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

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

- A Quick Start Guide

- A 3-week Schedule

- Discussion questions, notes and additional features to enhance your school year

- A Scope and Sequence of topics and and skills your children will be developing throughout the school year

- A schedule for Timeline Figures

- Samples of the full-color laminated maps included in History / Bible / Literature IGs to help your children locate key places mentioned in your history, Reader and Read-Aloud books

SONLIGHT’S “SECRET” COMES DOWN TO THIS:

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

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

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

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

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

Blessings!

Sarita Holzmann,
Co-founder and president of Sonlight Curriculum
“I was feeling overwhelmed and afraid that I lacked what it takes to successfully homeschool my kids,” writes Jennifer A of Battle Creek, MI. “I contacted an Advisor on Sonlight’s online chat tool and got the help I needed. The next day I was able to put her counsel into practice!”
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)
# Table of Contents

## 1 Introduction to Your Instructor’s Guide
- Table of Contents
- Quick Start Guide

## 2 Schedule and Notes
- A Weekly SCHEDULE for History, Bible, Read-Alouds, and Readers
- NOTES for History and Bible

## 3 Reading Assignments & Notes
- NOTES for Read-Alouds and Readers

(Unique to this level, Sonlight D offers the option to choose Regular or Advanced Readers. The Advanced program schedules the Regular Readers at a faster pace and includes additional titles. Learn more about Advanced Readers at sonlight.com/level-d.)

## 4 Instructor’s Guide Resources
- Scope and Sequence: Schedule for Topics and Skills
- Timeline Figure—Schedule
- Maps—Answer Keys
**What’s included in your History / Bible / Literature Instructor’s Guide.**

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

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

Days 26–30: Date: _______ to _______

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<th><strong>Week 6</strong></th>
<th><strong>Date:</strong></th>
<th><strong>Day 26</strong></th>
<th><strong>Day 27</strong></th>
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<th><strong>Day 29</strong></th>
<th><strong>Day 30</strong></th>
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<td>“Fear not, for I have redeemed you; I have summoned you by name; you are mine.” (Isaiah 43:1)</td>
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<td>“Fear Not”—Track 6. Listen to this track the entire week.</td>
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<td>The Usborne Internet-Linked Children’s Encyclopedia</td>
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<td>Dolphin Adventure</td>
<td>chaps. 1–2</td>
<td>chaps. 3–4</td>
<td>chaps. 5–6</td>
<td>chaps. 7–8</td>
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<td>The Llama Who Had No Pajama</td>
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<tr>
<td>The Arnold Lobel Book of Mother Goose</td>
<td>pp. 28–29</td>
<td>pp. 30–31</td>
<td>pp. 32–33</td>
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<td>James Herriot's Treasury for Children</td>
<td>“Duet, Cat-About-Town”</td>
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</tbody>
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**Day-by-day Schedule**

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

**Discussion Questions**

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

**Timeline and Map Points**

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

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

Notes

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

Note: At the back of your History / Bible / Literature Guide, you will find reading assignments and notes for the Read-Alouds and Readers. (In the early elementary Levels A-C programs, Readers are packaged separately to allow an adjustable reading level and pace.) 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.

Teaching tips

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

Flexible format

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

The IG is a guide, not a task master.

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

How it works:

1. Read the assigned pages from the schedule.
2. Do the vocabulary and Discussion Questions.
3. Do the timeline, Map, and any other activities.
4. Now you’re ready to move on to the next subject!
Section Two

Schedule and Notes
Level D: History/Bible/Literature

Days 1–5: Date: _______ to _______

<table>
<thead>
<tr>
<th>Week 1</th>
<th></th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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<tr>
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<td>Parent Reading</td>
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<td></td>
<td>Student Reading</td>
<td>Genesis 1:1–2:3</td>
<td>Genesis 3</td>
<td>Genesis 4:1–16</td>
<td>Genesis 6:5–22</td>
<td>Genesis 7</td>
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<td></td>
<td>Prayer Guide—Maya</td>
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<tr>
<td></td>
<td>Memorization</td>
<td>Psalm 8:1–2</td>
<td></td>
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<tr>
<td></td>
<td>Timeline Figure</td>
<td></td>
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<tr>
<td>Sing the Word: Great in Counsel and Mighty in Deed</td>
<td>Track 1 Listen to this track the entire week.</td>
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<tr>
<td>Lap Book Kit: American History I: From Exploration to 1850</td>
<td>Cover and “Where in the World?”</td>
<td></td>
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</tr>
<tr>
<td>HISTORY &amp; GEOGRAPHY</td>
<td>Secret of the Andes</td>
<td>chap. 1</td>
<td>chaps. 2–3</td>
<td>chap. 4</td>
<td>chap. 5</td>
<td>chaps. 6–7</td>
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<tr>
<td></td>
<td>A Child’s Introduction to Poetry</td>
<td>“Introducing Professor Driscoll” pp. 7–8</td>
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<td>READ-ALouds</td>
<td>Regular: A Lion to Guard Us</td>
<td>chaps. 1–2</td>
<td>chaps. 3–4</td>
<td>chaps. 5–6</td>
<td>chaps. 7–9</td>
<td>chaps. 10–11</td>
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<tr>
<td></td>
<td>Advanced: The Corn Grows Ripe</td>
<td>chap. 1</td>
<td>chaps. 2–3</td>
<td>chap. 4</td>
<td>chap. 5</td>
<td>chaps. 6–7</td>
</tr>
</tbody>
</table>

**Additional Subjects:**

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1. See the notes for the History titles below.
2. Find notes for the Read-Alouds and Readers in Section Three. They are divided by subject, and arranged alphabetically.

**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 can note each location on your blank Markable Map using a washable pen.

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

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

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

**Bible 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**

Maya, Day 1 p. 9

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)

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.

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 or 10,000 maravedis, he records the distances as less than they are, makes strong statements like, “the North Star moved,” 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

To 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, manmade carvings)

Timeline and Map Points

San Salvador, Bahamas (D3) (map 3)

Lap Book Kit: American History I

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.

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.

**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!
## 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 |
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### Week 2

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<th>Day 7</th>
<th>Day 8</th>
<th>Day 9</th>
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<tr>
<td><strong>BIBLE</strong></td>
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<td>Memorization</td>
<td>Psalm 8:1–4</td>
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<tr>
<td>Sing the Word: Great in Counsel and Mighty in Deed</td>
<td>Track 1</td>
<td>Listen to this track the entire week.</td>
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<td>Activity 1: Explorer Profiles Background &amp; Columbus Booklet</td>
<td>Activity 2: Mapping the Routes of Columbus</td>
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<td><strong>READ-ALOUDS</strong></td>
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<tr>
<td>Secret of the Andes</td>
<td>chap. 8</td>
<td>chap. 9</td>
<td>chap. 10</td>
<td>chap. 11</td>
<td>chap. 12</td>
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<td>A Child's Introduction to Poetry</td>
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<td>&quot;Nursery Rhymes&quot; pp. 10–13</td>
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<tr>
<td>Regular: A Lion to Guard Us</td>
<td>chaps. 12–14</td>
<td>chaps. 15–16</td>
<td>chaps. 17–18</td>
<td>chaps. 19–21</td>
<td>chaps. 22–end</td>
</tr>
<tr>
<td>Advanced: The Corn Grows Ripe</td>
<td>chap. 8</td>
<td>chaps. 9–10</td>
<td>chap. 11</td>
<td>chaps. 12–13</td>
<td>chaps. 14–15</td>
</tr>
</tbody>
</table>

**Additional Subjects:**
**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 8  
**All**  
Psalm 8

1a O LORD, our LORD,  
    How majestic is Your name in all the earth,  
    Who have displayed Your splendor above the heavens!
2b From the mouth of infants and nursing babes  
    You have established strength  
    Because of Your adversaries,  
    To make the enemy and the revengeful cease.
3c When I consider Your heavens, the work of Your fingers,  
    The moon and the stars, which You have ordained;
4d 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 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**

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 3

<table>
<thead>
<tr>
<th>Date:</th>
<th>Day 11</th>
<th>Day 12</th>
<th>Day 13</th>
<th>Day 14</th>
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#### BIBLE

- **Parent Reading**
  - Luke 5:1–16

- **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 1 p. 17
  - Day 2 pp. 17–18
  - Day 3 p. 18
  - Day 4 p. 19
  - Day 5 p. 20

- **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

- **Children’s Encyclopedia of American History**
  - pp. 8–11
  - pp. 12–13
  - pp. 14–15

- **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.

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

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 keeps 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)
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

The caption to the 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.

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

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 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 top left 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.
Q: What was the purpose of the Treaty of Tordesillas? What did it do?
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

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.

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Section Three

Reading Assignments and Notes
Read-Alouds
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)
Timeline and Map Points

- **Spanish conquer the Incas (1532–1535)**
- **Cuzco (the Holy City) (D5); Lima (the City of Kings) (C4)** (see map below)

### Chapter 4

**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

### Chapter 5

**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?
  - **A:** 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

### Chapters 6–7

**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

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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: 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

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To Discuss After You Read

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

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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: 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

---

To Discuss After You Read

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

---

To Discuss After You Read

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

---

To Discuss After You Read

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

**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.

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 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: 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 was Cusi not worried about leaving his llamas with the strange Indian?
A: he knew neither robbery nor theft and therefore did not fear them

Q: What other rules 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: 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

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

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
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

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.

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

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

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

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

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

Q: Why does 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
To Discuss After You Read

**Chapter 10**

**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

**Chapter 11**

**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

**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.

**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

**Chapter 13**

**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

**Chapter 14**

**Q:** Is the Chac a light, gentle rain?

**A:** no; strong with thunder

**Chapter 15**

**Q:** How did the Mayan store the corn?

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

**Timeline and Map Points**

- Chichén Itzá (D2) (map 3)
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. 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!

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!

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

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!

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

**To Discuss After You Read**

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

**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)

**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

**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

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

**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**

- Chesapeake Bay (E3) (map 1)

**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
Section Four

Instructor’s Guide Resources
## “Intro to American History, Year 1 of 2”—Scope and Sequence: Schedule for Topics and Skills

<table>
<thead>
<tr>
<th>Week</th>
<th>Memory Work</th>
<th>Bible Reading</th>
<th>History</th>
<th>Geography</th>
<th>Biography</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Psalm 8:1–2</td>
<td>Maya</td>
<td>Christopher Columbus</td>
<td>Canary Islands, India; Bahamas; Spain; Peru; Jamestown (Reg.)</td>
<td>Christopher Columbus</td>
</tr>
<tr>
<td>2</td>
<td>Psalm 8:1–4</td>
<td>Taino &amp; Arawak</td>
<td>Two Worlds Meet: 1000-1067: Christopher Columbus</td>
<td>Spain; Caribbean; James River (Reg.); Mexico (Adv.)</td>
<td>Christopher Columbus</td>
</tr>
<tr>
<td>3</td>
<td>Psalm 8:1–6</td>
<td>Powhatan</td>
<td>Introduction to <em>Children's Encyclopedia of American History, Exploration and Conquest</em></td>
<td>Australia; Lisbon; Portugal; Spain; Italy; Mediterranean Sea; China; India; Havana; Cuba; Barcelona; U.S.; Europe; North America; Canada; Greenland; Spice Islands; Atlantic Coast; Mediterranean; Brazil; Asia; Africa; Cape of Good Hope; Indian Ocean; East Indies; Atlantic Ocean; Caribbean Islands; Mexico; Andes Mountains; Portugal; Jamestown (Reg.); England (Reg.)</td>
<td>Montana (Adv.)</td>
</tr>
<tr>
<td>4</td>
<td>Psalm 8:1–8</td>
<td>Aztec</td>
<td>Exploring the New World</td>
<td>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; Mississippi River; 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</td>
<td>Ponce de Leon; Pocahontas (Reg.)</td>
</tr>
<tr>
<td>5</td>
<td>Psalm 8:1–9</td>
<td>Wampanoag</td>
<td>North American Indians</td>
<td>New York; Virginia; New England; Texas; Rocky Mountains; Sierra Nevada; California; Mexico; Jamestown (Adv.); Bermuda (Adv.); Chesapeake Bay (Adv.); James River (Adv.)</td>
<td>Henry Hudson; Pocahontas (Reg.)</td>
</tr>
<tr>
<td>6</td>
<td>Psalm 8:1–9</td>
<td>Seminole</td>
<td>The First Americans: Incans; Aztecs</td>
<td>South America; Mexico; Mexico City/ Tenochtitlan; Bermuda (Reg.); Thames River (Reg.); Jamestown, Virginia (Adv.); England (Adv.)</td>
<td>Pocahontas</td>
</tr>
<tr>
<td>7</td>
<td>Romans 12:14</td>
<td>Inuit</td>
<td>Aztecs</td>
<td>The Aztec Empire; Mexico; Mexico City/ Tenochtitlan; Bridgetown; Barbados; Connecticut River; Wethersfield; Saybrook; New Orleans; Boston; Jamaica; Antigua; Hartford, CT; Massachusetts; (Reg.); London (Reg.); Thames River; Bermuda (Adv.)</td>
<td>Montezuma II; Squanto (Reg.); Pocahontas (Adv.)</td>
</tr>
<tr>
<td>8</td>
<td>Romans 12:14-15</td>
<td>Delaware</td>
<td>Mayans</td>
<td>Central America; Plymouth (Reg.); Massachusetts (Adv.); London (Adv.); Thames River (Adv.); Spain</td>
<td>Squanto</td>
</tr>
<tr>
<td>9</td>
<td>Romans 12:14-16</td>
<td>Lumbee</td>
<td>Mayans</td>
<td>Central America; England; Holland; Virginia; Cape Cod; Plymouth, Massachusetts;</td>
<td>Squanto (Adv.)</td>
</tr>
</tbody>
</table>

(continued on the following page)
<table>
<thead>
<tr>
<th>Week</th>
<th>Memory Work</th>
<th>Bible Reading</th>
<th>History</th>
<th>Geography</th>
<th>Biography</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Micah 6:8</td>
<td>Natchez</td>
<td>Colonial America: 1607-1763; The Atlantic Colonies; The Gulf Coast and the West</td>
<td>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</td>
<td>Hernando De Soto</td>
</tr>
<tr>
<td>11</td>
<td>Romans 8:28</td>
<td>Choctaw</td>
<td>Massachusetts—The Puritans</td>
<td>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.)</td>
<td>King James I; John Eliot; Squanto</td>
</tr>
<tr>
<td>12</td>
<td>Philippians 4:6</td>
<td>Ojibwa/Chippewa</td>
<td>Puritans; England’s Colonies</td>
<td>Maine; New Hampshire; Vermont; Connecticut; Rhode Island; Boston; Massachusetts Bay; Maryland; Potomac River; Baltimore; Providence; Cape Cod; Plymouth; Connecticut River</td>
<td>Lord Baltimore</td>
</tr>
<tr>
<td>13</td>
<td>Philippians 4:6-7</td>
<td>Cree</td>
<td>Pennsylvania—The Quakers Refuse to Fight</td>
<td>Bermuda Islands; France; Spain; Great Britain; Pennsylvania; Allegheny River; Monogahela River; York, PA; Fort Duquesne; Ohio River; Delaware; Massachusetts; Philadelphia; Boston</td>
<td>George Fox, William Penn; General Edward Braddock</td>
</tr>
<tr>
<td>14</td>
<td>John 1:1</td>
<td>Iroquois</td>
<td>Mercantilism and the Crown of England; Colonial Life; Slavery Emerges; Georgia—The Woes of a Charity Colony</td>
<td>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.)</td>
<td>James Oglethorpe; Thomas Lombe; King Charles II; Paul Revere (Reg.)</td>
</tr>
<tr>
<td>15</td>
<td>John 1:1-2</td>
<td>Oneida</td>
<td>Benjamin Franklin</td>
<td>Scotland; West Indies; Benin; Ashanti; Nigeria; Caribbean Sea; Plymouth; Manhattan Island; Staten Island; West Indies; Africa; Netherlands/Holland; Amsterdam; Hudson River; Worchester; New York (Reg.); Boston (Adv.); England (Adv.); Lexington (Adv.); Concord (Adv.); New York City (Adv.); Philadelphia (Adv.)</td>
<td>Paul Revere (Adv.)</td>
</tr>
</tbody>
</table>

(continued on the following page)
<table>
<thead>
<tr>
<th>Week</th>
<th>Memory Work</th>
<th>Bible Reading</th>
<th>History</th>
<th>Geography</th>
<th>Biography</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>John 1:1-3</td>
<td>Huron &amp; Ottawa</td>
<td>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</td>
<td>Delaware Bay; Chesapeake Bay; New York; Lake Erie; Asia; Indian Ocean; New York; Long Island; Mohawk River; Brazil; Belgium; Portugal; East River; New Jersey; Harlem River; Hudson River; Virginia; Jamestown; Ohio; Monticello; Williamsburg; Italy; Milton; Portsmouth; Worchester; Concord; Lexington; Gettysburg (Reg.); Allegheny Mountains (Reg.)</td>
<td>Captain Kidd; Peter Stuyvesant; Jacob Leisler; George Washington; John Adams; Thomas Jefferson; James Madison; James Monroe</td>
</tr>
<tr>
<td>17</td>
<td>John 1:1-4</td>
<td>Potawatomi</td>
<td>How the Ocean Tied Some Americans to England; How the Ocean Led Others Out to the World</td>
<td>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.)</td>
<td>Benjamin Franklin (Adv.)</td>
</tr>
<tr>
<td>18</td>
<td>Proverbs 27:17</td>
<td>Miami &amp; Shawnee</td>
<td>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</td>
<td>Lexington; Concord; Yorktown; Kentucky; Tennessee; San Lorenzo; Vermont; Charleston; 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; Pensylvania; London</td>
<td>Paul Revere; William Dawes; Charles Cornwallis; George Washington</td>
</tr>
<tr>
<td>19</td>
<td>James 4:17</td>
<td>Cherokee</td>
<td>Paul Revere; Declaring Independence</td>
<td>Paris; Staten Island; New York Bay; Scotland; Long Island; Perth Amboy; Princeton; Morristown; Gettysburg (Adv.); Allegheny Mountains (Adv.); Valley Forge (Adv.)</td>
<td>George Washington; Paul Revere</td>
</tr>
<tr>
<td>20</td>
<td>Proverbs 16:7</td>
<td>Chickasaw</td>
<td>Dark Days of War</td>
<td>Marietta; Ohio; Michigan; Indiana; Illinois; Saratoga; Trenton; Princeton; New York City; Delaware River; Salem; Danvers; Beverly; Russia; Bombay; Calcutta; France; Spain; Helena, Mt. (Reg.); Glacier National Park (Reg.)</td>
<td>George Washington; Nathan Hale</td>
</tr>
<tr>
<td>21</td>
<td>Poem or Speech</td>
<td>Osage</td>
<td>The Road to Yorktown; Why the British Lost the War; The Thirteen Colonies Become States</td>
<td>Valley Forge; Savannah; Yorktown; Paris; Long Island; Cape of Good Hope; Isle of Bourbon; Baltic Sea; Helena, Montana; Great Falls, Montana; Missouri River</td>
<td>George Washington</td>
</tr>
</tbody>
</table>

(continued on the following page)
<table>
<thead>
<tr>
<th>Week</th>
<th>Memory Work</th>
<th>Bible Reading</th>
<th>History</th>
<th>Geography</th>
<th>Biography</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Poem or Speech</td>
<td>Crow</td>
<td>The Confederation Era; The Constitution; New States or a New Nation?</td>
<td>Missouri; Cumberland Gap; Northwest Territory; Maryland; France; Rhode Island; Manilla; India; East Indies; Portugal; Tagus River; Ireland; Nangus Head; Black Island; Baker's Island; Nantucket; Cape Ann; Cadiz; Mediterranean Sea; Alicante; Philippines; Batavia</td>
<td>Daniel Boone</td>
</tr>
<tr>
<td>23</td>
<td>Poem or Speech</td>
<td>Sioux</td>
<td>The Constitution</td>
<td>Philadelphia; Sumatra; Capetown; Susa Bay; Pulu Loya; Isle of Bourbon; Isle of France; Madagascar, New Hampshire (Adv.);</td>
<td>Sarah Whitcher (Adv.)</td>
</tr>
<tr>
<td>24</td>
<td>Poem or Speech</td>
<td>Blackfeet</td>
<td>The Constitution</td>
<td>Vermont; Connecticut; Massachusetts; Mt. Pispah</td>
<td>Justin Morgan; Sarah Whitcher (Adv.)</td>
</tr>
<tr>
<td>25</td>
<td>Poem or Speech</td>
<td>Cheyenne</td>
<td>America Grows: 1800-1850; American Ways of Growing; The Add-a-State Plan</td>
<td>San Francisco; Richmond; Rocky Mountains; Liverpool; Potomac River; Vermont; Lake Champlain; Montreal; New York; Massachusetts; New Hampshire; Boston</td>
<td>George Washington; Justin Morgan; Naya Nuki (Adv.)</td>
</tr>
<tr>
<td>26</td>
<td>Present Poem or Speech</td>
<td>Pawnee</td>
<td>The Federalist Years; Jefferson and The West; The Add-a-State Plan; An Empire for Liberty; The Lewis and Clark Expedition</td>
<td>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; Kakaskia River; Wabash River; Miami River; Gulf of Mexico; Connecticut; Rhode Island; New York</td>
<td>Thomas Jefferson; Sarah Whitcher (Reg.); Naya Nuki (Adv.)</td>
</tr>
<tr>
<td>27</td>
<td>1 Samuel 17: 45-46</td>
<td>Paiute &amp; Ute</td>
<td>The Lewis and Clark Expedition</td>
<td>Hispaniola; Rocky Mountains; St. Louis; Missouri River; Lancaster; Pennsylvania (Adv.)</td>
<td>Thomas Jefferson; Lewis and Clark; Sarah Whitcher (Reg.); Robert Fulton (Adv.)</td>
</tr>
<tr>
<td>28</td>
<td>1 Samuel 17: 45-47</td>
<td>Pueblo</td>
<td>The Lewis and Clark Expedition</td>
<td>Fort Mandan; Rocky Mountains; Continental Divide; Holston River</td>
<td>Sacagawea; Lewis and Clark; Sarah Whitcher (Reg.); Robert Fulton</td>
</tr>
<tr>
<td>29</td>
<td>John 8:12</td>
<td>Apache</td>
<td>The Lewis and Clark Expedition</td>
<td>Columbia River; Oregon; Washington</td>
<td>Lewis and Clark; Robert Fulton (Reg.); Adoniram Judson</td>
</tr>
<tr>
<td>30</td>
<td>Romans 1:16</td>
<td>Navajo</td>
<td>The War of 1812; The Lewis and Clark Expedition</td>
<td>Baltimore; Michigan; Indiana; Belgium; Erie Canal; Buffalo; Albany; Lake Erie; Ireland; Greece; Italy; Dublin; Hudson River; Salem, Massachusetts; Drissa; Bay of Bengal; Calcutta; Serampore; Isle of France</td>
<td>Lewis and Clark; James Madison; Robert Fulton (Reg.); Adoniram Judson</td>
</tr>
<tr>
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<td>Bible Reading</td>
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<tr>
<td>31</td>
<td>Psalm 42:1-2</td>
<td>California Indians</td>
<td>America's Leading Import: People; Instant Cities; Shaping a New Nation; Every Man His Own Carpenter</td>
<td>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; Amarapura; Irrawaddy River; Chittagong; Masulipatnam</td>
<td>Napoleon Bonaparte; Robert Fulton (Reg.); Adoniram Judson</td>
</tr>
<tr>
<td>32</td>
<td>Psalm 42:1-4</td>
<td>Shoshone</td>
<td>Thinking Like Americans; American Know-how</td>
<td>Savannah; Wisconsin; Alabama; Missouri River; Erie; Canal; Buffalo; Lake Erie; New Haven; Kyaikkam; Minnesota, Maine (Adv.)</td>
<td>Eli Whitney; Robert Fulton (Reg.); Adoniram Judson</td>
</tr>
<tr>
<td>33</td>
<td>Psalm 42:1-6</td>
<td>Nez Perce</td>
<td>1820-1850: The Age of Reform; Do-It-Yourself Doctors</td>
<td>New York; Seneca Falls; London; Oxford; Cambridge; Sweden; Germany; Lake Superior; Lake Michigan; St. Louis; Michigan (Reg.); Illinois (Reg.)</td>
<td>Benjamin Franklin; Alexander Garden; William Beaumont</td>
</tr>
<tr>
<td>34</td>
<td>Psalm 42:1-8</td>
<td>Northwest &amp; Coastal Indians</td>
<td>Blazing Trails; Wagon-Towns Move West</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Psalm 42:1-10</td>
<td>Chipewyan</td>
<td>Manifest Destiny; Haste Makes Democracy; Political Parties for All</td>
<td>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.)</td>
<td>John Bloomfield Jervis; Andrew Jackson; William Henry Harrison</td>
</tr>
<tr>
<td>36</td>
<td>Psalm 42:1-11</td>
<td>Hawaiians</td>
<td>Manifest Destiny; Andrew Jackson</td>
<td>U.S. Territories; California; Texas; Oregon; Mexico; Missouri River; North Carolina (Adv.); South Carolina (Adv.); St. Louis (Adv.); Arkansas (Adv.);</td>
<td>Andrew Jackson</td>
</tr>
</tbody>
</table>
Please enter any name or event, together with the dates that we list on your timeline.

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

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

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

### HISTORY

<table>
<thead>
<tr>
<th>The Beginner's American History</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>pp. 232–236</td>
<td>© Samuel Morse invents the telegraph (1844)</td>
</tr>
<tr>
<td>pp. 237–241</td>
<td>© Texas joins the Union (1845)</td>
</tr>
<tr>
<td>pp. 249–256</td>
<td>© Mexican-American War (1846–1848) © Gold discovered in California (1849) © Godsen Purchase (1853) © Alaska Territory purchased from Russia (1867) © Hawaii annexed (1898)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Children's Encyclopedia of American History</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>pp. 14–15</td>
<td>© Bartholomew 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)</td>
</tr>
<tr>
<td>pp. 16–17</td>
<td>© Ponce de Leon claims Florida for Spain (1513) † Spanish Armada attacks England and loses (1588)</td>
</tr>
<tr>
<td>pp. 22–25</td>
<td>© Roanoke colony founded (1587) © Jamestown founded (1607) © Canada founded (1534) © New Amsterdam (New York) founded (1624)</td>
</tr>
<tr>
<td>pp. 28–29</td>
<td>© Pilgrims celebrate the first Thanksgiving (1621) © Rhode Island founded (1636) © Salem witch trials (1692)</td>
</tr>
</tbody>
</table>

| pp. 30–31                                   | © King Charles II assigns land to be sold or leased to colonists (1660) © English take New Netherland and found New York and New Jersey (1664) © Powhatan Indians massacre settlers (1622) © Quakers (Society of Friends) founded (1652) © Carolina divided into North and South (1729) |
| pp. 36–37                                   | † French and Indian War (1754–1763) © British army wins Battle of Quebec (1759) © England declares war on France (1756) |
| pp. 38–41                                   | © Quartering Act (1765) © Townshend Acts (1767) |
| pp. 42–43                                   | © Battles of Lexington and Concord (1775) © Patriots capture Fort Ticonderoga (1777) © Battle of Bunker Hill (1775) |
| pp. 44–45                                   | © British evacuate Boston (1776) © Declaration of Independence approved (1776) |
| pp. 46–47                                   | © Washington crosses Delaware River, Christmas (1776) © Patriot Nathan Hale captured and executed (1776) |
| pp. 48–49                                   | © Battle of Charleston (1780) © Siege of Yorktown; surrender of Cornwallis (1781) |
| pp. 50–51                                   | © Articles of Confederation ratified (1781) © Land Ordinance (1785) © Northwest Ordinance (1787) © Shays's Rebellion (1787) |
| pp. 52–53                                   | © Federalist Papers (1788) © Bill of Rights (1791) |
| pp. 58–59                                   | © Thomas Jefferson elected president (1800) © Louisiana Purchase (1803) |
| pp. 62–63                                   | © Missouri Compromise (1820) |
| pp. 64–65                                   | © Stanton and Mott spearhead first organized women's rights movement (1848) |
| pp. 66–67                                   | © Mormons head west (1846) © Battle of the Alamo (1836) © Indian Removal Act (1830) |
| pp. 68–69                                   | © U.S. Declares war against Mexico (1846) © California enters the Union (1850) |
### If You Were There When They Signed the Constitution

- **pp. 6–15**: Constitution written and signed (1787)
- **pp. 7–10**: American Revolutionary War (1775–1783)
- **pp. 11–15**: Declaration of Independence (July 4, 1776)

### Incans, Aztecs, and Mayans

- **Incans pp. 9–17**: The Incan Civilization begins (ca. 1220)
- **Aztecs pp. 58–66**: Aztec Emperor, Montezuma II (ca. 1466–1520)
- **Mayans pp. 114–123**: Mayans (AD 250–900)

### The Landmark History of the American People, Vol. 1

- **pp. 1–4**: King James I serves as King of England (1603–1625)
- **pp. 5–7**: Massachusetts receives royal charter and becomes a legal English colony (1629)
- **pp. 7–10**: Pilgrims arrive on the Mayflower (1620)
- **pp. 11–15**: John Eliot (1604–1690) completes the Algonquian Bible (1661)
- **pp. 16–17**: Harvard College founded (1636)
- **pp. 18–21**: Squanto kidnapped by English sea captain and sold into slavery in Spain (1614)
- **pp. 21–23**: Squanto returns to America (1619)
- **pp. 24–28**: Squanto first helps the Pilgrims (1621)
- **pp. 28–31**: Pequot attack and retribution. More than 500 Pequot die (1636)
- **pp. 32–32**: King Philip's War (1675–1676)
- **pp. 36–39**: Black slavery is made legal in Virginia (1654)
- **pp. 52–55**: Virginian adventurers' attempt to settle in Ohio sparks the French and Indian War (1754–1763)
- **pp. 58–66**: Virginia first attempt to take New Netherland from the Dutch (1661)
- **pp. 68–71**: English succeed in taking new Netherland from the Dutch (1664)
- **pp. 72–75**: German Jacob Leisler holds New York City government (1688–1691)
- **pp. 88–91**: New York becomes second-largest city in British America (1771)
- **pp. 92–95**: Yorkshire tenant and sold into slavery in Spain (1614)
- **pp. 96–99**: Yorkshire becomes a legal English colony (1629)
- **pp. 100–103**: Yorkshire through first paragraph)
- **pp. 104–107**: Yorkshire through fourth paragraph)

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| pp. 55–57 | British Board of Trade censures the North Carolina governor for failing to communicate often enough. Letter doesn't arrive for a year (1745) \(\heartsuit\) British Parliament establishes a regular monthly mail delivery between New York and Falmouth, England (1755) |
| pp. 58–61 (through sixth paragraph) | Appalachian Mountains declared western border of British North American colonies (1763) \(\heartsuit\) “Sugar Act” (1764) \(\heartsuit\) “Stamp Act” (1765) \(\heartsuit\) American Colonial Stamp Act Congress (1765) |
| pp. 61–65 | Boston Massacre (1770) \(\heartsuit\) Boston Tea Party (16 December 1773) \(\heartsuit\) “Intolerable Acts” (1774) |
| pp. 66–69 (up to the last paragraph) | First Continental Congress (September–October 1774) \(\heartsuit\) Import boycott begins (December 1774) \(\heartsuit\) Paul Revere and William Dawes ride to warn townspeople; Battles of Lexington and Concord (April 1775) \(\heartsuit\) Second Continental Congress (May 1775–March 1781) \(\heartsuit\) Export boycott scheduled to begin (September 1775) \(\heartsuit\) Second American Congress abolishes British Naval Laws (April 1776) |
| pp. 69–73 | American colonies declare independence from Britain (July 1776) \(\heartsuit\) French treaty of alliance with American colonies in defense against Britain provides significant military support to colonial independence movement (February 1778) \(\heartsuit\) British General Cornwallis surrenders to colonial troops at the Battle of Yorktown (October 1781) \(\heartsuit\) Treaty of Paris officially ends the American Revolutionary War (September 1783) |
| pp. 78–81 | Continental Congress resolves to establish a Continental Army (14 June 1775) \(\heartsuit\) Congress unanimously elects George Washington to serve as Commander-in-Chief (15 June 1775) \(\heartsuit\) George Washington begins to serve as Commander-in-Chief (3 July 1775) \(\heartsuit\) Declaration of Independence (4 July 1776) |
| pp. 81–83 | British General Howe wins the Battle of Long Island and asks for an American surrender. Americans refuse (August 1776) |
| pp. 84–86 | Congress authorizes creation of bills of credit worth two million Spanish silver dollars. (22 June 1775) \(\heartsuit\) Congress says any American who refuses to accept its credit will be treated as an enemy (January 1776) \(\heartsuit\) Congress authorizes $1 million more in credit (25 July 1776) \(\heartsuit\) Congress has issued over $25 million in unbacked currency (December 1776) \(\heartsuit\) Congress has issued $150 million in unbacked currency (September 1779) \(\heartsuit\) Congress stops issuing currency after having promised to pay over $242 million on less than $157,000 income in two years (December 1779) |
| pp. 87–89 | Shays’ Rebellion (August 1786–June 1787) \(\heartsuit\) Constitutional Convention discusses “what shall be done” (Summer 1787) |
| pp. 92–96 (through fifth paragraph) | The British king declares that British North American colonists must not settle beyond the Appalachian Mountains (1763) \(\heartsuit\) British North American colonists still think of lands West of the Appalachians as rightfully belonging to them (1763) \(\heartsuit\) The seven “have” states contribute their Western lands into a common treasury for the benefit of all 13 states (1781) |
| pp. 96–99 | The Northwest Ordinance sets out terms by which residents of the Western lands could form new states and join the Union (1787) \(\heartsuit\) The first four Western states are formed and join the Union (1791–1803) |
| pp. 100–102 (up to the final full paragraph) | French explorer LaSalle claims the entire Mississippi Watershed for France and names it Louisiana (1681) \(\heartsuit\) European Americans begin to settle between the Appalachian Mountains and the Mississippi River (1790s–1800s) |
| pp. 106–110 (up to break) | The Erie Canal completed (1825) \(\heartsuit\) Potato blight first appears in Ireland. One-third of the crop is destroyed (1845) \(\heartsuit\) Potato blight destroys nearly 80% of the potato crop in Ireland (1846) \(\heartsuit\) Irish Potato Famine (1845–1850) \(\heartsuit\) More than one million Irish immigrant to the United States. They make up nearly half of all immigrants from Europe during this time (1847–1860) |
| pp. 114–118 (up to break) | The word “businessman” begins to mean someone who is promoting a town (1830) |
pp. 118–121
- The Astor House in New York City becomes one of the first buildings in America to add plumbing to its upper floors (1836)
- The Eastern Exchange Hotel in Boston becomes the first public building in America heated by steam (1846)
- The Democratic Party "Tammany Hall" political machine runs New York City (1854–1934)
- Fifth Avenue Hotel in New York City becomes one of the first buildings in America to install a passenger elevator (1859)

pp. 122–125
- New England nail-making factories are producing thousands of nails an hour (1830)
- Balloon frame house construction begins (1832)
- First balloon-house survives the winter. More people decide to build in the new style. Nearly 600 balloon-frame buildings are erected in Chicago between April and October (1834)
- Thousands of prefabricated wooden houses are shipped from New York and China to San Francisco for California '49ers—miners looking for homes during the California Gold Rush (1849–1850)

pp. 126–130
- Napoleon Bonaparte rises to power and is seen as a growing threat on the world stage (1797–1813)
- Napoleon Bonaparte (1769–1821)

pp. 130–133
- Eli Whitney contracts to make 10,000 muskets for the U.S. government (1798)
- Due to Whitney's cotton gin, cotton production in the United States is nearly 12 times what it was in 1794 (1800)
- Eli Whitney astonishes the world when he first demonstrates his "Uniformity" or "Interchangeable" System of mass production (1801)
- Eli Whitney (1765–1825) invents the cotton gin (1793) and interchangeable parts for the gun (1801)
- Whitney delivers the last of the 10,000 muskets he had contracted for 11 years earlier (1809)

pp. 134–136
- *Every Man his own Doctor; or, the Poor Planter's Physician* is first published by Benjamin Franklin in Philadelphia (1734)

pp. 137–139
- Dr. Alexander Garden (1730-1791) lives in America and provides scientists around the world with more knowledge of American plants and animals than anyone else of his time (1752-1782)
- Untrained companions of a man who is dying of gangrene perform surgery on him. They saw off his arm and save his life (1826)
- American Army Surgeon Dr. William Beaumont publishes his book *Experiments and Observations on the Gastric Juice and the Physiology of Digestion* (1833)

pp. 140–145
- Council Grove (in what is now Kansas) is first used as a gathering spot for a trader's caravan to Santa Fe, NM (1831)
- Santa Fe Trail (1821–1880)
- Independence, Missouri, first rises to prominence as a gathering spot for wagon trains headed west (1838)
- California Gold Rush turns a relative trickle of westward emigrants into a flood (1849)

pp. 145–147
- Randolph B. Marcy's *The Prairie Traveler, A Hand-Book for Overland Expeditions* is published by the United States War Department (1859)

pp. 148–151
- The Palmipède, built by Marquis Claude de Jouffroy, is the first steamship in the world to sail successfully any distance. It sails on the Doubs River in France during the months of June and July (1776)
- The first in a continuous line of steam riverboats leaves the dock at Pittsburgh to steam down the Ohio River to the Mississippi and on to New Orleans. The ensuing traffic enriches the entire Mississippi River Valley as well as inland farmers (1811)

pp. 151–154
- The British *Stourbridge Lion* becomes the first steam-powered locomotive to run on American rails (1829)
- John Bloomfield Jervis creates the swiveled bogie to spread locomotives' weight on the tracks and enable trains to remain on the track even when the track turns sharply (1832)

pp. 154–157
- The 10-minute lunch break is so well established on American railroad lines that a British visitor comments about it (1839)
<table>
<thead>
<tr>
<th>Page Range</th>
<th>Event</th>
<th>Reading Selection</th>
</tr>
</thead>
</table>
| pp. 158–162 (through fifth paragraph) | - Andrew Jackson (1767–1845)  
- Printed “tickets” of political candidates are first created (1830)  
- Conventions first held by all the major parties (1832)  
- Virginia becomes the last state to abolish the property ownership requirement for a person to vote (1851)  
- Black men first permitted to vote in national elections (1870)  
- Women are first permitted to vote in national elections (1920) | The Sign of the Beaver  
chaps. 1–2  
Matt’s family moves to Maine (1768) |
| pp. 162–165 | - First presidential election in which candidates in both parties seek to appeal to the common person through slogans, rallies and emotion rather than earnest arguments or, even, truthful claims (1840)  
- William Henry Harrison (1773–1841) elected President of the United States (1840) | Walk the World’s Rim  
Preface & chap. 1  
Franciscan friars sail from Cuba to Florida, hoping to convert Indians (1527)  
chaps. 12–13  
Esteban’s wanderings (1528–1536) |

**READ-ALOUDS**

**Adoniram Judson: Bound for Burma**
- chaps. 1–2  
Adoniram (1788-1850) and Ann (1789–1826) Judson  
1811 War between France and England

**Carry On, Mr. Bowditch**
- chaps. 1–2  
Nathaniel Bowditch (1773–1838)
- chaps. 7–8  
George Washington’s presidency (1789–1797)  
Isaac Newton (1642–1727) writes the Principia (1687)

**Justin Morgan Had a Horse**
- chap. 1–2  
Justin Morgan (1748–1798)
- chaps. 17–18  
James Monroe, 5th U.S. president (1817–1825)

**Secret of the Andes**
- chaps. 2–3  
Spanish conquer the Incas (1532–1535)

**The Lewis and Clark Expedition**
- chap. 1  
Lewis and Clark Expedition (1804–1806)
- chap. 4  
Sacagawea (1787–1812)

**Pedro’s Journal**
- Aug. 3–Aug. 7  
Christopher Columbus (1451–1506) sails from Spain (1492)  
(In 1492, Columbus sailed the ocean blue.)

**The Lewis and Clark Expedition (1804–1806)**

**The Sign of the Beaver**
- chaps. 1–2  
Matt’s family moves to Maine (1768)

**Walk the World’s Rim**
- Preface & chap. 1  
Franciscan friars sail from Cuba to Florida, hoping to convert Indians (1527)
- chaps. 12–13  
Esteban’s wanderings (1528–1536)

**The Witch of Blackbird Pond**
- chap. 1  
Kit arrives in Saybrook (1687)

**REGULAR READERS**

**And Then What Happened, Paul Revere?**
- pp. 4–12 (first paragraph)  
Paul Revere (1735–1818)

**The Cabin Faced West**
- chap. 1  
Ann arrives on the frontier in Pennsylvania (1784)
- pp. 106–112  
Washington stays at Ann’s house (1784)

**Om-kas-toe**
- pp. 13–20 (mid-page)  
Horses come to America (early 1500s)

**Pocahontas and the Strangers**
- chap. 1  
Pocahontas (1595?–1617)  
Jamestown, Virginia settled (1607)

**Robert Fulton, Boy Craftsman**
- pp. 8–20  
Robert Fulton (1765–1815) invents steamship (1807)

**Sarah Whitcher’s Story**
- pp. 1–5  
Sarah Whitcher (ca. 1800)

**Squanto, Friends of the Pilgrims**
- “Plymouth”  
Squanto (died 1622)  
Mayflower Pilgrims land in Plymouth (1620)

**The Thanksgiving Story**
- “Two Ships and a Big Adventure”  
First American Thanksgiving (1621)
## ADVANCED READERS

### And Then What Happened, Paul Revere?
- pp. 4–12
- Paul Revere (1735–1818)

### Ben Franklin of Old Philadelphia
- chaps. 1–2
- Ben Franklin (1706–1790)

### The Cabin Faced West
- chap. 1
  - Ann arrives on the frontier in Pennsylvania (1784)
- chap. 8 and Postscript
  - Washington stays at Ann’s house (1784)

### Naya Nuki
- chap. 1
  - Naya Nuki captured 1801

### Om-kas-toe
- chap. 1
  - Horses come to America (early 1500s)

### Pocahontas and the Strangers
- chaps. 1–2
  - Pocahontas (1595–1617)
  - Jamestown, Virginia settled (1607)

### Robert Fulton, Boy Craftsman
- pp. 8–31
  - Robert Fulton (1765–1815) invents steamship (1807)

### Sarah Witcher’s Story
- pp. 1–10
  - Sarah Whitcher (ca. 1800)

### Squanto, Friends of the Pilgrims
- “Plymouth”
  - Squanto (died 1622)
  - Mayflower Pilgrims land in Plymouth (1620)

### The Story of Eli Whitney
- pp. 5–16
  - American Revolutionary War (1775–1783)
- pp. 34–49
  - Eli Whitney invents the cotton gin (1793)
- pp. 99–117
  - Eli builds guns from interchangeable parts and thus heralds the age of mass production (1801)
- pp. 151–162
  - Napoleon sells the Louisiana Territory (1803)

### The Thanksgiving Story
- “Two Ships and a Big Adventure”
  - First American Thanksgiving (1621)
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