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
- 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 and got the help I needed!”
“Teach us to number our days aright, that we may gain a heart of wisdom.”

Psalm 90:12 (NIV)
Table of Contents

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

Sonlight Curriculum, Ltd., is committed to providing the best homeschool resources on the market. This entails regular upgrades to our curriculum and to our Instructor’s Guides. This guide is the 2020 Edition of the Sonlight Curriculum® “Intro to American History, Year 1 of 2” (4-Day) 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.

This guide is sold with the understanding that none of the Authors nor the Publisher is engaged in rendering educational services. Questions relevant to the specific educational or legal needs of the user should be addressed to practicing members of those professions.

The information, ideas, and suggestions contained herein have been developed from sources, including publications and research, that are considered and believed to be reliable but cannot be guaranteed insofar as they apply to any particular classroom or homeschooling situation.

The Authors and Publisher specifically disclaim any liability, loss, or risk, personal or otherwise, incurred as a consequence directly or indirectly of the use and application of any of the suggestions or contents of this guide.
What’s included in your History / Bible / Literature Instructor’s Guide.

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

| Level A: History/Bible/Literature |
| Days 26–30 Date: _______ to _______ |

### Week 6

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<tr>
<th>Date:</th>
<th>Day 26</th>
<th>Day 27</th>
<th>Day 28</th>
<th>Day 29</th>
<th>Day 30</th>
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<td><strong>BIBLE</strong></td>
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<tr>
<td>Memorization</td>
<td>P: 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>Sing the Word: From A to Z</td>
<td>“Fear Not”—Track 6. Listen to this track the entire week.</td>
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<td><strong>HISTORY &amp; GEOGRAPHY</strong></td>
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<td>The Usborne Internet-Linked Children’s Encyclopedia</td>
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<td><strong>READ-ALOUDS</strong></td>
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<td>Dolphin Adventure</td>
<td>chaps. 1–2</td>
<td>chaps. 3–4</td>
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<tr>
<td>The Llama Who Had No Pajama</td>
<td>p. 15</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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<tr>
<td>James Herriot’s Treasury for Children</td>
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<td>“Oscar, Cat-About-Town”</td>
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<td>Act out a play on politeness.</td>
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<td><strong>FIELD TRIP/PROFESSIONAL LIFE SKILLS</strong></td>
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### Day-by-day Schedule

The Sunlight 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 for your children. We have not included them in this sample. Learn more about Readers packages at sonlight.com/readers.) Follow the notes for Read-Alouds and Readers as you would the History/Bible notes.

Teaching tips

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

Flexible format

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

The IG is a guide, not a task master.

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

Bible Reading

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

Memorization (Bible)

Psalm 42:1–6

Continue to memorize Psalm 42.

1 For in the mouth of the two brooks,
2 To the mountain streams that flow, O God,
3 And who can understand this? O my soul,
4 These things I remember and I pour out my soul
5 And I am like a thirsty one when I am looking for God.
6 Thereby I will eat my bread in sorrow, and my tears will be my food day and night.

Timelines and Map Points

• Every Man his own Doctor; or, the Poor Planter’s Physician is first published by Benjamin Franklin in Philadelphia (1734)  Landmark History of the Amer. People, Vol. 1
• London (E3); Oxford (E3); Cambridge (E3) (map 4)

Landmark History of the Amer. People, Vol. 1

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

• Why were Barber-Surgeons thought of as members of a lower class than doctors? (p. 135)
• How did apothecaries do? (p. 135)
• What did apothecaries do? (p. 135)
• What did apothecaries do? (p. 135)
• What did apothecaries do? (p. 135)

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The Beginner’s American History

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Timeline and Map Points

• New York (D3) (map 5)

• Did the telegraph idea come easily to Samuel Morse?

• Why were Barber-Surgeons thought of as members of a lower class than doctors? (p. 135)

• because 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 the human body

• What did apothecaries do? (p. 135)
• What did apothecaries do? (p. 135)

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Chapter 19 pp. 134–136

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Timeline and Map Points

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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)
Section Two

Schedule and Notes
**Level D: History, Bible and Literature**

**Days 1–4: Date: ______ to ______**

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<th>Week 1</th>
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<td><strong>Date:</strong></td>
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<td><strong>Student Reading:</strong></td>
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<td><strong>Discoverer’s Bible</strong></td>
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<td><strong>American Indian Prayer Guide—Maya</strong></td>
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<tr>
<td><strong>Memorization</strong></td>
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<td><strong>Sing the Word:</strong></td>
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<tr>
<td><strong>Great in Counsel and Mighty in Deed</strong></td>
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<td><strong>HISTORY &amp; GEOGRAPHY</strong></td>
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<td><strong>READ-ALOUDS</strong></td>
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<td><strong>READERS</strong></td>
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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.
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 what (what date) you completed a project, and/or how many hours you spent on a subject, then record that information as well. If you decide to reuse your Instructor’s Guide with a second child, then add each child’s initials next to the check mark or hours.

Vocabulary & Cultural Literacy

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

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

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

To Discuss After You Read

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

Timeline

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

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

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

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

Map Points

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

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

Further information and useful documents

If you would like further information on how to use the instructor guide, please login to your Sonlight Account and go 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 checkoff 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 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.

The Beginner’s American History

Day 1
pp. 1–5

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 (G2); Palos, Spain (H2); Genoa, Italy (F5); Mediterranean Sea (I6) (map 4)

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.
**Day 2**

**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 midnight 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

**Timeline and Map Points**

- China (C10); India (D9); San Salvador (D3); Cuba (D2) (map 3)

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

**Day 3**

**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)

**Day 4**

**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); North America (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.

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. 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.

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.

Day ALL Mapping the Routes of Columbus

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.

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 and Literature

*Days 5–8: Date: _______ to _______*

### Week 2

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<td><strong>Sing the Word: Great in Counsel and Mighty in Deed</strong></td>
<td>Track 1 Listen to this track the entire week.</td>
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### BIBLE

- **Parent Reading:**
  - Luke 2:21–40
- **Student Reading:**
  - Genesis 7
  - Genesis 8
  - Genesis 9:1–17
  - Genesis 11:1–9, 27–32
- **American Indian Prayer Guide—Taino & Arawak**
  - Day 1 p. 13
  - Day 2 pp. 13–14
  - Days 3–4 pp. 14–15
  - Day 5 pp. 15–16
- **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

- **The Beginner’s American History**
  - pp. 16–20
- **American History: A Visual Encyclopedia**
  - pp. 18–21
- **Lap Book Kit:**
  - Activity 1: Explorer Profiles—Diaz, Cortes, Ponce de Leon
  - Activity 1: Explorer Profiles—Smith and Raleigh

### READ-ALOUDS

- **Walk the World’s Rim**
  - chap. 5
  - chap. 6
  - chap. 7 pp. 81–90 (thru 2nd para.)
  - chap. 7 pp. 90–96
- **A Child’s Introduction to Poetry**
  - “Nursery Rhymes” pp. 10–13

### READERS

- **Regular:**
  - Pocahontas and the Strangers
    - chap. 6
    - chap. 7
    - chap. 8
- **Advanced:**
  - The Corn Grows Ripe
    - chaps. 6–7
    - chap. 8
    - chaps. 9–10
    - chaps. 11–12

### Additional Subjects:

- [Parental Notes](#)
- Map Point
- Timeline Figure
- Timeline Suggestion
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)

Psalm 8: 1–4

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.

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 babies 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?

American History: A Visual Encyclopedia

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: **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)

The Great Lakes are mentioned, but not defined. There are five North American fresh water lakes—Erie, Huron, Michigan, Ontario, and Superior—that are interconnected.

Q: Why were explorers interested in finding a Northwest Passage? Did they ever find one? [p. 20]
A: **they believed they could find a faster sea route to Asia; no, they had no idea that such a large continent was in the way**

Timeline and Map Points

- Spanish Armada attacks England and loses (1588)
- The Incan Civilization begins (ca. 1220)
- Aztec Emperor, Montezuma II (ca. 1466–1520)
- 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)
- Ponce de Leon claims Florida for Spain (1513)
- Americas (see next page)
- New York Bay (C6) (map 1)
- St. Augustine (Florida) (D6); Santa Fe (C3); Mississippi River (D5); Louisiana (D5); Great Lakes (Lake Superior; Lake Huron; Lake Ontario; Lake Erie; Lake Michigan) (A6–B8) (map 2)
- 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); Canada (B2); Greenland (B5); China (C10); Spice Islands (E11); Atlantic Coast (C3) Hudson Bay (B3); Gulf of Mexico (D2); West Indies (D3); Quebec (C3); Mexico City (D2); Pacific Ocean (E1); St. Lawrence River (C3); Gulf of St. Lawrence (C4); Caribbean Sea (D3); Puerto Rico (D3); North America; South America (map 3)
- Portugal (G2); Spain (G2) Netherlands (E4); England (E3); France (F3); Italy (F5) (map 4)
- Hudson River (F4) (map 5)

The Beginner’s American History

Cultural Literacy

Admiral: a rank of the highest naval officers.

To Discuss After You Read

Q: What was John Cabot’s job at the time Columbus set out on his first voyage across the Atlantic?
A: **an Italian merchant**

Q: What did he try to do?
A: **see if he could find a shorter way to the Indies than Columbus**
Q: Who sailed with him?
A: his son

Q: What land did they see? Had Columbus ever seen it?
A: the continent of North America (probably Cape Breton Island); no

Q: What did Cabot do when he went on shore?
A: planted two flag poles, displaying the English and Venice flags, and claimed the land for Henry the Seventh

Q: What did the Cabots carry back to England?
A: Indian traps for hunting, some wild turkey, rib of a whale

Q: How did the New World come to be called America?
A: named after the Italian navigator, Amerigo, who made the voyage to the new land and documented accounts of what he saw

Timeline and Map Points
- Spice Islands (E11); Cape Breton Island, part of Nova Scotia (C3) (map 3)
- Venice, Italy (F5); Scandinavia (B6) (map 4)
- The Church of St. Mary Redcliffe (Bristol); Bristol, England (see map 12 in your book)

Day 7 pp. 21–23

To Discuss After You Read
Q: Describe the magic fountain. What did Ponce De Leon discover instead?
A: Indians of the West India Islands believed that there was a fountain in the land to the west that possessed powers able to turn an old man into a boy again; set out to find the fountain but instead found “a land with flowers” (Florida)

Q: What did Balboa set out to explore?
A: the Isthmus of Panama

Q: What was De Soto looking for? What did he find instead?
A: gold mines; the Mississippi River

Q: What makes the city of St. Augustine unique?
A: it is the oldest city built by white men in North America

Timeline and Map Points
- Mississippi River (D5); St. Augustine (D6); Florida (E6) (map 2)
- Pacific Ocean (E1); Panama (E2) (map 3)

Day 8 pp. 24–27

To Discuss After You Read
Q: Where did Walter Raleigh land? What did the Indians call it?
A: Roanoke Island; the “Good Land”

Q: What name did Queen Elizabeth give to the country? Why?
A: she was called “the virgin queen,” so she named it Virginia, in honor of herself

Q: What did she do for Walter Raleigh?
A: she gave him the title of honor, Sir Walter Raleigh

Q: What did Sir Walter then do?
A: shipped immigrants to America

Q: What American plants did the settlers send him?
A: tobacco and potatoes

Q: What happened to the Virginia Settlement?
A: its people disappeared

Q: Did Sir Walter’s attempt to settle Virginia do any good?
A: answers will vary; it encouraged others to try, leading to the settlement of Jamestown

Timeline and Map Points
- Roanoke Island (coast of today’s North Carolina) (C7); Virginia (C7) (map 2)
- Great Britain (D2) (map 4)

Lap Book Kit: American History I

Day ALL Explorer Profiles—Diaz, Cortez, Ponce de Leon

This week your student will cut out:
- the Diaz, Cortez, and Ponce de Leon 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.

Day ALL Explorer Profiles—Smith and Raleigh

Have your student cut out:
- the Smith and Raleigh profiles from Explorer Profiles-2
- and two booklets from Explorer Profiles-3

Then, have them follow the Lap Book instructions to add them to the Explorer Profiles base.
Parent Reading


Days 9–12: Date: _______ to _______

Student Reading: Discoverer’s Bible

Genesis 12:1–9

BIBLE

Student Reading: Discoverer’s Bible

Genesis 18:1–15


Genesis 19:1, 12–29

Genesis 21:1–21

American Indian Prayer Guide—Powhatan

Day 1 p. 17

Memorization

Psalm 8:1–6

Sing the Word: Great in Counsel and Mighty in Deed

Track 1 Listen to this track the entire week.

The Beginner’s American History

pp. 41–44

pp. 45–49

North American Indians

Activity 1: Explorer Profiles—Pizarro, De Soto

HISTORY & GEOGRAPHY

Lap Book Kit: American History I: From Exploration to 1850

Walk the World’s Rim

chap. 8 pp. 97–104 (thru 2nd para.)

chap. 8 pp. 104–113

chap 9

chap. 10

A Child’s Introduction to Poetry

“Nonsense Verse” pp. 14–16

Regular: Pocahontas and the Strangers

chap. 10

chap. 11

chaps. 12–13

chap. 14

Advanced: The Corn Grows Ripe

chaps. 13–15

Advanced: A Lion to Guard Us

chaps. 1–4

chaps. 5–9

chaps. 10–14

Additional Subjects:

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)

**Psalm 8: 1–6**

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.

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 9** pp. 41–44

To Discuss After You Read

Q: What did Captain Henry Hudson try to discover? Why?
A: to discover a passage to the Pacific Ocean, across or near the North Pole, creating a western route to China and the Indies; this route would have been much shorter than a southern journey around the globe

Q: What did he call the river he discovered? What was remarkable about the river?
A: “The Great River”; with hardly any current, the tide moves up the river 150 miles

**Day 10** pp. 45–49

To Discuss After You Read

Q: Why did Hudson turn back when sailing the “Great River”?
A: the water was becoming too shallow, and he decided it didn't appear to be heading to the Pacific

Q: How was Captain Hudson greeted by Indians?
A: some were very friendly and generous, while his men fought several times with others

Q: Why did the Dutch take possession of the land on the Hudson?
A: they had heard of the rich fur trade of the area

Q: How did the English rename New Netherland and New Amsterdam?
A: New Netherland became New York; New Amsterdam became New York City

Timeline and Map Points

- Albany, New York (B6) (map 1)

North American Indians

**Day 11** pp. 5–17

Since the pages are not numbered, add numbers to the pages. Start with page 5 on the first page with text.

To Discuss After You Read

As each tribe is studied in the book, locate the tribe on the map located in the front of the book.

Q: How did Native Americans come to be called Indians?
A: Columbus called them “Indians,” since he thought he reached India

Q: How did the houses of various Indian peoples differ?
A: they used materials at hand and built houses to suit the weather

Q: Did all the Indian peoples eat the same food?
A: no, they ate what was available and grew crops that thrived in their area

Q: What was the main food of the Plains Indians? How did they use it?
A: buffalo; they made clothes, shoes, blankets, shields, and tepees out of the hides and weapons, tools, cups, and rattles out of the bones, horns and hoofs

**Day 12** pp. 18–32

To Discuss After You Read

Q: Why did the Pueblo Indians dance?
A: to encourage the gods to act on their behalf—bring rain, grow crops, cure sickness

Q: How did Indians who spoke different languages communicate?
A: they used sign language

Deaf people also use sign language to communicate.

Lap Book Kit: American History I

**Explorer Profiles – Pizzaro, De Soto**

Your student will finish the Explorer Profiles Activity this week. Have them cut out:
- the final profiles (Pizzaro and De Soto) from Explorer Profiles-2
- and two more booklets from Explorer Profiles-3

Then, have them follow the Lap Book instructions to finish the Explorer Profiles activity.
Section Three

Reading Assignments and Notes

Read-Alouds
Intro to American History, Year 1 of 2 | 4-Day | Section Three | Walk the World’s Rim | 43

Read-Alouds Weeks 1–4: Walk the World’s Rim

Day 1 Preface & Chapter 1

This book is based on a true story. Spanish explorers sailed from Cuba to Florida in 1527.

Cultural Literacy

Use the following words when reading, to enhance your children’s understanding of the story.

Franciscan: member of a Roman Catholic religious order. [preface]

Cheyenne and Avavares: North American tribes. [chap. 1]

teepee: an American Indian conical tent, usually consisting of animal skins spread over a frame. [chap. 1]

caravel: small 15th and 16th century sailing vessel. [chap. 1]

fiestas: the Spanish word that means party, feast or festival. [chap. 1]

bullfight: a Spanish, Portuguese, and Latin American spectacle in which a bull is ceremonially fought and usually killed in an arena by a matador assisted by picadors (those on horseback) and banderilleros (those who ‘plant’ the flags). [chap. 1]

appease: satisfy. [chap. 1]

malicious: marked by intent to do harm or evil. [chap. 1]

“three round moons away”: three months. [chap. 1]

Men-from-the-sun: With their fair skin and the fact that the Spaniards came from the East, Indians believed the white men came from the Sun, a god they worshiped. [chap. 1]

To Discuss After You Read

A man’s beard described as “the color of grass when there’d been no rain for many hot suns” is tan, light brown.

Q: Why did the Spanish come to the New Land? [preface]
A: to convert the heathen, to explore, and to find wealth

Q: Why did the Spaniards choose the role of medicine men? [preface]
A: through blessings and prayers many Indians were healed and this kept the Spaniards alive

Q: What was the downside of the medicine man role? [preface]
A: they were held captive for seven years

Q: What does Esteban dream of doing when he gets back to Mexico? [chap. 1]
A: he dreams of having so much food that he can waste the excess by throwing it to the dogs—the ultimate luxury

Q: What does Esteban mean when he says, “we sit here with our stomachs hugging our backbones”? [chap. 1]
A: through hunger they had wasted away to the point where their stomachs were shrunken

Q: Why does Chakoh’s father believe the tribe must stay where it is and not go off and learn new ways from other tribes? [chap. 1]
A: the gods gave us this; here we can be free

Q: Were the Indian tribes in that part of the world successful at survival? Defend your answer. [chap. 1]
A: no, half of the people of a tribe would die of starvation each year—they planted no crops, and had no domesticated animals—there were few game animals available—life was hard

Timeline and Map Points

Franciscan friars sail from Cuba to Florida, hoping to convert Indians (1527)

Pensacola (D5); Mississippi River (D5); Galveston, Texas (D4); Florida (E6); Rocky Mountains (C3) (map 2)
Cuba (D3); Mexico (D2) (map 3)

Day 2 Chapter 2

To Discuss After You Read

Discuss Cortez and the conquest of the Aztecs. You can use your favorite search engine to look up articles and videos that may be helpful. We recommend searching for the name, “Hernan Cortes.” There are good articles and videos from History.com.

When Esteban says, “by the beard of the Prophet,” he is referring to Mohammed. This oath demonstrates that Esteban is not Catholic like the Señors, but rather a Muslim.

Q: Is a priest the same as a medicine man?
A: they have similar roles in their various cultures, but serve very different gods

Q: Why does Chakoh reason the Señors’ God is so powerless to save His servants?
A: he reasons that the Señors’ God truly dwells in the church in Mexico and that his power doesn’t travel as far as the Señors had come

Q: What arguments does Chakoh use to go with the Señors to Mexico?
A: he wants to see the place of origin for his people, and seeks to learn of a god to help overcome the spirit of misfortune that plagues his village

Q: Why did the Señors decide to go north to get to Mexico which was south?
A: they wanted to avoid the cruel coastal tribes, and food promised to be more plentiful in the north
Q: What is Esteban's opinion of the Señor's God? Is he correct in this?
A: he believes that God, Allah, Earth Maker, and Spirit of Good Things were just different names for the same being; no, his understanding of a god of misfortune is not the same as the Christian God; and the Trinity differs from the Muslim God, Allah

Q: At first Esteban thinks Chakoh should stay with his own people; what changes his mind?
A: when he looks at the extreme poverty of the village, he figures it is in Chakoh's best interests to leave

Vocabulary
… but when they reached a campfire he would parch the leaves and crush them. (to toast; dry to extremity)

To Discuss After You Read
Q: How does Esteban describe the world?
A: it is round like a basket, and we are like ants that walk on the rim

Q: Why does Chakoh despise slaves?
A: they are men of no honor—rather than dying, they allowed their freedom to be taken—in a tribe where there is little else of worth, freedom must be guarded carefully

Q: How does Esteban believe a slave can receive honor?
A: by obeying his master, for that takes courage as well

In the animist faith, charms and sacrifices help control the spirits. Chakoh constantly seeks “good medicine” to better his life from the god of misfortune.

Q: How did Cabeza de Vaca decide the group could finally head south?
A: he thought the rivers were flowing to the Pacific and no longer the Gulf of Mexico—they were sure to be away from the coastal tribes—see map in front of book

Q: Why are the Buffalo People to be feared?
A: they tortured their own flesh to gain power over the buffalo, and their moods changed with the wind—they were not to be trusted

Cultural Literacy

Toledo blade: a finely tempered sword or knife blade made in Toledo, Spain.

To Discuss After You Read
Q: What food in plenty did the Buffalo People have?
A: dried meat, dried berries mixed with fat, and stew made of both, all produced from the buffalo

Q: Why are the Señors worried about staying with the Buffalo People?
A: the Buffalo People kept their distance, withheld friendship, and seemed to be waiting for an excuse to declare the strangers enemies

Q: What does Chakoh believe is the problem with Esteban’s plan?
A: the medicine man of the tribe had so much power and so much to lose that the Spaniards were in a different sort of danger

Vocabulary
Castillo had recovered his strength and though Dorantes grumbled and scowled incessantly, especially at Esteban, they rationed their food for a week’s travel. (continually)

Cultural Literacy
cornmeal: coarse flour made from ground corn.
pantomime: a drama played out primarily with motions of the body.
eluded: avoided slyly and adroitly.

To Discuss After You Read
Q: What does Esteban have of value to offer as a trade (requires the exchange of things of value)?
A: the gift of laughter that can make one a companion of kings

Esteban pantomimes a bull fight where a matador fights a bull—since a bull is similar to a buffalo, the Indians enjoyed the show.

Horses came to the Americas in the 16th century. They were brought by Spaniards.

A cactus that could be described as “weird-armed” is a Sanguaro cactus.

Q: Why are the Spaniards excited by the rattle?
A: it was fashioned from a gourd—they must be getting close to a farming group of Indians

Q: Why is “People of the Earth Medicine” a descriptive term for people who planted crops?
A: if you come from a culture with no seeds, the crops and life that come from a seed is a marvelous mystery

Cultural Literacy
seven golden cities of Antilia or Cibola: one of the myths that propelled Spaniards into the New World. For more information, we recommend using your favorite

search engine to look up the phrase, “seven golden cities of Cibola.”

**To Discuss After You Read**

A yucca fiber is a desert plant the Indians used to make rope, sandals, mats, and baskets.

The Viceroy’s task is to govern the new territories as the king’s representative and to supply the king with the wealth found in the New World.

Q: Why did Chakoh not want to leave the Pima village?
A: they were similar to his people but knew so much more

Q: Describe how Esteban acquires the new loincloth for Chakoh.
A: he creates a scarecrow to keep the birds from stealing seeds; it saved the boy’s work

Q: Why does Esteban want Chakoh to keep his turquoise stones for him?
A: Esteban doesn’t want the Spanish to know there is anything of value in the country, for gold and turquoise will change their hearts to greediness

Q: Why does Esteban want Chakoh to keep his turquoise stones for him?
A: Esteban doesn’t want the Spanish to know there is anything of value in the country, for gold and turquoise will change their hearts to greediness

Q: How did the Indians value turquoise? Enough to fight for?
A: they were a trading item—useful in trading for parrot feathers; no

Q: Why are the hair-faces considered evil?
A: they bring death and slavery, and they take everything they see

**Timeline and Map Points**

- Culiacán, Mexico (E2) (map 2)

**Chapter 7 pp. 81–90 (through second paragraph)**

**Cultural Literacy**

**Mercederian abbey**: an abbey founded by members of the Order of Our Lady of Mercy.

**Vespers**: evening prayers.

**To Discuss After You Read**

Fray Marcos with Pizarro as a conquistador, conquered, subdued, and lied to the Incan people in Peru; no great medicine as Chakoh thinks.

Q: Why does Brother Solano believe it is important to eat?
A: he is in charge of the kitchen and firmly believes that an empty stomach can keep one from successfully contemplating God’s word

Q: Why does Chakoh believe the rosary was the key to successful planting of crops?
A: the crops must have medicine to grow—and Brother

**Solano said everything in the garden belonged to God**

Q: Who was building the new cathedral and what materials were they using?
A: conquered Aztec slaves were using blocks from their old temple to build the new cathedral

Q: Why did Chakoh not acquire more Catholic teaching than he did?
A: it was so different than what he was used to, it would drain from his mind soon after he had heard it

**Chapter 7 pp. 90–96**

**Cultural Literacy**

**Coronado**: a Spanish conquistador and explorer.

**Cortez**: a Spanish conquistador and conqueror of the Aztec nation (Mexico).

**Catclaw**: prickly shrubs.

**To Discuss After You Read**

Q: Describe how Chakoh’s life changed when he took the ceremony that gave him the name Juan.
A: he had a room with furniture, regular meals, regular worship services, times of instruction, but no family or friends

**Chapter 8 pp. 97–104 (through second paragraph)**

**Cultural Literacy**

**Montezuma**: Montezuma II was the Aztec emperor who died during Cortez’s conquest of the Aztecs.

**Menacing**: showing intention to harm; threatening.

**Placid**: quiet; tranquil.

**To Discuss After You Read**

Q: Is Esteban impressed with what Chakoh has learned?
A: Esteban believes Chakoh could have learned much more practical things, such as life skills from the Buffalo People

Q: What does Chakoh discover about the beggars in the midst of the riches of Mexico?
A: there are many of them, and they don’t know the secret of hunting in Mexico; or how to acquire what they need

**Chapter 8 pp. 104–113**

**To Discuss After You Read**

Q: Where do the slaves the Spanish acquire come from?
A: the conquered Aztecs and surrounding Indian villages

3. Ibid.
4. Ibid.
Q: Why does Chakoh have a hard time believing Esteban was a slave?
A: he has been wise, courageous, and honorable—and no slave held those descriptions

Q: Why does the Viceroy send two priests and a boy to find Cíbola?
A: he doesn’t want to empty the King’s treasury chasing mirages—then he will send Coronado and an army

Q: Why does Chakoh have a hard time believing Esteban was a slave?
A: he has been wise, courageous, and honorable—and no slave held those descriptions

Q: Why does the Viceroy send two priests and a boy to find Cíbola?
A: he doesn’t want to empty the King’s treasury chasing mirages—then he will send Coronado and an army

Cultural Literacy

mimicry: imitation.
causeway: a raised road across marshland or water.

To Discuss After You Read

Q: Why did the Spaniards capture slaves? Do you think these are valid and/or true reasons?
A: they revolted against the King’s command, some refused to give up their pagan gods and claim Christianity, and the slave raiders broke the law and collected slaves

Q: How did Esteban become a slave?
A: his exceedingly poor parents sold him to save the rest of their children

Q: How does Esteban view Spanish food?
A: as bait for a trap, just as all traps use food for bait

Q: How does Esteban maintain his honor and his freedom?
A: he leads the priests to Cíbola, he goes ahead of the priests to make sure they are well cared for in the Indian villages; once the trip is done, he plans to take his freedom that was promised to him earlier

Q: Why does Esteban not want Chakoh in Mexico?
A: he doesn’t believe the Spanish would be right for, or good to, Chakoh; Esteban also worries that Chakoh will starve since he has nothing the Spanish want

Q: What does Esteban believe the Spanish can teach?
A: fancy manners, fake behavior done to manipulate, and how to lie or be a traitor to your friends

Q: Why does Esteban not want Chakoh in Mexico?
A: he doesn’t believe the Spanish would be right for, or good to, Chakoh; Esteban also worries that Chakoh will starve since he has nothing the Spanish want

To Discuss After You Read

Q: Why does Esteban maintain his honor and his freedom?
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Cultural Literacy

pueblo: the communal dwelling of an Indian village of the southwestern United States.
mesa: an isolated hill or mountain with steeply sloping sides.
cavorted: jump or dance around.

Vocabulary

With his ready laugh and a few bantering words Esteban had even the idlers hurrying for firewood and filling water gourds. (playfully teasing)

To Discuss After You Read

Q: Why was the reaction of the Cíbola Indians so surprising? [chap. 12]
A: Esteban has been well received by all Indians thus far—to be taken prisoner was a shock

Q: Why are the Indians angry? [chap. 13]
A: because of the slave traders who steal Indians

Q: Why is Mexico a sad place for Chakoh? [chap. 13]
A: there are many people but not one of them is a friend; he worries about the soul of Esteban—who will mourn him and light a funeral pyre and chant the death song?

Q: Why does Chakoh decide to leave Mexico? [chap. 13]
A: there is nothing for him to do there—in his village he can be headman hunter and a warrior, and if he brings seeds, there will be no more hunger

Timeline and Map Points

† Esteban's wanderings (1528–1536) (see map in book)
Section Three

Reading Assignments and Notes

Readers
Note: We have included notes for both Regular and Advanced books, within this section. You will find the Readers’ notes arranged alphabetically, and also, broken down into small sub-divisions (chapters).

If you are using the Regular program, you can simply skip the Advanced Reader notes. If you are using the Advanced Reader program, you will use all of the notes included. Stick with the reading progression according to the schedule, and find your notes within the chapter blocks.

ADV.

Day 38 Chapter 1

Overview

When Jonathan’s mother realizes she has no pot big enough to make stew for twenty-three people, she sends Jonathan over Hemlock Mountain to fetch an iron pot from his aunt. Jonathan fears there might be bears on the mountain, so he plans to get home before dark. Unfortunately, Jonathan falls asleep at his aunt’s house, and then forgets the pot but goes back and gets it, so dark falls as he crosses the mountain. There are bears on Hemlock Mountain, so Jonathan digs a hole in the snow and puts the big pot over himself. His father comes to the rescue and Jonathan brings home the pot.

To Discuss After You Read

Q: What does Jonathan’s mother wish sometimes?
A: that she had a few less guests or that they were not quite so hungry

ADV.

Day 38 Chapter 2

To Discuss After You Read

Q: Why does Jonathan like his Uncle James?
A: he is close to Jonathan in age and sees and hears the world with great awareness

ADV.

Day 38 Chapter 3

To Discuss After You Read

Q: Why must Jonathan go over the mountain?
A: to fetch a big pot so Mother can make stew for twenty three people
Q: What is Jonathan’s fear? Is this reasonable?
A: there might be bears on Hemlock Mountain; no, for no one has seen bears

ADV.

Day 38 Chapter 4

To Discuss After You Read

Q: Why does Jonathan feed the small birds and animals?
A: it gives him joy and they help him feel less lonely

ADV.

Day 38 Chapter 5

To Discuss After You Read

Q: Why must Jonathan go over the mountain?
A: to fetch a big pot so Mother can make stew for twenty three people

ADV.

Day 39 Chapter 6

To Discuss After You Read

Q: Why does Jonathan fear the spring weather?
A: he doesn’t want the bears to wake up

ADV.

Day 39 Chapter 7

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

ADV.

Day 39 Chapter 8

To Discuss After You Read

Q: How does Jonathan hide from the bears?
A: he digs a hole in the snow and pulls the pot over himself

ADV.

Day 39 Chapter 9

To Discuss After You Read

Q: Who comes to get Jonathan?
A: his father and some other uncles

ADV.

Day 39 Chapter 10

To Discuss After You Read

Q: How does Jonathan prove the bears exist?
A: he shows his relatives the bears’ footprints in the snow
**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

† Mayans (AD 250–900)

**Chapter 2-3**

**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.

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

**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

**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

**Chapter 6-7**

**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

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

**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

**Chapter 9-10**

**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

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
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: 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

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)
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?
A: 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

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

Timeline and Map Points
- Jamestown (C7) (map 2)

Note: There are no notes for chapters 2, 3, and 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

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

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

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”?

Note: There are no notes for chapter 7—just read and enjoy!

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

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

Note: There are no notes for chapter 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: 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 notes for chapter 11—just read and enjoy!
To Discuss After You Read

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

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

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

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

Timeline and Map Points

- Bermuda (D3) (map 3)

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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.”8

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.”9

— John Holzmann

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)

To Discuss After You Read
Q: Why does Hapiss 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

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

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

Q: Why would Powhatan kill his captive Captain John Smith?
A: without a leader it is easier to drive away the others

To Discuss After You Read
Q: Why wouldn’t the palefaces trade a gun?
A: guns kept the palefaces safe

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

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

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

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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

To Discuss After You Read

Q: Pocahantas 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

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

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

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

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

To Discuss After You Read

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

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

To Discuss After You Read

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

To Discuss After You Read

Q: What happened to Captain John Smith?
A: in a fire, he had a hole burned in his side

To Discuss After You Read

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

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)
To Discuss After You Read

Chapter 21

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.

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

Chapter 23

Q: What is Rolfe's popular crop in London?
A: Tobacco

Chapter 24

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)

Chapter 25

Q: Why is Pocahontas angry with Captain John Smith?
A: He left her and forgot her even though she cared so deeply for him.
Section Four

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<td>13</td>
<td>Philippians 4:6-7</td>
<td>Cree</td>
<td>How the Ocean Tied Some Americans to England; How the Ocean Led Others Out to the World</td>
<td>Gloucester, MA; Salem, MA; Russia; Africa; Zanzibar; Hawaii; British Columbia; Pacific Ocean; Caribbean; St. Petersburg, Russia; Austria; Salzburg, Austria; Germany; Fal-mouth, England; Newport, MA; Ipswich, MA; New Hampshire; Quincy, MA; New Bedford, MA; Vineyard Haven, MA; Nantucket, MA; Massachusetts Bay; Louisiana; Mississippi River; Appalachian Mountains; Canada</td>
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<td>14</td>
<td>John 1:1</td>
<td>Iroquois</td>
<td>A Clash of Empires; The British Take a Collision Course; Creating a New Nation: 1763-1800; Road to Rebellion</td>
<td>Nova Scotia; Boston Harbor; Lexington; Concord; Yorktown; Kentucky; Tennessee; Charleston; Lake Champlain; San Lorenzo; Vermont; Stow; Medford; Sudbury; Virginia; Framingham; Connecticut; Lincoln, MA; Menotomy; Acton; Roxbury; Worcester; Plymouth; New York (Reg); Germany (Adv.); Holland (Adv.); German Town (Philadelphia), Pennsylvania (Adv.)</td>
<td>Paul Revere</td>
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<tr>
<td>15</td>
<td>John 1:1-2</td>
<td>Oneida</td>
<td>From Protest to War; Americans Declare Their Independence</td>
<td>Milton; New York (Adv.)</td>
<td>Thomas Jefferson; Charles Cornwallis; George Washington; King George II; Sam Adams</td>
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<tr>
<td>16</td>
<td>John 1:1-3</td>
<td>Huron &amp; Ottawa</td>
<td>Paul Revere; Declaring Independence</td>
<td>Delaware River; Paris; Portsmouth; Worcester; Concord; Lexington</td>
<td>Paul Revere; George Washington; Benedict Arnold; General Lafayette; George Washington; Nathan Hale</td>
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<td>17</td>
<td>John 1:1-4</td>
<td>Potawatomi</td>
<td>Dark Days of War; The Road to Yorktown</td>
<td>Marietta; Ohio; Michigan; Indiana; Illinois; Saratoga; Trenton; Valley Forge; Savannah; Yorktown; Charleston; Cambridge; Woburn, MA; Menotomy, MA; Helena, Montana (Reg.); Glacier National Park (Reg.); Great Falls, Montana (Reg.); Missouri River (Reg.); Gettysburg (Adv.); Allegheny Mountains (Adv.)</td>
<td>Rufus Putman; George Washington; George Rogers Clark</td>
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<tr>
<td>18</td>
<td>Proverbs 27:17</td>
<td>Miami &amp; Shawnee</td>
<td>Why the British Lost the War; The Confederation Era</td>
<td>Paris; Long Island; Cumberland Gap; Missouri; Northwest Territory; Brooklyn Heights; Hudson River; New Jersey; Pennsylvania</td>
<td>General Howe; George Washington</td>
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<tr>
<td>19</td>
<td>James 4:17</td>
<td>Cherokee</td>
<td>The Confederation Era; New States or a New Nation?</td>
<td>Missouri; Annapolis, Maryland; France; Rhode Island; London; Staten Island; New York Bay; Scotland; Long Island; Perth Amboy; Helena, Montana (Adv.); Glacier National Park (Adv.); Great Falls, Montana (Adv.); Missouri River (Adv.)</td>
<td>Daniel Boone</td>
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<td>20</td>
<td>Proverbs 16:7</td>
<td>Chickasaw</td>
<td>The Constitution</td>
<td>Philadelphia; Princeton; Morristown; Salem; Danvers; Beverly</td>
<td>Alexander Hamilton; Nathaniel Bowditch</td>
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<tr>
<td>21</td>
<td>Poem</td>
<td>Osage</td>
<td>The Constitution</td>
<td>Russia; Bombay; Calcutta; France; Spain</td>
<td>James Madison; Nathaniel Bowditch</td>
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<tr>
<td>22</td>
<td>Poem</td>
<td>Crow</td>
<td>The Constitution</td>
<td>Cape of Good Hope; Isle of Bourbon; Baltic Sea; Warren, New Hampshire (Adv.)</td>
<td>Sarah Whitcher (Adv.); Nathaniel Bowditch</td>
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<tr>
<td>23</td>
<td>Poem</td>
<td>Sioux</td>
<td>America Grows: 1800-1850</td>
<td>San Francisco; Richmond; Rocky Mountains; Liverpool; Potomac River; Texas; Appalachian Mountains; Oklahoma; Mexico; New Orleans; Manila; India; Sunda Strait; Funchal; Madeira Islands; Machico; Lisbon; Portugal; Tagus River; Ireland; Naugus Head; Luzon; Java; Sumatra; Block Island; Baker’s Island; Nantucket; Cape Ann; Cadiz; Mediterranean Sea; Alicante; Warren, New Hampshire (Reg.)</td>
<td>Sarah Whitcher; Thomas Jefferson; George Washington; Nathaniel Bowditch</td>
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<td>24</td>
<td>Poem</td>
<td>Blackfeet</td>
<td>America Grows: 1800-1850; American Ways of Growing; The Add-a-State Plan; The Federalist Years; Jefferson and The West</td>
<td>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; Rocky Mountains; Gulf of Mexico; Batavia</td>
<td>LaSalle; Nathaniel Bowditch; Captain Grey; Naya Nuki (Adv.)</td>
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<td>25</td>
<td>Poem</td>
<td>Cheyenne</td>
<td>The Lewis and Clark Expedition</td>
<td>St. Louis; Missouri River; Sumatra; Cape-town; Susu Bay; Pulu Coya; Isle of Bourbon; Isle of France; Madagascar; Randolph, Vermont; Springfield, Massachusetts; Connecticut; Chicopee, Massachusetts</td>
<td>Nathaniel Bowditch; Justin Morgan; Thomas Jefferson; Lewis and Clark</td>
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<tr>
<td>26</td>
<td>Poem</td>
<td>Pawnee</td>
<td>The Lewis and Clark Expedition</td>
<td>Fort Mandan; Rocky Mountains; Continental Divide; Mount Pisgah; Vermont</td>
<td>Justin Morgan; Lewis and Clark; Sacagawea</td>
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<td>27</td>
<td>1 Samuel 17: 45–46</td>
<td>Paiute &amp; Ute</td>
<td>The Lewis and Clark Expedition</td>
<td>Columbia River; Oregon; Washington; Rutland, Vermont; Lake Champlain; Montreal; Plattsburgh, New York; Lancaster, Pennsylvania (Reg. &amp; Adv.)</td>
<td>Justin Morgan; Lewis and Clark; Sacagawea; Robert Fulton</td>
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<td>28</td>
<td>1 Samuel 17:45-47</td>
<td>Pueblo</td>
<td>The Lewis and Clark Expedition; War of 1812</td>
<td>Baltimore, Maryland; Michigan; Indiana; Belgium</td>
<td>Sacagawea; Lewis and Clark; James Madison; Robert Fulton; Adoniram Judson</td>
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<td>29</td>
<td>John 8:12</td>
<td>Apache</td>
<td>America's Leading Import: People; Instant Cities</td>
<td>Erie Canal; Buffalo; Albany; Lake Erie; Ireland; Greece; Italy; Belgium; Dublin; Hudson River; Rochester; Seattle, WA; Portland, OR; San Francisco, CA; Los Angeles, CA; Houston, TX; Galveston, TX; Mobile, AL; Memphis, TN; Omaha, NE; Kansas City, MO; Des Moines, IA; Davenport, IA; Minneapolis and St. Paul, MN; Chicago, IL.; St. Louis, MO; Detroit, MI; Toledo, OH; Cincinnati, OH; Cleveland, OH; Pittsburgh, PA; Denver, CO; Nebraska; Milwaukee, WI; Africa; Asia; Rhine River; Le Havre; Switzerland; Salem, Massachusetts; Orissa; Bay of Bengal; Calcutta; Serampore; Isle of France; Ceylon; Penang; Straits of Malacca; Madras; Rangoon, Burma; Ava; Amara pura; Irrawaddy River</td>
<td>William Harry Harrison; Adoniram Judson; Robert Fulton</td>
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<tr>
<td>30</td>
<td>Romans 1:16</td>
<td>Navajo</td>
<td>Shaping a New Nation; Every Man His Own Carpenter; Thinking Like Americans; American Know-how</td>
<td>Washington D.C.; Aspen; Central City; Kansas; Iowa; Texas; California; Denver; Pacific Ocean; Panama; Cape Horn; China; South America; Louisiana; Savannah; Egypt; Syria; India; United States; Milan; Swiss Alps; New Haven; Chittagong; Masulipatnam</td>
<td>Napoleon Bonaparte; Eli Whitney; Adoniram Judson; Robert Fulton (Reg.)</td>
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<td>31</td>
<td>Psalm 42:1-2</td>
<td>California Indians</td>
<td>1820-1850: The Age of Reform</td>
<td>Savannah, GA; Erie Canal; Buffalo; Lake Erie; Wisconsin; Alabama; Missouri River; Kyak-kami; Minnesota</td>
<td>Eli Whitney; Adoniram Judson; Robert Fulton (Reg.)</td>
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<td>32</td>
<td>Psalm 42:1-4</td>
<td>Shoshone</td>
<td>Do-it-Yourself Doctors</td>
<td>New York; London; Oxford; Cambridge; Seneca Falls; Sweden; Germany; Lake Superior; Lake Michigan; St. Louis; Michigan (Reg. &amp; Adv.); Illinois (Reg. &amp; Adv.)</td>
<td>Dr. Alexander Garden; Dr. William Beaumont; Harriet Tubman</td>
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<td>33</td>
<td>Psalm 42:1-6</td>
<td>Nez Perce</td>
<td>Blazing Trails; Wagon-Towns Move West</td>
<td>Kansas; Sante Fe, NM; Independence, MO; California; Snake River; Arkansas River; Jamestown, VA; Nebraska; Wyoming; Rocky Mountains; Chicago, IL.; Cincinnati, OH; Denver, CO; Council Grove, KS; Platte River; Sutter’s Fort; Sierra Nevada Mountains; Sweden; Denmark; Norway; Germany; Maine (Adv.)</td>
<td>Samuel Morse</td>
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<td>34</td>
<td>Psalm 42:1-8</td>
<td>Northwest Coastal Indians</td>
<td>Texas joins the Union; Steam-powered Engines</td>
<td>California; Oregon; Utah; Salt Lake City; Texas; Ohio River; Truckee River; Carson River; Council Bluffs, IA; Sacramento, CA; Promontory Summit, UT; San Francisco Bay; Doubs River; Des Moines, IA; Montrose River; New Orleans, LA; Prairie du Chien, WI; Scotland</td>
<td>Sam Houston; John Bloomfield Jervis</td>
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<td>35</td>
<td>Psalm 42:1-10</td>
<td>Chipewyan</td>
<td>Haste Makes Democracy; Political Parties for All</td>
<td>Baltimore, MD; Harrisburg, PA; Nashville, TN; Ontario, Canada; Allegheny (Pittsburgh); Mexico; Maine (Reg.)</td>
<td>Andrew Jackson; William Henry Harrison</td>
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<td>36</td>
<td>Psalm 42:1-11</td>
<td>Hawaiians</td>
<td>Manifest Destiny; Andrew Jackson</td>
<td>Buena Vista, California; Texas; Oregon; Mexico; Puerto Rico; Guam; U.S. Virgin Islands; Northern Mariana Islands; Missouri River; Jackson, Wyoming (Adv.)</td>
<td>Andrew Jackson</td>
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Expanding American History
Grades: Kindergarten - 1st Grade, K-6

Young adventurers: Discover America’s history.
The History & Bible / Literature program Sonlight has been waiting for. Sonlight’s
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key events of American history.
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authentic, real-life stories. Your students
will laugh, learn, and be inspired to
read, write, and think for themselves.

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