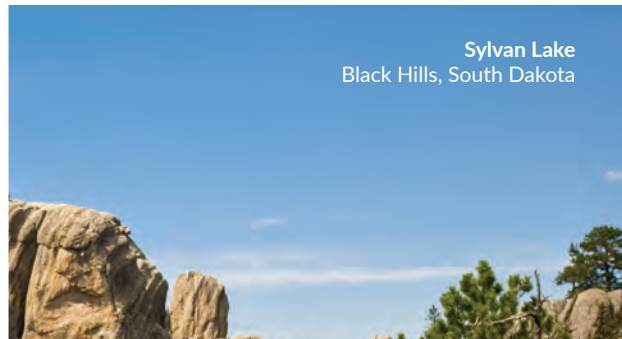
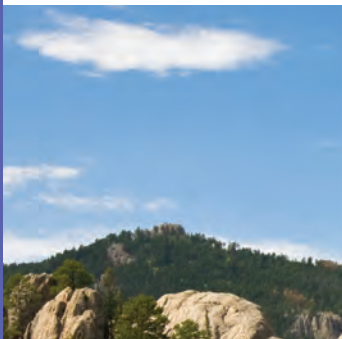


# AMERICAN HISTORY

Level 120



Sylvan Lake  
Black Hills, South Dakota



## FUN FACT

At its peak, in 1866, 5000 wagons traveled the Santa Fe Trail.



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““ I was feeling overwhelmed and afraid that I lacked what it takes to successfully homeschool my kids,” writes Jennifer A of Battle Creek, MI. “I contacted an Advisor and got the help I needed!”

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# **Bible**

## **History, Geography & Biographies**

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American History

By the Sonlight Team

*“The fear of the Lord is the beginning of wisdom.”*

Psalm 111:10 (NIV)

Sonlight Curriculum® 120 “American History” Student Guide, Seventh Edition

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“Do to others what you would have them do to you”  
(Matthew 7:12).

“The worker is worth his keep” (Matthew 10:10).

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## NOTE TO PURCHASER

Sonlight Curriculum, Ltd. is committed to providing the best homeschool resources on the market. This entails regular upgrades to our curriculum and to our Instructor’s Guides. This guide is the 2020 Edition of the Sonlight Curriculum® 120 “American History” Student Guide and Notes. If you purchased it from a source other than Sonlight Curriculum, Ltd., you should know that it may not be the latest edition available.

This guide is sold with the understanding that none of the Authors nor the Publisher is engaged in rendering educational services. Questions relevant to the specific educational or legal needs of the user should be addressed to practicing members of those professions.

The information, ideas, and suggestions contained herein have been developed from sources, including publications and research, that are considered and believed to be reliable but cannot be guaranteed insofar as they apply to any particular classroom or homeschooling situation.

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## Instructor’s Guide Overview

We’ve designed your Sonlight Instructor’s Guide (IG) to make your educational experience as straightforward and helpful as possible. We have carefully organized your materials to help you and your children get the most out of the subjects covered. For help reading your schedule, see “**How to Use the Schedule**” page just before Week 1.

Your IG includes an entire 36-week schedule of all the books you’ll read, followed by notes, assignments, readings, and other educational activities. For specific organizational tips, topics and skills addressed, the timeline figure schedule, and other suggestions for you, take a look at some of the great resources in **Section Three** so you’ll know what’s there and can turn to this section when needed.

If you are new to Sonlight this year, please look in **Section Four**, where you’ll find helpful resources for new users including tips for getting organized, ideas for adapting the curriculum to your needs, record keeping suggestions, an overview of the structure of your Instructor’s Guide, and more.

**What helpful features can you expect from your IG?**

First, everything you need is located right after your schedule each week. If a book requires additional information about a topic or concept, it’s easy to find a note immediately after your schedule page under the day the reading is scheduled.

Second, using the blank maps provided, students will plot assigned locations for each book. Map answer keys are located in Section Three of the Parent’s Instructor’s Guide.

Third, your Instructor’s Guide includes a complete ready-to-use 5-Day schedule, which has been carefully planned to optimize use of the curriculum resources.

Fourth, “To Discuss After You Read” sections help you hone in on the basics of a book so you can easily gauge how well your children have comprehended the book. The questions are numbered to help you reference between the Parent Guide and the Student Guide.

Fifth, “Vocabulary” includes terms related to cultural literacy and general usage terms [words printed in **bold**] in one easy-to-find place.

Sixth, notes labeled “**Rationale**” contain information about specific books to help you know why we’ve selected a particular resource and what we trust children will gain from reading it. Other notes marked with “**Note to Mom or Dad**” will provide you with insights on more difficult concepts or content from some books.

Finally, don’t forget to have fun as you learn at home together!

## About “American History”

The history portion of 120 includes several fascinating books such as Joy Hakim’s award-winning series *A History of US*. Interesting text, photos, and illustrations will draw you and your children into the story of our nation. Several other great books make up the history portion such as *Before Columbus*, *The Landing of the Pilgrims*, *Freedom Walkers*, and more. Based on the bestselling book *1491, Before Columbus* takes an eye-opening look at the history of the Americas prior to the time of Columbus. Like *A History of US*, many photos and illustrations help reinforce learning. In addition to the great history books we’ve selected, you’ll also want to pay careful attention to any supplemental notes we’ve included in your Instructor’s Guide, as they often go into additional details or balance points made in the books.

History is in many respects integral to Sonlight’s approach to education. It provides the framework we need to make sense of our world, helps us understand other cultures, and inspires us. It’s no surprise, then, that God values history. The Bible itself is full of history, showing God’s gracious hand at work as his plan for the world unfolds over the centuries.

## Bible

At Sonlight we take the Bible seriously. We believe the Bible is the authoritative, inspired Word of God: “All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the servant of God may be thoroughly equipped for every good work” (2 Timothy 3:16–17, NIV 2011).

As a Christian curriculum company, our desire is to see you and your children grow in spiritual maturity in Christ so that you can make a positive difference in God’s kingdom. If you have your own Bible program you are following as a family, we don’t want you to feel as though you must drop it and stick to our approach exclusively. But maybe you’d like to give our method a try to see if you like it and if it fits well with what you’d like to accomplish.

You’ll find Instructor’s Guide Notes that will introduce you to the Bible topics you and your children will cover. Please look these over ahead of time so you know what to expect. In some sections we’ve also included Notes to address common questions or concerns. Whenever an issue arises where there are multiple viable explanations, we do our best to present all of them fairly and without telling you or your children which option to believe (we leave those matters up to you, as the parent, to discuss with your children as you see fit).

In other words, we try to stick to what the Puritan Richard Baxter called “mere Christianity”—the core truths the church has always held to throughout its history. With that in mind, Sonlight does have roots in Protestantism, so we don’t specifically cover or assign readings from Bible books found in Roman Catholic and Eastern Orthodox Bibles that are omitted from Protestant Bibles. We are, however, respectful of various Christian traditions including Protestant, Orthodox, and Catholic.

“American History” course includes several fantastic Bible books such as *God’s Will*, *God’s Best for Your Life*, *Bible Study Sampler*, *Evidence for Jesus*, *The Bible Jesus Read*, and *Why Pray?* We want your children to live out their faith, which is why the Bible portion of 120 emphasizes practical lessons in how to study, interpret, and apply the Scriptures in everyday life. These resources will also help your children build a solid theological framework, explore evidence for faith, and develop the important spiritual discipline of prayer.

Our prayer is that you and your children will develop a healthy approach to the Bible, its study, and its application to your own lives on a daily basis. To this end, each of our Cores seeks to integrate the Bible as a key aspect of learning and spiritual growth.

## Further Assistance

We trust you will heartily enjoy your homeschool journey with your children. If we can be of further assistance, please don’t hesitate to contact us or visit our Sonlight Connections Community ([sonlight.com/connections](https://sonlight.com/connections)). This community of Sonlighter’s provides a place for you to interact with other homeschoolers, seek advice, offer your insights, give words of encouragement and more.

We also recommend that you visit [sonlight.com/subscribe](https://sonlight.com/subscribe) to sign up for our free email newsletter. When you sign up, you’ll receive regular homeschool encouragement, news, announcements and be the first to know about Sonlight’s special offers. ■

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## **Section Two**

Schedule and Notes



# How to Use the Schedule

Write in the week's date for your records.

The 🗺️ symbol indicates you will find a map assignment in the notes for that day.

The 📅 symbol indicates there is a timeline suggestion in the notes for that day.

Additional space for your record keeping.

120 Parent Guide  
History/Bible

Date: \_\_\_\_\_ to \_\_\_\_\_ **Days 1–5**

Week 1					
Date:	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Bible</b>					
<i>Bible Study Sampler</i>	pp. 7, 9	p. 10	p. 11	p. 12	p. 13
<i>Why Pray?</i>	Day 1, p. 24	Day 2	Day 3	Day 4	Day 5
<b>Memorization</b>	Psalm 139:1–2				
<b>History, Geography &amp; Biographies</b>					
<i>A History of US, Book 1</i> (3rd & rev. 3rd editions)	chaps. 1–3 📅	chaps. 4–5 🗺️	chaps. 6–8 📅 🗺️	chaps. 9–10 🗺️	chaps. 11–12
<i>Before Columbus</i>	Intro and chap. 1 📅 🗺️	chap. 2	chaps. 3–4 📅 🗺️	chap. 5 📅 🗺️	chap. 6 📅 🗺️
<b>Current Events</b>	Read the instructions in the notes on the following pages. 📅 <b>Seventh Grade:</b> Two reports; at least one of international concern. <b>Eighth Grade and above:</b> Three reports; at least two of international concern.				
Other Notes					

**Bible Study Sampler**

Angela reached out to us with this question about the *Bible Study Sampler* in Core 100:

We are working on Core 100 and are using the *Bible Study Sampler*. We did Week 6 Day 2 this week and were quite confused. The verses and questions did not seem to fit with each other.

John's response:

I think Sarita and I wanted, through this book, to demonstrate that, even if certain basic sets of questions were not always perfectly compatible with a specific passage, one can profitably read the Bible with a few very basic questions in mind. I think we wanted to help students establish that kind of habit of thought: "How can I suck the marrow out of this text?"—The questions we provide (we hope) may serve as a useful set of tools toward that end.

**What I mean:**  
**Proverbs 6:16–19** (p. 20) deserves answers along the following lines:

- What analogies does this proverb use? (*none. At least not that I can see.*)
- What attitude or action does this text praise? (*it doesn't*)
- What benefit does this proverb promise to us if we follow its advice? (*I don't see any promises, exactly. However, I think it is implied that God will be happy if we avoid the kinds of behaviors mentioned.*)
- What attitudes or actions does this text condemn? (*haughtiness; lying; murder—or, at least, harm to people who are innocent; scheming to do wickedness; a heart attitude that desires to do evil; false speech; any behavior that creates discord unnecessarily.*)

📅 Note to Mom or Dad   🗺️ Map Point   📅 Timeline Suggestion

American History | Parent Guide | Section Two | Week 1 | 1

More notes with important information about specific books.

The 📅 symbol provides you with a heads-up about difficult content. We tell you what to expect and often suggest how to talk about it with your students.

**Week 1**

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Bible</b>					
<b>Bible Study Sampler</b>	pp. 7, 9	p. 10	p. 11	p. 12	p. 13
<b>Why Pray?</b>	Day 1, p. 24	Day 2	Day 3	Day 4	Day 5
<b>Memorization</b>	Psalm 139:1–2				
<b>History, Geography &amp; Biographies</b>					
<b>A History of US, Book 1</b> (3rd & rev. 3rd editions)	chaps. 1–3 [N]	chaps. 4–5 [G]	chaps. 6–8 [G] [T]	chaps. 9–10 [G]	chaps. 11–12
<b>Before Columbus</b>	Intro and chap. 1 [G] [T] [N]	chap. 2	chaps. 3–4 [G] [T]	chap. 5 [G] [T]	chap. 6 [G] [T]
<b>Current Events</b>	Read the instructions in the notes on the following pages. [N] <b>Seventh Grade:</b> Two reports; at least one of international concern. <b>Eighth Grade and above:</b> Three reports; at least two of international concern.				
<b>Other Notes</b>					

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- What attitudes or actions does this text condemn? (*haughtiness; lying; murder—or, at least, harm to people who are innocent; scheming to do wickedness; a heart attitude that desires to do evil; false speech; any behavior that creates discord unnecessarily*)

- What curse are we promised if we fail to heed its commands? (*I'm not convinced there is a direct command. However . . . God says He hates these activities and they are an abomination to him*)
- The message of this proverb is . . . (*there are some basic behaviors God wants us to avoid almost "at all costs"*)

I think it is pretty obvious that the answers to the first three questions and, even, the fifth one, are not very "satisfying" on their own. But they are legitimate answers!

Along similar lines, then,

**Exodus 16:22–30** (p. 35). We were asked whether, perhaps, we really meant Exodus 16:15–30. Answer: No. We really meant Exodus 16:22–30. However, (I want to say, "of course") one needs to read the context! And verses 15–21 are definitely part of the context! Verses 22–30 don't really make sense without verses 15–21. In fact, verses 15–21 don't really make sense without verses 13–14, which are part of the same paragraph of which verses 15–21 make up the largest portion.

Having said that, let me note that legitimate answers to the questions for Exodus 16:20–30 on page 35 (as for similar pages throughout the book) may include a bit of "protest" on the part of students and parents who try to answer them. When struggling with the questions, try to answer similarly to how I answered the questions for Proverbs 6. For example:

- Rewrite each law in your own words. (*more or less: "Keep a Sabbath day each week. Six days you shall labor and the seventh you shall rest"*)
- What promise does God give for obedience? (*I think more implicit than explicit: "I will provide all your needs in six days' worth of work. You can trust Me to meet your needs in six days if you will honor Me by resting on the seventh"*)
- What punishment does God promise for disobedience? (*more or less: "If you won't trust Me for the seventh day by doing all your work in six days each week, you'll find that your labors on the seventh day are fruitless." — Again, this is probably more implicit than explicit*)
- What rationale does God give for each commandment? (*I'm not sure. How about, simply: "This is a gift! Take it! Enjoy it!" Or, how about what Jesus said: "Man is not for the Sabbath, but the Sabbath is for man"*)
- What law do you need to take more seriously? (*Answers will vary. Comment from John: I hope that students will examine their own hearts and lives with respect to Sabbath-keeping. But in the midst of this kind of self-examination, I think I am hoping that students also will consider what role biblical law might legitimately play in their lives. Perhaps, if it is "mere" legalism, then they need to stay away from the law. On the other hand, if they can view God's law—as I learned while I was in high school, by reading a book titled 10 Great Freedoms—as gifts to grant us freedom ["I give you a minimum of 52 days a year of vacation! Take them!"] . . . then perhaps they really can embrace the laws. . . .*)

You won't always find that every question will elicit an answer that bowls you over with new and profitable insight. On the other hand, like the proverbial Swiss Army knife, we hope you will find that the questions in this *Bible Study Sampler* become comfortable and familiar tools for your daily use in Bible reading. The owner of the Swiss Army knife doesn't use every blade for every project. So, similarly, you won't use every question for every passage of Scripture. But you will always find at least one or two questions that yield profitable results.

May the time you spend reading the Bible, seeking the answers to the questions in the *Bible Study Sampler*, and using these tools allow you to have confidence in your ability to read and understand God's Word.

## Memorization

Day  
**ALL**

Psalm 139:1–2

Our first memorization/public speaking passage is Psalm 139. It will be due on Week 12 as a public speaking presentation to a live audience. Read Psalm 139 five times this week—once each day; memorize vv. 1 & 2. Do you know the meanings of all the words in the passage as a whole? Do you understand what the passage as a whole is about?

<sup>1</sup> You have searched me, Lord,  
and you know me.

<sup>2</sup> You know when I sit and when I rise;  
you perceive my thoughts from afar.<sup>1</sup>

## A History of US, Book 1

Day  
**1**

Chapters 1–3

**Note:** We have scheduled the 3rd, revised 3rd and 4th editions of *A History of US* in our schedule pages. Follow the row that applies to your edition. You may have purchased an earlier edition of the Hakim series (2nd edition from 1999) and plan to use it with Sonlight's most recent edition of *American History Instructor's Guide and Notes*. You can obtain a schedule for the 2nd edition of *A History of US* by e-mailing [main@sonlight.com](mailto:main@sonlight.com).

### Introductory Comments About A History of US Series

You want to know U.S. history? Read Joy Hakim's books! The more I study these books, the more impressed I am with them: their generally even-handed, considerate treatment of subjects and people with whom the author might disagree; the author's commitment to look at all sides of an issue to the best of her ability; the fascinating sidelights and alternative perspectives she includes. . . .

1. We provide a copy of the NIV version for your convenience. However, if you would prefer to have your student memorize the assigned verses from another version of the Bible that your family uses more frequently, please feel free to do so.

Ms. Hakim deliberately seeks to tell the whole story of the United States and its peoples. She deliberately and painstakingly roots out the story from “the other side.” But despite this commitment to “the other side,” she avoids most of the excesses one finds in so many “politically correct” texts of today: she avoids despising or ignoring the story of the “majority” population—the white, Anglo-Saxon, and usually Protestant (WASP) citizens and fore-runners of the United States. She refuses to tell the story from a (narrow) WASP perspective. But she refuses, too, to engage in WASP-bashing—or re-writing history as if the WASPs had little, if anything, to do with the development of our nation.

I’m impressed with the content. I think you will be, too.

One slight negative: in the first two volumes, especially, Ms. Hakim seems to have a younger audience in mind than it appears she has in mind beginning with Volume 3 and following. You’ll find certain turns of phrase and vocabulary words that are appropriate to younger elementary students. It seems, by Volume 3 or so, that she gets a firmer grip on the idea that a set of 10 books that cover American history in the kind of depth she covers is probably more appropriately addressed to a slightly older audience. Her vocabulary in these later books doesn’t become more difficult, but her style feels less oriented to young children.

#### Vocabulary

**Rationale:** Knowing definitions is critical to understanding. That’s why we’ve included important vocabulary terms in your Instructor’s Guide. More common terms that your children may not know are listed first, followed by, where applicable, cultural literacy terms that provide depth to stories but may not be commonly known. Read the vocabulary sections aloud to your children, then have them guess the meanings of the **bold italic** words. See how your children’s definitions compare to the definitions we provide. From time to time you and your children may also want to look up words in a dictionary to compare what other sources offer as definitions.

**Human Genome Diversity Project:** study of the genetic makeup of various people groups around the world to understand human migration patterns.

**Kennewick Man:** human skeleton found near Kennewick, Washington — radio-carbon dating put its age at 9,000 years.

**Stone Age, Bronze Age, and Iron Age:** designations for successive time periods; names come from the primary material from which cutting tools are made during each period; Stone generally comes before Copper and Bronze, and Bronze comes before Iron.

**glacier:** ice blanket.

**Ice Age:** period of time when much of the northern hemisphere was covered with glaciers.

**CE/BCE:** Common Era/Before the Common Era: a modern, secular, religiously neutral replacement for the traditional Christian designations of AD Anno Domini—Year of our Lord and BC Before Christ.

**ptarmigan:** a type of grouse of mountainous and cold northern regions.

**teratorns:** great vulture-like birds.

#### To Discuss After You Read

1. Why does Ms. Hakim call history a *mystery*?
2. What are some of the unique aspects of the United States that Ms. Hakim mentions? ➔
3. Why study history? ➔
4. What is the theme of this book according to the author? ➔
5. What is the “top” law of the United States? ➔
6. What made early human beings different than animals? ➔
7. What is this period called the Stone Age? ➔
8. Why is Kennewick Man of such great interest to anthropologists? ➔
9. Where is the Bering Strait? ➔
10. Why did the first humans cross the Bering Strait? ➔
11. Who do historians think these people are? ➔
12. Could you walk across the Strait today? ➔

As Ms. Hakim admits in an extended sidebar at the bottom of pages 16 and 17, chapters 2 and 3 are based largely on fanciful hypotheses: “Before the find at Monte Verde, experts thought that people first arrived in North America about 12,000 years ago—and that they all came by way of Beringia... Now no one is sure when the ancestors of the Monte Verde mammoth hunters came to this continent, or how they got here.”

I think the main thing to keep in mind: throw in large dashes of salt with everything she has to say about all pre-historic matters. The truth is, *she doesn’t know* (and neither do we). Read these chapters simply by way of becoming informed about what many anthropologists and archeologists believe.

Day  
2

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

13. What is the difference between a gatherer and a farmer? ➔
14. What were some of the New World crops that were unknown in the Old World? ➔
15. Name some of the other products that American Indians developed that were later adopted by Europeans. ➔

16. What significant, but very simple piece of technology did American Indians not use? ➔
17. Why did Columbus call the first Americans “Indians”? ➔
18. How did early Americans hunt animals? ➔
19. Why did mammoths become extinct? ➔
20. What animal changed the Indian lifestyle? How? ➔
21. What does current geological theory teach about how the Himalayan and Appalachian Mountains were formed? ➔
22. From where did the Eskimos come? ➔
23. How did Eskimos get their name? ➔
24. What is the name by which so-called Eskimos refer to themselves—and what does it mean? ➔
25. Why is it important for Eskimos to eat raw meat? ➔
26. What do the Eskimos burn for light and for cooking? ➔
27. How do Eskimos travel from place to place? ➔

**Note:** As with chapters 2 and 3—and even as she almost admits within the section itself—read Ms. Hakim’s “Thoughts on Dinosaurs and the Earth” merely by way of gaining a feel for the latest “orthodox” thinking about historical geology and paleontology. What she has to say is the current “received wisdom.” It is quite open to revision—and possible complete overthrow—in years to come.

#### Timeline and Map Points

- 📍 *Bering Strait; Bering Sea; Alaska; Canada; Greenland* (map 1)
- 📍 *Siberia* (map 1)

Day 3 Chapters 6–8

#### Vocabulary

**totem pole:** wooden (usually cedar) pole with symbolic figures (“totems”) carved in it.

**potlatch:** huge party given by Indians in the Pacific Northwest.

**affluent:** wealthy.

#### To Discuss After You Read

28. How can scientists today determine that Indians living hundreds of years ago may have suffered from diseases such as arthritis? ➔
29. Where did the Anasazi Indians live? Where were their homes built? [chap. 6] ➔
30. What are kivas? ➔
31. Why did the Anasazi Indians abandon their original homes? [chap. 6] ➔
32. Why are the Pacific Northwest Indians considered wealthy? ➔

33. What are some objects that Europeans use to fulfill functions similar to those the northwestern American Indians achieve through their totem poles? ➔
34. **Discuss:** How does a people’s food supply affect culture at large? (for example: dance, theater, music, artwork, etc.)
35. How did life for the Indians in the Northwest differ from that of the Anasazi Indians? ➔
36. How did they travel? ➔
37. What did totem poles symbolize? ➔
38. How did wealth and power differ for the Indians of the Northwest compared to other Indian tribes? ➔
39. What would we find unusual about potlatches? ➔
40. What were steam huts in California used for? ➔
41. What is the relation between farming and government? ➔
42. What, in your opinion, is the difference—practically and morally—between theft, extortion, and taxation? Why?
43. How many languages did North American Indians speak in the 15th century? ➔
44. Who were the first Europeans to arrive in California? ➔
45. What river do some Indians call the “Father of Waters”? Why? ➔

#### Timeline and Map Points

- 📍 **Anasazi were cliff dwellers (1100–1300)**
- 📍 *New Mexico; Arizona; Mesa Verde, Colorado; Rio Grande River; Washington; Oregon; Utah; California; Sierra Nevada; Rocky Mountains; St. Louis; Appalachian Mountains* (map 2)

Day 4 Chapters 9–10

#### To Discuss After You Read

46. Whose job is it to put up and take down the Indian teepee? ➔
47. What did the Plains Indians do with the buffalo they killed? ➔
48. Why did the Plains Indians think the buffalo were good for hunting? ➔
49. Why do you think some historians called the buffalo the Plains Indians’ gold?
50. What things do the Spanish trade with the Indians? ➔

Ms. Hakim mentions that obsidian knives are “sharper than steel knives and keep their edges longer.” Despite these advantages, the Indians preferred steel knives. You will find her making similar comments about certain other technologies—such as guns—that Europeans brought to America: the Indians preferred the European technology even though the Indian technology was functionally bet-

ter. The Indians came to think the European technology was superior, even though, as a matter of fact, it was not. When it came to guns vs. bows and arrows, the Indians' preference worked to their detriment! Can you think of other technologies that, though functionally inferior, have won the allegiance of customers over their technically superior competitors?

51. What and how do archeologists learn about health from examining skeletons? ➔
52. How did Woodland Indians build their mounds? ➔
53. Which U.S. president wanted to learn about these mounds? ➔
54. What is the mound called that still exists in Ohio today? ➔
55. What were slaves called in the Indian city of Cahokia? ➔
56. What did the mound builders use their mounds for? ➔

p. 50—Ms. Hakim notes that about 25,000 people live in Cahokia. You need to read that in the historical context: that is a large city for that time by any standards.

#### Timeline and Map Points

- 📍 *Plains States (east of the Rocky Mountains): Texas; Oklahoma; Colorado; Kansas; Nebraska; Wyoming; South Dakota; Montana; North Dakota (map 2)*

Day <b>5</b>	Chapters 11–12
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#### Vocabulary

- succotash:** a dish of mixed vegetables: beans, corn, and squash; the word is from Algonquian.
- girdle (as in, to girdle a tree):** to cut the bark all the way around a tree; that kills a tree, which permits easy felling of the tree a couple of years later.
- sachem:** a chief in one of the Iroquois nations.
- wampum:** beads on a leather cord, woven in a design to tell a story.
- confederacy:** a group of nations in which each nation maintains its own individual identity, but agrees to cooperate with the others in times of war or with regard to matters of mutual concern.
- matrilineal:** heritage and descent is traced through the mother.

#### To Discuss After You Read

57. What role did grandmothers play in Iroquois society? ➔
58. How did these Indians hunt deer? ➔
59. What kinds of crops did they grow? ➔
60. How did they get rid of trees to plant their fields? ➔
61. Which Indians did the Algonquian tribes consider their enemies? ➔

62. What are wampum? ➔
63. How many nations comprised the Iroquois confederacy? ➔
64. What was the role of women in Iroquois society? ➔
65. What is one hypothesis for why Iroquois women were held in relatively high esteem? ➔
66. Did the Iroquois have majority rule? ➔
67. What are Deganwidah and Hiawatha best known for? ➔
68. What did Tadodaho do to Hiawatha's daughters and why? ➔
69. What did the Indians call North America? ➔

### Before Columbus

Day <b>1</b>	Introduction and Chapter 1
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#### Initial Comments

Sometimes we forget that the Americas and their inhabitants and civilizations existed long before Columbus arrived in 1492, resulting in a lot of misconceptions on our part. Such is the basic premise of *Before Columbus*. Author Charles C. Mann has condensed and adapted his larger work *1491: New Revelations of the Americas Before Columbus* and packaged it for a broader audience. As a result, his insights are often eye-opening and help us better understand the interpretational challenges faced by contemporary historians, anthropologists, scientists, and more. For instance, traditional textbooks all too often present the peoples of the Americas before Columbus as technologically primitive, but Mann disagrees. In reality, they had well-developed cultures, technology, infrastructures, artistic pursuits, and much more to offer. Consequently, *Before Columbus* provides a number of insights of cultural and historical relevance that will deepen understanding of our view of history, as well as the diversity of contributions different peoples and cultures have to offer.

#### Introduction

"Etruscan" refers to the people of Etruria, an ancient civilization, located in what is now northern Italy, that influenced the Romans. The Etruscan civilization began around 800 or 900 BC, though historians differ on exact dates.

For an additional perspective, intended for adult or high school readers, on how history books sometimes get things wrong see *Lies My Teacher Told Me* by James Loewen (Touchstone, 1996).

#### To Discuss After You Read

70. By what name is Tisquantum usually known? [Intro] ➔
- In reference to the mentions of "11,000 years ago" on page 3, "12,000 years ago" on page 4, and other similar time frames, see our Initial Comments of this book for a note about the author's old-earth perspective.

Honoring or preserving the dead is not a practice limited to the ancient Chinchorro people. You and your children are no doubt aware of the practice of mummification practiced in ancient Egypt. Religiously speaking, some beliefs honor the dead in other ways, such as Shinto in Japan. Shinto shrines, for instance, are places where ancestors are honored. Such practices are quite different from the Christian viewpoint. Christians have historically respected the body, even after death, believing that human beings are made in God's image and, therefore, of value. Christianity also teaches a future resurrection of the body, which is why historically Christians have preferred burial over cremation. However, Christian views of death and the afterlife differ in key areas from those of, say, the ancient Egyptians.

Is radiocarbon dating reliable? Various methods of scientific dating exist, but not everyone agrees on how reliable such methods are. While those who hold to an old earth perspective generally have no qualms with ancient dates resulting from methods such as radiocarbon dating, others aren't so pleased with the alleged millions or even billions of years scientists often use to refer to the age of the earth or the universe. It's beyond our scope to get into the details of radiocarbon dating here, but feel free to look into it further on your own if you'd like.

The author brings up an important point in the sidebar on page 11. He writes: "The case of the carved gourd reminds us that even when we find artifacts from the distant past, we cannot always discover exactly what they mean." In many ways archaeologists must speculate or make educated guesses about what they find. A lot of times this involves forensic science, much like modern detectives apply when attempting to determine what has taken place at a crime scene that also occurred in the past. The so-called scientific method prefers testable, repeatable ways of discovering truth, but by definition historical 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.

71. How did the ? [chap. 1] ➔
72. How is radiocarbon dating supposed to work? [chap. 1] ➔
73. What are the big mounds found at Huaricanga? [chap. 1] ➔
74. What's special about the carved gourd the author writes about? [chap. 1] ➔

#### Timeline and Map Points

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; Rhode Island* (map 1)
- 📍 *Andes Mountains; Peru; Chile (Atacama Desert)* (map 3)

Day  
2

## Chapter 2

### To Discuss After You Read

On "11,500 years ago" (p. 13) see our Initial Comments of the book.

On page 15 the author uses the phrase "Plant scientists," probably with the intention of using a phrase simpler to understand than the more precise technical term *botanist*.

Genetic engineering of plants is one thing (p. 15), but scientists now have the capability of manipulating life via techniques such as cloning (making a copy of a living organism). How far is it morally right or wrong to go in pursuing such things? The realm of ethics, more specifically *bioethics*, tries to address these kinds of questions. For example, is it right to clone a human embryo in order to use or "harvest" its organs for use in transplant operations that could save lives? Is it right to use those embryos in the first place? For an introduction to these sorts of questions that may help you discuss these matters with your children see the chapter on genetic technologies in the book *Moral Choices* by Scott Rae (Zondervan).

Amino acids (p. 17) are important to life due to their nutritional properties. They help make up proteins, for instance, which the body needs to maintain a healthy diet.

75. What is genetic engineering? ➔
76. Do we know for certain that maize was genetically engineered? ➔
77. Ancient toys with wheels have been found in Mexico, but it doesn't appear that those civilizations used the wheel in other ways. Why not? ➔
78. What is a milpa? ➔

Day  
3

## Chapters 3–4

### To Discuss After You Read

79. Why is the Olmec sculpture found in Tres Zapotes, Mexico important? [chap. 3] ➔
80. What is meant when Olmec and other Mesoamerican groups are called sister cultures? [chap. 3] ➔

On page 36 the author mentions the language Runa Simi, but does not really say anything else about it, other than pointing out its importance as the primary language Pachakuti wanted the Inca people to use. Runa Simi is sometimes called Quechua. Some experts believe that a single, pure form of this language does not really exist, but instead made its influence known in many different dialects (varieties of the same language).

A brief comment is in order in reference to the incident between Spanish conquistador Pizarro and his attack on Atawallpa and the Incan soldiers (pp. 37–39). More often than not, individuals such as Pizarro are depicted as violent Christian invaders who spread their warlike ways to peaceful, "noble savages" such as the Inca. While it's true that some European explorers committed acts of violence and persecution, sometimes in the name of Christianity, it

is not true to state that people like the Inca were peaceful. As the author has noted, many wars and conflicts among the Inca took place, often among family members fighting over power. Moreover, as later pages will demonstrate, at times Indians allied with the Spanish in order to help defeat the so-called Triple Alliance. The broader lesson here is not that Christianity and Christians do nothing but spread war, which is far from true, but that human beings are by nature inclined to strife and conflict.

81. What is chuno? [chap. 4] ➔
82. What do archaeologists think the plaza called Awkaypata in Qosqo was like? [chap. 4] ➔
83. How did Pizarro and less than 200 men defeat more than 5,000 Inca? [chap. 4] ➔

#### Timeline and Map Points

- 🕒 **American archaeologist Matthew Stirling visits Olmec sculpture in Tres Zapotes, Mexico (1938)**
- 🕒 **Zapotec settlement attacked, temple burned (750 BC)**
- 🕒 **Chanka attack the Inca (1438)**
- 🕒 **Francisco Pizarro and less than 200 Spanish men defeat more than 5,000 Inca and capture Atawallpa (November 16, 1532)**
- 📍 *Veracruz, Mexico; Gulf of Mexico; La Venta, Mexico (Tabasco/Veracruz); Yucatan Peninsula; Oaxaca (map 2)*
- 📍 *Machu Picchu, Peru; Qosqo (Cusco, Peru) (map 3)*

Day <b>4</b>	Chapter 5
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#### To Discuss After You Read

84. You've probably heard the term "rewriting history," but in the case of Tlacaélel and the Mexica people they really did it! (p. 47) Why did this happen? What did they hope to accomplish by destroying their history and writing a new one? ➔

In "Feeding the Sun" (p. 47), the author claims "the Europeans and the Triple Alliance [Aztecs] were surprisingly alike—violent death was part of the social landscape on both sides of the Atlantic." The author is essentially claiming that human sacrifice, religiously motivated in order to provide "food" for the sun, is on the same level as criminal executions in Europe. But is this really the same thing or are we dealing with a false analogy? After all, it's one thing to have a judicial system in place that calls for the execution of criminals and quite another to offer human sacrifices to the sun, isn't it?

85. Setting aside the issue of whether or not capital punishment is justified, do you think European executions and Aztec human sacrifices are on the same level? ➔

You might recognize the name Motecuhzoma (p. 49) by its other forms including Moctezuma and Montezuma.

86. What city did the Spanish enter in 1519, then later conquer? ➔
87. Why did the Triple Alliance sacrifice humans? ➔

88. Could Cortes and his forces have defeated the Triple Alliance on their own? ➔

#### Timeline and Map Points

- 🕒 **Hernan Cortes and Motecuhzoma meet at Tenochtitlan (November 8, 1519)**
- 🕒 **Aztec Triple Alliance formed (1428)**
- 🕒 **Triple Alliance surrenders to Cortez and his forces (August 21, 1521)**
- 📍 *Tenochtitlan, Mexico; Teotihuacan, Mexico; Caribbean Sea (map 2)*

Day <b>5</b>	Chapter 6
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#### To Discuss After You Read

Does the Christian account of the world and its peoples after the flood of Noah conflict with what we know about global population distribution? The author suggests (pp. 53–54) that a distinctly Christian view of world history had to explain population distribution across the globe on the basis of the belief that Noah's ark came to rest on the mountains of Ararat (Turkey) and, from that point, humans spread to other places such as Africa, Asia, and Europe.

But what about people in the Americas? Where did they come from? These questions are certainly interesting, but there is no real conflict with the traditional Christian viewpoint. If, for instance, continents as we know them today were in the past joined into one large supercontinent, then the distribution of the human population after Noah's time would make sense. The problem here, though, for those who hold to a young earth, is one of geologic time since the contemporary scientific establishment believes this supercontinent, known as Pangea, existed more than 200 million years ago.

Still, there are ways of explaining human population distribution across the earth without entirely dismissing the account of Noah's flood as inaccurate or mythical. Remember, we're dealing with historical events that took place long ago and, as a result, we're trying to piece together what happened using a lot of educated guessing, forensic science, and, at times, presuppositions and prejudices get in the way, too. This does not mean that Christians can simply ignore apparent problems that conflict with the Bible (we shouldn't!), but it does mean that we need to keep in mind the many challenges that we face when trying to piece together history on the basis of limited data. Furthermore, a historical puzzle or mystery is not the same as saying that what we think we know about historical events *contradicts* biblical teachings. A contradiction is not the same as a mystery. In many cases it's our *interpretation* of biblical data that may be at fault, not the facts. Besides, as Acosta surmised (p. 54), America and Asia "must join somewhere" and, as the text states, "Hundreds of years later, scientists would prove him right."

Keep in mind, too, that questions about human population distribution also apply to those who reject the account of Noah. Even evolutionists, for instance, must grapple with questions about how human beings ulti-



mately spread throughout the world, so these sorts of questions and puzzles are not exclusive to Christianity.

On “tens or even hundreds of thousands of years ago” (pp. 54–55), see our Initial Comments of *Before Columbus*.

Is stratigraphy (p. 55) a valid archeological practice? In principle it appears to make sense. As time passes, new layers of earth cover older layers. Geologically speaking, though, natural disasters and other geological events could disturb these layers, causing confusion in our interpretation of them, as the author admits. Young earth adherents, for instance, who hold to catastrophism believe that large-scale geological events, such as a global flood, could easily disrupt not only the landscape, but layers of the earth. If this position is true, then it’s quite possible that stratigraphy is not necessarily the best method of interpreting what we find in layers of the earth. Keep in mind that we’re not personally making the case here for or against stratigraphy or catastrophism, but we do think it is helpful to bring up these issues due to their relevance to the discussion in the book. How we approach evidence at times makes a significant difference in how we interpret it.

On “13,500 and 12,900 years ago” (p. 56) and other similar or longer time frames in this chapter see our Initial Comments of *Before Columbus*.

The author suggests, “Maybe the Americas should no longer be called ‘the New World.’” (p. 61) However, regardless of how long ago humans populated the Americas before Columbus, it’s true that the Americas were indeed a “new world” to Europeans of the 15th century.

89. Is the question, “Who were the first Americans?” easy or difficult to answer? Why? ➔

90. What theory did C. Vance Haynes propose in 1964? ➔

#### Timeline and Map Points

- 🕒 **Jose de Acosta speculates that Asia and America “must join somewhere” (1590)**
- 🕒 **C. Vance Haynes proposed that the first Americans crossed to the Americas via the Beringia land bridge (1964)**
- 📍 *Bering Strait; Alaska; Yukon River; Rocky Mountains; Washington (map 1)*

#### Current Events

**Day ALL** 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.<sup>2</sup>

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 recommend *oral* presentations only.

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

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

Be sure to present your oral or written reports at the end of the week. ■

2. 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.

**Week 2**

Date:	Day 6	Day 7	Day 8	Day 9	Day 10
<b>Bible</b>					
<b>Bible Study Sampler</b>	p. 14	p. 15	p. 16	p. 17	p. 18
<b>Why Pray?</b>	Day 6	Day 7	Day 8	Day 9	Day 10
<b>Memorization</b>	Psalm 139:1–4				
<b>History, Geography &amp; Biographies</b>					
<b>A History of US, Book 1</b> (3rd & rev. 3rd editions)	chaps. 13–15 📍📅	chaps. 16–17 📍📅	chaps. 18–20 📍📅	chaps. 21–22 📍📅	chaps. 23–25 📍📅
<b>Before Columbus</b>	chap. 7 📍	chap. 8 📍📅	chap. 9 📍	chap. 10 📍📅	chap. 11 📍📅
<b>Current Events</b>	<b>Seventh Grade:</b> Two reports; at least one of international concern. <b>Eighth Grade &amp; above:</b> Three reports; at least two of international concern.				
<b>Other Notes</b>					

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**Memorization**

Day <b>ALL</b>	Psalm 139:1–4
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Continue working with Psalm 139. Memorize vv. 1–4.  
Read the psalm as a whole at least twice this week.

- <sup>1</sup> You have searched me, Lord, and you know me.
- <sup>2</sup> You know when I sit and when I rise; you perceive my thoughts from afar.
- <sup>3</sup> You discern my going out and my lying down; you are familiar with all my ways.
- <sup>4</sup> Before a word is on my tongue you, Lord, know it completely.

**A History of US, Book 1**

Day <b>6</b>	Chapters 13–15
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**Vocabulary**

**Leif Eriksson:** is regarded as the first European to land in North America (excluding Greenland), nearly 500 years before Christopher Columbus.

**Prince Henry of Portugal:** Henry the Navigator, he encouraged exploration by sea.

**Eratosthenes:** Greek scientific writer, astronomer, and poet, the first man known to have calculated the Earth’s circumference.

**Ptolemy:** astronomer, geographer, and mathematician who considered the Earth the center of the universe.

**runes:** ancient Norse writing.

**prey:** to hunt, victimize, plunder, or pillage.

**renaissance:** rebirth.

**illuminate (with respect to manuscripts):** illustrate.

**longitude:** the conceptual lines that run from pole to pole—360 degrees around the Earth; these indicate distances east and west of the Prime Meridian that runs through Greenwich, England.

**latitude:** the conceptual lines that run parallel to one another east and west beginning at the Equator; these indicate distances from 0 to 90 degrees north or south.

**meridians:** other name for lines of longitude.

**parallels:** another name for the lines of latitude.

#### To Discuss After You Read

1. Who were the first Europeans to discover America? ➔
2. How was America discovered by mistake? ➔
3. Who were the two Vikings sent to explore America? ➔
4. Who was the first white man to be killed by Indians? Why was he killed? ➔
5. What are some of the tools historians can use to learn about the past? ➔

On p. 65—Ms. Hakim says, “In the old, old days almost everybody believed in witches. Then people learned there really weren’t any witches. . . .”—Sorry! That is a faith statement on Ms. Hakim’s part. And I will make a faith statement of my own: there really were—and are—witches. Interestingly, many modern witches proudly proclaim that they practice witchcraft (they call it the practice of the Wiccan religion). Witches may not do some of the things that some have been charged with (flying around on broomsticks, for example), but they really do engage in commerce with evil spirits.

The Bible tells us (Deuteronomy 18:10–12), “Let no one be found among you who sacrifices his son or daughter in the fire, who practices divination or sorcery, interprets omens, engages in witchcraft, or casts spells, or who is a medium or spiritist or who consults the dead. Anyone who does these things is detestable to the LORD.”

6. What years would the 12th century include—the 1100s or 1200s? ➔
7. How did printing technology change in the west when Johannes Gutenberg printed the Bible? ➔
8. Why did Prince Henry of Portugal want his sailors to go to China, Japan, and India? ➔
9. Why were Europeans trying to find another route to the Indies? ➔
10. Why did Columbus believe the Earth was round? ➔
11. Why are latitude and longitude lines on maps? ➔
12. What is the equator? ➔

13. Which lines are known as parallels (lines equal distance apart that never touch)—latitude or longitude? ➔
14. Whose research did Christopher Columbus study that led him to believe the earth was smaller than it actually is? ➔
15. Which country (King and Queen) supported Columbus? ➔

p. 74—Ms. Hakim says, “Finally, Ferdinand and Isabella had agreed to help”—as if they had been reluctant for personal reasons and then, suddenly, they changed their minds. The historical record seems to indicate that such an interpretation is incorrect.

If you look at what was happening in the Iberian Peninsula (where Spain and Portugal are) at that time, you discover that the end of Muslim political power on the Iberian Peninsula took place on January 2, 1492, when Boabdil (Arabic: Muhammad Abu’Abd Allah) officially surrendered to Ferdinand and Isabella after years of bitter conflict. Prior to 1492, Ferdinand and Isabella had been deeply involved, both financially and mentally, in prosecuting the war against Boabdil. Once he was out of the way, they were able to turn their attention to other matters.

#### Timeline and Map Points

- 🌐 **Bjarni Herjolfsson, Viking sailor, sights the coastline of North America (ca. AD 986)**
- 🌐 **Leif Eriksson establishes Viking settlement called Vineland (ca. AD 1000)**
- 🌐 **Gutenberg perfects his printing press with moveable type (1452) and prints the first printed Bible (1454)**
- 🌐 **Prince Henry of Portugal (1394–1460)**
- 🌐 **Eratosthenes (ca. 276–194 BC)**
- 🌐 **Ptolemy (AD 100–168—this date is uncertain)**
- 🌐 **Christopher Columbus sails to America (1492)**
- 🌐 *Nova Scotia; Newfoundland (map 1)*
- 🌐 *Norway; Sweden; Finland; Denmark; Germany; Portugal; Genoa; Spain (map 3)*
- 🌐 *China (map 4)*

Day  
7

Chapters 16–17

#### Vocabulary

**Sargasso Sea:** an area in the middle of the Atlantic Ocean in which green seaweed grows thick.

#### To Discuss After You Read

16. What does Columbus hope to bring back to Spain? ➔
17. How did an astrolabe help Columbus? ➔

p. 79—Columbus “confesses” (though he seems to have no qualms about the fact) that he “took by force some of the natives” of Hispaniola. In Scripture, this is called man-stealing or kidnapping. What does Scripture say about these practices? (See Exodus 21:16.)

18. Ms. Hakim says (p. 80), “Europeans called America a ‘new world’—but it was another old world with its own ancient civilizations and peoples. They were just different from those in Europe.” Do you agree with her or disagree? Why?
19. On page 82, Ms. Hakim lists some of the products that Europeans gained from the “New World” as well as products that the Europeans brought to the “New World” from the “Old”; list some of them. Which product from America “proved more valuable to the Old World than all the gold in both the Americas?” ➔
20. According to Ms. Hakim, in 1492, which was the most advanced civilization in the world? ➔
21. On what grounds does she make this statement? ➔
22. On page 83, Ms. Hakim notes that King John of Portugal said Columbus was “a big talker and boastful in his accomplishments.” She then asks if you can think of a reason why “bragging” might sometimes be useful and not just conceited. ➔
23. Why were Africans brought to America in 1503? ➔ *k*
24. What did Columbus think South America was? Why? ➔  
p. 80—The crimes continue: “Columbus sent a boatload of Indians back to Spain to be sold as slaves.” What was that verse we read about kidnapping (Exodus 21:16)?

#### Timeline and Map Points

- 🕒 **First African slaves come to the Caribbean Islands (1503), by 1574 there were 12,000**
- 📍 *Japan* (map 4)
- 📍 *San Salvador/The Bahamas; Cuba; Hispaniola Haiti and Dominican Republic; Jamaica; Panama* (map 5)
- 📍 *Canary Islands* (map 6)

Day  
**8**

Chapters 18–20

#### Vocabulary

**Vasco Nuñez de Balboa:** first Spaniard to see the eastern shore of the Pacific Ocean.

**Ferdinand Magellan:** Portuguese navigator and explorer whose ships first sailed around the world.

#### To Discuss After You Read

25. What do you think? On page 86, Ms. Hakim tells us about a lie Columbus told the Indians: about how he would make the moon disappear if they did not bring him food. Was the lie justified? What good came out of the lie? What bad or evil came of it? (Consider Acts 12:22–23.)
26. Which Italian sailed to America for England; therefore, giving England a claim to all of North America? ➔
27. Which explorer “discovered” the Pacific Ocean? ➔

28. On page 87, Ms. Hakim quotes Comaco, an Indian chief, as saying, “What is the matter, you Christian men, that you so greatly value so little gold more than your own peace of mind?” What do you think, was Comaco wise? Was he *biblical*? Should the Spaniards have considered his words? Did they need to repent? Why or why not?

p. 87—Ms. Hakim says Balboa was the first European to see the Pacific’s “American coast”; explorers and traders knew the “eastern side” quite well. This means that Balboa had reached the western side of the American land mass; he was on the eastern edge of the Pacific Ocean.

29. Why is the strait near the tip of South America named the Strait of Magellan? ➔
30. What mistaken idea did Magellan have that led him to believe that if he went west from Africa he would find a short-cut to the Spice Islands (the Moluccas)? ➔
31. How did Magellan die? ➔
32. Magellan, we are told, was faced with a problem other explorers (and missionaries!) would face: how do you deal with your new friends’ enemies?—What do you think?
33. How would you respond if the people to whom you had come in order to share the Gospel wanted you to participate in their war against ancient enemies? (We will be looking at some of these questions in the future.)
34. How many ships and men were still alive when Magellan’s voyage returned back to Spain after nearly three years? ➔
35. Why was America named after Amerigo Vespucci when others had come to the land before him? ➔

#### Timeline and Map Points

- 🕒 **John Cabot landed in Newfoundland and gave England claim to North America (1497)**
- 🕒 **Vasco Nuñez de Balboa (1475–1519) established first permanent European settlement and was the first to see the Pacific Ocean from the American continent (1513)**
- 🕒 **Iberian Ferdinand Magellan (ca. 1480–1521) leads first global circumnavigation (1519–1522)**
- 📍 *Iberian Peninsula; Seville, Spain* (map 3)
- 📍 *Moluccas/Spice Islands; Indonesia; Philippine Islands; Papua New Guinea* (map 4)
- 📍 *Peru; Patagonia; Straits of Magellan; Magellan’s Journey* (map 6)

Day  
**9**

Chapters 21–22

#### Vocabulary

**Quetzalcoatl:** feathered serpent god of the Aztecs.

**Hernando Cortés:** conqueror of the Aztec empire.

**Tenochtitlan:** the Aztecs’ capital city.

**Moctezuma:** ruler of the Aztecs.

**Doña Marina:** an Indian woman who had learned Spanish and who helped Cortés achieve his goals.

**centaur:** a creature from Greek mythology, half horse and half man.

**pictograph:** an early form of writing in which a stylized picture stands for or “means” a sound, an idea, or a thing.

**codex (plural: codices):** a book that has been written or copied by hand; i.e., a book in manuscript form vs. a book that has been printed.

**glyph (or hieroglyph):** a sign; a symbolic figure or character.

#### *To Discuss After You Read*

36. In 15th century Europe what religion did most people practice? ➡
37. Who was Martin Luther? ➡
38. What is one of the most important reasons for studying history? ➡
39. What happened during the Spanish Inquisition? ➡
40. On page 99, Ms. Hakim asks a number of important questions. Please discuss them: Throughout history, many well-meaning people do terrible (painful) things to others. Often they believe they are doing good. They certainly mean to do good. Many people tell them they are doing good. Does that mean they are doing good? How do you know what is truly good?
41. Is it right to try to force others to think as you do? Why or why not? Is it possible to force others to think as you do? What can you force other people to do?
42. What were some of the factors that contributed to Cortés’ success against the Aztecs? ➡
43. Cortés said he and his companions suffered a disease that could only be cured with gold. How much truth was there in that statement? Did they suffer a disease? If we were to describe their condition in terms of a disease, could it be cured with gold? Why or why not?
44. What was most impressive about Tenochtitlan? ➡
45. Why did the villagers help Cortés battle the Aztecs? ➡

#### *Timeline and Map Points*

- 🕒 **Hernando Cortés (1485–1547)**
- 🕒 **Moctezuma (1466–1520)**
- 🕒 **Doña Marina (1466–1520)**
- 📍 *Tenochtitlan* (map 5)
- 📍 *Incan, Aztec & Mayan Territory* (map 7)

#### *Vocabulary*

**Álvar Núñez Cabeza de Vaca:** one of only four men who survived a Spanish shipwreck on Florida’s coast in 1528, he then wandered through Texas and what would become northern Mexico before finding a Spanish outpost in 1536.

**Esteban:** a black slave who accompanied Cabeza de Vaca and who later sought to help the Spaniards find the Seven Golden Cities of Cibola.

**Fray Marcos de Niza:** Franciscan friar who helped lead the expedition that looked for the Seven Golden Cities of Cibola.

**Cibola:** an area in which there were supposed to be seven unbelievably wealthy cities.

**Juan Ponce de León:** explored and settled Puerto Rico, and explored Bimini (Bahamas) and Florida while searching for the Fountain of Youth.

**Francisco Pizarro:** conquered the Incan empire in Peru.

**mestizo:** people of mixed Spanish and Native American heritage.

**mulatto:** people with mixed Spanish and African heritage.

#### *To Discuss After You Read*

46. What are some of the reasons we know so little about the Incans’ culture? ➡
47. Ms. Hakim says that “[the Spaniards’] religion told them the Indian civilizations were pagan and therefore false, and that its symbols should be destroyed” (p. 113). She says the Spaniards destroyed cultural symbols “many times over.” Well, let us evaluate this behavior. What did God tell the Israelites to do in such passages as Deuteronomy 7:1–5, 25–26? Why did He tell them to do this (Dt. 7:6, 25–26)? Do you believe these commands have any legitimate place in today’s world? Why or why not?
48. Whether or not you believe Deuteronomy 7 has force today, do you think the Spaniards were trying to fulfill commands such as those we find in Deuteronomy 7? If so, do you think they did fulfill the requirements of that Scripture? Why or why not (pay special attention to v. 25)?
49. What happened to the Inca ruler, Atahualpa? ➡
50. What did Pizarro do with all the Incan gold objects? ➡
51. What benefit might the Spaniards—or we, today—have gained if they had not melted down all the gold objects and destroyed all the Incans’ art? Put another way: what have we lost because they did destroy all the art objects?
52. Ms. Hakim ends the chapter with the comment that “when leaders say something is all right, most people agree, without thinking for themselves.” Do you think this is true? What evidence do you have for your opinion?

53. What killed most Mexican and Native American Indians? ➡
54. Why did Spain not colonize much land in North America? ➡

On page 115, the author points out that, despite some rather glaring shortcomings from a modern perspective, the Spaniards also blessed Latin America and did things that were very good. She does not mention, however, how unbelievably unique and “advanced” the Spaniards were compared with the other colonial powers of the day. For example: she mentions that they “encouraged truth-telling: they let their historians write the good and the bad about what was happening in America.” This was—and even today, still is, in many places—an unbelievably “liberal” policy. England did not encourage “freedom of the press.” Its monarchs refused to permit critical reports to be written or printed. If someone dared to go against the wishes of the British Crown, they would be charged with sedition—a crime that could carry the death penalty!

55. What were the seven cities of Cibola? ➡

#### Timeline and Map Points

- 🕒 **Ponce de León (1460–1521)**
- 🕒 **Francisco Pizarro (ca. 1475–1541)**
- 🕒 **Álvar Núñez Cabeza de Vaca (ca. 1490–1560)**
- 🕒 **Fray Marcos de Niza (ca. 1495–1558)**
- 📍 *Florida* (map 2)
- 📍 *Puerto Rico* (map 5)

### Before Columbus

#### Day 6 Chapter 7

#### To Discuss After You Read

On “millions of years” (p. 62) and other similar time frames see our Initial Comments of *Before Columbus*. As to whether or not dinosaurs became extinct before humans, young earth creationists would disagree.

56. What is the overkill theory? ➡
57. What is a zoonotic disease? ➡

#### Timeline and Map Points

- 📍 *Bighorn Basin, Wyoming; La Brea tar pits, California* (map 4)

#### Day 7 Chapter 8

#### To Discuss After You Read

Keep in mind that the author is merely offering a possible scientific explanation for why many Native Americans were susceptible to European diseases (pp. 71–72). He’s not intending in any way to come across as racist or to suggest that Native Americans are somehow inferior to Europeans, Africans, or Asians.

Bartolome de Las Casas (p. 73), incidentally, became a Dominican friar. Moved by his Christian ideals, de Las Casas had compassion for the oppressed Native Americans and openly spoke out against their mistreatment.

58. Why were native Americans more susceptible to diseases introduced by Europeans? ➡
59. A former conquistador, Bartolome de Las Casas later spoke out against the harsh treatment of the native Americans by the Spanish. Why? ➡
60. Why were pigs brought by Hernando de Soto to Florida harmful to native Americans? ➡

#### Timeline and Map Points

- 🕒 **Smallpox breaks out on the Spanish island colony of Hispaniola, later spreading throughout the Americas (1518)**
- 🕒 **Incan emperor Wayna Qhapaq dies, resulting in civil war as his sons fight for power (1526)**
- 🕒 **Spanish explorer Hernando de Soto arrives in Florida (1539)**
- 📍 *Florida; Arkansas; Texas; Mississippi River* (map 1)

#### Day 8 Chapter 9

#### To Discuss After You Read

61. What is swidden? ➡
62. Why do some modern researchers think that swidden was not possible in the early Americas? ➡
63. What is a zarabatana? ➡

#### Timeline and Map Points

- 📍 *Amazon River; Beni, Bolivia; Santarem, Brazil* (map 3)

#### Day 9 Chapter 10

#### To Discuss After You Read

64. What do ecologists mean by succession? ➡
65. What are the two main sources of fire? ➡

#### Timeline and Map Points

- 🕒 **Henry David Thoreau (1817–1862)**
- 🕒 **Lewis and Clark (1803–1806)**
- 🕒 **Cahokia’s golden age (ca. AD 950–1250)**
- 📍 *Great Plains* (map 1)
- 📍 *Mount St. Helens, Washington* (map 4)
- 📍 *Hudson River Valley, New York; Everglades, Florida;* (map 5)

#### Day 10 Chapter 11

#### To Discuss After You Read

66. Where did Tisquantum learn to plant fish alongside corn to better fertilize the crop? ➡
67. What happened to passenger pigeons? Why? ➡

### Timeline and Map Points

- 🕒 **William Bradford (1590–1657)**
- 🕒 **Revolutionary War (1775–1781)**
- 🕒 **John Adams (1735–1826)**
- 🕒 **Francis Drake (1540–1596)**
- 🕒 **Smallpox epidemic begins near Boston (1774)**
- 📍 *Santa Fe, New Mexico; Puget Sound, Washington; San Francisco Bay (map 4)*
- 📍 *Patuxet; Cape Cod Bay; New England; Maine; Plymouth Bay, Massachusetts; Boston (map 5)*

### Current Events

Day  
**ALL**

Two or three reports

See the notes in Week One, Day One for Current Events instructions.

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

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

Be sure to present your oral or written reports at the end of the week. ■

**Week 3**

Date:	Day 11	Day 12	Day 13	Day 14	Day 15
<b>Bible</b>					
<b>Bible Study Sampler</b>	p. 19	p. 20	p. 21	p. 22	p. 23
<b>Why Pray?</b>	Day 11	Day 12	Day 13	Day 14	Day 15
<b>Memorization</b>	Psalm 139:1–6				
<b>History, Geography &amp; Biographies</b>					
<b>A History of US, Book 1</b> (3rd & rev. 3rd editions)	chaps. 26–27 📍📅	chaps. 28–30 📍📅	chaps. 31–33 📍📅	chaps. 34–36 📍📅	chaps. 37–39 📍📅
<b>The Landing of the Pilgrims</b>	pp. 1–9 📍📅	pp. 10–26 📍📅	pp. 27–40 📍📅	pp. 41–55 📍📅	pp. 56–73 📍📅
<b>Current Events</b>	<b>Seventh Grade:</b> Two reports; at least one of international concern. <b>Eighth Grade &amp; above:</b> Three reports; at least two of international concern.				
<b>Other Notes</b>					

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**Memorization**

**Day ALL** Psalm 139:1–6

Continue working with Psalm 139. Memorize vv. 1–6 and read the psalm as a whole another two or three times.

- <sup>1</sup> You have searched me, Lord, and you know me.
- <sup>2</sup> You know when I sit and when I rise; you perceive my thoughts from afar.
- <sup>3</sup> You discern my going out and my lying down; you are familiar with all my ways.
- <sup>4</sup> Before a word is on my tongue you, Lord, know it completely.
- <sup>5</sup> You hem me in behind and before, and you lay your hand upon me.
- <sup>6</sup> Such knowledge is too wonderful for me, too lofty for me to attain.

**A History of US, Book 1**

**Day 11** Chapters 26–27

**Vocabulary**

**Francisco Vasquez de Coronado:** Spanish explorer who discovered the Grand Canyon, but also found that tales of the Seven Golden Cities of Cibola were false.

**Hernando de Soto:** Spanish explorer who participated in Pizarro’s conquest of Peru and then explored the North American continent from southwestern Florida north, through areas that are now part of Georgia, Alabama, Louisiana, across the Mississippi, into what is now Texas; the results of his explorations, together with Coronado’s, convince the Spanish that the North American continent was hardly worth their trouble.



### To Discuss After You Read

1. What were some of the hardships of Coronado's journey? ➔
2. Why were the Spaniards interested in the city of Quivira? What did they find when they got there? ➔
3. What are two reasons the European style of fighting did not work against the Indians? ➔
4. Was de Soto kind to the Indians? ➔

### Timeline and Map Points

- 🕒 **Francisco Vasquez de Coronado (ca. 1510–1554) sets off to find Cibola (1540)**
- 🕒 **Hernando de Soto (ca. 1496/97–1542)**
- 🕒 **John Cabot (1450?–1498?) leads first English expedition to America (1497)**
- 📍 *Coronado's journey; de Soto's journey (map 2)*

Day 12 Chapters 28–30

### Vocabulary

**Juan de Oñate:** married Isabel de Tolosa Cortés Moctezuma, who was a descendant of famous conquistador Hernán and the Aztec emperor; founds the province of New Mexico in 1598.

**Bartolomé de Las Casas:** Dominican priest who spoke out for the American Indians against their Spanish overlords.

**Juan Ginés de Sepulveda:** Spanish scholar who argued the case that enslavement of the American Indians was perfectly proper.

**Inquisition:** a papal judicial organization that was designed to discover hidden heretics within the Church; it soon became used by secular political figures (most notably the Spanish crown) to further their own agendas against people who opposed them.

### To Discuss After You Read

5. What was the first permanent European colony in the North American West? ➔
6. According to Hakim, what were the key arguments that Las Casas and Sepulveda used for their respective views? ➔
7. Many people through the centuries have believed that the Bible teaches pretty much what Sepulveda said (see Hakim, p. 136): “[C]hildren are [inferior] to adults, [and] women [are inferior] to men.” What do you think? (Look up 1 Corinthians 14:34–35; Ephesians 5:22ff; Colossians 3:18ff; 1 Timothy 2:11ff; etc.—What are these passages saying?)
8. Why didn't the colony in modern day Venezuela work the way Las Casas had planned? ➔

Remember what I wrote concerning chapter 24: that the Spanish were very much more open than any of their contemporaries. Las Casas' writings are almost the very best examples of this openness. The king of Spain permitted an open dialogue and debate between Las Casas and Sepulveda. Such debates, complete with eyewitness evidence, were never permitted in other colonial countries. Ms. Hakim closes the chapter with a comment about the English: “We need to protect the Indians from the cruel Spaniards,” the English said. “We'll treat them differently,” they added. (Do you think they did?)—The answer is, no, they did not ... as we shall see.

9. What is amazing about the amount of land conquered by the Spaniards? ➔
10. What would probably have happened if the Spaniards had found gold in North America? ➔
11. How did all the gold that was shipped back to Spain affect their economy? ➔
12. What happened as a result of the Spaniards' acquisition of so much gold in such a short period of time? ➔
13. Do you think sudden riches might cause similar problems elsewhere (on either a personal or a national level)? Why or why not?
14. What occurred that made the Inquisition suddenly powerful in Spain in the year 1492? ➔
15. What do you think of Hatuey's statement that he would “rather go to hell than convert?”—What do you think was behind those words? We asked, a few chapters ago, about trying to force people to think as you do. The Spanish conquistadors tried to use physical torture to change people's minds. Are there other means by which Christians today—even Christians you know—try to “force” people to believe things they don't want to believe?
16. How many years did the Spanish Inquisition last? ➔

Ms. Hakim says, “In 1492 Spanish Jews were given a choice: they could become Catholic or leave the country. If they converted to Catholicism, but were not seen to be true in their belief, they were tried by the Inquisition and burned at the stake. The inquisitors went wild torturing and killing.”

There is a lot of truth here. There is also some exaggeration. The *Encyclopaedia Britannica* says,

The medieval Inquisition functioned only in a limited way in northern Europe; it was most employed in northern Italy and southern France. During the Reconquista in Spain, the Catholic powers used it only occasionally; but, after the Muslims had been driven out, the Catholic monarchs of Aragon and Castile determined to enforce religious and political unity and requested a special institution to combat apostate former Jews and Muslims as well as such heretics as the Alumbrados. Thus in 1478 Pope Sixtus IV authorized the Spanish Inquisition.

The first Spanish inquisitors, operating in Seville, proved so severe that Sixtus IV had to interfere. But the Spanish crown now had in its possession a weapon too precious to give up, and the efforts of the Pope to limit the powers of the Inquisition were without avail. In 1483 he was induced to authorize the naming by the Spanish government of a grand inquisitor for Castile, and during the same year Aragon, Valencia, and Catalonia were placed under the power of the Inquisition. The first grand inquisitor was the Dominican Tomás de Torquemada, who has become the symbol of the inquisitor who uses torture and confiscation to terrorize his victims. The number of burnings at the stake during his tenure has been exaggerated, but it was probably about 2,000.

I don't want to suggest that 2,000 burnings at the stake is an insignificant number, but since so many secular authors like to suggest that religion—especially the Christian religion—has a terrible human rights record, we should probably compare the Spanish Inquisition to, say, that high point in the fight for “liberty, equality, and fraternity (brotherhood);” the anti-religious French Revolution. “During the Reign of Terror,” we are told, “at least 300,000 suspects were arrested; 17,000 were officially executed, and many died in prison or without trial” (*Encyclopaedia Britannica*, “Terror, Reign of”). And let us not even begin to discuss the records of those great humanitarian organizations, the Communist regimes of the Soviet Union and China....

#### Timeline and Map Points

- 🕒 **Juan de Oñate (1550?–1630)**
- 🕒 **Santa Fe founded (1610)**
- 🕒 **Bartolomé de Las Casas (1474–1566)**
- 📍 **Santa Fe, New Mexico (map 2)**

Day 13 Chapters 31–33

#### Vocabulary

**Jacques Cartier:** French explorer of New Brunswick, Newfoundland, and the St. Lawrence River.

**Jean Ribaut:** French Protestant who established the first French colony in North America: Charlesfort in what is now South Carolina.

**piracy:** any robbery or other violent action, for private ends and without authorization by public authority, committed on the seas or in the air outside the normal jurisdiction of any state.

**Huguenot:** the standard name for a French Protestant in the 15th or 16th centuries.

#### To Discuss After You Read

17. Why did other European nations dislike Spain? ➡
18. What was King Henry VIII's motivation for founding the Anglican church? ➡
19. Do you think this was a legitimate motive? Why or why not?
20. Why did people call Queen Mary “Bloody Mary”? ➡

21. Why were the people happy when Elizabeth became queen? ➡
22. From 1562 to 1598, how many civil wars were fought in France over religion? ➡
23. Why did England and France hire Italians to explore the New World? ➡
24. What is the difference between pirates and privateers? ➡
25. Morally, do you think there is a difference between a pirate and a privateer? Why or why not?

Until a few years ago I thought—and Ms. Hakim writes as if—piracy is completely a thing of the past. This is not the case at all. Even today there are many pirate ships that ply the waters of the South China Sea.

26. What three things was Pedro Menendez de Aviles to do in the New World for Spain? ➡
27. What is the significance of St. Augustine? ➡

#### Timeline and Map Points

- 🕒 **Charlesfort established (1562)**
- 🕒 **Jacques Cartier (1491?–1557)**
- 🕒 **Jacques Cartier (1491?–1557); leads first European expedition up the St. Lawrence River (1535)**
- 🕒 **Jean Ribaut (ca. 1529–1565)**
- 🕒 **St. Augustine founded (1565)**
- 📍 **Charlesfort (probably on the southern part of Port Royal Island, South Carolina) (map 2)**

Day 14 Chapters 34–36

#### To Discuss After You Read

28. Where did the French move after being beaten in battle in Florida? ➡
29. Which animal was almost hunted to extinction for its fur? ➡
30. Ms. Hakim keeps stressing certain unique attributes of the land that would become America. Here, in this chapter, she notes that “English men and women would lose no rights when they moved to the new land.” What right does Ms. Hakim especially mention in this chapter? ➡
31. What were the two dreams of Europeans who came to America? ➡
32. Why did Sir Walter Raleigh name the territory Virginia? ➡
33. What happened to Raleigh's first attempt at colonizing Virginia? ➡

#### Timeline and Map Points

- 🕒 **Quebec founded (1608)**
- 🕒 **LaSalle's adventures (1669–1673) allow him to claim land for France**
- 🕒 **Marquette and Joliet travel down the Mississippi (1673)**

- 🕒 **Elizabeth I (1533–1603)**
- 🕒 **Elizabethan Age (1558–1603)**
- 🕒 **Sir Walter Raleigh (1554?–1618) establishes first English colonies in North America (1585–1587)**
- 📍 *Marquette-Joliet's journey; The land claimed by LaSalle for France: Arkansas; Louisiana; Minnesota; Iowa; Missouri (map 2)*

Day 15 Chapters 37–39

**Vocabulary**

**Sir Walter Raleigh:** a favorite of Queen Elizabeth, had great dreams for the Americas (both North and South) but they all came to naught; helped fund the failed attempt to establish a colony in Roanoke Island.

**Francis Drake:** English admiral who circumnavigated the globe (1577–80), played an important role in defeating the Spanish Armada (1588), and was the most renowned seaman of the Elizabethan Age.

**isthmus:** a narrow neck of land joining two larger landmasses.

**To Discuss After You Read**

34. What were the first three permanent European colonies in North America, and when were they established? ➡
35. What advantages did the Indians have with their bows and arrows over the Europeans with their muskets? ➡
36. What gave Europeans the advantage despite the inferiority of their muskets? ➡
37. Why did the leader of Roanoke Island, John White, go back to England? ➡
38. What had happened to the colony when he returned three years later? ➡
39. Why did Sir Francis Drake come to the New World—especially to the West coast? ➡
40. Why were the Spanish ships unguarded on the West coast? ➡
41. How did England win the battle with the Spanish Armada? ➡
42. How bad was the British defeat of the Spanish Armada? ➡
43. Why is the defeat of the Spanish Armada so significant in world history? ➡

**Timeline and Map Points**

- 🕒 **British navy defeats the Spanish Armada (1588)**
- 📍 *Roanoke Island (map 2)*
- 📍 *England; France (map 3)*

*The Landing of the Pilgrims*

Day 11 pp. 1–9

**Initial Comments**

James Daugherty does an excellent job summarizing the challenges faced by the Pilgrims at Plymouth. He uses the Pilgrims' own words at times, and creates a readable, understandable account of their first three years in the New World.

**To Discuss After You Read**

44. What was the difference between the Separatists and the Puritans? ➡

**Timeline and Map Points**

- 🕒 **William Brewster (1560–1643) a Pilgrim colonist leader**
- 🕒 **Persecution comes to Separatists at Scrooby (1607)**
- 🕒 **Separatists leave for Holland (1608)**
- 📍 *Scrooby, England (map 1)*

**Note:** there are no notes for Day 12. Just read and enjoy!

Day 13 pp. 10–26

**To Discuss After You Read**

45. Why did the Separatists decide to leave Holland for America? ➡

**Timeline and Map Points**

- 🕒 **Separatists leave for America (1620)**
- 📍 *Amsterdam, Holland; Leyden, Holland (map 1)*

Day 14 pp. 41–55

**To Discuss After You Read**

46. How long did it take the Mayflower to cross the Atlantic? ➡
47. How fast did the ship travel? ➡
48. Where was the Mayflower supposed to land? ➡
49. Where did it anchor instead? ➡
50. Why did William Brewster suggest a compact? ➡

**Timeline and Map Points**

- 📍 *Virginia; Cape Cod; Provincetown Harbor (map 2)*

Day 15 pp. 56–73

**Timeline and Map Points**

- 📍 *Eastham; Plymouth (map 2)*

## Current Events

Day  
**ALL**

Two or three reports

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

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

Be sure to present your oral or written reports at the end of the week. ■

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# **Section Three**

Instructor's Guide Resources

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# **Section Three**

Instructor's Guide Resources

# Before Columbus—Map 1

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## Before Columbus—Map 2



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## Before Columbus—Map 3



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# Before Columbus—Map 4



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# Before Columbus—Map 5



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# A History of US, Book 1—Map 1

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## A History of US, Book 1—Map 2



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# A History of US, Book 1—Map 3

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# A History of US, Book 1—Map 4



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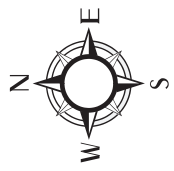
# A History of US, Book 1—Map 5



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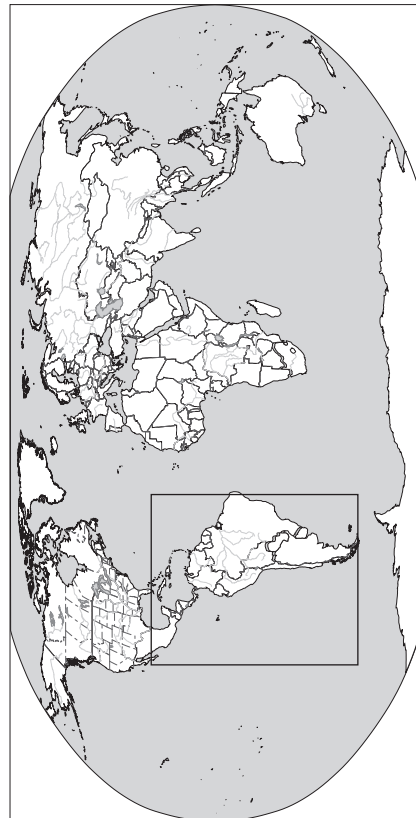
# A History of US, Book 1—Map 6



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# A History of US, Book 1—Map 7

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## Why You Will Find Contradictions in History

We at Sonlight hear from customers who are confused by contradictions they find in our history books. You might read something in one of our books, and then see the opposite, or at least something different, in another book, on television, or from another source that contradicts what you read.

Debbie, a Sonlight user, put it this way:

I guess I am just a little disappointed that the information may not be accurate that we are reading to our children. I would have thought the information would have been researched before being used in one of the curriculums....

The problem is that often there is no way to find out the “right” answer. We cannot call up George Washington, Napoleon, or Julius Caesar. We can’t ask them directly what really happened during their lives and, even if we could, they would only give us their own biased view of events.

So, the only way we can know about what happened in their lives is to read reports that were written at the time, and read research that historians have done since.

Unfortunately, the research and reports often don’t agree. One source will say one thing happened, and another will say something completely different happened.

For example, if you research William Shakespeare, there are so many different reports of what he was like, where he lived, what he did and *didn’t* do—like write plays!—that finding the historical truth is impossible. Some people even argue that Shakespeare never existed at all!

Even though books will often speak authoritatively about exactly what his life was like, no one really knows for sure.

So how do you know what is true? How do you know what is right to teach your children?

We recommend that you teach all the sides of a story as well as you know how. Help your children understand that history is not always black and white. So maybe you’ll say to your children: “We’re really not sure what happened here. There are a bunch of reports, but they don’t all agree with each other. Some say this happened because \_\_\_\_\_... Others say that’s not what happened, but rather this did because \_\_\_\_\_. What do you think?” Even more importantly: “*Why* do you think that?”

While such statements and questions may seem to make things more confusing (to remove the “absolute truth”), you are actually teaching your children to think critically, to look at every side of an issue, to evaluate what they think is right, and to explain reasons for why they think as they do. These are all important skills to learn!

Your children might end up disagreeing with you about what really happened. Remember: that’s ok. It’s key that they explain the reasons behind their viewpoints and argue their positions logically. There are a lot of very smart people who disagree with each other about how things happened in history; so it is all right for you and your children to end up with different opinions.

Try to be patient with your children and with yourself as you experiment in this new style of learning. It may seem easier to say, “This is the way it happened. Memorize these facts and know what is true and false.” But, by digging deeper, you will help broaden your children’s perspectives and challenge their critical thinking skills.

In the end, that’s what you really want, isn’t it? Not just for your children to learn facts, but to understand concepts and to think critically.

—Note by Michael Ballard ■

## Notes on Biblical Dates

### About Biblical Dates

The Bible, we believe, is God's Word. As such, we believe, it must have been without error in its original manuscripts not only when it spoke of spiritual issues, but also in matters of history and science.

Having said this, however, we immediately come upon a problem. While the *Bible itself* may, as we believe, be without error in its original manuscripts, 1) we no longer possess those manuscripts, and, 2) more importantly, we are not God; therefore, we do not have an automatic understanding of *what those manuscripts really meant—what they were intended to communicate*.

Anyone who has engaged in any type of serious translation work—especially a translation between widely divergent cultures—can understand the difficulties of the task. In case you are not aware of the kinds of difficulties cultural differences may create, let me illustrate.

A Bible translator, working with a tribal group in southeast Asia, had come to Luke 13:32 where Jesus is said to have referred to Herod as a “fox.” The translator, as all good translators do, would regularly read his work to a group of informants to see if they understood his translation to be conveying what he thought the original text meant.

As he read his translation of Luke 13:32, the men who were listening burst forth with laughter. And not just a little laughter. Some of the men were holding their bellies as they rolled around on the ground.

“Herod, that fox’ is a funny turn of phrase,” the Bible translator said to himself, “but it is not *that* funny! I wonder why these men are laughing so hard?”—So he asked them: “Why are you laughing so hard?”

One of the men was able to control himself long enough to choke out a reply: “If a man is a ‘fox,’” he said, “it means”—and here the informant spoke in a high falsetto—“he speaks with a high voice.” And the implications of a man speaking with a high voice? Why, he is *effeminate!*

“No! No!” the missionary protested. “Jesus didn’t mean *that!* He was saying Herod was *sly, crafty, deceitful.*”

“Oh!” the men replied. “Well, in that case, then, you need to say ‘that *mountain lion!* Herod was a *mountain lion.*”

Ah. Exactly. Just so. . . . Or not? For our purposes here, we will try to sidestep the theological and practical difficulties that the informants’ reply raised (would it be a sin to use the linguistically-equivalent word for *mountain lion* in place of *fox*? Would it be better to translate *fox* in more literal terms: “that sly and crafty man?”).

My point is simply this: people around the world often use linguistically identical words to achieve very different purposes. Clearly, Herod was neither a mountain lion *nor* a fox. But in one culture he could be *characterized* as the one animal, and in the other culture he could be characterized as the other. Was Jesus *lying* when he referred to Herod as “that fox?” Was he seeking to *mislead* those of

us who are alive today by using this figure of speech? My conviction: no, on both counts.

But similar problems in translation and interpretation occur in *many areas* that we, in our culture, think ought to be *crystal clear* and *beyond misunderstanding*.

Let us return to the issue at hand: the chronology—or *timeline*—of events in the Old Testament.

R.K. Harrison notes in his *Introduction to the Old Testament*,

In any attempt to establish a sequence of Old Testament chronology it must always be remembered that the Bible was not designed primarily as a textbook of history or culture; hence, it can hardly be expected to present a carefully formulated and internally consistent pattern of chronological sequences as understood by the occidental [i.e., *Western*] mind. In some of the earlier sources from Mesopotamia it is apparent that dates, numbers, and the general computation of time follow certain symbolic configurations whose ratio and overall significance are evidently quite clear to the ancient writers employing them, but whose meaning is completely unknown to the modern western mind. There are still other occasions when the Biblical writers employed dates and numbers as a means of illustrating profound spiritual concepts.<sup>1</sup>

We, in our Western, American English way of looking at things, may want to think that Harrison is simply trying to “hide” his “real” intention (which is to say that the Bible can’t be trusted). But that is not what he is saying at all! What he is saying is that *the same words* in different languages *really* and *legitimately* may have *completely different meanings*. No one is “lying.” No one need charge the other with “misleading.” The fact is, we really do use both literal and figurative forms of speech in different ways. Herod may be a figurative *fox* in one language and *mountain lion* in another. A baby that has just passed through the birth canal may be zero years old (literally speaking) in one culture and a full *year* old (literally speaking) in another (go to China and you’ll discover the truth of that statement).

My purpose in saying these things is not to suggest that “everything is relative.” I am merely attempting to illustrate that translation and interpretation is *not* a “simple” or “mechanically accurate” function. It takes real skill, knowledge, insight, and *research*. And *sometimes we just don’t know*.

As Harrison expresses it concerning biblical dates and times:

It would seem evident that while the numbers assigned to the ages of the patriarchs in Genesis had real meaning for those who were responsible for their preservation in the first instance, they cannot be employed in a purely literal sense as a means of

1. Roland Kenneth Harrison, *Introduction to the Old Testament* (Grand Rapids, MI: William B. Eerdmans Publishing Company, 1969), p. 152.

computing the length of the various generations mentioned in the text.<sup>2</sup>

The upshot? We cannot simply decide to trust a man's *interpretation* of Scripture (say, Archbishop Ussher's calculations) and say, "He is right, and whoever questions his conclusions is a scoffer and an infidel!"

Tas Walker, a Young-Earth creationist who is on staff with Answers in Genesis of Australia, prefers Ussher's chronology. He points out that "Biblical chronologies developed by other workers following the same line [as Ussher] agree with Ussher to within 50 years." Despite this agreement, however, "Larger differences exist between the various biblical source texts."<sup>3</sup>

Thus, for example, while Ussher, using the Massoretic text, urges that Adam was created on Sunday, 24 October 4004 BC, if one uses other biblical manuscripts but the same method of calculation that Ussher did, one comes up with the following dates for creation and Noah's Flood<sup>4</sup>:

Manuscript Source	Date of Creation	Date of the Flood
Massoretic	4004 BC	2348 BC
Samaritan	4305 BC	2998 BC
LXX Vatican	5470 BC	3228 BC
LXX Alexandrian	5390 BC	3128 BC
Josephus	5323 BC	3058 BC

Other researchers, using textual clues alone, come up with much older dates than those suggested by Ussher (for example, an unidentified student<sup>5</sup> suggests, "[O]n the Modern, Gregorian calendar, constructed with a year zero, the first day of the first year of Adam's life is November 17, 10975 BC." The Flood, according to his calculations, occurred in 4954 BC).

Enter the Old-Earth creationists. These people suggest that, while there is no question that God created the heavens and the earth, and while there is no question the Scriptures are trustworthy, it is not at all clear that we should trust our interpretation of the biblical text *without* attention to scientific data.

They suggest that we need to adjust our interpretation of the age of the Earth and the times of Adam and Noah, etc. not by mere thousands of years, but by at least tens of thousands and possibly hundreds of thousands of years (not to mention millions and billions of years when it comes to the first few "days" [Hebrew: *yomim*] of creation).

In support of their "scientific" view, they point out that we no longer read verses like Joshua 10:12 the way Martin Luther did.<sup>6</sup> Nor do we read passages like Daniel 4:10–11

and Matthew 4:8 the way members of the Flat Earth Society do. And despite the apparently "clear" testimony of verses like 1 Chronicles 16:30, Psalm 93:1 and Psalm 96:10, most modern Christians are unwilling to be bound by the idea that the Earth is at the immovable center of the universe with all the stars and planets revolving around it on a solid (metal?) vault (the "obvious" reading of Job 37:18, Isaiah 45:12 and 48:13, etc.).

But why do I mention these things?

I mention them not to confuse you, but to point out that, 1) despite the claims of many scholars that the Bible is "clear" about the times and dates that various things occurred, the evidence—even the *Scriptural* evidence *apart from* any science—is not without difficulty of interpretation. 2) No matter what date I suggest for Adam or Noah—or even Moses or David—I know I will be skewered by *some* unhappy person who "knows" I am wrong. And, 3) the reason we include "ca." (*circa*—"about") in front of most dates, and sometimes include even *different* dates, is *not* because we question the trustworthiness of Scripture, but, rather, because we question our *interpretation* of Scripture and of the other sources of information that might help us better *understand* the Scriptures at this time.

Therefore, I would like to suggest a few things.

First, with respect to Adam and Eve, let us say that they came on the scene *at least* 4,000 years before Christ. That is the absolute, rock-bottom *minimum* anyone can possibly claim. Noah's Flood: it must have occurred *at least* 2,340 years before Christ. Again, this is an absolute *minimum* date.

If you prefer a specific date, I will leave it in your hands to supply it.

If it were up to me to explain these earliest dates to my children, I would say, simply, "We really don't know." And if my children pressed me, I would gladly tell them what *I* happen to believe. If I were you and I believed that the Earth is quite young, then I would say so: "I really can't be sure, but I *believe* the Earth is about \_\_\_-thousand years old." And if I were oriented to an older interpretation, then I would say much the same thing: "I really can't be sure. No one knows for sure. But, based on the information that I believe, I think it is about \_\_\_\_\_ years old."

You probably ought not to burden your elementary-age children with the finer difficulties and complexities of interpreting data and weighing the evidence for various interpretations of ancient history. With respect to some of the later figures of Old Testament history, we are able to make informed guesses that bring us much closer to the real date: often within a decade or two, and, at worst, within one or two *centuries* (the date of the Exodus is the most contentious). But even here, our point is that the dates we mention are informed *guesses*. They are *not* "gospel." ■

1896, republished Appleton, New York & London 1932, vol. I, p. 126; quoted and referenced in Alan Hayward, *Creation and Evolution* (Minneapolis, MN: Bethany House Publishers, 1985), p. 71.

2. Ibid.

3. <http://student.uq.edu.au/~s938345/chronol.html>.

4. Ibid.

5. Ibid.

6. This fool Copernicus wishes to reverse the entire science of astronomy [by claiming that the Earth spins on its axis and that the Earth revolves around the Sun]; but sacred Scripture tells us that Joshua commanded the sun to stand still and not the earth," he wrote. —Cited by A.D. White in his *A History of the Warfare of Science with Theology in Christendom*,

## "American History"—Scope and Sequence: Schedule for Topics and Skills

Week	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
1	Psalm 139:1–2	Genesis 22; Proverbs 6:6–11; OT Prophecies; John 3:1–21; Luke 6:46–49	History? Why?; Away with Time; In the Beginning; How the First Americans Became Indians; Put on Your Earmuffs; Cliff Dwellers and Others; the Show-Offs; Taking a Tour; Plains Indians Are Not Plain at All; Mound for Mound, Those are Heavy Hills; Indians of the Eastern Forests; People of the Long House	<i>Andes Mountains; Peru; Chile (Atacama Desert); Bering Strait; Bering Sea; Alaska; Canada; Siberia; Africa; New Mexico; Arizona; Mesa Verde, Colorado; Rio Grande River; Washington; Oregon; Utah; California; Sierra Nevada; Rocky Mountains; St. Louis; Great Lakes; Appalachian Mountains; Veracruz, Mexico; Gulf of Mexico; La Venta, Mexico (Tabasco/Veracruz); Yucatan Peninsula; Oaxaca; Machu Picchu, Peru; Qosqo (Cusco, Peru) Plains States (east of the Rocky Mountains): Texas; Oklahoma; Colorado; Kansas; Nebraska; Wyoming; South Dakota; Montana; North Dakota; Tenochtitlan, Mexico; Teotihuacan, Mexico; Caribbean Sea; Bering Strait; Alaska; Yukon River; Rocky Mountains; Washington</i>	Squanto, Matthew Stirling, Francisco Pizarro, Herman Cortes
2	Psalm 139:1–4	Genesis 4:1–15; Psalm 15; Matthew 1:1–17; Luke 3:23–35; Matthew 5:1–16; Luke 2:1–20	Let's Turn North; the Power of the Press; a Boy Named Christopher Has a Dream; a New Land is "Discovered"; the Next Voyage; Stowaways: Worms and a Dog; Sailing Around the World; What's in a Name?; About Beliefs and Ideas; New Spain; Ponce de Leon, Pizarro, and Spanish Colonies; Gloom, Doom, and a Bit of Cheer; North of New Spain	<i>Scandinavia, Newfoundland, Germany, East Asia, Spain, Caribbean Islands, Pacific Ocean, the Americas, Mexico, Florida, New Guinea, Peru, Wyoming, California, Panama, Arkansas, Texas, Mississippi River</i>	Leif Eriksson, John Cabot, Vasco Nunez de Balboa, Wayna Qhapaq, Hernando do Soto, Henry David Thoreau, Lewis and Clark, Squanto, Prince Henry of Portugal, Magellan, Moctezuma, Ponce de Leon, Frances Drake
3	Psalm 139:1–6	Exodus 20:1–17; Proverbs 6:16–19; Luke 2:22–52; Matthew 6:1–4, 16–34; Luke 5:33–39	Looking for Cibola with Coronado; Conquistadores: California to Florida; a Place Called Santa Fe; Las Casas Cares; the Big Picture; From Spain to England to France; France in America: Pirates and Adventurers; Rain, Ambush, and Murder; New France; Elizabeth and Friends; Utopia in America; Lost: a Colony; an Armada is a Fleet of Ships; the End: Keep Reading	<i>California, Florida, New Mexico, England, France, Canada, Holland</i>	Jacques Cartier, Elizabeth I, Sir Walter Raleigh, William Brewster, William Bradford, John Cabot, LaSalle, Marquette, Joliet
4	Psalm 139:1–8	Jonah 1–4; Psalm 1; Matthew 7; Luke 1:39–56; Acts 4:36–37; Acts 4:12–25; Acts 9:26–27; Acts 11:19–30; Acts 13:1–4; Acts 15:25–26; Acts 15:35–41	Our Mixed-Up Civilization; a Sign in the Sky; Across the Ocean; the First Virginians; English Settlers Come to Stay; John Smith; the Starving Time; a Lord, a Hurricane, a Wedding; a Share in America; Jamestown Makes It; 1619—a Big Year; Indians vs. Colonists; Massacre in Virginia, Poverty in England; the Mayflower: Saints and Strangers; Pilgrims, Indians, and Puritans	<i>England, Virginia, Holland, West Indies</i>	John Smith, James I of England, Samoset, Massasoit, Squanto, John Winthrop

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<b>Week</b>	<b>Memory Work</b>	<b>Bible Reading</b>	<b>History/Social Studies</b>	<b>Geography</b>	<b>Biography</b>
5	Psalm 139:1–10	Numbers 13–14; Proverbs 16:7; 25:21–22; John 5:1–47; Luke 15:1–7; Acts 2:14–41	Puritans, Puritans, and More Puritans, Of Towns and Schools and Sermons; Roger Williams; “Woman, Hold Your Tongue”; Statues on the Common; Of Witches and Dinosaurs; Connecticut, New Hampshire, and Maine; King Philip’s War; the Indians Win This One; What’s a Colony?; Silvernails and Big Tub; West to Jersey; Cromwell and Charles; William the Wise	<i>Massachusetts, original 13 New England colonies, Connecticut, New Hampshire, Maine, New York, New Jersey, Pennsylvania</i>	Cotton Mather, Oliver Cromwell, William Penn, Jonathan Edwards, James Madison
6	Psalm 139:1–12	Psalm 139; Exodus 16:22–30; John 6:22–71; Luke 7:11–15; John 2:1–11; Mark 1:40–42; Mark 4:35–41; John 9:1–7; Matthew 17:14–18; Matthew 12:10–13; Romans 1:18–32	Ben Franklin; Maryland’s Form of Toleration; Carry Me Back to Ole Virginny; the Good Life; Virginia’s Capital; Pretend Some More; South Carolina: Riches, Rice, Slaves; North Carolina: Dissenters and Pirates; Royal Colonies and a No-Blood Revolution; a Nasty Triangle; Four and Nine Make Thirteen; Over the Mountains; Westward Ho; the End—and the Beginning	<i>Maryland, Williamsburg, South Carolina, Appalachian Mountains, Holland, Pennsylvania, Ohio, 13 colonies, Quebec, Montreal, Barbados</i>	Benjamin Franklin, George and Leonard Calvert, Daniel Boone, Benedict Arnold, Amos Fortune
7	Psalm 139:1–14	Ruth; Proverbs 27:5–6, 17:17; Luke 17:1–10; Luke 19:11–27; Romans 5:1–11	From Colonies to Country; Freedom of the Press; Jenkins’ Ear; Frenchmen and Indians; a Most Remarkable Man; Pitt Steps In; <i>Au Revoir</i> (Goodbye), France; Staying in Charge; What Is an American?; a Girl Who Always Did Her Best; the Rights of Englishmen; a Taxing King; the Firebrands; a Massacre in Boston; One If By Land, Two If By Sea	<i>England, Canada, Boston, Concord, Middle East, Michigan, Illinois, New York, Quebec, Montreal, Pennsylvania, Virginia</i>	John Peter Zenger, George Whitefield, Jonathan Edwards, King George III, John Hancock, Paul Revere, Benedict Arnold, Samuel Adams, Patrick Henry, Thomas Paine
8	Psalm 139:1–16	Joshua 6; Psalm 2; Luke 7:1–10; John 1:14; Romans 7:7–25	an American Original; On the Way to the Second Continental Congress; Naming a General; the War of the Hills; Fighting Palm Trees; Declaring Independence; Signing Up; Revolutionary Women and Children; Freedom Fighters; Soldiers from Everywhere; Black Soldiers; Fighting a War	<i>New England; Southwest, Virginia</i>	John Locke, Jean-Jaques Rousseau, George Washington, Abigail Adams, James Madison, Thomas Jefferson, Patrick Henry, Ethan Allan, Marquis de Lafayette

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<b>Week</b>	<b>Memory Work</b>	<b>Bible Reading</b>	<b>History/Social Studies</b>	<b>Geography</b>	<b>Biography</b>
9	Psalm 139:1–18	Exodus 32:7–14; Proverbs 4:23–27; Mark 2:15–17; Mark 4:3–20; Romans 8:26–31	<i>Howe</i> Billy Wished France Wouldn't Join In; Valley Forge to Vincennes; the States Write Constitutions; More About Choices; When It's Over, Shout Hooray; Experimenting with a Nation; Looking Northwest; a Man with Ideas; a Philadelphia Welcome; Summer in Philly; a Slap on the Back; Roger to the Rescue; Just What Is a Constitution?; Good Words and Bad; No More Secrets; If You Can Keep It	<i>New York, Valley Forge, California, Northwest Ordinance, Virginia, Philadelphia, Norwich, New Haven, New Hampshire</i>	Nathanael Greene, Alexander Hamilton, Roger Sherman, Dolley Madison, Andrew Jackson, Lord Charles Cornwallis, Thomas Jefferson
10	Psalm 139:1–20	Joshua 1:8–9; Psalm 90; Matthew 10:24–33; Matthew 5:17–48; Romans 12:1–21	Getting a Nation Started; the Father of Our Country; About Being President; the Parties Begin; a Capital City; Counting Noses; the Adams Family Moves to Washington; About President Adams; Alien and Sedition: Awful and Sorry; Something Important: Judicial Review; Meet Mr. Jefferson; Meriwether and William or Lewis and Clark; an Orator in a Red Jacket Speaks	<i>Mount Vernon, Washington D. C., Louisiana Territory, Mississippi River</i>	George Washington, John Adams, John Marshall, Napoleon Bonaparte, Aaron Burr, Thomas Jefferson, Sagoyewetha
11	Psalm 139:1–22	2 Samuel 12:1–23; Proverbs 15:1; Mark 3:20–35; Matthew 25:1–13; 1 Corinthians 1:18–31	the Great Tekamthi, Also Called Tecumseh; Osceola; the Revolutionary War Part II, or the War of 1812; the Other <i>Constitution</i> ; That Great President Monroe; JQA vs. AJ; a Day of Celebration and Tears; Old Hickory; Yankee Ingenuity: Cotton and Muskets; Going Places; Teakettle Power; Making Words	<i>Florida, Erie Canal, Baltimore, North Africa</i>	William Henry Harrison, Frances Scott Key, James Monroe, John Quincy Adams, Andrew Jackson, Eli Whitney, Sacajawea, Meriweather Lewis, Willam Clark, Robert Fulton, Sequoyah
12	Psalm 139:1–24	2 Kings 22–23; Psalm 150; Mark 7:1–23; Matthew 6:5–15; 1 Corinthians 12:1–11	a Time to Weep; the Second Seminole War; History's Paradox; a Man Who Didn't Do As his Neighbors Did; African-Americans; the King and His People; Abolitionists Want to End Slavery; Frederick Douglass; Naming Presidents; a Triumvirate is Three People; the Great Debate; Liberty for All?	<i>Trail of Tears, Mexico</i>	Osceola, Nat Turner, Martin Van Buren, William Henry Harrison, John Tyler, James Knox Polk, Zacary Taylor, Millard Fillmore, Franklin Pierce, James Buchanan, Henry Clay, Daniel Webster, John C. Calhoun
13	Speech	Exodus 3; Proverbs 26:18–19; Matthew 16:21–28; Matthew 18:21–35; 1 Corinthians 12:12–31	Antebellum—Say <i>Aunty Belle</i> and Add <i>um</i> ; the Long Way West; Mountain Men; Riding the Trail to Santa Fe; Susan Magoffin's Diary; Pioneers: Taking the Trail West; Getting There; Latter-Day Saints; Coast-to-Coast Destiny	<i>Mississippi River, New Mexico, Santa Fe Trail, Oregon Trail, Salt Lake City, Gettysburg, China, Ireland, Missouri, Missouri River, Iowa</i>	Jedediah Smith, Jim Bridger, Daniel Boone, Zebulan Pike, Stephen Watts Kearny, Joseph Smith, Brigham Young

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<b>Week</b>	<b>Memory Work</b>	<b>Bible Reading</b>	<b>History/Social Studies</b>	<b>Geography</b>	<b>Biography</b>
14	Speech	Micah 6:8; Psalm 103; Matthew 18:1–11; Luke 19:1–10; 1 Corinthians 15:12–58	a Hero of His Times; Texas: Tempting and Beautiful; Fighting Over a Border; There's Gold in Them Hills; Clipper Ships and Pony Express; Flying by Stagecoach; Arithmetic at Sea; Thar She Blows!	<i>Texas, Mexico, California, Nevada, Cape Horn, Panama, Azores, Cairo, Mozambique, Madagascar, Brazil, Guiana, West Indies</i>	Stephen Austin, Davy Crockett, Sam Houston, Henry David Thoreau, Walt Whitman, Henry Clay, James Marshall, Levi Strauss, Samuel F. B. Morse, Nathaniel Bowditch
15	Speech	2 Kings 5; Proverbs 3:27–28; Matthew 18:15–20; Luke 10:25–37; Acts 10:34–48	a Japanese Boy in America; Cities and Progress; a Land of Movers; Workin' on the Railroad; "She Wishes to Ornament Their Minds"; "Do Girls Have Brains"; Seneca Falls and the Rights of Women; a Woman Names <i>Truth</i> ; Life in the Mills; Working Women and Children	<i>Japan, Hawaii, West Virginia, Massachusetts</i>	Commodore Matthew Perry, Susan B. Anthony, John Deere, Cyrus McCormick, Elias Howe, Charles Goodyear, Sojourner Truth, Harriet Beecher Stowe
16	Speech	Daniel 1; Psalm 100; Matthew 20:20–28; Luke 2:22–35; Galatians 3	American Writers; Mr. Thoreau—at Home with the World; Melville and Company; If a Poet Writes You a Letter, Pay Attention; Painter of Birds and Painter of Indians; <i>Amistad</i> Means Friendship; Webster Defends the Nation; Big Problem and a Little Giant; a Dreadful Decision; Fleeing to Freedom; Over the River and Underground; Seven Decades	<i>New England, Kansas Territory, Nebraska Territory, Gettysburg, Africa</i>	John James Audobon, John C. Calhoun, Henry Clay, Stephen A. Douglas, John Brown, Dred Scott, Frederick Douglass, Ralph Waldo Emerson, Henry David Thoreau, Nathaniel Hawthorne, Louisa May Alcott, Henry Wadsworth Longfellow, Herman Melville, James Fenimore Cooper, Washington Irving, Edgar Allen Poe, Walt Whitman, Emily Dickenson
17	Speech	1 Kings 3:5–28; Proverbs 9:7–9; Matthew 22:15–46; Matthew 13:44–50; Ephesians 4:1–16	Dinner at Brown's Hotel; a Divided Nation; Americans Fighting Americans; the War Begins; Harriet and <i>Uncle Tom</i> ; Harriet, Also Known as Moses; Abraham Lincoln; New Salem; Mr. President Lincoln; President Jefferson Davis; Slavery	<i>South Carolina, Manassas, Kentucky, Illinois, Gettysburg, Indiana, Louisiana, Mississippi, Haiti</i>	Harriet Beecher Stowe, Harriet Tubman, Abraham Lincoln, Jefferson Davis, Nat Turner
18	Speech	Proverbs 31:10–31; Psalm 19; Luke 7:36–50; Matthew 9:37–38; Ephesians 6:10–20	John Brown's Body; Lincoln's Problems; the Union Generals; the Confederate Generals; President Davis's Problems; Choosing Sides; the Soldiers; Willie and Tad; General McClellan's Campaign; War at Sea; Emancipating Means Freedom	<i>Harpers Ferry, Virginia, Antietam, Union States, Confederate States, Border States, Nebraska, China, Manchuria, Sierra Nevada Mountains, San Francisco, New Orleans, Vicksburg</i>	John Brown, Robert E. Lee, George B. McClellan, Ulysses S. Grant, Thomas (Stonewall) Jackson

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<b>Week</b>	<b>Memory Work</b>	<b>Bible Reading</b>	<b>History/Social Studies</b>	<b>Geography</b>	<b>Biography</b>
19	Speech	Obadiah; Proverbs 3:9–10; Mark 12:41–44; Luke 15:11–32; Philippians 2:1–18	Determined Soldiers; Marching Soldiers; Awesome Fighting; Lee the Fox; Speeches at Gettysburg; More Battles—Will It Ever End?; the Second Inaugural; Closing In on the End; Mr. McLean’s Parlor; a Play at Ford’s Theatre; After Words; Songs of the Civil War	<i>Gettysburg, Petersburg, Appomattox Court House</i>	George Pickett, William Tecumseh Sherman, Philip Sheridan, John Wilkes Booth, Andrew Johnson
20	Speech	1 Samuel 16:7; Psalm 8; Luke 9:57–62; Luke 5:4–11; Luke 8:43–48; Mark 5:1–15; Mark 5:22–24, 38–43; John 5:1–9; John 6:5–13; Colossians 3:1–17	Are We Equal? Are We Kidding?; Reconstruction Means Rebuilding; Who Was Andrew Johnson?; Presidential Reconstruction; Slavery and States’ Rights; Congressional Reconstruction; Thaddeus Stevens: Radical; Impeaching a President; Welcome to Meeting Street; a Southern Girl’s Diary; a Failed Revolution; Meanwhile, Out West; Riding the Trail	<i>Alaska, Chisholm Trail, Chicago</i>	Andrew Johnson, William Seward, James Butler “Wild Bill” Hickok
21	Speech	Judges 4; Proverbs 12:15, 19:20; Luke 11:5–13; Matthew 22:1–14; Philippians 4:6–7	Rails Across the Country; Taking the Train; Fencing the Homestead; Reaping a Harvest; the Trail Ends on a Reservation; the People of the Pierced Noses; a Villain, a Dreamer, a Cartoonist; Phineas Taylor Barnum	<i>Promontory Point, Panama, Suez Canal, Europe, Montana</i>	Joseph Glidden, John Wesley Powell, Cyrus McCormick, Chief Joseph, William Marcy “Boss” Tweed, Archduke Ferdinand, Pancho Villa, John J. Pershing, Thomas Nast, P.T. Barnum
22	Speech	Judges 13–16; Psalm 27; Luke 12:49–59; Matthew 4:1–11; 1 Thess. 5:12–28	Huck, Tom, and Friends; Immigrants Speak; More About Immigrants; the Strange Case of the Chinese Laundry; Going to Court; Tea in Wyoming; Are You a Citizen If You Can’t Vote?; Mary in the Promised Land; One Hundred Candles	<i>Germany, Ireland, Ellis Island</i>	Mark Twain, Jacob Riis, Susan B. Anthony, Carry Nation, Alexander Graham Bell, Bernard Baruch, Herbert Hoover
23	Speech	Malachi 3: 8–12; Proverbs 17:22, 14:30; Luke 14:25–35; Luke 16:1–3; 2 Thess. 3	How Were Things in 1876; the Wizard of Electricity; Jim Crow—What a Fool!; Ida B. Wells; Lynching Means Killing by a Mob; a Man and His Times; a Man Ahead of His Times; End Words	<i>Alabama</i>	Cornelius Vanderbilt, Thomas Edison, Ida B. Wells, Baron Manfred, George von Richthofen, Booker T. Washington Carver, W.E.B DuBois, Orville and Wilbur Wright

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<b>Week</b>	<b>Memory Work</b>	<b>Bible Reading</b>	<b>History/Social Studies</b>	<b>Geography</b>	<b>Biography</b>
24	Speech	Haggai; Psalm 32; John 4:1–42; Matthew 19:16–30; 1 Timothy 2	an Age of Extremes; Carnegie; a Bookkeeper Named Rockefeller; Mr. Storyteller; Powerful Pierpont; Monopoly—Not Always a Game; Builders and Dreamers; Lady L; Presidents Again	<i>Virginia</i>	Andrew Carnegie, John D. Rockefeller, L. Frank Baum, Joseph Pulitzer, John Pierpont Morgan, Alvin C. York, Frederick Law Olmsted, John Roebling, Louis Sullivan, Frank Lloyd Wright
25	Isaiah 53:1–2	1 Samuel 20; Proverbs 16:18; John 7:14–44; Mark 12:1–12; 2 Timothy 2:14–26	the People’s Party; Making Money; Hard Times; Gold and Silver; a Cross of Gold; Some Bad Ideas; Producing Goods; Harvest at Haymarket; Workers, Labor (and a Triangle)	<i>Klondike, Alaska, North Dakota, South Dakota, Washington, Montana, Idaho, Wyoming, Utah, Sicily</i>	Jacob Coxey, Williams Jennings Bryan, Mark Hanna, Samuel Gompers, Helen Keller
26	Isaiah 53:3–4	2 Chronicles 16:9; Psalm 42; John 8:12–30; Matthew 21:18–22; Mark 2:3–14; Matthew 17:24–27; Mark 8:22–26; John 11:1–44; Mark 7:31–37; Titus 3:1–11	Rolling the Leaf in Florida; Catching the Day; Telling It Like It Is; Bread and Roses, Too; the Fourth Estate; Ida, Sam, and the Muckrakers; a Boon to the Writer; In Wilderness Is Preservation; the Gilded Age Turns Progressive; Teedie	<i>Florida, Panama, Canada, California, Guatemala, Massachusetts, Central America</i>	Don Vicente Martinez Ybor, Jose Marti, Eugene V. Debs, Elizabeth Cochrane “Nellie Bly,” Ida Tarbell, John Muir, Cameron Townsend
27	Isaiah 53:5–6	1 Chronicles 17:16–27; Proverbs 23:20–21; John 8:31–59; Luke 12:13–34; Acts 17:16–34	From Dude to Cowboy; the Spanish-American War; Aloha Oe; Teddy Bear President; Jane Addams, Reformer; Henry Ford; the Birdmen; William Howard Taft; a Schoolteacher President; War	<i>Cuba, Hawaiian Islands, Panama Canal, Europe, Puerto Rico, Guam, Philippines, Texas, Mexico, South Pacific, New Zealand, Peru, Andes Mountains, Ohio, North Carolina, Australia, Nigeria, Ghana, India, Pakistan, Caucasus region, Black Sea, Caspian Sea</i>	Theodore Roosevelt, Captain James Cook, Jane Addams, Henry Ford, William Howard Taft, Woodrow Wilson
28	Isaiah 53:7–8	Numbers 22–24; Psalm 43; John 10:1–21; Luke 9:23–25; Philemon	War and the Start of a New Century; War’s End; Fourteen Points; Another Kind of War; the Prohibition Amendment; Mom, Did You Vote?; Red Scare; Soft-Hearted Harding; Silent Cal and the Roaring Twenties; Everyone’s Hero; Only the Ball Was White	<i>Europe</i>	Georges Clemenceau, Warren G. Harding, Calvin Coolidge, George Herman “Babe” Ruth, Jesse Owens, Joe Louis

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<b>Week</b>	<b>Memory Work</b>	<b>Bible Reading</b>	<b>History/Social Studies</b>	<b>Geography</b>	<b>Biography</b>
29	Isaiah 53:9–10	Genesis 50:20; Proverbs 16:32; John 10:22–42; Matthew 21:28–32; Hebrews 7	American Music; Hubba, Hubba, Hubble!; Space's Pioneer; the Lone Eagle; the Prosperity Balloon; Getting Rich Quickly; Down and Out; Economic Disaster; a Boy Who Loved History; How About This?; a Lonely Little Girl; First Lady of the World	<i>New Orleans</i>	Edwin Hubble, Albert Einstein, Robert Goddard, Charles Lindberg, Herbert Hoover, Al Smith
30	Isaiah 53:11–12	Job 1–2, 42:10–17; Psalm 46; John 13:1–20; Luke 10:38–40; John 11:1–12:11; Hebrews 11	Handicap or Character Builder; Candidate Roosevelt; President Roosevelt; Twentieth-Century Monsters; a Final Solution; War and the Scientists; Fighting Wolves; Pearl Harbor; Taking Sides; World War	<i>Pearl Harbor, Manchuria, French Indochina</i>	Franklin Delano Roosevelt, Adolf Hitler, Benito Mussolini, Joseph Stalin, Francisco Franco, Father Coughlin, Albert Einstein, Enrico Fermi, Winston Churchill, Charles de Gaulle
31	Matthew 5:17–18	1 Kings 17–2 Kings 2; Proverbs 21:13, 19:17; John 14:1–14; Matthew 25:31–4; Hebrews 12:1–17	a Two-Front War; Forgetting the Constitution; a Hot Island; Ax-ing the Axis; Going for D-Day; a Wartime Diary; April in Georgia; President HST; a Final Journey; Day by Day; a Little Boy; Peace; Picturing History	<i>Guadalcanal, Europe, Southeast Asia, Philippines, Pacific Islands, Pearl Harbor, Manzanar, North Africa, Iwojima, Japan, Hiroshima, Nagasaki</i>	Dwight D. Eisenhower, Douglas MacArthur, Erwin Rommel, James Joyce
32	Matthew 5:19–20	Exodus 23:1–9; Psalm 91; John 14:15–31; Matthew 16:20–28:20; James 1	About Democracy and Struggles; the Making of a President; a Major Leaguer; a (Very Short) History of Russia; a Curtain of Iron; the Marshall Plan; a "Lost" Election; Spies; Tail Gunner Joe; Liking Ike; Houses, Kids, Cars, and Fast Food; French Indochina	<i>Alaska, Hawaii, New York, Indochina, Philippines</i>	Harry S. Truman, Jackie Robinson, Vladimir Ilych Lenin, Karl Marx, Winston Churchill, J. Edgar Hoover, Ho Chi Minh,
33	Matthew 5:38–40; Review 17–20	Joshua 24:14–15; Proverbs 2:2–6; John 15; Matthew 20:1–16; 1 Peter 3:8–22	Separate But Unequal; Linda Brown—and Others; MLKs, Senior and Junior; Rosa Parks Was Tired; Three Boys and Six Girls; Passing the Torch; Being President Isn't Easy; Some Brave Children Meet a Roaring Bull; Standing With Lincoln; the President's Number; LBJ	<i>Cuba, Kansas, Alaska, Alabama, Arkansas</i>	Rosa Parks, Nikita Krushchev, John F. Kennedy, Lyndon B. Johnson, Martin Luther King
34	Matthew 5:41–42; Review 17–20, 38–40	Judges 6–7; Psalm 121; Luke 10:1–24; Matthew 11:28–30; 1 John 4	the Biggest Vote in History; Salt and Pepper the Kids; a King Gets a Prize and Goes to Jail; From Selma to Montgomery; War in Southeast Asia; Lyndon in Trouble; Friedan, Schlafly, and Friends; As Important as the Cotton Gin; Picking and Picketing	<i>Montgomery</i>	Thurgood Marshall, Martin Luther King Jr, David Wilkerson

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<b>Week</b>	<b>Memory Work</b>	<b>Bible Reading</b>	<b>History/Social Studies</b>	<b>Geography</b>	<b>Biography</b>
35	Matthew 5:43–45; Review 17–20, 38–42	Psalm 119:9,11; OT Prophecies; Matthew 19:16–30; Luke 18:1–8; Revelation 5	“These Are the Times That Try Men’s Souls”; Up to the Mountain; a New Kind of Power; the Counterculture Rocks; Nixon: Vietnam, China, and Watergate; a Congressman and a Peanut Farmer; Taking a Leading Role; Living on the Edge; the End of the Cold War; a Quilt, Not a Blanket	<i>Memphis, Vietnam, China, Russia, Smoky Mountains, New York, Alcatraz Island, South Dakota, Tennessee, Cape Canaveral, Persian Gulf, Europe, Somalia, Grenada</i>	Robert F. Kennedy, Richard M. Nixon, Yuri Gagarin, Neil Armstrong, Gerald Ford, James Earl Carter, Ronald Reagan, George H. W. Bush
36	Matthew 5:46–48; Review 17–20, 38–45	1 Samuel 15:10–23; Psalm 127; Acts 1:1–11; Matthew 28:19–20; Revelation 21:1–8	Is It Me or We?; the Land That Never Has Been Yet; a Boy From Hope; Politics and Values; Electing the 21st Century’s First President; Of Colleges and Courts; Big Ideas; Catastrophe, War, and a New Century; New York and the American Way; the Best in US (and Some Civics); Religious Freedom: It’s Freedom to Think For Yourself	<i>Balkan Peninsula, Louisiana, Gulf of Mexico, Vietnam, Korea, Hawaii, New Jersey, Massachusetts, Kansas, Kenya</i>	Bill Clinton, Jean-Bertrand Aristide, Al Gore, George W. Bush, John McCain, Albert Einstein, Alan Greenspan, Barack Obama, Hillary Clinton, Sarah Palin, Joseph Biden, Sonia Sotomayor, Walter Houser Brattain

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## 2020-2021 CATALOG



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