

Week 11—Five-Day Schedule

Date:	Day 1 51	Day 2 52	Day 3 53	Day 4 54	Day 5 55
Bible					
Reading	<i>Luke 22:1-23</i>	<i>Luke 22:24-46</i>	<i>Luke 22:47-71</i>	<i>Luke 23:1-25</i>	<i>Luke 23:26-43</i>
The Discoverer's Bible for Young Readers	<i>Numbers 1:1-4, 44-55</i>	<i>Numbers 11:1-10, 31-34</i>	<i>Numbers 12:1-15</i>	<i>Numbers 13:17-20, 25-33</i>	<i>Numbers 14:1-24</i>
American Indian Prayer Guide—Choctaw	Day One pg. 49	Day Two pp. 49-50	Day Three pp. 50-51	Day Four pp. 51-52	Day Five pg. 52
Memorization & Sing the Word: Great in Counsel and Mighty in Deed	<i>Romans 8:28</i> —Track 4				
History/Geography					
The Landmark History of the American People, Vol. 1 History Guide pp. 15-36	pp. 20-23 (end of first full para, ending "...not of harder labor.") >	pp. 23-end of chap. 3			pp. 25-29 (through para that spans pp. 28-29) >
The Story of the USA, Book 1 History Guide pp. 49-56			chap. 11-Exercises 11A-B >	Exercises 11C-E & pp. 69-70	
Mini-Report	Day 4: Write a mini-report about the Great Awakening. You will need to read encyclopedia articles about the Great Awakening, Jonathan Edwards, George Whitefield, and Gilbert Tennent. See Section Three, Appendix 2 for directions.				
Readers					
Regular: The Courage of Sarah Noble Reader Guide pp. 9-10	chaps. 8-9	chaps. 10-11			
Regular: The Matchlock Gun Reader Guide pp. 21-22			chap. 1 >	chaps. 2-3	chap. 4
Advanced: The Skippack School Reader Guide pp. 49-50	pp. 11-31 >	pp. 32-49	pp. 50-67	pp. 68-81	pp. 82-92
Read-Aloud(s)					
The Witch of Blackbird Pond Read-Aloud Guide pp. 89-103	chap. 9 >	chap. 10	chaps. 11-12 >	chap. 13	chaps. 14-15
Classic Poetry		pg. 55 "The Eagle"	pg. 55 "Break, Break, Break"	pp. 56-57	
Physical Education					
Other Notes					

©2007 by Sonlight Curriculum, Ltd. All rights reserved.

Week 11—Four-Day Schedule

Date:	Day 1 <small>51</small>	Day 2 <small>52</small>	Day 3 <small>53</small>	Day 4 <small>54</small>	Day 5 <small>55</small>
Bible					
Reading	<i>Luke 17:1-19</i>	<i>Luke 17:20-37</i>	<i>Luke 18:1-17</i>	<i>Luke 18:18-43</i>	
The Discoverer's Bible for Young Readers	<i>Exodus 32:1-14</i>	<i>Exodus 40:1-2, 33-38</i>	<i>Leviticus 26:1-13</i>	<i>Numbers 11:1-10, 31-34</i>	
American Indian Prayer Guide—Choctaw	Day One pg. 49	Days Two & Three pp. 49-51	Day Four pp. 51-52	Day Five pg. 52	
Memorization & Sing the Word: Great in Counsel and Mighty in Deed	<i>Romans 8:28</i> —Track 4				
History/Geography					
The Story of the USA, Book 1 History Guide pp. 49-56	Exercises 10B-E				
The Landmark History of the American People, Vol. 1 History Guide pp. 15-36	In the History Study Guide (pp. 39-41) read "North America Before the White Man"	pp. 3-6 (half of pg. 6) >	pp. 6-10 (through para that spans pp. 9-10) >	pp. 10-12 (through para that spans pp. 11-12) >	
Mini-Report	Day 4: Write a mini-report about the Great Awakening. You will need to read encyclopedia articles about the Great Awakening, Jonathan Edwards, George Whitefield, and Gilbert Tennent. See Section Three, Appendix 2 for directions.				
Readers					
Regular: The Courage of Sarah Noble Reader Guide pp. 9-10	chaps. 8-9	chaps. 10-11			
Regular: The Matchlock Gun Reader Guide pp. 21-22			chap. 1 >	chaps. 2-3	
Advanced: The Skippack School Reader Guide pp. 49-50	pp. 11-31 >	pp. 32-49	pp. 50-67	pp. 68-81	
Read-Aloud(s)					
The Witch of Blackbird Pond Read-Aloud Guide pp. 89-103	chap. 16	chap. 17	chap. 18	chap. 19	
Classic Poetry		pg. 55 "The Eagle"	pg. 55 "Break, Break, Break"	pp. 56-57	
Physical Education					
Other Notes					

“S. Gripe, Pawn Broker.”—Talk about what a pawn broker does.

- Look immediately to the right of those people, way in back. There are some people laying a body into a casket.
- Immediately to the right of those people, a man is carrying a baby who has been impaled on a pole.
- The housing behind that man looks terrible, ready to fall down (of course, the tall building on the man’s left [our right] *is* falling down!).
- There is a body hanging from a noose in the closest tall building in the upper right corner.
- Below the body, and in front of “Kieman Distiller,” there is a horribly rowdy crowd.
- In the foreground of that crowd, a woman is pouring a drink down the throat of a man who is being transported by wheelbarrow.
- To the right of that couple, and in the very edge of the picture, a mother is pouring a drink down the throat of her infant.
- Sitting on the stairway below *that* woman, a skeletal and unconscious man sits with a jug of gin cradled in his arm; a note, titled “The downfall of M ___ Gin,” hangs out of the basket.
- Up the stairway from that man, a woman, so drunk and/or so preoccupied with whatever is in a tin, lets her baby fall over the stair rail....

Chapter 4

🕒 Manhattan Island sold to Dutch (1626)

Navigation Acts (1650+)

Captain Kidd becomes a pirate (1690)

➤ *Manhattan* 28 (map 1)

“Reader’s Digest Condensed Version” Instructions

Page 27

Delete third sentence in first full paragraph. (Sentence begins, *Fearing they could not establish their right...*)

Suggested Learning Objectives

pp. 25-29

When the Dutch established New Netherland they wanted to make money!

The Dutch’s goal meant that all types of people could come and stay: they didn’t worry much about religious

questions and did not care if smugglers, pirates, or privateers stayed in the colony, Manhattan.

Know what the United Nations is and where the United Nations Building is located.

Know what the words *protection money* and *displacement* (referring to a ship) mean.

England’s Navigation Acts were meant to tell Americans what ships they could use, what goods they could buy or sell, and to whom. The colonists didn’t like these restrictions—especially since the restrictions raised their prices—so they smuggled to avoid the taxes.

pp. 29-33

Piracy and privateering both involve theft of goods on the high seas. Piracy is for private gain; privateering is done under the sponsorship of some governmental authority.

A *letter of marque* is a government license to seize an enemy ship. *Booty* is anything of value that a soldier or pirate seizes. *Metropolis* comes from the Greek and Latin for “mother city,” meaning the chief or capital city of a country, state, or region.

Enrichment Activities

pp. 32-33

Have students tell you the story of Captain Kidd, who became a pirate (1690).

Do a study on the different types of ships or boats mentioned on pg. 27: *canoe, sloop, shallop, ketch, and yacht*.

Chapter 5

➤ *New Netherland/New York* 27; *New England: Maine* 6, *New Hampshire* 7, *Vermont* 8, *Massachusetts* 5, *Rhode Island* 9, *Connecticut* 10 (map 1)

➤ *Virginia* 1 (map 1)

➤ *Belgium* 8 (map 3)

➤ *France* 3 (map 2)

Suggested Learning Objectives

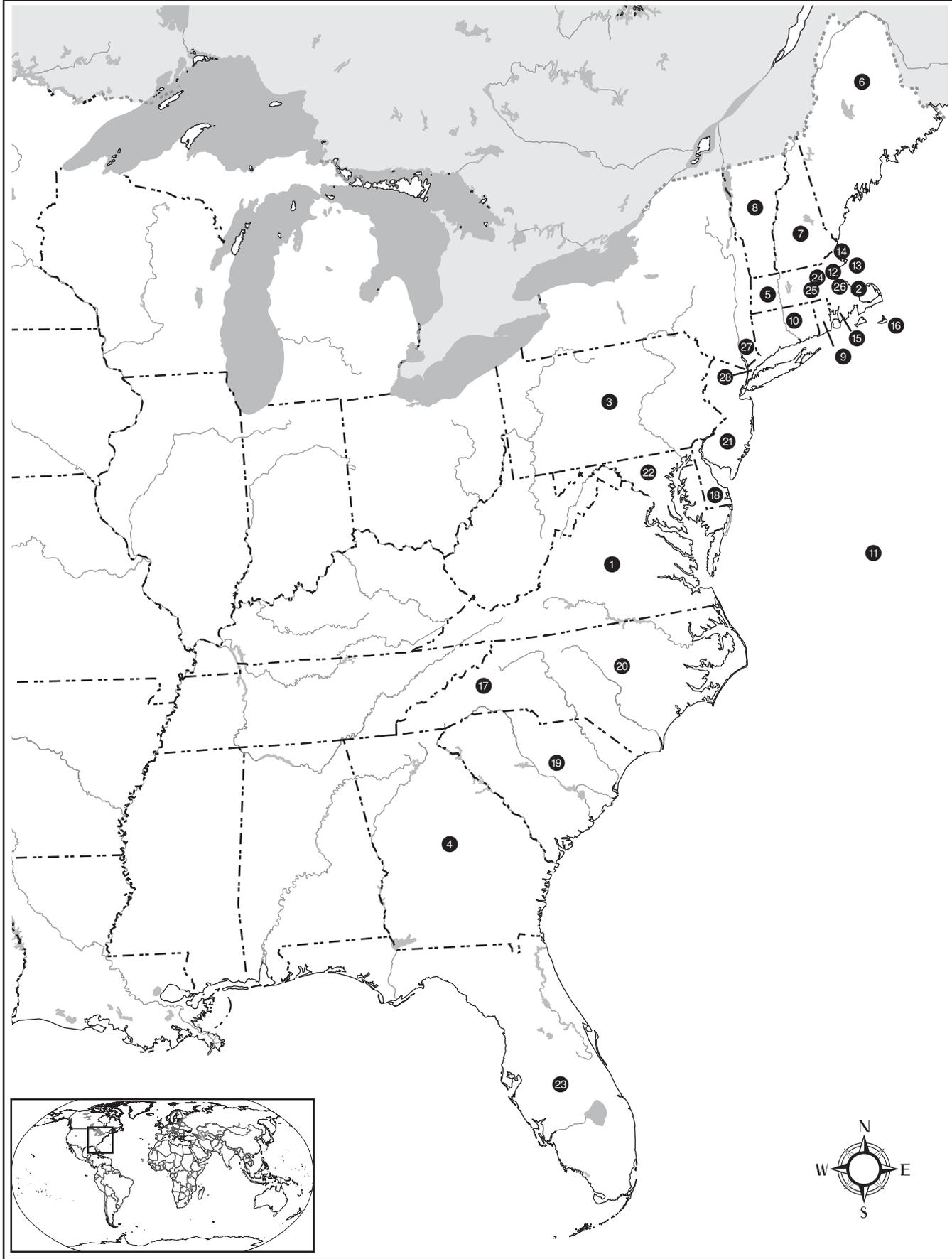
pp. 32-33

Several kinds of people came to New Netherland/New York: *Walloons*, French-speaking Protestants from Belgium, were being persecuted by Spanish Catholics; *refugees from the Puritans* in New England; *indentured servants* from Virginia; *Huguenots*, French Protestants from France, were being persecuted by the Catholics; and *Brazilian Jews*.

“Demos” means “the people”; “democracy” and “democratic” mean “rule by the people.” Therefore, what does Boorstin mean by a “democracy of cash”?

Know what an indentured servant is.

The Landmark History of the American People - Map 1



©2007 by Sonlight Curriculum, Ltd. All rights reserved.

Answers to Questions in Chapter 11

Dutch founded New York as New Amsterdam (1626)

Puritans arrive in Massachusetts Bay Colony (1630)

Lord Baltimore founds Maryland as Catholic haven (1634)

Thomas Hooker founds Connecticut (1636)

Roger Williams founds Rhode Island (1636)

Toleration Act passed (1649)

Pennsylvania founded by William Penn (1681)

Georgia founded by James Oglethorpe (1733)

➤ *Massachusetts* ⑤; *Connecticut* ⑦; *Rhode Island* ⑧; *Georgia* ⑪; *Pennsylvania* ⑫; *Maryland* ⑬; *New Hampshire* ⑰; *New Jersey* ⑱; *Delaware* ⑮; *Virginia* ⑭; *North Carolina* ⑨; *South Carolina* ⑩; *New York* ⑥ (map 1)

➤ *New York (city)* ① (map 3)

- A. 1.** The Puritans came to Massachusetts for freedom to worship in their own way.
- 2.** Hooker and Williams were two Puritan church leaders who felt all people should be allowed to worship as they please. They founded Connecticut and Rhode Island.
- 3.** New York
England
- 4.** Penn was a Quaker.
He treated all others as equals.
- 5.** The Toleration Act said that all Christians in the colony could worship in any way they wished.
- 6.** Oglethorpe founded Georgia to keep the land for the English and he wanted a place to help poor and out of work Englishmen.

B. 1. 1630 **2.** 1636 **3.** 1636 **4.** 1681 **5.** 1649 **6.** 1733

C. 1. a **2.** c **3.** c **4.** a **5.** b

D. 1. expensive **2.** toleration **3.** popular **4.** found

Map: **a.** Rhode Island **b.** Connecticut **c.** Massachusetts
d. New York **e.** Pennsylvania **f.** Maryland **g.** Georgia

Answers to Questions in Chapter 12

🕒 **John Peter Zenger (1697-1746) Trial (1735)**

- A. 1.** Freedom of the press is the right to print the truth.
- 2.** Governor Cosby took all the money he could from the people of New York.
- 3.** Zenger went to court for attacking Cosby and his politics.

4. The judges who were assigned by the governor would decide on Zenger's guilt.

Hamilton argued that ordinary citizen jurors should decide the outcome of the case.

The jury sided with Zenger and freed him; they agreed that he had told the truth.

5. This victory gave the people the right to say the truth.

B. 1. a **2.** c **3.** a **4.** a **5.** a **6.** b

C. 1. principle **2.** jury **3.** furious **4.** criticize **5.** expose

D. Hamilton felt that ordinary citizens should be plain men who would judge the facts fairly.

Federal and Supreme Court judges are appointed by the federal government and keep their offices for life unless there is gross misbehavior. Lower court judges are elected into office and thus can be ousted more easily.

Answers will vary.

Answers to Questions in Chapter 13

French and Indian War (1754-1763)

➤ *Quebec* ③; *Great Lakes* ②; *Gulf of Mexico* ④ (map 2)

- A. 1.** La Salle claimed the land on both sides of the Mississippi River, the Great Lakes region, and much of the land that is now in Canada for the French.
- 2.** The war between the French and English was called the French and Indian War.
- 3.** The French learned to fight while staying hidden. This gave them a great advantage.
- 4.** The British expected the colonists to pay taxes to pay for the war against the French that the British had waged on the colonists' behalf.

B. 1. F **2.** F **3.** T **4.** T **5.** F

C. 1. b **2.** a **3.** c **4.** b **5.** a

D. 1. tax **2.** missionary **3.** ally

E. England had more people living in the New World. Plus, the colonists from England had built homes in the New World and thus were more committed to the land.

Taxes are used for defense, to help people in need, and to operate the government (the courts, etc).

If there were no taxes, the government would be shut down.

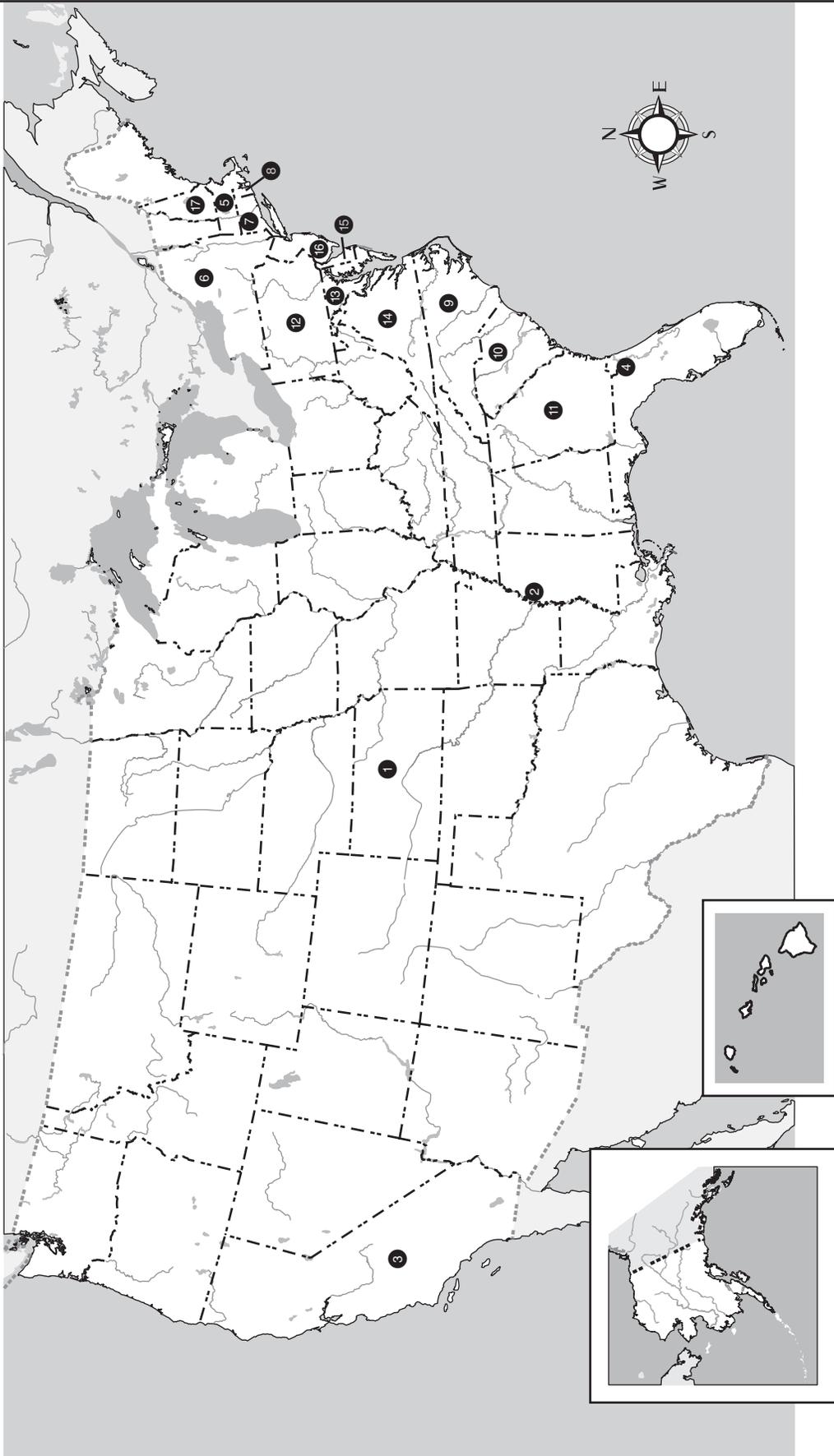
Answers to Questions in Chapter 14

Boston Tea Party (1773)

American Revolutionary War (1775-1783)

🕒 **Battle of Saratoga (1777)**

The Story of the USA, Book 1 - Map 1



©2007 by Sonlight Curriculum, Ltd. All rights reserved.

The Matchlock Gun

Setting

New York; 1757

Overview

French and Indian War (1754-1763)

- Rhine River ❶; Palatinate ❷; Germany ❸; Holland ❹ (map 1)
- New York ❶ (map 2)

In 1757, Edward's father goes to fight the Native Americans who are burning and killing north of their home in the French-Indian War in the Hudson Valley. Father takes his musket but leaves behind the matchlock gun, an enormous weapon that must have its fuse lit to shoot (like a cannon). When Edward's mother sees the smoke of burned buildings near her house, she loads the gun. When five braves attack, Edward shoots and kills three men. He then drags his wounded, unconscious mother away from the flames and cares for his little sister until their father returns.

Research Questions

Chapter 1—Read about the Palatines on page ix.

General Comprehension Questions

Why is the matchlock gun not a very practical weapon? (*very heavy, very large, and must be lit with a flame—no flintlock*)

How does Gertrude protect her children? (*she makes them stay outside to keep watch but doesn't show fear or nervousness, she won't bring them to the brick house close to the road, and she sets up the gun and goes outside at peril to her life*)

Chapter 1

- Netherlands ❹ (map 1)
- Hudson Valley ❷; Albany ❸ (map 2)

Where does Teunis go? (*to guard the bridge from the Native vAmerican attack*)

What is unusual about the parents' goodbye? (*they kissed in front of the children*)

Chapters 2-3

How does Mama put them to bed? (*she sings a nursery rhyme*)

What is Edward not allowed to do? Why? (*bring butter to grandmother; his mother does not want him to go into danger*)

Chapter 4

Where would Teunis like his family to go? (*to his mother's brick house*)

What does the family see that alarms them? (*smoke from a large fire*)

Chapter 5

What does Gertrude put in the matchlock gun? (*twice as much powder as a musket, then paper, two bullets, nails, pebbles, and buttons*)

How else does she prepare the house? (*she axes out a corner of the window, then drags the table over and sets the gun on top*)

Chapters 6-7

When is Edward to light the gun? (*when Mama yells "Ateoord!"*)

What does Mama do outside and what does Edward do inside? (*Mama pretends to pick beans and Edward sits on the stool and waits*)

Chapter 8

What does Mama yell? (*many names, then at the right time, "Ateoord!"*)

Is Mama injured? (*yes, she is hit by a tomahawk between the shoulder and back*)

Chapter 9

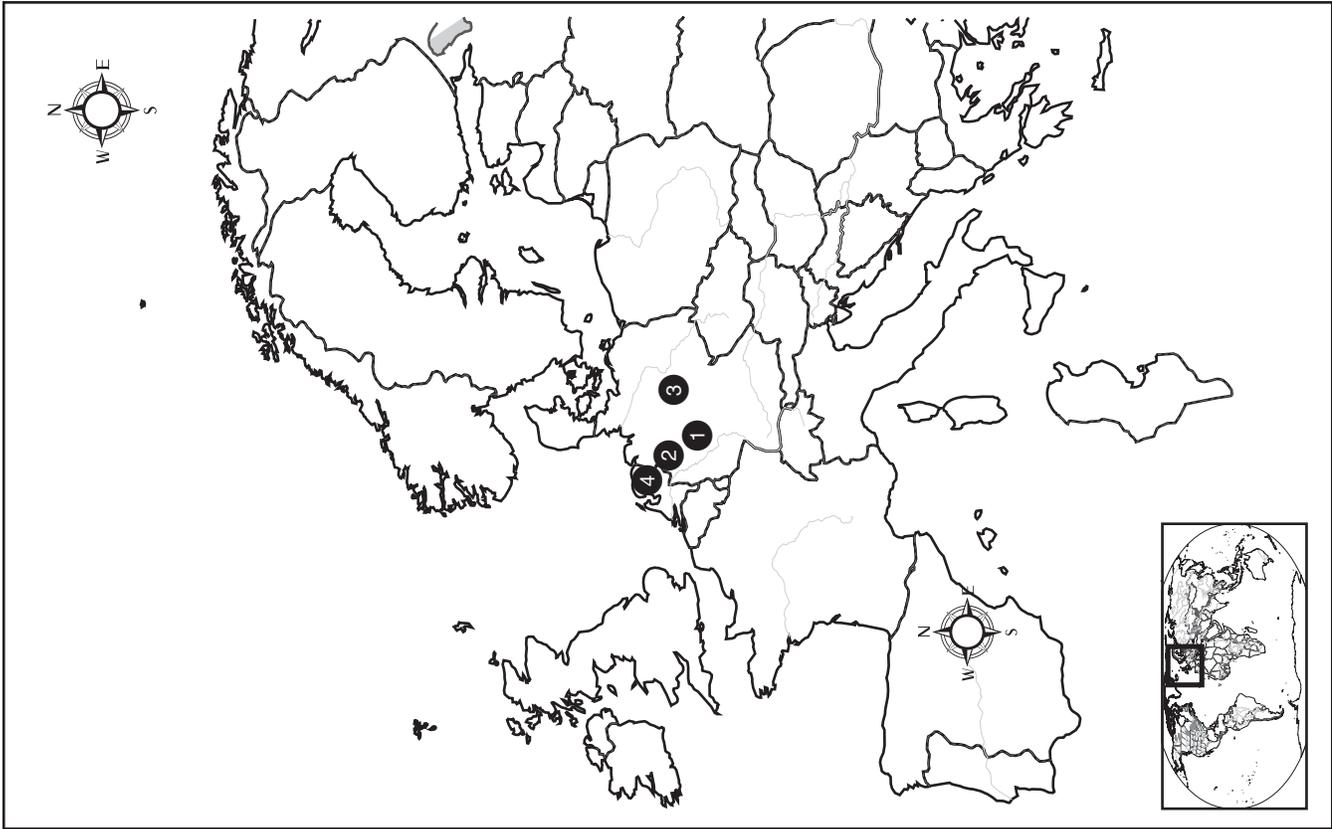
What does Edward do? (*picks himself up from under the gun, moves his mother away from the stoop, takes out the tomahawk, and sits while the house burns down*)

Chapter 10 and Foreword

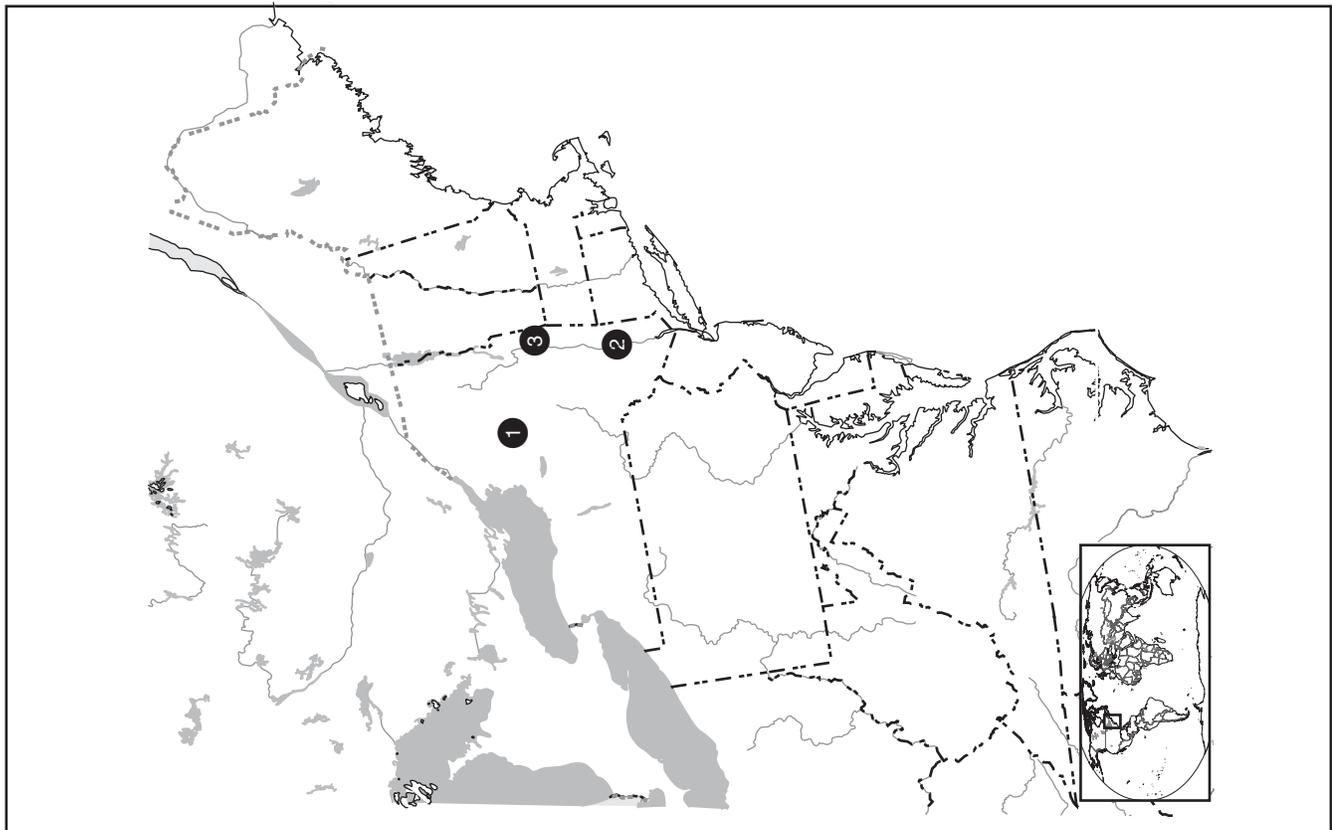
What happens to Grandmother? (*her barns burn but she barricades the house and will not come out*)

What was Trudy's talent later on in life? (*finest spinner*) ■

The Matchlock Gun - Map 1



The Matchlock Gun - Map 2



What was a dame school and what was taught there? (*the letters, to read, and to learn how to write their names*)

Narration Questions

Describe the appearance of the Great Meadow.

Vocabulary Development

It was coarsewoven and simply made, without so much as a single bow for trimming, but it was certainly far more suited to the **menial** work she had to do in it. (*generally unskilled, lacking dignity and status*)

Judith, so proud and **uppity**, so vain of the curls that fell just so on her shoulder, so finicky about the snowy linen collar that was the only vanity allowed her ... (**uppity**: marked by airs of superiority, arrogant; **finicky**: excessively dainty, fussy)

The long rows of onions looked endless, their sharp green shoots already half hidden by **encroaching** weeds. (*intruding; advancing beyond desirable limits*)

"I don't know much about children," said Kit **dubiously**. (*doubtfully*)

Chapter 9

- Bridgetown ② (map 5)
- Dorchester, Massachusetts ④ (map 2)
- Hythe/Kent, England ② (map 3)
- Africa's Cape of Good Hope ① (map 4)

Nature Studies Questions

Look up coral.

Cultural Literacy Questions

What are the mumps? (*a contagious viral disease marked by fever and swelling of the glands*)

Who were the Quakers and what were their main doctrines? (*they rejected clergymen and churches because they believe that every person had the Light of Christ within. They dressed plainly, refused to take oaths, and often refused to bear arms [source: American Heritage Encyclopedia of American History]*)

Comprehension Questions

Does each student in the dame school have his or her own textbook? (*no, the six students share three dog-eared primers*)

Why did Kit like teaching school? (*she enjoyed the children who were also the only people who seemed to appreciate her novelty, and it was a creative outlet—Kit was a gifted teacher*)

Why did Kit instinctively like Hannah Tupper? (*Hannah accepted Kit without question or suspicion, and trusted that Kit would accept her the same way*)

Why did Kit think Hannah's very plain house was pretty? (*it was a house of peace*)

What was the odd-shaped mark on Hannah's forehead? (*a brand*)

Narration Questions

Describe how the beginning readers learned the sounds of letters.

Vocabulary Development

If two or three of the heavier boys could band together at one end, they could make **precarious** sitting for the unlucky female on the other end. (*uncertain; dangerous*)

While Kit resorted to **ingenious** tricks, Mercy possessed the patience. (*marked by cleverness and originality*)

Mercy worried about this **indulgence**, which had begun by accident on the second day, and proved such a success that she had weakly allowed it to continue. (*gratification of a kind usually forbidden or to a degree usually considered excessive*)

Years ago, her grandfather had taken her to see a **masque** in Bridgetown, in which a troupe of players from England had acted out the ancient Christmas story. (*a dramatic performance*)

Jonathon Ashby stood **stolidly** beside Mercy, waiting for his chance to be the rescuer. (*in a strong and sturdy manner*)

By chance she had chosen the three most **obstreperous** pupils in the school to be her thieves and robbers. (*aggressively noisy and boisterous*)

Such an opportunity, **sanctioned** by authority, had never been known before. (*allowed*)

"We come to inspect your school, Mistress Wood, and we find **bedlam**." (*wild mad uproar*)

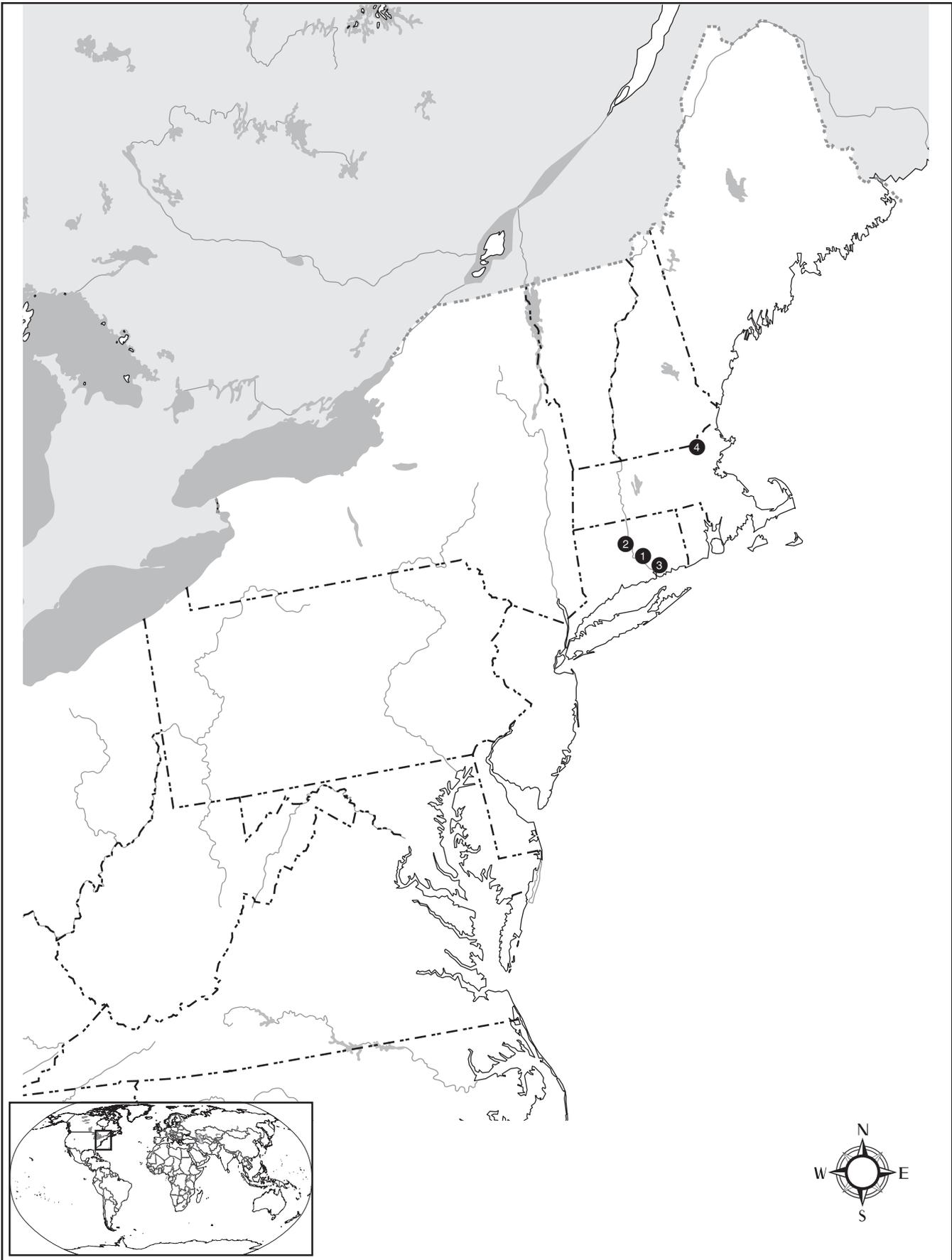
In a panic she fled, out the door and down the roadway, running, blind to reason or **decorum**, past the Meeting House ... (*standards of appropriateness*)

She scarcely knew where to begin, but all at once she was finding eager, **incoherent** words for the happy days on the island, the plantation ... (*clumsy and fumbling*)

Outside the house, against a sheltered wall to the south, a stalk of green thrust upwards, with slender **rapierlike** leaves and one huge scarlet blossom. (*like a straight two-edged sword*)

In one short hour she had **conjured** away the rebellion that had been **seething** in the girl's mind for weeks. (**conjured**: to bring about as if by magic; **seething**: the state of being agitated or excited)

The Witch of Blackbird Pond - Map 2



©2007 by Sonlight Curriculum, Ltd. All rights reserved.