

D

INTRO TO AMERICAN HISTORY

Year 1 of 2



Mayflower II Replica
Plymouth, Massachusetts



FUN FACT
Colonial Philadelphia was the second largest city in the British Empire.





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

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

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

SONLIGHT'S "SECRET" COMES DOWN TO THIS:

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

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

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

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

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

Blessings!

Sarita Holzmann,
Co-founder and president
of Sonlight Curriculum

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History Bible Literature (5-Day)

Intro to American 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 American History, Year 1 of 2" Instructor's Guide and Notes (5-Day), Thirty-Second 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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Sonlight Curriculum, Ltd. is committed to providing the best homeschool resources on the market. This entails regular upgrades to our curriculum and to our Instructor's Guides. This guide is the 2021 Edition of the Sonlight Curriculum® "Intro to American History, Year 1 of 2" Instructor's Guide and Notes. If you purchased it from a source other than Sonlight Curriculum, Ltd., you should know that it may not be the latest edition available.

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For the latest information about changes in this guide, please visit www.sonlight.com/curriculum-updates. Please notify us of any errors you find not listed on this site. E-mail corrections to IGcorrections@sonlight.com and any suggestions you may have to IGsuggestions@sonlight.com.

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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)

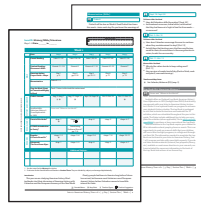
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6

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?

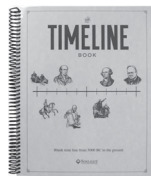


Easy to use

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. Reader and Read-Aloud notes are located in **Section Three** to allow an adjustable reading 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.

Pedro's Journal

Aug. 3–Aug. 7

Marco Polo served Kublai Khan in China, not India.

To Discuss After You Read

- What are the three famous ships’ names? [Aug. 3]
- the Niño, Pinta and Santa Maria
- Was everyone excited by this new adventure? [Aug. 7]

48 Chapters 3–6

Cultural Literacy

Roman Forum (Forum Romanum): section of ancient Rome that served as the center of government. It was the administrative, legislative, and legal center of the Republic and the Roman Empire. Many important buildings and

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”).

13 pp. 8–11

To Discuss After You Read

Note the key word “overview” in the first paragraph. In other words, the encyclopedia does not attempt to delve into very specific details on every single issue of American history. Still, there’s a lot of information in its pages, so take some time to familiarize yourself with how the author has presented the contents. This will help you get a quick



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 D: History/Bible/Literature

Days 1–5: Date: _____ to _____

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

Week 1

	Date:	Day 1	Day 2	Day 3	Day 4	Day 5
BIBLE	Parent Reading	Luke 1:1–25	Luke 1:26–38	Luke 1:39–56	Luke 1:57–80	Luke 2:1–20
	Student Reading: Discoverer's Bible	Genesis 1:1–2:3	Genesis 3	Genesis 4:1–16	Genesis 6:5–22	Genesis 7
	American Indian Prayer Guide	Maya, Day One	Maya, Day Two	Maya, Day Three	Maya, Day Four	Maya, Day Five
	Memorization	Psalm 8:1–2				
	Sing the Word: Great in Counsel and Mighty in Deed	Track 1 Listen to this track the entire week.				
HISTORY & GEOGRAPHY	Pedro's Journal¹	Aug. 3–Aug. 7  	Aug. 27–Sept. 17 	Sept. 18–Sept. 30	Oct. 5–Oct. 10	Oct. 11–Oct. 12 
	Lap Book Kit: American History I: From Exploration to 1850	Cover and "Where in the World?"				
READ-ALOUDS	Secret of the Andes²	chap. 1 	chaps. 2–3  	chap. 4	chap. 5	chaps. 6–7
	A Child's Introduction to Poetry^{2,3}		"Introducing Professor Driscoll" pp. 7–8			
READERS	Regular: A Lion to Guard Us²	chaps. 1–2 	chaps. 3–4	chaps. 5–6	chaps. 7–9	chaps. 10–11
	Advanced: The Corn Grows Ripe²	chap. 1	chaps. 2–3	chap. 4	chap. 5	chaps. 6–7
Additional Subjects:						

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1. See the notes for the **History** titles after the Schedule.
2. Find notes for the Read-Alouds and Readers in **Section Three**. They are divided by subject, and arranged alphabetically.
3. There are no notes for this title. Simply read and enjoy!

Introduction

This year we are studying American history. Most textbooks start their discussion of American history with Columbus and the European discovery of the New World.

Clearly, people had been in America long before Columbus arrived, but because most historians are of European descent, history before Columbus seems to have little interest for them.

We, however, are citizens of God's Kingdom. We want to know about all the cultures and peoples for whom Jesus died and whom God wants to become part of His Kingdom. Therefore, we want to discover everything we can about *all* the peoples of the world. "All the peoples" includes the different groups who were on the North and South American continents before Columbus came.

"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

At the start of this year, you will read to your children the story of Christ's birth, while your children will read about the creation of the world. Both of these are fitting ways to begin a study of God's story. Right away we meet people whom God called to be part of His story: John the Baptist prepares the way for the Messiah, and Noah builds an ark.

For the next several weeks, your children will memorize a Psalm praising God for His creation and marveling that He invites us to be part of His story.

American Indian Prayer Guide

Day
1

Maya, Day One

See the map for the location of each tribe on page v. of the book.

We divide the prayers for Native Americans into one tribe, civilization, or cluster of tribes per week. Use these at the beginning of your history time or at meal time or bedtime. Check off each day as you read and pray.

Memorization (Bible)

Day
All

Psalm 8

Psalm 8 will be due on Week 6. Read Psalm 8 ten times this week—twice each day. Do you know the meanings of all the words? Do you understand what the passage as a whole is about? Why does the psalmist say God's name is "majestic in all the earth"? What makes it majestic?

- ¹ O LORD, our LORD,
How majestic is Your name in all the earth,
Who have displayed Your splendor above the heavens!
- ² From the mouth of infants and nursing babes You
have established strength
Because of Your adversaries,
To make the enemy and the revengeful cease.¹

Pedro's Journal

Day
1

Aug. 3–Aug. 7

Marco Polo served Kublai Khan in China, not India.

To Discuss After You Read

- Q: What are the three famous ships' names? [Aug. 3]
A: *the Niña, Pinta and Santa Maria*
- Q: Was everyone excited by this new adventure? [Aug. 7]
A: *no, most people thought it wouldn't work*

Timeline and Map Points

- † **Christopher Columbus (1451–1506) sails from Spain (1492) (In 1492, Columbus sailed the ocean blue.)**

🌐 *Palos, Spain* (H2) (map 4)

Day
2

Aug. 27–Sept. 17

To Discuss After You Read

- Q: How does Columbus encourage the fearful sailors? [Sept. 10–17]
A: *he shames them, promises them riches and fame, declares that the first man to see land will receive a reward of 10,000 maravedis, he records the distances as less than they are, makes strong statements like, "the North Star moved," and, "a falling meteor always portends great blessings"*

Timeline and Map Points

🌐 *Canary Islands* (D5); *India* (D9) (map 3)

Day
3

Sept. 18–Sept. 30

To Discuss After You Read

- Q: How did Columbus stifle the mutiny? [Sept. 30]
A: *he threatened some men, bribed others, and boasted that they had been out of sight of land for three weeks—a new record!*

Day
4

Oct. 5–Oct. 10

To Discuss After You Read

- Q: How does Columbus encourage the men to continue when they are determined to stop? [Oct. 10]
A: *he told them that land was near; that fame and fortune would be theirs; the wind blows in the wrong direction to return; he asks for one more day*

Day
5

Oct. 11–Oct. 12

Discuss After You Read

- Q: Why do the sailors decide to keep sailing west? [Oct. 11]
A: *they see signs of nearby land all day (flocks of birds, reeds and plants, man-made carvings)*

Timeline and Map Points

🌐 *San Salvador, Bahamas* (D3) (map 3)

Lap Book Kit: American History I

Day
All

Cover and "Where in the World?"

Sonlight offers an Optional Lap Book *American History I: From Exploration to 1850* (Sonlight item DH30) that directly corresponds with your Intro to American History Instructor's Guide. It is an optional hands-on program to enhance your student's history studies. The Lap Book is packaged as a kit that includes Instructions and materials for 25 activities, which are scheduled throughout the year in this guide. The Notes include additional tips to help you complete the activities (when applicable). Go to www.sonlight.com/DH30 to purchase or learn more about the Lap Book.

1. We cite the KJV/NASB versions in our notes 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.

Read-Aloud and Reader Notes

The notes in **Section Three** have been organized in a purposeful manner for your use.

- Both the **Read-Alouds** and **Readers** are organized *alphabetically*.
- Whether you are using our Regular or Advanced Reader program, all of the notes have been included. Please notice that the questions have been broken up by chapters.
- We've placed these notes in a separate section to accommodate for flexibility. Start by simply placing each book's notes within each book. That way, if you're on the road, or reading faster than our recommended schedule, you can simply keep going—we encourage it! ■

Several activities in the Lap Book require your student to fill in information about people, places or events. This is an opportunity to work on research skills that your children will use in later Sonlight programs, in college and throughout their life. The information needed to complete the Lap Book can be found in your Intro to American History, Year 1 of 2 program and also with some light research. If you do not have outside materials (Internet, encyclopedia, library, etc.) available or want some direction in your research, we have included the necessary information in the back of the Lap Book Instructions as an Answer Key.

This week, follow the Lap Book Kit instructions to assemble the Cover and the "Where in the World?" Pocket. Next week your student will begin the activities to fill the Lap Book. Many of the Lap Book activities will require your student to follow specific steps to correctly complete the project. Some activities are scheduled across multiple weeks. We recommend that you and your student read over the full instructions for each week's activity before they begin.

Level D: History/Bible/Literature

Days 6–10: Date: _____ to _____

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

Week 2

	Date:	Day 6	Day 7	Day 8	Day 9	Day 10
BIBLE	Parent Reading	Luke 2:21–40	Luke 2:41–52	Luke 3:1–23	Luke 4:1–30	Luke 4:31–44
	Student Reading: Discoverer's Bible	Genesis 8	Genesis 9:1–17	Genesis 11:1–9, 27–32	Genesis 12:1–9	Genesis 18:1–15
	American Indian Prayer Guide	Taino & Arawak, Day One	Taino & Arawak, Day Two	Taino & Arawak, Day Three	Taino & Arawak, Day Four	Taino & Arawak, Day Five
	Memorization	Psalm 8:1–4				
	Sing the Word: Great in Counsel and Mighty in Deed	Track 1 Listen to this track the entire week.				
HISTORY & GEOGRAPHY	Pedro's Journal	Oct. 16–Nov. 19	Nov. 25–Dec. 16	Dec. 25–Jan. 2	Jan. 8–Jan. 16 	Jan. 28–end 
	Lap Book Kit: American History I: From Exploration to 1850	Activity 1: Explorer Profiles Background & Columbus Booklet Activity 2: Mapping the Routes of Columbus				
READ-ALOUDS	Secret of the Andes	chap. 8	chap. 9	chap. 10	chap. 11	chap. 12
	A Child's Introduction to Poetry		"Nursery Rhymes" pp. 10–13			
READERS	Regular: A Lion to Guard Us	chaps. 12–14	chaps. 15–16 	chaps. 17–18	chaps. 19–21	chap. 22–end 
	Advanced: The Corn Grows Ripe	chap. 8	chaps. 9–10	chap. 11	chaps. 12–13 	chaps. 14–15
Additional Subjects:						

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Bible Reading

It doesn't matter if you are young or old; God wants you to be part of what He is doing in the world. This week you will meet several people who waited for a long, long time to see God do what He said He would do. May we be willing to follow when God calls us, and remember to keep our eyes on Him and not try to "make a name for ourselves."

Memorization (Bible)

Read Psalm 8 ten more times out loud. Are there words you find hard to pronounce? (Make sure you practice saying them correctly.) Which words should receive special emphasis? Any places you should pause or speed up for dramatic effect? Any places where your voice should become louder, softer, higher, or lower? Make notes of these things. Please apply these questions to all your memorization assignments.

Day
All

Psalm 8

- ¹ O LORD, our LORD,
How majestic is Your name in all the earth,
Who have displayed Your splendor above the heavens!
- ² From the mouth of infants and nursing babes You
have established strength
Because of Your adversaries,
To make the enemy and the revengeful cease.
- ³ When I consider Your heavens, the work of Your fingers,
The moon and the stars, which You have ordained;
- ⁴ What is man that You take thought of him,
And the son of man that You care for him?

Pedro's Journal

Day
6

Oct. 16–Nov. 19

To Discuss After You Read

- Q: Describe the New Land. [Oct. 23]
- A: *clear water, no animals, gentle people, beautiful birds and fish*
- Q: Do you think Columbus treated the native peoples well? Explain. [Nov. 19]
- A: *no, he took some of them captive against their will and mocked their gentle spirits*

Day
7

Nov. 25–Dec. 16

To Discuss After You Read

- Q: Why were the discovered lands disappointing? [Dec. 13]
- A: *they weren't Asia; the sailors feared they would be mocked when they returned home with no gold, silks, or spices, but only parrots and crudely made items*

Day
8

Dec. 25–Jan. 2

To Discuss After You Read

- Q: How does Columbus deal with the sinking of the *Santa Maria*? [Jan. 2]
- A: *he takes many sailors aboard the remaining ship, the Niña and leaves 39 men to found a new settlement called La Navidad*

Day
9

Jan. 8–Jan. 16

To Discuss After You Read

- Q: As the Natives become less friendly, how do Columbus and his men react? [Jan. 16]
- A: *they drew swords on unfriendly islanders and then hurriedly left for Spain in leaky ships*

Timeline and Map Points

- 🌐 *Caribbean (D3) (map 3)*

Day
10

Jan. 28–end

To Discuss After You Read

- Q: Was Columbus content to end with this voyage? [Feb. 2]
- A: *no, Columbus planned another voyage while still on his first one*
- Q: Trace Columbus' route from Spain to the Caribbean.

Timeline and Map Points

- 🌐 *Spain (G2) (map 4)*

Lap Book Kit: American History I

Day
All

Explorer Profiles Background & Columbus Booklet

Over the next several weeks your student will add nine explorers in this activity. This week have them cut out:

- the base on Explorer Profiles-1
- the Columbus profile from Explorer Profiles-2
- and one booklet from Explorer Profiles-3

Then, have them follow the Lap Book Instructions to add the Columbus profile. They will save the other explorers for upcoming weeks!

For each explorer, we recommend your student practice writing their text out on a separate sheet of paper to make sure it will fit in the space provided. When they are happy with the wording, have them copy it into the explorer booklet.

Christopher Columbus went on four different journeys to the Americas. In the first two voyages (mentioned in the History reading) he explored the area around Cuba, Hispaniola, Jamaica, and the Caribbean. The third voyage was an attempt to verify rumors of a continent (South America) to the south of Hispaniola. His final voyage was in search of a westward passage to the Indian Ocean and explored the coastline along Honduras, Nicaragua, Costa Rica, and Panama.

Fine-tip permanent markers are the best choice for this assignment. If you do not have access to four different colored markers, your student can use dashed or dotted lines (or a combination of dots and dashes) to mark each of the different routes. ■

Level D: History/Bible/Literature

Days 11–15: Date: _____ to _____

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

Week 3

	Date:	Day 11	Day 12	Day 13	Day 14	Day 15
BIBLE	Parent Reading	Luke 5:1–16	Luke 5:17–39	Luke 6:1–19	Luke 6:20–38	Luke 6:39–49
	Student Reading: Discoverer's Bible	Genesis 19:1, 12–29	Genesis 21:1–21	Genesis 22:1–18	Genesis 24:34–48	Genesis 24:50–67
	American Indian Prayer Guide	Powhatan, Day One	Powhatan, Day Two	Powhatan, Day Three	Powhatan, Day Four	Powhatan, Day Five
	Memorization	Psalm 8:1–6				
	Sing the Word: Great in Counsel and Mighty in Deed	Track 1 Listen to this track the entire week.				
HISTORY & GEOGRAPHY	The Beginner's American History	pp. 1–5 (to the break)	pp. 5–10	pp. 11–15		
	American History: A Visual Encyclopedia			pp. 8–11	pp. 12–13	pp. 18–19
	Lap Book Kit: American History I: From Exploration to 1850	Activity 1: Explorer Profiles—Diaz, Cortez, Pizarro				
READ-ALOUDS	Secret of the Andes	chap. 13	chap. 14	chap. 15	chap. 16	chap. 17
	A Child's Introduction to Poetry		"Nonsense Verse" pp. 14–16			
READERS	Regular: Pocahontas and the Strangers	chap. 1	chap. 2	chaps. 3–4	chap. 5	chap. 6
	Advanced: Vostaas: White Buffalo's Story	pp. 6–11	pp. 12–19 to "Names"	pp. 19–24	pp. 25–32	pp. 33–39 to "Foods"
Additional Subjects:						

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Bible Reading

Whether it's healing people or teaching, Jesus didn't do it alone. He invited people to follow Him and learn from Him. The ones He spent the most time teaching were called disciples. Your children will read an account of God destroying a wicked city, but also providing in love. God looks out for the outcasts, provides for us when we follow His directions, and can even lead us to the people we need to meet.

Memorization (Bible)

Read Psalm 8 out loud ten times. Use the dramatic devices you decided on last week. Do you still think they sound right? Should you change any of them? Are there any other special effects—speed, pitch, volume—you should use? Make sure you talk about these things with your Mom or Dad.

Day
11

Psalm 8

- ¹ O LORD, our LORD,
How majestic is Your name in all the earth,
Who have displayed Your splendor above the heavens!
- ² From the mouth of infants and nursing babes You
have established strength
Because of Your adversaries,
To make the enemy and the revengeful cease.
- ³ When I consider Your heavens, the work of Your fingers,
The moon and the stars, which You have ordained;
- ⁴ What is man that You take thought of him,
And the son of man that You care for him?
- ⁵ Yet You have made him a little lower than God,
And You crown him with glory and majesty!
- ⁶ You make him to rule over the works of Your hands;
You have put all things under his feet,

The Beginner's American History

Day
11

pp. 1–5 (to the break)

This week you and your children will start reading *The Beginner's American History*. It tells history from the perspective of people who lived at the time. Biographies tell the story historically and keep history fresh. *The Beginner's American History* was first published in 1893, and it is a great example of how styles and standards of writing change over time. The author uses a casual tone, capitalizing and punctuating in ways we would find odd, or even incorrect, today. For example:

- there are times when verb tenses are chosen oddly (ex. When Andrew was 13, he learned what war means.)
- differences in capitalization. Regions such as “the west,” we would today refer to as “the West.” References to “the king of England” would now, in certain instances, be written as “the King of England.”

- prepositional phrases start sentences beyond a usual amount.
- the author uses an abundance of semicolons, many times when different punctuation would be more acceptable (a comma or period).
- “emigrant” is often used in places where “immigrant” is more appropriate.
- sentences are often started with conjunctions (“and” and “but”).

Recognizing the sometimes peculiar writing style of *The Beginner's American History* will only increase your enjoyment of this unique history book.

The author has provided a large amount of questions at the end of each chapter. We've chosen and answered a few from each chapter for the daily assignments, but feel free to use those remaining to bolster discussions. Please note, that we have rewritten and summarized some of the questions.

To Discuss After You Read

- Q: When and where was Columbus born?
A: *1436 in Genoa, Italy*
- Q: What did he do when he was fourteen?
A: *went to sea*
- Q: What did he do in Lisbon?
A: *he married the daughter of a famous sea-captain*
- Q: How much of the world was known at the time?
A: *more than half of the world hadn't been discovered—Europe, Asia and a small part of Africa were known*
- Q: How did Columbus think he could reach Asia and the Indies?
A: *he believed they were directly west of Portugal and Spain; he would try to cross the Atlantic Ocean*
- Q: Why did he want to go there?
A: *he could open up trade with rich countries of the East*
- Q: What did he try to do in Portugal? Why did he go to Spain?
A: *Columbus asked the king of Portugal to furnish some money or vessels for his voyage; to see if the King and Queen of Spain would help*

Timeline and Map Points

- 🌐 *Australia (F11) (map 3)*
- 🌐 *Lisbon (H1); Portugal (G1); Palos, Spain (H2); Genoa, Italy (F5); Mediterranean Sea (I6) (map 4)*

To Discuss After You Read

Q: How did Columbus get help at last?

A: *just as he was about to leave Spain, Queen Isabella, agreed to assist him*

Q: When did he sail?

A: *the morning of August 3, 1492*

Q: What signs of land did the sailors find?

A: *a stick of a torn bush, a walking stick carved by humans, in the water*

Q: Describe their discovery of land.

A: *Columbus promised a velvet coat to the one who should first see land; at first Columbus saw a torch-like moving light, two hours after mid-night land was in sight*

Q: What did Columbus name the island?

A: *San Salvador*

Q: What did he find on it? What were the crew given?

A: *it was inhabited by people speaking a language he could not understand; these people gave the crew cotton, yarn, tame parrots, and ornaments of gold*

Q: What did Columbus think of the other islands?

A: *he believed he had reached his goal, and so named them the West Indies*

Timeline and Map Points

🌐 *China (C10); San Salvador (D3); India (D9) (map 3)*

To Discuss After You Read

Q: After returning to Spain, how many more voyages did Columbus make across the Atlantic? Did he ever land on any part of what is now the United States?

A: *three; no*

Timeline and Map Points

🌐 *Havana (D2); Cuba (D2) (map 3)*

🌐 *Barcelona (G3) (map 4)*

American History: A Visual Encyclopedia**To Discuss After You Read**

This encyclopedia does not attempt to delve into very specific details on every single issue of American history. Still, there's a lot of information in its pages, so take some time to familiarize yourself with how the author has presented the contents. This will help you get a quick grasp on the material and also help you as you assist your children with the material. In particular, keep an eye on the time period covered in the spread, quickly identified by the colored tabs on the edge of pages. You'll also

want to help your children understand the maps and any accompanying map key. Don't get too bogged down on details and specific dates to memorize—at this stage it's far better if your children can grasp the big picture and, even better, can understand some of the key reasons behind historical events.

The caption to Leutze's painting highlights some important points to keep in mind about historical artwork. First, it's not always correct. Artists sometimes get details wrong and, like anyone, can make mistakes. Second, sometimes such artwork is "idealized," as the author mentions. To "idealize" something means to make it seem better or more ideal than it was in reality. Still, artwork like this can capture our attention and draw us into the topic more. It also can display technical proficiency and artistic beauty, even if some of the details are off.

Timeline and Map Points

🌐 *U.S. (C2); Europe (C6) (map 3)*

To Discuss After You Read

Q: Based on the chapter title, what two worlds meet? [p. 13]

A: *the New World of the Americas and the Old World of the Europeans*

Timeline and Map Points

🌐 *Canada (B2); Greenland (B5); China (C10); Spice Islands (E11); Atlantic Coast (C3) (map 3)*

🌐 *North America (map 3)*

To Discuss After You Read

Q: What function did an astrolabe serve? [p. 18]

A: *it helped mariners navigate*

Q: Why did Portugal lead Europe in exploration? [p. 18]

A: *the Caravel's design (triangular and square sails allowed it to sail into the wind or with the wind, making it more maneuverable than other ships); Prince Henry encouraged exploration; the new astrolabe; opportunity for riches encouraged more risk*

Q: By sailing west, what did Columbus hope to accomplish? [p. 19]

A: *he hoped to find a shorter trade route to Asian trading centers*

Q: What was the purpose of the Treaty of Tordesillas? What did it do? [p. 19]

A: *to prevent territory disputes between Portugal and Spain; it split the Atlantic Ocean with an imaginary north-south line (Spain could claim land west of the line, while Portugal could claim land east of it)*

Timeline and Map Points

- 🕒 **Bartholomeu Dias sails around the Cape of Good Hope (1488)**
- 🕒 **Columbus sails west from Spain (1492)**
- 🕒 **Columbus lands in West Indies (1493)**
- 🕒 **Hernando Cortes conquers the Aztec empire (1519-1521)**
- 🕒 **Francisco Pizarro conquers the Inca empire (1532)**
- 📍 *Mediterranean (C7); Brazil (E3); Asia (C9); Africa (E7); Cape of Good Hope (G7); Indian Ocean (F9); India (D9); East Indies (E12); Atlantic Ocean (E4); Caribbean Islands (D3); Mexico (D2); Andes Mountains (F3) (map 3)*
- 📍 *Portugal (G1); Spain (G2) (map 4)*

Lap Book Kit: *American History I*

Day
All

Explorer Profiles – Diaz, Cortez, Pizarro

This week your student will cut out:

- the Diaz, Cortez, and Pizarro profiles from Explorer Profiles-2
- and three booklets from Explorer Profiles-3

Have them follow the Lap Book Instructions to add them to the Explorer Profiles base. As with the Columbus booklet, we recommend your student practice writing their text out on a separate sheet of paper before they copy it into the booklets. ■

Section Three

Reading Assignments and Notes

Read-Alouds

Day
1

Chapter 1

Cultural Literacy

panpipes: a musical instrument whose sound is made by blowing into various sized pipes made of reeds or canes.

Salt Pits: a pit into which seawater is received and evaporates.

coca: a shrub with leaves resembling tea leaves that are chewed with alkali by natives of the Andean uplands to impart endurance. South American Indians chew the leaves of the coca bush. The leaves contain a stimulant that prevents them from feeling tired or hungry; it provides no nourishment.

golden earplug: a spool-shaped ornament [of gold] inserted into the earlobe to distort it.

olla for chicha: a sour-sweet drink made from new corn.

To Discuss After You Read

- Q: Why is this chapter called the “Hidden Valley”?
- A: *no one seems to know that Cusi and Chuto are in the valley, the few people nearby never look up to see the two men watching and Cusi has never remembered a visitor before the minstrel in the eight years he had lived there*
- Q: What was Cusi’s main task?
- A: *to care for and train hundreds of llamas*
- Q: What is the symbol of royal blood that the minstrel saw on Cusi?
- A: *the golden earplugs*
- Q: What reason does Chuto give to the minstrel for traveling to the Salt Pits?
- A: *to satisfy Cusi’s curiosity about the world around him—rather than escape over a wall, Chuto wanted Cusi to be free to satisfy his curiosity*
- Q: What did the llamas mean to Cusi?
- A: *they slept near him and helped keep him warm and protected, they gave him company by day, they obeyed his commands, and they were his companions*
- Q: Discuss similes and metaphors as used in these examples:

Simile: The minstrel’s smile lighted up his dark face like sunlight glancing against an eagle’s wing.

Metaphor: He had the grace of the puma waiting to spring upon its prey. Simile: The minstrel was wild and free as sound can be wild and free.

Timeline and Map Points

- 📍 Andes Mountains (F3); Peru (E3) (map 3)

Day
2

Chapters 2–3

To Discuss After You Read

- Q: How does the minstrel teach others?
- A: *through the words of his songs*
- Q: What does it mean to greet the sun as Cusi and Chuto did?
- A: *the Incan Indians were sun worshippers, and at daybreak would stand and do homage to a created object*
- Q: What does the following passage mean? “Cusi followed him swiftly lest he become lost in the earth clouds that billowed around them.”
- A: *Cusi didn’t want to get lost in the fog*
- Q: How did Incan Indians demonstrate their holiness?
- A: *they chanted the same prayers at sunrise that were chanted since the Inca was born [i.e., forever]*
- Q: What does Chuto ask for in his “prayer”?
- A: *that the Indian not be forgotten; for safety, for peace, for wisdom*
- Q: Chuto tells Cusi that he found Cusi in this very hidden spot. Who could have placed Cusi there?
- A: *only someone familiar with the valley—someone who had been part of the valley and chose to leave*
- Q: Cusi’s hair is described as “short stiff hair standing up like a cap of spiny black feathers.” What could your hair be described like?
- Q: What were the walls of the llama corral made of? Why did they use that kind of building material?
- A: *high stone walls that were the remains of a ruined temple from ancient Incan days—the herders used stone because the valley was above where many trees grew and therefore wood could not be used, nothing else would be strong enough to keep out predators*
- Q: How often did Chuto leave the valley? Cusi?
- A: *Chuto left twice a year for only a day; Cusi had never left the valley*
- Q: Which llamas are sheared for wool and why?
- A: *the mother llamas; the father llamas are not sheared so that the long hair on their backs acts as a padding for the loads that only male llamas carry*
- Q: The minstrel sings a song on page 15 that describes the Incan view of creation. Compare it to the Bible’s story of creation.

Timeline and Map Points

- 📍 **Spanish conquer the Incas (1532–1535)**
- 📍 Cuzco (*the Holy City*) (F3); Lima (*the City of Kings*) (F3) (map 3)

Cultural Literacy

mortar: a mixture of various chemicals with sand and water that is used to bind together the bricks and stones in the structures made of them.

To Discuss After You Read

- Q: When your parents want you to do a task, they ask you to get busy. How did Chuto “ask” Cusi to do a task Cusi didn’t want to do?
- A: *Chuto pointed with his lips in the Indian manner*
- Q: Why does Chuto say he will give the llamas to the family in the valley below?
- A: *the giving of llamas is so willed*
- Q: How did Chuto get the supper fire to burn and what did Chuto use for fuel?
- A: *Chuto used a small golden disk to catch the last rays of the sun to light the dry crumpled llama dung*
- Q: In the song the minstrel sings, it speaks of ten thousand llamas that disappeared. Cusi believes the llamas are in the hidden valley. Do you think he might be right?
- A: *Chuto seems to agree when he tells Cusi that they are the Keepers*
- Q: Describe Cuzco as seen through the eyes of the minstrel.
- A: *during the Incan reign, the city contained one hundred thousand subjects of the king. The city was built of cut gray stone that fit together so well it needed no mortar [some of the stones weighed as much as twenty tons], the city was built without the wheel, without machinery, and without special tools*

To Discuss After You Read

- Q: Why does the minstrel caution Chuto not to go out into the world?
- A: *the people outside are of two bloods and therefore they both care and don’t care*
- Q: Why does Chuto say Cusi needs to leave the valley?
- A: *he doesn’t want to make the same mistake twice*
- Q: Chuto and Cusi are going to be on the road for several days. What supplies do they bring?
- A: *rolled mats for sleeping, cloth to hold the salt, rope to tie up the salt packets, food [parched corn and brown sugar], sandals, ponchos, gourds for drinking, spun yarn for trading, coca bags, and a sling shot*
- Q: Would the two travelers be able to carry their packs easily?
- Q: What gave Cusi the courage to cross the perilous bridge?
- A: *he saw Chuto cross safely, and relied on his training in obedience*

- Q: Was it easy to enter or leave hidden valley?
- A: *no, the bridge and the ladder were treacherous and hidden*
- Q: How did the climate differ from the valley Cusi lived in?
- A: *new plants [i.e., vines, ferns, bushes, flowers, and orchids] with a lush green color, no ychu grass or bare, brown hills*
- Q: Do you think the statement: “Only the sun could warm the world and make it right for living” is true?
- A: *without the sun no life would survive on earth*
- Q: Discuss why Chuto feels happiness when he touches the spirit world.
- A: *all men are created with a need to worship—may all men worship the Creator and not His creation*

Cultural Literacy

pampas: a great grassy plain in South America. It has fertile soil, much grass, and provides food for many cattle.

altitude: the height above the earth’s surface usually measured in relation to sea level. As altitude increases [as one goes up] the temperature drops 3 or 4°/1,000 feet and the air gets thinner.

To Discuss After You Read

- Q: How does the man at Condor Kuncca refer to Cusi?
- A: *as one of the Chosen*
- Q: What did the Indians of Condor Kuncca feed Cusi?
- A: *guinea pig meat and sweet potatoes*
- Q: What did the men of the community do for a living?
- A: *they were herders of llamas*
- Q: Why do the Spanish ride burros rather than llamas?
- A: *the llamas remember the Incan glory and will not submit to Spanish rule*
- Q: What were the Sacred Baths of the Inca?
- A: *cold spring water used for purification by the Incan king*
- Q: Why is Cuzco the center of Peru?
- A: *it is divided into four parts by three rivers, and four large roads travel to the four corners of Peru: the mountain, the valleys, the pampas, and the sea*
- Q: According to Cusi, do true friends have to talk all the time? Do you agree?
- A: *Cusi believes true companions have no need for constant talk*

To Discuss After You Read

- Q: Do you think the Valley of the Salt was developed by the Incas? Why or why not?
- A: *yes, for it had been used in ancient times, and the walls were made of perfectly fitted stone—like all Incan walls*

- Q: When the other men exclaimed that the women of Chuto's village were good spinners of yarn, how did Chuto respond?
 A: *he said nothing and that kept him from a lie*
- Q: What was the good of bargaining?
 A: *it was fun and eased the strangeness of meeting new people, it allowed men to show their wit and cleverness, it made for laughter, and it gained respect*
- Q: Did the Indians keep a campfire going for heat or protection?
 A: *no, the fire was only used to cook supper; it was used frugally*
- Q: Describe how salt was made.
 A: *salty, sandy water was shoveled into stone trays where the sun evaporated the water from the salt—the coarse, gray, sandy salt was used by the Indians*

Day
7

Chapter 9

To Discuss After You Read

According to Chuto, llamas served the Indians for 12,000 years—that time goes before Christ.

- Q: What did the Indians get from the llamas?
 A: *friendship, companionship, and burden bearers. From the skin: sandals, caps, ponchos, blankets, bags, ropes, fuel for fire, and blood for sacrifice*
- Q: Why was Cusi allowed to have all the black and silver baby llamas from Yellow-Ears?
 A: *in the past, the Inca ruler received the black llamas in sacrifice according to the minstrel. There is no Inca ruler now—maybe Cusi is royalty? Or maybe so Cusi can learn to train the llamas on his own*
- Q: Why was a silver llama a wonderful thing to own?
 A: *they were rare, and therefore supposedly brought health, luck, and happiness to their owner*
- Q: How did Cusi train Misti to be a burden bearer?
 A: *all of Misti's ropes must be made from Misti's fur, Misti needed to be loaded with other llamas present, llamas could not be overloaded, and Misti had to practice*
- Q: Describe how the llamas were sheared.
 A: *the work took all day; the llama would be thrown down on one side, and then with a knife the hair would be cut [both the matted coarse outside hair and the long silky hair next to the llama's body], then the llama would be turned over and the other side cut*
- Q: Describe the Amauta.
 A: *a tall, powerful, kingly figure, a man who came to teach Cusi. An Indian, strong, fierce, proud, and beautiful, with large golden earplugs that caused his earlobes to hang halfway to his shoulders*

Day
8

Chapter 10

To Discuss After You Read

- Q: What did Cusi learn from the Amauta?
 A: *the history of his people, tribal secrets, plant lore, herb medicine, the secrets of the stars, and the use of the quipu*
- Q: What is a quipu and what was it used for?
 A: *as a calculator, a memory string, and as a record*
- Q: How does the Amauta refer to Chuto?
 A: *beloved of the Ancients who command him*
- Q: Why does Chuto give llamas to the people in the valley?
 A: *to keep them independent [from the Spanish] so that Incan blood will flow without end*
- Q: Why does Chuto give the family twelve llamas?
 A: *he thinks they will share their good fortune with other Indians*

Day
9

Chapter 11

To Discuss After You Read

- Q: Describe where Cusi receives the sign.
 A: *in a man-made canyon that led to a ruined Incan temple with a large rock that in past days the Incas believed to be tied to the sun*
- Q: Now that Incan priests don't tie the sun down during winter solstice, why is the world not in darkness now?
 A: *their actions didn't truly affect the world—God is in control*
- Q: Why is Cusi not surprised to find this ruined temple?
 A: *the mountain world was riddled with old temples*
- Q: Chuto says to Cusi, "My heart told me that on this day you would receive the sign and that you would leave me." How could Chuto have known that things were changing?
 A: *Cusi had never been gone before for a whole day*

Day
10

Chapter 12

Cultural Literacy

Vicuña cloth: luxurious cloth made from a vicuña's undercoat. For further research, use your favorite search engine to look up the phrase, "vicuna cloth."

To Discuss After You Read

- Q: Why is Cusi sad when the family is no longer in the lower valley?
 A: *he wanted to be a part of them and now they were gone without him*

Q: Discuss how in the same way that Cusi has learned to travel his path without many questions being answered, God asks us to walk in His paths without more than just a lamp light for our feet.

Day
11

Chapter 13

To Discuss After You Read

Q: Why does a fork in the road to Cuzco surprise Cusi?

A: *on a mountain trail, the road is difficult to create and therefore there are usually no extra paths*

Q: Why was a path paved with cobblestones unusual?

A: *all trails except those by the big cities were dirt—a paved path away from the beaten path was unusual*

Q: Where does the road end?

A: *at an Indian stone-walled city with many cooking fires—signifying many people*

The woman, who calls Cusi her son, feeds him guinea pig, sweet potato, fish and figs—foods from the four corners of the Incan empire.

Notice that the Old One says the purpose of a gift of llamas is the cord that ties the past to the future.

Q: What does Cusi do as he leaves Ayllu that confirms in the mind of the guard the fact that Cusi is nobility?

A: *he leaves as a gift the five llamas with their packs of wool*

Notice that the gate of the city is closed with a stone bolt—the Incan people do not use any wood or metal.

Q: What rule have the Spanish made at Cuzco to keep control of the Indians and their llamas (remember the Spanish have no llamas)?

A: *no llamas are allowed in the city at night*

Q: In the city, the wall was stone, the street was lined with stone, the towers and buildings were stone, and the furniture was stone. What building materials were used in your home?

Day
12

Chapter 14

To Discuss After You Read

Q: What does this phrase mean: “The rivers of Cuzco lie hidden beneath the cobblestones of its streets. Likewise the ways of our Ancients flow in steady streams beneath the surface of our days.”

A: *just as the rivers run beneath the stones, not seen, but having great influence and purpose, so the lives of our ancestors have influence and purpose in our lives today*

Q: How do the Indians pray near their holy city?

A: *silently, because the conquering Spanish are near*

Q: Does Cusi think the hidden ways are a bad thing?

A: *no, for worship not seen cannot be muddied by others or have its course changed*

Q: The guard laughed because he believed the Indians had been conquered for four hundred years. Do you think Cusi agreed with him?

A: *no, Cusi didn't feel conquered; in his mind the Inca had never died*

Q: What other rules were made for the llamas in Cuzco?

A: *a llama must keep moving, they are not allowed to rest*

Q: What is yapa?

A: *in bargaining, a trader gives a little more than originally agreed upon as a sign of good will*

Q: Why did Cusi not worry about leaving his llamas with the strange Indian?

A: *he knew neither robbery nor theft and therefore did not fear them*

Day
13

Chapter 15

To Discuss After You Read

Q: In Cuzco, why do you think Cusi sat in the shade of a (Catholic) church wall and not the wall of an Indian church?

A: *maybe the Catholic church was more centrally located? Or there was more activity near the church? Or his feeling told him he would find a family there?*

Q: Did Indians go to the Catholic church?

A: *yes*

Q: When Cusi sees the beautiful Spanish lady, he thinks she must be good because she is so beautiful. Do goodness and beauty usually go together? Does she prove to be good? How much is the centavo she gave him worth?

A: *a centavo is similar to our penny; it is worth 1/100 of a peso*

Q: What does Cusi want in a family?

A: *his own folk, a hearth fire, and family devotion*

Q: When Cusi sees the older woman who looks like the woman from Ayllu, what does she say to him?

A: *golden earplugs, you belong, you are one of them—does Cusi have a family?*

Q: The older woman tells Cusi that Titu gave Cusi to them in his place; Titu was the woman's son. Does the older woman have any relation to Cusi?

A: *she was his grandmother*

Q: Why couldn't Cusi keep his name with the Spanish family?

A: *they only wanted their children to have the names of saints, not Indian names*

Q: What was the clue to Cusi that he didn't belong with the Spanish family?

A: *he couldn't share his golden sandals with them*

Q: To whom does Cusi belong?

A: *the Inca*

Day
14

Chapter 16

To Discuss After You Read

Q: How does Cusi discover that the Keeper of the Fields and he are ones that belong?

A: *by the man's golden earplugs*

Q: What does it mean "His Fields"?

A: *the Incas' fields*

Q: Why does the Keeper of the Fields think that he and Cusi "follow the same trail"?

A: *both of them provide for deserving Indian people to keep the pure strong*

Q: What two gifts does the Keeper of the Fields give Cusi?

A: *an ear of corn for Chuto from the sacred lake, and a flute for Cusi to keep him company*

Q: What main role do the various keepers perform?

A: *they provide links to keep the Inca people strong*

Day
15

Chapter 17

To Discuss After You Read

Q: Who was the lady Cusi meet in the village of Ayllu?

A: *his birth mother*

Q: In the blood oath that Cusi takes, what is his lineage?

A: *he is an ancestor of the last mighty Inca*

Q: What does Cusi vow?

A: *to protect the opening of the cave with the gold the Spaniards sought, to protect and train the Inca's llamas, and to train the novice who would one day be trained by Cusi to care for the Inca's treasure*

Q: Who was Titu?

A: *Cusi's father who could not bear to leave the interesting world, but gave his son in his place* ■

Section Three

Reading Assignments and Notes

Readers

Advanced Readers Program Only: *The Corn Grows Ripe*

ADV.
Day
1

Chapter 1

Setting

Mayan village in Yucatan, Mexico.

For unfamiliar words, please see the glossary at the back of the book.

To Discuss After You Read

- Q: Who were the members of Dionisio's family?
A: *his mother, father, sister, great-grandmother, and himself [three brothers had died earlier]*
- Q: Where did Dionisio's name come from?
A: *his baptized name came from the saint day; his skin color resembled the Jaguar, and his personality was spirited, mischievous, curious, and lazy*

ADV.
Day
2

Chapter 2

To Discuss After You Read

- Q: Why did the Mayan create a new cornfield every few years?
A: *while the soil remained rich, it contained too many weeds to control; the land needed a rest*

The Mayan had two seasons—months of the sun then months of rain.

ADV.
Day
2

Chapter 3

To Discuss After You Read

- Q: Why does the great-grandmother believe Tigre should help his father in the field?
A: *to build his character—to learn to finish his tasks*
- Q: Why does Tigre travel to find the medicine man?
A: *the medicine man is also a bone setter and needs to set Father's broken leg*

ADV.
Day
3

Chapter 4

To Discuss After You Read

- Q: Why does Tigre hesitate to go to the medicine man?
A: *the distance is far—17 kilometers, he will travel in the dark, and the bush contained evil winds, demons, monsters, and witches*

ADV.
Day
4

Chapter 5

To Discuss After You Read

- Q: Why did Tigre attend school at night?
A: *the government required all children to be literate—if a family did not school their children, their family could receive a stiff fine*
- Q: How did Tigre plan to cover the family's extra financial burdens?
A: *he planned a larger field and planted beans, squash, and chili peppers*

ADV.
Day
5

Chapter 6

To Discuss After You Read

- Q: How did Tigre's search of the chicken coop problem differ from his family's thinking?
A: *he carefully searched for answers, whereas his family accepted the dead chickens as fate*

ADV.
Day
5

Chapter 7

To Discuss After You Read

- Q: Why does Tigre whistle in the milpa?
A: *to call the wind gods to spread the flames from the 3 fires he set*

ADV.
Day
6

Chapter 8

To Discuss After You Read

- Q: How did Tigre spend his time before the planting?
A: *making a rope for the celebration, flying kites, playing ball, hunting a small deer*

ADV.
Day
7

Chapter 9

To Discuss After You Read

- Q: Describe the Holy Cross celebration.
A: *the village was cleaned up, the villagers wore their best clothing, visitors came from all over, music and laughter filled the air, people shot skyrockets, they danced, the boys kept an all night vigil, a bullfight, and the ropes were judged*

ADV.

Day
7

Chapter 10

To Discuss After You Read

Q: Describe how Tigre planted his field.

A: *he waited for the rain to soften the ground, poked a hole in the ground, and placed corn, beans, and squash seeds in the hole; he then closed the hole with his sandal*

ADV.

Day
8

Chapter 11

To Discuss After You Read

Q: Describe the Hetz Mek.

A: *a ceremony performed at 4 months for baby boys and 3 months for baby girls; each child is introduced to the tools he/she will use in life; the god parents attend and all feast afterward*

ADV.

Day
9

Chapter 12

In the desire to please the gods, the medicine man (not a priest) builds an altar and the people offer sacrifices of “sacred water,” “sacred bread,” wild animals, a ceremonial drink, and a hen from each family. Those that worship and fear the spirits work hard to please them.

To Discuss After You Read

Q: How did the villagers deal with the drought?

A: *they lit candles, prayed, and made sacrifices to the village santos; after much prayer, the Mayan returned to their old gods and performed the Chac Chac ceremony***Timeline and Map Points**

📍 Chichén Itzá (D2) (map 3)

ADV.

Day
9

Chapter 13

To Discuss After You Read

Q: Describe the ceremony to bring rain.

A: *the medicine man built an altar; all the men attended; the men collected water from a sacred well; the men hung the water on the altar; the men slept near the altar; the people prayed; food was sacrificed; the chosen people acted the parts of a rain storm; the ceremony lasted three days*

ADV.

Day
10

Chapter 14

To Discuss After You Read

Q: Is the Chac a light, gentle rain?

A: *no; strong with thunder*

ADV.

Day
10

Chapter 15

To Discuss After You Read

Q: How did the Mayan store the corn?

A: *they roasted the ears in an earth oven* ■

REG. Day 1	ADV. Day 21	Chapter 1
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Setting

London to Bermuda to Virginia; 1609.

Overview

After their mother dies in 1609, Amanda, Jemmy, and Meg decide to leave London and follow their father to America. Their ship sails into a fierce storm and they land in Bermuda, not Jamestown. The men build two ships and all eventually sail to Jamestown, where the children find their father.

To Discuss After You Read

Q: The cook thinks their father forgot about them because he hasn't seen them in three years. What do you think?

America is called "the New World" in comparison to Europe (Old World); America represents a new way of life.

Q: Use some descriptive words to describe Amanda.
A: *example: hard-working, compassionate, careful of her siblings, an encourager*

Timeline and Map Points

 Jamestown (C7) (map 2)

Note: There are no questions for Chapters 2–3—just read and enjoy!

REG. Day 2	ADV. Day 21	Chapter 4
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To Discuss After You Read

Q: What does this mean? "When you lose someone it's like—like having to find your way again."

Q: What does Amanda plan to do after her mother dies?
A: *find the children's father in America*

Note: There are no questions for Chapter 5—just read and enjoy!

REG. Day 3	ADV. Day 22	Chapter 6
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To Discuss After You Read

Q: Do you think Mistress Trippett stole Amanda's money?
A: *yes: even though she paid the doctor, the medical fees would not equal the price of a house; also, Amanda works hard and that should pay for her shelter and food, but Mistress Trippett pretends the children are a hardship*

Q: Why must the children leave Mistress Trippett's house?
A: *Amanda asks for her money, Mistress Trippett faints, and her son turns the three children out*

Note: There are no questions for Chapter 7—just read and enjoy!

REG. Day 4	ADV. Day 22	Chapter 8
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To Discuss After You Read

Q: Why does the children's father not write to them?
A: *he never learned how to read or write*

REG. Day 4	ADV. Day 22	Chapter 9
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To Discuss After You Read

Q: What does the doctor mean when he says, "Poor Mistress Trippett with her bags of money—let her keep it all. There's a great world outside, and she'll never know it"?

REG. Day 5	ADV. Day 23	Chapter 10
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To Discuss After You Read

Q: How does the children's dream come true?
A: *Dr. Crider finds them, feeds them and buys the children their tickets and supplies*

Note: There are no questions for Chapters 11—just read and enjoy!

REG. Day 6	ADV. Day 23	Chapter 12
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To Discuss After You Read

Q: What animals are on the ships? How could each of these animals help Jamestown?
A: *oxen and horses could help plow and clear the land; goats could provide milk; pigs and chickens could serve as food; and chickens could provide eggs*

Note: There are no questions for Chapters 13—just read and enjoy!

REG. Day 6	ADV. Day 23	Chapter 14
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Cultural Literacy

Medusa: the devil doll; Medusa was one of the three Gorgons in Greek mythology, and the only mortal Gorgon. Medusa and her two sisters had writhing snakes for hair, staring eyes, hideous grins, and protruding fangs. They were so ugly that anyone who saw them turned to stone. Unlike her sisters, Medusa was beautiful in her youth, and was proud of her hair. She boasted of her beauty to Athena, who became jealous and changed her into a hideous person.

To Discuss After You Read

- Q: What sin does Jemmy commit? How does that lead to trouble?
 A: *Jemmy's lie makes many people want to steal the door knocker*

REG. Day 7	ADV. Day 24	Chapter 15
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To Discuss After You Read

- Q: How does Amanda calm her siblings in the storm?
 A: *she tells them a story*

REG. Day 7	ADV. Day 24	Chapter 16
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To Discuss After You Read

- Q: Locate Bermuda on a map. It is about 1000 miles from Virginia.

Timeline and Map Points

-  *Bermuda (D3) (map 3)*

REG. Day 8	ADV. Day 24	Chapter 17
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To Discuss After You Read

- Q: Why can't the children laugh after the storm?
 A: *they feel beaten and tired with the sound of the storm still in their ears; they have been through a lot*

REG. Day 8	ADV. Day 24	Chapter 18
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To Discuss After You Read

- Q: What is the plan for rescue? Does it seem reasonable?
 A: *send a small boat to fetch a larger boat from Virginia*

REG. Day 9	ADV. Day 24	Chapter 19
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To Discuss After You Read

- Q: What does Meg learn to do while in Bermuda?
 A: *play*
- Q: What is the fire for and why do the survivors let it go out?
 A: *to guide the boat from Virginia; too much time passed and they believe the boat must have sunk*

REG. Day 9	ADV. Day 25	Chapter 20
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To Discuss After You Read

- Q: Why did the men quarrel?
 A: *they did not want to build two ships, since some wanted to stay in Bermuda*

Note: There are no questions for Chapter 21—just read and enjoy!

REG. Day 10	ADV. Day 25	Chapter 22
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To Discuss After You Read

- Q: What happened to the people at Jamestown?
 A: *the English were at war with Native Americans, some were ill, and some starved; many died*

Timeline and Map Points

-  *Chesapeake Bay (E3) (map 1)*

REG. Day 10	ADV. Day 25	Chapter 23
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To Discuss After You Read

- Q: What is another name for “a wall made of tree trunks” that surrounds a town?
 A: *fort*

Timeline and Map Points

-  *James River (C7) (map 2)* ■

REG.
Day
11ADV.
Day
26

Chapter 1

Note to Mom or Dad: Before your children begin reading this book, you may want to point out that it—as, really, every book about Pocahontas—is a work of fiction. Very little is known about Pocahontas. Very little.

A few things we do know.

The name of the man referred to as Powhatan in *Pocahontas and the Strangers* (and almost every book ever written about Pocahontas) was really not Powhatan. Powhatan was the name of a Pamunkey (Indian) village. The name of the man referred to as Powhatan was Wahunsonacock. Wahunsonacock was the Pamunkey tribal chief. He and his family lived in Powhatan. A master of diplomacy, he had negotiated a treaty among 30 Indian tribes so that they had formed what was known as the Algonquian Confederacy. Wahunsonacock was the head of the Confederacy. He was also the father of 20 children, one of whom was Pocahontas.

Pocahontas, it seems, had inherited many of her father's traits. She was a daughter in whom Wahunsonacock confided and placed special trust.

The story about John Smith being “saved” by Pocahontas may or may not be accurate. Historians generally take one of these three positions on the story:¹

Fiction: Smith's first account of being saved or rescued was told 17 years after it was to have happened, in 1624. He had written several times before, about his expedition and meeting of Wahunsonacock, but described being comfortable and treated in a friendly fashion. It has been said that some of his fellow colonists described him as, “an abrasive, ambitious, self-promoting mercenary soldier.”²

True Story: Smith claimed to have written about the event in 1616 in a letter to Queen Anne, wife of King James I; however, this letter has never been found.

Misunderstood Ceremony: Beth Brant suggests that, rather than salvation by an enraptured Pocahontas, “John Smith's so-called rescue was ... a mock execution—a traditional ritual often held after capture of enemies...”³

Pocahontas, of course, played a part in the ritual. She chose to adopt Smith as her brother. Based on subsequent events, it appears that Pocahontas and her father hoped that Pocahontas' adoption of Smith would cement a treaty between the Algonquian Confederacy and the British, a treaty that would enhance the fortunes of all the Indian tribes.

Brant suggests that when John Smith left the Jamestown Colony and returned to England, Pocahontas and her father were greatly angered. Why? “By adopting Smith, ... Pocahontas was, in effect, opening her home and family to him. Smith violated this most basic precept of Indian values by leaving Jamestown without even a good-bye or thank you. To be impolite to an Indian is humiliation to the whole family, clan, and Nation.”⁴

After Smith left, we find that “Pocahontas was sent on varying missions to other Nations by her father. Serving as a spokeswoman for the Algonquian Confederacy, she arranged new trade agreements, cemented old friendships and built new ones. Of this there can be no doubt—Pocahontas was a skilled orator and a politician.”⁵ Later, when she and her father were taken prisoner by the residents of Jamestown, we find Pocahontas again seemingly enamored of white ways. Brant explains her behavior from an Indian perspective: “Bargaining with the British, Pocahontas arranged for her father to be sent home and she would stay to learn more about the [C]hristian way. The accounts given at the time show Pocahontas to be an eager convert. I submit that her conversion to [C]hristianity was only half-hearted, but her conversion to literacy was carried out with powerful zeal.” Indeed, “Pocahontas had her own manifest destiny to fulfill. That of keeping her people alive.”⁶

Brant makes two additional comments that should cause us pause as we interpret Pocahontas' life. “The legend of Pocahontas makes us believe that after marrying Rolfe, she quickly became a lady of leisure, even acquiring the title of Lady Rebecca. I find this choice of names especially intriguing. Did she choose it for herself? In her quest for literacy, the Bible was the only tool she had at that time. Did she read the story of another ... Rebecca when she was told, ‘Be thou the mother of thousands of millions, and let thy seed possess the gate of those which hate them?’ [Genesis 24:60]”⁷

Pocahontas Rebecca had a son, a boy who combined the blood of the British and the Pamunkey, a son who, in Pocahontas Rebecca's eyes, might have been a symbol of hope for future generations of peace between the two peoples. On her dying bed, her last reported words were, “It is enough the child liveth.”

Alas, it was not enough that Thomas Rolfe survived. As Brant concludes, “The Pamunkey people and ... other southeastern Nations were on the path to extinction.”⁸

—John Holzmann

1. Jone Johnson Lewis, “Fact or Fiction: Did Pocahontas Save Captain John Smith's Life,” About.com, <http://womenshistory.about.com/od/mythsowomenshistory/a/pocahontas.htm>. (Accessed October 2019).

2. “The Pocahontas Myth—Powhatan Renape Nation—the Real Story, Not Disney's Distortion.” Rankokus Indian Reservation, <http://www.powhatan.org/poccc.html>. (Accessed October 2009).

3. Beth Brant, “Grandmothers of a New World,” in Beverly Slapin and Doris Seale, *Through Indian Eyes: The Native Experience in Books for Children* (Philadelphia, PA: New Society Publishers, 1992), 102.

4. *Ibid.*, 103.

5. *Ibid.*

6. *Ibid.*, 103–104.

7. *Ibid.*, 105.

8. *Ibid.*, 108.

Setting

New England to England; early 1600s.

Overview

Pocahontas, daughter of a Native American king, lives in the early 1600s. When the English land near her home, her father distrusts them, but Pocahontas wants to help. She saves the life of Captain John Smith twice, and brings food to the starving settlement at Jamestown. After rumors of wars and much distrust, the English capture Pocahontas, who goes to live in Jamestown. She learns to act like an Englishwoman and marries an Englishman, John Rolfe, a tobacco-grower. Together with their son they leave for England, where Pocahontas dies.

To Discuss After You Read

- Q: What character traits does Pocahontas show when she sets the eagle free?
A: *compassion*
- Q: What are “great canoes with wings”?
A: *boats with sails*

Timeline and Map Points

- † **Pocahontas (1595?–1617)**
- † **Jamestown, Virginia settled (1607)**

REG. Day 12	ADV. Day 26	Chapter 2
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To Discuss After You Read

- Q: Why does Hapsis say there was war between the English and the Native Americans?
A: *the English angered the Native Americans when they tried to take their food, so the Native Americans fought*
- Q: What is Powhatan’s plan? Is this wise?
A: *wait to see what the English will do*

Timeline and Map Points

- 🌐 *Jamestown, Virginia (C7) (map 2)*
- 🌐 *England (E3) (map 4)*

REG. Day 13	ADV. Day 27	Chapter 3
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To Discuss After You Read

- Q: The land where the palefaces build is both good and bad. Why?
A: *good because the water is deep and the ships can come close; bad because it is low, wet, and has flies and mosquitoes*

REG. Day 13	ADV. Day 27	Chapter 4
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To Discuss After You Read

- Q: What new things does Pocahontas see on her trip?
A: *palefaces, clothes, axes, saws, new houses, boats, and guns*

REG. Day 14	ADV. Day 28	Chapter 5
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To Discuss After You Read

- Q: Where do the hunters go and why do they go secretly?
A: *to fight the palefaces; so Powhatan can pretend he knows nothing*

REG. Day 15	ADV. Day 28	Chapter 6
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To Discuss After You Read

- Q: What do the two peoples trade?
A: *hoses, axes, beads for deer, and turkey*
- Q: Why wouldn’t the palefaces trade a gun?
A: *guns kept the palefaces safe*
- Q: Why would Powhatan kill his captive Captain John Smith?
A: *without a leader it is easier to drive away the others*

REG. Day 16	ADV. Day 28	Chapter 7
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To Discuss After You Read

- Q: Describe how Pocahontas saves Captain John Smith’s life.

REG. Day 17	ADV. Day 29	Chapter 8
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To Discuss After You Read

- Q: Some Indians were angry that John Smith lived and others were glad. Why did they have different perspectives?
A: *some thought the white men were enemies and should be killed, others were glad to trade*

REG. Day 18	ADV. Day 29	Chapter 9
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To Discuss After You Read

- Q: Why are the warriors angry?
A: *they were unimpressed with Smith’s gifts for saving his life; they were too heavy, and they could carry very little*

REG. Day 19	ADV. Day 30	Chapter 10
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To Discuss After You Read

- Q: How did Indian life differ from a Jamestown's settler's life?
- A: *the settlers built heavy permanent structures and didn't plan well for their future; the Indians lived off the land in homes that moved easily, they had enough food to share; the settlers had no women or children present*
- Q: Why is the fact that the palefaces brought firesticks to the village such an insult?
- A: *it shows lack of trust*

REG. Day 20	ADV. Day 30	Chapter 11
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To Discuss After You Read

- Q: Pocahontas puzzles over Smith's words, "A man who has much gold is rich." Why do you think she is puzzled?
- Q: Why is Powhatan angry with the English?
- A: *he always gives; they always take but give nothing in return and the palefaces don't keep their promises*

REG. Day 21	ADV. Day 30	Chapter 12
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To Discuss After You Read

- Q: Why does Powhatan forbid Pocahontas to help the settlers with their gardens?
- A: *the palefaces abuse her people, they will grow strong, take Indian land, and he does not trust them*

REG. Day 21	ADV. Day 31	Chapter 13
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To Discuss After You Read

- Q: What gifts do the English bring to Powhatan? Why?
- A: *bed, crown, robe, copper jug, and bowl; to get more furs and food (and maybe to mock)*
- Q: What gifts does Powhatan give the English? Why?
- A: *old fur cloak, old shoes, and a few baskets of corn; to show Powhatan's disdain*

REG. Day 22	ADV. Day 31	Chapter 14
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To Discuss After You Read

- Q: How did the English get the food they needed?
- A: *since they didn't prepare well for winter, they stole it from the Indian people*

REG. Day 23	ADV. Day 31	Chapter 15
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To Discuss After You Read

- Q: Explain how the English feel about Powhatan's food, and how Powhatan feels about their treachery.
- A: *English need food and will kill and steal to get it; Powhatan angrily wants to kill Smith and the others—his people need their food*

REG. Day 23	ADV. Day 32	Chapter 16
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To Discuss After You Read

- Q: How does Pocahontas rebel against her family?
- A: *she warns Captain John Smith of coming treachery*

REG. Day 24	ADV. Day 32	Chapter 17
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To Discuss After You Read

- Q: What happened to Captain John Smith?
- A: *in a fire, he had a hole burned in his side*
- Q: Why did Powhatan's people move?
- A: *the palefaces stole from them at gun point and seemed to be everywhere with their firesticks*

REG. Day 25	ADV. Day 32	Chapter 18
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To Discuss After You Read

- Q: Should Pocahontas have trusted Captain Argall?
- A: *no—he tricks her*

REG. Day 26	ADV. Day 33	Chapter 19
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To Discuss After You Read

- Q: Why is Pocahontas kidnapped?
- A: *to force her father to give back English prisoners and guns he captured*

REG. Day 27	ADV. Day 33	Chapter 20
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To Discuss After You Read

- Q: How does Pocahontas try out English life?
- A: *she wears dresses and braids her hair; she speaks English, she helps with chores and she enjoys the girls she lives with*

Timeline and Map Points

- 🌐 Bermuda (D3) (map 3)

REG. Day 28 ADV. Day 34 Chapter 21

To Discuss After You Read

- Q: Why does Pocahontas decide to stay in Jamestown?
A: *she has no family or friends back in the village, she feels badly that her father didn't ransom her, and she has friends in Jamestown*

Note: There are no questions for Chapter 22—just read and enjoy!

REG. Day 29 ADV. Day 34 Chapter 23

To Discuss After You Read

- Q: What is Rolfe's popular crop in London?
A: *tobacco*
- Q: Why does Pocahontas decide to go to England?
A: *her husband wants her to meet his family*

REG. Day 29 ADV. Day 35 Chapter 24

To Discuss After You Read

- Q: Does Pocahontas like England? Do the people treat her well?
A: *no, it is rainy and she sees many poor people; Rolfe's family does, but many do not*

Timeline and Map Points

- 🌐 *River Thames (E3) (map 4)*

REG. Day 30 ADV. Day 35 Chapter 25

To Discuss After You Read

- Q: Why is Pocahontas angry with Captain John Smith?
A: *he left her and forgot her even though she cared so deeply for him* ■

Advanced Readers Program Only: *White Buffalo's Story of Plains Indian Life*

ADV.
Day
11

pp. 6–11

To Discuss After You Read

- Q: What does William White Buffalo say about various Native American's appearance?
A: *they don't all look the same*

Timeline and Map Points

-  Montana (A3) (map 2)

ADV.
Day
12

pp. 12–19 to "Names"

To Discuss After You Read

- Q: After 1500, what two animals did the Native Americans use and how?
A: *buffaloes for food, clothes, shelter; horses for hunting and travel*
- Q: What happened at Little Big Horn?
A: *General Custer and 300 white men fought many Native Americans and died; this was the last Native American victory in a major conflict before the United States Army came to destroy their forces and put the people on reservations*

ADV.
Day
13

pp. 19–24

To Discuss After You Read

- Q: How did Native Americans get their names?
A: *males would have different names for different stages of life, names that fit their physical features or their deeds; women would often just have one name; they had no family names; when the government tried to record the Native Americans, they gave family names to them all*

ADV.
Day
14

pp. 25–32

To Discuss After You Read

- Q: How did the Blackfeet treat the invaders?
A: *they made war on any invaders, whether Native American or white*
- Q: How does the future look for the Native Americans?
A: *better than it has for a long time*

ADV.
Day
15

pp. 33–39 to "Foods"

To Discuss After You Read

- Q: What were the first mobile homes?
A: *tipis, made of poles and buffalo skins*
- Q: After moving to the reservation, what houses did the Native Americans use?
A: *canvas tipis were too cold; tents worked for a while, but soon became filthy from the trampled dirt outside; some built tiny houses, but these allowed disease to spread quickly; now new homes, both prefabricated and larger log homes, stand on the reservations, complete with pipes, but not with gas or oil stoves*

ADV.
Day
16

pp. 39–44 to "Favorite Foods"

To Discuss After You Read

- Q: How did the buffalo disappear?
A: *white men shot them for their hides alone, and left the meat to rot*
- Q: How did the Native Americans preserve the buffalo meat without refrigerators?
A: *dried it to jerky; they could mix berries with jerky and fat to make the calorie-rich pemmican*

ADV.
Day
17

pp. 44–50 to "Schools ..."

To Discuss After You Read

- Q: What happened if one person went hungry?
A: *all were hungry, since they shared whatever food and resources they had*
- Q: What did boys and girls learn before they lived on reservations?
A: *boys: how to shoot a bow and arrow, how to ride and care for horses, the habits of animals, the stories of the people, the dances and songs; girls: what plants are edible, care for meat, how to make clothing and tipi covers out of hides, decorations out of porcupine quills and beads, medicines from wild plants*

To Discuss After You Read

- Q: Before missionaries came, how did the Native Americans practice religion? Does this form of religion sound good and right to you? Why or why not?
- A: *they worshipped the Great Spirit, tried to live with him all the time, and, because he was in everything, all was holy and sacred; they prayed at all times, praised and thanked every day*
- Q: Why was the idea of a “job” bizarre to the Native Americans?
- A: *work does not occur for a set amount of time: if they needed to preserve the buffalo meat, everyone worked until the job was done, not from 9:00 am to 5:00 pm; also, the tasks they did were necessary to stay alive*

To Discuss After You Read

- Q: Why do many Native Americans not leave the reservations to get jobs?
- A: *they like their families, friends, and way of life; if they move to a city, they will be different and lonely, which would not be worth the job*
- Q: What happens at a social dance?
- A: *singers tell the stories of the people, bells on clothing and large drums provide the rhythm and keep time, whole families dance in traditional clothing*

To Discuss After You Read

- Q: How did the Native Americans keep their customs alive?
- A: *sometimes they taught their children in secret, but now they have nothing to fear and proudly teach the songs, dances, and ceremonies to younger generations*
- Q: Of all the hopes that William White Buffalo lists, which do you like the most, or which do you think will be the hardest to fulfill?
- Q: What does William White Buffalo think about white men's culture?
- A: *some parts are bad: too much hurry, materialism, no care for the earth; other parts are good and the Native Americans should take the good and use it* ■

Section Four

Instructor's Guide Resources

Bibliography to *American Indian Prayer Guide*

America's Fascinating Indian Heritage, Reader's Digest Association, Inc., Pleasantville, New York, c. 1978.

And with the Wagons Came God's Word, by Seminole storyteller Betty Mae Jumper. This is the Christian history of the Seminole. For more information and a different perspective, use your favorite search engine to search the phrase, "Seminole Tribe."

Atlas of Indians of North America, by Gilbert Legay, Barron's Educational Series, Inc., Hauppauge, New York, c. 1995.

Encyclopedia of Native American Tribes, by Carl Waldman, Checkmark Books, New York, c. 1999.

500 Nations, by Alvin M. Josephy, Jr., Alfred A. Knopf, New York, c. 1994. This large book corresponds with a video series of the same title. Both are available in many public libraries. The graphics and history in the videos are outstanding, but the series does take a very pro-Indian position that tends to gloss over some of the darker sides of the Indian cultures. The videos are great resources but we suggest you watch the videos with your students and point out the bias. For example, while the Aztec did have a great civilization, they were very brutal to the peoples they subjugated, practicing slavery and human sacrifice in abundance. The video series does make interesting family viewing. Each of the following videos is sixty minutes long and corresponds with the weekly assignments in *American Indian Prayer Guide*.

Volume 1—The Ancestors: Early Cultures of North America

This video covers the Anasazi/Pueblo people of the Southwest, the 800 room Pueblo Bonito, Mesa Verde, and Cahokia, which was near present-day St. Louis and was the largest city in the United States before 1800. Corresponds with **Week #10—Natchez** and **Week #28—Pueblo**.

Volume 2—Mexico: The Rise and Fall of the Aztecs

Retraces the history of the Toltecs and the building of Tenochtitlan, the capital of the Aztec Empire. It also includes the coming of the Spanish under Cortez in 1519. Corresponds with **Week #4—Aztec**.

Volume 3—Clash of Cultures: The People who met Columbus

Portrays the interactions of Columbus with the Taino/Arawak people he encountered on the island of Hispaniola in the Caribbean, and the tragedy that followed. Also follows the path of De Soto, from his landing in Florida all the way to the Mississippi Valley, where he died. It includes stories of his several encounters with various Indian tribes

along the way and his eventual death near the Mississippi. Corresponds with **Week #2—Taino/Arawak**.

Volume 4—Invasion of the Coast: The First English Settlements

Tells the story of three English landings in North America, 1) In the Arctic among the Inuit (Eskimos), 2) At Jamestown, and 3) The Pilgrims at Plymouth Rock. Corresponds with **Week #3—Powhatan**, **Week #5—Wampanoag**, and **Week #7—Inuit**.

Volume 5—Cauldron of War: Iroquois Democracy and the American Revolution

Begins with a review of the history of the first great representative republic in North America, the Iroquois Confederacy of upper New York State. It shows how this example, in 1754, became a model for Benjamin Franklin for what was to follow. The video then traces the events of the French and Indian War and Pontiac's War. Corresponds with **Week #14—Iroquois**, **Week #15—Oneida**, and **Week #16—Huron & Ottawa**.

Volume 6—Removal: War & Exile in the East
Covers the Five Civilized Nations of the Southeast, including the Chickasaws, the Choctaws of Mississippi, the Cherokee & Creeks of Alabama and Georgia, and of their "trail of tears" to Oklahoma after the Indian Removal Act of 1830. It also covers the great Shawnee leader Tecumseh, and the Indian involvement in the War of 1812. Corresponds with **Week #6—Seminole**, **Week #11—Choctaw**, **Week #18—Miami & Shawnee**, **Week #19—Cherokee**, **Week #20—Chickasaw**, **Week #21—Osage** and others.

Volume 7—Roads across the Plains: Struggle for the West

Covers the Spanish missions in California, the incursion of settlers into the plains and the disruption of the lives of the Cheyenne and Kiowa. Also details how the buffalo were diminished as well as the "horse culture" Indian nations such as the Sioux. Replays the history of the wars on the Plains, the peace that Indians made with President Lincoln, and the Sand Creek Massacre in Colorado, where hundreds of Cheyenne Indians under Chief Black Kettle and White Antelope were killed. Also covers the resistance of Sitting Bull and Crazy Horse. Corresponds with **Week #23—Sioux**, **Week #24—Blackfeet**, and **Week #25—Cheyenne**.

Volume 8—Attack on Culture: "I will fight no more forever."

This video covers history mostly after 1850. It reviews the resistance of the Apaches led by

Geronimo, and the confinement of Indians onto reservations. It also reviews the Oklahoma Land Rush of 1889, which took even more land away from the Five Civilized Nations. Corresponds with **Week #29—Apache, Week #33—Nez Perce**, and others.

Meditations with Native American Elders, by Don Coyhis, Books Beyond Borders, Inc., Boulder, Colorado, c. 1994.

The Only True People: A History of the Native Americans of the Colorado Plateau, by Kathleene Parker, Thunder Mesa Publishing, c. 1991.

Websites

There are many great resources online to learn more about the different Native American Tribes. Some will be from a Christian perspective and others will not. We recommend using your favorite search engine to look up the name of any particular tribe you would like to learn more about.

Fry Bread Recipe

A common food among Native Americans like the Apache is Fry Bread. To make Fry Bread mix together 2 cups of white flour, ¼ tsp. salt, ½ tbsp. baking powder, and about ¾ cup warm water. Knead until the dough is soft but not sticky. Shape dough into balls the size of a small peach. Form these balls into patties by hand until the dough is about ½ inch thick. Fry one at a time in a heavy pan in about 1-inch of hot lard or shortening. Brown on both sides. Drain on paper towels and serve hot with honey or jam. If you want an Indian Taco, add beans, tomatoes, onions, cheese, and salsa on the top. ■

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

Week	Memory Work	Prayer Guide	History	Geography	Biography
1	Psalm 8:1–2	Maya	Christopher Columbus	<i>Canary Islands, India; Bahamas; Spain; Peru; Jamestown (Reg.); Andes Mountains</i>	Christopher Columbus
2	Psalm 8:1–4	Taino & Arawak	Two Worlds Meet: 1000-1607: Christopher Columbus	<i>Spain; Caribbean; James River (Reg.); Mexico (Adv.); Bermuda; Chesapeake Bay (Reg.)</i>	Christopher Columbus
3	Psalm 8:1–6	Powhatan	Introduction to <i>American History: A Visual Encyclopedia</i> ; Exploration and Conquest	<i>Australia; Lisbon; Portugal; Spain; Italy; Mediterranean Sea; China; India; Havana; Cuba; Barcelona; U.S.; Europe; North America; Canada; Greenland; Spice Islands; Atlantic Coast; Brazil; Asia; Africa; Cape of Good Hope; Indian Ocean; East Indies; Atlantic Ocean; Caribbean Islands; Mexico; Andes Mountains; Portugal; Jamestown (Reg.); England (Reg.)</i> Montana (Adv.)	Christopher Columbus; Bartholomeu Dias; Hernando Cortes; Francisco Pizarro; Pocahontas (Reg.)
4	Psalm 8:1–8	Aztec	Exploring the New World	<i>Spice Islands; Cape Breton Island; Italy; Scandinavia; England; Mississippi River; St. Augustine; Florida; Pacific Ocean; Panama; Roanoke Island; Virginia; Great Britain; Holland; Amsterdam; New York Bay; Santa Fe; Louisiana; Great Lakes; Hudson Bay; Gulf of Mexico; West Indies; Quebec, Mexico City; Pacific Ocean; St. Lawrence River; Netherlands; France; Hudson River; Caribbean Sea; Puerto Rico; Pensacola; Galveston, Texas; Rocky Mountains; Cuba; Mexico</i>	Ponce de Leon; Pocahontas (Reg.)
5	Psalm 8:1–9	Wampanoag	North American Indians	<i>New York; Virginia; New England; Texas; Rocky Mountains; Sierra Nevada; Mexico; Jamestown (Adv.); Bermuda (Adv.); Chesapeake Bay (Adv.); James River (Adv.)</i>	Henry Hudson; Pocahontas (Reg.)
6	Psalm 8:1–9	Seminole	The First Americans: Incans; Aztecs	<i>Bermuda (Reg.); Thames River (Reg.)</i> Jamestown, Virginia (Adv.) England (Adv.)	Pocahontas
7	Romans 12:14	Inuit	Aztecs	<i>The Aztec Empire; Mexico; Mexico City/Tenochtitlán; Bridgetown; Barbados; Connecticut River; Wethersfield; Saybrook; New Orleans; Boston; Jamaica; Antigua; Hartford, CT; Massachusetts; (Reg.); London (Reg.); Thames River; Bermuda (Adv.)</i>	Montezuma II; Squanto (Reg.); Pocahontas (Adv.)
8	Romans 12:14-15	Delaware	Mayans	<i>Central America; Plymouth (Reg.); Massachusetts (Adv.); London (Adv.); Thames River (Adv.); Spain; Cape of Good Hope; England; Charlestown</i>	Squanto
9	Romans 12:14-16	Lumbee	Mayans	<i>Central America; England; Holland; Virginia; Cape Cod; Plymouth, Massachusetts; Naples; Carlisle Bay; Jamaica</i>	Squanto (Adv.)

(continued on the following page)

Week	Memory Work	Prayer Guide	History	Geography	Biography
10	Micah 6:8	Natchez	Colonial America: 1607-1763; The Atlantic Colonies; The Gulf Coast and the West	<i>New England; Salem; Albany; Delaware; Jamestown; Roanoke Island; North Carolina; South Carolina; Georgia; Maryland; Canada; Paris; Britain; Sweden; London; Rhode Island; New York; Pennsylvania; New Jersey; Florida; New Orleans; New Mexico; Rio Grande; Tallahassee; Gulf Coast; Havana; Gulf of Mexico; Westfield, MA; Milford, CT; Cuba</i>	Hernando De Soto
11	Romans 8:28	Choctaw	Massachusetts—The Puritans	<i>Scrooby; Plymouth; Massachusetts Bay Colony; Virginia; U.S.; Europe; Atlantic Ocean; India; Asia; Africa; Australia; China; Bermuda; London; England; Massachusetts; New England; Egypt; Jerusalem; Canaan; Penobscot River, Maine; Germany (Reg.); Holland (Reg.); German Town, PA (Reg.)</i>	King James I; John Eliot; Squanto
12	Philippians 4:6	Ojibwa/Chippewa	Puritans; England's Colonies	<i>Maine; New Hampshire; Vermont; Connecticut; Rhode Island; Boston; Massachusetts Bay; Maryland; Potomac River; Baltimore; Providence; Cape Cod; Plymouth; Connecticut River</i>	Lord Baltimore; Myles Standish; Roger Williams; Metacomet; Increase Mather; William Bradford
13	Philippians 4:6-7	Cree	Pennsylvania—The Quakers Refuse to Fight	<i>Bermuda Islands; France; Spain; Great Britain; Pennsylvania; Allegheny River; Monongahela River; York, PA; Fort Duquesne; Ohio River; Delaware; Massachusetts; Philadelphia; Boston</i>	George Fox, William Penn; General Edward Braddock
14	John 1:1	Iroquois	Mercantilism and the Crown of England; Colonial Life; Slavery Emerges; Georgia---The Woes of a Charity Colony	<i>Savannah River; North Carolina; South Carolina; Georgia; New York; New Jersey; Pennsylvania; Philadelphia; Charleston; Providence; Boston; Florida; Altamaha River; Persia; Turkey; North America; England (Reg.); Lexington (Reg.); Concord (Reg.); New York City (Reg.); Germany (Adv.) Holland (Adv.); German Town, PA (Adv.)</i>	James Oglethorpe; Thomas Lombe; King Charles II; Paul Revere (Reg.); Benjamin Franklin
15	John 1:1-2	Oneida	Benjamin Franklin	<i>Scotland; West Indies; Benin; Ashanti; Nigeria; Caribbean Sea; Plymouth; Manhattan Island; Staten Island; Africa; Netherlands/Holland; Amsterdam; Hudson River; Worcester; New York (Reg.); Boston (Adv.); England (Adv.); Lexington (Adv.); Concord (Adv.); New York City (Adv.); Philadelphia (Adv.)</i>	Paul Revere (Adv.)

(continued on the following page)

Week	Memory Work	Prayer Guide	History	Geography	Biography
16	John 1:1-3	Huron & Ottawa	New York—How the British Laws Made Smugglers and Pirates; A Scrambling Place—for Refuge and for Profit; The Virginia Dynasty—How a Few Gentlemen Came to Rule	<i>Delaware Bay; Chesapeake Bay; New York; Lake Erie; Asia; Indian Ocean; New York Harbor; Long Island; Mohawk River; Brazil; Belgium; Portugal; East River; New Jersey; Harlem River; Hudson River; Virginia; Jamestown; Ohio; Monticello; Williamsburg; Italy; Milton; Portsmouth; Worcester; Concord; Lexington; Gettysburg (Reg.); Allegheny Mountains (Reg.)</i>	Captain Kidd; Peter Stuyvesant; Jacob Leisler; George Washington; John Adams; Thomas Jefferson; James Madison; James Monroe
17	John 1:1-4	Potawatomini	How the Ocean Tied Some Americans to England; How the Ocean Led Others Out to the World	<i>Ohio River; Appalachian Mountains; Baltimore; Potomac River; Rappahannock River; York River; North Carolina; South Carolina; Georgia; James River; North Sea; New Hampshire; Boston; Rhode Island; Massachusetts; Russia; Africa; Zanzibar; Hawaii; British Columbia; Pacific Ocean; Caribbean; Austria; Germany; England; Louisiana; Mississippi River; Canada; Valley Forge (Reg.); Boston (Adv.); Philadelphia (Adv.)</i>	Benjamin Franklin (Adv.)
18	Proverbs 27:17	Miami & Shawnee	A Clash of Empires; The British Take a Collision Course; Creating a New Nation: 1763-1800; Road to Rebellion; From Protest to War; Americans Declare Their Independence	<i>Lexington; Concord; Yorktown; Kentucky; Tennessee; San Lorenzo; Vermont; Charles-town; Lake Champlain; Nova Scotia; Boston Harbor; Stow; Medford; Sudbury; Virginia; Framingham; Connecticut; Lincoln, Massachusetts; Menotomy; Acton; Roxbury; Brooklyn Heights; Long Island; Hudson River; New Jersey; Pennsylvania; London</i>	Paul Revere; William Dawes; Charles Cornwallis; George Washington
19	James 4:17	Cherokee	Paul Revere; Declaring Independence	<i>Paris; Staten Island; New York Bay; Scotland; Long Island; Perth Amboy; Princeton; Morristown; Gettysburg (Adv.); Allegheny Mountains (Adv.); Valley Forge (Adv.)</i>	George Washington; Paul Revere
20	Proverbs 16:7	Chickasaw	Dark Days of War	<i>Marietta; Ohio; Michigan; Indiana; Illinois; Saratoga; Trenton; Princeton; New York City; Delaware River; Salem; Danvers; Beverly; Russia; Bombay; Calcutta; France; Spain; Helena, Mt.; Glacier National Park</i>	George Washington; Nathan Hale; Benedict Arnold; General Lafayette; George Rogers Clark; Daniel Boone
21	Poem or Speech	Osage	The Road to Yorktown; Why the British Lost the War; The Thirteen Colonies Become States	<i>Valley Forge; Savannah; Yorktown; Paris; Long Island; Cape of Good Hope; Isle of Bourbon; Baltic Sea; Great Falls, Montana; Missouri River</i>	George Washington; General Howe

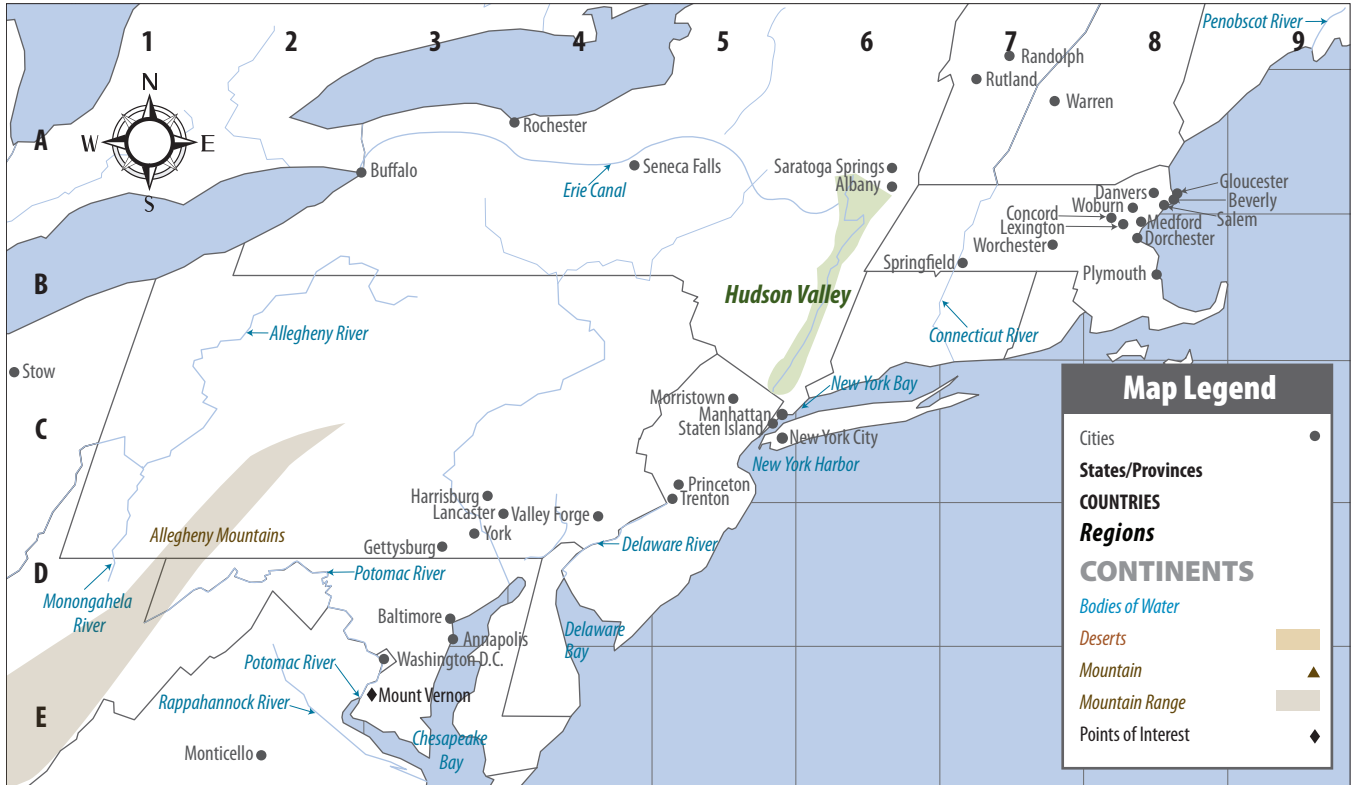
(continued on the following page)

Week	Memory Work	Prayer Guide	History	Geography	Biography
22	Poem or Speech	Crow	The Confederation Era; The Constitution; New States or a New Nation?	<i>Missouri; Cumberland Gap; Northwest Territory; Maryland; France; Rhode Island; Manila; India; East Indies; Portugal; Tagus River; Ireland; Naugus Head; Black Island; Baker's Island; Nantucket; Cape Ann; Cadiz; Mediterranean Sea; Alicante; Philippines; Batavia</i>	Daniel Boone
23	Poem or Speech	Sioux	The Constitution	<i>Philadelphia; Sumatra; Capetown; Susa Bay; Pulu Coya; Isle of Bourbon; Isle of France; Madagascar, New Hampshire (Adv.);</i>	Sarah Whitcher (Adv.)
24	Poem or Speech	Blackfeet	The Constitution	<i>Vermont; Connecticut; Massachusetts; Mt. Pisgah</i>	Justin Morgan; Sarah Whitcher (Adv.)
25	Poem or Speech	Cheyenne	America Grows: 1800-1850; American Ways of Growing; The Add-a-State Plan	<i>San Francisco; Richmond; Rocky Mountains; Liverpool; Potomac River; Vermont; Lake Champlain; Montreal; New York; Massachusetts; New Hampshire (Adv.); Boston</i>	George Washington; Justin Morgan; Naya Nuki (Adv.)
26	Present Poem or Speech	Pawnee	The Federalist Years; Jefferson and The West; The Add-a-State Plan; An Empire for Liberty; The Lewis and Clark Expedition	<i>Texas; Appalachian Mountains; Oklahoma; Mexico; District of Columbia; Great Lakes; Illinois; Kentucky; Ohio; Missouri; Indiana; Tennessee; Alabama; Mississippi; Florida; Wisconsin; Minnesota; Michigan; Mississippi River, Columbia River; Missouri River; New Orleans; Wisconsin River; Illinois River; Kaskaskia River; Wabash River; Miami River; Gulf of Mexico; Connecticut; Rhode Island; New York</i>	Thomas Jefferson; Sarah Whitcher (Reg.); Naya Nuki (Adv.)
27	1 Samuel 17: 45-46	Paiute & Ute	The Lewis and Clark Expedition	<i>Hispaniola; Rocky Mountains; St. Louis; Missouri River; Lancaster; Pennsylvania (Adv.)</i>	Thomas Jefferson; Lewis and Clark; Sarah Whitcher (Reg.); Robert Fulton (Adv.)
28	1 Samuel 17: 45-47	Pueblo	The Lewis and Clark Expedition	<i>Fort Mandan; Rocky Mountains; Continental Divide; Holston River</i>	Sacagawea; Lewis and Clark; Sarah Whitcher (Reg.); Robert Fulton
29	John 8:12	Apache	The Lewis and Clark Expedition	<i>Columbia River; Oregon; Washington</i>	Lewis and Clark; Robert Fulton (Reg.); Adoniram Judson
30	Romans 1:16	Navajo	The War of 1812; The Lewis and Clark Expedition	<i>Baltimore; Michigan; Indiana; Belgium; Erie Canal; Buffalo; Albany; Lake Erie; Ireland; Greece; Italy; Dublin; Hudson River; Salem, Massachusetts; Orissa; Bay of Bengal; Calcutta; Serampore; Isle of France</i>	Lewis and Clark; James Madison; Robert Fulton (Reg.); Adoniram Judson

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Week	Memory Work	Bible Reading	History	Geography	Biography
31	Psalm 42:1-2	California Indians	America's Leading Import: People; Instant Cities; Shaping a New Nation; Every Man His Own Carpenter	<i>Rochester; Washington; Oregon; California; Texas; Alabama; Tennessee; Nebraska; Missouri; Iowa; Louisiana; Minnesota; Illinois; Michigan; Ohio; Pennsylvania; Colorado; Wisconsin; Africa; Asia; Rhine River; Le Havre; Switzerland; Washington D.C.; Kansas; Pacific Ocean; Panama; Cape Horn; China; South America; Egypt; Syria; India; United States; Milan; Swiss Alps; Ceylon; Penang; Straits of Malacca; Madras; Rangoon; Ava; Amara pura; Irrawaddy River; Chittagong; Masulipatnam</i>	Napoleon Bonaparte; Robert Fulton (Reg.); Adoniram Judson
32	Psalm 42:1-4	Shoshone	Thinking Like Americans; American Know-how	<i>Savannah; Wisconsin; Alabama; Missouri River; Erie; Canal; Buffalo; Lake Erie; New Haven; Kyaikkami; Minnesota, Maine (Adv.)</i>	Eli Whitney; Robert Fulton (Reg.); Adoniram Judson
33	Psalm 42:1-6	Nez Perce	1820-1850: The Age of Reform; Do-It-Yourself Doctors	<i>New York; Seneca Falls; London; Oxford; Cambridge; Sweden; Germany; Lake Superior; Lake Michigan; St. Louis; Michigan (Reg.); Illinois (Reg.)</i>	Benjamin Franklin; Alexander Garden; William Beaumont
34	Psalm 42:1-8	Northwest & Coastal Indians	Blazing Trails; Wagon-Towns Move West	<i>California; Oregon; Utah; Texas; Kansas; New Mexico; Missouri; Snake River; Arkansas River; Jamestown; Nebraska; Wyoming; Rocky Mountains; Chicago; Cincinnati; Colorado; Platte River; Sutter's Fort; Sierra Nevada Mountains; Sweden; Denmark; Norway; Germany; Iowa; Montrose River; New Orleans; Wisconsin; Scotland</i>	
35	Psalm 42:1-10	Chipewyan	Manifest Destiny; Haste Makes Democracy; Political Parties for All	<i>Ohio River; Truckee River; Carson River; Doubs River; California; Council Bluffs; Promontory Summit; Baltimore; Harrisburg; Nashville; Canada; Allegheny; Mexico; Maine (Reg.); Tennessee (Adv.); Virginia (Adv.); Missouri (Adv.); New Orleans (Adv.); Arkansas (Adv.); Tennessee River (Adv.)</i>	John Bloomfield Jervis; Andrew Jackson; William Henry Harrison
36	Psalm 42:1-11	Hawaiians	Manifest Destiny; Andrew Jackson	<i>U.S. Territories; California; Texas; Oregon; Mexico; Missouri River; North Carolina (Adv.); South Carolina (Adv.); St. Louis (Adv.); Arkansas (Adv.);</i>	Andrew Jackson

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



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



Intro to American History, Year 1 of 2 (5-Day)—Map 3



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



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LEVEL D+E	World History, 1 of 2														
	Language Arts G														
	Geology, Physics, & Origins														
LEVEL F	World History, 2 of 2														
	Language Arts H														
	General Science*														
LEVEL G	Conservation, Robotics, & Tech*														
	World History, Condensed														
	Language Arts W														
LEVEL H	History of Science														
	Language Arts J														
	Physics, Electromagnetism, & Waves														
LEVEL W															
LEVEL J															



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