

AMERICAN LITERATURE

Level 430



FUN FACT

Robert Burns composed a poem speaking to a louse crawling in a woman's hair.



Flint Hills
Alma, Kansas

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Literature Language Arts

American Literature

By the Sonlight Team

“Then God said, ‘Let us make man in our image, in our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground.’”

Genesis 1:26 (NIV)

Sonlight Curriculum® 430 “American Literature” Student Guide and Notes, Fifth 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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Sonlight Curriculum, Ltd.
8042 South Grant Way
Littleton, CO 80122-2705
USA

Phone (303) 730-6292 Fax (303) 795-8668

E-mail: main@sonlight.com

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® 430 “American Literature” 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.

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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 note appears about a concept in a book, it’s easy to find it right after your schedule on the day the relevant 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 Literature”

For a nation that hasn’t yet reached its 300th year, America has contributed a great deal of powerful literature to the world. *430 American Literature* provides an engaging opportunity for students to read the authors they should know before leaving high school.

We’ve included more than a dozen award-winning books. A sampling of what students will encounter includes *The Adventures of Huckleberry Finn* by Mark Twain; *The Best Short Stories of O. Henry*; the play *Our Town* by Thornton Wilder; *The Grapes of Wrath* by John Steinbeck; *Death of a Salesman* by Arthur Miller; *The Portable Edgar Allan Poe*; *The Scarlet Letter* by Nathaniel Hawthorne; and other literature including a selection of poetry in *100 Best-Loved Poems*. Interspersed among some heavier classics are more recent works such as the engaging science fiction story *Ender’s Game*, as well as *The Elements of Style*—a fantastic resource for improving writing skills.

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). 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 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. ■


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.

130 Parent Guide Days 1–5
Literature / Language Arts Date: _____ to _____

Week 1

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Literature					
<i>Peace Child</i>	chaps. 1–2  	chaps. 3–4	chap. 5 	chaps. 6–7  	chaps. 8–9
<i>A Treasury of Poetry for Young People</i>	pp. 9–13	p. 14	p. 15	pp. 16–17	
Language Arts					
Creative Expression	Literary Analysis Overview & Two Perspectives 				
Spelling					
Alternative Spelling	Pretest	Write	Write	Sentences	Posttest
Optional: Wordly Wise 3000 Book 8	Lesson 1A		Lesson 1B		Lesson 1C
Other Notes					

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Peace Child

Day 1 Chapters 1–2




Initial Comments

Note to Mom or Dad: Please be aware that the people group in this book, the Savi of New Guinea, engage in killing, cannibalism, and horrible acts with corpses. These acts are described to share the experiences of the author. Why include a book with such incredible darkness? Because the light of God shines brighter, and He can completely change a culture.

Overview


Although chronologically this book takes place near the end of American history studies (in the 1960s), the people group the Richardsons went to lived a primitive life, a Stone Age existence, probably similar to how some of the original inhabitants of America lived. Hence, we include this in the beginning of the course to correspond to readings on the first settlers on the North American continent. The power of the Gospel transforms. Prepare to be amazed.

When Don Richardson and his wife and growing family go to live among a cannibal tribe in New Guinea, they need to find a connection to the people, a “redemptive analogy.” The Savi valued treachery above all other “virtues,” so in their view, Judas was the hero. But when Don demanded peace, or he (and his axes) would leave, the enemy peoples each took a child and exchanged them. As long as these adopted children lived,

 Note to Mom or Dad
  Map Point
  Timeline Suggestion

American Historical Literature | Parent Guide | Section Two | Week 1 | 1

More notes with important information about specific books.

The  symbol on the Schedule provides you with a heads-up about difficult content. We tell you within the notes what to expect and often suggest how to talk about it with your kids.

Week 1					
Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Literature					
<i>The Elements of Style</i>	chap. 1 #1–2				
<i>How to Read a Book</i>	chaps. 1–2; pp. 222–228	chaps. 3–4	chap. 5	chap. 6	chap. 7
<i>100 Best-Loved Poems</i>	“Lord Randal” p. 1		“Sir Patrick Spens” pp. 2–4		“The Lover ...” pp. 4–5
Language Arts					
<i>On Writing Well</i>	Intro. and chap. 1	chap. 11			
Creative Expression			The Common Application: prep work	The Common Application: first draft	Optional: Write, rest or respond
Other Notes					

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The Elements of Style

Day 1 Chapter 1 #1–2

Introductory Comments by Amy Lykosh

Cornell Professor William Strunk, Jr. taught E.B. White (*Charlotte’s Web, Stuart Little*), using a self-published little book as a text. After Strunk’s death, White edited that little book. With over ten million copies in print, *Time* magazine listed *The Elements of Style* as one of the 100 best and most influential books written in English since 1923. It is a best seller, a classic, a guide to good writing.

My junior year of high school, the teacher assigned this book. I enjoyed it then.

Fifteen years later, I reread it, and continue to find most of the directives spot on. Of course we should omit needless words. The active voice (which I didn’t really understand until college) captivates the reader and is more precise. The last word in a sentence holds the most power.

You may need to come to terms with some of the grammar words. Note the Glossary in the back, to help refresh your memory about appositives, modal auxiliaries, and nonrestrictive modifiers, among others. The examples define both the problem and solution in most cases, though: unfamiliar vocabulary should not hinder your understanding too much.

This is, perhaps, the classic practical book for good writing. If you study this book and use it, your writing will improve. I hope you read through it carefully, and refer to it often.

How to Read a Book

Day 1 Chapters 1–2; pp. 222–228

Introductory Comments

Yay! Welcome to a new year of great books and learning! This year has fabulous books, and I am excited to walk through them with you!

As a college prep course, one of the things I hope you take away from this literature class is how to read, and how to digest, a book. Right around the time I went to college, I found *The New Lifetime Reading Plan* by Clifton Fadiman and John Major, and being both a list person and a book person, I set out to read as many of the books as I could. College was a great time for that: looking back, I had more free time in college than at any other point.

But what I found, as I read the classics on my own, was that I had no framework to really process a book. I would get to the end of, say, *The Iliad*, and gasp over the beauty of the final line (with my book in storage, something like, “Thus was the end of Hector, breaker of horses”). I would read the little commentary notes in my *Lifetime Reading Plan*, and move on.

I read Nietzsche’s *Thus Spake Zarathustra*, but it seemed only like beautiful words, connected in a pleasant flow. Somehow I missed the underlying meaning. The same with *The Brothers Karamazov*: I’m embarrassed to say that I was more concerned with finding out the identity of the murderer than with understanding what Dostoevsky was trying to say.

At one point, too, I realized that I had allowed Fadiman and Major to be my literary tutors without allowing myself the courage to say, “I don’t care that ‘everyone’ thinks this book is a classic. It contains much immorality of the basest sort, and I am not interested in filling my mind with such.” How did I somehow overlook the reality that some books would take me where I didn’t wish to go?

Which is to say that I have had my eyes run along the pages of a good many great books, so I could call myself reasonably well read. However, as for wrestling with those books, or internalizing their messages, either incorporating or rejecting what they have to say—well, I missed that. Until the flurry of the child-raising years are done, I doubt I will have much time to revisit the classics on a deeper level.

You have the time! I am thrilled that you are about to start this course, to read not only great classics of American literature, but to practice really thinking about them, figuring out what they say and mean.

So while this book is not the most enticing (as it is devoid of plot), it may be the most important book in this course. I hope it will change the way you read, both for this course and in your future.

This book is challenging. We start the year off with it, because the other books we read will be richer for having read this one.

But please don’t take this book as indicative of either the level of delight, nor the difficulty of reading. Most of the rest of the books this year are a good bit higher on the “delight” scale, and a good bit easier to read.

So don’t be alarmed if some of these assignments might take you a bit longer than a normal English assignment might. (Perhaps you’ll have some extra homework.) Expect it! This is an intensive introduction, and the authors are writing on a high level.

And we won’t read beginning to end; after the groundwork is laid, we’ll put into practice what we’ve learned here with readings in the various types of literature: mostly fiction, but some biography, social studies, and such, too.

To Discuss After You Read

Notes: “[T]oo many facts are often as much of an obstacle to understanding as too few” (4). Interesting that over 60 years later, Malcolm Gladwell, in his fascinating book *Blink*, says the same thing. He gives multiple examples of cases where the more details are known, the more errors come. For example, one professor realized that he could analyze whether a couple was headed for divorce almost immediately. If a couple showed signs of contempt, that was a death knell for the relationship. However, looking at all the other data (how tense they appeared, how angry their voices sounded) did not aid the analysis, but covered it. More information was not helpful.

1. How is reading like a pitcher, catcher, and baseball? [chap. 1] ➔
2. Is it best to understand a book thoroughly as you read? [chap. 1] ➔
3. How do you read for understanding? [chap. 1] ➔

For years, I read the Bible and relied on sermons or “experts” to help me understand what I read. To read it, instead, so that it defines itself, was revolutionary for me. How does the Bible define the kingdom of God? Righteousness, peace, and joy in the Holy Ghost (as the KJV says). If a wife is a crown to her husband, how else is crown used in the Bible? You might try it: a great way to put reading for understanding into practice.

4. What is the difference between learning for entertainment, for instruction, and for understanding? [chap. 1] ➔
5. How are medicine, agriculture, and teaching similar? [chap. 1] ➔
6. How do aided and unaided discovery differ? [chap. 1] ➔
7. The remainder of the book will flesh out the four levels of reading, but for now: what are they? [chap. 2] ➔
8. What are the rules for reading Lyric Poetry? [pp. 222–228] ➔
9. What should the reader watch for, in reading poetry? [pp. 222–228] ➔

Emphasis can certainly change the meaning of a sentence. Perhaps my favorite example of this is the sentence, “You spent what for that dress?” Emphasis on *You* means, “The price you paid really surprises me based on what I know about your normal shopping habits” (either because the dress was so expensive, or so cheap). Emphasis on *what* means, “That’s a ridiculous amount of money to pay for that dress.” Emphasis on *that* is about the dress itself: either the dress is so far superior to its price, or so far inferior, that the speaker is shocked.

To Discuss After You Read

10. What are the stages of learning to read? ➔

Notes: Perhaps the best argument for doing the Pre-Reading in inspectional reading is this: “[Readers who do not] are thus faced with the task of achieving a superficial knowledge of the book at the same time that they are trying to understand it. That compounds the difficulty” (19). I can agree with that by experience.

Worried that reading the last few pages may spoil your reading experience? It may seem counterintuitive, but in August 2011, the following study made the news. “According to a recent study at the University of California San Diego, knowing how a book ends does not ruin its story and can actually enhance enjoyment. It suggests people may enjoy a good story as much as a good twist at the end, and even if they know the outcome, will enjoy the journey as much as the destination. ‘It could be that once you know how it turns out, you’re more comfortable processing the information and can focus on a deeper understanding of the story,’ says co-author Jonathan Leavitt. Researchers gave 12 short stories to 30 participants where two versions were spoiled and a third was not. In all but one story, readers said they preferred versions which had spoiling paragraphs written into it. Even when the stories contained a plot twist or mystery, subjects preferred the spoiled versions. ‘Plots are just excuses for great writing,’ says social psychologist Nicholas Christenfeld. ‘As a film director, your job isn’t really to come to the conclusion that the butler did it. A single line would do that.’”¹

11. Why should a reader not look up every difficult word immediately? ➔
12. When does speed reading not serve the reader well? ➔
13. “Every book should be read no more slowly than it deserves, and no more quickly than you can read it with satisfaction and comprehension” (43). In your life, what should you read slowly, and what quickly?

To Discuss After You Read

14. What are the four main questions to ask a book? ➔
15. What are the two ways of owning a book? ➔
16. How may a pencil help your understanding of a book? ➔
17. What are the three kinds of note making? ➔
18. What is the difference between knowing the rules and having a habit? ➔
19. Do the authors think physical or mental acts are more difficult? ➔

1. <http://news.slashdot.org/story/11/08/16/0237204/do-spoilers-ruin-a-good-story-no-say-researchers>. Accessed 3/28/12.

Vocabulary

... a classification scheme with fairly **perspicuous** categories ...

... not mean that they deny its **utility**.

The contrast should not be **invidious**.

To Discuss After You Read

20. What is the first rule of analytical reading? ➔
21. An obvious question: what’s the difference between fiction and expository writing? ➔
22. What is the difference between theoretical and practical books? ➔
23. What are some topics practical books cover? ➔
24. What three topics do theoretical books cover, and how can you tell them apart? ➔

Vocabulary

... a **variorum** edition of a Shakespeare play ...

... stating the **perquisites** and **emoluments** of members of both branches ...

To Discuss After You Read

25. What is the second rule of analytical reading? ➔
26. The third rule? ➔
27. How is a good book like a house? ➔
28. Do most good writers seek to obscure their plan for writing? ➔
29. The Parable of the Prodigal Son (Luke 15:11–32) is a familiar story. Note that Jesus tells this parable in response to the Pharisees comment that, “This man receiveth sinners, and eateth with them.” State the unity of this parable. ➔
30. State the major parts of the parable, in outline form. ➔
31. What does it mean that writing should have unity, clarity, and coherence? ➔
32. What does it mean that expository books “can be much more autonomous” than imaginative works (91)? ➔
33. What is the fourth rule? ➔
34. What was the problem Jesus was answering in his Prodigal Son parable? ➔

General Introduction

Do not read poetry as you do prose. Poetry is "concentrated" writing—every word counts.

While an author of normal, high-end prose literature will include allusions, metaphors, and second-level meanings, high-end poets weave literary tapestries in which, sometimes, every sentence and almost every word is laden with multiple meanings.

Please *slow down* when reading poetry. Savor every word. Take your time. Think about the images, the cadence of the words, the sounds, the flow, and, most of all, the meaning.

As you read serious poems, even those with a strong meter ("beat") and rhyme, you need to pay closer attention to the *meaning* of the words than to the stylistic elements of meter and rhyme. In other words, read poetry, as much as possible, with a normal "prose" cadence. *Fight* the urge to read in a cadence that galumphs along with the meter; *fight* the urge to emphasize rhyming lines. I don't mean you ought to *deemphasize* these characteristics when they fit into the normal meaning of the sentences. But you ought not to permit the rhyme and meter to *overwhelm* the meaning! Instead, read poetry as if you were reading any *unrhymed, unmetred* work. Such discipline ought to help you to understand each poem's unique meanings.

As an educated reader of poetry, you should be asking yourself constantly: what allusions is the author making? What meanings are present?

If, after reading all the way through once, you don't understand something, or have no idea what the author is talking about, see what you can discover through dictionary or encyclopedia research: *when* was the poem written? Is there some clue about the author's possible meaning based on what historians know of his or her political, social, philosophical, religious, or other views? Of course you should *always* look up words about whose meanings you are unsure!

On Writing Well**Introduction**

As you prepare to leave home, whether for the workplace, college, or ministry, you'll need to write. If you want to be an author, obviously; if you want to be a scientist, you'll still need writing skills for grants, papers, and basic communication.

As a high schooler, I strongly disliked writing assignments: writing required something I didn't care about for an indifferent teacher. Research papers were torture: looking up information in a variety of sources and hoping to reach the minimum number of sources required.

As an adult, I smile when I remember those teenage antipathies. Today I write daily for my job, and multiple times a week for my personal blog. The one-to-two page papers that I dreaded as a teen I now churn out multiple times a week. If I'm upset but don't know precisely why, I type all my reasons for anger until the underlying issue surfaces. (Writing as therapy: free and private. I like it.)

Writing doesn't have to be mysterious or stressful. It's a way to communicate what you think.

Research, too, doesn't need to be stressful. Research is simply finding out information, answering questions you may have. Today, I research daily, from the fun (oatmeal cookie recipe online) to the deadly serious (what is afflicting my bull, and is it possible to preserve his life?).

I read recently that writing is, in some ways, like math. If I taught math, I wouldn't assign a single 2-hour calculus set one time a week. Math classes generally happen daily, with problem sets that build on each other over a year and a school career.

It makes sense that regular writing assignments would also improve ability. "If you went to work for a newspaper that required you to write two or three articles every day, you would be a better writer after six months" (Zinsser 49). The writing assignments this year come four times a week (with an optional fifth day). No assignment should take more than about 15 minutes.

Also, not every assignment requires new writing. You won't end the year with 180 sloppy assignments. Instead, you will edit and rewrite for the majority of assignments. At the end of the year, you should have a portfolio of about twelve polished pieces.

We begin the year with short reading assignments and a couple of short essays. From there, we gradually move into longer works.

William Zinsser teaches through the delightful book *On Writing Well*. Humorous and enthusiastic in his own work, he uses excellent examples as well. Reading Zinsser makes me want to start writing. And after writing, Zinsser offers specific suggestions on how to revise. He makes revising sound fun and enjoyable.

If you haven't enjoyed writing before, I think you will now.

A friend worked for the chamber of commerce. "I would hire anyone who could write," she said, "but no one can!"

If you can learn to write well, your chance to have a good job improves immensely.

I hope you learn "humanity and warmth" in your writing this year.

Were you surprised to read that the majority of writing is nonfiction?

“Ultimately every writer must follow the path that feels most comfortable. For most people learning to write, that path is nonfiction” (99).

When I write nonfiction, I appreciate that I don’t have to create characters or places; I get to write about what I know.

Creative Expression

The Common Application: prep work

Before you do today’s assignment, please read “Go With Your Interests” on p. 91 in Zinsser’s book. Heed his advice, and choose a subject that interests you.

College applications require a short essay. I found the following prompt on The Common Application website. Whether you end up using this application or not, I like the assignment.

Please write an essay of 250–500 words on a topic of your choice or on one of the options listed below, and attach it to your application before submission. Please indicate your topic by checking the appropriate box. This personal essay helps us become acquainted with you as a person and student, apart from courses, grades, test scores, and other objective data. It will also demonstrate your ability to organize your thoughts and express yourself. NOTE: Your Common Application essay should be the same for all colleges. Do not customize it in any way for individual colleges. Colleges that want customized essay responses will ask for them on a supplemental form.

- Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.
- Discuss some issue of personal, local, national, or international concern and its importance to you.
- Indicate a person who has had a significant influence on you, and describe that influence.
- Describe a character in fiction, a historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.
- A range of academic interests, personal perspectives, and life experiences adds much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in a college community or an encounter that demonstrated the importance of diversity to you.
- Topic of your choice.²

Today, please decide on your topic and write a rough outline (basically, what you want to cover).

If you choose the third prompt and want to write about your mother, you might say, “prepares organic food she grew from scratch and doses us with homeopathy, which keeps us very healthy” and a few other ideas. Just figure out roughly what you want to say.

The Common Application: first draft

Please write your first draft of the prompt. Most likely, to get a finished product of 250–500 words, you will need to write around 1000 words.

Just do it. In my personal blog, I regularly write that much in a day. You can do it, too.

When finished, you might find it helpful to print it out with double spacing.

Optional: Write, rest, or respond

If you need a rest day from writing, take it.

If you need to finish yesterday’s assignment, do it.

If you simply want to practice writing, write something.

Perhaps you have a response to something you’ve read. Then respond. Perhaps a striking event happened in your family. Then record.

Another option: copy some striking phrases, sentences, or poems into a literature journal. If some quote rings true for you now, it probably will in another decade or two as well. I still enjoy reading in my journal, which I began at age 18. A few minutes spent copying a master would be time well spent. ■

2. <https://www.commonapp.org/CommonApp/DownloadForms.aspx>.

Week 2

Date:	Day 6	Day 7	Day 8	Day 9	Day 10
Literature					
<i>The Elements of Style</i>	chap. 1 #3				
<i>Eternity in Their Hearts</i>	Postscript, pp. 1–50 🌐	pp. 50–96 🌐		chaps. 3–4 🌐	chaps. 5–7
<i>How to Read a Book</i>			chap. 8		
<i>100 Best-Loved Poems</i>	“The Passionate Shepherd ...” pp. 5–6		Sonnet XVIII: “Shall I compare thee to a summer’s day?” p. 6		Sonnet LXXIII: “That time of year thou mayst in me behold” p. 7
Language Arts					
<i>On Writing Well</i>	chap. 2	chap. 5	chap. 3	chap. 4	
Creative Expression					Optional: Write, rest or respond
Other Notes					

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Eternity in Their Hearts

Day 6 Postscript, pp. 1–50

Introductory Comments

Don Richardson offers a beautiful overview of how God has been at work in different cultures before the Gospel arrived; beautiful stories of how God is calling all men to himself. I love these stories.

It is also almost the perfect book to incorporate what we’ve already learned in *How to Read a Book*. Richardson’s work is not at the level of Homer or Shakespeare; as such, most of it is a great book to read at a more swift pace. Though the stories are wonderful, the words telling the stories are not particularly memorable.

There are some sophisticated arguments thrown in. These sections require a slower reading. My first time through, I tried to move quickly all the way, and found myself frustrated by my lack of comprehension. Of course!

I needed to slow down, and really concentrate, and think through, what Richardson is saying.

I think you are about to realize how much your reading ability has increased.

Before you begin to actually read Richardson’s book, please spend five or ten minutes doing an inspectional reading. Because this book is a mixture of great stories, intellectual arguments, and biblical study, a few minutes spent overviewing where Richardson is going will repay you in later comprehension.

During your inspectional reading, please be sure to read the Author’s Postscript.

To Discuss After You Read

1. Please read the verses in support of general revelation (p. 190). What do they say? ➔
2. Define general revelation. ➔
3. Define special revelation. ➔

4. From the Postscript: What is the primary thesis of this book? ➔
5. What historical meaning did “the unknown God” have to the Athenians? ➔
6. Were Abraham and his descendents to be the sole source of spiritual illumination? ➔
7. Is it appropriate for God to be called by different names? ➔
8. Between Abram and Melchizedek, who is the greater and who is the lesser? ➔
9. “The thesis of this book is that Melchizedek stood in the Valley of Shaveh as a figurehead, or type, of God’s general revelation to mankind, and that Abraham correspondingly represented God’s covenant-based, canon-recorded special revelation to mankind” (28). Does this thesis make sense? Do you think the author proves his point? ➔
10. What does Sodom have to do with the story of Abram’s rescue? ➔
11. Do the followers of folk religions around the world dislike the Gospel when they hear it? ➔

Timeline and Map Points

- 📍 Athens, Greece; Knossos, Crete; Jerusalem (map 1)
- 📍 Cuzco, Peru; Machu Picchu, Peru (map 2)
- 📍 Calcutta, India (map 3)

Day 7 pp. 50–96

To Discuss After You Read

12. A missionary protested some eager young missionaries desire to study the culture they had come to minister to: “One does not study hell. One preaches heaven!” (52). What’s the problem with this perspective? ➔

Timeline and Map Points

- 📍 Ethiopia; Central African Republic; China; Seoul, South Korea; North Korea; Burma; Rangoon; Thailand; Laos; India (map 3)

Day 9 Chapters 3–4

To Discuss After You Read

13. In chapter 9 of *How to Read a Book*, the authors cover how to follow an argument, and that, until you can restate the argument in your own words, you don’t really understand it. With that in mind, please summarize Tylor’s theory of the evolution of religion. ➔
14. What anthropological evidence overthrows Tylor’s theory? ➔
15. Why is Richardson leery of liberal theology? ➔
16. How was Nietzsche the forebearer of Hitler? ➔

Note: The work of Franz Boas reminded me that the idea that people with a high IQ are superior has been questioned; today, it is also proper to speak of multiple intelligences. A person may be extremely gifted physically (a professional athlete), or extremely gifted artistically (music, visual arts), and so on. Interesting that more than a century ago, Franz Boas applied a similar idea to societies: societies had different values, and even as it would be silly to judge Van Gogh on his IQ alone, it would be silly to judge a culture that seeks to live self-sufficient, peaceable lives as inferior to a society that values technology.

17. Why does Richardson believe Communists enforce atheism? ➔

Timeline and Map Points

- 📍 Yugoslavia; Poland; East Germany; Czechoslovakia; Bulgaria; Romania; Hungary (map 1)
- 📍 Labrador; Alaska; Baja California; Cuba; Panama; Tierra del Fuego (map 2)
- 📍 Borneo; New Guinea (Papua Island); Australia; Papua New Guinea; Vietnam (map 3)
- 📍 Hawaii; Samoa (see map below)



Day 10 Chapters 5–7

To Discuss After You Read

18. Should the Great Commission have been a surprise to the disciples? ➔
19. What impacted you most from these chapters? ➔

Wrapping Up

Let’s put into practice what we’ve already learned in *How to Read a Book*.

20. What kind of book is this? ➔
21. State the unity of the book, as briefly as you can. ➔
22. What are the major parts of the book, and how do they relate to the unity? ➔
23. What do you think the author’s problems were? ➔
24. What are the key terms in the book? ➔
25. Earlier we covered the author’s thesis. What are his solutions? ➔

26. So we've covered what the book is about as a whole, and we've covered the details. Is the book true, in whole or in part? ➔
27. What of it? Does this book mean anything to you? ➔

How to Read a Book

Day 8 Chapter 8

To Discuss After You Read

28. What is the fifth rule of analytic reading? ➔
29. How are terms different from words? ➔
30. Why are terms important? ➔
31. How do you discover the meanings of the terms you're unsure of? ➔

On Writing Well

Day 6 Chapter 2

After reading Zinsser's Chapter 2, go through your essay. Have you said what you wanted to say? Mark your paper and make changes.

Day 7 Chapter 5

I like Zinsser's perspective on audience: my audience is *me*. When I write, I am happy when people read, but I am also happy even if no one else does. I like to reread what happened in my family; what insights I had; what challenges frustrated me. I like to write for me. Do you like your essay?

Day 8 Chapter 3

- Bracket unnecessary words in your essay.

Day 9 Chapter 4

- Have you cut your essay in half? Or a bit more?
- Did you use "I"? Are you confident and relaxed?

Creative Expression

Day 10 Optional: Write, rest, or respond

If you need a rest day from writing, take it. If you need to finish yesterday's assignment, do it. If you simply want to practice writing, write something. Perhaps you have a response to something you've read. Then respond. Perhaps a striking event happened in your family. Then record. Another option: copy some striking phrases, sentences, or poems into a literature journal. If some quote rings true for you now, it probably will in another decade or two as well. I still enjoy reading in my journal, which I began at age 18. A few minutes spent copying a master would be time well spent. ■

Week 3

Date:	Day 11	Day 12	Day 13	Day 14	Day 15
Literature					
<i>The Elements of Style</i>	chap. 1 #4–5				
<i>How to Read a Book</i>	chap. 9	chap. 10	chap. 11	chap. 12	chap. 13
<i>100 Best-Loved Poems</i>	Sonnet XCIV: “They that have power to hurt and will do none,” p. 7		Sonnet CXVI: “Let me not to the marriage of true minds,” pp. 7–8		Hamlet’s Soliloquy
Memorization	Shakespeare’s Sonnet 116				
Language Arts					
<i>On Writing Well</i>	chap. 6	chap. 8	chap. 9–p. 63	p. 63–end of chap. 9	
Creative Expression					Optional: Write, rest or respond
Other Notes					

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How to Read a Book

Day 11	Chapter 9
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Vocabulary

... or a suspicion of *legerdemain* ...

To Discuss After You Read

1. What is the sixth rule of analytic reading? ➔
2. The seventh? ➔
3. What is the problem with investigating sentences that interest you, rather than sentences that puzzle you? ➔
4. To demonstrate that you understand a proposition, the authors suggest that you should be able to both restate it in entirely new words, and come up with an example (either from your own life, or a realistic made up example) to prove the proposition. Going back to

our Prodigal Son parable, the father attempts to persuade his son to rejoice with these words: “It was meet that we should make merry, and be glad: for this thy brother was dead, and is alive again; and was lost, and is found.” Or, in a more modern translation, “But we had to celebrate and be glad, because this brother of yours was dead and is alive again; he was lost and is found.” Can you restate the proposition and come up with a realistic example? ➔

5. Is it good to memorize important passages of good books? ➔

Note: Did you follow the difference between reasoning by induction versus reasoning by deduction? As I understand it, reasoning by induction would be to use experiments to prove your claim (say, opposite poles on a magnet attract: you can experiment and prove that). Reasoning by deduction involves only thought. For example, the famous syllogism, “All men are mortal; Socrates is a man; therefore, Socrates is mortal.”

6. What is the foundation for every argument? ➔
7. What is the eighth rule of analytic reading? ➔

Day 12 Chapter 10

To Discuss After You Read

8. What is the ninth rule of analytic reading? ➔
9. The tenth? ➔
10. What is the eleventh rule of analytic reading? ➔

Day 13 Chapter 11

Vocabulary

Controversy without *partisanship* is, of course, impossible.

To Discuss After You Read

11. In order to have a good disagreement, what three conditions must be met? ➔
12. How can you properly disagree with an author? ➔

Day 14 Chapter 12

To Discuss After You Read

13. How is relevant experience an aid to reading? ➔
14. How are other books aids to reading? ➔
15. What are some of the benefits and drawbacks of commentaries and abstracts? (An example in literature: CliffsNotes has been the standard help for test takers who skipped reading the assigned book.) ➔
16. You already know that you should read the author's preface and introduction before you read the book. When should you read introductory material written by someone else? ➔
17. What two instances are appropriate for reading abstracts? ➔
18. What four things do you have to know before you can use a reference work? ➔
19. What is the dictionary's primary intention? ➔
20. Besides spelling, pronunciation, and definition, what else will a good dictionary tell you? ➔

Note: Please check out the *Oxford English Dictionary* online. While the complete, 20 volume set (22,000 pages) sells for about \$1000, you can get a taste of the OED simply by looking at their "word of the day" on their website. Very different than a standard dictionary entry! And if \$1000 is out of the budget but the OED haunts you with its awesomeness, you might look for one of the compact editions: one or two volume sets that reproduce the entire thing in extremely small type (they come with a magnifying glass).

21. Encyclopedias deal with facts. Are facts true? ➔
22. What do encyclopedias omit? ➔
23. Based on the author's description of encyclopedias, do you think they would have any objections to an online encyclopedia, such as Wikipedia? ➔

Day 15 Chapter 13

To Discuss After You Read

24. Why can a practical book not solve the problem with which it is concerned? ➔
25. What is the difference between a theoretical and a rules-based practical book? ➔
26. How is practical truth different from theoretical truth? ➔
27. Why must a practical author be something of an orator? ➔
28. How do the four main questions change for a practical book? ➔
29. When done with this book, if you do not read books analytically, is it because you are lazy or tired? ➔
30. What is the difference between a general or universal applicability, and a more localized applicability? ➔

100 Best-Loved Poems

Day 11 Sonnet XCIV: "Let Me not to the marriage of true minds," pp. 7–8

Here's a paraphrase of this poem: "I would not admit that anything could interfere with the union of two people who love each other. Love that alters with changing circumstances is not love, nor if it bends from its firm state when someone tries to destroy it. Oh no, it's an eternally fixed point that watches storms but is never itself shaken by them. It is the star by which every lost ship can be guided: one can calculate its distance but not gauge its quality. Love doesn't depend on Time, although the rosy lips and cheeks of youth eventually come within the compass of Time's sickle. Love doesn't alter as the days and weeks go by but endures until death. If I'm wrong about this then I've never written anything and no man has ever loved." (from <http://www.nosweatshakespeare.com/sonnets/116/>)

I hope that helps as you memorize Shakespeare's sonnet over the next six weeks.

Take the time to meditate on it!

"Hamlet's Soliloquy" by William Shakespeare

To be, or not to be; that is the question;
 Whether 'tis nobler in the mind to suffer
 The slings and arrows of outrageous fortune,
 Or to take arms against a sea of troubles,
 And by opposing end them. To die: to sleep:
 No more; and by a sleep to say we end
 The heart-ache and the thousand natural shocks
 That flesh is heir to; 'tis a consummation
 Devoutly to be wished. To die; to sleep;
 To sleep: perchance to dream: aye, there's the rub;
 For in that sleep of death what dreams may come,
 When we have shuffled off this mortal coil,
 Must give us pause: There's the respect
 That makes calamity of so long life;
 For who would bear the whips and scorns of time,
 The oppressor's wrong, the proud man's contumely,
 The pangs of despis'd love, the law's delay,
 The insolence of office, and the spurns
 That patient merit of the unworthy takes,
 When he himself might his quietus make
 With a bare bodkin? Who would fardels bear,
 To grunt and sweat under a weary life,
 But that the dread of something after death—
 The undiscover'd country from whose bourn
 No traveler returns—puzzles the will
 And makes us rather bear those ills we have
 Than fly to others that we know not of?
 Thus conscience does make cowards of us all,
 And thus the native hue of resolution
 Is sicklied o'er with the pale cast of thought,
 And enterprises of great pith and moment
 With this regard their currents turn awry,
 And lose the name of action.

Memorization

Shakespeare's Sonnet 116

Over the next six weeks, memorize Shakespeare's Sonnet 116.

Let me not to the marriage of true minds
 Admit impediments. Love is not love
 Which alters when alteration finds,

Or bends with the remover to remove:
 O, no! it is an ever-fixes mark,
 That looks on tempests and is never shaken;
 It is the star to every wandering bark,
 Whose worth's unknown, although his height
 be taken.

Love's not Time's fool, though rosy lips and cheeks
 Within his bending sickle's compass come;
 Love alters not with his brief hours and weeks,
 But bears it out even to the edge of doom.
 If this be error and upon me proved,
 I will writ, nor no man ever loved.

On Writing Well

Chapter 6

Do you know where your thesaurus is? Your computer should have one, even if you don't have a paper version.

Find three words in your essay that you think could be more precise or more interesting. Look up synonyms. Are any of them better?

Chapter 8

- Does your essay have unity? Check to make sure you keep the same person (hopefully either first or third). Have you shifted tenses?
- Answer Zinsser's questions: in what capacity are you addressing the reader? (Are you teaching, entertaining, or something else?)
- What style do you use, and do you maintain it throughout?
- What is your attitude toward your subject?
- What one point do you want to make?
- What one provocative thought are you leaving with your reader?

Chapter 9—p. 63

Now that you've learned about the lead, look at your essay. Can you make your lead more powerful?

p. 63—end of Chapter 9

- Does your ending stop well?
- When you're satisfied with it, read through your essay one more time and make any final changes.
- Is your essay better than anything you've written before?

Creative Expression

Optional: Write, rest, or respond

If you need a rest day from writing, take it.

If you need to finish yesterday's assignment, do it.

If you simply want to practice writing, write something.

Perhaps you have a response to something you've read.

Then respond. Perhaps a striking event happened in your family. Then record.

Another option: copy some striking phrases, sentences, or poems into a literature journal. If some quote rings true for you now, it probably will in another decade or two as well. I still enjoy reading in my journal, which I began at age 18. A few minutes spent copying a master would be time well spent. ■

Section Three

Instructor's Guide Resources

Eternity in Their Hearts—Map 1

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Eternity in Their Hearts—Map 2



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Eternity in Their Hearts—Map 3

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Appendix 6: “American Literature”—Scope and Sequence: Schedule for Topics and Skills

Week	Literature	Creative Expression	Geography
1	types of books; analytic reading	The Common Application—rough draft	
2	How God calls people to Himself; analytic reading	The Common Application—revise	<i>Mediterranean; Middle East; Peru; India; 10-40 Window; South Pacific; Ring of Fire; Europe</i>
3	analytic reading	The Common Application—Word Choice; Unity and Coherence; Leads; Polish	
4	analytic reading; imaginative literature; short stories	The Common Application Essay #1—rough draft, edit, word choice, unity and coherence	
5	<i>The Chosen</i> : religious differences; life reflection	The Common Application Essay #1—edit: eliminate being verbs; passive voice; word choice; eliminate problem sentences	<i>Williamsburg; Crown Heights; Carpathian Mountains; Poland</i>
6	<i>The Chosen</i> : interpersonal relationships; character foils; Jewish Holocaust	A Special Place—brainstorm; outline	<i>Russia; Europe; New York</i>
7	<i>The Chosen</i> : final lessons; how to read plays; play: <i>Our Town</i> ; finding value in daily life	Travel Essay—outline	<i>Middle East; Europe; New Hampshire;</i>
8	<i>The Scarlet Letter</i> : public sin and the community response	Travel Essay—draft	
9	<i>The Scarlet Letter</i> : private sin; guilt; repentance; consequences of; forgiveness	Travel Essay—revision	
10	<i>The Scarlet Letter</i> : forgiveness; temptations; laws; confession	Essay on Community	
11	short stories	Short Writing	
12	philosophy; nonfiction essays; interpreting literature; literary Naturalism; detachment; determinism	Memoir Essay—brainstorm	<i>Ecuador; Amazon River; Galapagos Islands</i>
13	<i>My Ántonia</i> : descriptive writing; coming of age	Memoir—write; edit	<i>Midwest United States; Austria; Ukraine; Rocky Mountains; Norway</i>
14	<i>My Ántonia</i> : descriptive writing; coming of age; finding happiness in life despite its challenges	Memoir—edit	<i>Western and Central United States; Boston; New York City; Florida; Europe</i>
15	<i>Jacob Have I Loved</i> : coming of age	Interview—plan interview and interview someone	<i>East Coast</i>
16	how to read history and biographies; <i>Brave Companions</i> : biographies	Interview—draft	<i>Europe; Central and Eastern United States; South and Central America; Caribbean; Canary Islands; China; India</i>
17	<i>Brave Companions</i> : biographies; <i>Death of a Salesman</i> : play- an example of the destruction sin can cause	Interview—revise	

(continued on the following page)

Week	Literature	Creative Expression	Geography
18	<i>Adventures of Huckleberry Finn</i> : classic American literature; race and identity in an historical context	Science Paper—determine subjects; outline; research	
19	<i>Adventures of Huckleberry Finn</i> : classic American literature; race and identity in an historical context	Science Paper—draft; revise	
20	<i>Adventures of Huckleberry Finn</i> : classic American literature; race and identity in an historical context	Résumé—objective; assertions; evidence	
21	<i>Up from Slavery</i> : overcoming the setbacks of slavery to become full members of society; work ethic; education; pride in one's work	Résumé—formatting; editing	
22	<i>Their Eyes Were Watching God</i> : snapshot of African American culture in Florida in the early 1900s; application	Review (Movie, etc.)—outline; draft	
23	<i>Their Eyes Were Watching God</i> : snapshot of African American culture in Florida in the early 1900s; application	Review (Movie, etc.)—edit	Florida
24	<i>Their Eyes Were Watching God</i> : snapshot of African American culture in Florida in the early 1900s; application; <i>Evidence Not Seen</i> : missionary biography	Poetry	Florida
25	<i>Evidence Not Seen</i> : missionary biography	Compare and Contrast Paper	
26	<i>A Separate Peace</i> : overcoming internal struggles	Sports Writing	
27	<i>A Separate Peace</i> : overcoming internal struggles	Humor—draft	
28	<i>The Portable Edgar Allan Poe</i> : use this challenging work to grow personally	Humor—edit	Florida; South Carolina
29	<i>The Grapes of Wrath</i> : more personal challenges — inequality, false religion, injustice	Research Paper—select topic and sources	Oklahoma
30	<i>The Grapes of Wrath</i> : more personal challenges—inequality, false religion, injustice	Research Paper—acquire information	Central and South Western United States
31	<i>The Grapes of Wrath</i> : more personal challenges—inequality, false religion, injustice	Research Paper—informational outline	California
32	<i>The Grapes of Wrath</i> : more personal challenges—inequality, false religion, injustice	Research Paper—working outline	Ohio; California; Oklahoma
33	<i>The Grapes of Wrath</i> : more personal challenges—inequality, false religion, injustice; <i>Ender's Game</i> : science fiction	Research Paper—first draft	
34	<i>Ender's Game</i> : science fiction	Research Paper—edit	North Carolina; Florida
35	<i>Outliers</i> : success	Research Paper—final draft	
36	<i>Outliers</i> : success	Final Instruction—letter to Sonlight	

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