Thank you for downloading this sample of Sonlight's Level B History / Bible / Literature 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
- A 3-week Schedule
- Discussion questions, notes and additional features to enhance your school year
- A Scope and Sequence of topics and 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
I was feeling overwhelmed and afraid that I lacked what it takes to successfully homeschool my kids,” writes Jennifer A of Battle Creek, MI. “I contacted an Advisor on Sonlight’s online chat tool and got the help I needed. The next day I was able to put her counsel into practice!”
"Teach us to number our days aright, that we may gain a heart of wisdom."

Psalm 90:12 (NIV)
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4 Instructor’s Guide Resources
   • Scope and Sequence: Schedule for Topics and Skills
   • Timeline Figure—Schedule

(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.)
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.

**Quick Start Guide**

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Days 26–30:

**Level A: History/Bible/Literature**

**Week Overview**

<table>
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<tr>
<th>Date</th>
<th>Day 26</th>
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**BIBLE**

- Egermeier’s Bible Story Book
  - pp. 86–88
  - pp. 88–90
  - pp. 91–93
  - pp. 94–96
  - pp. 96–98

**Memorization**

- P: Fear not, for I have redeemed you; I have summoned you by name; you are mine. (Isaiah 43:1)

**Sing the Word: From A to Z**

- “Fear Not”—Track 6. Listen to this track the entire week.

**HISTORY & GEOGRAPHY**

- Adventures in Ancient Greece
  - pp. 12–33
  - pp. 34–35
  - pp. 36–39
  - pp. 40–47
  - pp. 124–125

- The Usborne Internet-Linked Children’s Encyclopedia

- Dolphin Adventure
  - chaps. 1–2
  - chaps. 3–4
  - chaps. 5–6
  - chaps. 7–8

- The Lion Who Had No Pajama
  - p. 15

- The Arnold Lobel Book of Mother Goose
  - pp. 28–29
  - pp. 30–31
  - pp. 32–33

- James Herriot’s Treasury for Children
  - “Oscar, Cat-About-Town”

**READ-ALOUDS**

- Sing the Word: From A to Z

**Developmental Activity**

- Act out a play on politeness.

**Field Trip/Practical Life Skills**

**MISCELLANEOUS**

**Parental Notes**

**Intro to the World: Cultures | 5-Day | Section Two | Week 6**

**Days 26–30**

**Date:**

**Additional Subjects:**

**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.

**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.

**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.

**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.
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).

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.

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.

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!
Level B: History/Bible/Literature

Days 1–5: Date: _______ to _______

<table>
<thead>
<tr>
<th>Week Overview</th>
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<td>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</td>
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### Week 1

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<th>Day 1</th>
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<td><strong>BIBLE</strong></td>
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**Leading Little Ones to God**

- Lesson 1
  - pp. 3–4
  - “Our Hearts Ask for God”

- Lesson 2
  - pp. 4–6
  - “We Cannot See God”

**Reading**

- Psalm 105:1–4
- Isaiah 55:1–13
- Psalm 104:1–13
- Acts 17:16–34
- Romans 1:18–23

**Memorization**

Your memorization of Psalm 1 will be due on Week 6. Read Psalm 1:1 ten times this week—twice each day. Think about the meanings of the words and the passage as a whole (Find it in this week’s notes).

**Sing the Word: A New Commandment**

Track 1 —Listen to this track the entire week.

<table>
<thead>
<tr>
<th><strong>HISTORY &amp; GEOGRAPHY</strong></th>
<th>Day One: Tribals</th>
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</table>

**Wonderful Houses Around the World**

- pp. 2–3
- pp. 4–5
- pp. 6–9
- pp. 10–11
- pp. 12–13

**Charlotte’s Web**

- chaps. 1–2
- chap. 3
- chap. 4
- chap. 5
- chap. 6

**National Geographic Book of Animal Poetry**

- pp. 8–9
- p. 10
- p. 11

### Additional Subjects:

1. See the notes for the History titles below.
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, 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 to 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

Level B integrates the book Leading Little Ones to God as the focus for the Bible curriculum, as well as the CD Sing the Word: A New Commandment. We do our best to tie the Bible readings directly to Leading Little Ones to God and the topics it covers. Divided into fourteen parts and eighty-six short lessons, Leading Little Ones to God by Marian M. Schoolland offers a sweeping overview of God, creation, human beings, the central role of Jesus, the need and method of salvation, discipleship matters, prayer, and the role of the church in God’s kingdom. Fortunately, this is all explained in a simple manner so children can understand these weighty topics. Schoolland also offers sections after the readings called, “Something to Talk About,” which emphasize comprehension, as well as memory verses and suggested readings. Note, too, the prayers included at the end of each lesson. Feel free to simply read through these prayers as written, pray through them, or put them in your own words.

The musical CD Sing the Word: A New Commandment is also integrated into our schedule and the memorization verses. We trust you and your children will find it as enjoyable as we have!

Bible readings are scheduled daily, while Leading Little Ones to God is scheduled sometime between days 1 and 4. If you are following a 4-day schedule feel free to skip the 5th day readings or read them during family devotional time.

While your children may already be aware of the Bible stories we cover, we want them to understand the message underlying the stories in order for them to gain a grasp of God and His work. May your family grow in your understanding and love of God!

Leading Little Ones to God

Lesson 1, pp. 3–4 “Our Hearts Ask for God”

This week you and your children will go through the first two lessons of Leading Little Ones to God. We tie the Bible readings to the topics in the book to provide a more cohesive Bible experience. The first two lessons you will cover address questions about God (theology) and what He is like (Lessons 1 and 2).

Rationale: The purpose of this book is to introduce children to some basic theology—using terms they can understand. While some of the writing is done in a more old fashioned, or formal mode, with “thee” and “thou,” it is worthwhile to push past this and keep going. Feel free to supplement the prayers, hymns and suggested questions with your own way of speaking to the Lord and use the book as simply a place to start (or continue) teaching your children about who God is.

We have you read a lesson that teaches a principle and the Bible passage the book recommends. On the following day, we schedule an additional passage to memorize what you read about on the previous day.
In these Suggested Readings, just marvel at how wonderful and magnificent God is! If you have stories you can share with your children about whatever topic is covered, please share!

**Memorization (Bible)**

| Psalm 1:1 |

Your memorization of Psalm 1 will be due on Week 6. Read Psalm 1:1 ten times this week—twice each day. For the next 5 weeks, we will highlight the "new" parts that you will add to your memorization. Think about the meanings of the words and the passage as a whole.

1. Blessed is the man
   Who walks not in the counsel of the ungodly,
   Nor stands in the path of sinners,
   Nor sits in the seat of the scornful;1

**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.

Perhaps the hardest aspect of memorization is maintaining children’s motivation to keep repeating a passage. We have found the following methods helpful:

1) Put the Scripture passage to music and/or create a rhythm by which it can be repeated—tap out the beat while saying the words.

2) Act out certain key words with exaggerated and/or ridiculous motions: “Thou (point with emphasis at your child) shalt not (shake your head violently) kill (run your hand across your neck in the motion of a knife slitting your throat)!”

3) Engage in a game of “hot potato” while reciting the verse: every time someone receives the “potato,” he must say the next word or phrase in the passage; he may not pass it on until he has said that word or phrase.

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.

**Sing the Word: A New Commandment**

| Track 1 |

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 this track the entire week.

**THUMB**

| Tribals |

**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 Tribals, Hindus, Unreached (or Uncurched) Chinese, Muslims, and Buddhists. 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.

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?

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

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?

Day 3 pp. 6–9

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

Day 5  pp. 12–13

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

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 2

Date: \[\text{Day 6} \quad \text{Day 7} \quad \text{Day 8} \quad \text{Day 9} \quad \text{Day 10}\]

**BIBLE**

**Leading Little Ones to God**

Lesson 3, pp. 6–7 “We See God’s Works”

Lesson 4, pp. 7–9 “God Talked to People Long Ago”

**Reading**

Psalm 19: 1–7

Psalm 24: 1–10

1 Samuel 3: 1–10

Acts 9: 1–19

2 Timothy 3: 14–17

**Memorization**

Psalm 1: 1–2 (Find it in this week’s notes)

**Sing the Word: A New Commandment**

Track 1 —Listen to this track the entire week.

**HISTORY & GEOGRAPHY**

**THUMB**

(Read-alouds) (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

**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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**Bible Reading**

Week 2 of the Bible program continues to cover theology, addressing the wonder of God’s creation and how God communicated to people in the past.

**Leading Little Ones to God**

**Day 6 Lesson 3, pp. 6–7 “We See God’s Works”**

**To Discuss After You Read**

Q: Based on what we learned today do you think the Lord still speaks to people? If He does, have you ever heard Him? Have you ever tried? Would you even want to?

**Memorization (Bible)**

Psalm 1: 1–2

1 Blessed is the man
Who walks not in the counsel of the ungodly,
Nor stands in the path of sinners,
Nor sits in the seat of the scorners;

2 But his delight is in the law of the LORD, And in His law he meditates day and night.

---

Note: Be bold with talking about your experience, or lack there of with your children. One of the best things about homeschooling is it provides time and a place to talk about deep issues.
Last week we prayed for the first large group of unreached 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: Hindus. 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 who make India the 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 (caste) 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 schoolteacher. 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

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

Find Romania on the world map on page 1
To Discuss After You Read

Do you think it is hot or cold in this area?
A: it looks very hot and dry

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

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

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

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

What are some advantages to placing houses underground?
A: the houses are cool in the summer and warm in the winter; they are quiet

Why are the rooms with water built outside?
A: maybe easier to pipe water into?

Do you see anything tied to religion?
A: a cross on one wall
### Week 3

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### Additional Subjects:

### Leading Little Ones to God

**Day 11**

Lesson 5, pp. 9–10 “God Talks to Us”

This week *Leading Little Ones to God* is about God talking to us (Lesson 5) and introduces children to Jesus (Lesson 6).

### Memorization (Bible)

**Day All**

Psalm 1:1–3

1. Blessed is the man who walks not in the counsel of the ungodly, nor stands in the path of sinners, nor sits in the seat of the scornful.
2. But his delight is in the law of the LORD, and in His law he meditates day and night.

3. He shall be like a tree planted by the rivers of water, that brings forth its fruit in its season, whose leaf also shall not wither; and whatever he does shall prosper.

### THUMB

**Day All**

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 swampland 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!

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?
Section Three

Reading Assignment and Notes
### Read-Alouds Weeks 1-4: Charlotte’s Web

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| 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 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]

<table>
<thead>
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| **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-po-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**  
**exterior:** 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 hysteric s. (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: When 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: 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 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)

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.
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.
verbatim: 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]
“magnum opus”: Latin for great work. [chap. 18]
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]

Day 17  Chapter 19

Cultural Literacy
carousing: rowdy merrymaking.
george: overeating.
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!

---

Day 20 Chapter 22

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*
Section Four

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**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.
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Please enter any name or event, together with the dates that we list on your timeline.

- Indicates that there is a corresponding figure for this reference in your timeline figure packet that you can place on your timeline.

- Indicates that this is simply a suggestion you may add to your timeline, however it does not have a related figure in the packet.

You will also find references to each figure and suggestion in the corresponding Notes behind your Schedule.

### HISTORY

**A Child's History of the World**

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Intro to the World: Cultures
Grades: K-2 | Ages: 5-7

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