











<b>One-Year Condensed American History—Schedule for Topics and Skills<sup>1</sup></b>		
<b>Week</b>	<b>History/Social Studies</b>	<b>Geography</b>
1	The First Americans; How the Native Americans Lived; Columbus Comes to America	<i>Asia, Alaska, Bering Strait, North and South America, Midland, Mexico, Canada, Greenland, New York, Peru, Spain, Atlantic Ocean, China, India, Cuba, Canary Islands</i>
2	The Story of Slavery; The Search for New Lands	<i>Northern Africa, Spain, Portugal, Central and South America, West Indies, Florida, Panama, Pacific Ocean, Philippine Islands, Mexico, Culiacán</i>
3	The Spaniards Take Over Mexico; The Fortune Hunters; Other Explorers and Colonists; The English Come to America	<i>Mexico, Mexico City, Texas, New Mexico, Arizona, California, Kansas, Mississippi River, Florida, St. Augustine, Brazil, England, France, Virginia, Roanoke Island, Jamestown</i>
4	The Puritans; The Pilgrims	<i>Plymouth, Holland, Massachusetts, Jamestown, Chesapeake Bay, Potomac River</i>
5	The Quakers; The Thirteen Colonies; Life in the Colonies	<i>Massachusetts, Pennsylvania, Georgia, Virginia, Boston, Connecticut, Rhode Island, New York, Maryland, New Hampshire, New Jersey, Delaware, North Carolina, South Carolina, New York City, Philadelphia, Jamestown, England, London</i>
6	Navigation Acts; Freedom of the Press; New York Colony; The “Virginia Dynasty”	<i>New York, Manhattan Island, Long Island, Staten Island, New York City, Indian Ocean</i>
7	Virginia Colony; Trade	<i>Virginia, Great Britain, Boston</i>
8	Sugar Act; Stamp Act; Boston Massacre; Boston Tea Party; Declaration of Independence; French and Indian War; Benjamin Franklin	<i>Canada, Quebec, Mississippi River, Great Lakes, Gulf of Mexico, Boston, Philadelphia, Concord, Lexington, Louisiana, North America, Pennsylvania, Montreal, London</i>
9	The American Revolution; Paul Revere	<i>Boston Harbor, Lexington, Concord, Philadelphia, Saratoga, Yorktown, Canada, Florida, Atlantic Ocean, Mississippi River, Boston, Cambridge, Watertown, Worcester, Hartford, New York, Charlestown</i>
10	The American Revolution; First Government; The Constitution; Nathaniel Bowditch	<i>Annapolis, Massachusetts, Philadelphia, New York City, Salem, Cambridge</i>
11	Westward Expansion; the Constitution; Lewis and Clark; Nathaniel Bowditch	<i>Massachusetts, Connecticut, New York, Virginia, North and South Carolina, Georgia, New Hampshire, Rhode Island, New Jersey, Pennsylvania, Delaware, Maryland, Annapolis, Philadelphia, Rocky Mountains, Missouri River, Snake River, Portland, Pacific Ocean, Bourbon, Cape of Good Hope, Portugal, Lisbon, Java, Manila, Nantucket</i>
12	Westward Expansion; First President; Lewis and Clark	<i>Northwest Ordinance, Vermont, Kentucky, Tennessee, Ohio, New York City, California, Pacific Coast, Haiti, Columbia River, Oregon, Fort Clastop, Yellowstone River, Mediterranean Sea, Spain, Salem, Boston, North Atlantic, Manila, Sumatra</i>
13	Louisiana Purchase; War of 1812	<i>Appalachian Mountains, Mississippi River, New Orleans, Louisiana Purchase</i>
14	Immigration; Irish Potato Famine; Instant Cities; Monroe Doctrine; Harriet Tubman	<i>United States, Ireland, Erie Canal, Germany, Scandinavia, Central and South America, Baltimore</i>
15	Building Up America; American Ingenuity; Do–It–Yourself Doctors; Texas; Harriet Tubman	<i>United States, Texas, Choptank River, Philadelphia, New Jersey, Maryland, New York, South Carolina</i>
16	Moving West; Political Parties for All; Harriet Tubman	<i>Independence, California Trail, Oregon Trail, Nebraska, Wyoming, Rocky Mountains, Portland, San Francisco, Santa Fe Trail, Santa Fe, South Carolina, Auburn, Washington D.C.</i>
17	Political Parties for All; Slavery; Andrew Jackson; America Reaches from Coast to Coast; Gold Rush	<i>United States, Harrisburg, Africa, South Carolina, Oklahoma, Oregon, California, Mexico</i>

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

<b>One-Year Condensed American History—Schedule for Topics and Skills<sup>1</sup></b>		
<b>Week</b>	<b>History/Social Studies</b>	<b>Geography</b>
18	Splitting of the Nation; Missouri Compromise; Kansas–Nebraska Act; Beginning of the Civil War	<i>United States, Missouri, Texas, Mexico, Kansas–Nebraska Territory, Kansas, Charleston, Illinois, Harper’s Ferry</i>
19	Civil War; a World Transformed; The Go–Getters; Reconstruction	<i>United States, Appomattox, Charleston, Bull Run, Gettysburg</i>
20	Cowboys; Oil Boom; Department Stores; Railroads and Inventions	<i>United States, Pennsylvania, Titusville, Cleveland, Ogden, Sacramento, Omaha</i>
21	Department Stores; Inventions; Labor Unions; Problems on the Plains	<i>Paris, Great Plains, Abilene, Texas</i>
22	Mass Production; Reconstruction	<i>Philadelphia, Bethlehem</i>
23	Racism; The KKK; Homestead Act; Immigration	<i>Illinois, Scandinavia, New York City, Pennsylvania, Denver, Missouri</i>
24	Reformers and Self–Helpers; Spreading the News; Letters in Every Mailbox; Standard Time and Standard Gauge; Company Towns and Garden Cities	<i>Baltimore, Washington D.C., Denver, Missouri</i>
25	Bridge–Building; Skyscrapers; Farmers Find a Voice; The Wright Brothers	<i>St. Louis, Niagra River, Brooklyn, Manhattan, New York, Dayton</i>
26	Farmers Find a Voice; America Becomes a World Power; The Wright Brothers	<i>Buffalo, Cuba, Philippines, Hawaii, Panama, Kitty Hawk</i>
27	Sea Power; Submarines; World War I; Flu Epidemic; George Washington Carver	<i>Cuba, United States, Missouri, Fort Scott, Iowa, Tuskegee, Alabama</i>
28	Stock Market Crash; World War I; League of Nations; 1920’s; The Great Depression; Flu Epidemic; George Washington Carver	<i>United States, Germany, Belgium, New Orleans, Missouri, Alabama, Tuskegee, Montgomery</i>
29	The Great Depression; New Deal; Helen Keller	<i>United States, Tuscumbia</i>
30	15th Amendment; World War II; Atomic Bomb; New Deal; Helen Keller	<i>United States, Alabama, Germany, Europe, Pearl Harbor, Yalta, Hiroshima, Nagasaki, Japan, Boston, Plymouth, Tuscumbia</i>
31	Truman Doctrine; Vietnam War; NAACP and Segregation; The Cold War; Korean War	<i>United States, North and South Korea, Vietnam, Montgomery, Germany, Berlin, Geneva</i>
32	Civil Rights; Advancements Around the World	<i>Montgomery, Washington D.C., Dallas, Topeka, Little Rock, Memphis, Cuba</i>
33	Lyndon B. Johnson; the Great Society; Medicare; Vietnam War; Native Americans; Women’s Rights; Space Age	<i>Vietnam, Puerto Rico, Mexico, Seneca Falls, Cape Canaveral</i>
34	Space Age; Vietnam War; Watergate; End of the Cold War	<i>United States, Peenemuende, Russia, Vietnam, Saigon, Nicaragua, Iran, Iraq, Kuwait</i>
35		<i>USA, Papua New Guinea</i>
36	Biography	<i>USA, Papua New Guinea</i>

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

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>	John 1:1–18	John 1:19–42	John 1:43–51	John 2:1–11	John 2:12–25
<b>American Indian Prayer Guide—Maya</b>	Day One p. 9	Day Two p. 9	Day Three pp. 10–11	Day Four p. 11	Day Five p. 12
<b>Memorization &amp; Sing the Word: The Heavens Declare</b>	Our first memorization/public speaking passage is Psalm 103. It will be due in Week 6. Read Psalm 103:1–3 ten times this week—twice each day. Do you know the meanings of all the words? Do you understand what the passage as a whole is about? —Track 1				
<b>History/Geography: See Study Guide  1</b>					
<b>Story of the USA, Book 1<sup>2</sup> (Explorers &amp; Settlers) </b>	chap. 1	chap. 2  	chap. 3		
<b>Pedro's Journal</b>				Aug 3–Sept 17  	Sep 18–Oct 10
<b>Wee Sing America</b>	<b>Days 1–5:</b> “The Stars and Stripes Forever,” p. 12.				
<b>Reader<sup>1</sup></b>					
<b>Om-kas-toe</b>	Preface & chap. 1	chap. 2	chaps. 3–4	chap. 5	chap. 6
<b>Read-Alouds<sup>1</sup></b>					
<b>Walk the World's Rim</b>	Preface & chap. 1    	chaps. 2–3	chap. 4	chap. 5	chap. 6
<b>Oxford Illustrated Book of American Children's Poems</b>	p. 7	p. 8	p. 9		p. 10
<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. The answers to the questions in *The Story of the USA* are in the History Study Guide.

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

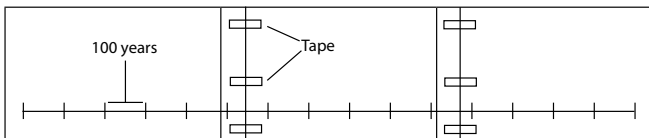
## History/Geography

### 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" × 11" paper (taped sideways, end to end), one inch for every 100 years or so.



Timelines are helpful because not every book you read will be in chronological order. When you read them and mark dates on your timeline, you 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.

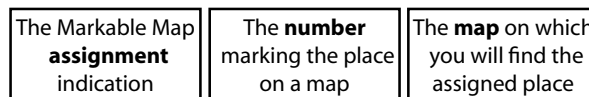
Whatever method you use, we believe your sense of history will be enhanced if you maintain this discipline throughout the year.

### Markable Map

Sonlight’s geography program weaves throughout the year with assignments from almost every book you study. It is designed to demonstrate to your students the importance of map skills while enhancing the learning adventure. We provide map suggestions from the assigned read-

ing in the History, Readers, 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.)

If you want your children to receive even more practice with maps, consider this idea shared by one of our Sonlight Forums users: Replace your tablecloth with a map! Cover it with a sheet of clear vinyl (available at fabric stores). Then, while your children are eating, watch in wonder as they look at the map over and over again, reading all the words, asking questions, and learning all about the map. As a bonus, spills wipe up easily from the vinyl!



📍 London, England ①; South Wales ② (map 3)

### Story of the USA

As you are working through the *Story of the USA* workbooks, please keep in mind a few things. These are workbooks and as such, we do not consider them a spine or main text of this curriculum. Use them to develop comprehension skills and to help your children interact with blocks of text. Also, we do schedule all of the workbooks, but feel free to look over the material before hand a decide which sections to assign your children.

A customer on the Sonlight Forums, "Just Little Ol' Me," has given some really helpful comments about how to approach these workbooks.



*The Story of the USA* books are published as "reading comprehension" workbooks. Seen in that light, rather than in the "read and learn history" light, maybe you can help your child tolerate them better. Many, if not most, homeschoolers face standardized tests at least every few years, and I've never met anybody who loves those Reading Comprehension sections! This series of workbooks can help your student really improve on that part of the test, if you approach them with that goal.

Instead of concentrating on the information in the lesson, focus on improving their responses to the questions at the end of the passages. Have them mark up the book, finding the answers to each question and writing the number of the question in the

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>	1 Samuel 24	1 Samuel 25:1–22	1 Samuel 25:23–44	1 Samuel 26	1 Samuel 27
<b>Starting Strong</b>	<b>Days 1–5:</b> One of a Kind; Chapter 3: Do Strong Guys Ever Cry?				
<b>American Indian Prayer Guide—Miami &amp; Shawnee</b>	Day One p. 77	Day Two pp. 77–78	Day Three pp. 78–79	Day Four pp. 79–80	Day Five p. 80
<b>Memorization &amp; Sing the Word: The Heavens Declare</b>	John 15:3, 4 —Track 4				
<b>History/Geography: See Study Guide</b>					
<b>Landmark History, Vol. 1</b>	chap. 24 🌐 □	chap. 25 pp. 161–166 (to last para) 🌐 □	chap. 25 pp. 166–170		chap. 26 🌐 † □
<b>Story of the USA, Book 2</b>				chap. 13	
<b>Wee Sing America</b>	<b>Days 1–5:</b> “Goober Peas,” p. 30, “Old Abe Lincoln,” p. 23, and “Abraham Lincoln Quote,” p. 23. What is a goober pea? ( <i>a peanut</i> )				
<b>Mini-Report</b>	<b>Day 3:</b> Write a mini-report on the subject of your choice (one of the following or any subject of your choosing): Adoniram Judson, Andrew Jackson, Tippecanoe, John Bloomfield Jervis, Eli Whitney. See Week 8—Notes for directions.				
<b>Readers</b>					
<b>Turn Homeward, Hannalee</b>	chap. 9	chap. 10 and Author’s Note			
<b>Shades of Gray</b>			chap. 1 🌐 □	chaps. 2–3	chaps. 4–5
<b>Read-Alouds</b>					
<b>Across Five Aprils</b>	pp. 54–66 🌐 □	pp. 67–76 (last full para) 🌐 □	pp. 76–93 🌐 □	pp. 95–99 🌐 □	pp. 99–114 🌐 □
<b>Oxford Illustrated Book of American Children’s Poems</b>			p. 52		
<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>	Esther 8:9–17	Esther 9:1–10	Esther 9:11–19	Esther 9:20–32	Esther 10
<b>American Indian Prayer Guide—Hawaiians</b>	Day One p. 149	Day Two p. 150	Day Three pp. 150–151	Day Four p. 151	Day Five p. 152
<b>Memorization &amp; Sing the Word: The Heavens Declare</b>	This is the week for you to present Hebrews 12:1–13 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 9				
<b>History/Geography: See Study Guide<sup>1</sup></b>					
<b>In Search of the Source</b>	chaps. 12–13	chaps. 14–15  	chaps. 16–18	chaps. 19–20	chaps. 21–Epilogue
<b>Wee Sing America</b>	<b>Days 1–5:</b> Pick your favorite song to sing again!				
<b>Readers<sup>1</sup></b>					
<b>The Seventeenth Swap</b>	chap. 6	chap. 7	chap. 8	chap. 9	chaps. 10–11
<b>Read-Alouds<sup>1</sup></b>					
<b>Miracles on Maple Hill</b>	chap. 10	chap. 11	chap. 12	chap. 13	chap. 14
<b>Oxford Illustrated Book of American Children's Poems</b>		p. 90		p. 91	
<b>Other Notes</b>					
<b>You're all done!</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.

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# Pedro's Journal

## Suggested Learning Objectives

### August 3–August 27

The ships' names were the *Niña*, *Pinta*, and *Santa María*.

Columbus' plan was to sail west to the Indies.

### Timeline and Map Activities

📍 **Columbus (1451-1506) discovers the new world (1492)** (In 1492, Columbus sailed the ocean blue.)

### September 3–September 21

The ships took provisions for twenty-eight days.

The ships lost sight of land.

The ships ran into thick seaweed; they must push through it.

### September 25–October 5

Columbus stifled mutiny in several ways: he threatened some men, bribed others, and boasted that they had been out of sight of land for three weeks—a new record!

### October 7–October 11

When they had been out of sight of land for 30 days (double the former record). Columbus promised that if they saw no land within a day and a night, the sailors could cut off his head and sail home.

After seeing signs of nearby land all day (flocks of birds, reeds and plants, manmade carvings), Columbus spotted fire in the night—land!

### October 12–November 6

Columbus claimed the land for Spain and called it San Salvador.

The friendly island people thought the sailors were angels from God.

Columbus saw a gold plug in a man's nose with Japanese writing on it.

The crew tried *tobaccos*.

### Timeline and Map Activities

📍 *San Salvador* ① (map 1)

### November 19–December 13

Natives are kidnapped to bring to Spain.

The *Pinta* sailed away.

Columbus demonstrated the power of his weapons to the island people.

The crew grumbled because the trip was a failure—they did not reach the Indies—and they would only bring back to Spain “rough cotton thread, a few rustic spears,” and some captives.

### December 16–January 2

The *Santa María* sank, punctured by a coral reef.

Columbus left several men to start a settlement, named La Navidad, meaning “Christmas.”

### January 8–January 16

The *Pinta* returned and Columbus had another ship with which to sail home.

Columbus and men drew swords on unfriendly islanders and then hurriedly left for Spain in leaky ships.

### January 28–end

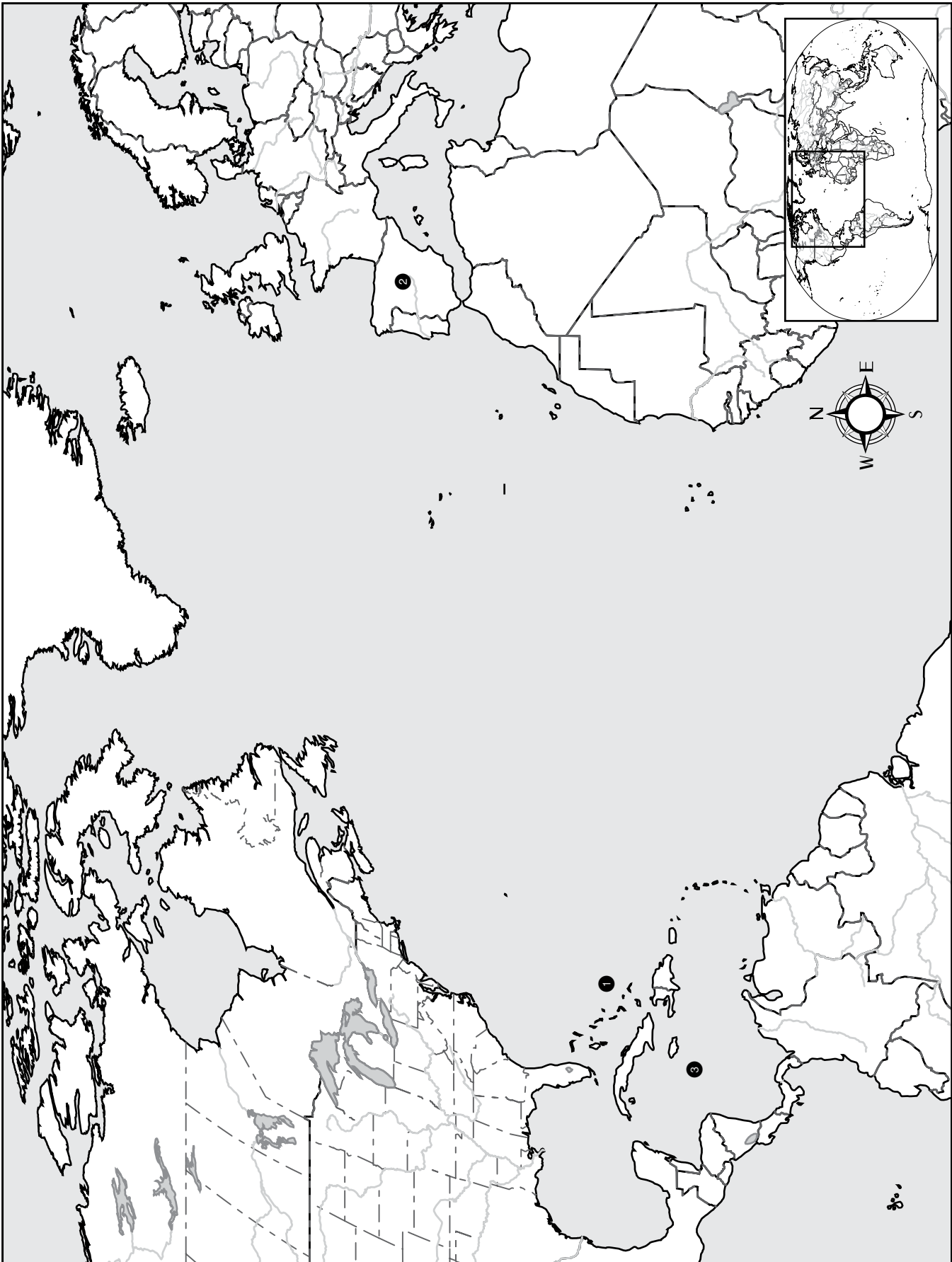
Columbus planned another voyage while still on his first one.

Trace Columbus' route from Spain to the Caribbean.

### Timeline and Map Activities

📍 *Spain* ②, *Caribbean* ③ (map 1) ■

# Pedro's Journal - Map 1



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# George Washington Carver

## Setting

Missouri; Kansas; Iowa; Alabama; late 1880s to early 1900s

## Overview

George Washington Carver, born around 1864, works his way through high school. He cannot immediately attend college because of his black skin, but after a few years of homesteading, he first attends Simpson College, a school for blacks, then Iowa State College. When he graduates, he teaches and researches—first at Iowa State, then at Booker T. Washington’s Tuskegee Institute. He teaches better agriculture to the blacks in his classroom and, with the help of a traveling classroom, in the surrounding states. He researches and promotes peanuts and sweet potatoes, two crops with diverse qualities and a myriad of possible products. With his faith in God and his willing labor, he seeks with Booker T. Washington to “[bring] people from degradation, poverty and waste to full manhood.”

## Chapters 1–2

### To Discuss After You Read

- Q:** Where are George’s parents?  
**A:** *father is dead, mother stolen by raiders, Carvers become his parents*
- Q:** Why does George cut a limb off the tree?  
**A:** *bugs kill the limb and they could spread to the whole orchard*
- Q:** Is George a slave?  
**A:** *no, slavery is abolished, but his parents were slaves*
- Q:** How did George react when he was caught with undone chores?  
**A:** *he made no excuses, told no lies, just accepted a whipping*

### Timeline and Map Activities

📍 **George Washington Carver (1864?–1943)**

📍 Ozarks ⑤; Missouri ① (map 1)

## Chapters 3–4

### To Discuss After You Read

- Q:** Where does George sleep when he reaches Neosho?  
**A:** *under hay in a barn with a dog*
- Q:** Why is George’s recitation of the Gettysburg Address a triumph?  
**A:** *he could not speak well when young; the schoolmaster calls him “Master Carver” instead of “Half-wit” for the first time*
- Q:** Does George enjoy church?  
**A:** *he likes the music and the people but not the preaching*

**Q:** Where does Aunt Mariah tell him to go?

**A:** *to high school in Fort Scott*

### Timeline and Map Activities

📍 Kansas ② (map 1)

## Chapter 5

### To Discuss After You Read

**Q:** Where does George work while he is in high school?  
**A:** *folding laundry at the nicest hotel in town*

**Q:** What does George discover he can do well?

**A:** *draw and paint*

## Chapter 6

### To Discuss After You Read

**Q:** What does George do for several years?  
**A:** *owned 160 acres in West Kansas and painted*

**Q:** Why does George leave?

**A:** *after he is caught in a blizzard he realizes God is not angry with him but that he, like Jesus, needed to go into a wasteland for a time*

## Chapters 7–8

### To Discuss After You Read

- Q:** Besides schoolwork, what does George do or learn at Simpson?  
**A:** *plays piano, sings in chorus, mends and washes clothes, works in lab*
- Q:** Where can George not live at Iowa State College?  
**A:** *the dormitories*
- Q:** What does young Henry Wallace not realize about the swamp?  
**A:** *mud holes can be deep enough to swallow a person*
- Q:** How many blacks graduated from Iowa State before George?  
**A:** *none—he was the first*
- Q:** What is George’s next job?  
**A:** *teacher at Iowa State*

### Timeline and Map Activities

📍 Iowa ③ (map 1)

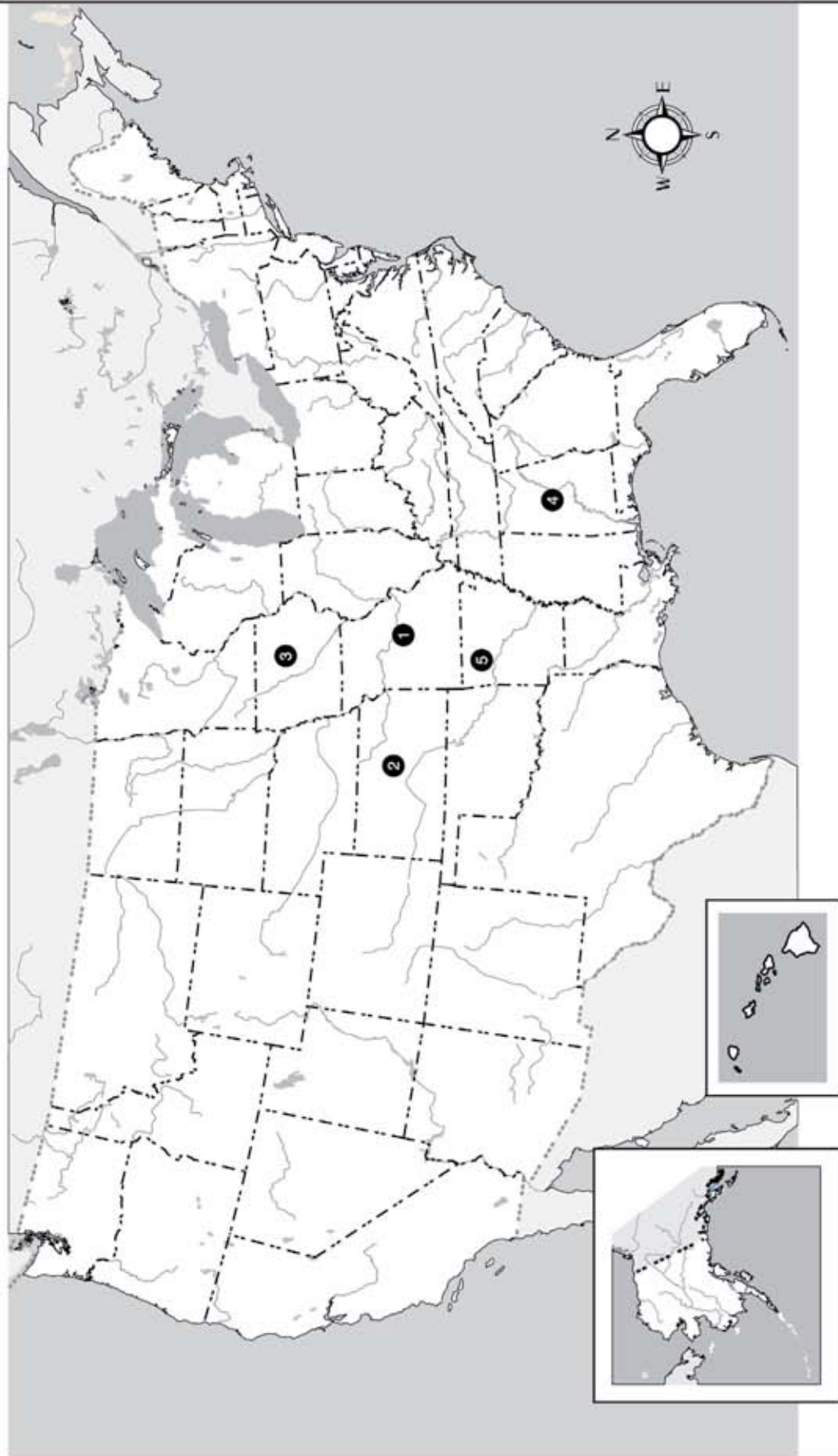
## Chapters 9–10

### To Discuss After You Read

- Q:** What are Jim Crow laws?  
**A:** *laws that support segregation of blacks and whites*

# George Washington Carver - Map 1

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# Walk the World's Rim

**This book is based on a true story.**

## The Years Before

### To Discuss After You Read

**Q:** When, where, and why did the story begin?

**A:** *in the summer of 1527, five Spanish ships sailed from Cuba to Florida; they came to convert the heathen, to explore, and to find wealth*

**Q:** How did the four men survive?

**A:** *they assumed the role of medicine men*

**Q:** How much time had passed in the New Land before the story begins?

**A:** *for seven years the men had been held captive by the local Indians*

### Timeline and Map Activities

🕒 **The oldest Spanish mission in North America established in Florida (1566)**

🕒 **Monks arrive (1500s)**

📍 *Pensacola ①; Mississippi River ② (map 1)*

📍 *Galveston, Texas ③; New Mexico ④ (map 1)*

📍 *Mexico ①; Central America ② (map 2)*

## Chapter 1

### Unfamiliar Words

**Cheyenne and the Avavares:** tribes of North American Indians.

**teepee:** an American Indian conical tent, usually consisting of animal skins spread over a frame.

**"we sit here with our stomachs hugging our backbones":** through hunger they had wasted away to the point where their stomachs were shrunken.

**"three round moons away":** three months.

### Vocabulary To Learn

Familiar Indians or new-come Spaniards; teepee or **cara-vel**; it made no difference to the north wind. (*a small 15th and 16th century sailing vessel*)

Misfortune had read his thoughts, Chakoh spat twice over his left shoulder to honor and **appease** the **malicious** god. (**appease:** satisfy; **malicious:** marked by intent to do harm or evil)

"I shall go to the **bullfight**. Ay, yi! What a sight that is." (*a Spanish, Portuguese, and Latin American spectacle in which a bull is ceremonially fought and usually killed in an arena by a matador assisted by picadors and banderillero. Visit our IG links web page to learn more.* 📱)

### To Discuss After You Read

**Q:** Are a bull and a buffalo the same?

**A:** *no, a buffalo is a kind of large wild ox; a bull is a male cow*

**Q:** Where did the winter winds come from?

**A:** *from the arctic all the way to Texas*

**Q:** Were the Indian tribes in that part of the world successful at survival? Defend your answer.

**A:** *no, half of the people of a tribe would die of starvation each year—they planted no crops, and had no domesticated animals—there were few game animals available—life was hard*

**Q:** What food was available to the Avavares?

**A:** *cactus fruit, occasional fish schools, or rare game*

**Q:** What does Esteban dream of doing when he gets back to Mexico?

**A:** *he dreams of having so much food that he can waste the excess by throwing it to the dogs—the ultimate luxury*

**Q:** Why does Chakoh's father believe the tribe must stay where it is and not go off and learn new ways from other tribes?

**A:** *the gods gave us this land, here we can be free*

**Q:** What is the color of the man's beard that is described as "the color of grass when there'd been no rain for many hot suns"?

**A:** *tan, light brown*

**Q:** Describe how the Indians from Chakoh's tribe survived.

### Timeline and Map Activities

🕒 *Rocky Mountains ⑤ (map 1)*

## Chapter 2

### To Discuss After You Read

Discuss Cortez and the conquest of the Aztecs. Visit our IG Links web page for a link that will provide more information. 📱

**Q:** Why did the Spanish, who did have a perfectly good land, want another?

**A:** *because they were greedy and wanted gold and land to make them wealthy, famous, and powerful*

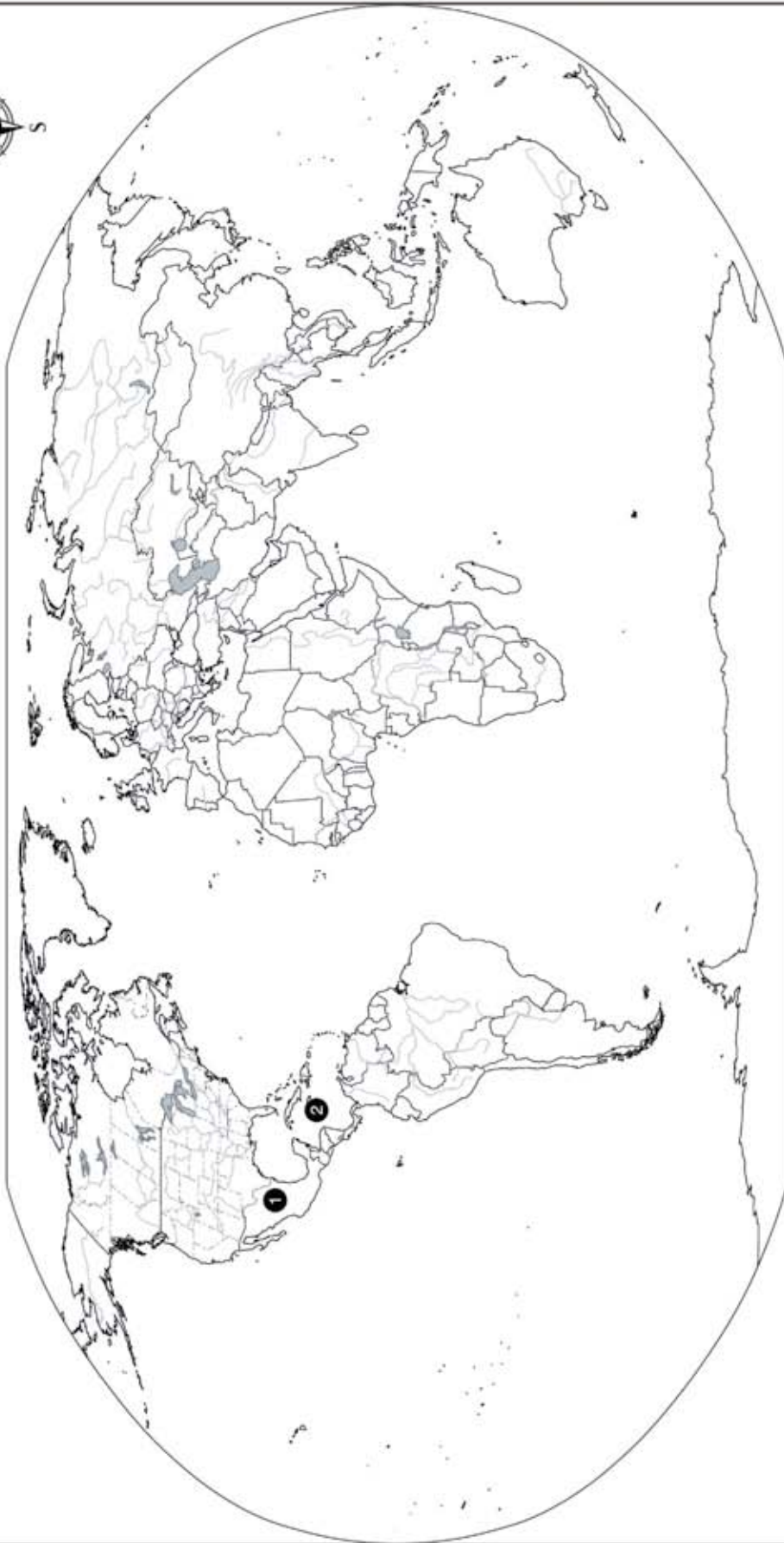
**Q:** Was that behavior the Indian way?

**A:** *the customs and culture of Native American Indians varied from tribe to tribe. Just as not all Spaniards were greedy and corrupt, not all Native American Indians were as free from greed as Chakoh's people*

**Q:** How did Chakoh and Esteban catch the quick lizards?

**A:** *they waited until the cold-blooded animals were stiff with the cold*

## Walk the World's Rim - Map 2



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