

B

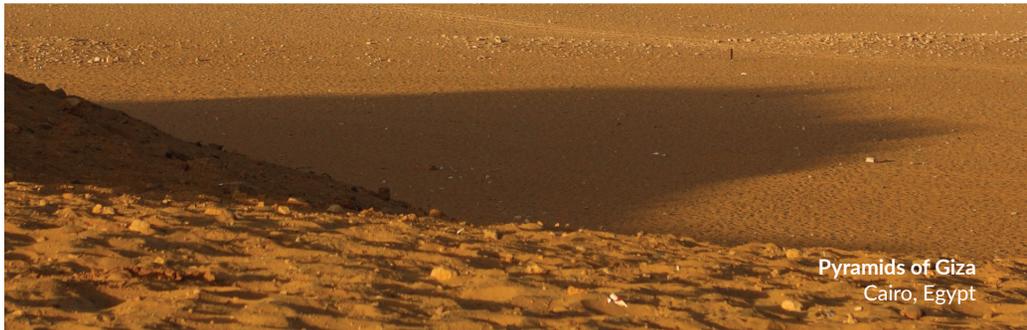
INTRO TO WORLD HISTORY

Year 1 of 2



FUN FACT

Roman houses had pipes to bring clean water from the aqueduct.



Pyramids of Giza
Cairo, Egypt



Thank you for downloading this sample of Sonlight's History / Bible / Literature B 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 (5-Day)

Intro to World History, Year 1 of 2

By the Sonlight Team

*“Teach us to number our days aright, that we
may gain a heart of wisdom.”*

Psalm 90:12 (NIV)

Sonlight Curriculum® "Intro to World History, Year 1 of 2" (5-Day) Instructor's Guide, Thirty-First Edition

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

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

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NOTE TO PURCHASER

Sonlight Curriculum, Ltd. is committed to providing the best homeschool resources on the market. This entails regular upgrades to our curriculum and to our Instructor's Guides. This guide is the 2021 Edition of the Sonlight Curriculum® Level B "Intro to World History, Year 1 of 2" Instructor's Guide. 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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For the latest information about changes in this guide, please visit www.sonlight.com/curriculum-updates. Please notify us of any errors you find not listed on this site. E-mail corrections to IGcorrections@sonlight.com and any suggestions you may have to IGsuggestions@sonlight.com.

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- 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, Year 1 of 2"—Scope and Sequence: Schedule for Topics and Skills
- Maps—Answer Keys

INSTRUCTOR'S GUIDES HISTORY / BIBLE / LITERATURE

TRY BEFORE YOU BUY!

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

Unique to the History / Bible / Literature (HBL) Instructor's Guide:

1 BIBLE

Sonlight's curriculum reflects a Christian worldview and you'll find references to Scripture and Biblical ideas throughout your studies. The goal is to help you and your children read, memorize and talk about Scripture so that God's word becomes woven into the fabric of your lives.

2 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 your time, and assess how well your children understand what they're learning.

3 NOTES

Extensive teaching notes help you instruct your students with excellence, and ensure that they grasp key concepts. Notes provide counterbalancing 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.

4 TEACHING TIPS

See the rationale and educational philosophy behind Sonlight's methods and activities. Each IG includes detailed teaching tips, explains assignments, provides extra information about important topics and provides support to discuss difficult content. With Sonlight's IG's you'll get the most from the materials so you can teach with confidence!

Level A: History/Bible/Literature
Days 101–105: 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 21

Date:	Day 101	Day 102	Day 103	Day 104	Day 105
BIBLE	Egermeier's Bible Story Book pp. 298–300 pp. 301–302 pp. 302–304 pp. 304–308 pp. 309–312 Memorization U: Unto us a child is born, unto us a son is given: and the government shall be upon his shoulder: and his name shall be called Wonderful, Counselor, the Mighty God, the Everlasting Father, the Prince of Peace. (Isaiah 9:6–7) (You will memorize this passage this week and next.) Sing the Word: From A to Z "Unto Us a Child is Born"—Track 21. Listen to this track the entire week.				
HISTORY & GEOGRAPHY	The Usborne Book of Living Long Ago pp. 46–48 pp. 70–72 The Usborne Internet-Linked Children's Encyclopedia pp. 154–155 pp. 156–157 pp. 158–159				
READ-ALOUDS	Twenty and Ten chap. 1 f ☞ chaps. 2–3 chap. 4 pp. 39–48 (to last para.) ☞ chap. 4 pp. 48–61 chap. 5 The Llama Who Had No Pajama p. 41 The Arnold Lobel Book of Mother Goose pp. 96–97 pp. 98–99 pp. 100–101				
MISCELLANEOUS	Developmental Activity Make a puppet. Field Trip/Practical Life Skills				
Additional Subjects:					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Egermeier's Bible Story Book Day 105 pp. 309–312</p> <p>Day 103 pp. 302–304</p> <p>Timeline and Map Points † Jeremiah (ca. 627 BC)</p> <p>Day 104 pp. 304–308</p> <p>Timeline and Map Points † Babylonian captivity (ca. 605–537 BC)</p> </div> <div style="width: 45%;"> <p>The Usborne Book of Living Long Ago Day 101 pp. 46–48</p> <p>To Discuss After You Read Q: What is the favorite feature of your home? Is there a convenience you are thankful for? [p. 46]</p> <p style="text-align: right;">Parental Notes</p> </div> </div>					

Intro to the World: Cultures | Section Two | Week 21 | 45

5 TIMELINE & MAP ACTIVITIES

Put your learning in chronological and geographical context. Timeline activities tell you when to add people, events, and dates to your *Timeline Book*. Map activities help you plot the places you visit in your reading. Your kids will plot points on their *Markable Map* and you have all the answers in the included map key.

6 HANDS-ON ACTIVITIES

In the younger years, you'll find optional hands-on activities designed to deepen your students' understanding of history and offer concrete evidence of learning.

7 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).

8 AN EASY RECORD-KEEPING SYSTEM

With space to record completion dates, your student's initials, extra notes and even extra subjects—all your records will be in one place for reporting.

9 FLEXIBLE FORMAT

Because many families end up ahead or behind in a subject—at least occasionally—the IGs are structured for maximum flexibility. The IG is a guide, not a taskmaster. As you become comfortable teaching your children, you can skip or alter assignments to fit your family's unique needs. ☀️

4

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)

All 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?
My tears have been my food day and night,
While they say to me all day long, "Where is your God?"
- ³ 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.
- ⁴ 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.
- ⁵ 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

161 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*

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Timeline and Map Points

New York (D3) (map 5)

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

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)

7

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3

5

6

For another perspective on Ancient Egypt, read about Moses' adventures there in Exodus in the Bible.

Did you know that Egyptian pharaohs are mentioned several times in the Bible? See, for instance, Genesis 12, 40-42, 45-47, 50, and many other examples in Exodus and elsewhere.

- Q: Mummified bodies exist to this day. Do you find it reasonable that people would save dried out bodies to live in again? The Bible tells us we will have new bodies in heaven. (1 Cor. 15)

Timeline and Map Points

Egypt (D7) (map 1)

Optional: Hands-On History: World Cultures

We have scheduled the activities in the World Cultures History Project Kit to be used with Sonlight's History / Bible / Lit A—Intro to the World: Cultures program. Please note that some activities may be spread out over a few days (or the whole week!) if that works better for you and your child.

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Sometime this week choose some group of objects to sort (buttons, beads, pictures). Discuss how and why each of you sorted your items as you did. (Did you sort by size? Color? Shape? Weight? ...)

Please take these ideas as suggestions and do them as they fit in your schedule.

Field Trip/Practical Life Skills

Take a field trip each month as you can fit it in. You can also include activities like walks, bike rides, sports, etc. ■

WHERE WILL YOUR SONLIGHT STUDIES TAKE YOU?

sonlight.com/scope-and-sequence

Section One

Introduction to Your Instructor's Guide

Quick Start Guide—History/Bible/Literature

The Sonlight Instructor's Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your children get the most out of the subjects covered. Subjects are interwoven to avoid redundancy and to get the most out of your day.

This IG includes an entire 36-week schedule, notes, assignments, readings, and other educational activities. Sonlight's unique literature based approach to learning promotes an enjoyable learning experience that will keep your children asking for "just one more chapter, please." What helpful features can you expect from the IG?



Easy to use

Schedule pages are laid out so a quick glance will tell you exactly what to do each day. Check off each assignment as you go to create instant records. Bible and History notes follow directly behind the schedule page. Read-Aloud notes are located in **Section Three**. Readers are packaged separately to allow an adjustable reading level and pace for your children.

Colorful Maps

Colorful maps, which double as bookmarks, will help you easily find relevant map locations. You will find the coordinates and the location name in your notes.



Timeline

Sonlight's timeline book becomes a visual compilation of the history you are studying. Color and add the stickers of significant people and events when indicated by the notes to give chronological context to history.

To Discuss After You Read

Need help checking your student's comprehension? Discussion questions are already created for you so you can have some great conversations that also let you see how much your student is learning.

Day 9 pp. 4-5

To Discuss After You Read

- Q: Both men and women wore make-up and jewelry in Ancient Egypt. What about where you live today? Do men and women still wear make-up and jewelry? Do you? [p. 4]

Cultural Literacy

ghost town: a deserted town. [p. 1]

derrick: a hoisting device; the framework over a drill hole, used to hoist and lower. [pp. 50-51]

Vocabulary

Built into the reading notes of each guide, vocabulary sections identify unfamiliar words (Cultural Literacy) along with general vocabulary words to aid and grow comprehension.

Notes

When relevant, you'll find notes about specific books to help you know why we've selected a particular resource and what we hope children will learn from reading it. Keep an eye on these notes to also provide you with insights on more difficult concepts or content (look for "Note to Mom or Dad").

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



Instructor's Guide Resources and New User Information

Don't forget to familiarize yourself with some of the great helps you get when purchasing a guide from Sonlight. In the **My Downloads** section of your Sonlight Account, you will find New User Information, extra schedule pages, field trip planning sheets and so much more. An overview of topics covered is located in **Section Four** of the guide.

Section Two

Schedule and Notes

History/Bible/Literature B

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	The Ology ¹	1. God Always Was and Always Will Be 	p. 12	p. 15	2. God is Three in One	p. 16
	Supported Passages		Genesis 21:33; Deut. 33:27; Psalm 100:5, 102: 25-27; 1 Timothy 1:17	Jeremiah 17:13; John 6:35, 10:11; Romans 11:26		Deuteronomy 6:4; Isaiah 48:16; Matthew 3:16-17; John 14:26; 1 Timothy 2:5
	Memorization ¹	Proverbs 1:7— The fear of the LORD is the beginning of knowledge, but fools despise wisdom and instruction. (Find it in this week's notes.)				
	Sing the Word: A New Commandment ¹	Tracks 4 & 19 Listen to this track the entire week. Use Track 19 to memorize the books of the New Testament.				
HISTORY & GEOGRAPHY	THUMB ¹ (This is not a book)	Day One: Tribals				
	Wonderful Houses Around the World ¹	pp. 2–3 	pp. 4–5	pp. 6–9 	pp. 10–11 	pp. 12–13
	Optional: Hands-On History Kit: World History I	Homes Around the World: Miniature Yurt				
READ-ALOUDS	Charlotte's Web ²	chaps. 1–2 	chap. 3	chap. 4	chap. 5	chap. 6
	National Geographic Book of Animal Poetry ²	pp. 8–9		p. 10		p.11
Additional Subjects:						

1. See the notes for the **History** and **Bible** titles after the Schedule.
2. Find notes for the Read-Alouds in **Section Three**.

“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 **f** 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

To give our children a strong foundation in the key teachings of the Bible, we read through *The Ology* book. We then read through Bible passages that support these teachings, listed under Supported Passages on your Schedule pages. At the end of the year, your children should have a clear understanding of who God is, what He has done for us, creation, the fall, God's plan to redeem us and more.

We combine the book and the Bible passages with a series of Bible passages to memorize. We hired a team to put the verses to music to facilitate memorization. We never forget the songs we sing!

The Ology

Day
1

1. God Always Was and Always Will Be

We schedule the teaching chapter first in *The Ology*, and then on the second day (or sometimes the third), schedule the Bible passages that demonstrate the doctrine principles taught. We also schedule the page in the book that lists the passages because the illustrations on these pages can help solidify the doctrine being taught. May your children understand God better as a result of reading these together.

Note to Mom or Dad: please read the Parent Guide on pp. x-lx.

Notice that this section talks about God and his attributes—The Ology of God.

Memorization (Bible)

Rationale: Your children's appreciation of Scripture and poetry will grow not only as you read Scriptures and poems together, but also as you encourage your children to memorize passages and poems they especially like, to repeat them in an appropriately expressive fashion and, ultimately, to add body movements that go along with the meaning and movement of the words.

We have found many ways to help our children memorize. The primary method, however, is to repeat, repeat, repeat!

John remembers when he was five, his mom and older brother and he would wash and dry dishes together. There was a period of about two weeks in which his mom and brother sang a song that included all the books of the Old Testament. About two weeks after they had begun singing this song, he shocked them when he joined in singing. They were amazed that he knew all the books of the Bible—yet it had been so easy! To this day, he remembers the books of the Bible because of that song.

Sing the Word: A New Commandment

Day
All

Track 19

This CD includes all the Sonlight Bible memory verses set to music. We list the track with the same Bible passage as the one your child is learning.

Listen to both tracks the entire week.

THUMB

Rationale: Each week on Monday, we'd like to encourage you to pray with your children for various peoples around the world. Most weeks, we read about a specific people group, and several times we give an idea to stimulate your prayer times.

In our desire to pray for things close to the heart of God, each week we'll pray for an unreached people group, or a group of people that has not had a chance to hear God's Good News. In Revelation 5:9, God promises that there will be people "from every tribe, and language, and people, and nation" that will bring praise to Him before His throne. As we pray, we have an opportunity to partner with God in the work He has said He *will* accomplish.

Missiologists (people who study mission movements) state that there are five main unreached groups on which to focus. They use the acronym **THUMB** to help us easily remember the five groups. The groups are **T**ribals, **H**indus, **U**nreached (or **U**nchurched) Chinese, **M**uslims, and **B**udhists. We will lightly focus on the first group today and the remaining four over the next four weeks. We will then pray for specific peoples from each of the broad categories of groups on Mondays over the rest of the year.

Day
1

Tribals

Tribals tend to live in small villages with people who are inter-related by family and marriage. Most tribals live by farming and hunting. They are, by and large, animists—people who worship spirits. Animists believe spirits surround them in rocks and trees, in the ground and in pretty much any and everything around them. Animists live in fear of offending a spirit unknowingly. If they do, they must offer sacrifices to appease the angry spirits. They must ask their shaman [SHAY-mun] or "witch doctor" what sacrifices to offer to appease the angry spirit. Tribals need to hear that Jesus paid the sacrifice for them and that He is stronger than any spirit.

God's Word tells us that Jesus' blood has "purchased men for God from every tribe and language and people and nation." (Rev. 5:9) Bible translation allows people from around the world to hear God's Good News in their heart language and to turn to Him as the Spirit works.

Please pray that the peoples of the world will hear God's Good News and turn to Jesus as their Savior.

Wonderful Houses From Around the World

Common questions to ask on each two page spread as often as you wish:

- How is this house similar to your home and how is it different?
- Can you see anything in the picture that shows you what the people believe about God?
- How does the family size listed compare to your family?
- How do the things you have in your home differ from what is in the various homes? What things do you have in common?
- How does the kitchen compare to the kitchen in your home?
- Would you like to live in the house in the picture? Why or why not?

Day
1

pp. 2-3

Cultural Literacy

Koumiss: fermented mare's milk, similar to kefir.

To Discuss After You Read

- Q: Why do you think the Mongolian people offer their guests koumiss?
- A: *since they herd sheep and horses, mare's milk would be a product they have on hand; because they want to provide their guests a refreshing drink; to share what they drink and enjoy*
- Q: Do you think the adults can stand up in the house?
- Q: How is this house similar to your home? How is it different?
- A: *similar: has a door, a roof and walls, provides protection and a place to sleep, etc.; different: is round, portable, has no windows, is white, etc.*

Timeline and Map Points

-  Find Mongolia on the world map on page 1

Day
2

pp. 4-5

To Discuss After You Read

- Q: Do you see anything tied to religion?
- A: *they have a family altar; many Mongolians are Buddhist*
- Q: How does their family compare to your family?
- Q: What does the inside of the Mongolian family have that your home does not have?
- A: *an altar, horse bridles on the wall, a musical instrument, the fuel used, etc.*
- Q: Because a Mongolian home is so small, what items do you own that you would not be able to have anymore? Would you miss those things?

To Discuss After You Read

Q: Do you see anything tied to religion?

A: *the hall of ancestor worship*

Mom or Dad, try to think of a group that includes around 300 people—maybe your church, a homeschool group, the people on your street, etc. Try to help your children see in their mind the size of this housing unit.

Q: What would be an advantage of a tulou?

A: *in a mountainous region, it fits many people in a smaller area leaving land for planting; the people share walls so they have less to build; it would be warmer to live close to one another (mountainous regions are often much colder); allows the people to live in community; many friends live nearby; could easily share cooking duties and ingredients*

Q: What could be some disadvantages of living so closely together?

A: *little privacy—everyone knows what you do; little quiet with children and animals nearby; in case of a fire, all could be lost; could be smelly, etc.*

Q: How is this house similar to your house and how is it different?

Timeline and Map Points

 Find China on the world map on page 1

To Discuss After You Read

Q: How do these homes compare to your home?

Q: How do the construction materials differ from the materials used to make your house?

Q: Why do the Indonesian people use the building materials that they do—bamboo and grass?

A: *they use materials they can easily gather*

Q: What would be the advantages of having the animals live below your home? Can you think of any disadvantages?

A: *advantages: would need to build only one building, you wouldn't have to travel far to care for the animals, you could be aware of the needs of the animals; disadvantages: could be smelly and noisy*

Timeline and Map Points

 Find Indonesia on the world map on page 1

To Discuss After You Read

Q: How does the kitchen in the home compare to your home's kitchen? Do you think it would be easy to cook here?

IKAT weaving uses a resist dyeing process—the yarns are dyed prior to weaving the fabric.

Q: Find the water buffalo horns near the door. Have many people died or just a few?

Q: Do you see anything tied to religion?

A: *the people create a room at the top of their homes for the gods to stay in*

Optional: Hands-On History: World History I

Your student will build their own yurt as they learn about the nomadic peoples of Asia and different types of homes from around the world.

Read-Alouds

You will find the notes for all Read-Alouds in **Section Three**, starting with *Charlotte's Web*.

We assign read-alouds to encourage your children to love books, to excite them about other times and expose them to other people, times and places.

In our family, we read the read-alouds last each day. I found it encouraged my children to work hard to get to our favorite time of the day. May these books draw your children to exclaim, “just read one more chapter” as my children did. May you enjoy them as much!

We've placed them in a separate section to accommodate for flexibility. Start by simply placing each book's notes within each book. That way, if you're on the road, or reading faster than our recommended schedule, you can simply keep going—we encourage it! ■

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

Week 2						
Date:	Day 6	Day 7	Day 8	Day 9	Day 10	
BIBLE	The Ology	3. God Created Everything Out of Nothing at All	p. 19	p. 20	4. God is All-Powerful	
	Supported Passages		Genesis 1:1; Psalm 139:14; Acts 4:24; Romans 4:17; Colossians 1:16	Nehemiah 9:6; Psalm 91:11-12, 148:2-5; Isaiah 6:2-3; Hebrews 13:2; Revelation 4:8	Job 38:4-7; Psalm 19:1, 148:3-6; Romans 1:20; Colossians 1:16	
	Memorization	Genesis 1:1—In the beginning God created the heavens and the earth.				
	Sing the Word: A New Commandment	Track 10—Listen to this track the entire week.				
HISTORY & GEOGRAPHY	THUMB (This is not a book)	Day One: Hindus 🌐				
	Wonderful Houses Around the World	pp. 14–17 🌐	pp. 18–21 🌐	pp. 22–25 🌐	pp. 26–27 🌐	pp. 28–29
READ-ALOUDS	Charlotte’s Web	chap. 7	chap. 8	chap. 9 🌐	chap. 10	chap. 11
	National Geographic Book of Animal Poetry	pp. 12–13	pp. 14–17	pp. 18–19		p. 20
Additional Subjects:						

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Memorization (Bible)

Day All Genesis 1:1

In the beginning God created the heavens and the earth.¹

1. We cite the KJV/NKJV 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.

THUMB

Day All Hindus

Last week we prayed for the first large group of un-reached peoples who need to hear about Jesus. We prayed for Tribals, designated by the first letter of the acronym THUMB. Today, we’ll pray for the second letter group: **H**indus. Please pray that God will send believers to share the Good News, that the message will land on receptive hearts, and that God will move millions of Hindus to receive new life through Jesus.

Pray, Hindus

Most Hindus live in India (please refer to (D9) (map 1), the land where Hinduism began. Many people—including many Hindus in India—believe that India is a Hindu country. But there are so many people in India that, even though Muslims are a small minority within India, there are so many Muslims that India is also the world's third largest Muslim country—after Indonesia and Pakistan! And besides Hindus and Muslims, India also has a large numbers of Buddhists.

We should probably start by acknowledging that there is no “one” type of Hinduism; there are many Hinduisms. Some experts suggest that Hindus worship 330 million different gods. But despite the diversity, there are a few common beliefs amongst most Hindus.

One key belief has to do with *reincarnation*. Reincarnation is the idea that, in a way, you never die; you always come back to life in a different form—perhaps as a king or a princess; perhaps as a dog or a worm. Your form in your next life is the result of karma. You will receive “payback” for every good or bad thing you do. And you will be “paid back” either now in this life or later, in your next life.

Karma then produces a third common Hindu belief and practice. That is called the *caste* [cast] system. If you are born into a Brahmin family (one of the highest castes), you receive all kinds of privileges. Everyone in the lower castes is required to honor you. If you're born in one of the lowest castes or as an “untouchable” (or “outcaste”), then you must accept, without complaining, whatever abuse people in the castes above you may heap upon you. After all, the only reason you are a member of such a caste is because of your karma. You deserve it.

According to Hindu belief, the only way you can escape your caste is to die and to be reborn. If you are born into a laboring caste, then you must be a laborer. You cannot, under any circumstances, become a banker or a school-teacher. That would be to go against your caste.

From a Hindu perspective, if people are kind to or try to help people in one of the bottom castes, they actually do these sufferers an injustice. They are prolonging their suffering. They're not letting them make amends for the mistakes they made in past lives.

The ultimate goal of Hinduism is *Nirvana*, the release of the soul from the otherwise almost endless cycle of reincarnation.

How do you reach Nirvana? By fulfilling all of your duties to your family and society and thus overcoming your bad karma; by meditating, so as to connect with “the god within”; and, finally through acts of worship, temple rituals, and pilgrimages.

To learn more about India and Hindus, you may want to participate in the My Passport to India project at www.mypassporttoindia.com – or simply watch the videos that are there.

Let us pray that the one true God will provide followers of Christ who can tell Hindus how to break free from the enslaving chains of reincarnation.

Wonderful Houses Around the World

Day
6

pp. 14–17

To Discuss After You Read

- Q: Do you think this area gets much rain?
A: *probably not—there is no grass nor plants in the photo*
- Q: Why do you think the house has few windows?
A: *to keep the heat out—windows let hot air in*
- Q: Do you like the designs on the house?
Q: How do the people keep cool?
A: *the bed is off the hot ground; water evaporates from an unglazed pot and cools the air; grandfather has a fan; the thick earth walls keep heat out; the grass roof allows hot air to leave; the stove is outdoors; the family owns no electric products to let off heat*

Timeline and Map Points

- 🌐 Find India on the world map on page 1

Day
7

pp. 18–21

To Discuss After You Read

- Q: Why is the outside of the house made of wood?
A: *the village is surrounded by forests—much wood is available*
- Q: Do you think the Romanian people designed the smoke holes to look like eyes?
Q: Explain why this house has smoke holes.
A: *the smoke from the chimney escapes into an upper storage room and helps preserve the food stored there; the vents release the excess smoke*

Notice the well has a counter balance opposite the bucket—this helps the family more easily draw water from the well.

- Q: How does the family's kitchen compare to your kitchen? Do you see any easy chairs to sit on?

Timeline and Map Points

- 🌐 Find Romania on the world map on page 1

To Discuss After You Read

- Q: Do you think it is hot or cold in this area?
A: *it looks very hot and dry*
- Q: Do you think the family has daylight in their homes? Why would they choose to have no windows?
A: *it is much cooler to not have windows*
- Q: Why would the family plant vegetables in the court yard?
A: *it gets sunlight; it would be easy to water with water brought in for other reasons; could keep animals from eating the food*
- Q: Why are these houses ideal for this area?
A: *they stay at an even temperature throughout the extremely hot summer and cold winter; they are relatively easy to build and expand*

Timeline and Map Points

- 🌐 Find Tunisia on the world map on page 1

To Discuss After You Read

- Q: How many houses do you think are below all these chimneys?

Timeline and Map Points

- 🌐 Find Spain on the world map on page 1

To Discuss After You Read

- Q: What are some advantages to placing houses underground?
A: *the houses are cool in the summer and warm in the winter; they are quiet*
- Q: Why are the rooms with water built outside?
A: *maybe easier to pipe water into?*
- Q: Do you see anything tied to religion?
A: *a cross on one wall* ■

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

	Date:	Day 11	Day 12	Day 13	Day 14	Day 15
BIBLE	The Ology	5. God is in Control	p. 24	6. God Knows All Things	p. 27	p. 27
	Supported Passages		Job 37:5-6; Psalm 99:3, 103:19; Isaiah 46:9-10; Acts 17:24-28		Acts 17:26; Hebrews 4:13; 1 John 3:20	Psalm 147:4; Matthew 10:29-30
	Memorization	Jeremiah 29:11— For I know the thoughts that I think toward you, says the LORD, thoughts of peace and not of evil, to give you a future and a hope.				
	Sing the Word: A New Commandment	Track 3—Listen to this track the entire week.				
HISTORY & GEOGRAPHY	THUMB	Day One: Unreached/Unchurched Chinese				
	Wonderful Houses Around the World	pp. 30–31	pp. 32–33	pp. 34–37	pp. 38–39	pp. 40–42
READ-ALOUDS	Charlotte’s Web	chap. 12	chap. 13	chap. 14	chap. 15	chap. 16
	National Geographic Book of Animal Poetry	p. 21		p. 24 (skip pp. 22–23)		p. 25
Additional Subjects:						

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Memorization (Bible)

Jeremiah 29:11

For I know the thoughts that I think toward you, says the LORD, thoughts of peace and not of evil, to give you a future and a hope.

THUMB

Unreached/Unchurched Chinese

China and India (please refer to (D10); (D9) (map 1) have over one billion people each—about a fifth of the world’s population each. In 1948, a new government took control

in China. It is a Communist government. And it teaches that there is no God. At first, the Communist government outlawed all religions, including Christianity. It threw many Christians into prison. But the Christians kept talking about Jesus. And so, despite the government’s rules, the number of Christians kept growing. By 1980, only about 30 years after the Communists took over, many experts thought there might have been 10 times as many Christians as there had been 30 years before. Today, estimates range as high as 20 to 25 times as many. However, there are still hundreds of millions of Chinese who have never heard of Jesus and know nothing about His Good News.

Pray, Unreached/Unchurched Chinese

The Chinese Communist government still seeks to repress all religions. However, it has approved a church—the Three-Self Patriotic Movement (TSPM) church. Most pastors in the TSPM church preach the gospel. But the TSPM church is watched strictly by the government. And

there are only a few TSPM churches compared to the large numbers of people in the country. Moreover, most of these churches are in larger cities. What will happen if the government decides to tighten restrictions again? What about the vast majority of Christians in China who have never joined the TSPM church—either because they really don't want to be in a government-controlled church or (more likely) because they live too far away from such a church? These Christians suffer tremendous persecution and find it difficult to share their faith with unbelievers without fear of being arrested or abused by the government.

Another key problem: China doesn't have enough Bibles. Yes, the government has sponsored a printing company to produce Bibles, but the Amity Press produces nowhere near enough Bibles to meet the needs even of the Christians that already exist in the country, let alone for evangelism or other purposes. (See <http://bit.ly/chinabibles> for more on this subject.)

Finally, while there are churches and Bibles for the Han Chinese (majority) peoples and languages, many of the minority peoples in China have no churches and no Bibles in their languages or cultures.

So we need to pray for the Christians who are in China, that God will enable them to reach out to their unreached and unchurched neighbors; we need to pray for more Bibles; and we need to pray for all the minority peoples in China who have no Christian witness in their midst.

For more about the exciting story of church growth in China, see <http://bit.ly/chinachurch>.

Wonderful Houses Around the World

Day 11 pp. 30–31

To Discuss After You Read

- Q: What animals do you see?
- Q: Since the house is made of mud, do you think it rains often here?
- Q: How many doors does the house have?
- A: *one for people and one for animals*

Notice the logs that stick out of the walls of the house. They serve as the framework for the floors upstairs.

Timeline and Map Points

- 🌐 Find Togo on the world map on page 1

Day 12 pp. 32–33

To Discuss After You Read

- Q: Do you see anything tied to religion?
- A: *the small shrines that represent each family member*
- Q: What do people use the upstairs and downstairs for?
- A: *the animals live downstairs, and the people sleep upstairs and store food upstairs*

Since this house has one father and two mothers, the father has two wives.

Day 13 pp. 34–37

To Discuss After You Read

- Q: Why is the roof upside down?
- A: *to carefully collect the rain as it falls; it collects in a cistern in the house*
- Q: Do you think the village receives much rain?
- A: *from the photo, it looks quite dry*
- Q: Do you think it would be easy to live in one small house with two mothers and half siblings?
- Q: What clues from the photo suggest the people live near water?
- A: *mangrove trees grow in swampy land near the sea, fishing baskets on the wall, the oars near the door, and the oysters for dinner*

Timeline and Map Points

- 🌐 Find Senegal on the world map on page 1

Day 14 pp. 38–39

To Discuss After You Read

- Q: What do the Chipaya people use to build their homes, and why do they use it?
- A: *they cut blocks of soil mixed with salt and plant roots; there are very few trees or plants at that elevation, and not many plants will live in such salty soil; it is what they have*
- Q: Do you know your elevation in relation to sea level?
- A: *for example, the Sonlight office is in Denver which is at 5280 feet above sea level (or one mile high). The Chipaya people live at almost twice that elevation!*

Day 15 pp. 40–42

To Discuss After You Read

- Q: As you look at the houses, do you see a bed? A light? A bathroom? A kitchen?
- Q: What animals do the people have?
- A: *chickens, a dog, sheep, llamas*
- Q: Which house was your favorite one? Why?

Timeline and Map Points

- 🌐 Find Bolivia on the world map on page 1 ■

Section Three

Reading Assignment and Notes

Day
1

Chapters 1-2

Explain that the chapter numbers are Roman numerals and have your children read the numbers with your help.

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 words that are in bold followed by a colon, define the word for your children as you read. They could be unfamiliar words.

Vocabulary

"He's yours," said Mr. Arable. "Saved from an **untimely** death." (*a death that is too early*) [chap. 1]

Cultural Literacy

runt: a small, weak animal that requires much extra work, therefore farmers usually kill them. [chap. 1]

To Discuss After You Read

Q: What does the father mean when he says, "Fern is ... trying to rid the world of injustice"? [chap. 1]

A: *this injustice is killing baby animals that are too small, something they have no control over*

Q: Harrisburg is the capital of Pennsylvania, What is the capital of your state? What is the capital of your country? [chap. 1]

Q: Why did Wilbur need to be sold? [chap. 2]

A: *he was getting too big and needed too much food*

Timeline and Map Points

 *Harrisburg, Pennsylvania* (D10) (map 4) [chap. 1]

Day
2

Chapter 3

Cultural Literacy

hullabaloo: a loud noise or uproar.

scythes: a tool with a long curving blade used to cut grass or grain by hand.

slops: inedible human food, left-overs that make great pig food; the word *slops* is also onomatopoeic [on-o-MAH-toe-poe-AY-ic]: i.e., it sounds like what it means.

To Discuss After You Read

Q: Why does Wilbur escape his pen?

A: *he is bored with his small world*

Q: Why does he return home?

A: *he is frightened and tired and realizes he's too young to be on his own*

Day
3

Chapter 4

Cultural Literacy

provender: dry food for livestock.

To Discuss After You Read

Q: What does Wilbur want more than anything?

A: *a friend*

Q: How does Wilbur feel when the sheep tells him he is less than nothing?

A: *sad, worthless*

Q: Have you ever accidentally (or on purpose) made someone feel that way?

Day
4

Chapter 5

Vocabulary

Underneath her rather bold and cruel **exterior**, she had a kind heart, and she was to prove loyal and true to the very end. (*outside*)

Cultural Literacy

scheming: making sly plans.

To Discuss After You Read

Q: How does Charlotte justify catching bugs to eat?

A: *no one feeds her, so she must take care of herself, and if she didn't rid the world of some bugs, the world would be overrun with the creatures*

Q: How does Wilbur react to his new friend?

A: *after his initial joy, he is not sure if he's ready for this type of friend*

Day
5

Chapter 6

Cultural Literacy

gratified: pleased.

unremitting: constant, not slackening.

scruples and compunctions: a *scruple* is a sense of right and wrong that directs a person's behavior; to *have scruples about* a matter means to feel uncomfortable about doing that thing; *compunction* refers to a feeling of guilt that arises when one has done wrong.

untenable: not fit to be lived in.

lair: den of a wild animal.

interlude: a short break, pause.

To Discuss After You Read

Q: Why don't the geese trust the rat?

A: *he had no morals to keep him acting rightly; he would kill a gosling if he could get away with it*

Day
6

Chapter 7–8

Vocabulary

Stop your crying! I can't stand **hysterics**. (*a fit of uncontrollable laughter or weeping*)

Cultural Literacy

anesthetic: a substance that produces a loss of feeling.

To Discuss After You Read

Q: When Charlotte promises to save Wilbur, do you think a spider will be able to do so?

Day
7

Chapter 8

To Discuss After You Read

Q: Why does Mrs. Arable worry about Fern?

A: *she doesn't think that animals can talk and worries because Fern thinks they do talk*

Q: Is Mr. Arable worried about Fern hearing what animals say? Why or why not?

A: *no; he thinks Fern may just have sharper hearing than adults and he knows she has a great imagination*

Day
8

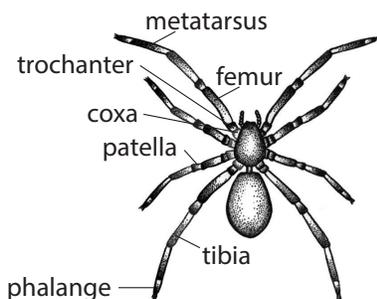
Chapter 9

Cultural Literacy

spinnerets: the organs which a spider uses to spin the thread for its web.

troupe: a group of traveling performers.

Explain to your children that people have the same bones in our legs that spiders have in theirs: **coxa** is the joint of the hip, **femur** is the upper leg bone, the **trochanter** is either of the two knobs at the top of the femur attaching the muscles between the thigh and pelvis, the **tibia** is one of the two lower leg bones, the **patella** is the knee cap, the **metatarsals** are the foot bones, and the **phalanges** are the toe [or finger] bones.



To Discuss After You Read

Q: Is bridge-building a good example of human weaving? Why or why not?

Timeline and Map Assignments

🌐 **Queensborough Bridge:** (also known as the 59th Street Bridge in New York City, NY, it was built in 1909 and connects midtown Manhattan with Queens) (D11) (map 4)

Day
9

Chapter 10

Vocabulary

"I was just thinking," said the spider, "that people are very **gullible**." (*easily deceived or cheated*)

"It pays to save things," he said in his **surly** voice. (*grouchy*)

After a while she **bestirred** herself. (*roused, became active*)

To Discuss After You Read

Q: Charlotte knew that if she waited patiently, food would come to her. Do you think a solution will always come to mind if you wait?

A: *while this worked for Charlotte, sometimes we need to do research or ask others for help*

Q: Do you think Charlotte is smart? Why or why not?

A: *she has an amazing vocabulary, and is very observant—so, yes, I think she is smart*

Day
10

Chapter 11

Cultural Literacy

gyromatic: a semi-automatic car transmission used in Dodge cars from 1949 to 1955.

To Discuss After You Read

Q: Charlotte claims that people are very gullible (or believe anything). Do you think she was right? Do you think it makes sense to always believe your eyes? Or can you think of a time when you might not see correctly?

Day
11

Chapter 12

Cultural Literacy

idiosyncrasy: an odd or unusual behavior.

acrobat: one who is skilled at balancing or gymnastics.

baser: inferior, lower class.

gruffly: brusque or stern in manner or appearance; harsh.

gander: an adult male goose.

St. Vitus's Dance: a nervous disorder that causes spasmodic movements in victims' limbs and facial muscles and a general lack of coordination.

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To Discuss After You Read

- Q: When it comes to helping others, who are you more like: Charlotte (helping because you care) or Templeton (helping because it helps you)? What motivates you (makes you happy) to help?

Day 12 Chapter 13

Cultural Literacy

aeronaut: one that travels in a balloon.

dung: manure.

orb: something circular.

radial: in rays. Thus the orb lines are the circular lines of a web, the radial extend outward from the center.

To Discuss After You Read

- Q: Do you know anyone who has done amazing things like Charlotte's cousins have done?
- Q: Describe some of the changes that happen in Wilbur's life as a result of being famous. Were all of them good or pleasant?
- A: *his feedings were increased from three meals a day to four meals a day. He got clean, bright straw every day for his bedding instead of cow manure; on the negative side, many people came to gawk at him*

Day 13 Chapter 14–15

Cultural Literacy

sociable: everyone gets along.

incessant: unceasing.

To Discuss After You Read

- Q: Do you agree that making a spider web is amazing or miraculous?
- Q: Whether or not you think a spider and its web are amazing, can you think of any other animal you have learned about recently that is amazing?

Day 14 Chapter 15

Vocabulary

I shall find it **inconvenient** to leave home, even for a few days. (*not easy or comfortable*)

Cultural Literacy

monotonous: having no variety, repetitious.

versatile: able to do many different things.

To Discuss After You Read

- Q: Wilbur says that friendship is one of the most satisfying things in the world. Do you think he is right? Why or why not?

Day 15 Chapter 16

Cultural Literacy

tussle: struggle.

pummeled: pounded on.

lacerated: cut or torn.

scarred: marked, disfigured.

trotters and pacers: horses bred for harness racing (the sport of racing each other while pulling a special two-wheeled cart called a sulky). *Trotters* move their legs forward in diagonal pairs (right front and left hind together, left front and right hind together). *Pacers* move their legs laterally (right front and right hind together, left front and left hind together).

“appetizing yarn”: a story that is appealing.

veritable: true, real.

Day 16 Chapters 17–18

Vocabulary

She looked rather swollen and she seemed **listless**. (*quiet, with little energy*) [chap. 17]

Cultural Literacy

familiar: [in this context] overly free and unrestrained: presumptuous. [chap. 17]

spring pig: pig born in the spring. [chap. 17]

spring chicken: slang for someone who looks young. [chap. 17]

Fare thee well: do well, be successful. [chap. 18]

schemer: one who makes secret (and often underhanded) plans. [chap. 18]

To Discuss After You Read

- Q: Did Mr. Arable give the children the same amount of money to spend? How much did he give each? [chap. 17]
- A: *yes, 70 cents*
- Q: Sometimes Charlotte seems like Wilbur's adoptive mother. Can you list some ways she cares for him like a mother? [chap. 18]

Cultural Literacy**carousing:** rowdy merrymaking.**gorge:** overeating.**“magnum opus”:** Latin for *great work*.**acute:** severe.**dopey:** silly, mentally dull.**To Discuss After You Read**

Q: Charlotte says that her egg sac is her *magnum opus* or “great work”—the finest thing she had ever made. Why do you think she says that? Is it because of how many eggs were in it? Was it because the sac itself was beautifully shaped? Because it was waterproof and made of tough material? Because the little spiders that would be born were, themselves, going to be important?

Q: Some parents say their children are their “great work” or *magnum opus*. Why do you think they would say such a thing? Can you imagine being your parents’ *magnum opus*?

Cultural Literacy**pompous:** distinguished and surly.**phenomenon:** a fact or event that can be observed with the senses.**distinguished:** noted, famous.**sundry:** various or diverse.**complimentary:** expressing regard or praise.**To Discuss After You Read**

Q: Can you, your mom or dad think of any times when you were either especially happy to be in front of a crowd like Avery or you were especially shy like Wilbur? Tell the stories!

Cultural Literacy**trifle:** to some small degree.**sentiment:** an emotionally tinged thought or wish.**desolation:** deep sorrow from a loss through death, abandonment, or loss.**To Discuss After You Read**

Q: Do you agree with Charlotte that Wilbur’s success was only in a small degree her success?

Cultural Literacy**garrulous:** talkative.**To Discuss After You Read**

Q: According to the author, what makes life rich?

A: *when you are waiting for something to happen or hatch* ■

Enjoy the poems in this book together. If something in the poem catches your attention share that with your children.

Day
1

pp. 8–9

To Discuss After You Read

- Q: Can you hear the rhymes at the end of every two lines?
(Hint: Poets track rhymes by giving each different end sound a letter name)
 A: *The “-atching” at the end of the first two lines is A, the “-icken” at the end of the next two is B. So this rhyme scheme is AABB CCDD*

Day
3

p. 10

“The Tickle Rhyme”

To Discuss After You Read

This poem has a bit of a twist in its rhyme. The rhyme is close to AABBA—although “caterpillar” and “learning” don’t sound much alike, the end of “caterpillar” sounds like “ler,” which is how the word “learning” begins.

“What’s a Caterpillar?”

To Discuss After You Read

Such a clever poem, packed into less than ten words! The word “little” has a double meaning here. It could mean, “Nothing much,” or it could mean “small!” And, of course, a caterpillar doesn’t turn into a fly! It turns into a butterfly! The caterpillar is waiting for that amazing moment, when it will be able to soar.

Day
5

p. 11

To Discuss After You Read

- Q: Can you tell the rhyme scheme in this poem?
 A: *AABBB, because the first two lines rhyme, then the last three*

Day
6

pp. 12–13

To Discuss After You Read

A haiku is a poetic form that comes from Japan. Haiku have three lines and seventeen syllables. The first and third line have five syllables each, and the middle line has seven syllables. Traditionally, haiku tell about nature.

Day
7

pp. 14–17

To Discuss After You Read

Poets pay attention to their line breaks, because a change in line offers an emphasis in meaning. If a line is too long to fit on the printed page, the printer will indent the next line, to show that it’s a continuation.

When American poet Carl Sandburg wrote this poem, he meant for it to have five lines. Two short ones in the beginning, one great long line in the middle, and an echo of the first two lines at the end.

Think about this. If you had one long line that said, “Those who saw the buffaloes by the thousands and how they pawed the prairie sod into dust with their hoofs, their great heads down pawing on in a great pageant of dusk,” that’s such a powerful statement of life. And then it’s abruptly cut off by “Those who saw the buffaloes are gone. / And the buffaloes are gone.” The very shape of the line emphasizes what was lost.

Day
8

pp. 18–19

To Discuss After You Read

This fun poem plays with language and line length to make every line rhyme. By splitting the name “Ling-Ling” onto two lines, the poet also keeps your eyes moving, to help you want to keep reading.

Day
10

p. 20

“The Purple Cow”

To Discuss After You Read

This is one of the most famous nonsense poems of all time. Gelett Burgess enjoyed the genre of silly poems that make you smile.

- Q: See the rhyme?
 A: *ABAB*

“Cow”

To Discuss After You Read

Poet Valerie Worth specializes in helping the reader observe carefully. In this poem, her frequent and unexpected line breaks make the reader feel like a cow ambling slowly along, bones jutting up. The words and breaks emphasize the plodding action.

“A Farmer’s Boy”**To Discuss After You Read**

This poem is a bit of a joke. See how it begins with a romantic setting? The star-studded sky, the stroll down the lane together. But then it turns out to be about a boy bringing the cow in for milking—a funny twist.

“The Cow”**To Discuss After You Read**

Look at how Robert Louis Stevenson makes this poem feel incredibly kind and cheerful.

Q: What nice words can you find?

A: *I see friendly, love, all my heart, cream, all her might, apple tart, wanders, pleasant open air, pleasant light of day, meadow grass, meadow flowers*

Think how this would have a different feel if the cow gave cream for coffee, instead of apple tart, or if the speaker talked about the typical mud or flies that happen in keeping a real cow.

This is a lovely picture, if not a perfectly accurate one.

“The Pasture”**To Discuss After You Read**

Robert Frost remains one of the pre-eminent poets of the United States. He lived in New England, and wrote lovely poems about the life of a farmer. In this poem, the laborer invites another to join him—it’s a friendly and charming poem of companionship.

“mOOse”**To Discuss After You Read**

This poem summarizes some of the parts of a moose and his habitat very nicely. But did you notice the funny part of the title: “mOOse”? See how it looks like binoculars? It’s like you’re watching the moose, and he is watching out for his mate. So clever!

pp. 22–23**To Discuss After You Read**

We choose to skip these pages. We disagree with the underlying premise. We don’t believe orangutans are our cousins.

“Song of a Bear”**To Discuss After You Read**

This Navajo poem sounds like a dance, doesn’t it? It sounds like something to be spoken or sung.

The Navajo language wasn’t written down for hundreds of years. A military man wrote down Navajo words in 1849, and a Navajo newspaper and dictionary were first created in the 1940s. So you won’t find Native American poems with playful titles, like in “mOOse.” Their poems were meant to be heard and memorized and enjoyed entirely by ear.

“Grandpa Bear’s Lullaby”**To Discuss After You Read**

For this poem, I think Jane Yolen played off of the traditional nursery rhyme “Sleep, Baby, Sleep,” and made the poem instead about a bear preparing the cubs for hibernation.

Poets don’t mind borrowing—it gives extra meaning to a poem.

“Elephant” (Blue)**To Discuss After You Read**

This poem is playing on the different meanings of the word “trunk.” An elephant has a trunk, and people used to use large boxes for traveling, called “trunks.” An elephant doesn’t need that kind!

“Elephant” (Purple)**To Discuss After You Read**

Ann Whitford Paul uses a metaphor in this poem, which is a comparison between two things that aren’t usually alike. The title tells us that this is about an elephant, but the speaker describes the elephant as a threatening cloud, and then shows why that comparison works: elephants and clouds make thunder and spray and little puffs of wind. It’s a creative way of thinking about an elephant—a weather-maker!

“Eletelephony”**To Discuss After You Read**

This nonsense poem really plays with language! Have you ever heard a young child stumble over a pronunciation? This poem takes that experience and exaggerates it for a humorous effect.

Section Four

Instructor's Guide Resources

“Intro to World History, Year 1 of 2”—Summary of Scope and Sequence: Schedule for Topics and Skills

Week	Memory Work	Concepts Taught & Bible Passages	History	Geography	Biography
1	Proverbs 1:17 & The Books of the New Testament	God is eternal and exists three-in-one	Cultures; People; Countries; Religion; Homes	<i>Mongolia; Indonesia; Pennsylvania; China</i>	
2	Genesis 1:1	God is the creator and is all-powerful	Cultures; World Religions	<i>India; Romania; Tunisia; Spain; New York</i>	
3	Jeremiah 29:11	God is in control and is all-knowing	Cultures	<i>China; Togo; Senegal; Bolivia; India</i>	
4	Deuteronomy 6:4	God is omnipresent and perfect	Cultures	<i>Wales; England; Central Asia; Mediterranean Sea; India; Indonesia; Central Asia; China</i>	
5	Deuteronomy 6:4–5	God created man and woman in His image	Cultures; Earliest Civilizations	<i>Egypt; Nile River; Mesopotamia; Persian Gulf</i>	
6	Deuteronomy 6:4–6	God walked with Adam and Eve and sin was defined	Earliest Civilizations; Ancient Egypt	<i>India; China; Central America; Egypt; Mesopotamia;</i>	Menes
7	Psalms 119:11	Satan tempts and sin enters the world	Ancient Egypt	<i>Papua New Guinea; Egypt; Antarctica; Australia; England; Northern Hemisphere; Southern Hemisphere</i>	Tutankhamen
8	Proverbs 15:1	Sin separates us from God and one another, and brings judgement	Ancient Egypt	<i>Oregon; Maine; Pacific Coast; Detroit; Cleveland; Chicago; Boston; New York; Philadelphia</i>	Columbus; Magellan
9	John 3:16	God promises salvation and sends Adam and Eve from His garden	Ancient Egypt; Babylon	<i>Mesopotamia; Egypt; Israel; Assyria; Mediterranean Sea; Columbia River; Canaan</i>	Abraham; Ramses
10	Isaiah 55:6	Sin spreads and God promises that the nations would be blessed	Ancient Egypt	<i>Nile River; Thebes</i>	
11	Isaiah 55:6–7	God delivers Israel and gives the Ten Commandments	Ancient Egypt	<i>Egypt; Canada; Alaska; Italy</i>	

(continued on the following page)

Note to Mom or Dad: The Summary of Scope and Sequence: Topics and Skills (scope and sequence) information contained in the charts on these pages includes topics and skills covered in the reader pack books that correspond to this level. If you are using a reader pack that corresponds to a different level, please adjust the Summary of Scope and Sequence: Topics and Skills information to reflect those topics covered in the books in your reader pack.

Week	Memory Work	Concepts Taught & Bible Passages	History	Geography	Biography
12	John 13:34	To break one commandment is equal to breaking all; God as a holy God cannot be near sin	Ancient Egypt	<i>Ontario; Egypt</i>	Isaac
13	Psalm 23:1	God provides a way to cover sin and Jesus is our sacrifice	Ancient Egypt; Crete	<i>Yukon Territory; Anchorage; Yugoslavia; England; Alaska</i>	
14	Psalm 23:1–2	Jesus comes to earth and steps off His throne	Hittites; Greek Mythology; Mycenaeans	<i>Russia; North America; South America; Asia; Australia; Europe; Africa; Antarctica; Greece; Crete; Egypt; Alaska</i>	
15	Psalm 23:1–3	Jesus loves God and people, and is fully man	Old Testament Peoples & Lands; Ancient Nomads; Trojan War	<i>Knossos; Crete; Sicily; Black Sea; Phoenicia; Jerusalem; Northern and Southern Kingdom; Canaan; Greece</i>	Homer; King David
16	Psalm 23:1–4	Jesus is completely God and He died in our place	Spartans; The Olympics; Rome Founded (Rome Mythology);	<i>Sparta; Athens; Greece; Rome</i>	Romulus
17	Psalm 23:1–5	Jesus resurrects and conquers death, and we are saved in Christ	Assyrians; Babylon	<i>Assyrian Empire; Jerusalem; Babylon</i>	Sennacherib; Assur-bani-pal; Nebuchadnezzar
18	Psalm 23:1–6	Jesus sends His disciples on missions and promises the Holy Spirit	Lydia; Babylon; The Persians	<i>Sweden; Babylon; Jerusalem; Persian Empire; India; Japan;</i>	Gautama Buddha
19	Psalm 1:1	The Spirit comes on Pentecost and is God's best gift	China	<i>China; The Great Wall of China; Gobi Desert; Himalaya Mountains; China; Pacific Ocean</i>	Confucius
20	Psalm 1: 1-2	We are both chosen and called by God	The Great Wall of China	<i>Holland; North Sea; China</i>	
21	Psalm 1:1-3	We can be born again and have faith	Ancient Greece; The Persian Wars; Ancient Africa	<i>Athens; Rome; Italy; Sparta; Marathon; The Persian Empire;</i>	Darius I
22	Psalm 1:1-4	Jesus paid it all and we are adopted into God's family	Persian Wars; The Golden Age of Greece	<i>Persia; Greece; Thermopylae; Bay of Salamis; Hellespont (Dardanelles); Persian Empire; Greece</i>	
23	Psalm 1:1-5	As Christians, sin doesn't control us and we are set apart	Peloponnesian War; Alexander the Great	<i>Sparta; Athens; Macedonia; Greece; India; Egypt; Hellespont; Alexander's kingdom</i>	Socrates, Alexander the Great, Aristotle,

(continued on the following page)

Week	Memory Work	Concepts Taught & Bible Passages	History	Geography	Biography
24	Psalms 1:1-6	As believers, we grow and choose to put off the old ways and put on the new	First Punic War; Scythians; Mongols	<i>Carthage; Rome; Italy; China; Ethiopia; Norway</i>	
25	Matthew 7:7	The Holy Spirit helps us fight sin and fills us with the Fruit of the Spirit	Punic Wars; The Roman Empire	<i>Spain; Italy; Tunisia; the Alps; Carthage; The Roman Empire</i>	Hannibal
26	Joshua 1:9	We are called to run the race to the end and God's church is made of living stones	Rome & the Romans	<i>Amsterdam; Rome; Gaul; Tiber River; The Roman Empire; Alexandria</i>	
27	Psalms 119:105	The church is God's temple and we gather to worship	Rome & the Romans	<i>Pompeii; Macedonia</i>	
28	Poem; Psalm 150:1-1	Sacraments: the Lord's Supper and Baptism	Rome & the Romans	<i>Rome; Egypt; Spain; England; France; Romania; Europe</i>	Julius Caesar
29	Poem; Psalm 150:1-2	The Gifts of the Spirit and the persecution of the saints	Germanic tribes; Fall of Rome; Dark Ages; Middle Ages	<i>Carthage; Ostia; Israel; Rome; Jerusalem; Pompeii</i>	Virgil, Horace, Octavius, Jesus; Nero; Stephen, first martyr
30	Poem; Psalm 150: 1-3	The End Times and Christ's return	Christians; Council of Nicaea; The Romans; The Byzantine Empire	<i>Rome; France; England; Constantinople; Gaul; Spain; Italy; Africa;</i>	Marcus Aurelius; Constantine I
31	Poem; Psalm 150:1-4	The Final Judgement and God's children enter glory	The Byzantine Empire	<i>France; England; Constantinople; Byzantine Empire; Prussia</i>	George Müller
32	Poem; Psalm 150:1-5	The New Heavens and earth and living with God		<i>Bristol; Devon; Vermont</i>	George Müller; Justinian; King Arthur
33	Poem; Psalm 150: 1-6	The Wedding Feast and God wrote the Bible through people			George Müller; Charles Dickens
34	John 14:6	God's Word is true and God talks to us	Missionary biography: George Müller	<i>China; California</i>	George Müller
35	Philippians 2:14	The Bible is our spiritual food and the Holy Spirit helps us understand it		<i>Columbia; South Carolina; Los Angeles; Ethiopia; Honduras; Mexico; Alaska</i>	Joy Ridderhof
36	Philippians 2:14-15	The Word of God lives forever; Psalms 1-3	Missionary biography; gospel recordings	<i>Philippines; Kilimanjaro; Africa; Manila; Australia; Indonesia</i>	Joy Ridderhof

Intro to World History, Year 1 of 2 (5-Day)—Map 4



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