

One-Year Condensed World History—Schedule for Topics and Skills¹

Week	History/Social Studies	Geography
1	Early Man; Mesopotamia; Archaeology; Ancient Civilizations; Gypsies	<i>Mesopotamia, Tigris River, Euphrates River, Middle East, Jericho, Çatal Hüyük</i>
2	Early Civilizations; Egyptians; Invention of Writing; Daily Life; People of the Middle East	<i>Egypt, Nile River, Indus River, Huang (Yellow) River, Mesopotamia, Sumer, Iraq, Oman</i>
3	Egyptians; Minoans; People of the Middle East	<i>Egypt, Cairo, Nile River, Giza, Crete, Syria, Turkey, Yemen, Saudi Arabia, Israel</i>
4	Babylonia; Jews on the Move; Minoans; Indus Valley Civilization; Anatolia; People of the Middle East	<i>Middle East, Egypt, Mount Sinai, Crete, India, Babylon, Anatolia (Turkey)</i>
5	Greek Gods; Egyptian Empire; the Hittites; Riffi Berbers and Refugees	<i>Greece, Egypt, Anatolia, Morocco</i>
6	Trojan War; David and Solomon; the Mycenaeans; Canaanites and Philistines; Desert Nomads and Jews; People of Romania and Spain	<i>Greece, Israel, Mycenae, Mediterranean Sea, Romania, Spain</i>
7	Phoenicians; Spartans; Olympics; Rome Founded; the Phoenicians; Greek Art and Architecture; People of Albania, Bulgaria and Greece; Gladys Aylward	<i>Tyre, Sidon, Mediterranean Sea, Strait of Gibraltar, Carthage, Sparta, Greece, Olympia, Athens, Rome, Albania, Bulgaria, China</i>
8	Assyrians; Babylonians; People of Africa; Gladys Aylward	<i>Assyria, Babylon, Guinea-Bissau, Bijago, Chad, China</i>
9	Medes and Persians; Early Civilizations in India; Babylonia; Monument Builders; Early Civilizations in China; People of Africa; Gladys Aylward	<i>Lydia, Persia, India, Babylon, Iran, Northern Europe, China, Ethiopia, Israel</i>
10	Early Civilizations in China; Politics in Greece; the First Marathon; the Dark Ages; People of West Africa	<i>China, Yangtze River, Athens, Rome, Greece, Persia, Marathon, Senegal, Gambia, Guinea-Bissau, Mali, Burkina Faso, Côte d'Ivoire</i>
11	Persian Wars; the Greeks; the Golden Age; Greek vs. Greek; People of Africa	<i>Persia, Greece, Athens, Sparta, Madagascar, Gambia, Senegal, Central Africa</i>
12	Important Men of Greece; Olympics; Greek Art and Architecture; Alexander the Great; the Mongols; People of Africa	<i>Macedonia, Greece, Persia, Egypt, Alexandria, Olympia, Asia, Botswana, Namibia, Angola, Republic of Guinea, Niger, Chad, Mali</i>
13	Punic War; Fighting and Conquering; Early American Indians; Celts; the Rise of Rome; People of Southern Africa	<i>Carthage, Rome, Greece, North and Central America, Northern Europe, Zimbabwe, South Africa</i>
14	The Roman Empire and Its Rulers; Jesus and Jews; Pompeii; People of Russia, Azerbaijan and Southeast Siberia/Mongolia	<i>Roman Empire, Egypt, Rome, Bethlehem, Jerusalem, Pompeii, Russia, Azerbaijan, Southeastern Siberia, Mongolia, Inner Mongolia</i>
15	Romans; Byzantine Empire; Barbarians; the Huns; People of the Middle East and Western Asia	<i>Rome, Byzantium, Europe, Afghanistan, Pakistan, Iran, Kazakhstan, Kyrgyzstan, Uzbekistan</i>
16	More Rulers; Monks; Christians in Africa; Islam; Persian Empire; Christianity; Life in Ancient Africa; People of China	<i>Constantinople, China, France, Africa, Middle East, Arabia, Mecca, Medina</i>
17	Arabs; Charlemagne; England Gets Started; Vikings; Muslims; Christianity in Europe; People of Asia and South East Asia	<i>Arabia, France, England, Iceland, Greenland, Newfoundland, Canada, China, Thailand, Laos, Vietnam, United States, Tibet, Bhutan, Pompeii</i>
18	Castles and Knights; Vikings; Middle Ages; People of Mongolia, North Korea and Japan	<i>Europe; Scandinavia, Iceland, Greenland, Mongolia, North Korea, Japan</i>
19	William the Conqueror; the Crusades; Three Kings of Europe; Middle Ages	<i>England, Jerusalem, France, Germany, Europe, Constantinople</i>

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







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

One-Year Condensed World History—Schedule for Topics and Skills¹

Week	History/Social Studies	Geography
20	Kingdoms in West Africa; Churches and Cathedrals in Europe; King John and the Magna Carta; Genghis Khan and Kublai Khan; Arabs in Africa; the Church; People of India and Sri Lanka	<i>Ghana, Mali, Songhay, Europe, England, Cathay (China), Venice, Egypt, North Africa, India, Sri Lanka</i>
21	Discovery of the Compass and Gunpowder; the Hundred Years War; the Mongols; Life in India; Trading with China; People of South East Asia	<i>Europe, England, France, Asia, India, China, Indonesia, West Sumatra, West Java</i>
22	Invention of the Printing Press; Life in Japan; Life in North and South America; the Aztecs; the Slavs; the Ottomans and Muslims; People of Vietnam and Papua New Guinea	<i>Germany, Japan, North and South America, Peru, Central America, Eastern Europe, Western Russia, Istanbul, Vietnam, Papua New Guinea</i>
23	Discovery of the New World; Lands of Enchantment; War and Weapons; the Incas; People of the South Pacific	<i>Spain, America, India, Bahamas, Cape of Good Hope, Central America, Florida, Mississippi River, Mexico, Peru, Fiji, Samoa</i>
24	Exploring East Africa; the Renaissance; Arabs in Africa; Kingdom of Benin; People of New Zealand and Lesotho	<i>East Africa, Europe, Benin, Italy, New Zealand, Lesotho</i>
25	The Reformation; Queen Elizabeth; the Elizabethan Age; the Hapsburgs; the Tsars; People of Northern South America	<i>Europe, England, Virginia, Spain, Austria, Russia, Venezuela, Trinidad, Brazil</i>
26	Kings of England; the Glorious Revolution; the Thirty Years' War and Kings of France; the Elizabethan Age; Pilgrims and Colonists; Kings and Parliaments; People of South America	<i>England, Scotland, America, France, Peru, Bolivia, Ecuador, Colombia, Uruguay</i>
27	Peter the Great; Frederick the Great & the Seven Years' War; People of Central America & Northeast Africa	<i>Russia, Holland, England, Prussia, Austria, Honduras, Belize, Guatemala, Nicaragua, Sudan, Egypt, Eritrea</i>
28	Development of Canada and West Indies; the Kingdom of Benin; the Mogul Empire; Emperors in China; Life in Japan; Merchants and Trade; Sports and Pastimes; Pirates, Highwaymen, and Smugglers; People of the Caribbean	<i>Canada, West Indies, Benin, Asia, China, Japan, Holland, England, France, Australia, Cuba, Haiti</i>
29	American Revolution and Independence; French Revolution and the Reign of Terror; Napoleonic Wars; Civilizations in Central and South America; New Nations and Governments; People of Africa; Peter the Great	<i>England, America, Jamestown, Plymouth, France, Paris, Versailles, Europe, Caribbean Islands, Central and South America, Haiti, Argentina, Venezuela, Namibia, Botswana, Niger, Mali, Burkina Faso, Russia, Holland, St. Petersburg</i>
30	Explorers and Empire Builders; Europeans in Africa and India; Settlers in Australia and New Zealand; Life in Russia; Crimean War; People of Borneo and Ghana	<i>Australia, New Zealand, Africa, India, Russia, Borneo, Ghana</i>
31	Music and Its Composers; Commodore Perry in Japan; Civil War in America; Franco-Prussian War; Modern Inventions; Bring West to East—Japan; New Nations and Governments; Missionary Kids and People of Qatar	<i>Germany, Austria, Japan, United States, France, Prussia, Italy, Qatar</i>
32	Industrial Revolution; Agricultural Revolution; Transportation; Navajo People and People of the U.A.E.	<i>Europe, United States, England, Arizona, New Mexico, Utah, United Arab Emirates</i>
33	World War I; World War II; Nazis; Indians and Settlers; Moving West; Bring West to East—China; People of Southern Asia and the Gulf States	<i>Europe, United States, Germany, China, Myanmar, Thailand, Laos, Pakistan, Iran, Oman, Philippines</i>
34	World War II; the United Nations; Russia, a World Power; Korean and Vietnam Wars; People of Greenland and Iceland	<i>Europe, Russia, Pearl Harbor, Japan, France, Belgium, Holland, South Pacific Islands, India, Russia, China, Korea, Vietnam, Greenland, Iceland, Philippines</i>
35	Christianity, Animism, and Buddhism	<i>Africa, Honduras, Philippines, Alaska, Mexico</i>
36	Hinduism, Islam, and Judaism	<i>Africa, Honduras, Philippines, Alaska, Mexico</i>

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












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

Date:	Day 1 ₁	Day 2 ₂	Day 3 ₃	Day 4 ₄	Day 5 ₅
Bible  ¹					
Reading	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
Awesome Book of Bible Facts See History Guide pp. 3–5 for “Notes on Biblical Dates”	pp. 2–3   ²			pp. 4–5   ²	pp. 6–7   ²
Memorization & Sing the Word: God Our Provider 	Psalm 24: 1 —Track 1				
History/Geography: See Study Guide  ¹					
A Child’s History of the World 	Intro.				chap. 4 Mesopotamia  
Usborne Book of World History 		pp. 2–3	pp. 4–5  	pp. 6–7	
Window on the World ³	Introduction pp. 8–11	Children p. 36	Children p. 37	Gypsies p. 72	Gypsies p. 73
Geography Songs 	"Continents ..." pp. 47–48		"Continents ..." pp. 47–48		"Continents ..." pp. 47–48 song test, p. 66
Read-Alouds  ¹					
The Aesop for Children	"Wolf and the Kid" p. 7		"Tortoise & Ducks" p. 8		"Young Crab ..." p. 9
Cornstalks: A Bushel of Poems		pp. 6–7		pp. 54–55	
Red Sails to Capri	chap. 1  	chap. 2	chap. 3	chap. 4	chap. 5
Other Notes					

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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. You will find the Timeline Figures and Suggestions for the Bible Assignments on the Timeline Figure Schedule in Section One, as there is no Study Guide for Bible. All other Figures and Suggestions will be listed on the Timeline Figure Schedule, as well as in the appropriate Study Guide.
3. The book *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 ¹	Day 2 ²	Day 3 ³	Day 4 ⁴	Day 5 ⁵
Bible  ¹					
Reading	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	
Awesome Book of Bible Facts See History Guide pp. 3–5 for “Notes on Biblical Dates”	pp. 2–3   ²			pp. 4–5   ²	
Memorization & Sing the Word: God Our Provider 	Psalm 24: 1 Track 1				
History/Geography: See Study Guide  ¹					
A Child’s History of the World	Intro.			chap. 4 Mesopotamia  	
Usborne Book of World History	pp. 2–3	pp. 4–5  	pp. 6–7		
Window on the World ³	Introduction pp. 8–11	Children pp. 36–37	Gypsies p. 72	Gypsies p. 73	
Geography Songs	"Continents ..." pp. 47–48		"Continents ..." pp. 47–48	"Continents ..." pp. 47–48; song test, p. 66	
Read-Alouds  ¹					
The Aesop for Children	"Wolf and the Kid" p. 7		"Tortoise & Ducks" p. 8		
Cornstalks: A Bushel of Poems		pp. 6–7		pp. 54–55	
Red Sails to Capri	chap. 1  	chap. 2	chap. 3	chap. 4	
Other Notes					

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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

A Child's History of the World—Monday

Make sure you read the note in the History Study Guide before starting *A Child's History of the World*. **Notice that we skip the first three chapters of this book.**

Then, before reading chapter 4, please read “Notes on Biblical Dates,” as well as “Why You Will Find Contradictions in History,” both of which are located in the History Study Guide and give helpful information on biblical dates.

World History

Please inform your children that this section represents some of the oldest cultures that have been found (ranging from 8000 [Jericho] to 1500 BC). Note that the text is organized by the time periods. Some nations will be studied again in later eras.

Geography Songs & 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 matched 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 prayer suggestions toward the end of the year.

Note to Mom or Dad: We assign some songs multiple times as they coordinate with your reading. Do them as often as you desire. Young children often benefit from repetition.

Study Guides

Additional instructional information for each book is located in the corresponding subject's Study Guide:

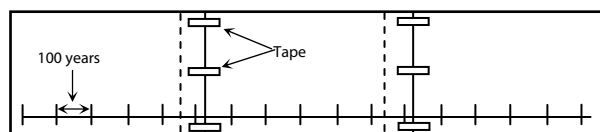
History, Reader, and Read-Aloud. Study sections ordered alphabetically by book title.

Timelines

Throughout the year, we provide timeline suggestions from your assigned reading in your History books, Readers, and Read-Alouds. These suggestions are provided weekly in your Study Guide or on the Timeline Figures Schedule.

Note to Mom or Dad: Timelines 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 timeline in the right place.

Some people prefer a less graphic approach and simply use color markers, pens, and pencils to write on their timeline 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.



















Note to Mom or Dad

If you are using our 4-day program with the 1997 edition of *A Child's History of the World*, we have not scheduled all chapters. In order to maintain the pace for the 4-day schedule, we have not included the chapters

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					
Reading	Luke 15: 8–10	Luke 15: 11–32	Luke 17: 11–19	Luke 18: 15–17	Mark 10: 46–52
<i>The Awesome Book of Bible Facts</i>				pp. 92–93	
Memorization & Sing the Word: God Our Provider	Revelation 3: 20 —Track 6				
History/Geography: See Study Guide					
<i>A Child's History of the World</i>		chap. 50	chap. 51		
<i>Usborne Book of World History</i>	pp. 100–101			pp. 102–103	pp. 104–105
<i>Window on the World</i>	Mongolia pp. 120–121  	North Korea p. 128  	North Korea p. 129  	Japan p. 92  	Japan p. 93  
<i>Geography Songs</i>	"Asia" p. 23		"Asia" p. 23		"Mt. Fuji" p. 59
Read-Alouds					
<i>The Aesop for Children</i>	"Dog & Master's ..." p. 46		"Vain Jackdaw ..." p. 47		"Monkey & Dolphin" p. 48  
<i>Cornstalks: A Bushel of Poems</i>		pp. 110–113			
<i>A Poke in the I</i>				pp. 12–13	
<i>Detectives in Togas</i>	chap. 18	chap. 19  	chap. 20  	chap. 21	chap. 22  
Other Notes					



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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>86</small>	Day 2 <small>87</small>	Day 3 <small>88</small>	Day 4 <small>89</small>	Day 5 <small>90</small>
Bible					
Reading	John 9: 1–34	Matthew 17: 24–27	Luke 10: 25–37	Luke 10: 38–42	
The Awesome Book of Bible Facts			pp. 84–85	pp. 66–67	
Memorization & Sing the Word: God Our Provider	Revelation 3: 20 —Track 6				
History/Geography: See Study Guide					
A Child's History of the World	chap. 41    		chap. 42    		
Usborne Book of World History	p. 91 (bottom two-thirds)	pp. 92–93		p. 96	
Window on the World	Mongolia pp. 120–121  	North Korea pp. 128–129  	Japan p. 92  	Japan p. 93	
Geography Songs	"Asia" p. 23	"Asia" p. 23		"Mt. Fuji" p. 59	
Read-Alouds					
The Aesop for Children	"Dog & Master's ..." p. 46	"Vain Jackdaw ..." p. 47			
Cornstalks: A Bushel of Poems		pp. 110–113			
A Poke in the I				pp. 12–13	
Little Pear	chap. 8	chap. 9			
The Cricket in Times Square			chap. 1–2  	chap. 3  	
Other Notes					

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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>
Bible					
Reading	2 Timothy 1: 13–2: 10	2 Timothy 2: 11–21	2 Timothy 3: 22–3: 9	2 Timothy 3: 10–4: 5	2 Timothy 4: 6–22
Memorization & Sing the Word: God Our Provider	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				
History/Geography: See Study Guide¹					
Catching Their Talk in a Box	chap. 6	chap. 7	chap. 8	chap. 9  	chap. 10
Window on the World	Hinduism pp. 204–205	Islam pp. 206–207	Judaism p. 208	Judaism p. 209	What Next? pp. 210–211
Geography Songs	"Solar System" p. 49		"Solar System" p. 49		"Solar System" p. 49; song test, p. 66
Read-Alouds¹					
The Aesop for Children	"Bees & Wasps ..." p. 94		"Lark and Her ..." p. 95	"Fisherman ..." p. 96	"Fighting Cocks ..." p. 96
Cornstalks: A Bushel of Poems		pp. 202–205		pp. 206–207	
And the Word Came with Power	chap. 19	chap. 20	chap. 21	chap. 22	Epilogue
Other Notes					
You're all done!					

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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>
Bible					
Reading	Psalm 47	Psalm 150	Psalm 97	Psalm 103	
Memorization & Sing the Word: God Our Provider	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				
History/Geography: See Study Guide¹					
<i>A Child's History of the World</i>		chap. 82 🕒 <input type="checkbox"/>	chap. 84 ² 🕒 ↑ <input type="checkbox"/> 🌐 <input type="checkbox"/>	chap. 91 ²	
<i>Usborne Book of World History</i>	pp. 184–185				
<i>Window on the World</i>	Hinduism pp. 204–205	Islam pp. 206–207	Judaism pp. 208–209	What Next? pp. 210–211	
<i>Geography Songs</i>	"Solar System" p. 49		"Solar System" p. 49	"Solar System" p. 49; song test, p. 66	
Read-Alouds¹					
<i>The Aesop for Children</i>	"Bees & Wasps ..." p. 94		"Lark and Her ..." p. 95	"Fisherman ..." p. 96	
<i>Cornstalks: A Bushel of Poems</i>		pp. 202–205		pp. 206–207	
<i>And the Word Came with Power</i>	chap. 20	chap. 21	chap. 22	Epilogue	
Other Notes					
You're all done!					

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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. We have not assigned the additional chapters in the 1997 edition for our 4-day program in order to maintain the appropriate workload. Feel free to read these chapters if you like. We will cover this material in our World History program at the Intermediate level.

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

Catching Their Talk in a Box

Chapter 1

To Discuss After You Read

Joy learned as a young person that she should not worry, to trust God in all things, that God will guide, and that God is never late in His provision.

Chapter 2

To Discuss After You Read

Joy trained people who could not read by having them memorize Bible verses phrase by phrase.

Joy left Honduras for she became ill from too much work.

Chapter 3

To Discuss After You Read

Q: Describe the new project God gave Joy to do.

A: *she put Bible verses, a gospel message, and music on records so illiterate people would have God's Word*

The records spoke the word of God to people who could not read and brought the message to people who lived in isolated areas.

Chapter 4

To Discuss After You Read

Joy used local music and native speakers on her records to overcome the false idea that Christianity is a white man's message.

The Gospel Recording staff prayed each Wednesday, for they believed that God worked as they prayed.

Joy gave away the records for free just as the gospel is free to all who need it.

Chapter 5

To Discuss After You Read

World War II prevented native speakers from coming to the United States, so Joy traveled to get the necessary recordings.

Chapter 6

To Discuss After You Read

The Far East Broadcasting Company sends out the gospel message over the radio in a variety of languages.

Joy thanked God and rejoiced in every hard time.

Chapter 7

To Discuss After You Read

Joy had mechanical troubles, sickness, and dangerous travel in her work.

Chapter 8

To Discuss After You Read

To get native speakers, Joy would sometimes go to their village, and at other times God brought native speakers to Joy.

Chapter 9

To Discuss After You Read

In Australia, a man stored and warehoused the gospel records for the South Pacific, and he invented an inexpensive, non-breakable record player.

Chapter 10

To Discuss After You Read

Joy never asked anyone for money, God provided at the right time.

Q: Did Joy live a fancy life?

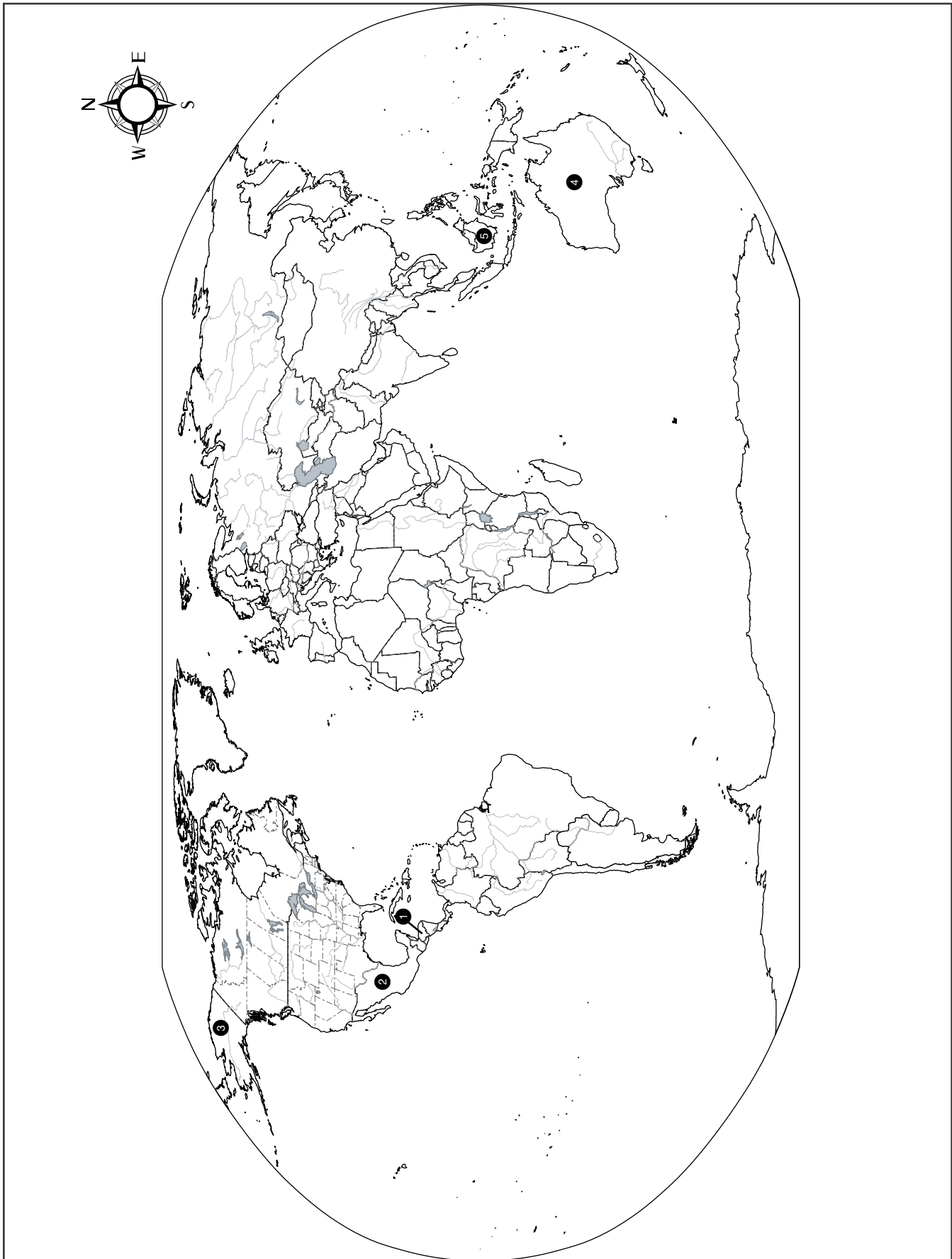
A: *no, she made do with what God provided*

Timeline and Map Activities

🕒 Joy Ridderhof (1903–1984)

- 🌐 Find Tegucigalpa, Honduras, Central America, where Joy served as a missionary ①; Find Mexico ② and Alaska ③; Find Australia ④ and determine why it would be a good direction to take to reach Indonesia ⑤ (map 1)
- 🌐 Find on a map Columbia, South Carolina, where Joy went to Bible school ①; Find on a map Los Angeles, California, where Joy lived as a child. ② (map 2)
- 🌐 Chart the missionaries' journeys in the Philippines: Manila ①, Baguio ②, Luzon ③, Mindoro ④, and Palawan ⑤ (map 3)
- 🌐 Find Ethiopia, Africa, where Joy wanted to go as a missionary ① Chart Joy's journey throughout Africa: Tanganyika ②; Kilimanjaro ③; Kijota ④; Iambi ⑤; Kinampanda ⑥ (map 4) ■

Catching Their Talk in a Box - Map 1



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The Cricket in Times Square

Chapter 1

Unfamiliar Words

subway: a string of passenger cars or train that runs underground.

Vocabulary to Learn

The only tracks were the ones on which the **shuttle** ran. (*a vehicle used in regular travel back and forth over an established, often short route by a vehicle*)

But it was late now: time to crawl back to his comfortable **niche** in the wall and go to sleep. (*a hollow or sheltered space in a wall*)

To Discuss After You Read

Q: Look at the opening sentence: “A mouse was looking at Mario.” Why is such a sentence rather startling?

A: because normally a boy looks at a mouse, not vice versa

Q: Where does this story take place?

A: in the Times Square subway station

Q: Does the newspaper stand seem to make a lot of money?

A: no, it does not sell enough

Timeline and Map Activities

📍 New York City ① (map 1)

Chapter 2

Unfamiliar Words

cricket: leaping insect; male makes chirping noises by rubbing the forewings together.

To Discuss After You Read

Q: How can you tell temperature with a cricket?

A: count the number of chirps in a minute, divide by four, and add 40

Q: What rationale does Papa use for keeping the cricket?

A: “We got it—let’s keep it.”

Q: Describe the sound Mario heard.

A: it sounded like a quick stroke across the strings of a violin or a suddenly plucked harp

Chapter 3

Unfamiliar Words

liverwurst: sausage made from liver.

Vocabulary to Learn

“A couple of **tuffets** away from my stump the meadow begins, and there was a whole bunch of people having a picnic.” (*a low seat or stool, in this case Chester is probably referring to clusters or clumps of grass that would appear to him as stools*)

“And here I am,” Chester concluded **forlornly**. (*in a sad or miserable way*)

To Discuss After You Read

Q: Why do crickets chirp?

A: males of most cricket species chirp to attract the attention of a female cricket

Q: Are crickets common in New York City? Why or why not?

A: no, crickets usually live in the country

Q: How did Chester end up in the big city?

A: he jumped into a picnic basket to eat some liverwurst and got trapped inside

Q: What is Chester talking about when he refers to the swallow?

A: the swallow—a bird—has seen New York City when she flew to the North every spring

Q: Chester normally chirps later in the summer. Why?

A: crickets are sensitive to changes in temperature. They chirp faster as the temperature rises. The warmer temperatures later in the summer would cause Chester to begin chirping

Timeline and Map Activities

📍 Texas ②; Connecticut ③ (map 1)

Discuss how far Texas is from Connecticut.

Chapter 4

Unfamiliar Words

Afghan hound: a tall thin dog with long straight, silky fur.

a long-hair: an extra refined person.

Vocabulary to Learn

“I guess so,” said Chester, although he was really a little **leery** of venturing out into New York City. (*wary, cautious*)

To Discuss After You Read

Q: How does a cricket make its chirpy sound?

A: he draws one wing over the other; he does not use his wings for flying

The Cricket in Times Square - Map 1

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