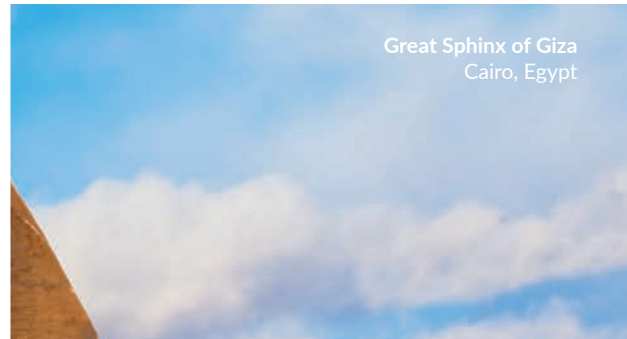
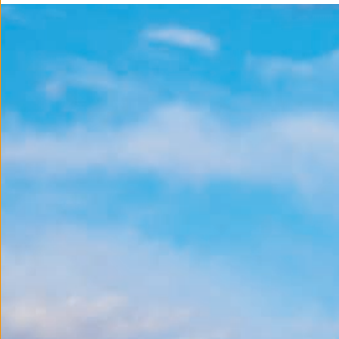


B+C INTRO TO WORLD HISTORY

One Year Condensed



Great Sphinx of Giza
Cairo, Egypt



FUN FACT

A toga consisted of 9 yards of fabric draped around the body.





Thank you for downloading this sample of Sonlight's History / Bible / Literature B+C Instructor's Guide (what we affectionately refer to as an IG). In order to give you a full perspective on our Instructor's Guides, this sample will include parts from every section that is included in the full IG.

Here's a quick overview of what you'll find in this sample.

- A Quick Start Guide **START HERE**
- A 3-week Schedule
- Discussion questions, notes and additional features to enhance your school year
- A Scope and Sequence of topics and skills your children will be developing throughout the school year
- A schedule for Timeline Figures
- Samples of the full-color laminated maps included in History / Bible / Literature IGs to help your children locate key places mentioned in your history, Reader and Read-Aloud books

SONLIGHT'S "SECRET" COMES DOWN TO THIS:

We believe most children respond more positively to great literature than they do to textbooks. To properly use this sample to teach your student, you will need the books that are scheduled in it. We include all the books you will need when you purchase a package from sonlight.com.

Curriculum experts develop each IG to ensure that you have everything you need for your homeschool day. Every IG offers a customizable homeschool schedule, complete lesson plans, pertinent activities, and thoughtful questions to aid your students' comprehension. It includes handy teaching tips and pointers so you can homeschool with confidence all year long.

If you need any help using or customizing our IGs, please reach out to our experienced homeschool advisors at sonlight.com/advisors.

We hope you enjoy using this sample. For even more information about Sonlight's IGs, please visit: sonlight.com/ig. It would be our pleasure to serve you as you begin your homeschool journey.

If you like what you see in this sample, visit sonlight.com/hbl to order your History / Bible / Literature package.

Blessings!

Sarita Holzmann,
Co-founder and president
of Sonlight Curriculum

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History Bible Literature

Intro to World History, One Year Condensed

by the Sonlight Team

“The fear of the Lord is the beginning of wisdom.”
Psalm 111:10 (NIV)

Sonlight Curriculum® “Intro to World History, One Year Condensed”
Instructor’s Guide, Thirtieth 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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- Quick Start Guide

2 Schedule and Notes

- A Weekly SCHEDULE for History, Bible, and Read-Alouds
- NOTES for History and Bible

3 Reading Assignments & Notes

- NOTES for Read-Alouds and Readers

(In the early elementary Levels K-C programs, Readers are packaged separately to allow an adjustable reading level and pace for your children. We have not included them in this sample. Learn more about Readers packages at sonlight.com/readers.)

4 Instructor’s Guide Resources

- “Intro to World History, One Year Condensed”—Scope and Sequence: Schedule for Topics and Skills
- Maps—Answer Keys

HISTORY / BIBLE / LITERATURE Quick Start Guide

What's included in your History / Bible / Literature Instructor's Guide.

With Sonlight's daily readings all scheduled, you'll read good books and talk with your children about what you're learning. You'll be amazed at how much you all learn, so easily and enjoyably. With notes and teaching tips along the way, the Sonlight History / Bible / Literature Instructor's Guide is guaranteed to help you love to learn, and love to teach.

1

| Level A: History/Bible/Literature | | | | | | |
|---|--|--|------------|------------|------------|-------------------------|
| Days 26–30: Date: _____ to _____ | | | | | | |
| Week Overview | | | | | | |
| 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 | | | | | | |
| 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 | | | | | | |
| Week 6 | | | | | | |
| Date: | Day 26 | Day 27 | Day 28 | Day 29 | Day 30 | |
| BIBLE | <i>Egermeier's Bible Story Book</i> | pp. 86–88 | pp. 88–90 | pp. 91–93 | pp. 94–96 | pp. 96–98 |
| | Memorization | F: Fear not, for I have redeemed you; I have summoned you by name; you are mine. (Isaiah 43:1) | | | | |
| | <i>Sing the Word: From A to Z</i> | "Fear Not"—Track 6. Listen to this track the entire week. | | | | |
| HISTORY & GEOGRAPHY | <i>Adventures in Ancient Greece</i> | pp. 32–33 | pp. 34–35 | pp. 36–39 | pp. 40–47 | |
| | <i>The Usborne Internet-Linked Children's Encyclopedia</i> | | | | | pp. 124–125 ↑ ↓ ↻ |
| READ-ALOUDS | <i>Dolphin Adventure</i> | chaps. 1–2 ↻ | chaps. 3–4 | chaps. 5–6 | chaps. 7–8 | |
| | <i>The Llama Who Had No Pajama</i> | p. 15 | | | | |
| | <i>The Arnold Lobel Book of Mother Goose</i> | | pp. 28–29 | pp. 30–31 | pp. 32–33 | |
| | <i>James Herriot's Treasury for Children</i> | | | | | "Oscar, Cat-About-Town" |
| MISCELLANEOUS | Developmental Activity | Act out a play on politeness. | | | | |
| | Field Trip/Practical Life Skills | | | | | |
| Additional Subjects: | | | | | | |

2

3

4

1 Complete, ready-to-use lesson plans

All your books and activities are fully scheduled for the entire year. No need to create your own lesson plans or coordinate the reading. This IG covers Bible, History, Geography, Read-Alouds, and Readers. Each day you open your IG, do the given assignments, and—if you want a formal record of what you have done—check or date each box as you complete it. If your state requires a record of how many hours you dedicated to a subject, you also have space to record the time you spent.

2 Day-by-day Schedule

The Sonlight IG schedule lets you see your entire week at a glance. Each schedule is broken out into either four or five days of material for each of the 36 scheduled weeks. The first column indicates the various subjects or topics you will be studying. (i.e. Bible, History, Read-Alouds, etc.) The second column lists the titles of each book or assignment. The remaining columns include the day-by-day assigned pages or tasks.

3 Discussion Questions

Each IG includes various types of discussion questions—including review, comprehension, and open-ended questions, with answers. Focus on the key points, maximize the time spent, and assess how well your children understand what they're learning. Use it as best suits your needs.

4 Timeline and Map Points

Incorporate geography naturally into your school day. Students use the Markable Map to make a visual connection to how all their Readers, history books, and Read-Alouds relate geographically. A hole-punched, laminated answer key map folds into your IG. Timeline activities tell you when to add people, events, and dates to your Timeline Book.

5 Vocabulary and Cultural Literacy notes

Find clear definitions for important vocabulary that appears in your reading. Enjoy useful Cultural Literacy notes that add depth to your reading and explain things students probably don't know (e.g., what a hoop skirt looks like).

6 Notes

Immediately following the schedule, you will find each week's Bible and history notes. These extensive teaching notes help you instruct your students with excellence, and ensure that they grasp key concepts. Notes provide counter-balancing arguments, clarification, further explanations, and commentary. The IG notes also offer warnings about specific books or difficult content, so you can discuss important issues—such as racism and poverty—with thoughtfulness.

Note: At the back of your History / Bible / Literature Guide, you will find reading assignments and notes for the Read-Alouds and Readers. (In the early elementary Levels A-C programs, Readers are packaged separately to allow an adjustable reading level and pace for your children. We have not included them in this sample. Learn more about Readers packages at sonlight.com/readers.) Follow the notes for Read-Alouds and Readers as you would the History/Bible notes.

7 Teaching tips

Detailed teaching notes each week explain assignments and provide extra information about important topics to help you get the most from your materials. You will teach with confidence!

Flexible format

Because many families end up ahead of behind in a subject—at least occasionally—the IGs are structured for maximum flexibility. Some customers follow the schedule religiously. They do everything scheduled each day during that day. Others read ahead, or drop a book, or work through several days' worth of one or two subjects in a day (reading, or history, for example), and similarly the next day, and so on, until they have completed all the assignments for the week.

The IG is a guide, not a task master.

As you become comfortable teaching your children, you can skip or alter assignment to fit your family's unique needs.

6

Bible Reading

James is a very practical book. He reminds us that life isn't all rainbows and roses, but that we must work hard, turn to God in difficult times, and do what the Word says. We can be part of God's story if we follow Him. James also urges us to live in the freedom Christ brings through His forgiveness. This kind of life, one that is firmly set on being part of God's story through trouble and hard work, is exactly what Daniel and his friends demonstrate in your children's reading.

Memorization (Bible)

Psalm 42:1–6

Continue to memorize Psalm 42.

- 1 As the deer pants for the water brooks,
So my soul pants for You, O God.
- 2 My soul thirsts for God, for the living God;
When shall I come and appear before God?
- 3 My tears have been my food day and night,
While they say to me all day long, "Where is your God?"
- 4 These things I remember and I pour out my soul
within me.
For I used to go along with the throng and lead
them in procession to the house of God,
With the voice of joy and thanksgiving, a multitude
keeping festival.
- 5 Why are you in despair, O my soul?
And why have you become disturbed within me?
Hope in God, for I shall again praise Him
For the help of His presence.
- 6 O my God, my soul is in despair within me;
Therefore I remember You from the land of the Jordan
And the peaks of Hermon, from Mount Mizar.

The Beginner's American History

pp. 200–205

Cultural Literacy

steamboat: a ship using steam-driven propellers for propulsion.

To Discuss After You Read

- Q: Why didn't France want to buy Fulton's diving boat?
Who did want to buy it?
A: *Napoleon found a leak; the English government*
- Q: Where did Robert Fulton make and try his first steamboat?
A: *France*
- Q: How far up the Hudson did his New York steamboat go?
A: *150 miles*
- Q: Describe the route of the first steamboat in the West.
A: *starting from Pittsburgh, it went down the Ohio River, then down the Mississippi to New Orleans*

Timeline and Map Points

New York (D3) (map 5)

Day 165 pp. 228–232

To Discuss After You Read

- Q: Did the telegraph idea come easily to Samuel Morse?
A: *no; he worked on it with little profit; Alfred Vail helped him financially and got the patent and helped with the design*

Landmark History of the Amer. People, Vol. 1

Day 162 Chapter 19 pp. 134–136

Cultural Literacy

pipe dream: a saying that means that something is unrealistic or unattainable. The phrase originated in late 19th century America in reference to dreams or visions people would experience from smoking opium pipes. [p. 136]

Monticello: Thomas Jefferson's estate in Charlottesville, Virginia. [p. 136]

To Discuss After You Read

- Q: Why were Barber-Surgeons thought of as members of a lower class than doctors? [p. 135]
A: *because they dirtied their hands, they didn't have to know any special languages, they didn't need to read books, they were just seen as craftsmen who knew how to carve, cut, and sew up the human body*
- Q: What did apothecaries do? [p. 135]
A: *they mixed medicines*

The book mentions that "people thought it was indecent or irreligious to dissect a human body. And if anyone did such a thing, he did it in secret if he did it at all." Why do you think people of the time took this perspective? Some of the influence came from Christianity, which believes every human being is uniquely made in God's image. As such, there is a certain amount of holy respect and awe for God's creation, especially the human body since people are said in the Bible to be made in the image of God (see Genesis 1:26-27, for instance). Fortunately, some Christians also understood that since God created the world and everything in it, they had a duty to explore and seek to understand God's creation, which included learning how the human body works. This is why many Christians were eventually on the forefront of science and medicine. Still, given that human beings are made in God's image, Christians who work with human remains for scientific purposes should do so with "trembling awe," as C.S. Lewis put it (*God in the Dock*, "Vivisection," p. 226). [p. 136]

Timeline and Map Points

Every Man his own Doctor; or, the Poor Planter's Physician is first published by Benjamin Franklin in Philadelphia (1734)

London (E3); Oxford (E3); Cambridge (E3) (map 4)

How it works:

1. Read the assigned pages from the schedule.
2. Do the vocabulary and Discussion Questions.
3. Do the timeline, Map, and any other activities.
4. Now you're ready to move on to the next subject!

TRY BEFORE YOU BUY!

Get a three-week sample of any Sonlight Instructor's Guide FREE!
sonlight.com/samples

Section Two

Schedule and Notes

Level B+C: History/Bible/Literature

Days 1–5: Date: _____ to _____

| Week Overview | | | | | | | | | | | | | | | | | |
|---------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |

Week 1

| | Date: | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|-----------------------------|---|--|---|--|-------------------------------------|---|
| BIBLE | Reading | Luke 2:1–20 † | Luke 2:21–40 | Matthew 2:1–12 | Matthew 2:13–18 | Matthew 2:19–23, Luke 2:41–52 |
| | Memorization | Revelation 3:20— Behold, I stand at the door, and knock: if any man hear my voice, and open the door, I will come in to him, and will sup with him, and he with me. ¹ | | | | |
| | Sing the Word: God Our Provider | Track 6 The CD includes all of the verses your children will learn over the course of the year. Listen to this track the entire week. | | | | |
| HISTORY & GEOGRAPHY | Usborne Book of World History² | pp. 2–3 N | pp. 4–5 M N | pp. 6–7 M N | pp. 8–9 M N | pp. 10–11 |
| | Window on the World^{2,4} | “Introduction” pp. 4–7 N | “Judaism” pp. 204–205 | “Israel” pp. 76–77 M Israel ⁴ | “Turkey” pp. 168–169 M Turkey | |
| | Geography Songs² | “Middle East” Track 7 | | “Middle East” Track 7 | “Middle East” Track 7 | |
| READ-ALOUDS | Red Sails to Capri³ | chap. I M | chap. II | chap. III | chap. IV | chap. V |
| | The Aesop for Children³ | “Wolf and the Kid” p. 7 | | “The Tortoise & the Ducks” p. 8 | | “The Young Crab and His Mother” p. 9 |
| | 104 Poems of Whimsy and Wisdom³ | pp. vi–vii | “Mix a Pancake” & “Animal Crackers” p. 1 | “The Twelve Months” p. 2 | | |
| Additional Subjects: | | | | | | |
| | | | | | | |
| | | | | | | |

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1. We cite the KJV/ RSV/NASB versions in our schedule table for your convenience, since it correlates to the version used in *Sing the Word*. However, if you would prefer to have your children memorize the assigned verses from another version of the Bible that your family uses more frequently, please feel free to do so.
2. See the notes for the **History** titles below.
3. Find notes for the Read-Alouds in **Section Three**.
4. For *Window on the World*, please use pp. 6–7 within the book to complete the mapping assignments listed. These mapping assignments will only be listed on the Schedule pages.

“How to” Quick Start Information

Record Keeping

To keep track of your progress, simply place a check mark in the corner of each assignment on the weekly schedule chart as your children finish it. If your state/country requires you to keep a daily record of when (what date) you completed a project, and/or how many hours you spent on a subject, then record that information as well. If you decide to reuse your Instructor’s Guide with a second child, then add each child’s initials next to the check mark or hours.

Vocabulary & Cultural Literacy

Knowing definitions is critical to understanding. That’s why we’ve included important vocabulary terms in your Instructor’s Guide.

In all of our study guides, we categorize the words we highlight in two ways. **Vocabulary** words are words your students will probably encounter in other texts—not just those included in this curriculum. We list these words within an excerpt of the text from the book in which they are found so that you may challenge your students to define the terms using the clues found in the context of the rest of the story. Simply read these short quotes aloud and see if your students can tell you the meaning of the bold italicized terms.

Cultural Literacy terms are words that, if defined while your students are reading, will broaden and deepen their understanding of the text. However, these words are generally specific to course content, and we wouldn’t expect your students read or hear them on a regular basis. You may use these words, formatted in bold followed by a colon and their definitions, more like a convenient glossary.

To Discuss After You Read

In the “To Discuss After You Read” section, the comprehension questions are meant to help your children focus on some of the more important aspects of the stories you read together. Our intent with this additional material is to provide you with the resources you need to get every bit of enjoyment you possibly can from a book.

Timeline

Your children will record significant people and events in a spiral-bound timeline book. Over the years, you’ll fill this book as your children’s knowledge and understanding of history expands.

The † symbol indicates it has an accompanying figure in the Sonlight Timeline Figure packet. Place these stickers into your timeline book. Timeline suggestions are marked with a 📍 symbol. Handwrite these suggestions into the timeline book as well.

When a timeline suggestion denotes a range of dates (e.g., 1865–1890), we recommend that you use the ending date when placing the figure on your Timeline.

All suggestions and figures can be found on the Timeline Figure Schedule, in Section Four.

Map Points

We provide map suggestions from the assigned reading in the Study Guide. Look for the 📍 symbol on the schedule page and in the notes. Use the coordinates and the location name in the notes to find each location on the laminated colorful maps in the front of the guide. Then, have your children note each location on your blank, **Markable Map** using a washable pen.

Complete the map assignments included in all of the guides to lend context to the stories your children are reading and improve their knowledge of geography.

Further information and useful documents

If you would like further information on how to use the instructor guide, please login to your Sonlight Account and go the My Downloads section to access the “Understanding the Structure of Your Guide” and “Getting Started” documents.

For extra schedule pages, field trip planning sheets, practical life check off lists, and other documents specific to your guide go to the My Downloads section of your Sonlight Account (available to original purchaser only).

Bible

Day
1

Luke 2:1–20

Week 1: We begin with the Birth of Christ. Witness His humble beginnings heralded by the hosts of heaven and contemporary prophets. He is the Savior the Jewish people have been waiting for. Then we jump forward a couple of years to see how He fits into the political world of His day, honored by people far away and feared by the leaders nearby as the one true King.

—Bible Notes by *Luke Holzmann*

Timeline and Map Points

† **Jesus Christ (ca. 4 BC–AD 29)**

Memorization (Bible)

Day
ALL

Revelation 3:20

Behold, I stand at the door, and knock: if any man hear my voice, and open the door, I will come in to him, and will sup with him, and he with me.

Day 1 pp. 2–3

Have your children sit next to you to look at the pictures. If they are visual learners these types of books will help form their views of history and help it come alive.

See the article “Why You Will Find Contradictions in History,” found in the ‘Downloads’ section of your Sonlight account.

Note to Mom or Dad: Please note the *Usborne Book of World History* contains pictures of people who are rather underdressed by Western standards. It also includes battle illustrations. If your children are sensitive to this, we recommend you look through the book before you read it with your children or let them look at the book on their own.

To Discuss After You Read

- Q: Why are archeologists interested in how deep an item is found on an archeological site?
- A: *cities are often built on top of older civilizations so archeologists can uncover information about different periods of time*
- Q: What is archaeology?
- A: *the study of the past by looking at what ancient peoples left behind*

Day 2 pp. 4–5

Note to Mom or Dad: These pages contain pictures of people who are rather underdressed by Western standards. Please keep in mind that the people in these civilizations view themselves as clothed. Many of them have not met someone with a western view of dress. They do not wear their few clothes to entice others; this is normal dress.

To Discuss After You Read

- Q: Why did people settle and farm?
- A: *as people farmed and raised animals for food, they had a more reliable source of food and thus they had time for other creative works. The author claims people eventually discovered how to farm. In the Bible, Adam and Eve tended a garden, and Cain and Abel were some of the first people to raise the crops. Even today, some peoples hunt and gather and migrate to get food. This is not an evolutionary process, but a choice made by the peoples*

Timeline and Map Points

- 🌐 See the map in box 3 on page 4—this region is called the Fertile Crescent.

Day 3 pp. 6–7

Note to Mom or Dad: These pages contain pictures of people who are rather underdressed by Western standards.

To Discuss After You Read

- Q: Why does the book highlight Jericho and Çatalhöyük?
- A: *they are two of the oldest towns discovered*
- Q: How did Jericho become wealthy?
- A: *through trade*

Timeline and Map Points

- 🕒 **Jericho destroyed by God (ca. 1400s BC)**
- 🌐 *Jericho (G9); Çatalhöyük (F9) (map 3)*

Day 4 pp. 8–9

The ziggurat of Ur was about 21 meters high or about 69 feet and between 6 or 7 stories high.

God called Abraham from Ur.

To Discuss After You Read

- Q: Why did Sumer develop into a civilization?
- A: *the people had water and fertile land*
- Q: What was a ziggurat used for?
- A: *as a temple*

Timeline and Map Points

- 🕒 **Sumer (3500–2500 BC)**
- 🕒 **Mesopotamia (4000 BC)**
- 🌐 *Sumer (G11); Ur (G11); Tigris River (F10); Euphrates River (G11); Mesopotamia (G11) (map 3)*

Day 5 pp. 10–11

To Discuss After You Read

- Q: Why did the Sumerians invent writing (cuneiform)?
- A: *for record keeping and trade*
- Q: Why did scribes measure the land?
- A: *for taxes*

Window on the World

Day 1 “Introduction” pp. 4–7

One of Sonlight’s goals is to raise up children with a heart for the world. When scheduled, please read through the description of peoples around the world and take a few moments to pray that God would make his name known there.

We matched most of the countries that we pray for in the *Window on the World* with the *Geography Songs* recording. Please pray for the people groups where they

live, but also consider that the men or women you meet in your country may have immigrated from one of these unreached lands and pray for them too.

It is a great opportunity for your children to learn that people are not all like them—it's even a good reminder for us. If your children seem drawn to a people group, have them lead the prayer, talk about it over dinner, and maybe contact a mission agency who works with them. Sonlight is closely connected with several agencies and would love to support you in that.

Note to Mom or Dad: *Window on the World* contains a world map with the people groups shown. For the map assignments listed on the Schedule page, please refer to pp. 6–7 within the book. Look up each country and people group as you pray for them.

Day
2

“Judaism” pp. 204–205

Rationale: Why do we learn about Judaism here? Our progression begins in the Middle East where three significant religions began. We start with the oldest world religion that worshipped one God; Judaism. Tomorrow we will pray for Israel. ■

Level B+C: History/Bible/Literature

Days 6–10: Date: _____ to _____

| Week Overview | | | | | | | | | | | | | | | | | |
|---------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |

Week 2

| Date: | Day 6 | Day 7 | Day 8 | Day 9 | Day 10 |
|--------------------------------|---|--|--|---------------------------|--|
| BIBLE | Reading Luke 1:5–13 | Matthew 3:1–6 & 13–17 cf. Luke 3:1–6 | Luke 4:14–22 cf. Mark 6:1–6 | Luke 4:23–37 | Luke 5:1–11 |
| | Memorization | Joshua 24:15— And if you be unwilling to serve the LORD, choose this day whom you will serve, whether the gods your fathers served in the region beyond the River, or the gods of the Amorites in whose land you dwell; but as for me and my house, we will serve the LORD.” | | | |
| | Sing the Word: God Our Provider | Track 7 Listen to this track the entire week. | | | |
| HISTORY & GEOGRAPHY | Usborne Book of World History pp. 12–13 N | pp. 14–15 f, t, g, N | | | pp. 16–17 N |
| | Usborne Time Traveler | | pp. 98–101 g | pp. 102–105 | |
| | Window on the World “Egypt” pp. 44–46 g Egypt | “Kabyle” pp. 82–83 g Algeria | | | |
| | Geography Songs “North Africa” Track 9 | | “North Africa” Track 9 | “North Africa” Track 9 | |
| READ-ALOUDS | Red Sails to Capri chap. VI | chap. VII | chap. VIII | chap. IX | chap. X |
| | The Aesop for Children “The Frogs and the Ox” p. 9 | | “Belling the Cat” p. 11 | | “The Dog, the Cock and the Fox” p. 10 |
| | 104 Poems of Whimsy and Wisdom “The Months” p. 3 | | “When the Sun Rises” & “Morning” p. 4 | | |
| Additional Subjects: | | | | | |
| | | | | | |
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Bible

Day **6** Luke 1:5–13

For your story today, we take a step back to look at a bigger picture. John the Baptist is making waves proclaiming the coming of the Messiah. People generally like Jesus, but the people who grew up in Jesus’ hometown aren’t that impressed with him. “He’s only a carpenter’s son.” Still, people flock to hear Jesus and He starts gathering the 12 men He will specifically train, His disciples.

Memorization (Bible)

Day **ALL** Joshua 24:15

In the Old Testament, a man named Joshua—who you’ll meet in a few weeks—said that his family would follow God. Jesus came, and His disciples followed Him when He called. Will you?

And if you be unwilling to serve the LORD, chose this day whom you will serve, whether the gods your fathers served in the region beyond the River, or the gods of the Amorites in whose land you dwell; but as for me and my house, we will serve the LORD.

Usborne Book of World History

Day 6 pp. 12–13

Note to Mom or Dad: These pages contain pictures of people who are rather underdressed by Western standards. There is also mention of a group of people committing suicide on p. 13 “The royal graves of Ur.”

To Discuss After You Read

Q: State one thing you found interesting about life in Sumer.

Day 7 pp. 14–15

Note to Mom or Dad: These pages contain pictures of violence and of people who are rather underdressed by Western standards.

To Discuss After You Read

Q: Why was Egypt a fertile country?
A: *the inundation, or flooding of the farmland brought nutrients and water to an otherwise dry land*

Timeline and Map Points

- 👤 **Narmer, first Egyptian king (ca. 3100 BC)**
- 🕒 **Upper and Lower Egypt join to form one land (3200 BC)**
- 🌐 *Egypt (H8); Delta (H8) (map 3)*

Day 10 pp. 16–17

Note to Mom or Dad: These pages contain pictures of people who are rather underdressed by Western standards.

To Discuss After You Read

Q: Describe one thing in Egyptian life that caught your attention.

Usborne Time Traveler

Day 8 pp. 98–101

Cultural Literacy

Delta: area where a river splits into many outlets, eventually into a larger body of water.

To Discuss After You Read

Q: Why do we know so much about the Ancient Egyptians?
A: *Egyptians were among the first people to leave behind pictures and writings that described how they lived*

Your children will capture the feeling of Egyptian history through this book. It gives your children the flavor of how people lived during this time.

Remind your children that BC means before Christ and AD means Anno Domini for after Christ. Show that the Ancient Egyptian empire existed before Christ (during the days of the Old Testament).

Because we use this book following a time line, we read the pages on the Egyptians before we read about knights and castles. Therefore, we haven’t “met” Baron Godfrey and his family, the group from the section before.

Q: Why is the desert called the Red Land and the river valley the Black Land?
A: *the desert soil is red in color and the river valley black from the rich soil left behind when the Nile recedes*

Timeline and Map Points

- 🌐 *Nile River (H8); Thebes (capital) (I9); Egypt (H8) (map 3)*

Day 9 pp. 102–105

To Discuss After You Read

Q: For what did Egyptians use the Nile?
A: *to water their crops in the hot, dry land and for transportation*

Q: How did peasants pay for the land they used to farm?
A: *peasants farmed the land of wealthy landowners and paid for use of the land by giving the landowner part of the food they grew*

Geography Songs

Day 6 “North Africa” Track 9

We spend the next seven weeks on the countries in Africa. We recommend you listen to the assigned track each week plus the previous tracks. You’ll be amazed at what your children know.

Since the book does not list the nations by region, we list the countries of each region on the first day assigned. If you read along with the list, you’ll understand the unknown names more easily.

North African nations: Egypt; Libya; Tunisia; Algeria; Morocco; Canary Islands; Western Sahara.

Timeline and Map Points

- 🌐 *For each country or people group, find where they live on the map in the book on pp. 6–7. ■*

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Level B+C: History/Bible/Literature

Days 11–15: Date: _____ to _____

| Week Overview | | | | | | | | | | | | | | | | | |
|---------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |

Week 3

| Week 3 | | | | | | |
|-----------------------------|--|---|---|---|---|------------------------------|
| Date: | Day 11 | Day 12 | Day 13 | Day 14 | Day 15 | |
| BIBLE | Reading | Luke 6:12–16 | Matthew 14:22–36 | Matthew 9:9–13 & Luke 14:1–14 | Luke 19:1–10 | Mark 2:1–12 |
| | Memorization | Matthew 6:9 (Find the passage within the notes). | | | | |
| | Sing the Word: God Our Provider | Track 8 Listen to this track the entire week. | | | | |
| HISTORY & GEOGRAPHY | Usborne Book of World History | | | | | pp. 20–21 |
| | Usborne Time Traveler | pp. 106–107 | pp. 108–109 | pp. 110–111 | pp. 112–113 | |
| | Window on the World | “Chad” pp. 32–33 Chad | “Beja” pp. 20–21 Sudan | | | |
| | Geography Songs | “Northern Central Africa” Track 11 and 9 | “King Tut” p. 50; “Sphinx and Pyramid” p. 54 | “Northern Central Africa” Track 11 and 9 | “Northern Central Africa” Track 11 and 9 | |
| READ-ALOUDS | Memorization | Our memorization/public speaking assignment is your child’s favorite poem. Once your child has decided on a poem, have them read the poem ten times this week—twice each day. | | | | |
| | The School Story | chaps. 1–3 | chaps. 4–6 | chaps. 7–8 | chaps. 9–10 | chap. 11 |
| | The Aesop for Children | “The Eagle and the Jackdaw” & “The Boy and the Filberts” p. 12 | | “Hercules and the Wagoner” p. 13 | | “The Kid and the Wolf” p. 13 |
| | 104 Poems of Whimsy and Wisdom | “Ducks’ Ditty” & “Four Ducks on a Pond” p. 5 | “Not They Who Soar” p. 6 | “Hope is a Thing with Feathers” p. 7 | | |
| Additional Subjects: | | | | | | |
| | | | | | | |
| | | | | | | |

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Bible

Day 11
Luke 6:12–16

Jesus chooses uneducated fishermen, a political rebel (a Zealot), a hated government tax collector, and a traitor to be the ones He teaches to help others. If Jesus can use

men like that to change the world, He can use us to bless people as well. This week we will also experience things inside some homes of Jesus’ day. Meals, parties, big gatherings to listen to Jesus teach ... all of this happens inside homes. Jesus heals sickness and inspires people to change their attitudes. Jesus taught normal people in their every day surroundings. He meets us where we are.

Parental Notes
 Map Point
 Timeline Figure
 Timeline Suggestion

Memorization (Bible)

Day
ALL

Matthew 6:9

⁹ After this manner therefore pray ye: Our Father which art in heaven, Hallowed be thy name.

Jesus taught His disciples how to pray when they asked Him.

Your children will memorize Matthew 6:9–16 over the next 6 weeks. They will learn a verse a week.

We also assign poem memorization over the next 6 weeks. Your children will choose a favorite poem to memorize. We recommend a poem at least 12 lines long, but no more than 70. Look for one that captures your attention—Robert Louis Stevenson writes some particularly good ones. You can also look through *104 Poems of Whimsy and Wisdom* for poems to memorize as well. Their poem will be due for presentation on Week 8. Have your child read the poem ten times every week—twice each day. Encourage your child to think about the meanings of the words and the poem as a whole. Do they understand it completely?

Usborne Book of World History

Day
15

pp. 20–21

To Discuss After You Read

The height of Khufu's pyramid was 148 meters, or about 485 feet. The blocks used weighed on average 2,300 kilograms, or 5071 pounds each.

Q: How did the Egyptians build the pyramids?

A: *with no machines nor with a wheel; men would drag the huge cut blocks up a ramp where they would use wooden poles to move the stones into place; white limestone covered the exterior*

Usborne Time Traveler

Day
11

pp. 106–107

To Discuss After You Read

Q: Describe an Egyptian party.

A: *guests gathered in the central hall. Married couples sat together, but single boys and girls had to sit apart. Egyptians did not use forks and knives. Instead they ate with their fingers, which they washed in bowls of water*

Day
12

pp. 108–109

Note to Mom or Dad: These pages contain idol worship.

To Discuss After You Read

Q: The book states that “temples were like small cities.” Explain what that means.

A: *they had workshops, a school, a library, and storerooms; scholars and scribes worked at the temple copying and studying important scrolls; sons of temple officials attended the temple school, where they learned to read and write*

Day
13

pp. 110–111

To Discuss After You Read

Q: What did the Egyptians write on and explain the difference between the two writing styles.

A: *on stone or pieces of broken pottery (ostraca), or they used papyrus reeds to make paper. The Egyptians had two kinds of writing. Hieratic was a kind of shorthand that they used for day-to-day business. Hieroglyphics were used for religious writings and inscriptions on monuments. The hieroglyphic language was a combination of pictures and characters that stood for different sounds*

Day
14

ppp. 112–113

To Discuss After You Read


Q: Why did the Ancient Egyptians build the pyramids?

A: *as burial chambers for the pharaohs of Egypt*

Q: Can you imagine having enough power to command enough people to cut and move 2 million, 2 ton stone blocks for your burial monument?

Timeline and Map Points

 **The Great Pyramid (ca. 2900 BC)**

 *The Valley of the Kings* where many of the Pharaoh's tombs are located (19) (map 3)

Window on the World

Day
11

“Chad” pp. 32–33

Don't forget to find the country on the map on pp. 6–7 in the book. Use a sticky note on the map pages to remind you to do so.

Geography Songs

Day
11

“Northern Central Africa” Tracks 11 and 9

Please read through the list of country names so your children can correctly hear the names: Central African Republic, Sudan, Chad, Cameroon. ■

Section Three

Read-Alouds

Day
1

Chapter I

Find the **Vocabulary** words in bold type in a sentence. Read the sentence to your children and see if they can define the word. If they don't know, just explain what the words mean to your children. For **Cultural Literacy** words that are in bold followed by a colon, define the word for your children as you read. They could be unfamiliar words.

Overview

The German writer August Kopisch first revealed the existence of the Blue Grotto (Grotta Azzurra) when he described its extraordinary beauty in August, 1826. Since then the Blue Grotto has become the emblem of the island of Capri; but its history goes back much further. It was well known to the Romans, as proved by antique statues that were found submerged in it back in 1964. This discovery, plus the discovery of remains from an ancient landing place and work on an underground tunnel suggest that the cavern was once visited frequently.

The Capri locals knew about the grotto before Kopisch described it, but they avoided it because they thought witches and monsters inhabited it. For further research and to see pictures, use your favorite search engine to look up the phrase, "blue grotto."

Cultural Literacy

"The good saints keep us": a phrase used by Catholics who believe Saints in heaven watch over people on earth and advocate on people's behalf.

tam: a hat with a tight head band and a wide flat circular crown.

landlubber: a person who lives and works on land, an inexperienced sailor.

wry: twisted to express emotion.

"5 lire times forever": if the guests continue to pay 5 lire per day to stay at the inn, the Paganos will be rich. In other words, the guests bring good fortune.

To Discuss After You Read

Q: What countries do the three strangers come from and what do they seek?

A: *England—to paint beauty; Denmark—to study; France—a writer, in search of adventure*

Q: Why are guests in the off-season so welcome?

A: *they bring in money and give workers something to do*

Timeline and Map Points

Find the laminated maps at the beginning of this guide. We print them back to back.

📍 *Capri (E5); Naples (E5); Venice (D4); Rome (E5) (map 3)*

Day
2

Chapter II

Vocabulary

The bell was being rung with both hands now. It **clamored** and clanked. (*made loud sustained noise*)

To Discuss After You Read

Q: Why can't Michele go to Naples?

A: *there is too much work with the guests, and guests could mean money in the chest (or savings)*

Q: Why would the name Capri, or goat, be appropriate for a mountainous island?

A: *people need to be goat-like to walk the steep island*

Day
3

Chapter III

Cultural Literacy

kilometer: 1,000 meters; a meter is about 39 inches; a kilometer is a little more than half a mile.

semicircle: a half circle.

bellied: bulged.

To Discuss After You Read

Q: According to Mamma, why does macaroni stick to the bottom of a pan? Is this a reasonable explanation?

A: *it's jealous and wants all your attention*

Day
4

Chapter IV

Vocabulary

The voice, at least, was not **concealed**. (*hidden*)

Cultural Literacy

Philosophy: the study of human nature and conduct.

To Discuss After You Read

Q: How does Michele view the steps to Anacapri?

A: *at first he thinks they are ugly, but in Lord Derby's picture they are beautiful—like a stairway to heaven*

Day
5

Chapter V

Vocabulary

"I thought the boat would turn over with his **ravings**." (*irrational, incoherent utterings*)

"It's all my fault," said Michele **dolefully**. (*woefully; sadly*)

Cultural Literacy

jackanapes: monkeys, apes.

sirocco: a wind that is so full of dust that it sends every-one indoors.

To Discuss After You Read

- Q: "Monsieur Jacques paced the floor like a caged animal." What does this sentence mean?
- A: *he walked back and forth in an agitated manner like a restless caged animal that can't go anywhere*
- Q: According to Signor Pagano what comes with the price of a fisherman's boat? Does he like his job?
- A: *the fish he will catch, his love of the sea, the feel of the wind on his face, the excitement, the danger, and his pride in the haul; yes!*
- Q: How does the cove relate to philosophy according to Herre Nordstrom?
- A: *they will find the truth by gaining knowledge*

Day
6

Chapter VI

To Discuss After You Read

- Q: What is Angelo's opinion of a "smart fool"? Why?
- A: *there is nothing in the world as dangerous; they will do anything*
- Q: According to Angelo, why do the people of Capri not mention the cove?
- A: *due to an old superstition, a solemn pledge to the church, and a great fear of the mysterious cave*

Day
7

Chapter VII

Vocabulary

"It has **tormented** me for many years." (*caused suffering*)

Cultural Literacy

curlicues: fancifully curved figures.

concoction: crudely mixed together.

imbeciles: not smart.

To Discuss After You Read

- Q: Why does Signora Pagano take to bed?
- A: *she hopes that by refusing to work in the inn, the men will leave and not go to the cove*
- Q: Why is it important for Signor Pagano to take Michele to the cove?
- A: *Papa has a chance to give Michele something precious—an adventure to make him feel brave and important*

Day
8

Chapter VIII

Vocabulary

Signora Pagano looked particularly **jubilant**. (*expressing great joy*)

To Discuss After You Read

- Q: What does Mamma mean by: "Sometimes it takes a brave man to run away"?
- A: *sometimes it takes more courage to do what is right than to do what is expected of you*
- Q: Why does Angelo decide to go at noon to the cove?
- A: *at noon the men's behavior would not be at all suspicious*

Day
9

Chapter IX

To Discuss After You Read

- Q: We are told that "Michele felt as if he had been chasing tomorrows all his life." What does that mean?
- A: *it seemed like he had been waiting for things to happen*
- Q: Why does Michele ask if Pietro can come too?
- A: *they are brothers of the heart; Pietro didn't go to Naples without him—bringing him along would only be fair*

Day
10

Chapter X

Vocabulary

Even the air they breathed was blue. And their bodies, filled with it, felt light and **buoyant**. (*floating*)

Every ripple was edged with gleaming bubbles; every wave carried with it a trail of **spangles**. (*sparkling or glittering light effects*)

Three by three the boats continued to take their turns, and with every trip the **hilarity** mounted. (*intense laughter*)

To Discuss After You Read

- Q: As they traveled to the cove "no one said a word. There was nothing to say. All the talking was over; only doing remained." What does this mean?
- A: *all the plans had been discussed, now they just needed to carry them out*
- Q: All three men came to Capri for something. What did they each find in the cave?
- A: *adventure, beauty, and truth*
- Q: Of what was the journey just the beginning?
- A: *a huge tourist industry: people have come by the hundreds and thousands from all over the globe to see one of the most beautiful places in all the world* ■

Day
1

“The Wolf and the Kid” p. 7

Rationale: We include this book to make children aware of their cultural heritage—of famous stories. We also want them to be aware of stories told to teach a lesson; a moral tale.

Cultural Literacy

kid: a young goat.

To Discuss After You Read

Q: How did the Kid avoid being eaten by the Wolf?

A: *he asked the Wolf to pipe him a tune; the shepherd dogs heard it and came back to rescue the Kid*

Day
3

“The Tortoise & the Ducks” p. 8

Cultural Literacy

Jupiter: the ruler of the gods in Roman mythology.

Day
8

“Belling the Cat” p. 11

To Discuss After You Read

Q: Why do you think none of the mice wanted to “bell the Cat”?

A: *because if they got near enough to put a bell on the cat, the cat could catch them*

Day
10

“The Dog, the Cock and the Fox” p. 10

Cultural Literacy

cock: a rooster.

porter: a doorkeeper.

Day
11

“The Eagle and the Jackdaw” p. 12

Cultural Literacy

jackdaw: a black bird similar to a crow.

Day
11

“The Boy and the Filberts” p. 12

Cultural Literacy

filberts: hazelnuts.

Day
13

“Hercules and the Wagoner” p. 13

Cultural Literacy

Hercules: a hero of Roman mythology known for his great strength.

Day
15

“The Kid and the Wolf” p. 13

To Discuss After You Read

Q: Why did the Kid feel free to speak unkindly to the Wolf?

A: *the Kid knew he was out of the Wolf’s reach—he wouldn’t say such things if he wasn’t in a safe place*

Day
16

“The Town Mouse and the Country ...” pp. 14–15

To Discuss After You Read

Have your children retell the story of the country mouse and the town mouse.

Day
18

“The Fox & the Grapes” p. 16

To Discuss After You Read

Q: The phrase “sour grapes” comes from this story. What do you think people mean by the phrase?

Day
21

“The Ass and His Driver” p. 18

Cultural Literacy

ass: a donkey.

To Discuss After You Read

Q: What happened to the ass who didn’t listen to his master? Could this be applied to directions given by our parents?

A: *he tumbled head over heels down the mountainside; yes, they often keep us from trouble*

Day
26

The Shepherd Boy and the Wolf” p. 20

To Discuss After You Read

Q: What happened the third time the boy shouted, “Wolf! Wolf!”?

A: *the villagers didn’t come to help him because they thought he was trying to fool them again*

Day
36

“The Owl and the Grasshopper” pp. 26–27

Cultural Literacy

Olympus: a mountain in Greece believed by ancient Greeks to be the dwelling place of the gods.

Apollo: one of the gods in Greek and Roman mythology—he pulled the Sun across the sky each day in his chariot.

Timeline and Map Points

📍 Mount Olympus (E6) (map 3)

Day
51

"The Ass and the Load of Salt" pp. 32–33


Hands-On Activity

Dip a spoonful of salt in water. See if it melts away like it did for the donkey. Now try wetting a dry sponge. Why is it so much heavier when it's wet?

Day
53

"The Leap at Rhodes" p. 34

Timeline and Map Points

 Rhodes (F8) (map 3)

Day
61

"The Birds, the Beast, and the Bat" p. 37

To Discuss After You Read

Q: Why could the Bats side with either the Birds or the Beasts?

A: *because they can fly like the Birds but are actually mammals like the Beasts*

Day
78

"The Peacock" pp. 42–43

Cultural Literacy

Juno: queen of the gods in Roman mythology.

Day
108

"The Mule" and "The Fox and the Goat" p. 57

Cultural Literacy

mule: the offspring of a horse and a donkey.

Day
126

"Three Bullocks and a Lion" p. 126

Cultural Literacy

bullock: a young bull.

Day
128

"Mercury and the Woodman" pp. 66–67

Cultural Literacy

Mercury: a god in Roman mythology.

Day
141

"The Milkmaid and Her Pail" p. 74

To Discuss After You Read

Q: What plans did the milkmaid have for her milk?

A: *she was going to make butter with it to sell and with the money buy eggs for hatching, when the eggs hatched she planned to sell the chicks to buy a new dress to wear to the fair to impress the young men*

Day
170

"The Mole and His Mother" p. 90

Cultural Literacy

frankincense: a sweet-smelling tree resin, used for incense or perfume. ■

Day
2

“Mix a Pancake” & “Animal Crackers” p. 1

To Discuss After You Read

Q: What words rhyme in this poem? [“Mix a Pancake”]

A: *pan and can*

Q: The end of this poem might be a bit confusing, when the speaker talks of having “cocoa and animals once more for tea!” In America, people drink a cup of tea—we wouldn’t have cocoa and animal crackers for tea. What does that mean? [“Animal Crackers”]

This poem comes from England, and some people there call the evening meal “supper,” and some people call it “tea.” The speaker is having animal crackers and cocoa for supper! [“Animal Crackers”]

Day
3

“The Twelve Months” p. 2

To Discuss After You Read

The author plays with language in this poem. Some words are real words, like “snowy” and “breezy.” But most of the rest normally don’t end in “y.” Poets are allowed to adjust language to fit their poems. There’s even a name for this: poetic license. Poets have a license to play with language!

The word “bower” isn’t used much anymore, but it means a pleasant shady place outdoors, or a summerhouse. A summerhouse is a small building in a park or garden where people might sit in the summer time.

Day
6

“The Months” p. 3

To Discuss After You Read

Look at the rhymes through this poem. When poets talk about rhymes, each different ending gets a new letter. The first two lines rhyme with each other, so they are both assigned the letter A. The second two lines rhyme with each other, so they are assigned the letter B.

- So far the poem is *AABB*.
- Then the rhymes alternate, and they are new endings, so the next four lines are *CD CD*.
- Back again to two lines rhyming: *EEFF*.
- Then comes the last four lines, with a tricky rhyme pattern that’s not overly obvious: *GHHG HIIH*.

That’s quite technical, but here is what I think the poet is saying even with the rhymes: the year changes. Some things seem similar, some things show up again. But there is always something new, something unexpected.

Isn’t that interesting, that the poet could show that with the rhyme itself?

Day
8

“When the Sun Rises” & “Morning” p. 4

To Discuss After You Read

Try reading the first four lines of this poem. Without the last line, it sounds almost like a complaint: I work and sleep and have to dig my own well and grow my own food.”

But then the last line somehow changes the four lines before! Rather than entirely about “I,” suddenly we read about sharing creation!

And “Kings can do no more”? That gives the whole poem a tremendous amount of dignity and majesty.

“I know how to work and to rest. I know how to produce water and food. I am self-sufficient. I live a balanced life.”

Isn’t that interesting! [“When the Sun Rises”]

One of my college professors said that this was his favorite short poem. It sounds lovely in Italian, but we owe a debt of gratitude to the translator who put the words into English.

Q: What does it mean to be “illuminated by immensity”? [“Morning”]

A: *one of the meanings could be that the sun lights up the world. We can’t see much in the dark, but when the sun rises, we can see all around. But poems can have more than one meaning, so if you think of something else, that works, too!*

Day
11

“Ducks’ Ditty” & “Four Ducks on a Pond” p. 5

To Discuss After You Read

If you have ever been near a pond with a lot of ducks, you know that they can be very noisy! [“Ducks’ Ditty”]

A “stanza” is a set of lines in a poem that are separated from other lines. Here we have four stanzas. [“Ducks’ Ditty”]

And in the third stanza, we find out who is saying these words. The speaker (or, rather, speakers!) are the ducks themselves! [“Ducks’ Ditty”]

There are several unusual words here [“Ducks’ Ditty”]:

backwater: a part of the river not reached by the current, a stagnant place.

dabble: this has several meanings, but one meaning is specific to ducks: move the bill in shallow water when feeding.

drake: a male duck.

roach: an edible Eurasian fish of the minnow family, popular with fishermen.

larder: pantry.

This is another poem that has a surprise twist at the end.

The first four lines are so lovely. You can imagine looking at the pond, in the beautiful weather, with the ducks swimming.

It is a simple thing, but sometimes we do remember little, unexpected moments. There was probably nothing very important about that memory, which is why the speaker seems almost surprised to still remember it.

But why does he remember that moment with tears?

It's a little unsolved mystery! Did his family move away from the pond and he never saw it again? Was that a moment of happy peace before a beloved parent died? Is the speaker sad that youth has gone, crying simply because so much time has passed?

We don't know, but it's interesting to think about! ["Four Ducks on a Pond"]

Day
12

"Not They Who Soar" p. 6

To Discuss After You Read

Q: In this poem, how many different sounds at the end of words can you find?

A: *only three: words that rhyme with sod and plod, word that rhyme with care and air. And the two ends of the two stanzas: soar*

This poem basically says, "If you're soaring, you're not a hero. Yes, nice to be you, free up there. But the ones who keep going, despite whipping and bare feet and thorns and rocks—these are the true heroes."

Day
13

"Hope' Is the Thing with Feathers" p. 7

To Discuss After You Read

To be "abashed" is to be ashamed or embarrassed. To be "in extremity" is to be in a condition of extreme adversity or difficulty.

This delightful poem is an extended metaphor, comparing hope to a bird that sings without stopping. Perhaps in an extremely bad situation, the bird might be embarrassed, but usually it sings and cheers the hearts of the listeners. The speaker claims to have heard it in very cold times and very odd times, but no matter how hard a situation, the bird didn't need anything ("ask a crumb") from the speaker.

Day
16

"The Eagle" p. 8

To Discuss After You Read

"Azure" is another word for "blue." So "Ringed with the azure world, he stands," means that the eagle stands, surrounded by blue sky.

Q: What's the rhyme scheme for this poem?

A: *AAA BBB*

Each line has exactly eight syllables.

Alliteration is the word for different words that share the same first sound. Look how many words alliterate in these 48 syllables! *He, hands. Clasps, crag, crooked, close, crawls. Sun, stands, sea. Lonely, lands, like. Ring'd, wrinkled. World, watches, walls.*

And then there's this completely unexpected word *thunderbolt*. He's used no other *th* sounds in the poem. (Note that the letter combination *th* makes two separate sounds: one like in the and one in *th*. One uses the vibrations in the voice box, and the other doesn't. He used one type in *the*, but not the other type in *thunderbolt*.) He's used no other *b* sounds. The sound of the word itself is completely unexpected.

And he ends with the word *falls*. Again, no other *f* sounds previously in the poem. It's a beautiful, dramatic word.

What a poem!

Day
18

"The Tyger" p. 9

To Discuss After You Read

"Did he who made the Lamb make thee?"

I love this question because it highlights the diversity in the world—carnivore vs. herbivore, predator vs. prey, terrifying vs. cuddly—without saying outright, "Look how different all the animals are!"

The poet uses far better language!

Day
21

"The Crocodile" p. 10

To Discuss After You Read

In real life, I think of crocodiles as terrifying, menacing creatures. This poetic crocodile, though, seems completely different.

Q: What words does the speaker use that make the crocodile seem cheerful and friendly?

A: *little, improve, shining, pour, golden, cheerfully, grin, neatly, welcomes, gently, smiling*

With this set of words, the crocodile almost sounds like a friendly grandmother. Which makes the poem fun to read. But also kind of scary, because crocodiles are actually none of those things, yet the speaker managed to make the crocodile sound appealing. Amazing!

Day
23

"A Narrow Fellow in the Grass" p. 11

To Discuss After You Read

Female poet Emily Dickinson uses a male speaker ("when a Boy and Barefoot") to describe what it's like to come across a snake.

In the last two stanzas, the speaker says something like, “Some of the animals I meet, I really like. I feel cordial, or warm and friendly, toward them. But whenever I see a snake, even if I’m with someone else [or, alternate reading: whether I see one snake or two], I can’t help it. I catch my breath and feel ‘Zero at the Bone.’”

Literally, of course, the idea of “zero at the bone” makes no sense. Our bodies aren’t made of little numbers, all connected together. So think about it figuratively. What do you think it means to have “zero at the bone”?

If a zero is emptiness, and your bones go to zero, maybe a sense of weakness? Or maybe zero is a temperature, like a chill, and there’s a sense of shock or coldness.

It’s a fabulous word, even without a specific definition.

Day
26

“High Flight” p. 12

To Discuss After You Read

The early pilots experienced flight in a way that we don’t today—in airplanes open to the sky. I don’t know that there is anything comparable to soaring through the air in one of those early, dangerous planes. But clearly this pilot loved everything about flight.

Q: Do you remember the name of the type of poem this is? Fourteen lines, ten syllables each?

A: *it’s a sonnet! This rhyme scheme is different (and a bit untraditional): ABAB CDCD EFEFGF*

Day
27

“The Swing” p. 13

To Discuss After You Read

This is a poem that sounds like swinging! Can you hear it?

HOW do you LIKE to go UP in a SWING?
UP in the AIR so BLUE?
OH i do THINK it the PLEAsantest THING
Ever a CHILD can DO.

The words in capitals are accented. If words have more than one syllable, some of the syllables are accented and some are unaccented. Sometimes a word changes meaning, depending on which syllable is accented.

For example, the word “permit.” If you have a PERmit, it means you have a piece of paper that grants you permission. If you want to go to a friend’s house, you might ask if your parents will perMIT you to go.

Or “present.” A PREsent is a gift. But you might want to preSENT, or introduce, your new friend to your family.

Really talented poets use accents for emphasis and to deepen the meaning of what they are saying. (Amazing!)

Day
28

“Composed Upon Westminster Bridge...” p. 14

To Discuss After You Read

Westminster Bridge is a bridge in London. Early on a September morning, before the business of the city began, the speaker stood on the bridge and grew astonished by the beauty of the sleeping city, by the glory of the peaceful morning.

This poem is a sonnet, a type of poem that follows specific rules. Sonnets all have 14 lines, with ten syllables per line. Sonnets divide into eight lines and six lines, called the octave, for eight, and sestet, for six. In this poem, the octave is more about the sleeping city, and the sestet is more about the peace of nature around the city (though this division isn’t as clear-cut as some sonnets).

Sonnets also follow a specific type of rhyme scheme, though there is some variation. This poem has this rhyme scheme: ABBA ABBA CDCDCD.

It’s a lovely meditation on how nature and city create a new form of loveliness.

Day
31

“The Rainbow” p. 15

To Discuss After You Read

Q: What does this poem compare?

A: *boats and ships compared to clouds, and bridges compared to a rainbow*

Q: Can you pick out some of the rhyming words?

A: *seas, these, please, trees. With the repeated words, the rhyme scheme looks like this: ABCBABDBCB*

Day
33

“The Negro Speaks of Rivers” p. 16

To Discuss After You Read

Today we would say “African American” instead of “Negro.”

In this luminous poem by African American poet, Langston Hughes, he uses, as his speaker, different stories from different rivers:

- The Euphrates, in the Middle East, called the cradle of civilization.
- The Congo in central Africa.
- The Nile in Egypt.
- And, told in greater detail, the Mississippi River. This river runs to New Orleans, where it opens into the Gulf of Mexico. In the days when enslaved people were bought and sold in the United States, Abraham Lincoln visited New Orleans and saw humans put up for sale.

Had the poem ended here, this would have been a sad poem. Instead, though, this ends with “My soul has grown deep like the rivers.” Which can mean: even though we have lived through horrible injustice, we survive and thrive.

Day
11

Chapters 1–3

Vocabulary

There was just a trace of **sarcasm**, but Zoe heard it loud and clear. (*use of caustic or stinging remarks*) [chap. 3]

Zoe shook her head and put on an air of **superiority**. (*surpassing in excellence or worth*) [chap. 3]

Cultural Literacy

bodega: a wine shop. [chap. 1]

To Discuss After You Read

Q: According to the author, all writers are first what? [chap. 2]

A: *readers*

Q: What did Natalie do to teach herself to write? [chap. 2]

A: *she would imitate her favorite authors*

Q: Why does Natalie think she couldn't get her book published? [chap. 3]

A: *there are too many writers with manuscripts already*

Timeline and Map Points

📍 *Hudson River* (D10); *New York City* (D11) (map 2) [chap. 3]

Day
12

Chapters 4–6

Cultural Literacy

morgue: a place where bodies are kept until they are released for burial; plus, in publishing houses, where manuscripts are kept. [chap. 6]

To Discuss After You Read

Q: List some of the ways Natalie traveled safely in the busy city of New York. [chap. 4]

A: *if she got in trouble she was to talk to a policeman or a woman with kids; she knew how to call collect and 911; she carried a whistle, extra money, and a cell phone; and she had extra people to call in case of an emergency*

Q: What resources does Natalie use to look up Ted Geisel? [chap. 4]

A: *a dictionary and an encyclopedia on the computer*

Q: What is a pseudonym? [chap. 5]

A: *sometimes called a pen name, a name an author makes up to keep his or her real name private*

Timeline and Map Points

📍 *Manhattan* (D11) [chap. 4]; *California* (E1); *Illinois* (D8); *Texas* (F5); *Florida* (G8) (map 2) [chap. 6]

Day
13

Chapters 7–8

Cultural Literacy

slush pile or unsolicited submissions: unasked for manuscripts that an editor often ignores. [chap. 7]

characters: people in a story. [chap. 7]

plot: the pattern of events in a book. [chap. 7]

originality: freshness in writing style. [chap. 7]

style: the manner of expressing thought. [chap. 7]

literary agent: promotes a new author or illustrator to a publishing house. [chap. 7]

Lincoln Tunnel: a tunnel under the Hudson River that runs between New York City and New Jersey. For further research and more information about this tunnel, we recommend using your favorite search engine to look up the phrase, "Lincoln Tunnel." [chap. 7]

brownstone: a building covered with reddish-brown stone. [chap. 8]

To Discuss After You Read

Q: How many unasked for manuscripts does Hannah's office receive? [chap. 7]

A: *nine or ten each day and twice as many on Monday*

Q: What does the phrase "Zoe had her ducks all in a row" mean? [chap. 8]

A: *she had her affairs in meticulous order*

Timeline and Map Points

📍 *Connecticut* (D11) (map 2) [chap. 8]

Day
14

Chapters 9–10

Vocabulary

Kids burst from their walled **containers** all over the school, and for seven minutes a cheerful **chaos** shook both buildings of the Deary School. (**containers**: boxes or crates designed for storage and/or shipping; **chaos**: a state of utter confusion) [chap. 10]

Cultural Literacy

United Nations: an organization founded after WWII to promote peace and cooperation among the world's nations. For further research and to see the initiatives that the UN is working on, we recommend using your favorite search engine to look up the name, "United Nations." They have some great articles on their own website the show what they are currently working on. [chap. 10]

To Discuss After You Read

Q: The sentence, “Asking Zoe to stop something halfway was like asking a chimp to lay off the bananas,” is a simile. Come up with a similar simile. [chap. 9]

Q: What does this sentence mean? “Natalie’s face was a dictionary of emotions.” [chap. 9]

A: *she showed a wide variety of clearly defined emotions on her face*

Q: Why was Laura Clayton’s job so tough? [chap. 10]

A: *she had to grade a large pile of student writing all in addition to teaching five classes a day*

Day
15

Chapter 11

Vocabulary

The novel was **intense**, but it was also funny. (*highly concentrated: exhibiting deep feeling*)

The desk is a **barrier**. (*obstacle*)

It lies there **smoldering**. (*burning and smoking without flame*)

“Because you want her mom to be **objective**—not be influenced one way or the other, right?” (*impartial: not distorted by personal feelings*)

Cultural Literacy

fraud: an instance of trickery or deceit.

Day
16

Chapter 12

Cultural Literacy

mince: moderate or restrain.

headmaster: the man at the head of the staff of a private school.

To Discuss After You Read

Q: How does Zoe make her agency a reality?

A: *she rents a part-time office with an answering service*

Day
17

Chapters 13–14

Vocabulary

Hannah shook her head and gave Natalie a **wry** smile. (*twisted slightly to show an emotion usually of disgust or displeasure*) [chap. 13]

To Discuss After You Read

Q: How does Zoe get Natalie’s mom to read the manuscript? [chap. 13]

A: *she leaves Natalie’s mom a phone message about a great new manuscript*

Q: Why does Hannah not want to talk about the manuscript with Natalie? [chap. 14]

A: *because the dad in the story is strong and she is afraid Natalie will miss her dad more*

Day
18

Chapter 15

Vocabulary

“My mom **raved** about it last night, and she even mentioned it again this morning—I think she really wants to publish it!” (*rapturously praised*)

Cultural Literacy

carrel: a small desk that is usually enclosed on three sides, designed for individual study.

To Discuss After You Read

Q: Why does Hannah prefer working with new authors?

A: *she gets to put them on the map, that is, she discovers them*

Day
19

Chapter 16

Vocabulary

“Talking to me that way ... giving me an **ultimatum!**” (*a final demand: one whose rejection will end negotiations and result in force or other direct action*)

Cultural Literacy

Titanic: a large steamship. It was built in 1912 and was the largest moving object ever constructed at that time. The Titanic sank on her maiden voyage and of the more than 2,200 men, women, and children aboard, only 705 survived.¹ For further information we recommend using your favorite search engine to look up the name, “Titanic.” [chap. 16]

Empire State Building: a tall building in New York City. When it was built in 1930, it was the tallest building in the world. For further research, we recommend using your favorite search engine to look up the title, “Empire State Building.” [chap. 16]

steamroller: a steam-driven piece of construction equipment that has large smooth rollers, which is driven over the surface of a construction site to compact soil and asphalt.

To Discuss After You Read

Q: What does Ms. Clayton mean when she asks Zoe to play poker? Is Zoe a strong enough player to bluff her hand?

A: *she’s asking Zoe to play a game with Letha with the stakes being “The Cheater.” She wants Zoe to press her advantage (of having the book) to get what all the girls want: Hannah to edit it*

Timeline and Map Points

† Titanic sinks (April 14 & 15, 1912)

1. Tikkanen, Amy. “Titanic.” Encyclopædia Britannica, Encyclopædia Britannica, Inc., 13 Aug. 2018, retrieved on 9 Oct. 2018 from www.britannica.com/topic/Titanic.

Cultural Literacy

Ringling Brothers: five brothers who founded the most successful circus in American history. The Ringling Brothers and Barnum and Bailey performed their last show in May 2017 after operating for over a hundred years.

revolving door: usually has 4 upright panels connected at right angles to form an X. This makes 4 sections. You step into one section and push on the panel in front of you. This pushes the door around in a circle and then your section opens up on the other side of the wall. Several people can go in and out of such a door at one time, each using a different section.

To Discuss After You Read

- Q: How does Zoe get Hannah to edit the manuscript?
A: *she sends the manuscript to the president of the company*

Vocabulary

... for “the full **duration** of copyright” (*the period of time during which something exists or is in effect*)

I think I can find someone to **vouch** for Zee Zee. (*to support or give testimony in favor of*)

Cultural Literacy

triplicate: made with three identical copies.

affidavit: sworn, written statement made under oath.

notarized: signed and sealed by a public official [notary] as testimony that the signatures are genuine.

To Discuss After You Read

- Q: Why did Natalie visit a lawyer?
A: *to make sure her contract was legal*

Cultural Literacy

editorial suggestions: ideas to improve a book.

grammar questions: notes that point out errors in sentence structure.

galley-proof: a pre-publication print of the book to review and allow detection and correction of errors before final printing.

To Discuss After You Read

- Q: How did the girls keep Hannah from discovering who Cassandra was?
A: *they never met in person, and Zoe wrote all the notes so Hannah wouldn't recognize Natalie's penmanship*

Notice that a careful editor reviews all of the following:

It was a careful look at every word, every sentence, paragraph, and chapter. It was a methodical tracing of each character, each storyline, each rise and fall of the action, each of the points along the path that led to the end of the book. And always, everything had to be judged to see if it supported the overall theme and the deeper ideas that made her book more than just a story.

Vocabulary

The walk was one long question-and-answer session, **punctuated** by bursts of laughter, half a dozen hugs, and **outrageous impersonations** of Zee Zee the agent and Letha the fire-spitting boss. (**punctuated:** *interrupted at intervals*; **outrageous:** *extravagant, fantastic*; **impersonations:** *the act of pretending to be another person*)

Cultural Literacy

dedication of a book: a message at the beginning of a book by the author that expresses admiration for, or appreciation of a particular cause or person.

Labor Day: the first Monday in September 📅.

commendation: expressing approval.

embodying: incorporating and representing.

the Grand Canyon: located in Arizona; people visit to enjoy the spectacular rock formations and incomparable vistas 📍.

To Discuss After You Read

- Q: What does the author mean when he says “Ms. Clayton felt as if she'd just won the New York Marathon”?
A: *Ms. Clayton would like to be brave and athletic like one of her co-teachers—with the party, she felt like she too was a winner*
- Q: What does Zee Zee do to draw attention to the book?
A: *she arranges a publication party at the publishing house and gets the television news station to come* ■

Section Four

Instructor's Guide Resources

"Intro to World History"—Scope and Sequence: Schedule for Topics and Skills

| Week | Memory Work | Bible Reading | History | Geography | Biography |
|-------------|--------------------|--|---|---|--|
| 1 | Revelation 3:20 | Birth of Christ & His life in context | Archeology; Mesopotamia; Sumer | <i>Middle East; Israel; Capri; Naples; Venice; Rome</i> | Jesus Christ |
| 2 | Joshua 24:15 | Jesus' life; 12 Disciples | Ancient Civilizations; Ancient Egypt | <i>Nile River; Thebes; Egypt; Delta, Iraq; Saudi Arabia</i> | |
| 3 | Matthew 6:9 | Jesus transforms people | Ancient Egypt | <i>Egypt; Oman; Qatar; United Arab Emirates; New York; Connecticut; California; Texas; Illinois; Florida</i> | |
| 4 | Matthew 6:9-10 | How Jesus wants us to live | Ancient Egypt; Pharaohs | <i>Egypt; Yemen; Turkey; Syria</i> | Tutankhamen |
| 5 | Matthew 6:9-11 | Jesus shares His message | Ancient Egypt; | <i>Egypt; Iceland; Greenland; Pennsylvania</i> | |
| 6 | Matthew 6:9-12 | Jesus' miracles and parables | Minoans; Crete; Indus Valley; history of the Red Cross | <i>Senegal; Mali; Anatolia (Turkey); British Isles</i> | |
| 7 | Matthew 6:9-13 | Jesus enters Jerusalem | New Kingdom; King Tut | <i>Pakistan; Ghana; Pennsylvania; Western Europe</i> | |
| 8 | Matthew 6:9-13 | Crucifixion and resurrection | Ancient Greece; Mycenaeans; Canaanites and Philistines | <i>Greece; Bulgaria; Spain; New York; Turkey; Israel; Eastern Europe</i> | |
| 9 | James 1:5 | Ascension; Saul becomes Paul | Assyrians; Phoenicians; Babylon | <i>Albania, Romania</i> | |
| 10 | 2 Timothy 3:16-17 | The Bible; God uses children | Europe; Athens; Dark Ages | <i>Russia; Uzbekistan; China; Kazakhstan; India; Greece</i> | Darius I |
| 11 | 2 Timothy 3:16-17 | Genesis | Alexandria; Great Wall of China; Ancient China; Mongols | <i>Kyrgyzstan; Azerbaijan; Siberia</i> | Alexander the Great |
| 12 | Psalms 24:1 | Abraham | Celts; Rome; Mayans | <i>Egypt; Morocco; Rome; Tiber River; Roman Empire; Gaul; Alexandria; North Africa</i> | Petronius; Buddha; Julius Caesar; Octavius |
| 13 | Psalms 24:1-2 | Reconciliation | The Roman Empire | <i>Chad; Sudan; Niger; Pompeii; Macedonia</i> | |
| 14 | Psalms 24:1-3 | Joseph | The Roman Empire | <i>Romania; Equatorial Africa</i> | |
| 15 | Psalms 24:1-4 | Passover and Moses | The Roman Empire; Byzantine Empire; Fall of Rome | <i>Europe; Mediterranean Sea; Ethiopia; Djibouti; Carthage; Somalia; Eritrea</i> | |
| 16 | Psalms 24:1-5 | Escape from slavery & Ten Commandments | Vikings | <i>Rhine River; Gaul; Guinea Bissau; Guinea; Gambia; Scandinavia; Denmark; Iceland; Faroe Islands; Shetland Islands; Ireland; West Africa</i> | |

(continued on the following page)

| Week | Memory Work | Bible Reading | History | Geography | Biography |
|-------------|--------------------|---------------------------------------|---|--|------------------|
| 17 | Psalm 24:1-6 | Wandering in the desert | Vikings | <i>Norway; Ireland; Kenya; Uganda; Burundi; Rwanda; Tanzania; Bissau; Niger; Burkina Faso</i> | |
| 18 | Proverbs 16:3 | Wandering in the desert | Norway; Middle East | <i>Lesotho; Madagascar; Zimbabwe; Southern Africa; Greenland</i> | |
| 19 | Romans 6:23 | The Promise Land; Joshua; Judges | Vikings; Eric the Red; Knights and Castles; Middle Ages | <i>China; Japan; North Korea; Sherwood Forest; Northwest Europe</i> | |
| 20 | 2 Chronicles 16:9 | Deborah; Barak; Samson; Gideon | Knights; Medieval Times | <i>Tibet; Mongolia; London; Asia</i> | |
| 21 | Isaiah 40:31 | Samson; Ruth; Naomi; Boaz | The Crusades; Castles | <i>Constantinople; Indonesia; Vietnam; Bali; Italy; France; Southeast Asia</i> | |
| 22 | Proverbs 18:9 | King Saul; King David | Middle Ages; Castles | <i>Afghanistan; Sri Lanka; Bangladesh; Oxford; Flanders; Italy; France; Europe; South Asia</i> | |
| 23 | Proverbs 16:24 | David's life | Mongols; Genghis Khan; African Nations; Marco Polo; Samurai Warriors | <i>India; Bhutan; Columbia River; Cambodia; Japan; Ethiopia; Germany;</i> | |
| 24 | Psalm 121:1 | Solomon and God's Temple in Jerusalem | Aztecs; Incans; Mayans; Renaissance; Slavic people | <i>Florence; Venice; Rome; Italy; Fiji; Samoa; Papua New Guinea; Oceania; Russia;</i> | |
| 25 | Psalm 121:1-2 | Proverbs | Martin Luther; Incan Empire; Spanish Explorers; Muslim Empire | <i>Peru; New Zealand; China; England; Alaska; Italy; Alaska; Yugoslavia; Australia; New Zealand; Spain; Portugal</i> | |
| 26 | Psalm 121:1-3 | Proverbs: how to treat others | Kingdom of Benin; Henry VIII; Queen Elizabeth; Jamestown; the Hapsburg; Peter the Great | <i>Colombia; Venezuela; Uruguay; Russia; Canada; Benin; South America; Austria</i> | |
| 27 | Psalm 121:1-5 | Prophets: Elijah and Elisha | Monarchs; Classical Composers; Louis XIV; King Charles I and II; Cromwell; Japanese Shoguns | <i>Central America; New York; Texas; Connecticut; California</i> | |
| 28 | Psalm 121:1-6 | Nineveh | Industrial Revolution; Wright Brothers | <i>Prussia; Cuba; Trinidad; Haiti; West Indians</i> | George Müller |
| 29 | Psalm 121:1-7 | Judah; Esther; Daniel | | <i>Devon; Bristol; Venezuela; Brazil; Peru; San Francisco; Calcutta; Pacific Ocean; Atlantic Ocean; Mexico</i> | George Müller |

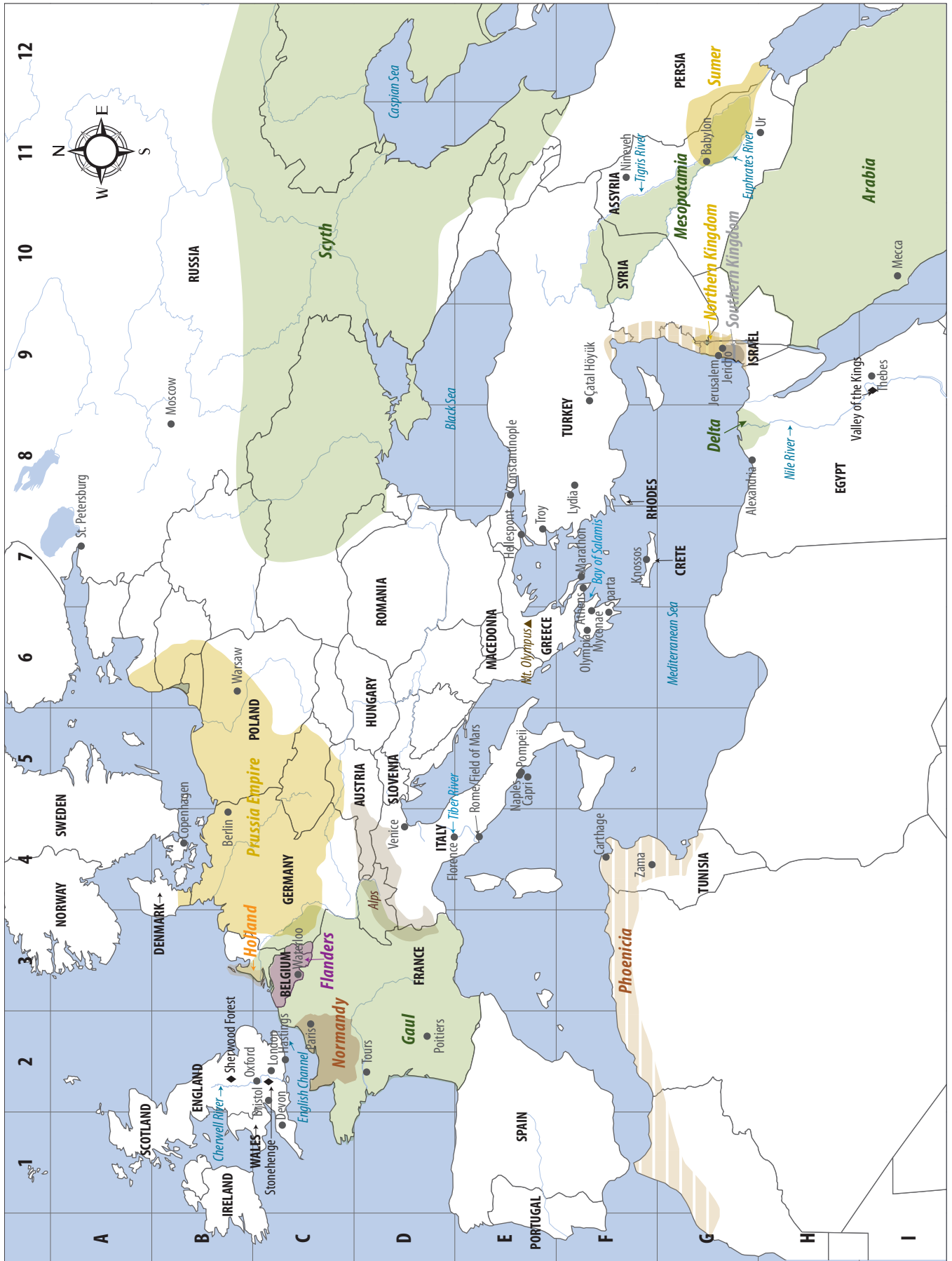
(continued on the following page)

| Week | Memory Work | Bible Reading | History | Geography | Biography |
|-------------|--------------------|---------------------------------------|---|--|-------------------------------------|
| 30 | Psalm 121:1-8 | Esther; Nehemiah | | <i>Namibia; Botswana; San Francisco; New York; London; Paris; Southern United States</i> | George Mueller |
| 31 | Romans 8:1 | How God saves us through Jesus Christ | Potato famine in Ireland | <i>Nepal; Burma; Sunda Strait; Philippines; China; Asia; Borneo; Northern United States</i> | George Mueller |
| 32 | Psalm 100:1 | Live in Christ | Napoleon; American Revolutionary War; George Washington; British-Boer War | <i>India; China; Eastern United States; France; Italy; Germany' Australia; New Zealand; Suez Canal; Cape Colony</i> | James Cook; Henry Morton Stanley |
| 33 | Psalm 100:1-2 | Death and life | Queen Victoria; Russian Revolution; Crimean War | <i>Indonesia; Mid-United States</i> | |
| 34 | Psalm 100:1-3 | God's salvation for everyone | Conflict along trans-Siberian railroad between Russia and China in the 1930; Tartars from Central Asia; Great Wall; Japanese invasion of Manchuria 1931–1932; scorched earth policy | <i>Chita; Poland; China; Russia; Tientsin; Siberia; Germany; Manchuria; Moscow; Warsaw; Berlin; Japan; Afghanistan; Middle East; Turkey; Saskatchewan; Uruul Mountains</i> | Gladys Aylward |
| 35 | Psalm 100:1-4 | Love each other | Chinese Civil War (before and after WWI) Nationalist government vs. Communist Party; Nationalist government defeated, 1949 | <i>China; South Africa; Indonesia; Ontario; Canada</i> | Gladys Aylward |
| 36 | Psalm 100:1-5 | Share the good news | | <i>China; Taiwan; Maldives</i> | Gladys Aylward |

Intro to World History, One Year Condensed—Map 2



Intro to World History, One Year Condensed—Map 3





SONLIGHT 2020-2021 CATALOG

ADJUST YOUR CURRICULUM
Following subjects to your preference to complete your year.

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