



# Introduction to the World: Cultures

Sonlight Curriculum Ltd.



By John and Sarita Holzmam

## Week 10—Five-Day Schedule

Date:	Day 1 <small>46</small>	Day 2 <small>47</small>	Day 3 <small>48</small>	Day 4 <small>49</small>	Day 5 <small>50</small>
<b>Bible</b>					
<b>Reading</b> <i>Egermeier's Bible Story Book</i>	pp. 138-140	pp. 140-141	pp. 141-143	pp. 143-147	pp. 147-150
<b>Memorization</b> <i>Sing the Word From A to Z</i>	Jesus Christ is the same yesterday and today and forever. ( <i>Hebrews 13:8</i> ) "Jesus Christ is the Same"—Track 10				
<b>History/Geography</b>					
<i>Living Long Ago: Clothes &amp; Fashion</i> History Guide pp. 15-20	pp. 2-3	pp. 4-5 >	pp. 6-7 >	pp. 8-9 >	pp. 10-11 
<b>Read-Aloud(s)</b>					
<i>The Light at Tern Rock</i> Read-Aloud Guide pp. 39-41	"Ashore" >	"Aboard the Rock"	"Doldrums" >	"Christmas Eve"	
<i>Five True Dog Stories</i> Read-Aloud Guide pp. 19-20					"Dox" >
<i>Eric Carle's Animals Animals</i>	"A Cat May Look . . ." pp. 28-29				
<b>Mother Goose Rhymes</b> Read-Aloud Guide pp. 45-49			"Jack and Jill" #8		
<b>Advanced Readers</b>					
<i>I Can Read It!</i> <b>Book 2</b> Reader Guide pp. 11-13	Todd and Jill Camp pp. 14-15	A Rip and a Sag pp. 16-17	Hot Dogs... pp. 18-19	The Tent Will Not... pp. 20-21	Mom and Dad's... pp. 22-23
<b>Miscellaneous</b>					
<b>Create-a-Calendar</b>	<input type="checkbox"/>				
<b>Developmental Activity</b>	Practice polishing. Choose something that could use a good polishing (silverware, shoes, furniture).				
<b>Field Trip/Practical Life Skills</b>					
<b>Physical Education</b>					
<b>Other Notes</b>					

## Week 10—Four-Day Schedule

Date:	Day 1 <span style="float: right;">46</span>	Day 2 <span style="float: right;">47</span>	Day 3 <span style="float: right;">48</span>	Day 4 <span style="float: right;">49</span>	Day 5 <span style="float: right;">50</span>
<b>Bible</b>					
<b>Reading</b> <i>Egermeier's Bible Story Book</i>	pp. 113-115	pp. 115-118	pp. 118-121	pp. 121-124	
<b>Memorization</b> <i>Sing the Word From A to Z</i>	Jesus Christ is the same yesterday and today and forever. ( <i>Hebrews 13:8</i> ) "Jesus Christ is the Same"—Track 10				
<b>History/Geography</b>					
<i>Living Long Ago: Clothes &amp; Fashion</i> History Guide pp. 15-20	pp. 2-3	pp. 4-5 >	pp. 6-7 >	pp. 8-9 >	
<b>Read-Aloud(s)</b>					
<i>The Hundred Dresses</i> Read-Aloud Guide pp. 27-29	chap. 4	chap. 5	chap. 6	chap. 7	
<i>Eric Carle's Animals Animals</i>	"A Cat May Look..." pp. 28-29				
<i>Mother Goose Rhymes</i> Read-Aloud Guide pp. 45-49			"Jack and Jill" #8		
<b>Advanced Readers</b>					
<i>I Can Read It! Book 2</i> Reader Guide pp. 11-13	Todd and Jill Camp pp. 14-15	A Rip and a Sag pp. 16-17	The Tent Will Not... pp. 20-21	Mom and Dad's... pp. 22-23	
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# Living Long Ago

Caryn in MT wrote:

I've had the hardest time getting my five-year old daughter really interested in this book, until today! She decided that she wanted to make a house for her Polly Pockets doll, so I thought it would be a great opportunity to look at the different types of houses from different civilizations. We looked at each of the homes from the caves up to the log cabins of the settlers and she was interested in them all, but decided that Polly would like the log cabin best. So we built a house out of craft sticks (and a lot of glue). And what kind of clothes would Polly wear if she were living then? What would she eat? It's given me some great ideas for studying each era in addition to the suggestions already in the book. Later in the day I found her making a castle with her blocks, complete with the outer wall surrounding the grounds. It might just be sinking in a little.

## pp. 2-3

People created the first clothes from animal skins. People cleaned the skins by scraping off the fat and fur.

People used needles made from bone or antler. They used a borer that made holes in the needles and the cloth. Thread came from animal gut or plants.

To make the skins soft, people chewed, soaked, beat the skins, and then rubbed them with oil and fat.

When people raised sheep, they began to weave. First they made thread by spinning. Then they wove the thread into cloth on a loom.

They colored their cloth with berries, leaves, and ground rocks.

## pp. 4-5

**Ancient Egyptians (2000-1000 BC)**

➤ **#Egypt 1** (map 1)

Egyptian clothes were made of linen, a cloth made from flax plants.

Children often wore nothing in the summer because Egypt gets hot!

Both men and women wore makeup and jewelry.

## pp. 6-7

**Roman Empire (500 BC-AD 300)**

➤ **#Italy 2** (map 1)

Romans made clothes from wool or linen (common), silk or cotton (for the wealthy).

Male Roman citizens wore togas. A toga is a large piece of cloth draped over the tunic.

A Roman soldier had a spear, a metal breastplate, leather sandals, a shield of wood, leather, and iron, and a metal helmet.

## pp. 8-9

**Vikings (AD 1000)**

➤ **#Norway 3; Denmark 4; Sweden 5** (map 1)

The Vikings came from Norway, Denmark, and Sweden. They wore warm clothes made of linen, leather, fur, sheepskin, or wool.

Viking women wear a chain attached to their clothes. They keep tools such as knives, combs, purses, and sewing and weaving tools on the chain.

To protect them in a fight, Vikings carry a shield. Some wore padded leather jackets with flat bone inside; some could afford coats of chain mail, made of iron rings.

## pp. 10-11

**Medieval Times (1000-1500)**

In medieval times, the poor could not afford the latest fashions. The wealthy changed fashions frequently.

Peasant clothes were loose and made of rough linen or wool.

## pp. 12-13

➤ **#Europe 6** (map 1)

In Europe, clothes showed how rich and important a person was. (Is this still true today?)

Women wore corsets to make their waists look slim. They were very tight and uncomfortable.

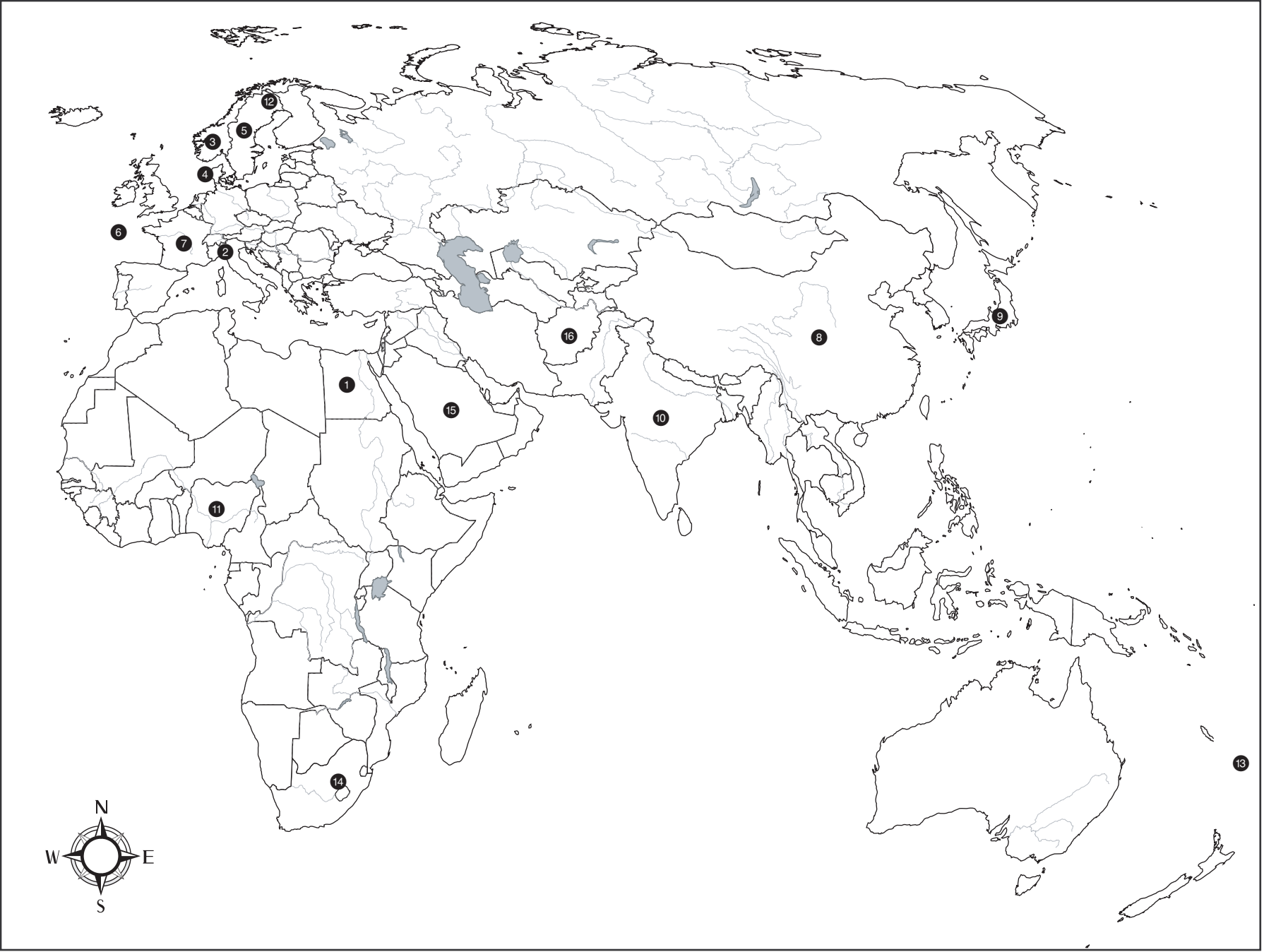
Skirts were held out by frames, called farthingales.

Many men wore padded clothes to give them a square shape.

## pp. 14-15

➤ **#North America 3** (map 2)

American Indians made clothes from leather and deerskin, and decorated them with shells, bones, claws, feathers, and stones.



Living Long Ago - Map 1

# Five True Dog Stories

## Dox

➤ #**urin, Italy** ❶ (map 2)

### Comprehension Questions

What did the policeman train Dox to find? (*hidden things such as jewels, money or people*)

How many criminals did Dox catch in his fifteen-year career? (*more than 400 criminals*)

### Narration Question

Describe how Maimone trained Dox. (*Maimone got a handkerchief and a cigarette case that belonged to someone else. They carried the person's own special smell. Maimone hid the cigarette case behind a chair cushion. Then he let Dox sniff the handkerchief and said, "Find it!" Dox didn't understand at first, so Maimone led him over to the chair and showed him where the cigarette case was, and let him smell it. Soon Dox learned that every time Maimone asked him to sniff something and then said, "Find it!" he should find something that smelled the same*)

## Grip

➤ #**ondon, England** ❷ (map 2)

### Comprehension Question

What did Tom train Grip to do? (*to steal money from people's pockets*)

## Wolf

➤ #**ompton Lakes, New Jersey (Sunnybrook Farm)** ❶ (map 1)

### Nature Studies Questions

What is a collie? What does one look like? (*collies were developed in Scotland and used for generations in herding sheep. A collie weighs about 50 or 60 pounds. [How much do you weigh?] It has a long pointed muzzle and is usually long-haired with a thick coat and plummy tail*)



collie

## Comprehension Questions

What kind of dog was Wolf? (*a collie*)

What was Wolf's self-inflicted role in life? (*to save other dogs from harm*)

## Barry

➤ #**Switzerland** ❸ (map 2)

### Nature Studies Questions

What is a St. Bernard? What does one look like? (*the St. Bernard is a large, intelligent dog that became famous for rescuing lost travelers. The St. Bernard is valued as a watchdog. It is also a good pet and guide for explorers. The dog has a white and red or white and brownish-yellow coat. The St. Bernard has a large, square head, a short muzzle, and a short neck*)



St. Bernard

## Comprehension Questions

When did Barry live? (*he was born in the spring of 1800*)

What is an avalanche? (*a great slide of snow that buries everything in its path*)

How many people's lives did Barry save? (*42*)

### Narrative Question

Describe the training Barry received. (*first, Barry learned to obey. Then he learned how to walk in the deep snow without sinking down into it. After that he learned to lead people through the pass even when it was buried under many feet of snow. He learned to find people who might be lost in a storm. He also learned to search for people who were lost under the snow*)

## Balto

➤ #**Nome** ❷; **Anchorage, Alaska** ❸ (map 1)

What is the distance between Nome and Anchorage? (*800 miles; Mom or Dad: talk through how far this is*)

## Chapter 5

### Cultural Literacy Question

What is a Polack? (*an impolite nickname for a person from Poland*)

### Comprehension Questions

Why did Wanda's dad write to the teacher? (*to inform her that Wanda wasn't coming to the school, since they had moved to the big city to get away from the teasing*)

Does Maddie think she has done wrong by keeping quiet? (*she thought she had behaved worse than Peggy because she had acted in a cowardly manner; she had known they were mean, whereas Peggy was clueless*)  
What do you think?

### Vocabulary Development

Now, class, you may file around the room quietly and look at her **exquisite** drawings. (*beautiful*)

Miss Mason stood there a moment and the silence in the room grew tense and **expectant**. (*waiting*)

## Chapter 6

### Comprehension Questions

How did Peggy justify herself? (*she didn't call Wanda a foreigner or mock her name; she figured Wanda was too dumb to realize she was being made fun of, and, Peggy didn't realize that Wanda could draw*)

Describe Wanda's old house. (*it was a little white house with lots of chicken coops at the side of it. There were wisps of grass sticking up along the pathway. It was shabby but clean*)

What important conclusion did Maddie reach? (*she was never going to stand by and say nothing again*)

### Vocabulary Development

Maddie fell to imagining a story in which she and Peggy **assailed** any bully who might be going to pick on Wanda. (*attacked*)

The brook had shrunk to the merest trickle, and today's drizzle sharpened the outlines of the rusty tin cans, old shoes, and **forlorn** remnants of a big black umbrella in the bed of the brook. (*sad and lonely, abandoned*)

As the girls turned the bend they saw her crouching under the **dilapidated** wooden chair in front of old man Svenson's house. (*falling down*)

They still felt **disconsolate**, and Maddie wondered if she were going to be unhappy about Wanda and the hundred dresses forever. (*very sad*)

## Chapter 7

### Cultural Literacy Question

What is a cornucopia? (*a cone-shaped basket; sometimes call a "horn of plenty"*)



cornucopia

### Comprehension Questions

Why did Wanda's dress hang funny? (*she had no mother and therefore had to wash and iron her dress herself*)

How does Peggy interpret Wanda's letter? (*everything is all okay*)

What caused Maddie to feel some peace about what had happened? (*she realized that Wanda had drawn Maddie's face on one of the dress pictures*)

Why did this cause Maddie to feel better? ■

## Lesson 1

Who or what is Pat? *(a rat)* Describe his appearance. *(he is fat)* What is Nat? *(a cat)* Is Nat thin? *(no, he is fat)* What article of clothing does Pat own? *(a hat)* Why is Pat flat? *(Nat the cat sat on him)*

## Lesson 2

How does Pat get Nat to move off of him? *(Pat pokes Nat in his sore pad)*

What three things does Jan have? Hint: They all rhyme. *(jam, yam, and ham)*

Does Jan like her ham? Why or why not? *(no; it has bad jam on it)*

## Lesson 3

What three "things" race? *(a cab, a nag, and a ram)*

Why does the cab stop? *(it has a broken fan and bad gas)*

Why does the nag stop? *(Val gets tired, takes a nap, and is lazy)*

Who wins the race? Why? *(Sam the ram; he just keeps running)*

## Lesson 4

What did Tim's dad tell Tim to do? *(Tim must put new sand in the pigpen)*

How does Tim disobey his dad? *(he gets in the pigpen with the pigs)*

What is the consequence of Tim's behavior? *(the mom pig bites his hip)*

How does Tim ultimately respond to his wrong doing? *(he repents)*

## Lesson 5

What does Bill tell his dad about the mill? *(there is a rat in a can of jam)*

What does Bill's dad do? *(he chases away the cat, scares the rat away, and tags the can of jam so it will not be eaten)*

How many kids ran on the dam? *(four)*

Were all the kids too tan? *(no)*

## Lesson 6

How much money was Jim offered for the pinned and tagged bug? *(6 big bills)*

What happens to Jim's lip? *(he falls and cuts it)*

Why does Jim not get on the first three busses? *(he cuts his lip, he does not have the correct change, and the bus has a bad cam)*

Once he is on the bus, why does Jim not come in a hurry to the lab? *(his bus is caught in a bad traffic jam)*

## Lesson 7

What does Bud want from Ann? *(a mix for buns)*

What does Bud give Ann in exchange for homemade buns? *(a ham)*

What does Ann do with the ham and the buns? *(she cooks both and shares them with her friends. Plus, she gives Bud a bag of buns)*

## Lesson 8

Why does Tess want hen eggs? *(she wants to raise hens to produce eggs)*

How did Ned and Ken get the money for their pup? *(they dug the land for a man who paid them for their work)*

Why did Ned and Ken choose Rex? *(he was the one dog they could afford and they liked him)*

## Lesson 9

Why do the girls go to Ken's Store? *(to buy a hat for Sal)*

Why does Bess go to the vet's? *(to pick up her cat)*

Why is Sal glad to meet Bess's vet? *(Sal is glad to meet a vet who is a woman)*

What does the vet say is required to be a good vet? *(you must be good with pets and study the books hard)*

What color hat does Sal buy? *(a tan one)*

## Lesson 10

How many tents did the family bring camping? *(2)*

What is wrong with the kids' tent? *(it has a rip, it sags, and it does not zip)*

Why are the kids sad the tent does not zip? *(bugs and maybe a bat could come in)*