

D+E INTRO TO AMERICAN HISTORY

One Year Condensed



FUN FACT

Daniel Freeman filed the first claim of the Homestead Act in Beatrice, NE on Jan. 1, 1863.



Monument Valley Navajo Tribal Park
Arizona



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

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

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

SONLIGHT'S "SECRET" COMES DOWN TO THIS:

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

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

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

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

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

Blessings!

Sarita Holzmann,
Co-founder and president
of Sonlight Curriculum

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History Bible Literature

Intro to American History, One Year Condensed

By the Sonlight Team

*“The fear of the Lord is the beginning of knowledge,
But fools despise wisdom and instruction.”*

Proverbs 1:7 (NKJV)

Sonlight Curriculum® “Intro to American History, One Year Condensed”
Instructor’s Guide, Thirtieth Edition

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“Do to others what you would have them do to you”
(Matthew 7:12).

“The worker is worth his keep” (Matthew 10:10).

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INSTRUCTOR'S GUIDES HISTORY / BIBLE / LITERATURE

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Get a three-week sample of any Sonlight Instructor's Guide—FREE!
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Unique to the History / Bible / Literature (HBL) Instructor's Guide:

1 BIBLE

Sonlight's curriculum reflects a Christian worldview and you'll find references to Scripture and Biblical ideas throughout your studies. The goal is to help you and your children read, memorize and talk about Scripture so that God's word becomes woven into the fabric of your lives.

2 DISCUSSION QUESTIONS

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

3 NOTES

Extensive teaching notes help you instruct your students with excellence, and ensure that they grasp key concepts. Notes provide counterbalancing arguments, clarification, further explanations, and commentary.

The IG notes also offer warnings about specific books or difficult content, so you can discuss important issues—such as racism and poverty—with thoughtfulness.

4 TEACHING TIPS

See the rationale and educational philosophy behind Sonlight's methods and activities. Each IG includes detailed teaching tips, explains assignments, provides extra information about important topics and provides support to discuss difficult content. With Sonlight's IG's you'll get the most from the materials so you can teach with confidence!

Level A: History/Bible/Literature
Days 101–105: Date: _____ to _____

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

Week 21

Date:	Day 101	Day 102	Day 103	Day 104	Day 105
BIBLE	Egermeier's Bible Story Book pp. 298–300 pp. 301–302 pp. 302–304 pp. 304–308 pp. 309–312 Memorization U: Unto us a child is born, unto us a son is given: and the government shall be upon his shoulder: and his name shall be called Wonderful, Counselor, the Mighty God, the Everlasting Father, the Prince of Peace. (Isaiah 9:6–7) (You will memorize this passage this week and next.) Sing the Word: From A to Z "Unto Us a Child is Born"—Track 21. Listen to this track the entire week.				
HISTORY & GEOGRAPHY	The Usborne Book of Living Long Ago pp. 46–48 pp. 70–72 The Usborne Internet-Linked Children's Encyclopedia pp. 154–155 pp. 156–157 pp. 158–159				
READ-ALOUDS	Twenty and Ten chap. 1 f ☞ chaps. 2–3 chap. 4 pp. 39–48 (to last para.) ☞ chap. 4 pp. 48–61 chap. 5 The Llama Who Had No Pajama p. 41 The Arnold Lobel Book of Mother Goose pp. 96–97 pp. 98–99 pp. 100–101				
MISCELLANEOUS	Developmental Activity Make a puppet. Field Trip/Practical Life Skills				
Additional Subjects:					

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Egermeier's Bible Story Book Day 105 pp. 309–312

Day 103 pp. 302–304

Timeline and Map Points
† **Jeremiah (ca. 627 BC)**

Day 104 pp. 304–308

Timeline and Map Points
† **Babylonian captivity (ca. 605–537 BC)**

The Usborne Book of Living Long Ago Day 101 pp. 46–48

To Discuss After You Read
Q: What is the favorite feature of your home? Is there a convenience you are thankful for? [p. 46]

Parental Notes

Intro to the World: Cultures | Section Two | Week 21 | 45

5 TIMELINE & MAP ACTIVITIES

Put your learning in chronological and geographical context. Timeline activities tell you when to add people, events, and dates to your *Timeline Book*. Map activities help you plot the places you visit in your reading. Your kids will plot points on their *Markable Map* and you have all the answers in the included map key.

6 HANDS-ON ACTIVITIES

In the younger years, you'll find optional hands-on activities designed to deepen your students' understanding of history and offer concrete evidence of learning.

7 VOCABULARY AND CULTURAL LITERACY NOTES

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

8 AN EASY RECORD-KEEPING SYSTEM

With space to record completion dates, your student's initials, extra notes and even extra subjects—all your records will be in one place for reporting.

9 FLEXIBLE FORMAT

Because many families end up ahead or behind in a subject—at least occasionally—the IGs are structured for maximum flexibility. The IG is a guide, not a taskmaster. As you become comfortable teaching your children, you can skip or alter assignments to fit your family's unique needs. ☀️

4

Bible Reading

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

Memorization (Bible)

All Psalm 42:1-6

Continue to memorize Psalm 42.

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

The Beginner's American History

161 pp. 200-205

Cultural Literacy

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

To Discuss After You Read

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

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

For another perspective on Ancient Egypt, read about Moses' adventures there in Exodus in the Bible.

Did you know that Egyptian pharaohs are mentioned several times in the Bible? See, for instance, Genesis 12, 40-42, 45-47, 50, and many other examples in Exodus and elsewhere.

- Q: Mummified bodies exist to this day. Do you find it reasonable that people would save dried out bodies to live in again? The Bible tells us we will have new bodies in heaven. (1 Cor. 15)

Timeline and Map Points

📍 Egypt (D7) (map 1)

Optional: Hands-On History: World Cultures

We have scheduled the activities in the World Cultures History Project Kit to be used with Sonlight's History / Bible / Lit A—Intro to the World: Cultures program. Please note that some activities may be spread out over a few days (or the whole week!) if that works better for you and your child.

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Timeline and Map Points

📍 New York (D3) (map 5)

165 pp. 228-232

To Discuss After You Read

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

Landmark History of the Amer. People, Vol. 1

162 Chapter 19 pp. 134-136

Cultural Literacy

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

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

To Discuss After You Read

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

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

Timeline and Map Points

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

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

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3

5

6

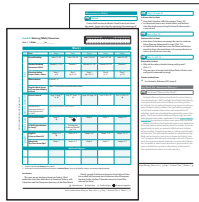
WHERE WILL YOUR SONLIGHT STUDIES TAKE YOU?

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

Quick Start Guide—History/Bible/Literature

The Sonlight Instructor's Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your children get the most out of the subjects covered. Subjects are interwoven to avoid redundancy and to get the most out of your day.

This IG includes an entire 36-week schedule, notes, assignments, readings, and other educational activities. Sonlight's unique literature-based approach to learning promotes an enjoyable learning experience that will keep your children asking for "just one more chapter, please." What helpful features can you expect from the IG?

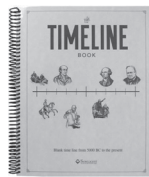


Easy to use

Schedule pages are laid out so a quick glance will tell you exactly what to do each day. Check off each assignment as you go to create instant records. Bible and History notes follow directly behind the schedule page. Reader and Read-Aloud notes are located in **Section Three** to allow an adjustable reading pace for your children.

Colorful Maps

Colorful maps, which double as bookmarks, will help you easily find relevant map locations. You will find the coordinates and the location name in your notes.



Timeline

Sonlight's timeline book becomes a visual compilation of the history you are studying. Color and add the stickers of significant people and events when indicated by the notes to give chronological context to history.

To Discuss After You Read

Need help checking your student's comprehension? Discussion questions are already created for you so you can have some great conversations that also let you see how much your student is learning.

Pedro's Journal
Aug. 3–Aug. 7
Marco Polo served Kublai Khan in China, not India.

To Discuss After You Read
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]

48 Chapters 3–6

Cultural Literacy

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

Vocabulary

Built into the reading notes of each guide, vocabulary sections identify unfamiliar words (Cultural Literacy) along with general vocabulary words to aid and grow comprehension.

Notes

When relevant, you'll find notes about specific books to help you know why we've selected a particular resource and what we hope children will learn from reading it. Keep an eye on these notes to also provide you with insights on more difficult concepts or content (look for "Note to Mom or Dad").

13 pp. 8–11

To Discuss After You Read

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



Instructor's Guide Resources and New User Information

Don't forget to familiarize yourself with some of the great helps you get when purchasing a guide from Sonlight. In the **My Downloads** section of your Sonlight Account, you will find New User Information, extra schedule pages, field trip planning sheets and so much more. An overview of topics covered is located in **Section Four** of the guide.

Section Two

Schedule and Notes

Level D+E: History/Bible/Literature

Days 1–5: Date: _____ to _____

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

Week 1						
Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
BIBLE	Starting Strong ²	"One of a Kind" pp. 7–11 & chap. 1 (Read this assignment throughout the entire week.)				
	Student Reading ²	Luke 5:1–11	Matthew 4:18–22	Mark 1:14–20	John 1:35–51	John 6:35–69
	Parent Reading ²	Matthew 1	Matthew 2	Matthew 3	Matthew 4	Matthew 5:1–26
	American Indian Prayer Guide—Maya ²	Day 1 p. 9	Day 2 pp. 9–10	Day 3 pp. 10–11	Day 4 p. 11	Day 5 p. 12
	Memorization ¹	Matthew 28:19–20—Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age. ¹				
	Sing the Word: The Heavens Declare ²	Track 5 Listen to this track the entire week.				
HISTORY & GEOGRAPHY	Pedro's Journal ²	Aug. 3–Sept. 3 📍 🌐	Sept. 9–Sept. 26	Sept. 30–Oct. 11 🌐	Oct. 12–Nov. 6	Nov. 19–Dec. 25
	We Sing America ²	"The Stars and Stripes Forever" p. 12 (Listen to the track throughout the entire week.)				
READ-ALOUDS	Walk the World's Rim ³	Preface & chap. 1 🕒 🌐	chap. 2	chap. 3	chap. 4	chap. 5
	How to Eat a Poem ⁴		p. 1		p. 2	
READERS	Om-kas-toe ³	chap. 1 🕒	chap. 2	chap. 3 🌐	chap. 4 🌐	chap. 5
Additional Subjects:						

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1. We cite the NAS/KJV/NIV versions in our schedule table for your convenience, since it correlates to the version used in *Sing the Word*. However, if you would prefer to have your children memorize from another version of the Bible that your family uses more frequently, please feel free to do so.
2. See the notes for the **Bible** and **History** titles on the following pages.
3. Find notes for the Read-Alouds and Readers in **Section Three**.
4. There are no notes for this title in **Section Three**. Simply read and enjoy!

“How to” Quick Start Information

Record Keeping

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

Vocabulary & Cultural Literacy

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

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



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

To Discuss After You Read

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

Timeline


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

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

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

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

Map Points

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

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

Further information and useful documents

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

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

American Indian Prayer Guide

Day 1	“Maya”, p. 9
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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.

Bible Reading

Our goal by scheduling daily student readings in the Bible is to encourage the good discipline of a daily quiet time. We trust that as you, the student, get used to reading daily, you will build this good habit in your life.

Parents Note: When the schedule says “Parent Reading,” our desire is that you will read the scheduled passages together with your children. Read the Bible passage first and then your other Read-Alouds. Enjoy getting to know this great story!

Students: This week you’ll meet Peter, a fisherman called by Jesus, in *Starting Strong*, “One of a Kind” you’ll also read about Jesus, calling other disciples, and how Christ is the “bread of life.”

Parents: We schedule Gospel readings each year to help families grow in the knowledge and love of Jesus and his story. As you and your children make your way through the Gospel of Matthew, we’ll offer insights here and there, emphasizing some of its many prophetic insights. Many scholars believe Matthew’s intention is to reach a primarily Jewish audience. Matthew quotes or alludes to the

Old Testament more than any other Gospel writer. As a result, Matthew underscores what are known as messianic prophecies. These are passages in the Old Testament that anticipate the coming Messiah (Christ in the Greek).

Messianic prophecies are not always overt. In fact, in reading the Old Testament you won't find passages that read along the lines of, "Pay attention, here comes an important messianic prophecy!" This doesn't mean, however, that Old Testament prophecies of the coming Messiah are so vague that we can't apply them sensibly. Some scholars believe there are some 300 or more Old Testament prophecies about Christ.

If you want to learn more about the messianic prophecies we recommend the book *Answering Jewish Objections to Jesus: Volume 3: Messianic Prophecy Objections* by Michael L. Brown (Baker Books, 2003). In particular, his appendix lists seven important points in reference to messianic prophecies. You may also be interested in material on Bible prophecies in general in *The New Evidence That Demands a Verdict* by Josh McDowell and a chapter in *20 Compelling Evidences That God Exists* by Kenneth Boa and Robert Bowman.

Parents: In Matthew 1 you and your children will read the genealogy of Jesus. To modern readers, this hardly seems like the most exciting way to begin a book! But to a primarily Jewish audience, knowing the lineage of Christ is key to accepting him as the Messiah. Some critics point out that Matthew and Luke have significant differences in their genealogies. A reasonable explanation shows that Matthew traces the lineage of Jesus through Joseph, while Luke emphasizes the line of Mary. The important point is that Matthew highlights the Davidic lineage of Christ.

Note Matthew 1:22-23, especially the key words, "All this took place to fulfill ..." Matthew then goes on to reference Isaiah 7:14: "The virgin will be with child and will give birth to a son, and they will call him Immanuel" (NIV). Christians see the Isaiah passage as a clear prophecy of the anticipated virgin birth of Christ, while critics claim that in context the passage has nothing to do with Jesus. Some argue that the word translated "virgin" in the Isaiah passage can actually mean "young woman," so there's clearly no prophecy of Christ here. However, in context "virgin" in the passage makes more sense, otherwise there's nothing really extraordinary about a young woman being pregnant by normal means, right? In context, Isaiah is underscoring "a supernatural event of great importance to the house of David, apparently the birth of a royal child" (Brown, 4.3, p. 17). Consequently, it's not a stretch to apply Isaiah 7:14 to Christ's miraculous birth.

Parents: In your reading of Matthew 2, look for messianic references in 2:15, 2:17-18, and 2:23. In 2:15 Matthew writes about Joseph and Mary fleeing with Jesus to Egypt: "And so was fulfilled what the Lord had said through the prophet: 'Out of Egypt I called my son.'" This refers to Hosea 11:1. In context, the Hosea passage is about God

guiding Israel out of Egypt during the time of Moses. Matthew appears to interpret and apply the history of Israel, broadly, to fulfillment in the life of Christ. Is this a stretch? Critics would say it is. Christians claim that Matthew, under divine inspiration, applied Hosea 11:1 correctly, thus underscoring Israel as a "type" of Christ in the Old Testament, anticipating his arrival.

Matthew 2:17-18 is another passage to pay attention to in reference to messianic prophecy: "Then was fulfilled what was spoken by the prophet Jeremiah: 'A voice was heard in Ramah, weeping and loud lamentation, Rachel weeping for her children; she refused to be comforted, because they are no more'" (ESV). The passage Matthew cites is Jeremiah 31:15. *The ESV Study Bible* comments: "Jeremiah used personification to describe the mothers of Israel (Rachel) mourning for their children who had been removed from the land and carried off into exile, leaving Israel no longer a nation and considered dead ... Like the exile, the attempt on Jesus' life was intended to wipe out the chosen one of God."

Parents: In Matthew 2:23 we read, "And he [Jesus] went and lived in a city called Nazareth, so that what was spoken by the prophets might be fulfilled, that he would be called a Nazarene" (ESV). Here's a case where Matthew doesn't appear to have any specific or single Old Testament verse in mind, but "a general theme in the OT [Old Testament] prophets [note the plural] held people of Nazareth in contempt ... Thus Matthew is saying that the OT prophets foretold that the Messiah would be despised (see Ps. 22:6; Isa. 49:7; 53:3; cf. Dan. 9:26), comparable to the way in which the town of Nazareth was despised in the time of Jesus" (ESV Study Bible). Other interpreters note that "Nazareth" sounds like the Hebrew word for "branch" (*naser*), which also served as a title or designation for the Messiah (see, for instance, Zechariah 3:8).

Parents: Matthew 4:13-16 offers another prophetic glimpse, this time referencing Isaiah 9:1-2. Most of the public ministry of Jesus took place "in the territory of Zebulun and Naphtali," while the "light" refers to the Messiah.

—Robert Velarde

Memorization (Bible)

Day
ALL

Matthew 28:19-20

¹ Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age.

Pedro's Journal

Day
1

August 3–September 3

Note: 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: *most people thought it wouldn't work*

Timeline and Map Points

† Christopher Columbus (1451–1506) discovers the New World (1492)

🌐 Canary Islands (C5); India (D8) (map 3)

🌐 Palos, Spain (G1) (map 4)

Day
2

September 9–September 26

To Discuss After You Read

Q: How does Columbus encourage the fearful sailors? [Sept. 10–17]

A: *he shames them, promises them riches and fame, declares that the first man to see land will receive a reward of 10,000 maravedis, he records the distances as less than they are, makes strong statements like, "the North Star moved," and, "a falling meteor always portends great blessings"*

Day
3

September 30–October 11

To Discuss After You Read

Q: How did Columbus stifle 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!*

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 (D2) (map 3)

Day
4

October 12–November 6

To Discuss After You Read

Q: Describe the New Land. [Oct. 23]

A: *clear water, no animals, gentle people, beautiful birds and fish*

Day
5

November 19–December 25

To Discuss After You Read

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* ■

Level D+E: History/Bible/Literature

Days 6–10: Date: _____ to _____

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

Week 2

	Date:	Day 6	Day 7	Day 8	Day 9	Day 10
BIBLE	Starting Strong	"One of a Kind" chap. 2 (Read this assignment throughout the entire week.)				
	Student Reading	Matthew 14:22–33	Mark 6:45–56	John 6:16–24	1 Peter 5:1–6	1 Peter 5:7–14
	Parent Reading	Matthew 5:27–6:4	Matthew 6:5–34	Matthew 7	Matthew 8	Matthew 9
	American Indian Prayer Guide—Taino & Arawak	Day 1 p. 13	Day 2 pp. 13–14	Day 3 pp. 14–15	Day 4 p. 15	Day 5 pp. 15–16
	Memorization	Psalm 103 (due Week 9) & Psalm 103:1–3 twice each day this week.				
	Sing the Word: The Heavens Declare	Track 1 Listen to this track the entire week.				
HISTORY & GEOGRAPHY	Pedro's Journal	Dec. 27–Jan. 9	Jan. 16–end 			
	American History: A Visual Encyclopedia		pp. 8–11 	pp. 12–13, 18–19  	pp. 14–15, 20–21  	pp. 16–17, 22–23 
	Wee Sing America	"America" p. 14 (Listen to the track throughout the entire week.)				
READ-ALOUDS	Walk the World's Rim	chap. 6 	chap. 7 	chap. 8	chap. 9	chap. 10
	How to Eat a Poem		p. 3		p. 4	
READERS	Om-kas-toe	chap. 6	chap. 7	chap. 8	chap. 9	chap. 10
Additional Subjects:						

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Bible Reading

Students: This week you'll read chapter two of *Starting Strong*, "One of a Kind" where you'll encounter the miracle of Jesus walking on water. You'll also read different versions of this story in Matthew, Mark, and John, as well as two selections from 1 Peter. Why are there different Gospels? Each one helps us understand Jesus better—sometimes from different perspectives, but always giving us a true picture of what really happened.

Parents: In Matthew 8:17 another messianic reference is made when Matthew cites Isaiah 53:4: "He took our illnesses and bore our diseases." Much of Isaiah 53 is, in fact, messianic including not only references to Jesus as a healer, but as a suffering servant (Isaiah 53 is scheduled in week 16). Some object that Isaiah 53 is about Israel, not a person, but in context the text is indeed speaking about a person—the coming Messiah. The passage does not mean that healing is guaranteed for all Christians at all times and on all occasions. Rather, it shows that the miraculous healings Jesus performed underscored his role as Messiah. Ultimate healing will indeed come as Christians look forward to eternal life in glorified bodies.

Memorization (Bible)

Day **ALL** Psalm 103:1–3

- ¹ Bless the LORD, O my soul,
And all that is within me, bless His holy name.
- ² Bless the LORD, O my soul,
And forget none of His benefits;
- ³ Who pardons all your iniquities,
Who heals all your diseases;

Pedro's Journal

Day **6** December 27–January 9

To Discuss After You Read

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

Day **7** January 16–end

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*


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

 Caribbean (D2) (map 3)

 Spain (F2) (map 4)

American History: A Visual Encyclopedia

Day **7** pp. 8–11

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. (C1); Europe (B6) (map 3)

Day **8** pp. 12–13, 18–19

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*
- Q: What function did an astrolabe serve? [p. 18]
- A: *it helped mariners navigate*

- Q: Why did Portugal lead Europe in exploration? [p. 18]
 A: *the Caravel's design (triangular and square sails allowed it to sail into the wind or with the wind, making it more maneuverable than other ships); Prince Henry encouraged exploration; the new astrolabe; opportunity for riches encouraged more risk*
- Q: By sailing west, what did Columbus hope to accomplish? [p. 19]
 A: *he hoped to find a shorter trade route to Asian trading centers*
- Q: What was the purpose of the Treaty of Tordesillas? What did it do? [p. 19]
 A: *to prevent territory disputes between Portugal and Spain; it split the Atlantic Ocean with an imaginary north-south line (Spain could claim land west of the line, while Portugal could claim land east of it)*

Timeline and Map Points

- 🕒 **Bartholomeu Dias sails around the Cape of Good Hope (1488)**
- 🕒 **Hernando Cortes conquers the Aztec empire (1519-1521)**
- 🕒 **Francisco Pizarro conquers the Inca empire (1532)**
- 🌐 *Canada (B1); Greenland (A4); China (C9); Cape of Good Hope (F6); Indian Ocean (D8); India (D8); Atlantic Ocean (E4); Caribbean Islands (D2); Mexico (D1); Andes Mountains (E2); North & South America (map 3)*
- 🌐 *Portugal (F1); Spain (F2) (map 4)*
- 🌐 *Spice Islands (B3); East Indies (C6) (see the following map)*



Day **9** pp. 14–15, 20–21

To Discuss After You Read

“The League of the Iroquois” sidebar on page 15 correctly states that some Indian tribes “were frequently at war.” Not all tribes were warlike, but the fact that some were dispels the myth of the so-called noble savage—completely peaceful Indians who supposedly knew nothing of war until European intruders arrived. This idealized view of various tribal peoples is sometimes combined with the idea that people are inherently good—a concept that goes against the actual evidence of history as well as biblical principles. Biblically speaking, everyone is fallen and,

therefore, in need of God’s redemption. In short, there are no noble savages.

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. [p. 20]

- 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

- 🕒 **Ponce de Leon claims Florida for Spain (1513)**
- 🕒 **British Navy destroys the Spanish Armada (1588)**
- 🌐 Explore the *New World* with the map on page 16 in the book.
- 🌐 Explore *American Indian culture* areas with the map on page 18 in the book

Day **10** pp. 16–17, 22–23

To Discuss After You Read

- Q: Why didn’t Southwest tribes use wood to build their homes? What did they use instead? [p. 16]
 A: *few trees were available; they used adobe—a mixture of mud and water*
- Q: Why didn’t Northwest Coast tribes farm? [p. 17]
 A: *because they had access to large game animals such as deer and caribou, as well as fish*

Although it is not mentioned in the text, Native American spirituality is most closely aligned with *animism*—belief that there are living spirits in nature, such as in trees and streams. There may also be some elements of a Great Spirit, akin to God, but the differences in comparison to Christianity are significant. For an overview of Native American religious beliefs see the chapter in Winfried Corduan’s book *Neighboring Faiths* (InterVarsity Press). [pp. 16–17]

Not all Christians were supporters of slavery. Neither did all Christians view Native Americans, African peoples, or other ethnically diverse people as inferior. In fact, quite the opposite is consistently true throughout history. Biblically, Christians view all people as made in the image of God and, therefore, of inestimable value. This is why Christians are often at the forefront of championing equal rights, women’s rights, abolitionism, etc. “There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus” (Galatians 3:28, ESV). [p. 23]

- Q: Why did Britain establish dominance in North America? [p. 23]
 A: *many colonies were founded by British settlers, and the British defeated the French to dominate*

Timeline and Map Points

- 🌐 *Texas (F5); Rocky Mountains (E3–A3); Sierra Nevada Mountains (D1); California (E1) (map 1) ■*

Level D+E: History/Bible/Literature

Days 11–15: Date: _____ to _____

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

Week 3

Date:	Day 11	Day 12	Day 13	Day 14	Day 15	
BIBLE	Starting Strong	"One of a Kind" chap. 3 (Read this assignment throughout the entire week.)				
	Student Reading	Luke 22:54–62	Matthew 26:69–75	Mark 14:66–72	John 18:15–27	John 18:28–37
	Parent Reading	Matthew 10:1–23	Matthew 10:24–42	Matthew 11	Matthew 12	Matthew 13:1–23
	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 103 (due Week 9) & Psalm 103:1–6 twice each day this week.				
	Sing the Word: The Heavens Declare	Track 1 Listen to this track the entire week.				
HISTORY & GEOGRAPHY	American History: A Visual Encyclopedia	pp. 24–27 👤 🌐 🌍				
	The Landmark History of the American People, Volume 1		Prologue pp. xiv–xviii	pt. 1, chap. 1 pp. 1–4 👤 🌐 🌍	chap. 1, pp. 5–7 (through first full para.) 👤 🌐	chap. 1 pp. 7–11 👤 🌐
	Wee Sing America	"There are Many Flags" p. 13 (Listen to the track throughout the entire week.)				
READ-ALOUDS	Walk the World's Rim	chap. 11	chaps. 12–13 👤			
	The Witch of Blackbird Pond			chap. 1 🌐 🌍	chap. 2 🌐	chap. 3
	How to Eat a Poem		p. 5		p. 6	
READERS	Om-kas-toe	chap. 11	chap. 12	chap. 13	chap. 14 to p. 206 (through first para.)	chap. 14 p. 206–end & Epilogue
Additional Subjects:						

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Bible Reading

Students: This week your reading in *Starting Strong*, “One of a Kind” is about Jesus in the Garden of Gethsemane and Peter’s reaction to what happens. You’ll also read accounts of these events from the four Gospels. Pay attention to different details and descriptions of what happened as told in the different Gospels.

Parents: Matthew 12:17–21 cites Isaiah 42:1–4 as another fulfillment of messianic prophecy. Here Matthew references his longest Old Testament quotation. This is another of Isaiah’s “servant” writings, which represent Israel as well as the suffering servant (the Messiah). God’s Spirit will aid in the Messiah’s mission of justice and hope.

Parents: Matthew 13:13–15 is an interesting messianic passage in that Christ personally cites Isaiah 6:9–10 as a prophetic fulfillment. The reference is about parables, as is the prophetic reference encountered in Matthew 13:35.

Memorization (Bible)

Day ALL Psalm 103:1–6

- ¹ Bless the LORD, O my soul,
And all that is within me, bless His holy name.
- ² Bless the LORD, O my soul,
And forget none of His benefits;
- ³ Who pardons all your iniquities,
Who heals all your diseases;
- ⁴ Who redeems your life from the pit,
Who crowns you with loving kindness and compassion;
- ⁵ Who satisfies your years with good things,
So that your youth is renewed like the eagle.
- ⁶ The LORD performs righteous deeds
And judgments for all who are oppressed.

American History: A Visual Encyclopedia

Day 11 pp. 24–27

To Discuss After You Read

Many early pamphlets about the New World were filled with misinformation, sometimes written by individuals who themselves had never actually traveled to the colonies. [p. 24]

Where do you think John Smith may have picked up the phrase, “He that will not work shall not eat”? It’s in the Bible: “For even when we were with you, this we commanded you, that if any would not work, neither should he eat” (2 Thessalonians 3:10, KJV). [p. 24]

There are right ways to serve as Christian missionaries and there are wrong ways. Unfortunately, not all Christians have always agreed on how, exactly, to go about fulfilling Christ’s mandate to, “Go therefore and make disciples of all nations ...” (Matthew 28:19, ESV). The Bible is clear,

however, in that Christians are never depicted as forcing anyone to believe in Christ, but only to persuade others by reasonable arguments and their testimony. Consequently, there are many passages in Acts where Christians are described as reasoning with non-Christians. Persuasion, not force, is the biblical pattern. As a result, harsh treatment of Native Americans or any other people group, or forced conversions, have no basis in biblical Christianity. So while we must acknowledge that *some* Christians in *some* instances have behaved in ways that are contrary to the teachings of Christ, we must also keep in mind that such behavior should not by default invalidate the truth of Christ and his claims. People are flawed, but this does not mean that Christianity is false. We must also remember that not everyone who claims to be a Christian or represent Christ is necessarily Christian (Matthew 7:21–23). [p. 26]

Q: Why did the Spanish come to North America? [p. 26]

A: *to explore for treasure; as missionaries to the Indians*

Q: What steps do you think European settlers could have taken in order to get along better with Native Americans? [p. 27]

A: *answers will vary*

Q: Why did the French come? [p. 27]

A: *to establish trade with the Indians and to prevent British expansion*

Timeline and Map Points

🌐 **Roanoke colony founded (1587)**

🌐 **Jamestown founded (1607)**

🌐 **Canada founded (1534)**

🌐 **New Amsterdam (New York) founded (1624)**

🌐 **Franciscan friars arrive in the New World (1524)**

† **Hernando De Soto (1496–1542) locates Mississippi River**

🌐 *Paris (D3); Britain (C2); Sweden (B4); London (D2) (map 4)*

🌐 *Salem (C11) (map 5)*

🌐 See the *European colonies* along the Atlantic on page 24 in your book.

🌐 See the early *Gulf Coast* and *Southwest Settlements* on page 26 in your book.

The Landmark History of the American People

Day 12 Prologue pp. xiv–xviii

Some Notes About the Book as a Whole

Most of us know little about the colonial foundations of America beyond those laid by the British adventurers in Jamestown and the Pilgrims in Massachusetts. And even when it comes to the Pilgrims, we know little more than that they felt persecuted in England and wanted to go to a land where they could worship in freedom.

Mr. Boorstin not only gives us the outline of the Pilgrims’ story, but he explains some of their beliefs and why they were persecuted. Moreover, he tells us about

the *Quakers* in Pennsylvania and how and why they differed from the Pilgrims. And he tells us about the *London poor* who moved to Georgia. And the *Dutch traders* in New York. And...

In Chapters 7 and 8, Boorstin explains how the *geography* of the New World created a very different feeling among Virginia plantation owners with respect to “Olde England” as compared to the Massachusetts farmers and *their* kinsmen in England. For the one group, as Boorstin explains, the ocean was a *highway*, an invitation for commerce; for the other, it was a *wall*, an obstacle pushing them toward self-sufficiency and independence.

All in all, Boorstin tells us about matters few of us are familiar with. I hope you enjoy the journey!

* * *

Some suggestions for reading:

1) Take your time reading. Stop frequently. Refer to the maps whenever that will help. Discuss the significance of what Boorstin is saying. He says a lot. Let your kids “enter” in to what he is talking about.

Discuss with your children the meanings of unfamiliar words and the significance of the information you are learning. Ask them questions: “Can you think of any situation today that is like the one that James Oglethorpe faced when he suggested shipping the poor people of London to Georgia?” “What do you think was good about the Quakers’ refusal to fight? What was not so good?” And so forth.

By taking the time to discuss what you are reading, the concepts and vocabulary will become familiar to your children, and your children will see why what you are discussing is so important, even today.

2) Remember that, while education can be fun and interesting, students do not *always* view it that way. Sometimes we need simply to buckle down and discipline ourselves to learn what we are being taught whether we like it or not.

It is possible that this is one of those rare times where all of you will have to “put your thinking caps on” and make those caps work extra hard!

Day 13 Part 1, Chapter 1 pp. 1–4

Cultural Literacy

plantations: places where settlers lived. [p. 1]

providence: God’s divine guidance. [p. 1]

emigrate: to leave a country and settle in a different one. [p. 4]

To Discuss After You Read

Q: Why did colonists come to America? [p. 1]

A: *for a better future for themselves and their children; to escape trouble; for an opportunity to become wealthy; to find protection from harm; some were forced to come by others*

Q: Why did advertisers want people to come to America? [p. 3]

A: *since they owned land in America, by getting people to settle there they could make a lot of money off their investments*

Q: Why did the Puritans want to go to America? [p. 4]

A: *they were being persecuted*

Puritans vs. Pilgrims

Boorstin carefully distinguishes the “Pilgrim Fathers” from the Puritans. He says (p. 5) “The Puritans who moved to America aboard the Mayflower called themselves Pilgrims.” Though the Pilgrims were Puritans theologically, they were a subset of the Puritans.

The Puritans believed the Church of England needed to be reformed and purified (thus the name Puritan). Most Puritans remained inside the Church in hopes of bringing about the changes they sought. The Separatists, by contrast, while holding virtually identical theological views, had given up hope that the Church might be renewed or purified. Therefore, they also lost interest in seeking that end. These people, therefore, separated themselves from the Church (thus their name).

Encyclopedia Britannica explains:

Of the 102 colonists, 35 were members of the English Separatist Church (radical faction of Puritanism) who had earlier fled to Leyden, the Netherlands, to escape persecution at home. . . . [T]he Separatists negotiated with a London stock company to finance a pilgrimage to America. Approximately two-thirds of those making the trip aboard the Mayflower were non-Separatists, hired to protect the company’s interests; these included John Alden and Myles Standish.

These first settlers . . . did not become known as the Pilgrim Fathers until two centuries after their arrival [when] at a commemorative bicentennial celebration in 1820, orator Daniel Webster used the phrase Pilgrim Fathers, and the term became common usage.

Timeline and Map Points

🕒 **Massachusetts receives royal charter and becomes a legal English colony (1629)**

📍 **Pilgrims arrive on the *Mayflower* (1620)**

📍 *Plymouth* (D11); *Massachusetts Bay Colony* [present day *Salem*] (C11) (map 5)

📍 See the maps on pages 3–4 of your book.

Day 14 Chapter 1 pp. 5–7 (through first full paragraph)

Cultural Literacy

catechism: a book of summaries of religious teaching used to educate children and adults. [p. 6]

To Discuss After You Read

Q: What was the Mayflower Compact? [p. 5]

A: *a document, signed by the Pilgrims, that created a new government*

The text reads that the Puritans believed “God himself had written the Bible.” Traditional Christian views of the Bible view it as being written by human beings who were divinely inspired to write it. As such, Christians do not believe that the Bible is directly penned by God, but that he worked through individual human beings, inspiring them to write it. This is in contrast, for instance, to Islam, which believes that Allah (God) wrote their holy book, the *Qur’an*, directly then revealed it to Muhammad who wrote down an exact copy of it. [p. 6]

Q: What was *The New England Primer* and why was it created? [p. 6]

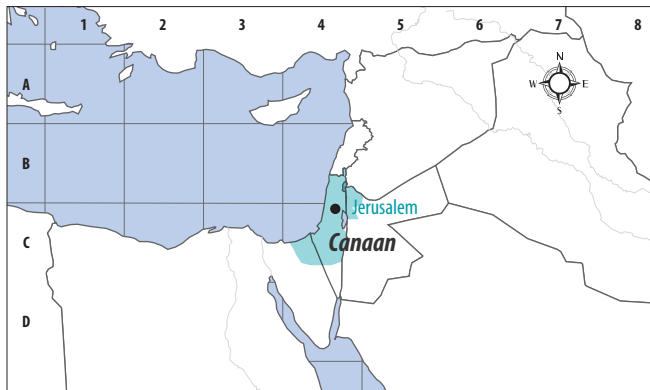
A: *a book used to educate children; the Puritans created it as a reader and as a book of religious teaching (catechism)*

Timeline and Map Points

📍 **Mayflower Compact (1620)**

📍 **New England (B11)** (map 2)

📍 **Jerusalem (C4); Canaan (C4)** (see the following map)



Day 15 Chapter 1 pp. 7–11

Cultural Literacy

Zion: the hill where the Israelites built Jerusalem, their Holy City. The Bible includes many references to the nations streaming into Zion. The Pilgrims dreamed that they would offer similar hope to the nations of their day. [p. 7]

Governor Bradford: William Bradford (1590–1657), leader of Plymouth Colony, author of the journal *Of Plymouth Plantation*, and credited with beginning the American tradition of Thanksgiving. [p. 10]

To Discuss After You Read

Q: Why did the Puritans found Harvard College? [p. 7]

A: *they were very interested in education and wanted to have well-educated ministers*

Q: What do you make of the Pilgrims belief that “God had specially arranged” a plague in order to harm Indians? [p. 7]

A: *answers will vary*

Q: Even though the Puritans believed the Indians “were slaves of the Devil,” what did this view motivate the Pilgrims to do? [p. 7]

A: *to tell the Indians about Jesus*

Christians throughout history have placed a strong emphasis on education. Before the time of the Puritans, for instance, Christian monks spent a great deal of time collecting, copying, and preserving knowledge. Ironically, many of today’s well-known universities that were founded on Christian principles, are now quite secular in their views. For much more detail on the positive influence Christianity has had on education see the chapters in the books *How Christianity Changed the World* by Alvin Schmidt and *What Has Christianity Ever Done for Us?* by Jonathan Hill. [p. 7]

While the Bible does speak of demonic influence in the world (see, for instance, Ephesians 6:12), we should be careful about blaming these powers for every bad thing that happens or unnecessarily pointing to them as explanations for all our troubles. In many instances, human depravity is more than sufficient to explain the harmful ways people treat one another.

Similarly, we need to be careful about attributing deaths or punishment to God’s direct judgment. In some cases the Bible is clear that God has allowed his judgment to come upon certain people, but we’re not in a position today to know with certainty whether or not deaths from diseases, famine, earthquakes, etc., are a direct result of God’s judgment or not. In many cases such disasters strike down both Christians and non-Christians. The broader question at hand here is how we can reconcile the reality of evil and suffering with the Christian view of an all powerful, all loving God. This is called the problem of evil and Christian thinkers have developed a variety of ways of addressing it that seek to reconcile God’s existence with the reality of evil and suffering. Certain kinds of solutions to the problem are known as *theodicies*—a word that roughly means “God’s justice” since the solutions seek to justify God’s ways toward humanity. [p. 7]

The text reads, “Some Indians took up the Puritans’ religion. But that didn’t mean they took on the Puritans’ cultural practices.” This is an important point. Christians are sometimes accused of forcing other peoples to abandon all their cultural distinctives in favor of the supposedly Western, white religion of Christianity. Although in some cases this is unfortunately a true accusation, biblical Christianity does not seek to radically overturn existing cultures such as dress, traditions, music, art, etc. There are, of course, some exceptions to this general rule. If, for instance, a culture is steeped in idolatry, then by definition the following of Christ involves turning away from false gods. On the whole, though, Christianity allows cultures to remain distinct and doesn’t expect them to become exact copies of the cultures of missionaries. [p. 7]

- Q: How did Squanto help the Pilgrims? [p. 8]
 A: *he showed them how to plant corn, how to fertilize soil, where to catch fish, and how to trap beaver*
- Q: Why did colonists want to destroy the Pequots? [p. 8]
 A: *because of the Pequot attack on Oldham and his partners, their kidnapping of two children, and the Pequot killing of seven colonists*
- Q: The leader of the raiding troop that killed more than 500 Pequot men, women, and children said, “Thus did the Lord judge among the heathen, filling the place with dead bodies!” What do you make of his statement? Do you agree with the response of the colonists? Why or why not? [p. 9]
 A: *answers will vary*
- Q: The Puritans had “a strong sense of both God’s presence and the works of the Devil.” Why was this the case? [p. 10]
 A: *they saw God and the Devil work in different ways, such as God at work among Indian kindness, but the Devil at work in Indian fury; they also saw God and the Devil at work in relation to their own successes and failures*

The theological view that “all have inherited Adam’s sinful nature” is known as original sin. Christianity teaches that the fall of Adam and Eve resulted in the fall of humanity and, with it, an inherently sinful nature present in all human beings. The solution to this “broken” human condition is found in God’s plan of redemption as carried out by Christ. [p. 10]

Timeline and Map Points

- † **John Eliot (1604–1690) completes the Algonquian Bible (1661)**
- † **Harvard College, first North American college, founded (1636)**
- 🕒 **Squanto first helps the Pilgrims (1621)**
- 🕒 **Pequot attack and retribution. More than 500 Pequot die (1636)**
- † **King Philip’s War (1675–1676) ■**

Section Three

Reading Assignments and Notes

Read-Alouds

Day
1

Preface & Chapter 1

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

Vocabulary

How to Teach Vocabulary: Have your children read the words in context within the sentences where they are found. Then ask them to explain what they think each word means (based on the context and/or any other information they may have). If your children obviously understand the concept, move on. If not, or if you would like to stress dictionary skills, have your children look the words up in a dictionary.

Misfortune had read his thoughts, Chakoh spat twice over his left shoulder to honor and **appease** the **malicious** god. (**appease:** *satisfy*; **malicious:** *marked by intent to do harm or evil*) [chap. 1]

Cultural Literacy

Use the following words as you discuss today's 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 and banderilleros. [chap. 1]

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

To Discuss After You Read

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.

Q: Why did the Spanish come to the New Land? [preface]

A: *to convert the natives, 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 Spaniards alive*

Q: What was the downside of the medicine man role? [preface]

A: *they were held captive for seven years*

Q: What is the color of the man's beard that is described as “the color of grass when there'd been no rain for many hot suns”? [chap. 1]

A: *tan, light brown*

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 land, 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

🕒 **The oldest Spanish mission in North America is established in Florida (1566)** [preface]

🕒 **Monks arrive (1500s)** [preface]

🌐 *Mississippi River (E7); Galveston, Texas (G5); New Mexico (F3); Florida (G8); Rocky Mountains (E3–A3)* (map 1)

🌐 *Pensacola (H3)* (map 2)

🌐 *Cuba (D2); Mexico (D1)* (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*
- 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*

Day
3

Chapter 3

Vocabulary

... but when they reached a campfire he would **parch** the leaves and crush them. (*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 were 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*

Day
4

Chapter 4

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*

Day
5

Chapter 5

Vocabulary

As the **pantomime** continued Chakoh found himself cheering with the Indians each time the “buffalo” **eluded** the deadly swipe of the knife. (**pantomime:** a drama played out primarily with motions of the body; **eluded:** avoided slyly and adroitly)

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.

To Discuss After You Read

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.¹

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

- Q: What does Esteban have of value to offer as a trade, which requires the exchange of things of value?
- A: *the gift of laughter that can make one a companion of kings*

1. John Mack Faragher, *American Heritage Encyclopedia of American History*, (Henry Holt and Company: New York, 1998).

- 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*

Day 6 Chapter 6

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: 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 (C1) (map 3)

Day 7 Chapter 7

Cultural Literacy

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

Coronado: a Spanish conquistador and explorer.²

Cortez: a Spanish conquistador and conqueror of the Aztec nation [Mexico].³

vespers: evening prayers.

catclaw: prickly shrubs.

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 using what materials?
 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*
- 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*

Timeline and Map Points

- 📍 **Francisco Vasquez de Coronado (1510–1554) explores the West to Kansas**

2. David Crystal, *Cambridge Biographical Dictionary*, (Cambridge University Press: New York, 1996).

3. David Crystal, *Cambridge Biographical Dictionary*, (Cambridge University Press: New York, 1996).

Vocabulary

“What have they promised you?” The voice was flat and **menacing**. (*showing intention to harm; threatening*)

Curled in his bed Chakoh wondered at the **placid** man’s unusual anger. (*quiet; tranquil*)

Cultural Literacy

Montezuma: Montezuma II was the Aztec emperor who died during Cortez’s conquest of the Aztecs.⁴

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, with 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*
- Q: Where do the slaves the Spanish acquire come from?
A: *the conquered Aztecs and surrounding Indian villages*
- 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 Cibola?
A: *he doesn’t want to empty the King’s treasury chasing mirages—then he will send Coronado and an army*

Vocabulary

The last sentence was a bitter **mimicry** of Dorantes’ rasping voice. (*imitation*)

A heavy mist clung to the **causeway** and beaded Chakoh’s hair with moisture. (*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 become Christians, 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*

4. David Crystal, *Cambridge Biographical Dictionary*, (Cambridge University Press: New York, 1996).

- Q: How does Esteban view Spanish food?
A: *as bait for a trap, just as all traps use food for bait*
- Q: Do you think the villages Chakoh sees as poor and rough have changed?
A: *no, he compares them to the finest goods in Mexico*
- Q: What does Esteban miss about his life before he became a slave?
A: *the freedom to pass each day as he pleased*

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: What does Esteban mean when he tells Chakoh, “I have far to go, little one”?
A: *he sees a difficult road ahead of him with difficult choices and danger yet to face*
- Q: Did Esteban have trouble with the Indians he met?
A: *never, many followed him in joy*
- Q: Why does Esteban stay far from Fray Marcos?
A: *so he can do what he wants; he follows the last commands given him, but doesn’t want to receive any more*
- Q: Does Chakoh follow the path of his father?
A: *no, he has been mesmerized by the Spanish*
- 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*

To Discuss After You Read

- Q: How does Esteban maintain his honor and his freedom?
A: *he leads the priests to Cibola, he goes ahead of the priests to make sure they are well cared for in the Indian villages; but 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 and Esteban worries that Chakoh will starve since he has nothing the Spanish want*
- Q: Chakoh thinks about honor and realizes that he bent his honor by not telling Fray Marcos the full truth about why he wanted to see Esteban. He decides it is okay to bend honor but not break it as Dorantes did when he broke his promise of freedom to Esteban. What do you think about this idea?

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.

To Discuss After You Read

Q: Why was the reaction of the Cibola 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 hunger either*

Timeline and Map Points

† **Esteban's wanderings (1528–1536)** (see map in book) ■

Section Three

Reading Assignments and Notes

Readers

Day
1

Chapter 1

Setting

Northwest states; early 1700s.

Overview

In the early 1700s, Om-kas-toe (whose name means “raven”) finds an injured raven that he rescues and brings back to health. This raven saves the Blackfeet repeatedly: it finds a lost baby, locates food when needed, rescues Om from the enemy, and guides Om’s family to him when he lies nearby close to death. Om has other adventures as well. Om steals a horse and ends up back in the camp with his family, his raven, and his elkdog (horse).

To Discuss After You Read

Q: What does Om learn from the wolves?
A: *that they work together—each has a job to do, and then each enjoys the food*

Q: Why is Twin Sister almost killed at birth?
A: *Blackfeet think twins are bad because women will not be able to do all their work and a girl will take milk from the boy, who needs it more to become strong*

Q: Why is Twin Sister not killed?
A: *Tall Woman promises to do all her work and Old Man says she should be allowed to try since she is the best woman he has ever seen; he recommends the tribe allow her to try to raise both children*

Q: Why is Om glad to find a young raven?
A: *they bring good medicine, or luck, to their owner*

Timeline and Map Points

Horses come to America (early 1500s)

Day
2

Chapter 2

To Discuss After You Read

Q: Why do the Blackfeet move from site to site?
A: *for new game, to a warmer climate, for shelter, to meet up with other tribes*

Q: When they move, what jobs must different people do?
A: *dogs, women, and children carry all possessions; men carry weapons only so they can instantly run to kill animals if they see any*

Q: Why is the baby hard to find?
A: *he fell off the travois early in the journey so the Blackfeet were looking in the wrong place*

Q: Why was it important to find the baby quickly?
A: *he could get too cold at night, or a wild animal could smell and find him; without good lights, he needed to be found before nightfall*

Day
3

Chapter 3

To Discuss After You Read

Q: Why are buffalo dangerous to hunt?
A: *they are very large, with sharp horns that gore, and huge hoofs that kick*

Q: How do the Blackfeet hunt buffalo?
A: *they build up V-shaped walls that end in a corral with pointed stakes sticking inward that would stop the buffalo: the warriors make the buffalo run, the women and children frighten the buffalo so they won't escape through the walls, and the warriors kill the buffalo in the corral*

Q: What do the Blackfeet do with the dead buffaloes?
A: *dry the meat, scrape hides for teepees and clothes, cut off and clean the horns, save bones and tendons for needles and sewing*

Timeline and Map Points

Helena, Montana (C4); Glacier National Park (B3) (map 1)

Day
4

Chapter 4

To Discuss After You Read

Q: How do the Blackfeet react when they spot enemy Indians?
A: *the women and children hide and the men prepare to fight, scouts check for additional warriors*

Q: How do the Blackfeet and Snake fight?
A: *they stand in a line—if one side outnumbered the other, they attack immediately, otherwise, they fight at a distance, hold their ground, and go separate ways after dark*

Timeline and Map Points

Great Falls, Montana (B4) (map 1)
 Missouri River (D2) (map 2)

Day
5

Chapter 5

To Discuss After You Read

Q: Why do the Blackfeet move to a new winter site? Does the move go well?
A: *to avoid any enemy or elkdogs; no, the camp seemed okay but when a hard winter struck they could not get any food and were hungry*

Q: Why does Om follow Wise Bird, and what does he find?
A: *Wise Bird acts like he's found something special, as he did when he found the baby, but he shows only a half-eaten rabbit*

Day
6

Chapter 6

The Blackfeet will use the hot spring as a medicinal soak and a sweatbath.

To Discuss After You Read

- Q: How does Om kill the trapped bull elk?
A: *he cuts off a branch and sharpens it, then plunges the stake into the animal's neck*
- Q: Where does Om stay the night and how does he guard against the cold?
A: *near a hot spring; he uses the elk-skin to make a tent and the warm water and steam to heat the shelter and keep him warm*
- Q: Did Om's family enjoy all the meat?
A: *no, each family of the tribe received a portion; it helped them survive*

Day
7

Chapter 7

To Discuss After You Read

- Q: What necessary task does Om learn?
A: *hunting*
- Q: What task excites Om initially, then grows dull quickly?
A: *standing guard*

Day
8

Chapter 8

To Discuss After You Read

- Q: How does Twin Girl capture the elkdog?
A: *she walks toward it without looking at it, sings softly, then holds its rope*
- Q: What happens to the elkdog when the twins bring it to the band?
A: *men cautiously walk around it, then put a stronger rope around its neck and guard it well*

Day
9

Chapter 9

To Discuss After You Read

- Q: At first, what do the Blackfeet need to learn about the elkdogs?
A: *how to ride, how much time the elkdogs need to eat and rest, and how to use them to hunt*
- Q: How can the Blackfeet get more elkdogs?
A: *send warriors to capture some from their enemies*

Day
10

Chapter 10

To Discuss After You Read

- Q: Why does the elkdog diet delight the Blackfeet?
A: *they just need grass and water, not meat*
- Q: How does Om get trapped?
A: *as he seeks to discover the whereabouts of the enemy, he is surrounded by them and has nowhere to go*
- Q: Why do the enemy warriors leave Om behind?
A: *Wise Bird does such amazing tricks they think Om has powerful medicine and do not want to hurt this great spirit*

Day
11

Chapter 11

To Discuss After You Read

- Q: How does Om hide his footprints?
A: *steps on the rocks, pulls off a tree branch and uses the needles to wipe away his footprints; also he walks in water*
- Q: Where does Om find his tribe's warriors, and what do they do for him?
A: *by the hot spring; they listen and feed him and make him sit in the hot water until his muscles feel better*

Day
12

Chapter 12

To Discuss After You Read

- Q: Why does Otterman need to know the location of the enemy's camp?
A: *to know how many warriors they have, where they are going, and, ultimately, to protect their families*
- Q: What does Om's father tell him to do?
A: *intercept the warriors and direct them along the river so their trip will take less time*

Day
13

Chapter 13

To Discuss After You Read

- Q: What is the Blackfeet plan?
A: *the warriors will attack the enemy and drive the elkdogs to Om, Om and the other warriors will each capture an elkdog, then they will drive the extras in front of them and return home several days later*
- Q: How does Om escape the enemy?
A: *the black elkdog runs quickly and well, and goes through a buffalo herd (which does nothing to the elkdog but stampedes the enemy)*

To Discuss After You Read

Q: How does Om keep from freezing?

A: *he dozes off through the night but frequently gets up to walk around*

To Discuss After You Read

Q: Why does Om fall unconscious?

A: *lack of food and sleep*

Q: What changes came to the Blackfeet because of the elkdogs?

A: *hunting is easier so more time is available for “art, dancing, music, jewelry making, games, and practicing religion” ■*

Section Four

Instructor's Guide Resources

Bibliography to American Indian Prayer Guide

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

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

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

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

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

Volume 1—The Ancestors: Early Cultures of North America This video covers the Anasazi/Pueblo people of the Southwest, the 800 room Pueblo Bonito, Mesa Verde, and Cahokia, which was near present-day St. Louis and was the largest city in the United States before 1800. Corresponds with **Week #10—Natchez** and **Week #28—Pueblo**.

Volume 2—Mexico: The Rise and Fall of the Aztecs Retraces the history of the Toltecs and the building of Tenochtitlan, the capital of the Aztec Empire. It also includes the coming of the Spanish under Cortez in 1519. Corresponds with **Week #4—Aztec**.

Volume 3—Clash of Cultures: The People who met Columbus Portrays the interactions of Columbus with the Taino/Arawak people he encountered on the island of Hispaniola in the Caribbean, and the tragedy that followed. Also follows the path of De Soto, from his landing in Florida all the way to the Mississippi Valley, where he died. It includes stories of his several encounters with various Indian tribes along the way and his eventual death near the Mississippi. Corresponds with **Week #2—Taino/Arawak**.

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

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

Volume 5—Cauldron of War: Iroquois Democracy and the American Revolution Begins with a review of the history of the first great representative republic in North America, the Iroquois Confederacy of upper New York State. It shows how this example, in 1754, became a model for Benjamin Franklin for what was to follow. The video then traces the events of the French and Indian War and Pontiac's War. Corresponds with **Week #14—Iroquois**, **Week #15—Oneida**, and **Week #16—Huron & Ottawa**.

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

Volume 7—Roads across the Plains: Struggle for the West Covers the Spanish missions in California, the incursion of settlers into the plains and the disruption of the lives of the Cheyenne and Kiowa. Also details how the buffalo were diminished as well as the "horse culture" Indian nations such as the Sioux. Replays the history of the wars on the Plains, the peace that Indians made with President Lincoln, and the Sand Creek Massacre in Colorado, where hundred of Cheyenne Indians under Chief Black Kettle and White Antelope were killed by the Colorado U.S. Volunteer Cavalry. Also covers the resistance of Sitting Bull and Crazy Horse. Corresponds with **Week #23—Sioux**, **Week #24—Blackfeet**, and **Week #25—Cheyenne**.

Volume 8—Attack on Culture: "I will fight no more forever." This video covers history mostly after 1850. It reviews the resistance of the Apaches led by Geronimo, and the confinement of Indians onto reservations. It also reviews the Oklahoma Land Rush of 1889, which took even more land away from the Five Civilized Nations. Corresponds with **Week #29—Apache**, **Week #33—Nez Perce**, and others.

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

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

Websites

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

Fry Bread Recipe

A common food among Native Americans like the Apache is Fry Bread. To make Fry Bread mix together 2 cups of white flour, $\frac{1}{4}$ tsp. salt, $\frac{1}{2}$ tbsp. baking powder, and about $\frac{3}{4}$ cup warm water. Knead until the dough is soft but not sticky. Shape dough into balls the size of a small peach. Form these balls into patties by hand until the dough is about $\frac{1}{2}$ inch thick. Fry one at a time in a heavy pan in about 1-inch of hot lard or shortening. Brown on both sides. Drain on paper towels and serve hot with honey or jam. If you want an Indian Taco, add beans, tomatoes, onions, cheese, and salsa on the top. ■

Intro to American History, One Year Condensed— Scope and Sequence: Schedule for Topics and Skills

Week	Memory Work	Bible Reading	American Indians	History/ Social Studies	Geography	Biography
1	Matthew 28:19-20	Jesus calls his disciples; Gospel of Matthew: Genealogy of Jesus	Maya	The First Americans; Christopher Columbus	<i>North and South America; Canary Islands; Spain; India; Bahamas; Mississippi River; Texas; New Mexico; Florida; Rocky Mountains; Cuba; Mexico; Montana; Glacier National Park; Missouri River</i>	Christopher Columbus
2	Psalm 103:1–3	Jesus walks on water; Gospel of Matthew: Jesus’ healing miracles	Taino & Arawak	Introduction to <i>American History: A Visual Encyclopedia</i> ; Two Worlds Meet: 1000-1607: Christopher Columbus; Exploration and Conquest; Exploring the New World; North American Indians	<i>Mexico; Caribbean; Spain; East Indies; Canada; Greenland; China; India; Europe; Cape of Good Hope; South America; SW United States; North America; Indian Ocean; Atlantic Ocean; Andes Mountains; Portugal; Spain; Spice Islands; Texas; Rocky Mountains; Sierra Nevada Mountains; California</i>	Christopher Columbus; Dias; Coronado; Cortes; Pizarro; Ponce de Leon
3	Psalm 103:1–6	Jesus in the Garden of Gethsemane; Gospel of Matthew: the suffering servant	Powhatan	The Atlantic Colonies; The Gulf Coast and the West; An Assortment of Plantations; Massachusetts—The Puritans	<i>England; Plymouth, Massachusetts; Virginia; Barbados; Salem; Europe: SE United States; Paris; Sweden; London; Gulf Coast; New England; Jerusalem; Canaan; New Orleans; Jamaica; Antigua; Connecticut River</i>	De Soto; Myles Standish; Daniel Webster; James Oglethorpe; William Bradford; John Eliot; Squanto

(continued on the following page)

Week	Memory Work	Bible Reading	American Indians	History/ Social Studies	Geography	Biography
4	Psalm 103:1–9	Jesus’ appearances after Resurrection; Gospel of Matthew: Jesus’ parables	Aztec	Pilgrims; First Indian Wars; England’s Colonies; Pennsylvania—The Quakers Refuse to Fight; Georgia—The Woes of a Charity Colony	<i>New England; Pennsylvania; Georgia; Plymouth; Europe; Charlestown, England; Cape of Good Hope; France; Spain; Great Britain; North Carolina; South Carolina; Turkey; Altamaha River; Savannah River; Florida</i>	Pocahontas; William Penn; General Edward Braddock;
5	Psalm 103:1–12	Acts: Early church: spreading the Good News; Gospel of Matthew: Jesus’ entry into Jerusalem	Wampanoag	Mercantilism and the Crown of England; Colonial Life; Slavery emerges; New York—How the British Laws Made Smugglers and Pirates; A Scrambling Place—for Refuge and for Profit	<i>North America; Caribbean; Africa; Holland/Netherlands/Amsterdam; Asia; Carlisle Bay; Jamaica; Naples; Virginia; England; Bermuda; River Thames; North Carolina; South Carolina; New York; New Jersey; Asia; State Island; Manhattan Island; Philadelphia; Pennsylvania; Indian Ocean</i>	James Oglethorpe; Pocahontas; Captain Kidd; Peter Stuyvesant
6	Psalm 103:1–15	Acts: Early church: John and Peter; Gospel of Matthew	Seminole	Virginia Dynasty; Thirteen Colonies; Pirates and Smugglers; New York Colony; How the Ocean Led Others Out to the World	<i>New England; Atlantic Ocean; Virginia; England; Maine; Penobscot River; Massachusetts; Massachusetts Bay</i>	George Washington; John Adams; Thomas Jefferson; James Madison; James Monroe; Benjamin Franklin
7	Psalm 103:1–18	Gospel of Mark; Gospel of Matthew	Inuit	A Clash of Empires; The French and Indian War; British taxes and acts; The Boston Massacre; Creating a New Nation; Road to Rebellion; From Protest to War; Declaring Independence	<i>Appalachian Mountains; Ohio River; Lake Champlain; Charlestown; Lexington; Concord; Mississippi River; Louisiana; Boston Harbor; Boston</i>	Samuel Adams; Paul Revere; Thomas Jefferson; George Washington
8	Psalm 103:1–20	Gospel of Mark: Jesus’ parables and healing; Gospel of Matthew	Delaware	Americans Declare Independence; Why the British Lost the War; Dark Days of War; The Road to Yorktown; America Grows	<i>Quebec; Pennsylvania; Eastern United States; Philadelphia; Boston; Worcester; Plymouth; MA; NY; NJ; London</i>	Benedict Arnold; Thomas Jefferson; Lafayette; General Cornwallis

(continued on the following page)

Week	Memory Work	Bible Reading	American Indians	History/ Social Studies	Geography	Biography
9	Psalm 103:1–22	Gospel of Mark: Jesus' miracles; 1 Chronicles: Kings of Judah	Lumbee	Declaration of Independence; The Confederation Era; The Constitution; The Federalist Years; America Grows	<i>Northwest Territory; Eastern United States; France; Scotland; New Jersey; Missouri; Cumberland Gap; Maryland; Rhode Island</i>	Daniel Boone; Thomas Jefferson; Benjamin Franklin; George Washington; Captain Daniel Shays
10	Lamentations 3:22-23	Gospel of Mark: Jesus' Transfiguration, teachings, and triumphal entry into Jerusalem; 1 Chronicles	Natchez	American Ways of Growing; The Add-a-State Plan; Louisiana Purchase; Jefferson and the West; The War of 1812	<i>Appalachian Mountain; France; Great Lakes; Belgium; Hispaniola; New York; Mississippi River; Gulf of Mexico; Miami River; Missouri River; New Orleans; Wisconsin River; Illinois River; Kaskaskia River; Wabash River; Washington D.C.; Lake Champlain; Maryland; Indiana</i>	Napoleon Bonaparte; Thomas Jefferson; Aaron Burr; Lewis and Clark; James Madison; Tecumseh; Benjamin Franklin
11	Proverbs 18:10	Gospel of Mark: Jesus' parables: Love God and love others; 1 Chronicles	Choctaw	Shaping a New Nation; America's Leading Import: People; Irish Potato Famine; Instant Cities	<i>Erie Canal; New York; Ireland; Europe Chicago; Rocky Mountains; Continental Divide; Missouri River; Greece; Italy; Belgium; Texas; Memphis; Boston; New York City; Germany; Aspen; Central City; Kansas; Iowa</i>	George Washington; John Adams; Alexander Hamilton; Thomas Jefferson; James Madison; Ben Franklin; Lewis and Clark; Sacagawea
12	Hebrews 11:1, 6	Gospel of Mark: The Lord's Supper, Crucifixion, and Resurrection; 1 Chronicles	Ojibwa/Chippewa	American Housing; The Uniformity System and mass production; Do-It-Yourself Doctors; Wagon Towns Move West	<i>Oregon; Washington; Columbia River; Massachusetts; Bombay; Calcutta; Russia; France; Spain; Panama; Cape Horn; Kansas; New Mexico; California; Nebraska; Wyoming; Rocky Mountains; Missouri; Platte River; Utah</i>	John Adams; Eli Whitney; Nathaniel Bowditch; Napoleon Bonaparte; Benjamin Franklin; Alexander Garden; William Beaumont; Randolph B. Marcy

(continued on the following page)

Week	Memory Work	Bible Reading	American Indians	History/ Social Studies	Geography	Biography
13	Famous Speech	Samuel: friendship in the Old Testament; 2 Chronicles	Cree	Haste Makes Democracy; Political Parties for All; 1820-1850 The Age of Reform; Blazing Trails	<i>Pacific Coast; Cape of Good Hope; Isle of Bourbon; Baltic Sea; Utah; Tennessee; Maryland; Pennsylvania; California; Oregon; Texas; New York; Massachusetts The Horn; The Panama Canal; Strait of Magellan; Rio de Janeiro; Chile; Peru; Andes Mountains; Galapagos Islands; Cadiz Mediterranean Sea; Jakarta</i>	Robert Fulton; John Bloomfield Jervis; Sojourner Truth; Harriet Tubman; Frederick Douglass; Andrew Jackson
14	Famous Speech	Acts: Early Church: Paul and Barnabas, the church in Antioch; 2 Chronicles	Iroquois	Manifest Destiny; The Union Shattered; The Rocky Road to Union; Slavery Conquers the South; The Nation Begins to Split; The North and South begin to Drift Apart; 1800s Souther Plantation Life; The Gathering Storm	<i>Texas; Oregon; New Mexico; California; Mexico; South America; Caribbean; Indonesia; Manila; India; Sunda Strait; Funchal; Madeira Islands; Machico; Portugal; Tagus River; Luzon; Java; Sumatra; Block Island; Baker's Island; Nantucket; Cape Ann; Ireland; Naugus Head; Sierra Nevada; Massachusetts; Brazil; Virginia; New York City; Kansas; Missouri; Utah; Nebraska</i>	Thomas Jefferson; Napoleon Bonaparte; Bolivar; James Monroe; Nat Turner; John Brown
15	Famous Speech	Daniel; 2 Chronicles	Oneida	A National Tug-of-War; The First Shot is Fired; American Civil War; Union Dissolved; 1860's A People Divided	<i>Sumatra; Capetown; Susu Bay; Pulu Coya; Isle of Bourbon; Isle of France; Madagascar; Missouri; Maine; Louisiana; Texas; Maryland; Choptank River; Delaware; Oregon; California; Nevada; Utah; Arizona; New Mexico; Colorado; Wyoming; Indiana; Ohio; Pennsylvania; Virginia</i>	James Polk; Jefferson Davis; Abraham Lincoln; Stephen Douglas; Harriet Tubman

(continued on the following page)

Week	Memory Work	Bible Reading	American Indians	History/ Social Studies	Geography	Biography
16	Famous Speech	Friendship; 2 Chronicles; Matthew; John; Luke; Isaiah	Huron & Ottawa	Capture of New Orleans; Triumphs of the Confederacy; First Modern War; The South Surrenders; The Go-Getters; Cattlemen and Cowboys; Wild West: Fact and Legend	<i>Great Lakes; Ontario; New York; Ohio; Indiana; Kansas; Florida; Allegheny Mountains; Georgia; South Carolina; Virginia; Wyoming; Minnesota; Montana; Great Plains; Black Hills; South Dakota</i>	Robert E. Lee; Ulysses S. Grant; Chief Joseph
17	Famous Speech	Job: remaining faithful through suffering; 2 Chronicles	Potawatomi	Rock Oil; Big Business and Great Fortunes; City Goods; One Price for Everybody Moving West; A Democracy of Clothing	<i>Myanmar (Burma); Straits of Malacca; Massachusetts; India; Bay of Bengal; Connecticut; Maryland; Ohio; Paris; Germany; Russia; Poland; Rhode Island; Pennsylvania; Missouri; Missouri River; Colorado; Kansas Territory</i>	Abraham Gesner; John D. Rockefeller; Andrew Carnegie; Cornelius Vanderbilt
18	Famous Speech	Samuel; 2 Chronicles	Miami & Shawnee	Things by the Millions; People on the Move; To Punish or Forgive?; A Two-Nation South	<i>Kansas; Missouri; Kansas River; Fort Riley; New Jersey; Atlantic Ocean; The Rockies; Pike's Peak; Oregon Trail; Tennessee</i>	Frederick W. Taylor; Henry Ford; Thomas Edison; Andrew Jackson
19	Romans 8:38–39	Ruth: devotion and kindness; Proverbs; 2 Chronicles	Cherokee	Reconstruction Years; Filling the Land; Settling the West; Railroads; Wild West; Indian Wars; Homesteading	<i>Illinois; Montana; North Dakota; South Dakota; Oklahoma; Scandinavia; Holland; Wisconsin; Minnesota; Michigan; France; Germany; Italy; Ireland; Russia; Syria; Norway; Sweden; The Balkans; Kentucky; South Carolina; Missouri; Tennessee; Georgia; Indiana</i>	Joseph Glidden; Thomas Nast; Ulysses S. Grant

(continued on the following page)

Week	Memory Work	Bible Reading	American Indians	History/ Social Studies	Geography	Biography
20	John 15:1-4	Proverbs; Hosea: how God views our sin	Chickasaw	Oldcomers and Newcomers; Coming to America; The Struggles of Labor; Reformers and Self-Helpers; The Progressive Era; The Spirit of Reform; Government for the People	<i>Germany; Poland; Russia; Italy; Lithuania; West Virginia; Pennsylvania; Illinois; Massachusetts; Michigan; Wisconsin; Texas; Ohio; Northwest Territory; Tennessee; Tennessee River; Virginia</i>	Samuel Gompers; Mother Jones
21	John 15:1-6	Proverbs; Hosea	Osage	Bringing People Together; News; Post Offices; Time; Towns and Cities; Bridge-Building	<i>Halifax; Nova Scotia; Colorado; Monongahela River; Ohio; Indiana; Connecticut; Missouri; Illinois; Louisiana; Mississippi; Mississippi River; Virginia</i>	Samuel F.B. Morse
22	John 15:1-8	Proverbs; Amos: God's justice and righteousness	Crow	Department Stores; Mass Production; America's Industrial Age; Age of Industry; Cities and Inventions; Victorian America; Lifestyles Change	<i>Mississippi; Pennsylvania; Tennessee; Georgia; Alabama; North Carolina; South Carolina; Virginia; Piedmont; Shenandoah Valley</i>	Thomas Edison; Alexander Graham Bell; John Elisha Graves Otis; Mark Twain
23	Malachi 3:10	Proverbs; Micah	Sioux	The Farmers Find a Voice; Farmers in Trouble; From Umpire to Guardian; President for Change	<i>Yosemite National Park; Kansas; Texas; Wisconsin; Boston</i>	Theodore Roosevelt; Woodrow Wilson; William Jennings Bryan
24	Proverbs 26:18-19	Proverbs; Ezekiel: God's sovereign power over his creation	Blackfeet	America Becomes a World Power; Spanish-American War; Panama Canal; A New Role in the World; The Great War Begins	<i>Congo; Cuba; Malaysia; Sumatra; Zimbabwe; Texas; Philippines; Puerto Rico; Guam; Colombia; Panama; Hawaii; Mexico; Austria; New Hampshire</i>	Theodore Roosevelt; William McKinley
25	Psalm 19:1-3	Proverbs; Ezekiel	Cheyenne	World War I; America in Battle	<i>Paris; Marne River; France; North Sea; Belgium; Maine; Wisconsin; Kentucky; Pennsylvania; New York City; Germany; Belfast; Scandinavia; Poland; Yugoslavia; New Jersey</i>	

(continued on the following page)

Week	Memory Work	Bible Reading	American Indians	History/ Social Studies	Geography	Biography
26	Psalm 19:1-5	Jonah: God's patience and compassion; Ezekiel	Pawnee	Winning a War, Losing a Peace; Negotiating the Treaty of Versailles; Effect of the War; America's Golden Decade; Fear and Unrest; The Economy Booms; Jazz Age; Boom-Time Heros; American Dream	<i>Florida; Wyoming; Harlem; New Orleans; Hollywood; Albany; Timbuktu; Mohawk Valley; Thames River; The Great Lakes; Colorado; New Hampshire</i>	Charles Lindbergh; Herbert Hoover
27	Psalm 19:1-8	God's prophet Samuel; Ezra	Paiute & Ute	Who Killed Prosperity?; The Great Depression; Boom to Bust; FDR Comes to Power; The Hundred Days; Rural Reforms; 1930s That's Entertainment	<i>Tennessee River; Colorado River; St. Louis</i>	Franklin Delano Roosevelt; Dorthea Large
28	Psalm 19:1-10	Exodus: Moses and God's chosen people; Ezra; Psalms	Pueblo	African-Americans and the New Deal; Who Was Left Out?; The Battlefield is Everywhere; Pearl Harbor	<i>Maine; Alabama; Germany; Sicily; Hiroshima; Nagasaki; Ohio; North Carolina</i>	Frederick Douglass; The Wright Brothers; Booker T. Washington; George Washington Carver; DuBois
29	Psalm 19:1-12	Luke: Mary's devout faith and the birth of Jesus; Matthew; Romans: Paul's powerful teachings	Apache	Outbreak of War; End of Isolation; Pearl Harbor: War!; Mobilizing for War; Victory at Home; D Day; Victory in Europe	<i>Newfoundland; Shanghai; London; Munich; France; Soviet Union; Japan; Pearl Harbor; United States; California; Antwerp; Brussels: Omaha Beach; Black Sea; Germany; Prague; Elbe River; Louisiana; Mississippi: Memphis; Kitty Hawk; North Carolina</i>	Adolph Hitler; Winston Churchill; The Wright Brothers; Josef Stalin
30	Psalm 19:1-14	Daniel; Romans	Navajo	Closing in on Japan; The Atomic Bomb; "Little" Wars and Big Risks; Cold War; Korean War	<i>Germany; Poland; Russia; Japan; Pearl Harbor; North Korea; South Korea; Israel; Taiwan; Vietnam; Philippines; Hiroshima; Nagasaki; Mississippi; Georgia; Wisconsin</i>	Harry S. Truman; Amelia Earhart; Helen Keller; Joseph McCarthy

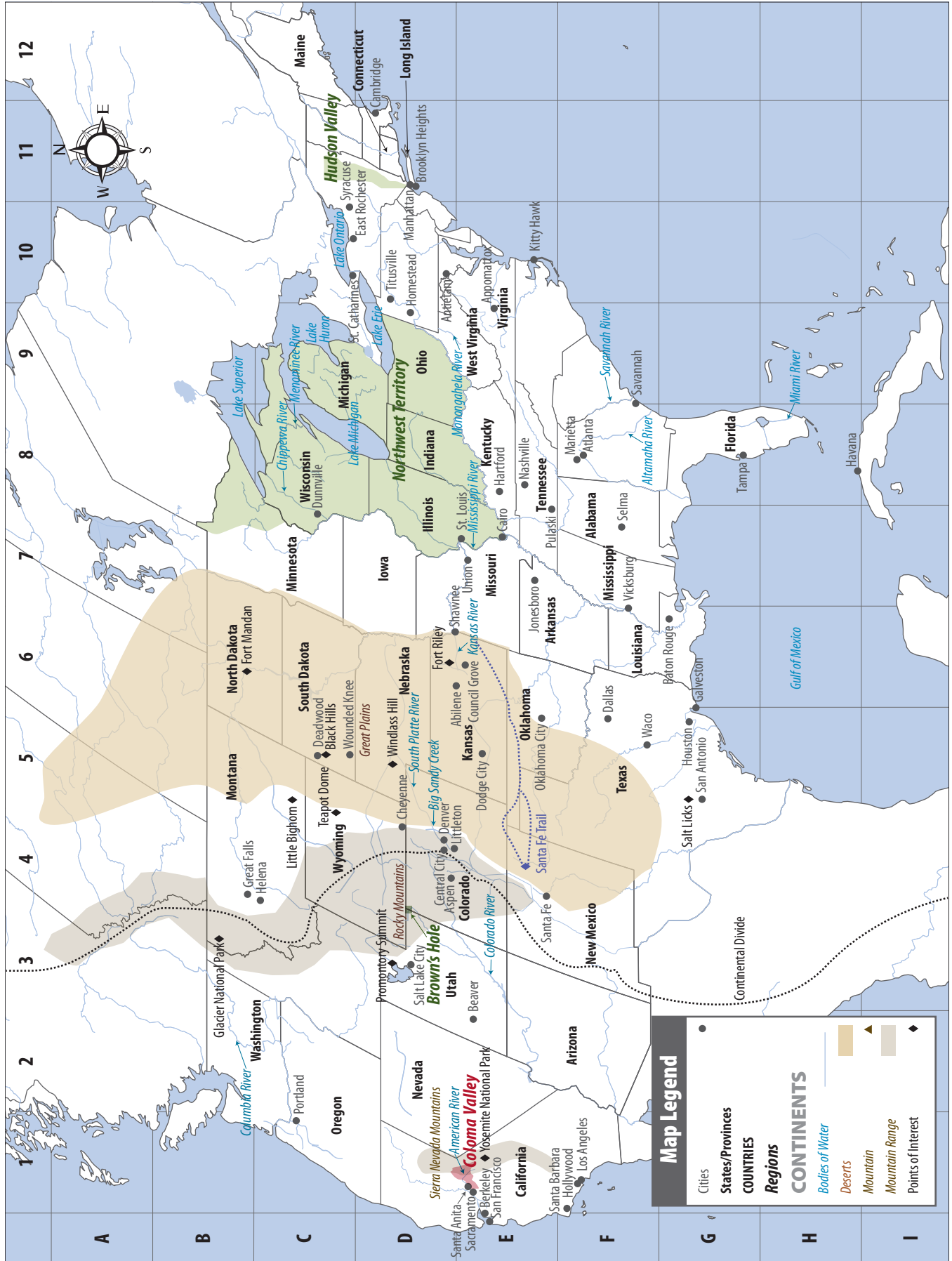
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Week	Memory Work	Bible Reading	American Indians	History/ Social Studies	Geography	Biography
31	Proverbs 16:32	Genesis: Joseph; Romans	California Indians	1950s; The New Frontier; "A Triumph for Freedom"; Marching for Civil Rights; Johnson's Great Society	<i>Cuba; Soviet Union; East Germany; West Germany; Poland; Europe; China; Korea; Vietnam; Geneva; Ghana; New York; Texas: Arkansas; Ohio: Alabama; North Carolina; Atlanta; Memphis; Montgomery</i>	John F. Kennedy; Lyndon Johnson; Rosa Parks; Martin Luther King Jr. Thurgood Marshall
32	Hebrews 12:1–3	2 Kings: Elisha; Romans	Shoshone	1960s; Civil Rights; War and Protest; America in Vietnam; Footprints on the Moon	<i>California; New York; Laos; Cambodia; Ohio; Pennsylvania; Utah; Scotland; Texas; Baltic Sea; Qatar; Liberia; Thailand; Hungary; Monaco</i>	John Glenn; Neil Armstrong; Malcom X; Yuri Gagarin
33	Hebrews 12:1–5	Book of Judges: Bible heroes; Galatians	Nez Perce	1970s; 1980s; Ending Vietnam; Watergate; The Reagan Revolution; Cultural Shifts; America Abroad; The Global Shifts; America Abroad; Iron Curtain Falls	<i>Africa; Guyana; China; Iran; Kuwait; Afghanistan; Middle East; USSR; Panama; Moscow; Sinai Peninsula; Minnesota; South Africa; Ethiopia; Nicaragua; Beirut; Iran; Romania; Lithuania; Germany; Pennsylvania; Czechoslovakia</i>	Richard Nixon; Ronald Reagan; Jackie Robinson
34	Hebrews 12:1–8	Book of Judges; Galatians; Ephesians	Northwest Coastal Indians	1992–1999; The Clinton Era; A New Economic Age; The New Americans; Violence at Home; Foreign Affairs; The World Environment; 2000–2002; Politics; Terrorism	<i>Africa; Balkan Peninsula; Middle East; North Korea; Japan; Brazil; Los Angeles; Texas; Oklahoma; Colorado; Arkansas; Yemen; Croatia; Serbia; Bosnia; Saudi Arabia; Afghanistan; Pakistan; Iraq; Iran; North Korea</i>	Bill Clinton; Al Gore; George W. Bush
35	Hebrews 12:1–11	Book of Judges; Ephesians	Chipewyan	<i>In Search of the Source</i>	<i>Papua New Guinea; Virginia; Pennsylvania; China; New York; California</i>	Neil Anderson
36	Hebrews 12:1–13	Book of Judges; Philipians	Hawaiians	<i>In Search of the Source</i>	<i>Papua New Guinea; New York City</i>	Neil Anderson

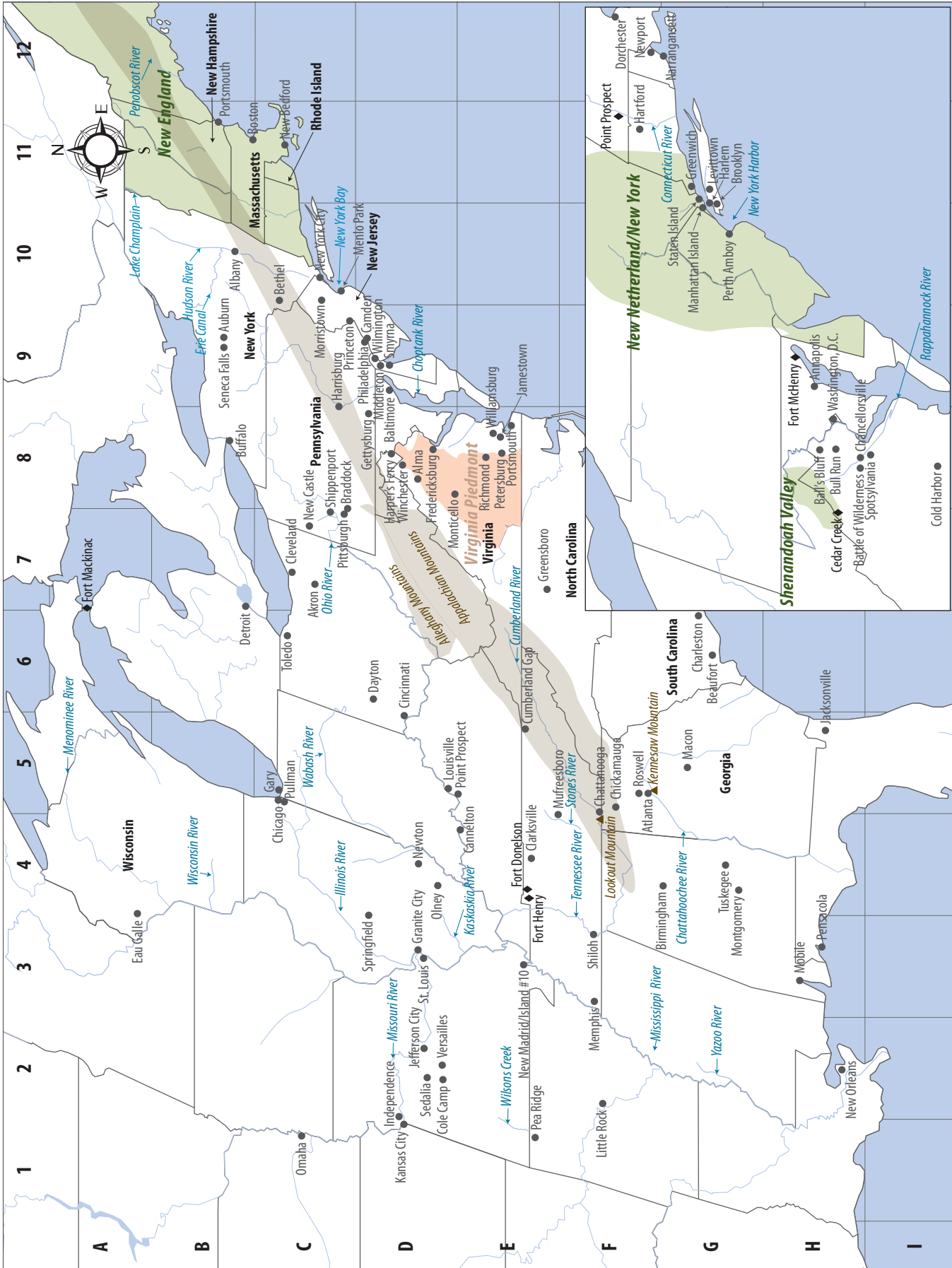
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Intro to American History, One Year Condensed—Map 1

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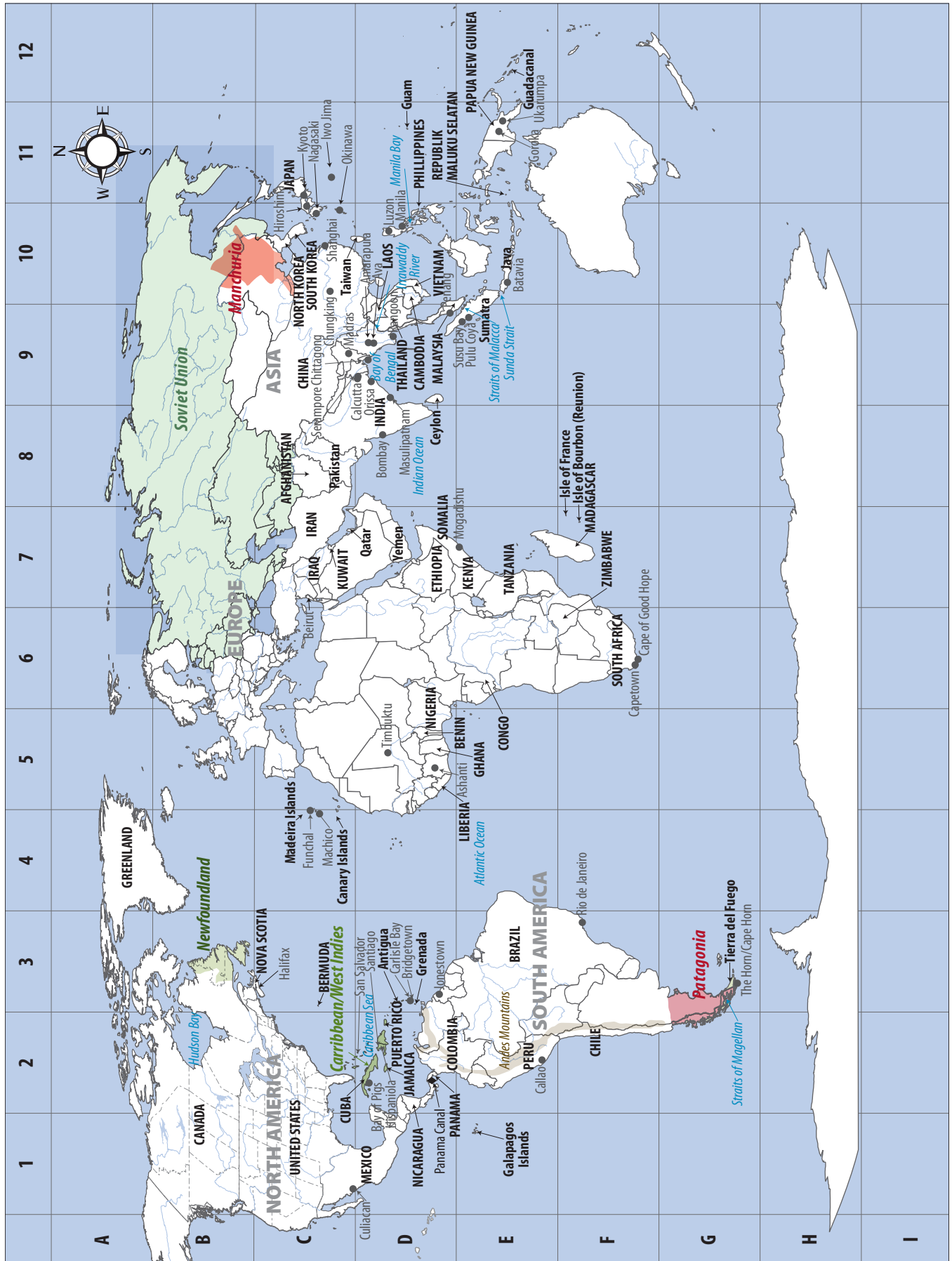


Intro to American History, One Year Condensed—Map 2

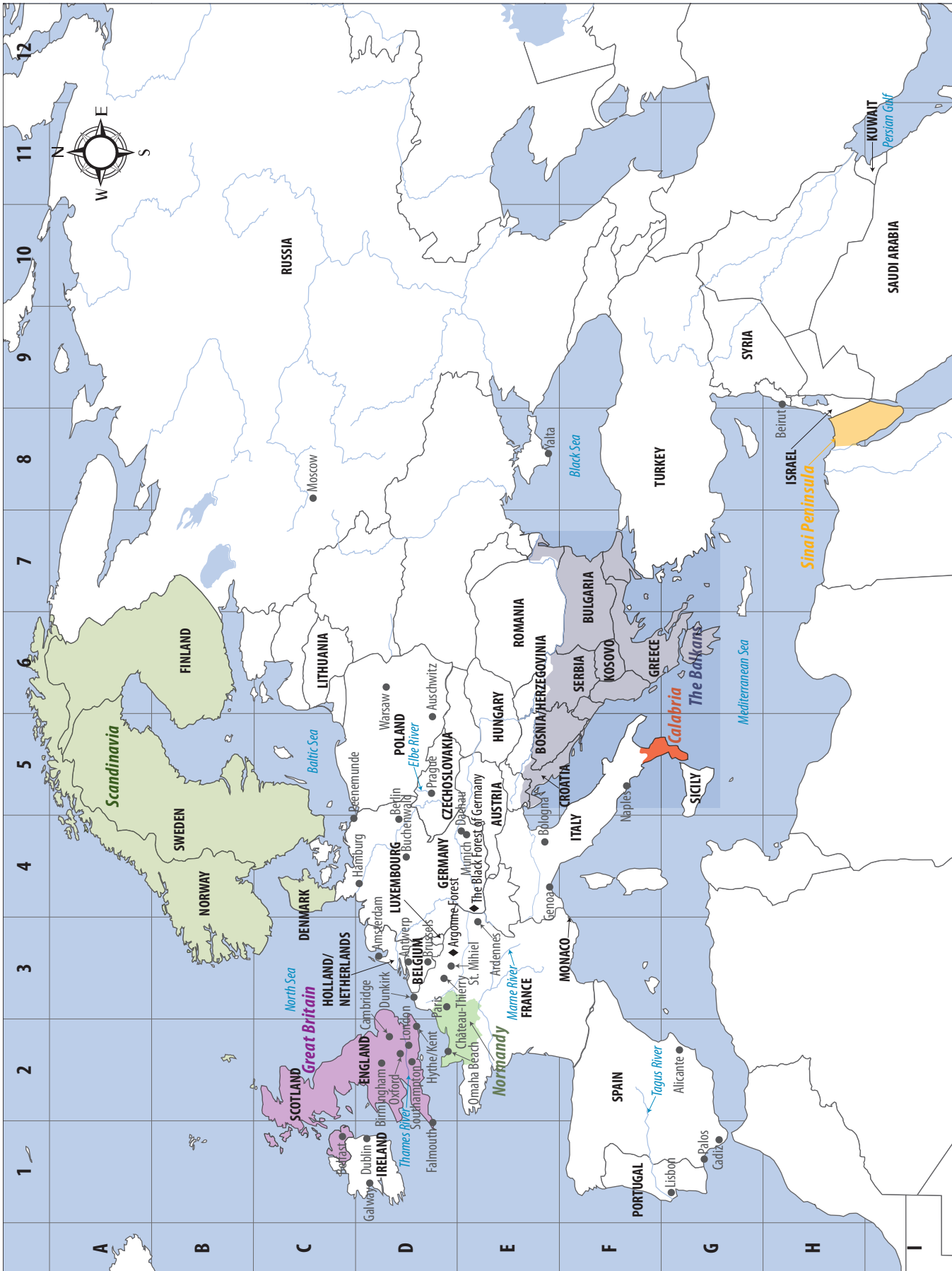


Intro to American History, One Year Condensed—Map 3

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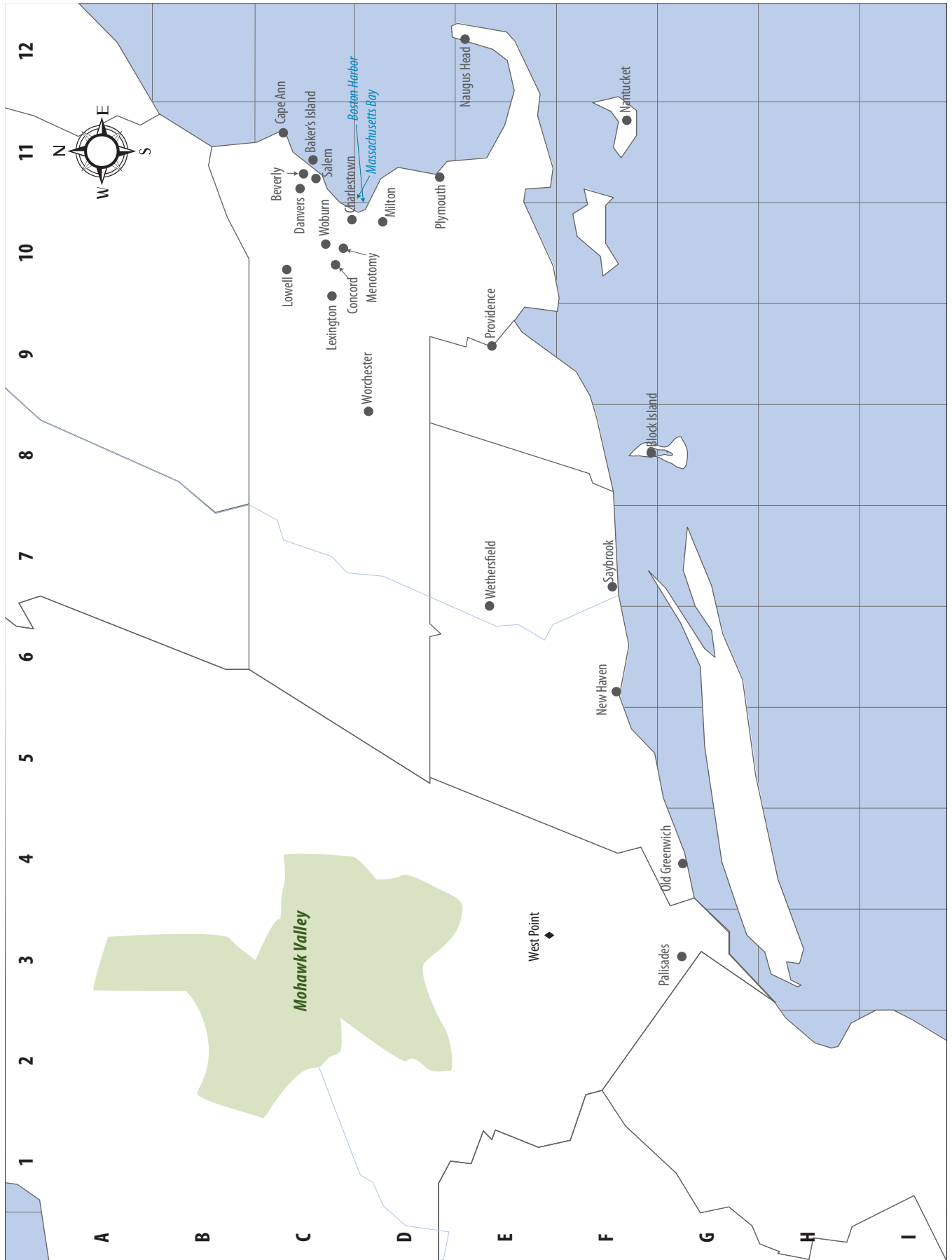


Intro to American History, One Year Condensed—Map 4



Intro to American History, One Year Condensed—Map 5

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