:	Day 1 <sub>1</sub>	Day 2 <sub>2</sub>	Day 3 <sub>3</sub>	Day 4 <sub>4</sub>	Day 5 <sub>5</sub>
<b>Bible</b>					
<b>Reading</b>	Genesis 1	Genesis 2:7–9, 15–25	Genesis 3	Genesis 6:5–8, 13–22; 7:6–12, 17–24; 8:1–5, 13–22	
<b>The Awesome Book of Bible Facts</b>	pp. 2–3 🕒📄	See History Guide pp. 1–3 for "Notes on Biblical Dates"		pp. 4–5 🕒📄	
<b>Memorization &amp; Sing the Word: God Our Provider</b> <input type="checkbox"/>	Psalm 24:1 —Track 1				
<b>History/Geography: See Study Guide</b> <input type="checkbox"/> <sup>1</sup>					
<b>Usborne Book of World History</b> <input type="checkbox"/>	Review pp. 4–41 🕒📄	Review pp. 42–63 🕒📄	Review pp. 64–81	Review pp. 82–93	
<b>Window on the World</b> <sup>2</sup> <input type="checkbox"/>	Introduction pp. 8–11	Children of ... pp. 36–37	Gypsies pp. 72–73		
<b>Geography Songs</b> <input type="checkbox"/>	Continents and ... Track 32		Continents and ... Track 32	Continents and ... Track 32	
<b>Read-Alouds</b> <sup>1</sup>					
<b>The Aesop for Children</b>	"Wolf and the Kid" p. 7		"Tortoise & Ducks" p. 8		
<b>Cornstalks: A Bushel of Poems</b>		pp. 6–7		pp. 54–55	
<b>Red Sails to Capri</b>	chap. 1 🌐📄	chap. 2	chap. 3	chap. 4	
<b>Other Notes</b>					

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2. *Window on the World* contains a world map with the people groups. The map is on pages 112–113.

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# Week 1—Notes

## Bible

### Memorization

Our first memorization/public speaking passage is Psalm 24. It will be due on Week 6. Read the passage assigned on the schedule page ten times this week—twice each day.

## History/Geography

### Geography Songs and Window on the World

Please look up the countries you're reading and singing about on the map on pp. 112–113 in *Window on the World* and/or the large maps provided with *Geography Songs*. For days on which you are not assigned to read a prayer, why not pray on your own, based on what you have read?

We have tried to match most of the countries that we pray for in the *Window on the World* with the *Geography Songs* recording. However, due to especially heavy prayer loads early in the year, and almost non-existent prayer suggestions for the Americas, we have moved a few peoples from their "natural" locations early in the year so you and your children will have something to pray for toward the end of the year.

**Note to Mom or Dad:** The assignment for *Geography Songs* will be either a song or a fact.

### Study Guides

Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud. Study sections ordered alphabetically by book title.

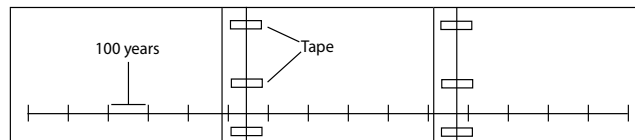
### Timelines

Throughout the year, we will provide timeline suggestions from your assigned reading in your History Study Guide books, Readers, and Read-Alouds. These suggestions will be provided weekly in your Instructor's Guide and Notes.

**Note to Mom or Dad:** Timeline suggestions are marked with a 📅 symbol and can be found on the Timeline Figure Schedule or in the Study Guides. Those timeline suggestions preceded by a 📅† symbol have an accompanying figure in the Sonlight Timeline Figure packet.

You should either use the timeline sold by Sonlight Curriculum®, or make a timeline for the wall of your room

using 8½" x 11" paper (taped sideways, end to end), one inch for every 100 years or so.



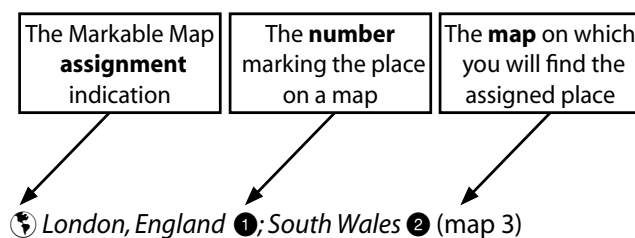
Timelines are helpful because not every book we read will be in chronological order. When we read them and mark dates on our timeline, we are better able to understand how events fit together: which things occurred at the same time, which things came first, and which things came later.

You may wish to use the figures we sell, or cut out a number of "people" from card stock or construction paper. Draw clothes on them to look like the characters you are studying, and paste them on the time line in the correct place.

Some people prefer a less graphic approach and simply use color markers, pens, and pencils to write on their time line the names and dates of significant events, persons, etc. Whatever method you use, we believe your children's sense of history will be enhanced if you maintain this discipline throughout the year.

### Markable Maps

Sonlight's geography program weaves throughout the year with assignments from almost every book you study. It is designed to demonstrate to your student the importance of map skills while enhancing the learning adventure. We provide map suggestions from the assigned reading in the History and Read-Aloud Guides. Look for the 📍 symbol on the schedule page. This will alert you to a map assignment at the beginning of that day's Study Guide notes. Use the key in the Study Guide (see sample below) to find each location on the map(s) following each book's Study Guide. Then your children can note each location on your Markable Map using a washable pen. (We recommend Vis-a-Vis® pens. If you should accidentally use a non-washable marker, rubbing alcohol can remove those errant marks.)



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>
<b>Bible</b>					
<b>Reading</b>	Luke 15:8–10	Luke 15:11–32	Luke 17:11–19	Luke 18:15–17	Mark 10:46–52
<b>The Awesome Book of Bible Facts</b>				pp. 92–93	
<b>Memorization &amp; Sing the Word: God Our Provider</b>	Read through and/or recite your poem at least ten more times. Make sure you use all your gestures and the full range of vocal effects. You will be presenting it to a live audience next week. —Track 8, just listen this week.				
<b>History/Geography: See Study Guide</b>					
<b>A Child's History of the World</b>	chap. 65 🕒📖🌐📖		chap. 66 🕒📖		
<b>Usborne Book of World History</b>	p. 151	p. 123		pp. 129–131	
<b>Explorer's News</b>		p. 7 🕒📖🌐📖			
<b>Michelangelo</b>					pp. 1–11 <sup>1</sup> 🕒📖🌐📖
<b>Window on the World</b>	Cuba pp. 42–43 🌐📖	Haiti pp. 74–75 🌐📖	Yanomamo pp. 188–189		
<b>Geography Songs</b>	West Indies Track 24	West Indies Track 24		West Indies Song Test p. 65	
<b>Read-Alouds</b>					
<b>The Aesop for Children</b>	"Dog and Master" p. 46		"Vain Jackdaw ..." p. 47		"Monkey & Dolphin" p. 48 🌐📖
<b>Cornstalks: A Bushel of Poems</b>		pp. 110–113			
<b>A Poke in the I</b>				pp. 12–13	
<b>The Apprentice</b>	chaps. 1–2 🌐📖	chaps. 3–4	chaps. 5–6	chaps. 7–8	chaps. 9–10
<b>Other Notes</b>					

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1. Please note: The book *Michelangelo* does not contain page numbers. Begin counting with Author's Note as page one.

**Key:**  Check off when complete    See Notes following Schedule   🌐 Map Assignment   🕒📖 Timeline Figure in packet   🕒📖 Timeline Suggestion

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>
<b>Bible</b>					
<b>Reading</b>	John 9:1–34	Matthew 17:24–27	Luke 10:25–37	Luke 10:38–42	
<b>The Awesome Book of Bible Facts</b>			pp. 84–85	pp. 66–67	
<b>Memorization &amp; Sing the Word: God Our Provider</b>	Read through and/or recite your poem at least ten more times. Make sure you use all your gestures and the full range of vocal effects. You will be presenting it to a live audience next week. —Track 8, just listen this week.				
<b>History/Geography: See Study Guide</b>					
<b>A Child's History of the World</b>				chap. 62 🕒📅🗺📖	
<b>Usborne Book of World History</b>	pp. 142–143	pp. 136–137	pp. 138–139 🕒📅	pp. 140–141 (top)	
<b>Window on the World</b>	Cuba pp. 42–43 🗺📖	Haiti pp. 74–75 🗺📖	Yanomamo pp. 188–189		
<b>Geography Songs</b>	West Indies Track 24	West Indies Track 24		West Indies Song Test p. 65	
<b>Read-Alouds</b>					
<b>The Aesop for Children</b>	"Dog and Master" p. 46		"Vain Jackdaw ..." p. 47		
<b>Cornstalks: A Bushel of Poems</b>		pp. 110–113			
<b>A Poke in the I</b>				pp. 12–13	
<b>The Cricket in Times Square</b>	chaps. 14–15				
<b>The Apprentice</b>		chaps. 1–2 🗺📖	chaps. 3–4	chaps. 5–6	
<b>Other Notes</b>					

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**Key:**  Check off when complete  See Notes following Schedule Map Assignment Timeline Figure in packet Timeline Suggestion






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>
<b>Bible</b>					
<b>Reading</b>	2 Timothy 1:13–2:10	2 Timothy 2:11–21	2 Timothy 2:22–3:9	2 Timothy 3:10–4:5	2 Timothy 4:6–22
<b>Memorization &amp; Sing the Word: God Our Provider</b>	This is the week for you to present Psalm 100 for an audience. Perhaps your family can hold a talent show or you can present it to your Sunday school class or Sunday school teacher ... —Track 15				
<b>History/Geography: See Study Guide<sup>1</sup></b>					
<b>Catching Their Talk in a Box</b>	chap. 6  <input type="checkbox"/>	chap. 7  <input type="checkbox"/>	chap. 8  <input type="checkbox"/>	chap. 9  <input type="checkbox"/>	chap. 10  <input type="checkbox"/>
<b>Window on the World</b>	Tibetans pp. 164–165	What's Next pp. 210–211	Addresses pp. 212–213		
<b>Geography Songs</b>	Choose your favorite song to review this week.				
<b>Read-Alouds<sup>1</sup></b>					
<b>The Aesop for Children</b>	"Bees and Wasps ..." p. 94		"Lark ..." p. 95	"Fisherman ..." p. 96	"Fighting Cocks ..." p. 96
<b>Cornstalks: A Bushel of Poems</b>		pp. 202–205		pp. 206–207	
<b>And the Word Came with Power</b>	chap. 19	chap. 20	chap. 21	chap. 22	Epilogue
<b>Other Notes</b>					
<b>You're all done!</b>					

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**Key:**  Check off when complete  See Notes following Schedule  Map Assignment  Timeline Figure in packet  Timeline Suggestion



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>
<b>Bible</b>					
<b>Reading</b>	Psalm 47	Psalm 150	Psalm 97	Psalm 103	
<b>Memorization &amp; Sing the Word: God Our Provider</b>	This is the week for you to present Psalm 100 for an audience. Perhaps your family can hold a talent show or you can present it to your Sunday school class or Sunday school teacher ... —Track 15				
<b>History/Geography: See Study Guide<sup>1</sup></b>					
<b>A Child's History of the World</b>	chap. 88  <input type="checkbox"/>	chap. 89  <input type="checkbox"/>	chap. 90  <input type="checkbox"/>   <input type="checkbox"/>	chap. 91	
<b>Window on the World</b>	Tibetans pp. 164–165	What's Next pp. 210–211	Addresses pp. 212–213		
<b>Geography Songs</b>	Choose your favorite song to review this week.				
<b>Read-Alouds<sup>1</sup></b>					
<b>The Aesop for Children</b>	"Bees and Wasps ..." p. 94		"Lark and Her ..." p. 95	"Fisherman ..." p. 96	
<b>Cornstalks: A Bushel of Poems</b>		pp. 202–205		pp. 206–207	
<b>And the Word Came with Power</b>	chap. 20	chap. 21	chap. 22	Epilogue	
<b>Other Notes</b>					
<b>You're all done!</b>					

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## Time Traveler: Vikings

### pp. 34–35

#### To Discuss After You Read

All Vikings are freemen. Only people captured on raids are slaves. Slaves do the dirty work.

The blacksmith performed an important job. He made weapons and tools.

The Vikings had no schools and even the leaders could not read or write.

#### Timeline and Map Activities

🕒 **Mark AD 890 on your timeline**

📍 *Find Norway on the map* ① (map 1)

📍 *Color the Scandinavian countries: Norway* ①, *Sweden* ② *and Denmark* ③ (map 1)

📍 *Find Iceland* ④, *the Faroe Islands* ⑤, *and the Shetland Islands* ⑥ (map 1) *where some Vikings settled*

### pp. 36–37

#### To Discuss After You Read

The Viking farms encompassed many buildings. The main family lived in the longhouse. Slaves and freemen lived in buildings nearby. The farm grew food like barley and flax and raised cows, sheep, and horses.

The Vikings also ate meat they collected by hunting, and fish.

### pp. 38–39

#### To Discuss After You Read

**Q:** Describe the interior of the longhouse.

**A:** *i.e., a long, dark, smoky single room with no windows with a hole in the roof [rather than a chimney]*

The Vikings used wool from the sheep to make their clothing.

### pp. 40–41

#### To Discuss After You Read

Describe how the Vikings built their longboats.

Measure 80 feet on your lawn outside—the length of the longboat, and 16 feet across—the width of the boat.

The Vikings built their boats from wood.

### pp. 42–43

#### To Discuss After You Read

The Vikings sailed to other lands to steal from other people.

The Vikings carried the following weapons: swords, axes, spears, shields, and bows and arrows.

The Vikings brought fresh water, furs, weapons, cooking utensils, and tools with them on their raids.

### pp. 44–45

#### To Discuss After You Read

The Vikings propelled their ships with oars and a sail.

The Vikings calculated direction by studying the sun and the stars.

### pp. 46–47

#### To Discuss After You Read

The Vikings invaded a monastery to steal precious things.

The Vikings stole gold, silver, cows, sheep, and people.

#### Timeline and Map Activities

📍 *Chart the course the Vikings sailed to raid on Ireland* (pp. 46–47) ⑦ (map 1)

### pp. 48–49

#### To Discuss After You Read

The Viking family had a feast to celebrate all the goods they stole.

Viking letters are runes.

The Vikings cooked meat in a variety of ways: on a spit over a fire, in a hole in the ground with hot stones, grilled over an open fire, or boiled.

The Vikings ate with their fingers rather than silverware.

### pp. 50–51

#### To Discuss After You Read

The Vikings worshipped Thor and Odin.

The Vikings buried possessions with a dead man so that he could use his goods in the next life.

A pyre is a pile of wood used to burn a dead body.

# The Usborne Time Traveler: Vikings - Map 1

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# A Little Princess

## Chapter 1

### Unfamiliar Words

**bungalow:** a single-story house or cottage that is usually thatched or tiled and surrounded by a veranda.

**fog:** the suspension of tiny water droplets in the air caused when the temperature of the air cools to the dew point—the point at which the air is saturated with water and vapor begins to form. A warm ocean current, the Gulf Stream, surrounds England, moderates its climate, and humidifies the coastal air. On the other side of the equator, London is just slightly further north than North Dakota. As cold air masses move into London regularly from surrounding regions and cool the air temperature to the dew point, fog forms. Additionally, airborne particulate matter (dust, smoke, etc.) makes the density of London's fog worse.

**ermine:** fine white fur from a kind of European weasel.

**rajah:** an Indian prince or king.

**sable:** fine, usually dark fur from an animal of the same name.

**Valenciennes:** a fine bobbin lace.

### Vocabulary to Learn

If one must go away to “the place” in England to **attain** it, she must make up her mind to go. (*achieve*)

She did not care very much for other little girls, but if she had plenty of books she could **console** herself. (*comfort*)

His **quaint** little Sara had been a great companion to him, and he felt he should be a lonely fellow on his return to India. (*odd or strange*)

In the hall everything was hard and polished—even the red cheeks of the moon face on the tall clock in the corner had a severe **varnished** look. (*concealed with something that gives a fair appearance*)

Still she was very firm in her belief that she was an ugly little girl, and she was not at all **elated** by Miss Minchin's flattery. (*made joyful*)

“Dolls ought to be **intimate** friends.” (*closely associated or connected*)

He explained to Miss Minchin that his **solicitors**, Messrs. Barrow & Skipworth, had charge of his affairs in England and would give her any advice she wanted. (*lawyers*)

### To Discuss After You Read

**Q:** What type of energy did lamps use 150 years ago?

**A:** gas

**Q:** Why were children sent from India to England for school?

**A:** the climate of India was bad for children

**Q:** What made Sara aware that she was rich?

**A:** she heard people speak of it, she had lived in a beautiful bungalow, she had many servants, many toys, and many people obeyed her every wish

**Q:** Describe Miss Minchin's house.

**A:** “It was respectable and well furnished, but everything in it was ugly; and the very armchairs seemed to have hard bones in them.”

**Q:** Describe Emily.

**A:** “She was a large doll, but not too large to carry about easily; she had naturally curling golden-brown hair, which hung like a mantle about her, and her eyes were a deep, clear, gray-blue, with soft, thick eyelashes which were real eyelashes and not mere painted lines.”

### Timeline and Map Activities

🌐 London ①; Bombay in India ② (map 1)

## Chapter 2

### Vocabulary to Learn

She was not **abashed** at all by the many pairs of eyes watching her. (*embarrassed, disconcerted*)

She was a child full of imaginings and **whimsical** thoughts. (*fanciful*)

If Sara had been older or less **punctilious** about being quite polite to people, she could have explained herself in a very few words. (*careful, precise*)

Miss Minchin glanced toward her **scrutinizingly**. (*attentively*)

“But I am afraid she has a childish **prejudice** against it.” (*an adverse opinion or judgment that is formed before all the facts are known*)

“Her accent is **exquisite**.” (*perfect*)

When she saw that the pupils had been listening and that Lavinia and Jessie were giggling behind their French grammars, she felt **infuriated**. (*enraged, angered*)

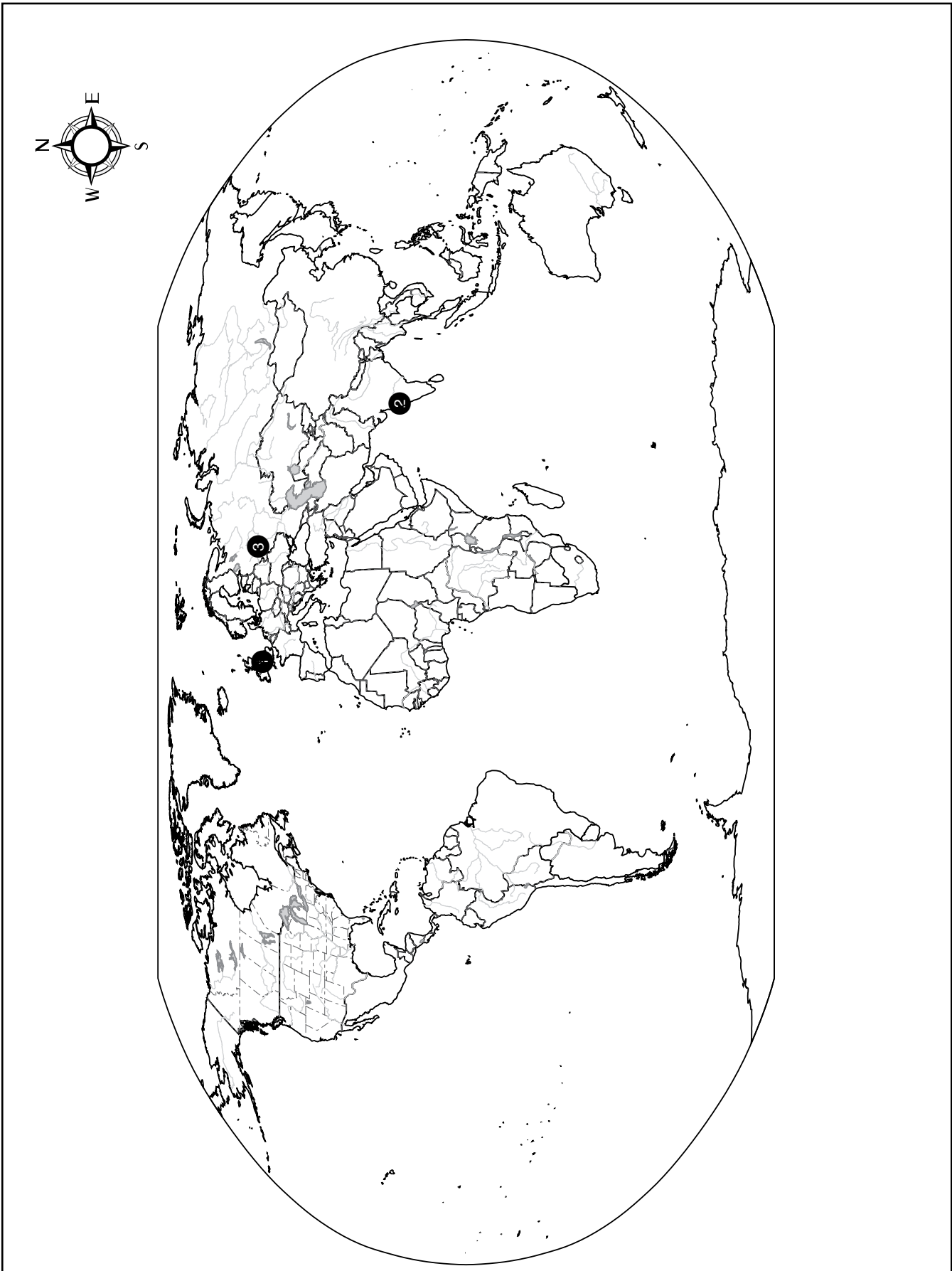
She began from that minute to feel rather a **grudge** against her show pupil. (*a reluctance to give up a hurt or anger*)

### To Discuss After You Read

**Q:** Why does Sara think dolls hide their abilities?

**A:** people would make them work if they knew they could move

# A Little Princess - Map 1



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