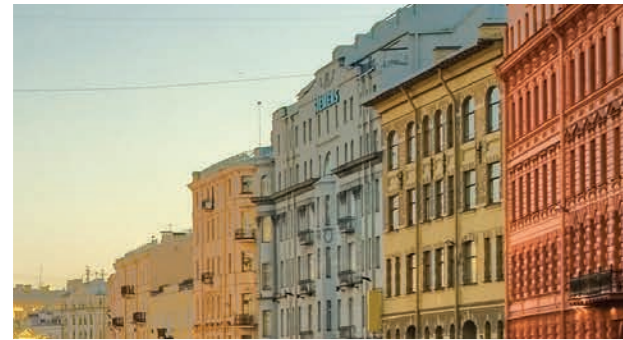


# C INTRO TO WORLD HISTORY

Year 2 of 2



### FUN FACT

It took 14 years of training to become a knight.



Pevchesky Bridge  
Saint Petersburg, Russia



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

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

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

#### SONLIGHT'S "SECRET" COMES DOWN TO THIS:

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

We hope you enjoy using this sample. For even more information about Sonlight's IGs, please visit: [sonlight.com/ig](http://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](http://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)

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Intro to World History, Year 2 of 2

By the Sonlight Team

*“How can a young man cleanse his way? By taking heed according to Your word. With my whole heart I have sought You; Oh, let me not wander from Your commandments! Your word I have hidden in my heart, That I might not sin against You.”*

Psalm 119:9–11 (NKJV)

Sonlight Curriculum® "Intro to World History, Year 2 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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#### NOTE TO PURCHASER

Sonlight Curriculum, Ltd. is committed to providing the best homeschool resources on the market. This entails regular upgrades to our curriculum and to our Instructor's Guides. This guide is the 2020 Edition of the Sonlight Curriculum® "Intro to World History, Year 2 of 2" (4-Day) Instructor's Guide. If you purchased it from a source other than Sonlight Curriculum, Ltd., you should know that it may not be the latest edition available.

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- Table of Contents
- Quick Start Guide

### 2 Schedule and Notes

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

### 3 Reading Assignments & Notes

- NOTES for Read-Alouds and Readers

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

### 4 Instructor's Guide Resources

- "Intro to World History, Year 2 of 2"—Scope and Sequence: Schedule for Topics and Skills
- Maps—Answer Keys

# HISTORY / BIBLE / LITERATURE Quick Start Guide

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

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

### 1 Complete, ready-to-use lesson plans

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

### 2 Day-by-day Schedule

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

### 3 Discussion Questions

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

### 4 Timeline and Map Points

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

1

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

2

3

4

## 5 Vocabulary and Cultural Literacy notes

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

## 6 Notes

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

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

## 7 Teaching tips

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

## Flexible format

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

## The IG is a guide, not a task master.

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

6

### Bible Reading

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

### Memorization (Bible)

Psalm 42:1–6

Continue to memorize Psalm 42.

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

### The Beginner's American History

pp. 200–205

#### Cultural Literacy

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

#### To Discuss After You Read

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

#### Timeline and Map Points

New York (D3) (map 5)

Day 165 pp. 228–232

#### To Discuss After You Read

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

#### Landmark History of the Amer. People, Vol. 1

Day 162 Chapter 19 pp. 134–136

#### Cultural Literacy

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

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

#### To Discuss After You Read

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

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

#### Timeline and Map Points

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

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

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

## 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!

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**Section Two**

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# **Schedule and Notes**



# Level C: 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	<b>Reading</b>	John 1:1-18	John 1:19-34	John 1:35-50	John 2
	<b>Memorization</b>	Revelation 3:20— Behold, I stand at the door, and knock: if any man hear my voice, and open the door, I will come in to him, and will sup with him, and he with me. <sup>1</sup>			
	<b>Sing the Word: God Our Provider</b>	Track 6 The CD includes all of the verses your children will learn over the course of the year. Listen to this track the entire week.			
HISTORY & GEOGRAPHY	<b>A Child's History of the World<sup>2</sup></b>	chap. 43 †	chap. 44 🌐	chap. 45 † 🌐 🗺️ 📖	
	<b>Usborne Book of World History<sup>2</sup></b>	p. 97	p. 82		p. 98
	<b>Window on the World<sup>4</sup></b>	“Introduction” pp. 4–7; “Judaism” pp. 204–205	“Israel” pp. 76–77 🌐 <i>Israel</i>		“Islam” pp. 202–203
	<b>Geography Songs</b>	“Continents and Oceans” Track 32	“Continents and Oceans” Track 32		“Middle East” Track 7
READ-ALOUDS	<b>Red Sails to Capri<sup>3</sup></b>	chap. I 🌐	chap. II	chaps. III–IV	chap. V
	<b>The Aesop for Children<sup>3</sup></b>	“The Wolf and the Kid” p. 7	“The Tortoise & the Ducks” p. 8	“The Young Crab and His Mother” p. 9	
	<b>104 Poems of Whimsy and Wisdom<sup>3</sup></b>	pp. vi–vii	“Mix a Pancake” & “Animal Crackers” p. 1	“The Twelve Months” p. 2	
<b>Additional Subjects:</b>					

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

This year we jump right into a full schedule of work. If you feel overwhelmed, try breaking up the day. For example, have your children do their seat work, then do the majority of the reading, skipping say Bible and the final Read-Aloud book. Perhaps you can read the Bible portions

as a family after dinner and the Read-Aloud book as a treat before bed.

You can spread the joy of reading if the opposite parent can read aloud as well.

## “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 Reading

**Rationale:** This year, you and your children experience the various leadership types Israel experienced throughout their history. We start with John’s Gospel in which we see Jesus the Messiah’s kingdom established, but it didn’t look anything like what His Jewish audience expected. Then, when we jump back to Joshua through the judges and the Judah’s kings, it will be easy to see why Christ’s rule is so different and so much better!

Day  
1

John 1

John is different from the other books of the Bible that talk about Jesus’ life. He starts before the beginning of the world, showing how Jesus is God. Jesus’ first miracle—turning 160-180 gallons of water into wine—was a sign of the Messiah bringing the Kingdom of God (see Amos 9:13).

## Memorization (Bible)

Day  
All

Revelation 3:20

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

We are delighted to offer *A Child's History of the World*, not only because it is so well written, but because it covers exactly those times and places that we had always wanted to touch upon in the early elementary "Introduction to World History, Year 2 of 2" program. We believe Hillyer's book puts these disparate pieces of information into a more unified whole. We schedule it first to give your children the big story of history.

As you read the book this year, we encourage you to pay attention to the "Staircase to Time" that Hillyer outlines on pages xx–xxi. We believe Hillyer is correct that children can acquire mastery through regular and repeated contact with the "Staircase," and it certainly wouldn't hurt children to become familiar with such an outline.

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

We then add *The Usborne Book of World History* to give pictures to the story your children have heard. Enjoy the interesting insights, facts and compelling illustrations.

#### To Discuss After You Read

According to Indian historian Vishal Mangalwadi, monks developed practical inventions such as the water wheel and the clock. The water wheel was invented to gain time to pray and the clock to know when to pray (See *Truth and Transformation*).

Q: What work did monks and nuns do that were huge benefits to society?

A: *they salvaged poor land and made it workable; they chronicled history and copied ancient books; they provided for themselves and those in need, they cared for the sick and the travelers*

(p. 175) Christians who have withdrawn from the world, such as monks, do so not necessarily to be "good," but to draw closer to God. Such asceticism is not warranted in the New Testament, but this is not to say that retreats or periods of separation from the world are not helpful at times. Clearly, however, Jesus modeled active involvement with people in the world in order to reach them with the good news of the Gospel. Christianity is not an isolationist calling, but one that is active, moving through culture in order to make a positive difference.

(p. 176) As with any passage, it must be interpreted in context. Matthew 19:21 does not literally mean that all Christians at all times and in all circumstances must sell all they have and give it to the poor. Contextually, Jesus was dealing with a man who seemed to think he could just get a list of things to do in order to "have eternal life" (Matthew 19:16). Knowing that this man was rich and very

dependent on wealth, Jesus hit on exactly the area of the man's life that would challenge him the most; namely, his possessions. By application, then, Matthew 19:21 is a call to search our lives for that which may be an idol or something we have a tendency to rely on more fully than our reliance on God. There's also a lesson here that whatever we "own" in this world is not going with us into eternity, so true value is in what will last into eternity, such as our moral character, not in possessions. Note, too, that the end of verse 21 contains what is likely the main point Jesus is wishing to communicate: "Come, follow me." This does not mean that nothing good came out of Benedict's interpretation of the passage, but it does mean that we must learn to properly interpret biblical texts.

(p. 177) You and your children may be interested in a fascinating animated film called *The Secret of Kells* (2009), which tells of life in a 7th century monastery including the copying and illumination of books. The story also offers much to consider in relation to whether or not Christians should wall themselves away from the world or engage it. There is some violence in the film so you may wish to pre-screen it first so you can skip over those brief segments that may bother younger children. —by Robert Velarde

#### Timeline and Map Points

† **Benedict starts order of monks (ca. AD 480–547)**

#### To Discuss After You Read

Q: How did the Ethiopian Church get cut off after years of being connected to the European Christians?

A: *Arabs conquered all North Africa and cut off contact between the churches*

(p. 179) Hillyer says little of Augustine, but this is an oversight. Augustine is one of the most important figures in the history of Christianity. A deep thinker, Augustine recorded his thoughts in two key works every Christian should read: *Confessions* and *The City of God*.

#### Timeline and Map Points

If you are interested to learn more, please read the "Why You Will Find Contradictions in History" and "Notes on Biblical Dates" articles located in the 'My Downloads' section of your Sonlight account.

🌐 *Hippo* (F4); *Alexandria* (G8); *Egypt* (H8) (map 3)

🌐 *India* (E7); *Ethiopia* (F4); *South Africa* (I3) (map 4)

🌐 *Roman Empire* (C6) (map 5)

**Note to Mom or Dad:** A few clarifying notes are in order on chapter 45, “Muhammad and the Early Years of Islam.” The author states on page 184, “He [Muhammad] believed in the same God that the Jews and Christians worshipped.” However, polytheism was the reigning belief system in the area at the time. This means that the people believed in many gods rather than one personal, creator God as believed by Jews and Christians. If Muhammad had believed “in the same God that the Jews and Christians worshipped,” then he would have been Jewish or Christian, but this was not the case. Muhammad certainly displayed courage in standing up to the polytheistic idolatry of his day, calling on people to worship God alone, but as we’ll explain, Islam and Christianity have very different views of God even though both religions are monotheistic (believing in one God).

(p. 185) Unlike the Jewish scriptures (the Old Testament) and the Christian Bible (the Old and New Testament), Muslims believe the Qur’an is an exact transcript of a book in heaven, written by Allah himself and passed on directly to Muhammad. Both Jews and Christians believe their scriptures are divinely inspired, but God worked through human beings to record His words rather than having them take dictation or transcribe an existing text.

On page 186 the author states, “When Muslims pray to Allah, they are praying to the same God that Christians and Jews worship.” If this were the case, then the beliefs and teachings about God would be in agreement among Jews, Christians, and Muslims, but that is not the case. We’re not saying that God does not hear the prayers of Muslims. Instead, we’re merely pointing out that there are clear differences in belief about God and other key areas of theology that separate different religions. To say that Jews, Christians, and Muslims worship “the same God” is incorrect since each of these religions teaches different things about God. In a broad sense, all three religions are monotheistic, believing in one, personal God. But in a more specific sense, there are many disagreements and differences between these religions when it comes to the nature of God, the nature of human beings, the nature and extent of sin, and more.

Another important point to keep in mind has to do with the means of salvation. In Christianity salvation is found in God’s grace through faith, freely given, not in works (Ephesians 2:8-9). Islam, on the other hand, comes across as more of a works-based system. For instance, the so-called five pillars of Islam are reciting the shahadah, praying five times a day, fasting during Ramadan, giving a one-fortieth tithe of income, and a pilgrimage to Mecca. This seems like more of an obligatory list of things to do in order to earn God’s favor rather than sincere repentance that accepts God’s gracious offer of salvation. A related point here is

the fact that in Islam there is little room for assurance of salvation. If one’s good deeds outweigh the bad, Allah may choose to allow an individual to enter paradise or not.

For a brief introduction to Islam see the booklet *Are All Religions One?* by Douglas Groothuis (InterVarsity Press), *The Compact Guide to World Religions* edited by Dean Halverson (Bethany House), and the chapter on Islam in *Neighboring Faiths* by Winfried Corduan (InterVarsity Press)

— Robert Velarde

#### To Discuss After You Read

- Q: How did Islam begin?  
 A: *Muslims believe the angel Gabriel appeared to a man named Mohammed and delivered a message from God; he shared what he knew with others*
- Q: What is the Islamic holy book called and where do Muslims worship?  
 A: *Qur’an or Koran; mosque*

#### Timeline and Map Points

- † **Mohammed (ca. AD 570–632)**
- 🕒 **The Hegira (AD 622)**
- † **Islam begins (ca. AD 622)**
- † **Battle of Poitiers “Tours” (AD 732)**
- 🌐 *Tours (D2); France (D3); Mecca (I10); Constantinople (E8); Medina (I10); Arabia (H10) (map 3)*
- 🌐 *Muslim Empire (map 5)*

### Usborne Book of World History

Day  
1

p. 97

As we cover World History, we chose to begin with narrative or story text as found in *A Child’s History of the World*. We follow that with the bullets and pictures from the *Usborne Book of World History* to solidify in your children’s minds the story they have just heard. Thus, the schedule of the Usborne book jumps around to match both the periods and empires.

When reading this book have your children sit around you to look at the pictures. These small snippets might not convey the over-arching history but they can add to history’s depth. We include only a few notes—we mostly allow this text to give face to what happened.

#### To Discuss After You Read

As mentioned in the book many wars were fought to convert people to Islam—they were given the option—to convert, pay higher taxes or die.

- Q: How did Christianity survive the barbarian invasion?  
 A: *through faithful monks who lived as good examples and went and sought to “convert the heathen”*

## Window on the World

Day  
1

"Introduction" pp. 4-7

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

We matched most of the countries that we pray for in the *Window on the World* with the *Geography Songs* recording. Please pray for the people groups where they live, but also consider that the men or women you meet in your country may have immigrated from one of these unreached lands and pray for them too.

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

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

Not all countries or people groups are scheduled in this 4-Day program. Please feel free to skip these chapters or read them on your own.

- "Balinese" pp. 14-15
- "Baloch" pp. 16-17
- "Brazil" pp. 26-27
- "Druze" pp. 42-43
- "Hazara" pp. 62-63
- "Japan" pp. 80-81
- "Lesotho" pp. 88-89
- "Maldives" pp. 94-95
- "Madagascar" pp. 92-93
- "Minangkabau" pp. 100-101
- "North Korea" pp. 112-113
- "Pakistan" pp. 116-117
- "Persians" pp. 120-121
- "Romani" pp. 132-133
- "South Africa" pp. 144-145
- "Yazidis" pp. 188-189
- "What's Next" pp. 206-207

Day  
1

"Judaism" pp. 204-205

**Rationale:** Why do we learn about Judaism here?

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

# Level C: 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	<b>Reading</b>	John 3:1-21	John 3:22-36	John 4:1-26	John 4:27-42
	<b>Memorization</b>	Joshua 24:15— And if you be unwilling to serve the LORD, choose this day whom you will serve, whether the gods your fathers served in the region beyond the River, or the gods of the Amorites in whose land you dwell; but as for me and my house, we will serve the LORD.”			
	<b>Sing the Word: God Our Provider</b>	Track 7 Listen to this track the entire week.			
HISTORY & GEOGRAPHY	<b>A Child’s History of the World</b>	chap. 46		chap. 47 👤🌐	chap. 48 👤🌐
	<b>Usborne Book of World History</b>		pp. 112–113	p. 99	
	<b>Window on the World</b>	“Iraq” pp. 74–75 🌐 Iraq	“Saudi Arabia” pp. 140–141 🌐 Saudi Arabia		“Oman” pp. 114–115 🌐 Oman
	<b>Geography Songs</b>		“Middle East” Track 7	“Middle East” Track 7	“Middle East” Track 7
	<b>Optional: Hands-On History Kit: World History II</b>	Quadrant			
READ-ALOUNDS	<b>Red Sails to Capri</b>	chap. VI	chap. VII	chaps. VIII–IX	chap. X
	<b>The Aesop for Children</b>	“The Frogs and the Ox” p. 9	“Belling the Cat” p. 11	“The Dog, the Cock and the Fox” p. 10	
	<b>104 Poems of Whimsy and Wisdom</b>	“The Months” p. 3		“When the Sun Rises” & “Morning” p. 4	
<b>Additional Subjects:</b>					

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### Bible Reading

Jesus now meets with Nicodemus (a prominent male Jewish teacher) and the woman at the well (a despised female Samaritan “sinner”). Nicodemus seems to do nothing with his interaction at this point, but the Samaritan woman helps her whole town come to know Christ. May we learn who Jesus is and invite others to get to know Him, too.

### Memorization (Bible)

Day <b>All</b>	Joshua 24:15
-------------------	--------------

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

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

## A Child's History of the World

Day  
5

### Chapter 46

As far as libraries are concerned, they were not unique to Muslims. However, in tracing the roots of libraries, much is owed to Christians who valued knowledge so much, even from competitors, that they often amassed books they obtained or meticulously copied by hand. [p. 191]

#### To Discuss After You Read

- Q: What did the Arabs invent or discover?  
A: *our number system, coffee, cotton, calico, clocks with pendulums, a unique building style*
- Q: The book says that Muslims believe it immodest to show a woman's face. Does this seem reasonable?  
Q: Can you think of any disadvantages of having four wives?

Day  
7

### Chapter 47

The concept of the so-called Dark Ages is largely a myth. For more on how Christians in particular were quite active intellectually during this period see, for instance, *The Victory of Reason* by Rodney Stark. [p. 193]

#### To Discuss After You Read

- Notice that wisdom, knowledge and power are all just a generation away from being lost. How we choose to live, what we invest in is crucial to moving our children and their children along. A German Jew who lived during WWII stated that as the Jews have been persecuted through the generations, one thing they hold of great value is their minds, or what they know. It is something that cannot be stolen and something they can always rely on.
- Q: Why is Charlemagne significant? What is he known for?  
A: *he pulled the pieces of Europe together and formed a Roman Empire and was crowned by the Pope; he encouraged education and ruled well*
- Q: How did people determine if someone committed a crime during the Dark Ages in Europe?  
A: *people were subjected to a "trial by ordeal" test, where they were subjected to bodily harm; if they were not affected or if they recovered quickly they were not guilty*

#### Timeline and Map Points

- † **Charlemagne (AD 742–814) forms a new Roman Empire**
- 🌐 *France (D3); Spain (E1); Germany (C4); Italy (E4); Baghdad (G11) (map 3)*

Day  
8

### Chapter 48

#### To Discuss After You Read

- Q: What good did King Alfred bring to England?  
A: *strict laws, schools and education, a clock candle, a lantern and a navy*
- Q: Why did wars end between King Alfred and the Danes?  
A: *the Danes became Christian*

#### Timeline and Map Points

- † **King Alfred (AD 849–899) forms the first navy, defeats Danes (AD 878)**
- 🌐 *Denmark (B4) (map 3)*
- 🌐 *England (B1) (map 4)*

## Usborne Book of World History

Day  
6

pp. 112–113

#### To Discuss After You Read

- Q: During the Arab Golden Age, how did Muslims' lives differ from people's lives in Europe?  
A: *after the Muslims conquered the Roman Empire, they acquired the learning of the ancient Greeks and Romans, so they were often more advanced than the Europeans at that time. For example, the sultans' palaces were comfortable, their public baths were like Roman baths, their trading dhows (ships) traveled swiftly, their numbers were easier to use, they followed Greek medicine, and they studied math, astronomy, geography, law, religion, and medicine*

Day  
7

p. 99

#### To Discuss After You Read

- Q: What influence did religion have in Europe?  
A: *Christians fought to keep Muslims from invading, and the head of the church (the Pope) quarreled with the king for power*

## Window on the World

Day  
5

"Iraq" pp. 74–75

As you sing through the Songs of the Middle East, we read about some of the countries in the songs. We read about them in the order we sing them.

## Geography Songs

Days  
**6–8**

“Middle East” Track 7

Though Christianity pre-dates Islam, Muslims consider Jesus as one of the prophets and the Bible as one of their Holy books. We read about Islam because we read about it also in history this week.

The song “Middle East” in *Geography Songs* includes Cyprus. Even though Cyprus entered the European Union in May of 2004 (although this does not include the Turkish-held area of “Turkish Republic of Northern Cyprus”), it makes sense to still include it with the activity, as geographically, it is still accurate.

## Optional: Hands-On History: World History II

Day  
**ALL**

Quadrant

Arab traders used instruments to calculate their position at sea. Your student will be making a quadrant—a variant of the astrolabe—that will allow them to use the stars to calculate their latitude. ■



# Level C: 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	
<b>BIBLE</b>	<b>Reading</b>	John 4:43-54	John 5:1-15	John 5:16-47	John 6:1-21
	<b>Memorization</b>	Matthew 6:9 Find the passage within the notes.			
	<b>Sing the Word: God Our Provider</b>	Track 8 Listen to this track the entire week.			
<b>HISTORY &amp; GEOGRAPHY</b>	<b>A Child's History of the World</b>	chap. 49 👤 🌐			
	<b>Time Traveler: Viking Raiders</b>		pp. 34–35 🌐	pp. 36–37	pp. 38–39
	<b>Window on the World</b>	"Qatar" pp. 124–125 🌐 Qatar	"United Arab Emirates" pp. 172–173 🌐 United Arab Emirates		
	<b>Geography Songs</b>		"Middle East" Track 7	"Middle East" Track 7	
<b>READ-ALOUDS</b>	<b>Sticks Across the Chimney</b>	chap. I pp. 9–21 (through fourth para.) 🌐	chap. I pp. 21–34	chap. II	chap. III, pp. 49–59 (through 4th para.) 🌐
	<b>The Aesop for Children</b>	The Eagle and the Jackdaw" & "The Boy and the Filberts" p. 12	"Hercules and the Wagoner" p. 13	"The Kid and the Wolf" p. 13	
	<b>104 Poems of Whimsy and Wisdom</b>	"Ducks' Ditty" & "Four Ducks on a Pond" p. 5	"Not They Who Soar" p. 6	"Hope is a Thing with Feathers" p. 7	
<b>Additional Subjects:</b>					

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### Bible Reading

This week covers many of the signs Jesus performs (healing a boy and a cripple as well as multiplying food). By doing these things, Jesus does more than simply help people; He gives proof that He is from the Father, even

though He does many things people do not expect. The religious people expect Him to follow their traditions (Sabbath) and the crowds expect Him to set up an earthly kingdom (by kicking out Rome). But Jesus is here to do the will of God which looks different.

## Memorization (Bible)

Day ALL  
Matthew 6:9–9

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

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

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

## A Child's History of the World

Day 9  
Chapter 49

Not every Bible believer thought the world would end in the year 1000. Some modern scholars, in fact, believe that the supposed hysteria among people as the year 1000 approached is incredibly exaggerated. For a brief account of this period of time see *End-Time Visions* by Richard Abanes (1998), pages 170-174. Besides, biblically speaking we know this much: No person knows when Christ will return! See Matthew 24:36. [p. 202]

In truth we really don't know when the world will end. Even secular scientists, who believe the Sun may last several billion more years, don't know if, for instance, an asteroid or meteor may collide with earth, causing doomsday scenarios, or perhaps a global plague will strike. Our purpose here is not to scare anyone, but to demonstrate that there is much we don't know not only about how the universe and our world is sustained, but how long it might continue. Biblically speaking, of course, God sustains all creation on a moment-by-moment basis. He is ultimately in charge of when the curtain will close on the play of the world, so to speak. Quite simply, the world will end when God decides to end it. Fortunately, Christians look forward to a new heaven and new earth (see, for instance, Revelation 21). [p. 203]

### To Discuss After You Read

- Q: What happened in the year 1000?  
A: *people thought the world was ending and Leif Erikson and fellow Vikings sailed to "the end of the world"*

### Timeline and Map Points

- 📍 **Vikings discover America (AD 1000)**  
🌐 *America (C1); Iceland (B5); Greenland (B4); Atlantic Ocean (D3) (map 1)*

## Time Traveler: Viking Raiders

Day 10  
pp. 34–35

### To Discuss After You Read

This book gives a detailed look at how the Vikings lived, through its pictures and snippets. Make sure your children can see the pictures.

- Q: Why did the Vikings raid and loot?  
A: *to gain wealth and get supplies they couldn't grow*
- Q: Who did all the "dirty work" and why?  
A: *captured slaves, because all the Vikings were freemen, workers had to be paid, therefore slaves did all the dirty work*
- Q: What was school like?  
A: *there was none*

### Timeline and Map Points

- 🌐 *Scandinavian countries: Norway (A3), Sweden (A4) and Denmark (B4) (map 3)*

Day 11  
pp. 36–37

### To Discuss After You Read

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

- Q: Describe a Viking farm. [pp. 36–37]  
A: *it encompassed many buildings. The main family lived in the longhouse. Slaves and freemen lived in buildings nearby. The farm grew food like barley and flax and raised cows, sheep, and horses*

Day 12  
pp. 38–39

### To Discuss After You Read

- Q: Describe the interior of the longhouse.  
A: *a long, dark, smoky single room with no windows with a hole in the roof (rather than a chimney)*

## Geography Songs

Days 10–11  
"Middle East" Track 7

This is the final week for this key region of the world. ■

**Section Three**

---

## **Reading Assignments and Notes**

Day  
1

Chapter I

**Overview**

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

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

**Cultural Literacy**

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

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

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

**wry:** twisted to express emotion.

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

**To Discuss After You Read**

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

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

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

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

**Timeline and Map Points**

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

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

Day  
2

Chapter II

**Vocabulary**

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

**To Discuss After You Read**

Q: Why can’t Michele go to Naples?

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

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

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

Day  
3

Chapters III–IV

**Vocabulary**

The voice, at least, was not **concealed**. (*hidden*) [chap. 4]

**Cultural Literacy**

**kilometer:** 1,000 meters; a meter is about 39 inches; a kilometer is a little more than half a mile. [chap. 3]

**semicircle:** a half circle. [chap. 3]

**bellied:** bulged. [chap. 3]

**Philosophy:** the study of human nature and conduct. [chap. 4]

**To Discuss After You Read**

Q: According to Mamma, why does macaroni stick to the bottom of a pan? Is this a reasonable explanation? [chap. 3]

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

Q: How does Michele view the steps to Anacapri? [chap. 4]

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

Day  
4

Chapter V

**Vocabulary**

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

“It’s all my fault,” said Michele **dolefully**. (*woefully; sadly*)

**Cultural Literacy**

**jackanapes:** monkeys, apes.

**sirocco:** a wind that is so full of dust that it sends everyone indoors.

### To Discuss After You Read

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

Day  
5

## Chapter VI

### To Discuss After You Read

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

Day  
6

## Chapter VII

### Vocabulary

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

### Cultural Literacy

**curlicues:** fancifully curved figures.

**concoction:** crudely mixed together.

**imbeciles:** not smart.

### To Discuss After You Read

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

Day  
7

## Chapters VIII–IX

### Vocabulary

Signora Pagano looked particularly **jubilant**. (*expressing great joy*) [chap. VIII]

### To Discuss After You Read

- Q: What does Mamma mean by: "Sometimes it takes a brave man to run away"? [chap. VIII]
- A: *sometimes it takes more courage to do what is right than to do what is expected of you*
- Q: Why does Angelo decide to go at noon to the cove? [chap. VIII]
- A: *at noon the men's behavior would not be at all suspicious*
- Q: We are told that "Michele felt as if he had been chasing tomorrows all his life." What does that mean? [chap. IX]
- A: *it seemed like he had been waiting for things to happen*
- Q: Why does Michele ask if Pietro can come too? [chap. IX]
- A: *they are brothers of the heart; Pietro didn't go to Naples without him—bringing him along would only be fair*

Day  
8

## Chapter X

### Vocabulary

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

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

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

### To Discuss After You Read

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

Day  
1

“The Wolf and the Kid” p. 7

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

**Cultural Literacy**

**kid:** a young goat.

**To Discuss After You Read**

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

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

Day  
2

“The Tortoise & the Ducks” p. 8

**Cultural Literacy**

**Jupiter:** the ruler of the gods in Roman mythology.

**Note:** For this book, we won’t have notes for every assigned reading.

Day  
6

“Belling the Cat” p. 11

**To Discuss After You Read**

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

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

Day  
7

“The Dog, the Cock and the Fox” p. 10

**Cultural Literacy**

**cock:** a rooster.

**porter:** a doorkeeper.

Day  
9

“The Eagle and the Jackdaw” p. 12

**Cultural Literacy**

**jackdaw:** a black bird similar to a crow.

Day  
9

“The Boy and the Filberts” p. 12

**Cultural Literacy**

**filberts:** hazelnuts.

Day  
10

“Hercules and the Wagoner” p. 13

**Cultural Literacy**

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

Day  
11

“The Kid and the Wolf” p. 13

**To Discuss After You Read**

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

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

Day  
13

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

**To Discuss After You Read**

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

Day  
14

“The Fox & the Grapes” p. 16

**To Discuss After You Read**

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

Day  
17

“The Ass and His Driver” p. 18

**Cultural Literacy**

**ass:** a donkey.

**To Discuss After You Read**

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

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

Day  
21

“The Shepherd Boy and the Wolf” p. 20

**To Discuss After You Read**

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

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

Day  
29

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

**Cultural Literacy**

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

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

**Timeline and Map Points**

📍 Mount Olympus (E6) (map 3)

Day  
41

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


**Hands-On Activity**

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

Day  
42

"The Leap at Rhodes" p. 34

**Timeline and Map Points**

 Rhodes (F8) (map 3)

Day  
49

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

**To Discuss After You Read**

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

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

Day  
62

"The Peacock" pp. 42–43

**Cultural Literacy**

**Juno:** queen of the gods in Roman mythology.

Day  
86

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

**Cultural Literacy**

**mule:** the offspring of a horse and a donkey.

Day  
101

"Three Bullocks and a Lion" p. 66

**Cultural Literacy**

**bullock:** a young bull.

Day  
102

"Mercury and the Woodman" pp. 66–67

**Cultural Literacy**

**Mercury:** a god in Roman mythology.

Day  
113

"The Milkmaid and Her Pail" p. 74

**To Discuss After You Read**

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

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

Day  
135

"The Mole and His Mother" p. 90

**Cultural Literacy**

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

This is another poem that has a surprise twist at the end. The first four lines are so lovely. You can imagine looking at the pond, in the beautiful weather, with the ducks swimming.

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

But why does he remember that moment with tears?

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

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

Day  
10

### "Not They Who Soar" p. 6

#### To Discuss After You Read

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

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

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

Day  
11

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

#### To Discuss After You Read

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

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

Day  
13

### "The Eagle" p. 8

#### To Discuss After You Read

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

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

A: *AAA BBB*

Each line has exactly eight syllables.

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

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

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

What a poem!

Day  
15

### "The Tyger" p. 9

#### To Discuss After You Read

"Did he who made the Lamb make thee?"

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

The poet uses far better language!

Day  
17

### "The Crocodile" p. 10

#### To Discuss After You Read

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

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

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

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

Day  
19

### "A Narrow Fellow in the Grass" p. 11

#### To Discuss After You Read

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

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



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

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

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

Day  
21

## “High Flight” p. 12

**To Discuss After You Read**

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

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

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

Day  
22

## “The Swing” p. 13

**To Discuss After You Read**

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

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

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

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

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

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

Day  
23

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

**To Discuss After You Read**

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

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

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

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

Day  
25

## “The Rainbow” p. 15

**To Discuss After You Read**

Q: What does this poem compare?

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

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

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

Day  
27

## “The Negro Speaks of Rivers” p. 16

**To Discuss After You Read**

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

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

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

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

**To Discuss After You Read**

How is this poem both true and untrue?

You might think that if you go to a local river more than once, you are going into the same river. But you change from day-to-day, and the exact water in the river is not the same. This is the surface meaning of the poem.

But below that, is the meaning that none of us ever do exactly the same thing more than once. Not just step into a river. But, really, every night when we go to bed, we have changed that day a little. Learned new things, tried new things. This poem is about how life changes us.

**To Discuss After You Read**

Q: Can you see the rhyme scheme of this poem? ["What is Pink?"]

A: *a new rhyming pair comes every two lines*

Each of the colors has a rhyming word. But what happens when you come to orange? ["What is Pink?"]

Q: Well, what rhymes with orange? ["What is Pink?"]

A: *Ha! Nothing! Did you feel a little pop of amusement at this ending?*

**Note:** I should say, in the interest of strict accuracy, that the internet claims that there is something called a "sporange," which is "a very rare alternative form of sporangium (a botanical term for a part of a fern or similar plant)."

But since this is the only rhyme in the exhaustive, twenty volume Oxford English Dictionary, in normal use, there aren't any rhymes with orange. ["What is Pink?"]

Q: "What Are Heavy" is a poem to think about. Do you understand the answers to the questions? ["What Are Heavy?"]

**To Discuss After You Read**

Q: Who are the speakers in this poem? ["Commissariat Camels"]

A: *the camels!*

Q: Are the speakers kind and helpful creatures? ["Commissariat Camels"]

A: *nope! They are grumpy and rebellious in this poem*

The word "trollp" has a dictionary definition meaning that doesn't match this context. I imagine the camels mean something like "carry packs along." ["Commissariat Camels"]

Q: What does this poem mean? ["Seldom 'Can't'"]

A: *I think the speaker is saying: Be open to the new things of life. Instead of a negative world of, "I can't" or "I don't," and certainly instead of a rebellious world of, "I shan't" or "I won't," live in a world of positives; I can! I do! I shall! I will! Lean in to life, not away from it*

**To Discuss After You Read**

"Monotone" is a sound that's unchanging in pitch or tone. It's not normally a good word. When a person reads in a monotone, it sounds like a robotic voice. So boring!

But here is a monotone that the speaker appreciates: the sound of the rain. Sometimes the rain drums harder. Sometimes it fades away.

"Multitudinous" means "consisting of many elements"—in this case, the rain consists of many raindrops.

The speaker continues with something else beautiful:

the golden sunset on the hills and the sea.

And then a beautiful face, with both the gold and the fire, and the peace of the rain.

What is the monotone in the poem? I think it's just the rain, but the rain leads to thinking of other beautiful things.

**To Discuss After You Read**

This poem could not be titled, "Rain in the Rainy Season." No one wants more rain when it's been raining for a month.

Q: The pleasure of this poem comes from the reader's memory of the heat and sweat and dust of summer, and how refreshing the cool rain is. Have you ever thought about the patter of rain on the roof?

A: *glorious after a hot day!*

**To Discuss After You Read**

Q: Can you pick out the rhymes?

A: *every two lines rhyme*

The biggest pleasure in this poem is the opposition between die and live. Die to being a caterpillar, live again as a butterfly. What a contrast! And it's most surprising because the poem up until then has been bouncy and cheery—then there's the word "die," all of a sudden.

**To Discuss After You Read**

A haiku poem has to follow very strict rules. Three lines, seventeen syllables total, with five syllables in the first and third line, and seven in the second line. The best haiku have a little surprise in the last line.

Q: Can you picture what happens in these few syllables? Amazing!

Day  
39

## "I Wandered Lonely as a Cloud" p. 24

**To Discuss After You Read**

A few vocabulary words. "Vales" are valleys. "Host" means "a large number of people or things." "Sprightly" means "lively or full of energy." "Jocund" means "cheerful or light-hearted." "Pensive" means "deep or reflective thought."

Q: Did you understand what this poem said?

A: *it's a little story. The speaker was walking alone and lonely. Suddenly, next to a lake, he saw an enormous field of daffodils, and they were waving in the breeze. The sunlit waves were pretty enough, but the flowers were more cheerful, and the poet had no choice but to cheer up*

That moment itself was nice enough, but the poet didn't realize at the time how truly wonderful that moment was. In fact, in the years that followed, if the poet is ever depressed or absent-minded, his thoughts return to that beautiful scene, and he cheers up again.

I like that the same poet wrote both the poem about the single flower and about the entire field of flowers.

Day  
41

## From "She Dwelt Among Untrodden Ways" p. 25

**To Discuss After You Read**

Q: What two things are beautiful in this poem?

A: *the violet and a star*

Q: What makes them beautiful?

A: *being the only one in sight. A small purple flower is, perhaps, not much to notice—unless it's the only purple to see. And the only star in the dark sky is a gleam of light, precious for its uniqueness*

Day  
43

## "If You Would Not Be..." &amp; "A Toadstool..." p. 26

**To Discuss After You Read**

Q: Can you find the feminine rhyme here? ["If You Would..."]

A: *forgotten/rotten*

This poem is humorous because usually death is a sober topic, but here Benjamin Franklin treats it almost as a joke, using the word "rotten."

But there's a real recommendation within: write things worth reading, or do things that others want to write about. Benjamin Franklin did both. ["If You Would..."]

In "A Toadstool Comes Up in a Night," do you understand what this poem is saying? The poet put the lines out of their natural order, but here's how I interpret it.

Young one, pay attention. Sure, a toadstool springs up overnight, and that's amazing, and we all wish we could be so quick to be finished.

An oak grows slowly and long. Rather than one night, it takes a hundred years to grow.

But at the end of that time? The oak is strong and established, and no one remembers the mushroom.

Be content to grow slowly and well. ["A Toadstool Comes Up in a Night"]

Day  
45

## "A Noiseless, Patient Spider" &amp; "Be Like the Bird" p. 27

**To Discuss After You Read**

A "promontory" (as we read in "No Man Is an Island") is a high piece of land that juts out into the water. "Ductile" means "able to be drawn out into a thin wire." And "gossamer" means "filmy substance of small spiders," or "anything light, airy, insubstantial."

In "A Noiseless, Patient Spider," in the first stanza, the speaker watches a spider. The creature throws out one silken strand after another, trying to find a way to get out.

In the second stanza, the speaker compares his soul to the spider. His soul feels isolated, and so he sends out ideas and experiences, trying to see if this part of him will connect with someone else.

It's an amazing image! So beautiful! ["A Noiseless, Patient Spider"]

Q: Can you find the rhyming words? ["Be Like the Bird"]

A: *flight/slight, sings/wings*

Look at the beautiful story the poet compresses into 25 simple words.

A bird, weary from flying, finds a twig to rest on. But the twig is small, and bends beneath the bird in an ominous way. The bird sings anyway, because, even if the branch broke, it has wings. It won't tumble to its death.

I'm not sure in what way we're to be like the bird. Some possibilities: We should try hard things and work hard enough to feel tired. We should rest when it's time. We should not fear, knowing we have an escape. We should sing in the face of danger.

Maybe all of these are correct! Maybe there are more possibilities, too! ["Be Like the Bird"]

Day  
46

## "The Way Through the Woods" p. 28

**To Discuss After You Read**

A "coppice" is a forestry technique. Want to manage a forest to provide more firewood? You can cut off a tree at ground level, and rather than one trunk, three will grow. A "heath" is an open bit of uncultivated land, covered mostly in bushes and smaller plants. "Anemones" are a type of buttercup flower.

Q: What do you think of this poem? Does it seem like it's trying to be a ghostly, creepy poem? Or is it more about imagination and memory?

Day  
2

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

**To Discuss After You Read**

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

A: *pan and can*

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

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

Day  
3

“The Twelve Months” p. 2

**To Discuss After You Read**

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

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

Day  
5

“The Months” p. 3

**To Discuss After You Read**

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

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

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

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

Day  
7

“When the Sun Rises” & “Morning” p. 4

**To Discuss After You Read**

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

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

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

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

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

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

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

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

Day  
9

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

**To Discuss After You Read**

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

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

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

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

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

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

**drake:** a male duck.

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

**larder:** pantry.

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

<b>Week</b>	<b>Memory Work</b>	<b>Bible Reading</b>	<b>History</b>	<b>Geography</b>	<b>Biography</b>
1	Revelation 3:20	Beginning of Jesus’s ministry	Review; Islam; Benedict; Monks/ Nuns; Ancient Africa; Kingdoms, traders, and Tribes in Africa	<i>Egypt; Mesopotamia; Middle East; Europe; Asia; Africa; Mecca; Arabia; Roman Empire</i>	Benedict; Mohammed
2	Joshua 24:15	Jesus shares his message	Charlemagne	<i>Western Europe; Iraq; Saudi Arabia; Middle East</i>	Charlemagne; King Alfred
3	Matthew 6:9	Jesus preforms miracles	England; Year 1000; Vikings	<i>America; Iceland; Denmark; Greenland; Sweden; Atlantic Ocean; Norway; Scandinavia; Oman; Qatar; United Arab Emirates</i>	
4	Matthew 6:9-10	Jesus continues his ministry	Vikings	<i>Norway; Ireland; Yemen; Turkey; Syria</i>	
5	Matthew 6:9-11	Jesus confronts sin	Vikings	<i>Scandinavia; Norway; Iceland; Greenland</i>	
6	Matthew 6:9-12	Jesus heals on the sabbath	Vikings	<i>Iceland; Sweden; British Isles; Senegal; Mali; France; Greenland; America</i>	Leif Ericson
7	Matthew 6:9-13	Jesus raises Lazarus	Vikings; Castles & Knights	<i>England; France; Western Europe; Greenland; Norway; Iceland; Scotland; Pakistan; Ghana</i>	
8	Matthew 6:9-13	Jesus fortells his death and resurrection	Castles & Knights; Middle Ages	<i>Northwest Europe; Bulgaria; Greece; Spain</i>	
9	James 1:5	Jesus promises the arrival of the Holy Spirit	Kings, Knights & Castles; William the Conqueror	<i>Europe; Romania; Albania</i>	

*(continued on the following page)*

<b>Week</b>	<b>Memory Work</b>	<b>Bible Reading</b>	<b>History</b>	<b>Geography</b>	<b>Biography</b>
10	2 Timothy 3:16-17	Jesus' death	Knights & Castles	<i>Europe; Russia; Uzbekistan; Kazakhstan</i>	
11	2 Timothy 3:16-17	Jesus come back to life; Leadership for Israel transitions for Moses to Joshua	Knights & Castles; Middle Ages	<i>England; Jerusalem; The Holy Land; Europe; Kyrgyzstan; Azerbaijan; Siberia</i>	
12	Psalm 24:1	Israelites cross the Jordan	Knights & Castles; Crusades; Europe and Africa in the Middle Ages; Wars between religions	<i>Germany; Jerusalem; France; North Africa; Constantinople; England; Egypt; Morocco</i>	
13	Psalm 24:1-2	Jericho	China; India and the East	<i>Empire of Genghis Khan; China; South-east Asia; India; Chad; Sudan; Niger</i>	
14	Psalm 24:1-3	Israelites conquer the Promised Land	Mongols; The Compass and Gunpowder; Japan; the Americas	<i>Europe; China; France; Japan; North and South America; Guinea; Gambia</i>	
15	Psalm 24:1-4	The land is divided among the tribes of Israel	The Aztecs; Hundred Years' War	<i>Byzantine Empire; Persia; Africa; North and South America; Mexico; Peru; Cape of Good Hope; Ethiopia; Djibouti</i>	
16	Psalm 24:1-5	The tribes of Israel go their separate ways	The Slav People; Middle Ages; Printing Press; Muslim Empires; War and Weapons	<i>Spain; Portugal; China Guinea Bissau; Mexico; Central and South America; Western Africa; Middle East; Guinea Bissau; Guinea; Gambia</i>	Johann Gutenberg
17	Psalm 24:1-6	Beginning of the Judges rule in Israel; Ehud; Deborah	The Incas; Discovery of America	<i>East Africa; Italy; Bissau; Niger; Burkina Faso</i>	
18	Proverbs 16:3	Gideon	Explorers; Renaissance; Reformation; Church of England	<i>England; Europe; Italy; Lesotho; Madagascar; Zimbabwe</i>	Vasco da Gama; John Cabot; Magellan; Montezuma; Juan Ponce de Leon; Hernando Cortes

(continued on the following page)

<b>Week</b>	<b>Memory Work</b>	<b>Bible Reading</b>	<b>History</b>	<b>Geography</b>	<b>Biography</b>
19	Romans 6:23	Gideon	Science and Inventions; The Age of Elizabeth; Africa; Renaissance	<i>Spain; Holland; England; Scotland; United States; China; Japan; North Korea</i>	Michelangelo; Leonardo da Vinci
20	2 Chronicles 16:9	Jephthah leads Israel	Kings of England; Kings of France; Trade; Kings and Parliaments	<i>Europe; Roman Empire; America; Tibet; Mongolia</i>	Martin Luther; Sir Walter Raleigh; Queen Elizabeth; Samson;
21	Isaiah 40:31	Samson	European Settlers; Kings of England	<i>Russia; St. Petersburg; England; Austria; Poland; Germany; Indonesia; Vietnam; Bali</i>	Samson; King Charles
22	Proverbs 18:9	Tribe of Benjamin	The Habsburgs; The Mogul Empire; Thirty Years War; Peter the Great	<i>Germany; Prussia; Austria; China; Japan; Afghanistan; Sri Lanka; Bangladesh</i>	Peter the Great
23	Proverbs 16:24	Ruth	The Seven Years War; The Tsars; Mogul Empire	<i>American Colonies; England; France; Australia; Bhutan; India</i>	Ruth
24	Psalms 121:1	David becomes King	French Revolution; The American Revolution	<i>Napoleon's Empire; Waterloo; Denmark; Caribbean; Mexico; Central America; Europe; Fiji; Samoa; Papua New Guinea</i>	
25	Psalms 121:1-2	David overcomes the Philistines	Napoleon; Latin America and the Caribbean Islands	<i>The British Empire; Crimea; Russia; England; Australia; New Zealand; India; China; New Zealand;</i>	Napoleon Bonaparte
26	Psalms 121:1-3	David trusts in his army rather than God	Music; Explorers; Australia and New Zealand; The Crimean War	<i>Japan; America; Venezuela; Colombia; Uruguay</i>	Bach; Mozart; Beethoven; Queen Victoria
27	Psalms 121:1-5	End of David's reign	Japan; American Civil War; Colonies fight for Independence;	<i>France; Germany; Italy; Prussia; Central America</i>	Florance Nightingale; Commodore Matthew Perry

(continued on the following page)

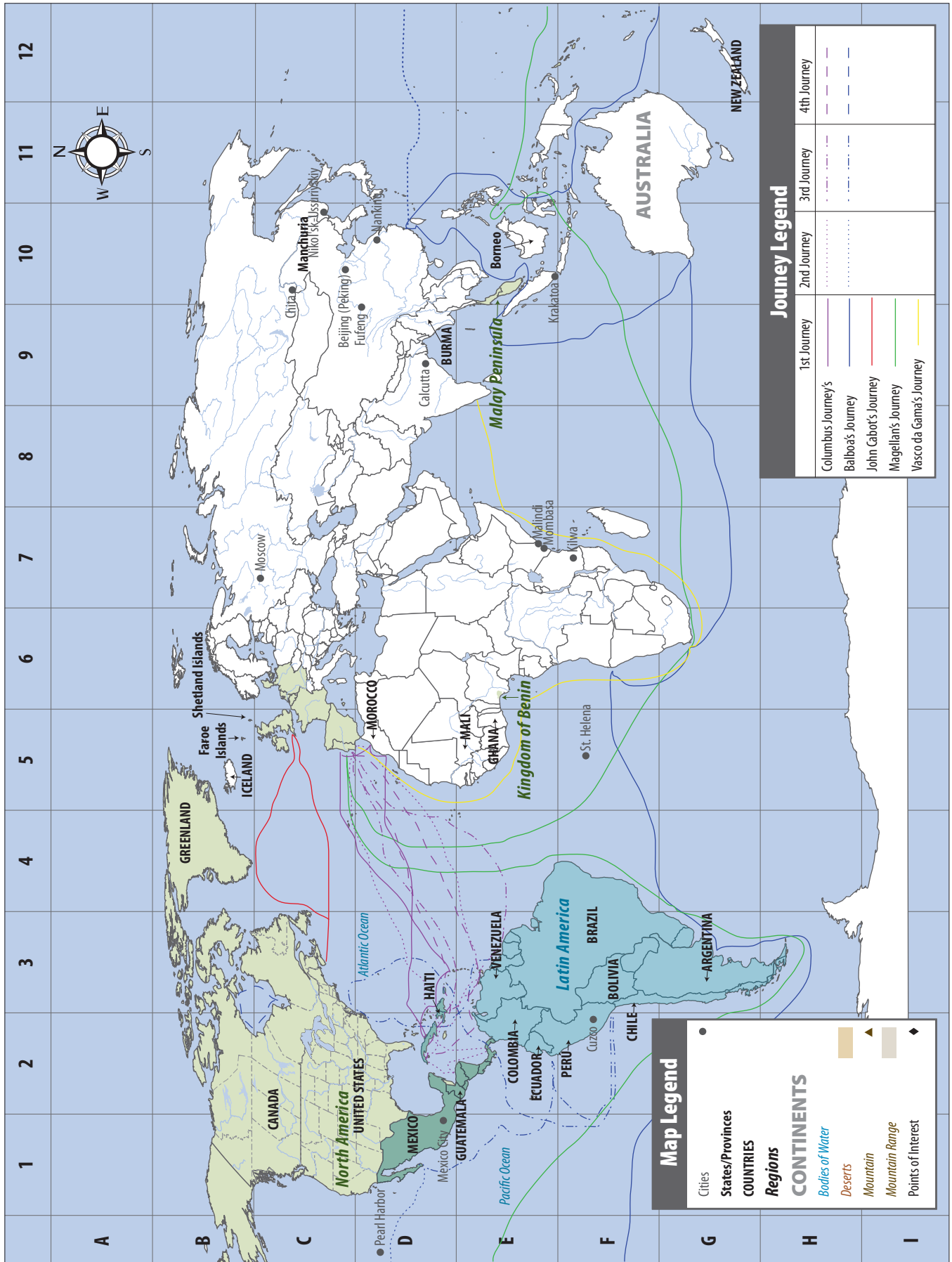
<b>Week</b>	<b>Memory Work</b>	<b>Bible Reading</b>	<b>History</b>	<b>Geography</b>	<b>Biography</b>
28	Psalm 121:1-8	Solomon becomes King	The Industrial Revolution; Indians, Settlers & the Wild West; Franco-Prussian War; New Nations and Ways of Governing	<i>Cuba; Trinidad; Haiti</i>	
29	Psalm 121:1-8	Solomon finishes the Temple	Agricultural Revolution;	<i>Chita; Poland; Russia; Siberia; Germany; Manchuria; Berlin; Ural Mountains; China; Mexico Venezuela; Brazil; Peru</i>	James Watt; Robert Fulton; Samuel F. B. Morse; Alexander Bell Graham; Thomas Edison; Wright Brothers
30	Psalm 121:1-8	Solomon's son takes the throne	Industrial Revolution; Inventions; City Life; Transportation; Indians and Settles; The Boxer Rebellion	<i>Taiwan; Japan; China; Namibia; Botswana</i>	
31	Romans 8:1	King Asa	Gladys Aylward	<i>Japan; Nepal; Burma</i>	Gladys Aylward
32	Psalm 100:1	King Jehoshaphat	Glady Aylward	<i>United States; Serbia; Austria; Germany; France; Europe; Yugoslavia; Manchuria; Russia; China; Taiwan; Ethiopia; Tibet; India; China</i>	Gladys Aylward
33	Psalm 100:1-2	King Joash	Cold War; Communism; United Nations	<i>The British Empire; Europe; North America; New Zealand; Indonesia; Philippines; Africa; North and South Korea; Vietnam; China</i>	Gladys Aylward
34	Psalm 100:1-3	King Amaziah	Russian Revolution; World War I; The Great Depression	<i>Turkey; Middle East; Afghanistan</i>	
35	Psalm 100:1-4	King Hezekiah	World War II; Communism;	<i>South Africa; Indonesia</i>	
36	Psalm 100:1-5	Cycle of Kings continues	Korean War; Vietnam War; Cold War; Communism; United Nations	<i>Maldives</i>	

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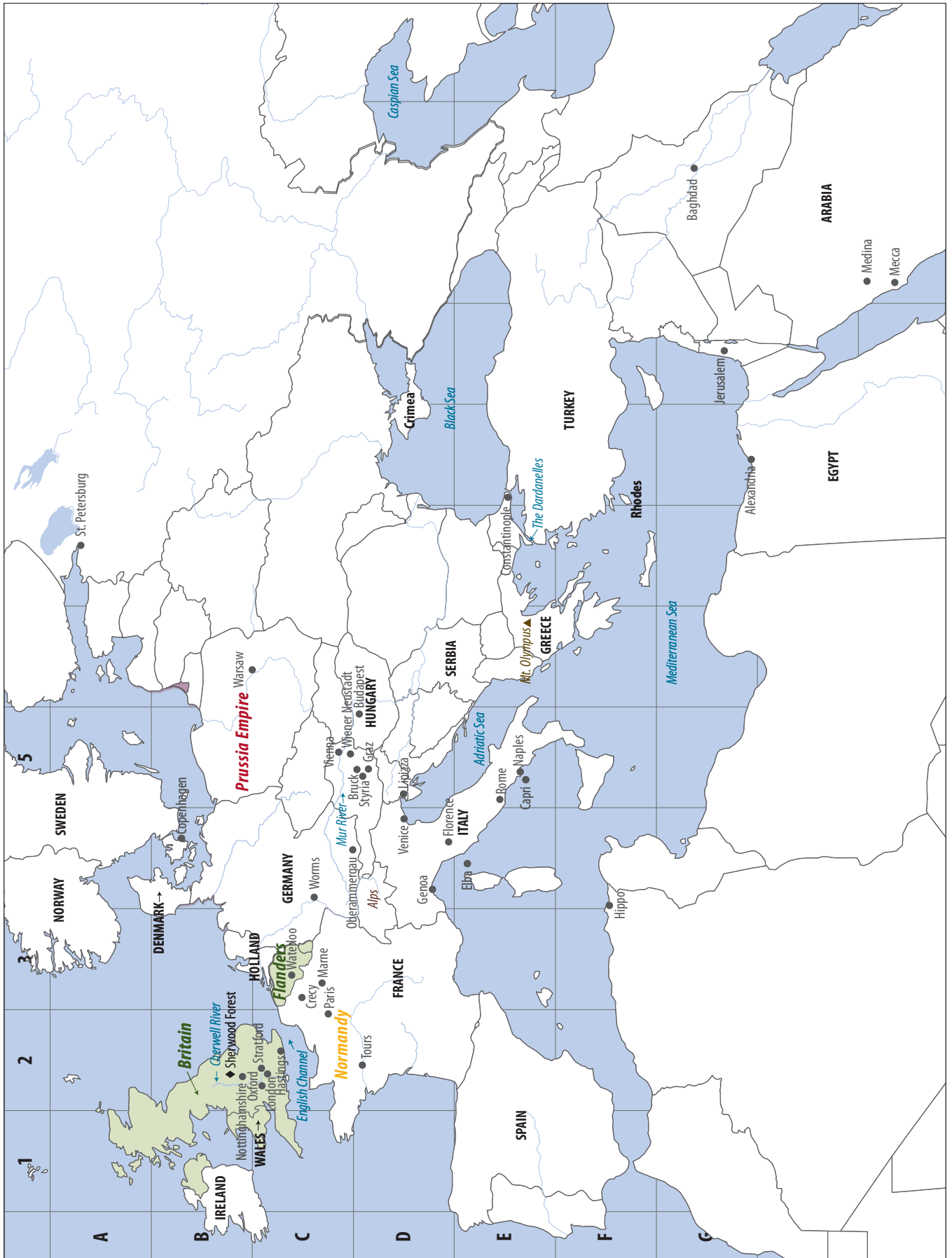
# Intro to World History, Year 2 of 2 (4-Day)—Map 1

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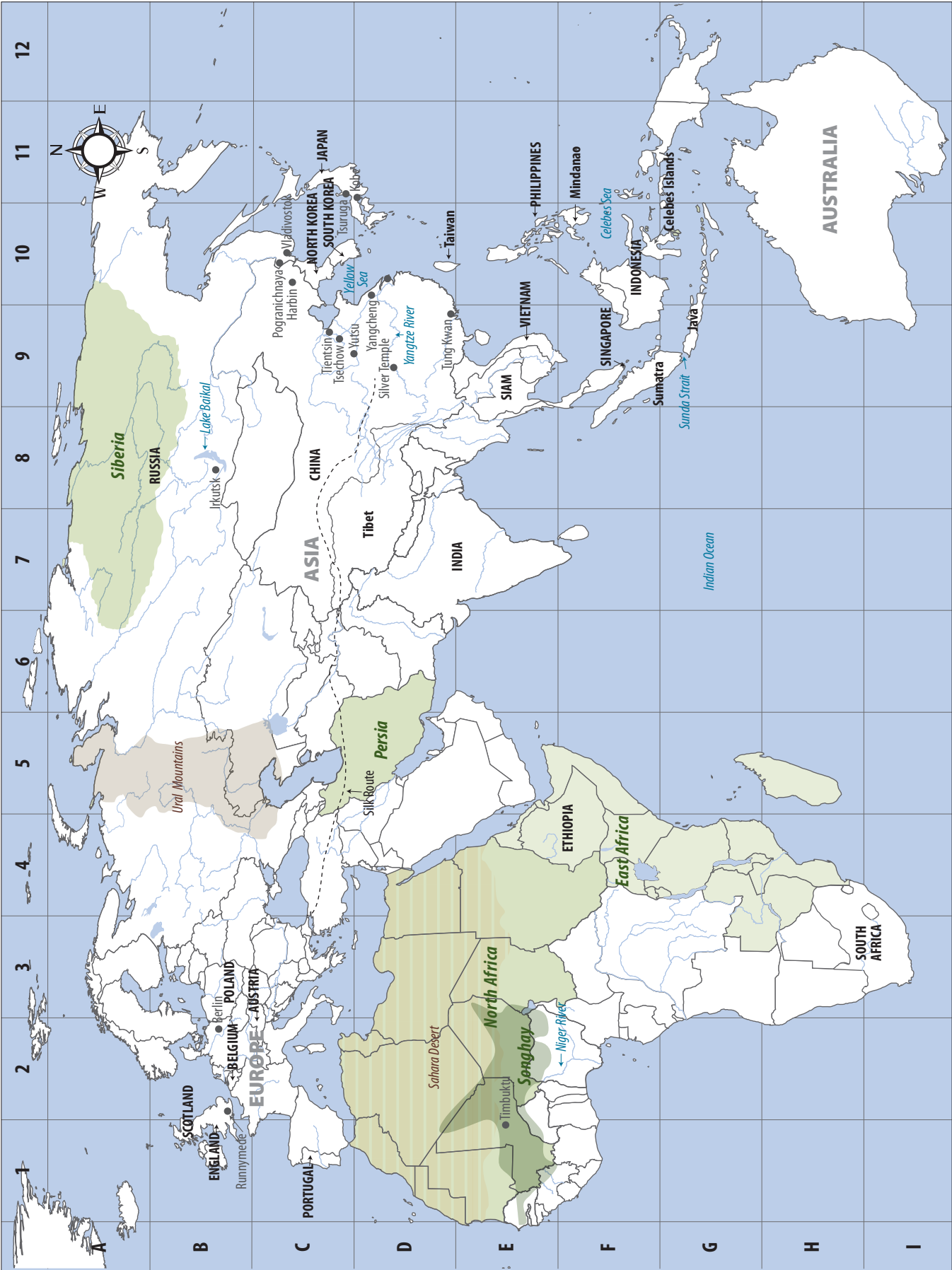


# Intro to World History, Year 2 of 2 (4-Day)—Map 3

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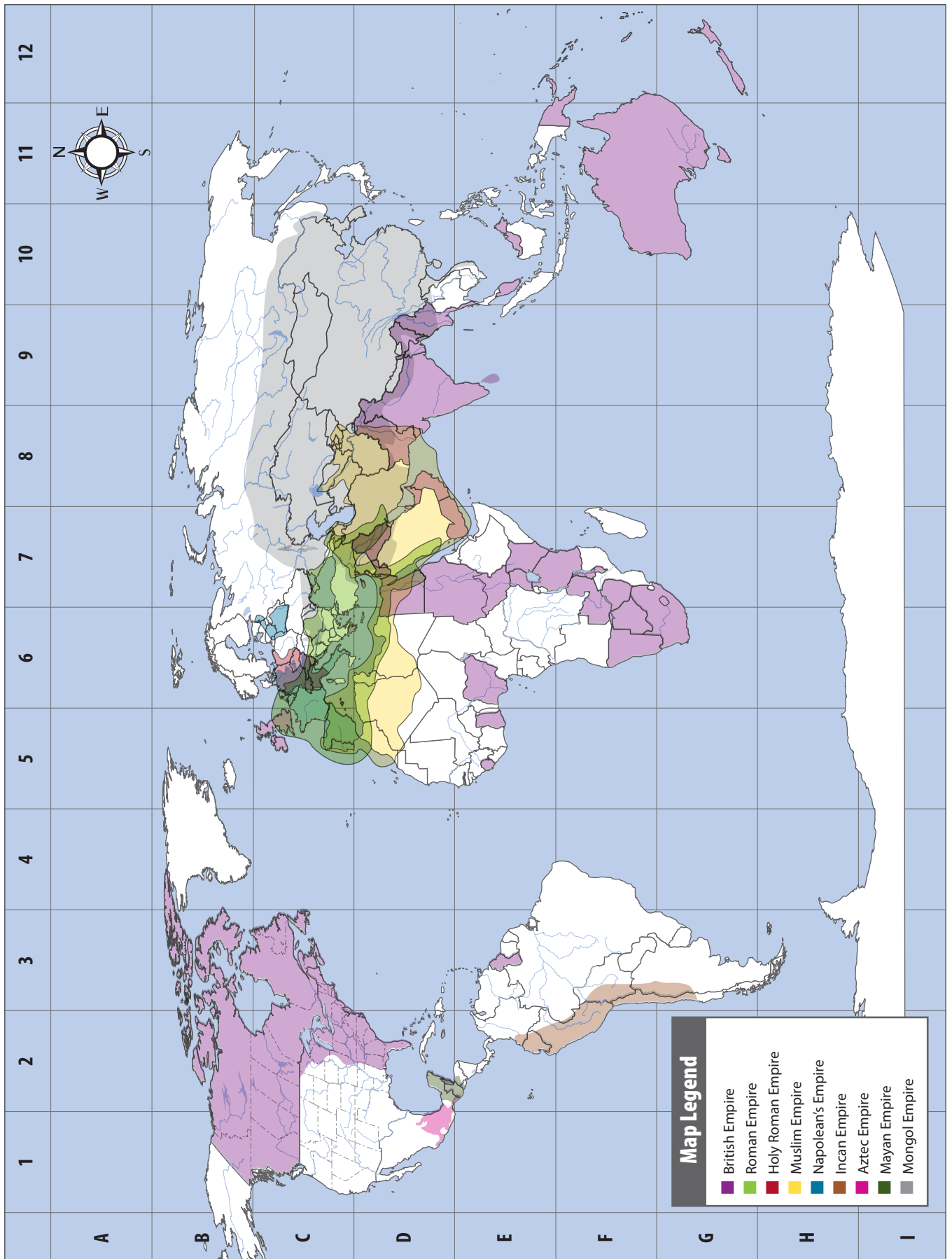


# Intro to World History, Year 2 of 2 (4-Day)—Map 4



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

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**Map Legend**

- British Empire
- Roman Empire
- Holy Roman Empire
- Muslim Empire
- Napoleon's Empire
- Incan Empire
- Aztec Empire
- Mayan Empire
- Mongol Empire

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