

B

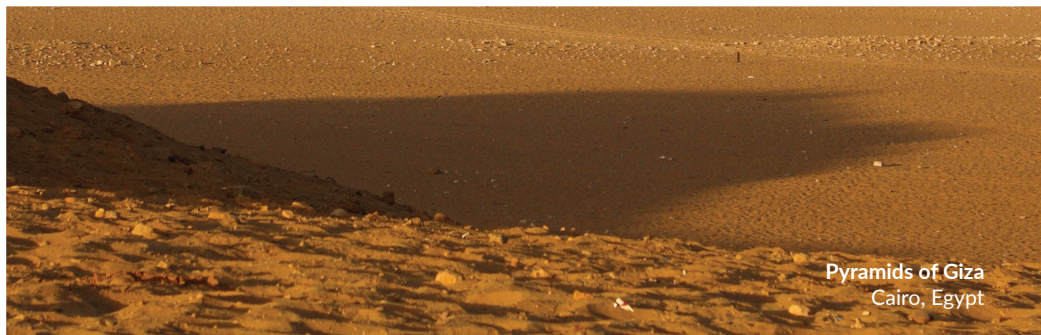
INTRO TO WORLD HISTORY

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 (4-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" (4-Day) Instructor's Guide, Fourth 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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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*

112 | Week 33 | Section Two | 5-Day | Intro to American History, Year 1 of 2

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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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)

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3

5

6

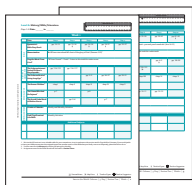
WHERE WILL YOUR SONLIGHT STUDIES TAKE YOU?

[sonlight.com/scope-and-sequence](https://www.sonlight.com/scope-and-sequence)

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 Catalhöyük?
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

Level B: History/Bible/Literature

Days 1–4: 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
BIBLE	The Ology¹	1. God Always Was and Always Will Be 	pp. 12, 15	2. God is Three in One	p. 16
	Supported Passages¹		Genesis 21:33; Deuteronomy 33:27; Psalm 100:5, 102: 25-27; Jeremiah 17:13; John 6:35, 10:11 Romans 11:26; 1 Timothy 1:17		Deuteronomy 6:4; Isaiah 48:16; Matthew 3:16-17; John 14:26; 1 Timothy 2:5
	Memorization¹	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 Commandment¹	Tracks 4 & 19 Listen to this track the entire week. Use Track 19 to memorize the books of the New Testament.			
HISTORY & GEOGRAPHY	THUMB¹ (This is not a book)	Day One: Tribals			
	Usborne Book of World History¹	pp. 2–3 	pp. 4–5 	pp. 6–7  	
	A Child's History of the World¹				chap. 4  
READ-ALOUDS	Charlotte's Web²	chaps. 1–2 	chap. 3	chap. 4	chap. 5
	National Geographic Book of Animal Poetry²	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**.

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“How to” Quick Start Information

Record Keeping

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

Vocabulary & Cultural Literacy

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

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



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

To Discuss After You Read

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

Timeline


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

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

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

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

Map Points

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

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

Further information and useful documents

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

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

Bible

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.

Day
All

Proverbs 1:17

The fear of the LORD is the beginning of knowledge, but fools despise wisdom and instruction

Sing the Word: A New Commandment

Day
All

Tracks 4 & 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.

Usborne Book of World History

Day
1

pp. 2–3

Due to the extensive notes and help we include for *A Child’s History of the World* (coming up!), we have not added many notes for this book. Just enjoy Usborne’s unique presentation. Have your children sit next to you to look at the pictures. If they are visual learners these types of books will help form their views of history and help it come alive.

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

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

To Discuss After You Read

- Q: Why are archeologists interested in how deep an item is found on an archeological site?
- A: *cities are often built on top of older civilizations so archeologists can uncover information about different periods of time*

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

To Discuss After You Read

Q: Why did people settle and farm?

A: *as people farmed and raised animals for food, they had time for other creative works*

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*

Timeline and Map Points

† **Jericho destroyed by God (ca. 1400s BC)**

A Child's History of the World

Before and as you read *A Child's History of the World* this year, we encourage you to pay attention to the “Staircase of Time” that Hillyer outlines on page xvii. We believe Hillyer is correct that a child can acquire a solid appreciation for the progress of history through regular and repeated contact with the “Staircase.”

Our timeline book provides the same benefit on a more detailed level over the course of all the educational years to come.

We begin with Chapter 4 because, prior to that chapter, the text is filled with speculation and fanciful thinking. You may want to skim the pages and introduce your children to common thinking.

The Tigris and Euphrates Rivers are mentioned in the Old Testament (see, for instance, Genesis 2:14). [p. 17]

To Discuss After You Read

Q: Why did people move around?

A: *they were forced to leave after the war; they wanted better land and they wanted to trade goods with others*

Timeline and Map Points

† **Mesopotamia (4000 BC)**

🌐 *Egypt (G6); the Nile River (H7); Nubia (modern-day Sudan) (I7); Mesopotamia (E9); the Mediterranean Sea (E4); the Tigris River (E9); Euphrates River (E9); the Persian Gulf (G12) (map 2)*

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!

Please note that Readers are books your children will read themselves. In levels A-C, when students are learning to read and therefore may vary in reading ability, there are several reading level options. For this reason, the Reader schedule and notes will be found in a separate guide.






When students become more proficient in their reading ability (level D and above), their Readers will tie to the History they are studying and the reading level of those books will span the age range of that particular level. ■

Level B: History/Bible/Literature

Days 5–8: Date: _____ to _____

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

Week 2

	Date:	Day 5	Day 6	Day 7	Day 8
BIBLE	The Ology	3. God Created Everything Out of Nothing at All	pp. 19–20	4. God is All-Powerful	p. 23
	Supported Passages		Genesis 1:1; Nehemiah 9:6; Isaiah 6:2-3; Psalm 91:11-12, 139:14, 148:2-5; Acts 4:24; Romans 4:17; Colossians 1:16; Hebrews 13:2; Revelation 4:8		Job 38:4-7; Psalm 19:1, 148:3-6; Romans 1:20; Colos- sians 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 			
	Usborne Book of World History	pp. 8–9 	pp. 10–11	pp. 12–13 	
	A Child's History of the World				chap. 5 
	Optional: Hands-On History Kit: World History I	Ancient Sumer: Clay Cylinder Seal			
READ-ALOUDS	Charlotte's Web	chap. 6	chaps. 7–8	chap. 9 	chap. 10
	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

THUMB

Day
All

Hindus

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: **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, **H**indus

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 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 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. And 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.

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.

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.

Usborne Book of World History

Day
5

pp. 8–9

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

To Discuss After You Read

Q: Why did Sumer develop into a civilization?

A: *the people had water and fertile land*

Timeline and Map Points

† Sumer (3500–2500 BC)

Day
6

pp. 10–11

To Discuss After You Read

Q: Why did the Sumerians invent writing (cuneiform)?

A: *for record keeping and trade*

Day
7

pp. 12–13

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

To Discuss After You Read

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

The best way to study World History is to focus on key civilizations. Each chapter in Hillyer and each two-page spread in Usborne does that.

We choose to read the narrative text first, then follow with visual portrayal of the same events if available. We want our children to first “see” history in their minds’ eyes and then see an artist’s view.

Christ was not actually born in “Year 1” (and not on December 25, despite the celebration), but most likely sometime between 4 and 6 BC. The fact that much of the world marks its calendar with reference to Christ is an artifact of the influence the Christian movement had in the West, and the influence of the West in world cultures over the last few centuries.

Clearly, the Christian (BC/AD) calendar is *not* used everywhere in the world and many modern scholars have pushed for the use of CE (for “Common Era”) and BCE (for “Before [the] Common Era”) as a culturally/religiously more neutral expression, though, obviously, for anyone who thinks about it, still an oblique reference to or acknowledgement of the influence of Christianity and the West upon world culture. For more on Christian influences on the calendar, including holidays, see the final chapter in *How Christianity Changed the World* by Alvin Schmidt. [p. 21]

To Discuss After You Read

Q: What do BC and AD stand for?

A: *BC stands for “Before Christ”; AD stands for “Anno Domini” which is Latin for the “year of the Lord”—i.e. the time since the life of Christ*

Q: What do BCE and CE stand for?

A: *BCE stands for “Before [the] Common Era”; CE stands for “[the] Common Era”*

Timeline and Map Points

- 🌐 *Indus River (D8); China (D10); Yellow River (D10); Central America (E2) (map 1)*
- 🌐 *Egypt (G6); Nubia (I7); Mesopotamia (E9); Crete (E5) (map 2)*

Sumerians created the first form of writing using wedges pressed into wet clay. Your student will be making their own seal to leave their mark on clay. ■

Level B: History/Bible/Literature

Days 9–12: Date: _____ to _____

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

Week 3

Date:	Day 9	Day 10	Day 11	Day 12
The Ology	5. God is in Control	p. 24	6. God Knows All Things	p. 27
Supported Passages		Job 37:5-6; Psalm 99:3, 103:19; Isaiah 46:9-10; Acts 17:24-28		Psalms 147:4; Matthew 10:29-30; Acts 17:26; Hebrews 4:13; 1 John 3:20
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.			
BIBLE	THUMB (This is not a book)	Day One: Unreached/Unchurched Chinese 🌐		
	Usborne Book of World History	pp. 14–15 📖		pp. 16–17 📖
	A Child's History of the World		chap. 6 👤 🌐	chap. 7 👤 🌐
HISTORY & GEOGRAPHY	Charlotte's Web	chap. 11	chap. 12	chap. 13
	National Geographic Book of Animal Poetry	p. 21	p. 24 (skip pp. 22–23)	p. 25
READ-ALOUDS	Additional Subjects:			

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Memorization (Bible)

Day
All

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

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. But 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. But 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? And 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 about church growth in China, see <http://bit.ly/chinachurch>.

Usborne Book of World History

Day
9

pp. 14–15

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

To Discuss After You Read

Q: Why was Egypt a fertile country?

A: *the inundation, or flooding of the farmland brought nutrients and water to an otherwise dry land*

Day
11

pp. 16–17

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

To Discuss After You Read

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

A Child's History of the World

Day
10

Chapter 6

Worship or belief in more than one god is known as *polytheism*. Christians hold to *monotheism*, or, belief in one God. [p. 38]

To Discuss After You Read

Q: How were Egyptian Hieroglyphics translated?

A: *The Rosetta Stone was a rock that had the same message carved into it in three languages, one of which was still recognizable*

Timeline and Map Points

† **Menes (Narmer), first Egyptian king (ca. 3100 BC)**

† **Old and Middle Kingdoms of Egypt (ca. 2650–1500s BC)**

🌐 *Egypt (G6); Rosetta (F7); Nile River (H7) (map 2)*

Egyptian religious beliefs may seem strange to us, but if we stop to think about them we can learn some important pieces of information about human beings in general. First, the human tendency is to be religious rather than non-religious. In other words, people all over the world have historically demonstrated an interest in god, gods, and religion. Second, even though there are many significant differences, there are some similarities between ancient Egyptian religion and religions such as Judaism and Christianity. All, for instance, believe in an immaterial aspect of human beings, usually called a soul. All believe in some sort of afterlife. And Christians believe in a future time when their souls will be reunited with their resurrected and glorified bodies.

We, as Christians, need not be concerned that Christianity “copied” its beliefs from other religions. After all, there is much that is startlingly unique about Christianity and, when carefully compared to contemporary beliefs and precursors Christianity displays numerous distinctives not at all like the superficial similarities found in other belief systems. Some Christian thinkers, such as C.S. Lewis and J.R.R. Tolkien, have suggested that God purposefully scattered various bits and pieces of the true religion in beliefs all over the world in order to better prepare humanity for the coming of Christ—a real historical person foreshadowed in some way in myths and stories of the world, but a true historical figure.

Cultural Literacy

Nile: a major north-flowing river in North Africa, regarded as the longest river in the world.

derrick: a machine to hoist and move heavy objects.

To Discuss After You Read

Q: How did the Egyptians prepare for death?

A: *they built tombs for the dead and filled the tomb with items a living person would need. They preserved the body from decay to keep it available for the soul*

Feel free to talk with your children about the hope we have in Christ about where we go after we die. Perhaps your children’s grandparents have died, explain where they are and encourage your children that through trust in the Lord they will see them again. Aren’t we grateful we don’t have to prepare our earthly bodies for the after life?

Timeline and Map Points

† **Warrior Pharaohs rule Egypt (ca. 1500 BC)**

🌐 **Egypt (G6); Cairo (F7) (map 2)** ■

Section Three

Reading Assignments 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

runts: 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 Chapters 7–8

Vocabulary

Stop your crying! I can't stand **hysterics**. (*a fit of uncontrollable laughter or weeping*) [chap. 7]

Cultural Literacy

anesthetic: a substance that produces a loss of feeling. [chap. 7]

To Discuss After You Read

- Q: When Charlotte promises to save Wilbur, do you think a spider will be able to do so? [chap. 7]
 Q: Why does Mrs. Arable worry about Fern? [chap. 8]
 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? [chap. 8]
 A: *no; he thinks Fern may just have sharper hearing than adults and he knows she has a great imagination*

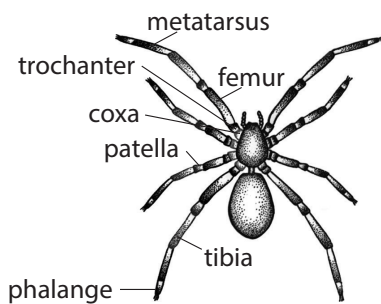
Day 7 Chapter 9

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 8 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 9 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 10 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 11 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 12 Chapters 14–15

Vocabulary

I shall find it **inconvenient** to leave home, even for a few days. (*not easy or comfortable*) [chap. 15]

Cultural Literacy

sociable: everyone gets along. [chap. 14]

incessant: unceasing. [chap. 14]

monotonous: having no variety, repetitious. [chap. 15]

versatile: able to do many different things. [chap. 15]

To Discuss After You Read

Q: Do you agree that making a spider web are amazing or miraculous? [chap. 14]

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? [chap. 14]

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? [chap. 15]

Day 13 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 14 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
2

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 “let,” 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
3

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
5

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
6

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
7

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
8

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.

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

This poem is a haiku (three lines, 17 syllables split 5-7-5 between the lines).

- Q: An “anthology” is a published collection of stories or poems (This poetry book is an example of an anthology!). The poem says that an elephant could tell so many stories. Can you spot the word that makes the story seem sad?
- A: *the word “Locked” emphasizes how separate we are from the elephant—we can’t know the stories. Think how different this poem would be if the word was “Rest” or “Dance”*

Day
14 p. 28

To Discuss After You Read

This poem rollicks along so much, it seems like it should be a song sung at summer camp. Do you see how the second and fourth line of the two stanzas rhyme? (A stanza is a part of poem, the poetic equivalent of a paragraph. Some poems are just a single stanza. Some have more than one. This one has two.)

This poem has an extra twist—the first and third lines of each stanza have internal rhyme! See how the first line has “tails” and “Wales,” and the third line has “snore” and “floor”? When a line has a word in the middle that rhymes with a word at the end, that’s an example of internal rhyme.

- Q: See if you can find the internal rhyme in the second stanza.
- A: *whales/Wales, glide/tide*

Day
15 p. 29

“Polar Bear Rap”**To Discuss After You Read**

A rap is a rhythmical, rhyming poem, usually spoken with background music. This rap has a twist—you think the polar bear is talking about the cold weather in the Arctic—but it turns out that he’s just a grumpy zoo resident, and the weather in the zoo is usually pretty much the same.

“Polar Bear”**To Discuss After You Read**

- Q: Long underwear is a layer of clothing that’s needed in especially cold climates—a long sleeved, long pants layer of clothing to help keep the body warm. Polar bears don’t literally wear long underwear, of course (and if they did, it would be easy enough to see). But do you think the polar bear fur might qualify?

Day
16 p. 30

“Moody Guy”**To Discuss After You Read**

This poem describes a rhino, and it has a special secret hidden within.

It’s an acrostic poem, where the first letter of each line spells out a word. When you read the first letters down, they say, “BEAUTY IN THE BEAST.”

Which is spectacular. The rhino is beautiful, and this description is beautiful. And that hidden message emphasizes: you have to look, because much of the beauty is hidden.

“The White Rhinoceros”**To Discuss After You Read**

What is this poem saying? It might be just a silly nonsense poem. It might be that the speaker is poking fun at how we try to get all our questions answered, but maybe we’re not asking the right questions.

Day
17 p. 31

To Discuss After You Read

This poem is a limerick. Limericks have five lines, with an AABBA rhyme scheme (lines 1, 2, and 5 rhyme, and lines 3 and 4), and this bouncy, funny rhythm. They are usually funny poems, like this one.

Day
18 pp. 32–33

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

Here, Valerie Worth’s very short lines emphasize the great height of the magnificent giraffes.

Although there are few exact rhymes in this poem, look at the tightly packed word choices. How often do you use the letter v in your speech? Not often, probably. But here, in the first thirteen words, she uses four v’s: live, Above, heaven’s, Level. At the end, she transitions to a long a sound: Precarious, Stair, care, Aware, Airy, Affairs.

This sort of language play makes poets (and readers!) happy.

“Above All”**To Discuss After You Read**

- Q: This is an acrostic poem, too! What hidden words can you find?
- A: *CLOUD FRIENDS*

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; Earliest Civilizations	<i>Egypt; Nile River; Mesopotamia; Persian Gulf; Pennsylvania</i>	
2	Genesis 1:1	God is the creator and is all-powerful	Earliest Civilizations; Ancient Egypt	<i>India; China; Central America; Egypt; Mesopotamia; Crete; New York</i>	
3	Jeremiah 29:11	God is in control and is all-knowing	Ancient Egypt	<i>China; Egypt</i>	Menes
4	Deuteronomy 6:4	God is omnipresent and perfect	Ancient Egypt	<i>Egypt</i>	Tutankhamen
5	Deuteronomy 6:4–5	God created man and woman in His image	Ancient Egypt; Crete	<i>Egypt; Crete</i>	
6	Deuteronomy 6:4–6	God walked with Adam and Eve and sin was defined	Ancient Egypt; Babylon	<i>Mesopotamia; Egypt; Israel; Assyria; Mediterranean Sea; Canaan</i>	Abraham; Ramses
7	Psalms 119:11	Satan tempts and sin enters the world	Ancient Egypt	<i>Nile River; Thebes; Egypt</i>	
8	Proverbs 15:1	Sin separates us from God and one another, and brings judgement	Ancient Egypt	<i>Egypt; South Carolina; Africa; Central America</i>	Joy Ridderhof
9	John 3:16	God promises salvation and sends Adam and Eve from His garden	Ancient Egypt	<i>Egypt; Valley of the Kings; Philippines; Africa</i>	Joy Ridderhof
10	Isaiah 55:6	Sin spreads and God promises that the nations would be blessed	Ancient Egypt	<i>Egypt</i>	
11	Isaiah 55:6–7	God delivers Israel and gives the Ten Commandments	Ancient Egypt	<i>Egypt</i>	
12	John 13:34	To break one commandment is equal to breaking all; God as a holy God cannot be near sin	Hittites; Greek Mythology; Mycenaeans	<i>Egypt; Greece; Crete</i>	
13	Psalms 23:1	God provides a way to cover sin and Jesus is our sacrifice	Old Testament Peoples & Lands; Ancient Nomads; Trojan War	<i>Greece; Crete; Mediterranean; Troy</i>	Homer

(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.

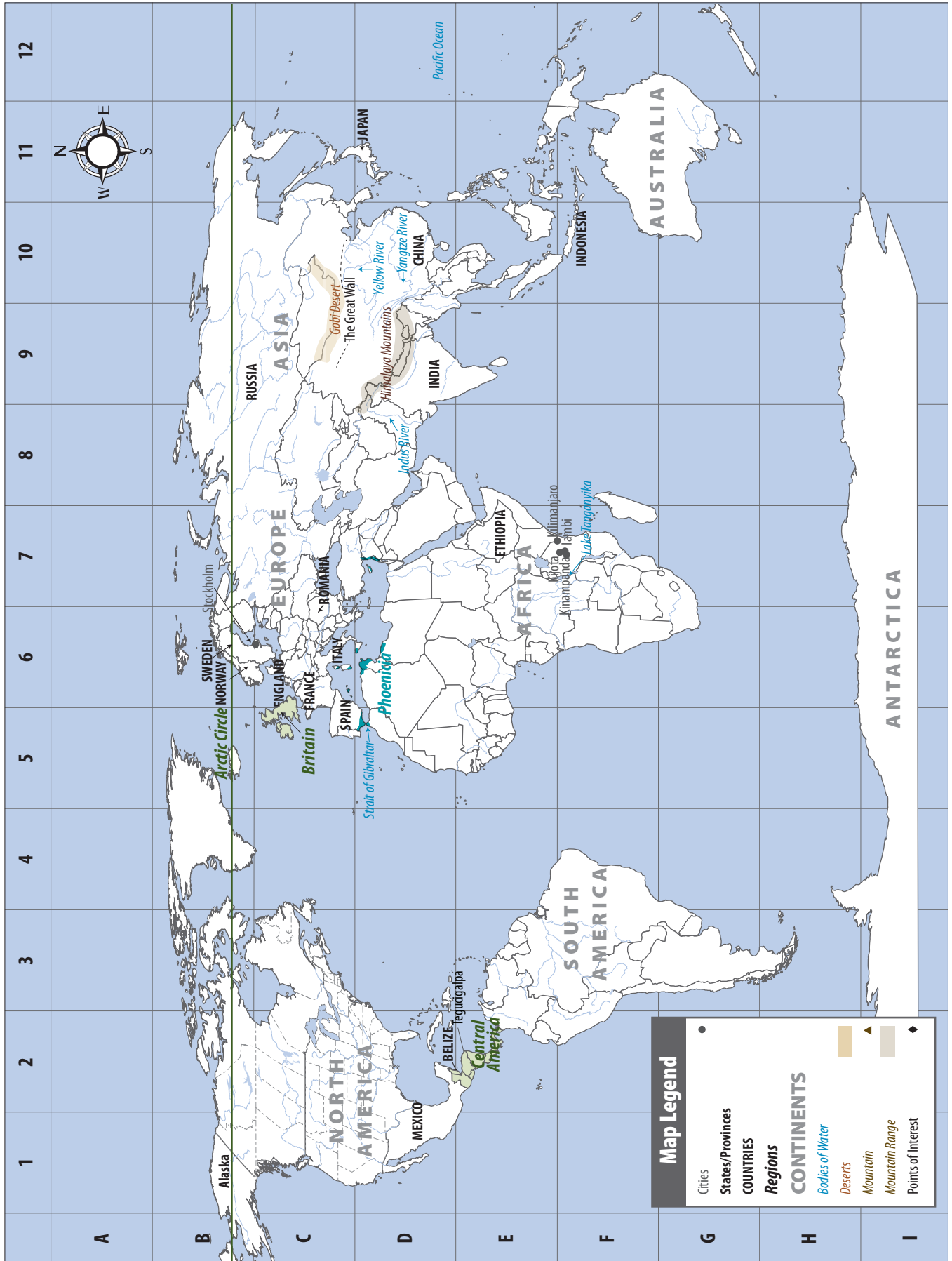
Week	Memory Work	Concepts Taught & Bible Passages	History	Geography	Biography
14	Psalm 23:1–2	Jesus comes to earth and steps off His throne	Old Testament Peoples & Lands; Spartans	<i>Jerusalem; Northern and Southern Kingdom; Phoenicia; Strait of Gibraltar; Mediterranean Sea; Tyre; Sidon; Carthage; Sparta; Athens; Greece;</i>	King David
15	Psalm 23:1–3	Jesus loves God and people, and is fully man	The Olympics; Rome Founded (Rome Mythology); Assyrians	<i>Greece; Rome; Troy; Assyrian Empire; Jerusalem</i>	Romulus; Sen-nacherib; Assur-bani-pal
16	Psalm 23:1–4	Jesus is completely God and He died in our place	Assyrians; Babylon	<i>Assyrian Empire</i>	Nebuchadnezzar
17	Psalm 23:1–5	Jesus resurrects and conquers death, and we are saved in Christ	Lydia; Babylon; The Persians	<i>Babylon; Lydia; Jerusalem; Persian Empire</i>	Cyrus
18	Psalm 23:1–6	Jesus sends His disciples on missions and promises the Holy Spirit	China	<i>India; Japan; China; Gobi Desert; Himalaya Mountains; Pacific Ocean</i>	Gautama Buddha; Confucius
19	Psalm 1:1	The Spirit comes on Pentecost and is God's best gift	The Great Wall of China; Ancient Greece	<i>China; The Great Wall of China; Greece</i>	
20	Psalm 1: 1-2	We are both chosen and called by God	The Persian Wars	<i>Rome; Athens; Italy; Sparta; Marathon; The Persian Empire; Greece</i>	Darius I
21	Psalm 1:1-3	We can be born again and have faith	Persian Wars; The Golden Age of Greece	<i>Greece; Thermopylae; Bay of Salamis; Hellespont (Dardanelles)</i>	
22	Psalm 1:1-4	Jesus paid it all and we are adopted into God's family	Peloponnesian War; Alexander the Great	<i>Sparta; Athens; Macedonia; Greece; India; Egypt; Hellespont; Alexander's kingdom</i>	Socrates, Alexander the Great, Aristotle,
23	Psalm 1:1-5	As Christians, sin doesn't control us and we are set apart	Scythians; Mongols: Ancient Africa	<i>Alexandria, Egypt; Central Mexico; Africa</i>	
24	Psalm 1:1-6	As believers, we grow and choose to put off the old ways and put on the new	Punic Wars	<i>Carthage; Rome; Italy; Spain; Italy; Tunisia; the Alps; Carthage</i>	Hannibal
25	Matthew 7:7	The Holy Spirit helps us fight sin and fills us with the Fruit of the Spirit	The Roman Empire	<i>The Roman Empire</i>	
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>Rome</i>	

(continued on the following page)

Week	Memory Work	Concepts Taught & Bible Passages	History	Geography	Biography
27	Psalms 119:105	The church is God's temple and we gather to worship	Rome & the Romans	<i>Rome</i>	
28	Poem; Psalm 150:1–1	Sacraments: the Lord's Supper and Baptism	Rome & the Romans	<i>Rome; Romania; Europe</i>	
29	Poem; Psalm 150:1–2	The Gifts of the Spirit and the persecution of the saints	Germanic tribes; Fall of Rome	<i>Rome; Egypt; Spain; England; France</i>	Julius Caesar; Virgil, Horace, Octavius
30	Poem; Psalm 150: 1–3	The End Times and Christ's return	Christians; The Romans	<i>Israel; Rome; Jerusalem; Pompeii;</i>	Jesus; Nero; Marcus Aurelius; Constantine I
31	Poem; Psalm 150:1–4	The Final Judgement and God's children enter glory	The Byzantine Empire; Council of Nicaea; Dark Ages; Middle Ages	<i>Rome; Constantinople; The Byzantine Empire; England; Gaul; Spain; Italy; Africa</i>	
32	Poem; Psalm 150:1–5	The New Heavens and earth and living with God	The Byzantine Empire;	<i>France; England; Constantinople; The Byzantine Empire; Prussia</i>	George Müller
33	Poem; Psalm 150: 1–6	The Wedding Feast and God wrote the Bible through people			George Müller
34	John 14:6	God's Word is true and God talks to us		<i>Devon; Bristol</i>	George Müller
35	Philippians 2:14	The Bible is our spiritual food and the Holy Spirit helps us understand it			George Müller
36	Philippians 2:14–15	The Word of God lives forever; Psalms 1–3			George Müller

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

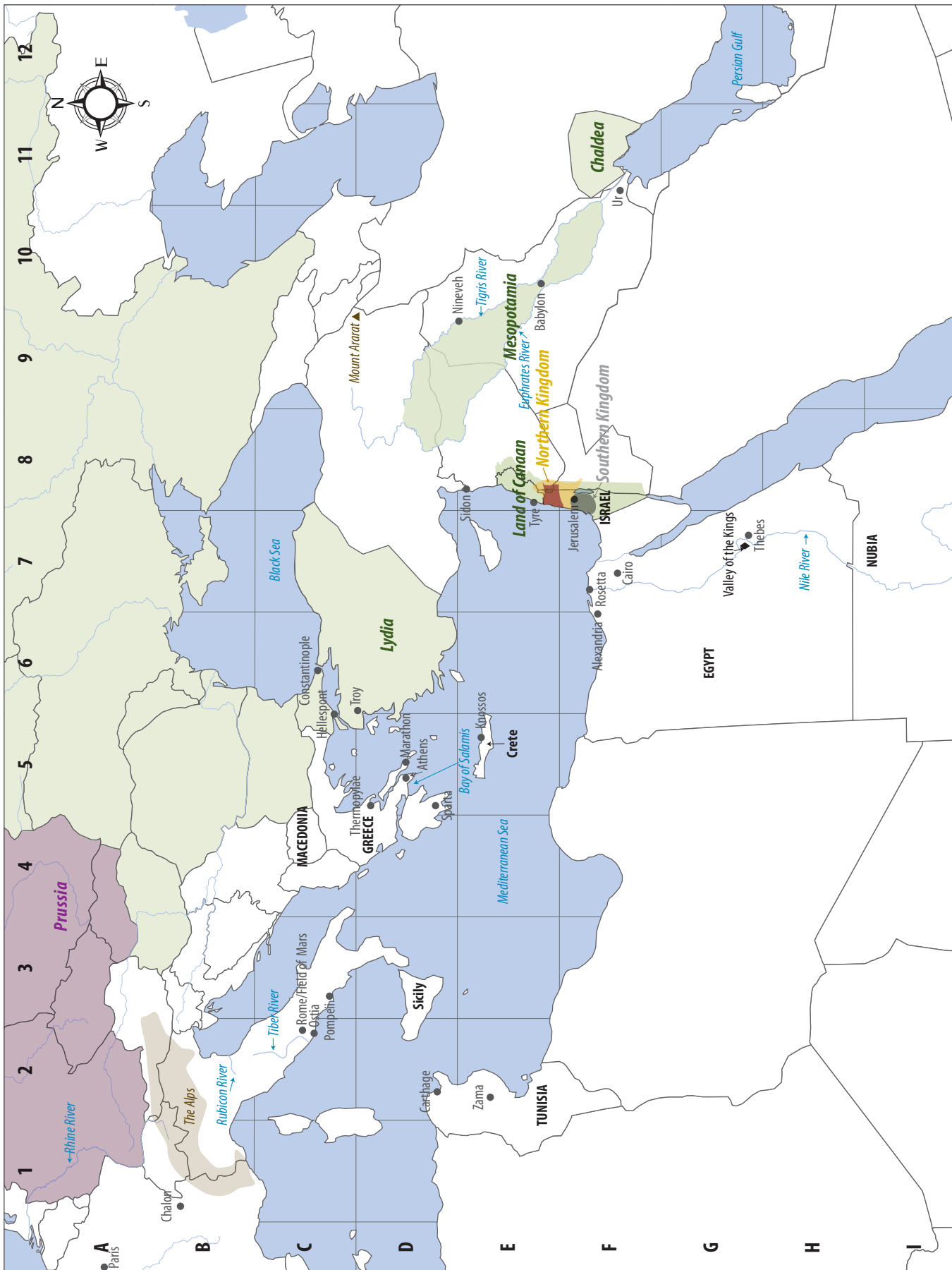
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Map Legend

- Cities
- States/Provinces
- COUNTRIES**
- Regions**
- CONTINENTS**
- Bodies of Water
- Deserts
- Mountain
- Mountain Range
- Points of Interest

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



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



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