

events are not repeatable. Archaeologists, must instead look for clues and do their best to come up with what they think may have happened long ago or what they think an artifact represents or means.

14. Who were the mummy makers? [chap. 1] ➔
The Chinchorro people
15. How is radiocarbon dating supposed to work? [chap. 1] ➔ *by measuring how much time has passed since something has died*
16. What are the big mounds found at Huaricanga? [chap. 1] ➔ *most likely they were religious temples*
17. What's special about the carved gourd the author writes about? [chap. 1] ➔ *it may be the only surviving trace of the Norte Chico gods*

Timeline and Map Activities

Note: To refresh on how to do the timelines and the Markable Map refer to notes found in **Section Four**.

- 🕒 **Pilgrims/Mayflower (1620)**
- 🕒 **Tisquantum/Squanto (ca. 1585–1622)**
- 🌐 *Massachusetts 1; Rhode Island 2* (map 1)
- 🌐 *Spain 1; England 2; Italy 3; Sahara Desert 4* (map 2)
- 🌐 *Atlantic Ocean 1; South America 2; Mexico 3; Asia 4; Europe 5; India 6; China 7; Middle East 8; Pacific Ocean 9* (map 3)
- 🌐 *Andes Mountains 1; Peru 2; Chile (Atacama Desert) 3* (map 5)
- 🌐 *Egypt 1; Iraq 2; Sumer 3* (map 6)

Current Events | Two or three reports

Parents: How to “Teach” (or Learn!) Current Events

If your children are unfamiliar with key people, dates, events, and terms, read together! Browse through a current news magazine together; choose an appropriate-looking article, then start reading. *If it helps, read the article out loud.* There should be no shame in this. If our children need our help, then we should give it to them. By helping them now, we reduce the need for us to help them later.

As you read, ask your children if they understand what the author is talking about. If you come across an uncommon or unfamiliar term, explain it or look it up. Try to give your children whatever historical, cultural, and other background you can. In addition, talk about what appear to be parallel situations with which they might be familiar from their studies of history or other cultures.

This process may be rather slow at the start, but it will enable your children to understand what they would have otherwise never understood. It will give them a wealth of information they would otherwise know nothing about.

After you finish reading, have your children try to summarize what you just read. We have found that the best time to hold current event discussions is either over the dinner table or, for older students, during your daily student-teacher time.

We believe students need to learn that world affairs—

matters of social, political, economic, and cultural concern—are appropriate for their interest: they should be informed about these matters, and they ought to be forming biblically-appropriate opinions about them. As citizens of God’s Kingdom, they are called upon to be gracious (and, therefore, informed) ambassadors to the peoples and kingdoms of this world.

The “textbook” for your study of current events should be articles found in current newspapers and magazines.¹

We believe you should be able to make three verbal reports per week on some matter of significant local, regional, national, or international concern that you have read about this week. You should recount the details of the story and understand what the authors are talking about. But you should also be able to state who the protagonists are and what makes each matter significant: why should we care. What are the potential effects of the matter turning out one way or another? What are the two (or more) sides arguing about (issues as well as side issues)?

We believe you should be able to add a statement about your own position on the issues of the day (how you would like to see the matter turn out) and you should be able to explain why you believe and feel as you do.

Note to Student or Parent: Though you may make these written assignments, it is not *our* expectation that you or your children will be required to write these reports. We have always simply required *oral* presentations . . .

Seventh Grade: Two reports; at least one of international concern.

Eighth Grade and above: Three reports; at least two of international concern.

Day 2

Bible

Bible Study Sampler | p. 10

Why Pray? | Day 2

Memorization | Psalm 139:1–2

History, Geography & Biographies

A History of US, Book 1 | Chapters 4–5

Vocabulary

atlatl: a dart thrower used for hunting.

tundra: land that stays partly frozen all year round.

To Discuss After You Read

1. Many people wonder what magazines or newspapers we might suggest that could provide a broader, more well-rounded perspective on current events than those to which they are currently subscribing. See Instructor’s Guide Resources (**Section Three** in this guide) for a brief listing.

- 🌐 *Bering Strait* ③; *Alaska* ④; *Yukon River* ⑤; *Rocky Mountains* ⑥; *Washington* ⑦ (map 1)
- 🌐 *Denmark* ⑤; *Portugal* ⑥ (map 2)
- 🌐 *Australia* ⑪; *Canada* ⑫; *Siberia* ⑬ (map 3)
- 🌐 *Lagoa Santa, Brazil* ⑥; *Monte Verde, Chile* ⑦ (map 5)
- 🌐 *Turkey (Ararat)* ④ (map 6)
- 🌐 *Folsom, New Mexico* ①; *Clovis, New Mexico* ② (map 7)

Current Events | Two or three reports

Be sure to present your oral or written reports. ■

Before Columbus—Map 2



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Before Columbus—Map 6



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