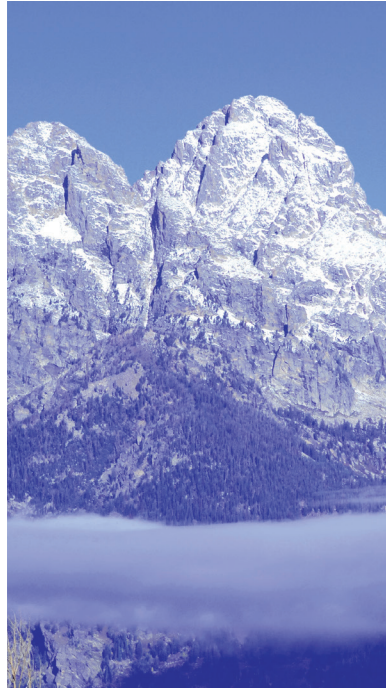


F

INTRO TO AMERICAN HISTORY

Year 2 of 2



FUN FACT

Franklin D. Roosevelt won an unprecedented 4th term as President.



Grand Teton National Park
Wyoming



Thank you for downloading this sample of Sonlight's History / Bible / Literature 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 (5-Day)

Intro to American History, Year 2 of 2

By the Sonlight Team

*“I have hidden your word in my heart that I might
not sin against you.”*

Psalm 119:11 (NIV)

Sonlight Curriculum® "Intro to American History, Year 2 of 2" (5-Day)
Instructor's Guide and Notes, Thirty-First Edition

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

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

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NOTE TO PURCHASER

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

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INSTRUCTOR'S GUIDES HISTORY / BIBLE / LITERATURE

**TRY BEFORE
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Get a three-week sample of any
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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:					
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Egermeier's Bible Story Book Day 105 pp. 309–312</p> <p>Day 103 pp. 302–304</p> <p>Timeline and Map Points † Jeremiah (ca. 627 BC)</p> <p>Day 104 pp. 304–308</p> <p>Timeline and Map Points † Babylonian captivity (ca. 605–537 BC)</p> </div> <div style="width: 45%;"> <p>The Usborne Book of Living Long Ago Day 101 pp. 46–48</p> <p>To Discuss After You Read Q: What is the favorite feature of your home? Is there a convenience you are thankful for? [p. 46]</p> <p style="text-align: right;">Parental Notes</p> </div> </div>					

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

5 TIMELINE & MAP ACTIVITIES

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

6 HANDS-ON ACTIVITIES

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

7 VOCABULARY AND CULTURAL LITERACY NOTES

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

8 AN EASY RECORD-KEEPING SYSTEM

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

9 FLEXIBLE FORMAT

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

4

Bible Reading

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

Memorization (Bible)

All Psalm 42:1-6

Continue to memorize Psalm 42.

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

The Beginner's American History

161 pp. 200-205

Cultural Literacy

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

To Discuss After You Read

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

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

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

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

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

Timeline and Map Points

📍 Egypt (D7) (map 1)

Optional: Hands-On History: World Cultures

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

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Timeline and Map Points

📍 New York (D3) (map 5)

165 pp. 228-232

To Discuss After You Read

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

Landmark History of the Amer. People, Vol. 1

162 Chapter 19 pp. 134-136

Cultural Literacy

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

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

To Discuss After You Read

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

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

Timeline and Map Points

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

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

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3

5

6

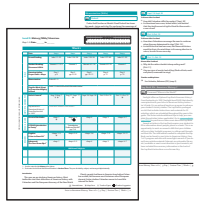
WHERE WILL YOUR SONLIGHT STUDIES TAKE YOU?

[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?

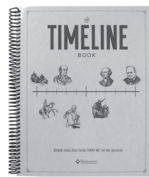


Easy to use

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 Who 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.

Level 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	"One of a Kind" pp. 15–17 & chap. 1 (Read this assignment throughout the entire week.)				
	Student Reading	Luke 5:1–11	Matthew 4:18–22	Mark 1:14–20	John 1:35–51	John 6:35–69
	Parent Reading	Matthew 1	Matthew 2	Matthew 3	Matthew 4	Matthew 5:1–26
	Memorization	Our first memorization/public speaking passage is Psalm 103. It will be due on Week 8. Read Psalm 103:1–3 ten times this week—twice each day. Do you know the meanings of all the words? Do you understand what the passage as a whole is about?				
	Sing the Word: The Heavens Declare	Track 1 Listen to this track the entire week.				
HISTORY & GEOGRAPHY	One Voice: The Story of William Wilberforce	"Introduction-In London" pp. 1–22 👤🌐	"High School-Election" pp. 23–58	"Early Government-Transformation" pp. 59–88	"Abolitionist" pp. 89–118	"A Year Away" pp. 119–136
	Wee Sing America ¹	(re-)learn "The Star Spangled Banner" pp. 8–9 (Track 3). Listen to "The Preamble to the Constitution" p. 9 (Track 4)				
READ-ALOUDS	The Great Turkey Walk ²	chap. 1 🌐	chaps. 2–4 🌐	chaps. 5–6 🌐	chap. 7	chaps. 8–9 🌐
	How to Eat a Poem ²		p. 1		p. 2	
READERS	By the Great Horn Spoon! ²	chap. 1 🕒🌐	chaps. 2–3 🌐	chaps. 4–5 🌐	chap. 6–chap. 7 p. 77 (to break) 🌐	Chapter 7 p. 77–chap. 8
Additional Subjects:						

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1. See the notes for the **Bible** and **History** titles below.
2. Find the notes for the Read-Alouds and Readers in **Section Three**.

“How to” Quick Start Information

Record Keeping

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

Vocabulary & Cultural Literacy

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

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

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

To Discuss After You Read

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

Timeline

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

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

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

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

Map Points

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

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

Further information and useful documents

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

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

Bible

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 with *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.

Parent Reading

Day
1

Matthew 1

Parents: In Matthew 1, you and your children will read the genealogy of Jesus. To modern readers, this hardly seems like the most exiting 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 explains that Matthew traces the lineage of Jesus through Joseph, while Luke emphasizes on 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.

Day
2

Matthew 2

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” (neser), 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.

Memorization (Bible)¹

Day
ALL

Psalms 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;

1. We cite the KJV/NASB/NIV versions in our notes for your convenience, since it correlates to the version used in *Sing the Word*. However, if you would prefer to have your children memorize the assigned verses from another version of the Bible that your family uses more frequently, please feel free to do so.

One Voice: The Story of William Wilberforce

Day
1

"Introduction-In London" pp. 1–22

Overview

William Wilberforce was an evangelical Christian member of the British Parliament who, through diligent persistence, eventually saw all British slaves freed (1807) ... without war.

Although we study American history this year, we pause to read Wilberforce's biography to compare the two different ways nations ended slavery. See Britain's way here. In a few weeks we'll read how the U.S. ended slavery. We'll see that Godly politicians can accomplish much.

Cultural Literacy

"poor in progeny": offspring, descendants, children.

"aloft and aloof": aloft: up in the mast of a sailing vessel, up in the air, overhead; aloof: uninterested and uninvolved.

"impressed into service": force someone to serve in the army or navy, often through kidnapping.

To Discuss After You Read

- Q: How many people died in the American Civil War?
A: *750,000, more than WWI, WWII, the Korean War, the Vietnam War, Iraq, Afghanistan, combined*
- Q: What good came from the Civil War?
A: *4 million enslaved persons were freed*
- Q: Did William's mother want her son to be passionate for God?
A: *not at all; she tried to protect him from religious influence*
- Q: What was Wilberforce's gift at school?
A: *he had a strong voice that people listened to*
- Q: What sorrows did Wilberforce face at a young age?
A: *his sister died, then his father died, and his mother stayed in bed, prostrate with grief, so he was sent away*
- Q: When Wilberforce realized his aunt and uncle were Methodists, why did that surprise him?
A: *his mother had taught that they were poor, uneducated fanatics who would never amount to anything—but his uncle was one of the richest merchants in London, so clearly his mother was wrong*
- Q: Wilberforce met a famous song writer. Who was it?
A: *John Newton, who wrote "Amazing Grace"*
- Q: Why did Wilberforce's mother come to take him home?
A: *she found out that he had turned to Methodism*

Timeline and Map Points

While Wilberforce fought for freedom for slaves, in South America, Simon Bolivar fought for independence from Spain for his own people.

† **Simon Bolivar (1783–1830)**

† **William Wilberforce (1759–1833)**

🌐 *Hull, England (C3); London, England (D3); Olney, England (D3) (map 5)*

Day
2

"High School-Election" pp. 23–58

Cultural Literacy

"we shall never be confounded": defeated.

"granting me some petition": request.

To Discuss After You Read

- Q: What does "Virtute et Veritate" mean?
A: *virtue and truth; "virtue," in this case, meaning something like good character, excellence, courage, manliness*
- Q: How did Wilberforce's mother want him educated?
A: *to enjoy the world, including the enticements to riotous living—alcohol, gambling, parties and dancing*
- Q: As a young man, what did Wilberforce believe?
A: *we should take what comes, either good or ill, as we probably deserve it, and the world is an uncertain thing, letting us rejoice in one moment, and be miserable in the next*
- Q: Do you think he's right? Do you think Wilberforce did something to deserve his family wealth?
A: *he didn't have anything better to do*
- Q: Why did Wilberforce go to university?
A: *by personality, he liked debating, meeting new people, and using his voice—an ideal mix for a politician*
- Q: Why was politics a reasonable career choice for Wilberforce?
A: *by personality, he liked debating, meeting new people, and using his voice—an ideal mix for a politician*
- Q: What two Williams met in the House of Commons?
A: *William Pitt, son of the Prime Minister, met William Wilberforce*
- Q: What did the Williams think should be done with the rebellious American colonies?
A: *let them go—they are not likely to be killed into submission!*
- Q: How did Wilberforce win his election?
A: *he had name recognition, the money to buy votes, and threw an enormous party with free food to everyone who wanted to come*

Cultural Literacy

"never be effaced": erased

"are not incompatible": two things so different that they cannot exist together

To Discuss After You Read

Q: Why did Wilberforce not want to accept a small role in government?

A: *when the government is in upheaval, minor officials are often cast aside (and even major officials, like the Prime Minister)*

Note: *Wilberforce was initially elected to represent Hull, then later became the elected representative for the most powerful county, Yorkshire. Though there isn't an exact correlation in the United States, it would be something like going from being the representative of Santa Barbara to being the representative of California—a huge career advancement.*

Q: What happened to Wilberforce as he traveled with Isaac Milner?

A: *he became convicted of sin, and determined to pursue God, rather than worldly pursuits*

Q: Why was William Pitt concerned for his friend?

A: *he thought that maybe Wilberforce could use his talents and virtues for the good of others*

To Discuss After You Read

Q: Why was Wilberforce the only man in England who could work to abolish the slave trade?

A: *he had the voice, the friendship of the Prime Minister, the principle, the courage; and he was a member of Parliament*

Q: Why did Wilberforce initially turn down the offer?

A: *because everyone was against this idea: the King, the Church, the other Members of Parliament*

Note: *For a Quaker, to be a "member" is to be part of the church. Basically, you couldn't be Quaker and own a person or participate in the trade.*

Q: Why did Wilberforce begin with the slave trade, and not abolishing slavery itself?

A: *Parliament had control over trade, while it maybe didn't have control over what was considered property in a distant colony (after all, the American Revolutionary War was fought over Parliament's right to tax)*

Q: What was the problem with the Middle Passage?

A: *it was horrific for those being transported—somewhere between 5% and 33% of the people died*

To Discuss After You Read

Q: How did Wilberforce almost die?

A: *his stomach and digestive tract were full of holes, which is bad for the entire body (no good way to absorb nutrients, undigested food seeping where it shouldn't, painful digestion—horrible)*

Q: What does Pitt commission?

A: *a report on the slave trade—how does it affect commerce?*

Q: What surprising statement did Charles Fox make?

A: *he didn't want to regulate the slave trade, but abolish it*

Q: How did Pitt risk his career?

A: *he so strongly wanted the Slave Trade Act to pass that he said he would resign if it didn't (it did pass, but just barely)*

Q: What was significant about the Slave Trade Act, and what did it accomplish?











A: *it was the first time the Slave Trade had been regulated on British ships, and it kept the trade ships from packing so many people into the hold (which isn't much, but it was something) ■*

Level 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
	Memorization	Psalm 103:1–5				
	Sing the Word: The Heavens Declare	Track 1 Listen to this track the entire week.				
HISTORY & GEOGRAPHY	One Voice: The Story of William Wilberforce	"The Battle Is Joined" pp. 137–174  	"Battle" pp. 175–212	"The New Century" pp. 213–244	"The Fight Continues-Emancipation" pp. 245–274	
	American History: A Visual Encyclopedia					pp. 70–73 
	Wee Sing America	"Sweet Betsy from Pike" (pioneer song 1849), pp. 34–35 (Track 31).				
	Lap Book Kit: American History II: From the Mid-19th to the 21st Century	Cover "Where in the World?" Maps & More" Packet				
READ-ALOUDS	The Great Turkey Walk	chap. 10  	chaps. 11–12 	chaps. 13–14 	chaps. 15–16 	chaps. 17–18
	How to Eat a Poem		p. 3		p. 4	
READERS	By the Great Horn Spoon!	chaps. 9–10 	chaps. 11–12	chaps. 13–14	chaps. 15–16 	chaps. 17–18
Additional Subjects:						

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Bible

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 103:1–5

- 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.

One Voice: The Story of William Wilberforce

Day **6**
"The Battle Is Joined" pp. 137–174

Cultural Literacy

"We cannot evade it": escape or avoid

"We may spurn it": reject with disdain or contempt

To Discuss After You Read

- Q: How did Wilberforce and his companions spread the word about the slave trade?
A: *they printed a diagram of a slave ship and a passionate poem by a well-known poet, in order to spread the word*
- Q: Why was Wilberforce desolate when he first spoke to the House of Commons?
A: *he spoke for three and a half hours, making strong speeches, and rather than acting, Parliament said, "We need to investigate this more"*

- Q: How do you get a signature for a petition?
A: *find a person, talk to them and persuade them, then ask them to sign—all that for every signature*

- Q: What practical effort did Wilberforce make for several months?
A: *he had to summarize 10,000 pages of testimony, and site the most important arguments for his next presentation to Parliament*

John Wesley (1703–1791) founded Methodism; he preached to crowds outdoors; he trained people to pursue a holy life; he sought reform in social issues, such as prison reform and the abolition of slavery.

- Q: How badly was Wilberforce's bill rejected?
A: *almost two to one voted against it*

Timeline and Map Points

-  **Slave trade abolished in British Empire (1807)**
 *Saint-Domingue (today Haiti) (E2) (map 4)*

Day **7**
"Battle" pp. 175–212

To Discuss After You Read

- Q: Why did some members of Parliament want to outlaw the slave trade "gradually"?
A: *they claimed it was to ease the transition for all involved, but really it allowed them to take no decisive action*
- Q: What were some of the hardships faced by Wilberforce?
A: *Boswell, famous writer, wrote a very unkind poem; he was challenged to a duel and stalked at night, so he went about armed, with a bodyguard; Thomas Clarkson gave up after 14 hard, exhausting years and nothing to show for it, the one time he almost had the vote, just enough people went to the theater rather than to vote that his bill didn't pass*
- Q: How long did Wilberforce know his wife before he proposed to her?
A: *eight days—and they were 17 years different in age!*
- Q: What happy thing happened during Wilberforce's honeymoon?
A: *his mother became a Christian*

Day **8**
"The New Century" pp. 213–244

Cultural Literacy

"Bereft": abandoned through death or departure

"the Head of the French monarchy": Napoleon, at that time

"Principalities to his followers": a state ruled by a prince

To Discuss After You Read

- Q: How many years did it take for any of Wilberforce's bills to pass, and did that first one make a difference?
- A: *fourteen years, and, in the end, it made no difference, as the House of Lords did not pass it*
- Q: What was the Foreign Slave Trade Abolition Bill, and why did it pass?
- A: *British ships were restricted from trading humans to foreign countries, like France; plantation owners liked that, because that meant there was less competition from foreign plantation owners, but also the slave market actually begins to shrink—and Parliament restricted the trade for the first time*
- Q: What did William Grenville do during the summer recess?
- A: *he traveled from lord to lord, explaining the reasons why it would be good to abolish the slave trade; he managed to get 70 lords to support him*
- Q: With British ships not trading with foreign nations, did other nations take their place?
- A: *no: Denmark didn't trade, nor did the United States; France and Spain could not trade, and Portugal was too weak to increase the trade—the restriction made a real difference*
- Q: The Slave Trade Act had never passed the House of Lords before. But what happened in 1807?
- A: *Prime Minister Grenville proposed the Bill, and it passed by a margin of almost three to one: 100-36*
- Q: Summarize what Sir Samuel Romilly meant in his tribute to Wilberforce.
- A: *Napoleon might look like he has a great life, with all his power and ability to give wealth to his favorites. But when he is alone, he must be wracked with guilt, with a horrible conscience. On the other hand, we have Wilberforce, who has worked tirelessly to stop the slave trade. When he goes home, he will sleep in peace, surrounded by a loving family, being thanked by people around the world who no longer have to live in fear of their lives. He has the far more enviable lot in life!*
- Q: What was the astonishing vote in the House of Commons, that passed the Slave Trade Act?
- A: *283-16! More than seventeen to one, in a vote that had almost never even hovered at 50/50—amazing (Wilberforce must have been right when he said that this must be the work of the Almighty)*
- Q: How long was Grenville Prime Minister?
- A: *just one year—enough time to do what needed to be done*

Day
9**"The Fight Continues—Emancipation" pp. 245–274****Cultural Literacy****"endure great obloquy":** strong criticism or verbal abuse**To Discuss After You Read**

- Q: Did the slave trade stop when Parliament passed the Slave Trade Act?
- A: *no—smugglers continued to trade, even as one-sixth of the British navy sailed to prevent it*
- Q: Did slavery stop when Parliament passed the Slave Trade Act?
- A: *no—a half million or so enslaved Africans remained in the West Indies*
- Q: Wilberforce first served in Parliament in 1780. How many years did he serve?
- A: *from fall 1780 to spring 1825: he retired in his 45th year*
- Q: How did Parliament seek to make emancipation less painful?
- A: *the plantation owners would be paid for their lost investment*
- Q: What did William Wilberforce accomplish in his life?
- A: *Through his efforts, the Slave Trade Act was passed, which made slave trading illegal. In his lifetime, slavery throughout the British empire was made illegal, and the plantation owners were reimbursed for emancipation. Rather than a Civil War, emancipation occurred through law and financial payouts—expensive, but less expensive than war.*

American History: A Visual EncyclopediaDay
10**pp. 70–73****To Discuss After You Read**

- Q: Why did the North and South drift apart? [p. 72]
- A: *the North gained wealth through industry while the South gained wealth through crops produced with the help of slaves*
- Q: What caused working conditions in mills to change beginning in 1840? [p. 73]
- A: *company owners wanted to increase production so they hired managers to run their businesses and managers cut wages*
- Q: On page 73 the book calls freedom in the North "false freedom." Was the freedom false or was the issue discrimination?
- A: *answers will vary*

Timeline and Map Points

- 🌐 Lowell, Massachusetts (C11) (map 3)

Sonlight offers an Optional Lap Book (American History II: From the Mid-19th to the 21st Century) that directly corresponds with your Intro to American History Instructor's Guide. It is an optional hands-on program to enhance your student's history studies. The Lap Book is packaged as a kit that includes Instructions and materials for 30+ activities, which are scheduled throughout the year in this guide. Go to www.sonlight.com/hands-on to purchase or learn more about the Lap Book!

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

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

Level 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
	Memorization	Psalm 103:1–9				
	Sing the Word: The Heavens Declare	Track 1 Listen to this track the entire week.				
HISTORY & GEOGRAPHY	The Landmark History of the American People, Volume 2	pt. 1 chap. 1 ↑ ⌚ 🌐	chap. 2 🌐		chap. 3 pp. 14–20 thru 4th para. ↑ ⌚ 🌐	chap. 3 pp. 20–23 ↑
	American History: A Visual Encyclopedia			pp. 74–77 ⌚ 🌐		
	Wee Sing America	"Sacramento" p. 56 (Track 47).				
	Lap Book Kit: American History II: From the Mid-19th to the 21st Century	Activity 1: Causes for Conflict Activity 2: The United States in 1860				
READ-ALOUDS	Across Five Aprils	chap. 1 pp. 1–14 🌐	chap. 1 pp. 14–22	chap. 2 ⌚ 🌐	chap. 3 🌐	chap. 4 pp. 47–54 (mid page) 🌐
	How to Eat a Poem		p. 5		p. 6	
READERS	Freedom Train	"Little Girl, Little Girl!" & "Peck of Trouble" ↑ 🌐	"School Days" & "The Train Whistle Blows"	"Not Worth a Six- pence" & "Bound for the Promised Land" ⌚	"Following the Star" & "Riding on the Railroad" 🌐	"In a Strange Land" & "Why Not Every Man?" 🌐
Additional Subjects:						

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Bible

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 13:12–15 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 103:1–9

- 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.
- ⁷ He made known His ways to Moses,
His acts to the sons of Israel.
- ⁸ The LORD is compassionate and gracious,
Slow to anger and abounding in loving kindness.
- ⁹ He will not always strive with us,
Nor will He keep His anger forever.

The Landmark History of the American People

Day 11 Part 1, Chapter 1

Cultural Literacy

ghost town: a deserted town. [p. 1]

To Discuss After You Read

- Q Why do you think people enslaved other people throughout the centuries? What’s the Christian view on slavery? [pp. 2–3]
- A: *answers will vary; people practiced slavery in order to have others do hard work for them; they did it as a result of conquest of other nations; they accepted it as commonplace since everyone else did it; Christianity views all people as valuable, created in God’s image, thus rejecting slavery*

- Q: The book says that some Puritans bought and sold Indian slaves. Why did some Christians participate in slavery? [pp. 2–3]
- A: *answers will vary; they rationalized that slaves were cheaper to get than servants; they did not understand that biblically all people are created in God’s image and, therefore, are valuable; they did not think Indians or Africans were equal to other people; they misinterpreted the Bible*
- Q: Why didn’t the Portuguese, Spanish, and English just enslave native Americans? Why did they need African slaves? [pp. 2–3]
- A: *there weren’t enough Indians to enslave. The Indians moved away and the trade in African people was streamlined and profitable. Unfortunately, Africans captured their neighbors and sold them*
- Q: Why was Thomas Jefferson’s passage against slavery removed from the Declaration of Independence? [pp. 4–5]
- A: *the Congress didn’t want to hurt the feelings of other slave owners or slave traders*
- Q: What did the Northwest Ordinance of 1787 do? [p. 6]
- A: *it forbade slavery northwest of the Ohio River*
- Q: What long term impact did this have on the nation?
- A: *it divided it over the question of slavery*

Timeline and Map Points

- † **Northwest Ordinance forbids slavery northwest of the Ohio River (1787)**
- 🌐 **Britain abolishes the slave trade everywhere within its empire (1807)**
- 🌐 **Britain abolishes slavery (1834)**
- 🌐 *Virginia (E10) (map 1)*
- 🌐 *Massachusetts (C10); New York City (D8); Lowell, Massachusetts (C11) (map 3)*
- 🌐 *South America (F3); Caribbean (E2); Brazil (F3) (map 4)*
- 🌐 *Birmingham, England (D3) (map 5)*

Day 12 Chapter 2

To Discuss After You Read

- Q: Who were abolitionists? What did they do? [pp. 8–9]
- A: *people opposed to slavery; they published unpleasant stories about slavery and helped slaves who ran from slavery*

English abolitionists included figures such as William Wilberforce, who fought a political battle against slavery for years, finally culminating in the abolishment of slavery in British territories. [pp. 8–9]

The Bible passage quoted but not cited is the so-called Golden Rule (see, for instance, Matthew 7:12).

Christianity contributed much to abolishing slavery. As Alvin Schmidt observes in *How Christianity Changed the World*: “Both the abolition of slavery and rejection of racial segregation have their roots in the earliest teachings of

Christianity ... the early Christians received slaves into the church's membership and often freed them where they were able to do so ... Thus, the effort to remove slavery, whether it was Wilberforce in Britain or the abolitionists in America, was not a new phenomenon in Christianity" (pp. 289–290). [pp. 10–11]

- Q: What good came of all the abolitionist literature from the North? What bad came from it? [pp. 10–11]
 A: *it helped stir up sentiment against slavery; it lumped all Southerners into one group, picturing them all as mean slave owners, and incited some violence*
- Q: What reasons did some Southerners give for praising the value of slavery? What's wrong with these arguments? [pp. 10–11]
 A: *they said it was a national benefit; they said historically successful nations such as ancient Greece had slaves; they said Africans were a "separate creation" of God and should be slaves; some scientists said blacks were an inferior race; some argued that slavery was kind of like socialism and helped take care of people; answers will vary regarding what's wrong with these arguments, but the biggest point to make is that if God made all people in his image, then slavery of any kind and of any race is wrong*
- Q: What does the author mean when he says "there were really many Souths"? How were they united? [pp. 12–13]
 A: *there were different regions of the South, like the Old South, the New South, and the Western and Backwoods South; all were slave states*
- Q: What did the phrase "Peculiar Institution" refer to? [pp. 12–13]
 A: *slavery*

Timeline and Map Points

- 📍 Find the southern states on the map on page 12 of the book.

Day 14 Chapter 3 pp. 14–20 (through fourth paragraph)

To Discuss After You Read

- Q: Southerners were concerned about new states being added as slave-free, which would eventually outnumber slave states. What did Southern politicians propose as a solution to this matter? [pp. 14–15]
 A: *new states would come in pairs, one a slave state and one a free state in order to maintain a balance*
- Q: Describe the Missouri Compromise. Was it a true compromise? [pp. 16–17]
 A: *Missouri became a slave state, while Maine became a free state; a line through the Louisiana Purchase was drawn and it was declared that no one could own slaves north of the line; no, it wasn't really a true compromise*

- Q: What did Stephen Austin do in response to Mexico abolishing slavery in Tejas (Texas)? What happened as a result? [pp. 16–17]
 A: *he led a revolt, declared independence from Mexico, and Texas became an independent country*
- Q: What's a "dark horse" in reference to politics? [pp. 18–19]
 A: *an unknown candidate who few think will make a good candidate*
- Q: What was Polk's formula for compromise? [pp. 18–19]
 A: *territorial expansion*
- Q: Why did the annexation of Texas to the United States bother Mexico? [pp. 18–19]
 A: *they still considered Texas to be a Mexican territory, so they considered the U.S. annexing of it an act of war*

Timeline and Map Points

- † **Missouri Compromise (1820)**
 📍 **Republic of Texas (1836–1845)**
 📍 **The Mexican-American War (1846–1848)**
 📍 Missouri (D7); Maine (C12); Louisiana (F6); Texas (F5); Oregon (C2); California (E1); Nevada (D2); Utah (D3); Arizona (F2); New Mexico (F3); Colorado (D4); Wyoming (C4) (map 1)

Day 15 Chapter 3 pp. 20–23

Cultural Literacy

conciliation: placating, mediating between two parties, stopping someone from being angry about something. [pp. 20–21]

To Discuss After You Read

- Q: What did the Fugitive Slave Act accomplish? [pp. 20–21]
 A: *it allowed Southern slave owners to recapture their slaves even if they ran away to the North*
- Q: What looming problem did Clay's solution avoid entirely? [pp. 20–21]
 A: *what to do about all the new territory taken from Mexico—make it slave or free?*
- Q: How did allowing Kansas to vote for itself whether or not to be a slave or free state work out? [pp. 22–23]
 A: *it caused lots of problems as people from other states, both for and against slavery, stirred up trouble; it resulted in two Kansas governments, one anti-slavery and the other pro-slavery.*

Timeline and Map Points

- † **California Gold Rush (1848)**
 † **Kansas-Nebraska Act (1854)**

To Discuss After You Read

- Q: Why do you think the South passed laws that kept slaves from learning to read or write? [pp. 74–75]
 A: *answers will vary; they wanted to keep slaves ignorant so they wouldn't begin to get ideas about freedom or rebellion*
- The book reads, "Southern whites encouraged slaves to adopt Christianity, hoping that it would make them easier to control." While some Southern whites may have viewed this reason as their primary motivation, that's certainly not true of all cases. Other Southerners no doubt were simply seeking to share their faith as Christ called them to do with others. Christianity values human life as being created in God's image and, as such, is ethically opposed to slavery. This is why so many abolitionists were Christians. [p. 75]
- Q: How did Southerners react to *Uncle Tom's Cabin*? What about Northerners? [pp. 76–77]
 A: *Southerners complained that the book presented an unrealistic view of slavery; Northerners were deeply moved by the suffering the book depicted*
- Q: What did the Compromise of 1850 legislate? [pp. 76–77]
 A: *if California entered the Union as a free state, to keep a balance of power, territories could decide whether or not to be free*
- Q: Why was the Dred Scott case significant? [pp. 76–77]
 A: *the Supreme Court ruled slaves were property and could be taken wherever the owners wanted*

Today when we think of political debates, we usually think of televised debates between candidates. These forums usually allow for only brief statements and responses—sometimes only a few minutes or less per candidate. At the time of the Lincoln-Douglas debates, however, such discussions could go on for many hours, with candidates

offering lengthy and articulate statements and rebuttals to their opponents. At the time, people lived in an age of print, not television. As such, they were accustomed to being able to carefully attend to complex ideas, either in written or spoken form. In an October 16, 1854 debate between Lincoln and Douglas, for instance, "Douglas delivered a three-hour address to which Lincoln, by agreement, was to respond. When Lincoln's turn came, he reminded the audience that it was already 5 p.m., that he would probably require as much time as Douglas and that Douglas was still scheduled for a rebuttal. He proposed, therefore, that the audience go home, have dinner, and return refreshed for four more hours of talk. The audience amiably agreed, and matters proceeded as Lincoln had outlined" (Neil Postman, *Amusing Ourselves to Death*, chapter 4, p. 44). [pp. 76–77]

Timeline and Map Points

- 🕒 **Turner's Rebellion (1831)**
- 🕒 **Compromise of 1850 (1850)**
- 🕒 **Uncle Tom's Cabin published (1852)**
- 🕒 **John Brown's raid on Harpers Ferry (1859)**
- 🕒 **Kansas-Nebraska Act (1854)**
- 🕒 **Dred Scott decision (1857)**
- 🕒 **Lincoln-Douglas debates (1858)**
- 🌐 *Kansas (D5); California (E1); Missouri (D7); Utah (D3); New Mexico (F3); Nebraska (C6) (map 1)*

Lap Book Kit: American History II

Day All Causes for Conflict

Follow the Lap Book Instructions to complete this activity.

Day All The United States in 1860

Follow the Lap Book Instructions to complete this activity. ■

Section Three

Reading Assignments and Notes

Read-Alouds

Day
1

Chapter 1

Setting

1860—just prior to the Civil War; a walking tour from Union, Missouri to Denver Colorado; the trip was prior to the building of the transcontinental railroad.

Cultural Literacy

epithet: a disparaging or abusive word or phrase.

strapping: having a sturdy constitution.

knee high to a grasshopper: not very tall.

plumbed the depths: gotten to the bottom.

mucker: one that clears away manure.

cogitated: pondered on intently and objectively.

boomtown: a town with massive sudden growth.

two bits: the value of a quarter of a dollar (25¢).

devious: shifty, unscrupulous.

speculation: a conclusion reached by contemplation.

deign: to grant reluctantly.

To Discuss After You Read


Q: What idea does Simon come up with?

A: *borrow money from his old school teacher to buy a thousand turkeys and walk them to Denver to sell at a profit*

Q: How much profit would Simon earn on his \$250.00 investment?

A: *each turkey was worth \$5 in Denver X 1,000 turkeys = \$5,000; \$5,000 - \$250 = \$4,750 profit.*

Timeline and Map Points

 *Map the route from Union, MO (D7) to Denver, CO (D4) (map 1)*

Day
2

Chapters 2–4

Vocabulary

Hadn't I watched Uncle Lucas **haggle** for years? (*to bargain*) [chap. 2]

Carts and wagons, they tended more to see those huge, striving turkeys as **hordes** of locusts. (*vast numbers*) [chap. 3]

They were in a clump, sort of **shambling** from one foot to the other, still too disbelieving to say **ought**. (**shambling:** *walking awkwardly with dragging feet; ought:* *anything whatsoever*) [chap. 3]

"Seeing as how we're stuck here for the **duration**, I might as well take the opportunity to whip up one of my **culinary** delights." (**duration:** *a portion of time which is measurable or during which something exists, lasts, or is in progress; culinary:* *of or relating to the kitchen or cookery*) [chap. 3]

Aunt Maybelle's old iron pot sure and certain hadn't smelled this good when I **liberated** it from the back shed where she stowed used-up things. (*acquired by some legally irregular means*) [chap. 3]

"Your boy don't seem to have an **aptitude** for birds, Simon." (*a tendency, capacity, or inclination to learn or understand*) [chap. 4]

"And we only **provisioned** for two." (*supplied with food*) [chap. 4]

Cultural Literacy

drover: one that drives animals to pasture or market. [chap. 2]

transpiring: happening, occurring. [chap. 2]

mule skinner: muleteer, one who drives mules. [chap. 2]

projectile: a body projected by external force. [chap. 2]

percentage partnership: a business relationship in which each partner gets a percentage of the profits. [chap. 2]

gulled: deceived, cheated. [chap. 2]

John Brown: a radical abolitionist whose attempt to free the slaves cost a number of lives and helped indirectly to bring on the American Civil War. [chap. 2]

salutary: producing a wholesome, corrective, or ultimately beneficial effect. [chap. 2]

kidskin: the skin of a young goat. [chap. 2]

Pied Piper: According to the legend, Hamelin was infested with rats. One day, a man walked into town and offered to rid it of the rats for money. When the mayor agreed, the man played a haunting tune on his pipe. All the rats followed him to the river, where they drowned. When the Piper claimed his reward, the mayor refused to pay him. The Piper swore vengeance. Once more he played his strange melody, and the town children followed him to a cave. The cave closed upon them, and the children were never seen again. [chap. 3]

splayed: extended apart or outwards especially in an awkward or clumsy manner, sprawled. [chap. 3]

roost: a pole or other support on which birds or fowls rest especially at night. [chap. 3]

scrabbling: scratching or clawing about clumsily or frantically. [chap. 3]

leeway: margin of safety. [chap. 3]

slouch hat: a soft, usually felt, hat with a wide, flexible brim. [chap. 3]

swipe: wipe with a sweeping motion. [chap. 3]

toll: a tax or fee paid for some liberty or privilege. [chap. 3]

trepidation: apprehension. [chap. 3]

Zion: City of God, Utopia. [chap. 3]

kowtowing: showing obsequious deference. [chap. 3]

bowie knife: a heavy knife with a long, single-edged blade. Named for James Bowie. [chap. 4]

To Discuss After You Read

Q: How much can Mr. Peece expect to receive? [chap. 2]

A: *at 10% of the selling price = \$500*

The free soil troubles between Missouri and bleeding Kansas were due to the Kansas-Nebraska Act (1854) that allowed states to decide for themselves whether or not to allow slavery. Violence broke out in Kansas. Proslavery people from Missouri crossed the border in Kansas and burned and destroyed Kansas towns. John Brown was a key figure in the crisis. [chap. 2]

Q: How is Emmett useful? [chap. 2]

A: *he helps herd the turkeys*

In 1860, when this book takes place, the slaves were not free. In fact, any slave found running away from his master was obligated by the Dred Scott Fugitive Slave Law to be returned to his master.

Q: Why was Jabeth heading to the Kansas territory? [chap. 3]

A: *for freedom*

Q: If the turkeys could travel twenty-five miles per day, how many days would the 800 mile trip take? [chap. 3]

A: *32 days*

Q: Why did the turkeys follow the wagon? [chap. 3]

A: *it carried their food*

Q: What were Jabeth's roles? [chap. 4]

A: *provisioner and wood carver*

Q: Do you agree, "there's a place for every soul in this world"? [chap. 4]

Timeline and Map Points

📍 *Santa Fe Trail (E4); Kansas Territory (E5); Missouri River (D6) (map 1)*

Day
3

Chapters 5–6

Vocabulary

"That **lout** near to killed me!" (*an awkward clownish fellow*) [chap. 5]

Cultural Literacy

broadsheet: a printed advertisement. [chap. 5]

preliminaries: something introductory. [chap. 6]

To Discuss After You Read

Q: Why did Simon want to go to the circus? [chap. 5]

A: *he wanted to see the wild animals he'd heard of, and for the fun*

Q: What do you think of Pa's philosophy, "the smart keep their money and the suckers get taken"? [chap. 6]

Q: Why does Simon mistrust his Pa? [chap. 6]

A: *he had never taken an interest in him before*

Timeline and Map Points

📍 *Jefferson City (the capital city of Missouri) (E3); St. Louis, MO (E4) (map 2)*

Day
4

Chapter 7

Vocabulary

Strange, but even the weather had that **anticipatory** feel about it. (*characterized by anticipation*)

Cultural Literacy

ablutions: the washing of one's body or part of it.

cholera: an infectious intestinal bacterial disease. The disease spreads by feces in the food or water. It causes severe diarrhea which can lead to death.

malign: induce misunderstanding of, or lower regard for, by falsehood or misrepresentation.

nullify: reduce to nothing.

To Discuss After You Read

Q: What does Simon mean when he says, "It's kind of hard to find and lose your pa all in the same day"?

A: *he physically found his dad and lost him emotionally when his father treated Simon so poorly*

Q: Why did Simon think his pa meant him harm?

A: *his pa chased them, was armed, and raised Emmett's hackles*

Q: Was Pa's plan to steal the turkeys a good one?

A: *no, Pa lacked the skills and patience to get the turkeys to market*

Vocabulary

The three of us and Emmett was huddled under a lean-to of branches and leaves we'd **cobbled** together against the rain still falling fast and furious. (*put together roughly, clumsily or hastily, often in a temporary or improvised fashion*) [chap. 8]

And we were taking turns drinking our fill from that very **disreputable** article. (*of poor condition or quality*) [chap. 8]

A **communal** sigh issued forth from the houses, and heads started poking out. (*participated in by a whole community*) [chap. 8]

While the birds socialized and we **gorged**, more plans were worked out. (*stuffed to capacity*) [chap. 9]

After **perambulating** the town, we settled on the biggest general store, where Jabeth trailed me inside. (*traveling over or through especially on foot*) [chap. 9]

That got Mr. Peece's **ire** up. (*anger, wrath*) [chap. 9]

Cultural Literacy

extemporaneous: suggested by or hurriedly adapted to the occasion. [chap. 8]

jocular: given or disposed to jesting. [chap. 8]

dribs and drabs: miserably small or paltry amounts, portions, or fragments usually scattered over a period of time. [chap. 8]

despondently: in a discouraged or dejected manner. [chap. 8]

prodigious: an abnormal or amazing amount or degree. [chap. 8]

ramifications: consequences. [chap. 8]

hangdog: ashamed. [chap. 9]

toadeating: the manner of a servile dependent. [chap. 9]

stropping: sharpening on a band of leather. [chap. 9]

wattles: a naked, fleshy, wrinkled, and highly colored clump of skin hanging from the chin or throat of a bird or reptile. [chap. 9]

convulsing: shaking violently. [chap. 9]

snoods: fleshy growth at the base of a turkey's bill. [chap. 9]

To Discuss After You Read

When Mr. Peece says, "mules ... got no breeding future whatsoever" he means a mule is the child of a female horse and a male donkey and can not have offspring of their own.

Q: Describe how Simon recovers his turkeys. [chap. 8]

Q: What does Mr. Peece mean when he says, "man don't need a drink anymore when he's got friends as good as you, Simon"? [chap. 9]

A: *often people drink because of loneliness. Mr. Peece wasn't lonely and thus didn't need booze*

Q: What did Mr. Peece purchase as a testing device and what was it used for? [chap. 9]

A: *a ten gallon washtub; he used it to determine how much a turkey actually drank at one sitting*

Q: Was Mr. Peece's contest of the same type of trickery as the confidence man Cleaver's tricks? [chap. 9]

A: *no, it was educational entertainment for the town*

Timeline and Map Points

📍 Sedalia, MO (E3); Versailles, MO (E3); Cole Camp, MO (E3) (map 2)

Cultural Literacy

Removal Act of 1830: Missouri kicked out its Indian inhabitants.¹

buffalo: in 1850, about 20 million bison still thundered over the western plains. In the late 1800s, white American hunters slaughtered millions of bison. By 1889, fewer than 1,000 bison could be found alive in the United States. Then efforts started to prevent the whole species from becoming extinct.²

smallpox: one of the most feared diseases in history. Scientists believe that, in the 1900s alone, smallpox killed more than 300 million people. It scarred and blinded millions more. Smallpox is the first and only disease completely eradicated from nature by human beings. It spread from person to person through the air. A smallpox victim expelled droplets containing the virus from the nose and mouth. Another person inhaled the droplets and became infected. In most cases, aches and a high fever appeared in the new patient 10 to 12 days later. Two to four days later, a rash appeared on the face and spread to other parts of the body. The rash resembled thousands of small pimples. The pimples or pox became larger, painful, and filled with pus. In the following days, scabs would form over the pustules. The scabs eventually fell off three or four weeks later.³

incursions: entering into a territory with hostile intentions.

To Discuss After You Read

Q: What did the Pottawatomie use the buffalo for?

A: *they used the hides for their houses, clothing and blankets, they ate the meat, and used the bones for tools*

1. "Indian Treaties and the Removal Act of 1830," U.S. Department of State, http://future.state.gov/when/timeline/1830_timeline/indian_treaties_and_the_removal_act_of_1830.html. (Accessed June 25, 2015).

2. 2003 *World Book Encyclopedia* (World Book, Inc.: Chicago, 2002).


3. 2003 *World Book Encyclopedia* (World Book, Inc.: Chicago, 2002).

Q: Why does Simon decide he and Mr. Peece are family?
A: *Mr. Peece lost his family 15 years ago, and since Simon and Jabeth are both 15, Simon is the replacement for Mr. Peece's family*

Q: Why were the Pottawatomie diminished in number?
A: *the government had treated them ill, and smallpox had decreased their numbers—as had problems with excessive whiskey consumption*

Timeline and Map Points

American bison (buffalo) hunted to near extinction (1850s–1900)

 Independence, MO (D2); Shawnee in Kansas (D2) (map 2)

Day
7

Chapters 11–12

Vocabulary

That was **provocation** enough for me. (*incitement*) [chap. 12]

“We’ve survived Indians and **rustlers** already, and I’d take on any of ‘em again sooner than your **cavalry** here.” (**rustlers**: *cattle thieves*; **cavalry**: *the army unit that fights on horseback*) [chap. 12]

Cultural Literacy

conductive: tending to promote. [chap. 11]

opined: expressed an opinion. [chap. 11]

incumbent: imposed as a duty or responsibility. [chap. 11]

unorthodox: not in accord with approved or conventional doctrine, thought, custom, or opinion. [chap. 11]

armory: ensemble of weapons for defense or attack. [chap. 11]

portend: to give an omen or anticipatory sign of. [chap. 11]

virgin land: an area not explored or altered. [chap. 12]

terrain: a geographical area. [chap. 12]

campaign hat: a broad-brimmed felt hat with a high crown with four dents worn by United States Army and Marine Corps personnel. [chap. 12]

platoon: a small body of military personnel functioning as a unit. [chap. 12]

Byoo-reaucracy: bureaucracy—a system of administration marked by constant striving for increased functions and power, by lack of initiative and flexibility, by indifference to human needs or public opinion, and by a tendency to defer decisions to superiors or to impede action with red tape. [chap. 12]

militia: all able-bodied men subject to call to military service. [chap. 12]

To Discuss After You Read

Q: What does Simon give the Indians for his rescue? [chap. 11]

A: *12 hens, 2 toms, and the camels*


Simon says that the letters come out backwards for him. It sounds like he has dyslexia. Dyslexia is a severe reading difficulty that continues despite years of reading instruction. Dyslexic children generally have average or above average intelligence. They also do not differ significantly from standard learners in their ability to see, hear, or speak. People with dyslexia often confuse letters or words and may read or write words or sentences in the wrong order. But this confusion results from an inability to identify the distinguishing characteristics of letters and words and is not due to general problems of visual perception. The exact causes of dyslexia are not known.⁴

Washington City was named for George Washington and the larger 100-square-mile area was called the District of Columbia. Hence, the name Washington D.C. (the city now covers the entire district).

“Johnny Appleseed” aka Johnny Chapman (1774–1845) planted apple trees in the American frontier. He visited settlers. Simon had also passed on turkeys and friendship like him.

Q: Simon believed the purpose of the military was to harass civilians and chase Indians off their land. What do you think? [chap. 12]

Timeline and Map Points

 Kansas River (D6); Fort Riley (D6) (map 1)

Day
8

Chapters 13–14

Vocabulary

Another screech broke Jabeth’s **recitation**. (*the act or an instance of reading or repeating aloud especially before an audience*) [chap. 13]

It was twilight by the time the steady **droning** of grinding grasshopper jaws stopped. (*making a sustained deep murmuring, humming, or buzzing sound*) [chap. 13]

Breathing in the **dankness** that held on to the place despite the hard drought outside. (*the quality or state of being wet or moist especially in a disagreeable way*) [chap. 13]

“She’s got to have a little time to **ac-climate**.” (*to adapt to a new situation*) [chap. 14]

“You know anything about these here **implements** that’s beginning to stick out of the corn load everywhere?” (*a tool or utensil forming part of equipment for work*) [chap. 14]

4. 2003 *World Book Encyclopedia* (World Book, Inc.: Chicago, 2002).

Cultural Literacy

banshee: female spirit that warns a family of the approaching death of a member by wailing under the windows of the house a night or two before the time of the death she foretells. [chap. 13]

ague: malarial fever with chills, fever, and sweating that recur at regular intervals. [chap. 13]

plaguey: causing irritation or annoyance. [chap. 13]

hordes: a large number. [chap. 13]

bay: reddish brown. [chap. 14]

evocative: to call forth something. [chap. 14]

commiserations: the feeling or showing of sorrow or the expression of condolence for the wants or distresses of another. [chap. 14]

pure catnip: a strong-scented herb that is much relished by cats. [chap. 14]

tetchy: touchy, irritably or peevishly sensitive. [chap. 14]

dowry: the money, goods, or estate that a woman brings to her husband in marriage. [chap. 14]

peat: a piece of turf cut for use as fuel. [chap. 14]

kith and kin: friends and relatives. [chap. 14]

To Discuss After You Read

Q: Why did Lizzie go crazy with prairie madness? [chap. 13]

A: *all the deaths (6), the loneliness, the lack of beauty, and probably fear of the future*

Q: What tasks does Lizzie perform? [chap. 14]

A: *mending, tea making, finding peat for the fires, and ideas*

Timeline and Map Points

📍 New Jersey (D11) (map 1)

📍 Atlantic Ocean (E4) (map 4)

Day
9

Chapters 15–16

Vocabulary

“Just wondering how long a turkey can remember the biggest grasshopper feast in all creation.” I **cogitated** some more. “I figure maybe its longer than a peacock could.” (*to think hard about*) [chap. 15]

I dropped my hands from her and stepped back as her first batch of words registered. “**Malign** me all you want, Miss Lizzie. Won’t be the first time in my life for that to happen.” (*to speak harmful about*) [chap. 15]

Mr. Peece had **decreed** the campsite, safely outside of town ... (*commanded or appointed*) [chap. 16]

Cultural Literacy

arsenal: a stock or collection of weapons. [chap. 16]

provisioners: furnishers of provisions. [chap. 16]

land office: a government office in which the entries upon and sales of public land are registered and other business respecting the public lands is transacted. [chap. 16]

scrip: a certificate of indebtedness in the form of a promise to pay. [chap. 16]

shinplasters: privately-issued paper currency. [chap. 16]

Facilitators: assistants. [chap. 16]

To Discuss After You Read

Q: What concerns Simon about the end of the trip? [chap. 15]

A: *the four friends will split up*

The Rocky Mountain News was a daily paper printed from 1859–2009.

Q: How did Simon get the word out that he had birds available for sale? [chap. 16]

A: *he had Lizzie write an advertisement, which he then had printed up as handbills, which were then posted around the town*

Q: What does “the provisioners, them that mined the miners” mean? [chap. 16]

A: *provisioners are people with goods to sell and would collect money or gold from the miners*

Timeline and Map Points

📍 Pike’s Peak (D4); Big Sandy Creek (E4); Rocky Mountains (D3) Cherry Creek (D4); South Platte River (D4); Oregon Trail (C1–E7) (map 1)

Day
10

Chapters 17–18

Vocabulary

I watched the lady march through the center of my flock and bash Cleaver over his shiny **pate** with a parasol. (*the head or part of the head of a person*) [chap. 17]

There I sat down and **methodically** unlaced and removed my right boot. (*in a systematic manner*) [chap. 17]

She’d taken to the job real **industrious**. (*marked by steady dependable energetic work*) [chap. 17]

I truly hope this finds you as I am, **hale** and **hearty**. (**hale:** *free from defect, disease, or infamy*; **hearty:** *exhibiting vigorous good health*) [chap. 18]

Sparky and his brothers did, too, but mules don’t seem to have no urge for **immortality**, as Mr. Peece keeps putting it. (*lasting fame, destined to persist through the ages*) [chap. 18]

These **intrepid** pioneers were the inspiration for his enterprise. (*characterized by resolute fearlessness in meeting dangers or hardships and enduring them with fortitude*) [chap. 18]

Cultural Literacy

delectation: delight, pleasure. [chap. 17]

luscious: having a delicious taste or smell. [chap. 17]

malodorous: having a bad odor, stinking. [chap. 17]

daguerreotype: photograph produced on a silver plate or a silver-covered copper plate which is made sensitive by the action of iodine or iodine and bromine and from which after exposure in the camera a latent image is developed by the vapor of mercury. [chap. 17]

To Discuss After You Read

Q: How much money is made in the sale of turkeys? [chap. 17]

A: *at \$6 a head for almost 1,000 turkeys, about \$6,000*

Q: What does Simon propose to do with the money? [chap. 17]

A: *become a cattle or turkey rancher*

Q: Did Simon sell all the turkeys? Why or why not? [chap. 17]

A: *he kept 3 toms and 30 hens to start a new flock and to keep Emmett's heart from breaking* ■

Setting

Southern Illinois, 1861–1865 Civil War Era

Vocabulary

He filled a burlap pouch with the potato cuttings and **hoisted** it expertly to his thin shoulder where a batch of new freckles was just beginning to appear. (*lifted*)

Jethro was depressed by her somber mood, but not by the **imminence** of war. (*ready to take place*)

For months he had moved along the edge of the **furor** that raged among the adults of his family, of the neighborhood, and even of the church. (*an outburst of public excitement or indignation*)

Whether the story was true or not, suspicion and dislike settled upon the family, and thirty years had failed to **dissipate** it. (*to cause to disappear*)

Cultural Literacy

potato cuttings: a piece of a potato farmers use to plant more potatoes.

fennel: perennial herb grown for the aromatic flavor of its seeds.

chinch bugs: a small black and white bug that destroys grass, wheat, corn, and other grains especially in the central United States during dry seasons.

secession: formal withdrawal from an organization.

typhoid fever: an often fatal, infectious disease, characterized by intestinal inflammation, and caused by a type of bacteria usually introduced through food or drink.

comeuppance: a deserved rebuke or penalty.

slave states: Texas, Missouri, Arkansas, Louisiana, Mississippi, Alabama, Florida, Georgia, Tennessee, Kentucky, South Carolina, North Carolina, Virginia, West Virginia, Maryland, and Delaware.

free states: California, Oregon, Kansas, Minnesota, Iowa, Wisconsin, Illinois, Indiana, Michigan, Ohio, Pennsylvania, New York, New Jersey, Rhode Island, Connecticut, Massachusetts, New Hampshire, Vermont, and Maine.

tariffs: duties or extra charges imposed by a government on imported or exported goods for increased revenue, protection of home industries, or to coerce foreign governments to grant reciprocity privileges.

Mexican War: war between the United States and Mexico: 1846–48.

John Brown: a radical abolitionist whose attempt to free the slaves cost a number of lives and helped indirectly to bring on the American Civil War.

To Discuss After You Read

When Jethro tells his mother, "... call us Egypt fer sure." He's referencing the seven years of famine in Joseph's lifetime in the Bible (Genesis). Egypt was the only source of food. So, too, Jethro produced crops for the nation.

Polio is a contagious disease that crippled thousands of people, mostly children, in the 20th century. The polio vaccine has almost completely eradicated the disease.

Jethro's brother left twelve years earlier for the California gold field—right during the gold rush. Gold was discovered in 1848. This book opens April 1861.

The battle at Salamis Bay: 480 BC—the Greeks and Persians fought a great sea battle. The Greeks destroyed half the Persian fleet and Persia left Greece alone after that.

The author says the paralysis that killed Jethro's siblings "struck like Herod's soldiers." After Jesus' birth, Herod's soldiers murdered all babies up to 2 years old. This disease killed as readily.

Q: Why were Northern soldiers anxious to fight Southerners?
A: *they thought the South would be beaten in a hurry*

Jethro tells the story of Copernicus, about a man who originally determined the sun was at the center of the universe in 1543.

Q: What did the thought of war mean to Jethro?
A: *glamour and glory—death was unreal for he knew no one who had died in a war*

Q: Why had Travis Burdow fired at Mary Creighton?
A: *he was drunk and rowdy, had no self control, and was angry at being rejected by the community because of his grandfather's past*

Timeline and Map Points

- 📍 Illinois (D8); Kentucky (E8) (map 1)
- 📍 Newton (D5); Olney (E5) (map 2)

Vocabulary

... Tom said, grinning at his sister, who could hardly hold back the pleased smile that mention of the young schoolmaster **elicited**. (*called forth or drew out*)

The **buoyancy** of spirit and the beauty of early morning had long since given away to discomfort and the boredom of monotony. (*lightheartedness*)

Cultural Literacy

sorghum: sweet syrup made by evaporating juice from sorgo stems.

To Discuss After You Read

Jethro is sorry the ancient glacier stopped too early because where the glacier had been there was rich black soil, and in his area there was only clay.

Shad, “won’t be able to say ‘No’ comes a leap year” because during leap year (every four years) ladies may ask their men to marry them.

Q: Why was Bill considered peculiar among his neighbors?

A: *he didn’t like normal manly things like hunting, wrestling or drinking; instead, he was a gentle soul who loved books and learning*

Q: How long was nine year-old Jethro’s workday planting potatoes?

A: *from sunup to sundown*

Q: Why was Cousin Wilsie so welcome?

A: *as a nephew from out of state, he could bring news of Ellen’s relatives*

Day
13

Chapter 2

Vocabulary

Then Ellen’s voice was heard, timid and a little **tremulous**; farm women didn’t enter often into man-talk of politics or national affairs. (*characterized by trembling*)

Wilsie Graham’s voice was **strident** with anger. (*marked by insistent, discordant, harsh, shrill, or grating noise or sound*)

Cultural Literacy

secesh: secession—in this case, to leave the Union.

Mason-Dixon Line: the boundary between Pennsylvania and Maryland, surveyed between 1763 and 1767, and popularly considered before the end of slavery as a line between free and slave states.

feint: a fake attack.

parry: to turn aside or otherwise avert.

William Lloyd Garrison: an American journalist and reformer who denounced slavery in the 1830s.

Charles Sumner: a famous statesman and anti-slavery leader in the United States. He helped found the Republican Party in 1854. He favored freeing the slaves and giving them the right to vote.

militia: a military force composed of ordinary citizens to provide defense in times of emergency without being paid a regular salary or bound to a fixed term of service. Some states still have militias. For more information regarding militias, we recommend using your favorite search engine to look up the term, “militia.” There are differing

opinion on the necessity of militias in current times. We ask that you review any information on this topic before allowing your student to access any website.

To Discuss After You Read

Q: Why would it be hard on the citizens of Illinois if Kentucky and Missouri joined the Confederacy?

A: *Illinoisans shipped their goods to market down the Mississippi River through those states—if they were on opposite sides in the war, that would be a problem*

Q: Reiterate Cousin Wilsie’s reasons for the South to secede.

A: *when we were a weak set of colonies we left powerful England—we can do it again, the South needs to leave oppressive tariffs, as citizens, Southerners have the right to live as they see fit, if the South leaves, England will help the South in the ensuing fight—England needs Southern cotton, slavery has been around forever, and even the Constitution doesn’t speak against it, what would be done with the freed slaves—they have no skills, education, or money, and the evil of slavery is easily matched by the evil of industrialism*

Q: What arguments were given to support the Union?

A: *the nation is stronger as a united force, slavery is an evil that should be stopped, even if a slave was poor, that would still be preferable to being a slave, and slavery should not spread through the territories*

Q: What action started the Civil War?

A: *when provisions got low at a Northern fort in South Carolina, the President warned the Southern General that he was sending provisions only to the hungry men, General Beauregard decided to fire on the fort, the men in the fort surrendered and were forced to leave*

Q: Constitutionally, can the President declare war?

A: *no, only Congress has the power—Lincoln asked for 75,000 volunteers from state militias*

The seven states that won’t send troops to Lincoln are those that seceded.

Timeline and Map Points

🕒 **Civil War begins (Confederates fire on a Northern fort in South Carolina, Fort Sumter [April 12, 1861])**

📍 *South Carolina (F9) (map 1)*

📍 *Chicago (C6) (map 2)*

Day
14

Chapter 3

Vocabulary

“Much as I keer fer my fam’ly, a crowded cabin **chafes** me; it allus has.” (*irritates, annoys*)

Autumn was **blithely** indifferent to the tumult in the land that year. (*in a manner without due thought, consideration, or knowledge*)

Cultural Literacy

bunting: a coarse, usually cotton fabric for draperies, flags or signals.

General Fremont: early in the Civil War, President Abraham Lincoln gave John Charles Fremont command of the Union Army's Western Department. But Fremont issued a proclamation, taking over the property of rebelling Missouri slaveholders and freeing their slaves. His act aroused the public and angered Lincoln, who transferred him to western Virginia.

George McClellan: served as General-in-Chief of the Union Army.

Seward: William Henry Seward served as United States Secretary of State during the Civil War.

Chase: Salmon Portland Chase was a prominent American statesman who served as Secretary of the Treasury under President Abraham Lincoln.

Senator Sumner: an anti-slavery activist who was caned in the U.S. Senate in 1856 by an opponent.

Thad Stevens: a leader of the Radical Republicans, a powerful group of Northern congressmen who wanted strict government protection for the rights of black people and firm treatment of the South after the Civil War.

Wendell Phillips: an orator and reformer who supported abolition.

Henry Ward Beecher: the son of Lyman Beecher, was an eloquent, dramatic, and witty Protestant preacher.

Jefferson Davis: served as president of the Confederate States of America during the Civil War.

Robert E. Lee: a great general who commanded the Confederate Army.

fiasco: an utter and often ridiculous failure especially of an ambitious or pretentious undertaking.

madcap: marked by impulsiveness, recklessness, or rashness.

wastrel: one that wastes.

molasses press: as part of the process to create molasses, a press is used to extract sugar from the plant by crushing or mashing sugar cane.

To Discuss After You Read

Q: Who won the first three battles at Bull Run, Ball's Bluff, and Wilson's Creek?

A: *the South*

Q: Why didn't the war end as quickly as was expected?

A: *the Southern outdoorsmen were stronger competitors than the Northern factory workers*

Q: What were some of the problems with right and wrong on both sides that Bill wrestled with?

A: *the problem of greed: both slavers and factory owners needed high tariffs, and cotton growers who needed slaves to maintain their high standard of living; he hated*

slavery and hated the "industrial slaves"; he hated secession and hated the major changes that would happen if the slaves were freed; he opposed nullification; he hated laws the Congress passed that favored the North

Q: Describe the first battle of the war—the Battle of Bull Run. See p. 38.

Timeline and Map Points

🌐 *Wilson's Creek (near Springfield, Missouri) (F2) (map 2)*

🌐 *Bull Run (F5); Ball's Bluff (F5) (map 3)*

Day
15

Chapter 4 pp. 47–54 (mid page)

Cultural Literacy

Ulysses S. Grant: commanded the victorious Union armies at the close of the American Civil War in 1865. His success and fame as a general led to his election as president in 1868.¹

Armistice: temporary suspension of hostilities as agreed upon by those engaged in the hostilities.

Capitulation: the act or agreement of one that surrenders to an enemy upon stipulated terms.

ironclads: armored naval vessels.

To Discuss After You Read

Q: Why did Northerners call Ulysses S. Grant "Unconditional Surrender Grant"?

A: *because he demanded surrender without condition and Northerners liked that*

Q: Why does Matt think the war will drag on even after Ulysses S. Grant's victories?

A: *the Army of the Potomac under General McClellan drags its heels and doesn't fight*

Q: How did many soldiers die at Donelson?

A: *they froze to death after throwing away their warm gear*

Ellen baked the flat white bread in the ashes of the fireplace—she had no oven.

Q: Jethro believed that suffering at the mercy of the elements had a purpose—they built character. What do you think of this philosophy?

Timeline and Map Points

🌐 *Fort Henry, Tennessee (F5) (near Kentucky);*

Fort Donelson (F5) (map 2)

🌐 *West Point (C8) (map 3)*

1. 2003 World Book Encyclopedia (World Book, Inc.: Chicago, 2002).

Vocabulary

... Shadrach asked, removing the boy's heavy shoes and **chafing** his feet with cheerful **vigor**. (**chafing**: warming by rubbing, especially with the hands; **vigor**: intensity of action or effect)

"I think he's being **tyrannical** and—" he stopped himself abruptly. (*to dominate in a repressive manner*)

His host **commenced** preparations for their supper ... (*began, started*)

"It's larnin' we want in this here school, young feller," Shadrach **drawled**, glaring **balefully** at his delighted guest. (**drawled**: uttered in a slow lengthened tone; **balefully**: in a manner foreboding evil)

Cultural Literacy

annex: an extra structure.

paisley: a design made of curved abstract figures.

Thou too, Brutus?: referencing a scene and quote from Shakespeare's *Julius Caesar*, in which Caesar is betrayed by a friend and ally. Shad feels that Jethro is attacking him.

Albert Sidney Johnston: considered by Confederate President Jefferson Davis to be the finest general officer in the Confederacy before the emergence of Robert E. Lee, he was killed early in the Civil War at the Battle of Shiloh.

Willie Lincoln: died February 20, 1862, most likely of typhoid fever.

rambeau: the Author's Note says: "I have heard my grandfather sing it many times, and I sing it myself, yet the words never have any real meaning for me. I have never seen the words written, so I have spelled them as they sounded. I must admit I do not know what the 'rambeau' is. I wish I knew what the words really meant; I think, however, that even Grandfather would have been unable to tell me." p. 190.

allusion: an indirect reference.

mimicry: the instance of copying or imitating very closely especially in external characteristics [as voice, gesture, or manner].

attainments: something that is achieved or accomplished)

To Discuss After You Read

Q: What was the positive effect of Henry and Donelson?

A: *it stopped supplies from getting to the Southern troops from the Mississippi River and from the railroad*

Q: What does Shad mean when he says, "This victory has clinched Kentucky to the Union side."

A: *Kentucky wavered which side it should support. Kentucky ended up fighting on the Union side*

Q: How can control of the Mississippi cut the Confederacy in two?

A: *the Mississippi River was a major thoroughfare, many goods traveled up and down it. Plus, it separated Texas, Missouri, Arkansas, and Louisiana from the other Confederate states*

Q: Why did even the abolitionists hate Lincoln?

A: *he was blamed for the mistakes of his generals, and people hated his grammar, appearance and family*

Q: Why does Shad encourage Jethro to read the newspapers and Shad's books?

A: *to continue his education and because the events of the day would be significant in history*

Timeline and Map Points

🌐 Tennessee River (F5); Cumberland River (F6); Ohio River (D9); Clarksville (F5) and Nashville, TN (F5); Memphis (F4) (map 2)

🌐 Find the Confederate line from Kentucky's southern border across Mississippi River along Arkansas' northern border along the northern border of Indian Territory (see pages 58–59 of your book)

Vocabulary

People were moving about their morning chores in barnyards or woodlots; **inevitably** they stood still, watching the approach of the wagon as it rattled down the road; **invariably** they waved a hand in greeting and stood watching for a long time after Jethro passed ... (**inevitably**: incapable of being avoided or evaded; **invariably**: without exception or change)

... now and then a wheel passed over a stone or a stump hidden by weeds or tangled vines, and the wagon with its load tilted **precariously**. (*in a manner characterized by a lack of security or stability that threatens with danger*)

Jethro maintained the **stoic** calm of the farm-bred boy as the wagon swayed ... (*one not easily excited or upset*)

Cultural Literacy

a Dutchman called Sigel: Franz Sigel, a revolutionist and immigrant who was a teacher, newspaperman, politician, and served as a Union general.

General Curtis: one of the first Republicans elected to Congress. He was most famous for his role as a Union Army general in the Civil War.

Jefferson Davis irony: Jefferson Davis was the President of the South, a Northern General with that name sounds like the same man fights for both sides.

Confederates Van Dorn, McCulloch, and Pike: three generals that combined to form the Confederate Army of the West.

Newton, the county seat: the seat of local government for the county of Jasper County, Illinois.

gumption: courage, spunk, guts.

To Discuss After You Read

Q: Why was the trip to Newton considered a man's job?

A: *it was a fifteen mile trip each way with a team; plus there were cash and transactions to handle—it was an honor to be trusted with all that at the age of ten*

Q: What was the significance of the Pea Ridge battle?

A: *it clinched Missouri for the North*

The cost of coffee hit an unheard of price during the war (1862).

The Cherokee, Creek, Choctaw, Chickasaw, and Seminole Indian tribes fought with the Southern general Pike because they had been forced to leave their lands and move to Oklahoma, and many of the Indians kept slaves.

Timeline and Map Points

📍 Pea Ridge (F2) (map 2)

Day 18 Chapter 5 pp. 75–84 (mid-page)

Vocabulary

He turned **belligerently** when he reached the door. (*in a manner inclined to or exhibiting assertiveness, hostility, truculence, or combativeness*)

Then she slapped Milton on the shoulder and added **amiably**, “I allus said you ought to hev bin a fam’y man, Red.” (*in a generally agreeable manner*)

“You’re a very **astute** woman, Lily, but like most of us, you have your blind spots.” (*having or displaying shrewd discernment and sagacity*)

Cultural Literacy

arthritis: any of more than 100 diseases of the joints. Victims of arthritis suffer pain, stiffness, and swelling in their joints. Many people are crippled by arthritis.²

copperhead: a person in the northern states who sympathized with the South during the Civil War.

cracker-barrel hero: men who sit around the store on the cracker-barrels bragging and exaggerating to make themselves appear to be heroes.

dressed up in tar and feathers: alluding to a physical punishment used to enforce unofficial justice or revenge. Hot tar is poured onto a victim before covering them in feathers.

Tom Paine: an English author, inventor, revolutionary, and one of the Founding Fathers of the United States.

forte: one's strong point.

caustically: marked by or indicative of tart sharpness.

Day 19 Chapter 5 pp. 84–93

Vocabulary

Both man and boy seemed to be in **tacit** agreement that the attack at the bridge was a closed incident, a thing for which they felt a solid **indifference**. (**tacit:** *implied or indicated but not actually expressed*; **indifference:** *absence of compulsion to or toward one thing or another*)

He found that his lips were still too numb for speech, and he wanted desperately to be beyond earshot of the old man's **plaintive** questioning. (*expressive of suffering or woe*)

Cultural Literacy

Northwest Territory (add-a-state-plan): an organized incorporated territory of the United States that existed from 1787–1803, when the southeastern portion of the territory was admitted to the Union as the state of Ohio.

Mad Old John Brown: a revolutionary abolitionist who in the 1850s advocated armed insurrection as a means to abolish slavery.

terrain: the physical features of a tract of land.

To Discuss After You Read

Q: During the Civil War era, what types of things did neighbors do to neighbors that supported the opposite side?

A: *houses and barns burned, families attacked, mean words spoken, angry feelings often ruled*

Timeline and Map Points

📍 Northwest Territory, USA (*includes part of Michigan, part of Minnesota, Wisconsin, Illinois, Indiana, and Ohio*) (C8) (map 1)

📍 St. Louis (E4); Olney (E5) (map 2)

Day 20 Chapter 6 pp. 95–99

Cultural Literacy

quagmire: soft, wet, miry land that shakes or yields under the foot.

To Discuss After You Read

Q: What does it mean to be a man of the family at age ten? As the only man at home, how many workers does Jethro replace?

A: *to labor hard all day and carry the weight of responsibility for the family's livelihood; Matt and his four boys and Shad Yale*

2. 2003 World Book Encyclopedia (World Book, Inc.: Chicago, 2002).

Vocabulary

The difference in their ages seemed to have narrowed that spring, and **subtly** he stepped out of the role of a petted little brother and became a peer of Jenny... (*in a manner hard to distinguish or describe*)

There had been other letters from Shadrach since he left in February, but as if determined to obey Matt's **ultimatum** of "no romance" with fifteen-year-old Jenny, the young soldier had addressed himself to the entire family. (*a final proposition, condition, or demand*)

It was soon evident that she was not going to read Shadrach's **fervent** hope aloud, and Jethro, full of hot anger toward her, was amazed that his parents were **tranquil** and undisturbed. (**fervent**: of great intensity; **tranquil**: free from mental agitation)

"She's never been selfish before," he amended, and some of his anger was **dissipated** before the satisfaction of his new learning. (*caused to spread out or spread thin to the point of vanishing*)

There was something **ominous** in the hoofbeats. (*indicative of future misfortune or calamity*)

There was only **raucous**, drunken laughter at his words. (*disagreeably harsh or strident*)

As the days passed, the family's fears began to be **allayed**. (*subdued or reduced in intensity or severity*)

Jethro was annoyed at Shep's **gullibility**, but not particularly anxious. (*the quality or state of being easily deceived or cheated*)

It could cause him any amount of labor and anguish; it took little time or intelligence or skill, and it released most effectively the **malice** and spite of those who took punishment into their own hands. (*intention or desire to harm another usually seriously through doing something unlawful or otherwise unjustified*)

Cultural Literacy

chagrin: vexation, disquietude, or distress of mind brought on by humiliation, hurt pride, disappointment, or consciousness of failure or error.

arsonists: ones who commit the willful and malicious burning of, or attempt to burn, any building, structure, or property of another (or of their own), usually with criminal or fraudulent intent.

To Discuss After You Read

Q: Bill asks his brother, "Is it more babyish to cry (due to teasing) or to tease a little feller." What do you think?

Q: How did the Copperhead haters show their disapproval of Matt?

A: *they burned his barn and put coal oil in his well*

Timeline and Map Points

📍 Philadelphia (E7) (map 3)

📍 Shiloh—at Pittsburg Landing on the Tennessee River (G4) (map 2)

Vocabulary

Dan Lawrence was not yet twenty; he was still weak from his wounds and loss of blood, still under the cloud of a horror that only **subsequent** horrors could make him forget. (*coming or being later than something else*)

The incident revolved about Sam Gardiner, the **pudgy**, round-faced proprietor of the general store in Newton. (*short and plump*)

He was a marksman of no mean ability; he was, moreover, stubbornly **tenacious** under his mild manner... (*not yielding*)

Finally Sam Gardiner grew tired of waiting and taunted his foes by taking on a role of smugness and boasting of his **immunity** to Wortman's vengeance. (*freedom or exemption from a charge, duty, obligation, office, tax, imposition, penalty, or service especially as granted by law to a person or class of persons*)

Men all over the county roared at the story Ross Milton **embellished** with cutting sarcasm and published in his weekly paper, a story that caused Wortman to be demoted, even by his own lieutenants, from the role of a swaggering **desperado** to that of an **inept** and ridiculous figure, whining in his misery. (**embellished**: enhanced, amplified, or garnished by elaboration with inessential but decorative or fanciful details; **desperado**: a bold or violent criminal; **inept**: lacking in skill or aptitude for a particular role or task)

Cultural Literacy

plaudits: strong and openly expressed approval.

comic opera: a musical dramatic work of a comic nature, often with a happy ending.

General Halleck: a Union officer, scholar, and lawyer, Halleck believed strongly in the value of defense over aggressive action.

charades: a game in which a group is divided into two sides, each alternately devising a word represented in riddling verse or by picture, tableau, or dramatic action to be guessed by the other.

sundry: different or distinct for each.

baubles: something that is bright, showy, sometimes expensive, and usually of little use.

To Discuss After You Read

Q: Why was the "battle" at Corinth considered a fiasco?

A: *the general had his men spend more time digging trenches than pursuing the enemy. Beauregard rescued*

his troops. Halleck didn't take the town, it was given to him

- Q: How did the generals of the North compare to Lee and Jackson? Why did Northern generals cause Jethro to wonder if his side was "in the right"?
- A: *they were of low morals, ineffectual, and cared more for personal prestige than defeating the Confederates*

Timeline and Map Points

- 📍 Cairo, Illinois (E4); St. Louis (E4) (map 2)

Day 23 Chapter 8

Vocabulary

"Be glad you're a boy, young feller, and don't hev to pester yoreself with all these troubles that men be sufferin' through these days," he said **genially**. (*cheerfully, pleasantly*)

Jethro had picked up a **mannerism** from his mother. (*a characteristic mode or peculiarity of action, bearing, or treatment*)

The words of love that **interspersed** those of mental anguish were not ones that a silly girl blushed over and hoarded to herself. (*inserted at intervals*)

... it would rise with another **spurt** later on, but that fall the papers blazed with the news that the President had relieved the general of his command and the name that had outshone all others now plummeted into near-**obscurity**. (**spurt**: a sudden and usually brief burst or outbreak of effort, activity, or development; **obscurity**: the quality or state of being inconspicuous or unknown)

"... simple soldiers who fell in a cruel, **fruitless** battle directed by men who can hardly be called less than murderers." (*servicing no useful purpose*)

Everyone was discouraged, and it looked as if the war might never be won; as if, indeed, the country that had been born in the **travail** of the Revolution and had been given direction during the days of 1787 ... (*physical or mental work or exertion especially of a painful or laborious nature*)

Cultural Literacy

contagion: an influence, doctrine, or emotion that spreads rapidly.

tenacity: the quality or state of holding fast.

To Discuss After You Read

- Q: Why was the win at Shiloh significant?
- A: *it was a bitter blow to the South as they lost control of Tennessee*
- Q: Was McClellan a good leader?
- Q: Why does Shad think McClellan is ineffective?
- A: *he does not have the cold approach to killing that is necessary to win*

- Q: What was the lost opportunity of Antietam?
- A: *McClellan learned Lee's plans and did not immediately attack. This allowed Lee to regroup. Antietam was the bloodiest day*

- Q: Why was Fredericksburg a failure?
- A: *Northern soldiers were sent to take hills where the Confederates were entrenched—it was a meaningless slaughter*

Timeline and Map Points

- 📍 Mississippi River (E7); Baton Rouge (F6); Vicksburg (F7); New Orleans (G7) (map 1)
- 📍 Island #10 (F4); Cumberland Gap (F7); Stones River (Tennessee) (F5); New Madrid (F4) (map 2)
- 📍 Bull Run (F5); Antietam (E5); Rappahannock River in Virginia (G5); Fredericksburg (F5) (map 3)

Day 24 Chapter 9 pp. 141–146

Vocabulary

... [Hig Phillips] had been known to **adhere** to the opinion that fools could do the fighting while men of intelligence and property might take pleasure in the prospect of a long and easy life. (*to hold, follow, or maintain loyalty steadily and consistently*)

He was deeply **antagonized** by these men, but he knew they were simply carrying out a job assigned to them. (*incurred or provoked the hostility of*)

Cultural Literacy

forays: raids.

draft: the detaching or selecting of an individual from a group or mass for some special purpose with or without the element of compulsion being present.

gangrenous: affected by local death of soft tissues (as from disease, injury, or infection) resulting from loss of blood supply.

typhus: tiny organisms that look like small bacteria but often behave like viruses. In human beings, they damage the lining and walls of blood vessels, causing bleeding and skin rashes. Typhus diseases may be transmitted from person to person or from animals to people by lice, fleas, ticks, or mites. Epidemic typhus is a serious type of typhus spread by the human body louse. This typhus has been associated with wars throughout history. Crowding, uncleanliness, and human misery during wartime favor the transfer of infected lice from one person to another. Often, more soldiers die of typhus than in combat. Scientists estimate that about 25 of every 100 people infected during an epidemic die. Primary symptoms of all typhus diseases are headache, skin rash, and stupor or delirium.

dysentery: a disease involving inflammation of the lining of the large intestine. The inflammation, which is caused by microscopic organisms, produces abdominal pain and

diarrhea. Diarrhea causes people with dysentery to lose fluids and salts necessary to their bodies. The disease can be fatal if the body becomes dehydrated. The organisms that cause dysentery are transmitted through the feces [solid body wastes] of infected individuals. The organisms enter the body through the mouth, in most cases in food or water. Flies and unwashed hands can transfer feces to food. Epidemics of dysentery have occurred where people live in overcrowded conditions and have poor sanitation. In the past, the disease was common in hospitals, prisons, and army camps. During some wars, more soldiers died from dysentery than in battle. Improved sanitation during the 1900s has greatly reduced the number of cases of dysentery.³

To Discuss After You Read

- Q: How could one avoid the draft? Is this fair?
 A: *by paying another man to go in your place*
- Q: All men from twenty to forty-five were eligible for the draft. Is this fair?
- Q: What was the job of the Federal Registrars?
 A: *to hunt deserters from the US Army*
- Q: Were the registrars doing a good job?
 A: *no, they avoided the dangerous camp where many deserters could be found*

Timeline and Map Points

- 📍 Point Prospect (B10) (map 3)

Day 25 Chapter 9 pp. 146–162

Vocabulary

... the sharp, harsh call of a wild turkey would sound out with a strange kind of **insistence**—almost as if some stupid bird demanded that he stop and listen. (*urgency*)

The thin cheeks were covered with a thin scattering of fuzz; the hair was **lank** and matted. (*hanging straight and limp without spring or curl*)

What about Ed Turner, **staunch**, level-headed neighbor? (*constant and steadfast in loyalty*)

The long wait for an answer was **interminable**. (*wearisomely protracted, endless*)

Jethro tossed at night and wondered: had he done an **impudent** thing, had he laid himself open to trouble, had he been a fool to think that a boy of his age might act without the advice of his elders? (*marked by contemptuous or cocky boldness or disregard of others*)

Eb's often **reiterated**, "I'll be goin' on soon, Jeth; I won't be a burden to you much longer," became like the whippoorwill's cry—always the same and never ending. (*repeated often or continually, sometimes with a wearying effect*)

3. 2003 World Book Encyclopedia (World Book, Inc.: Chicago, 2002).

Cultural Literacy

credence: acceptance, as of a story or statement, as true.

To Discuss After You Read

- Q: Why did men desert?
 A: *war was awful and they lost hope of a win*
- Q: Why does Eb curse his desertion?
 A: *you at least have a chance at life in battle; all deserters are shot*
- Q: Why does Jethro struggle with Eb's desertion?
 A: *a soldier shouldn't leave behind people who depend on him; but then Jethro decides he can't judge—he doesn't know how hard life on a battlefield is*
- Q: Why does Jethro decide to write to the President?
 A: *Lincoln hailed from Illinois, he was one who was known to look on a problem from all sides, and he had authority to deal with an issue*
- Q: What decision does the President make and why?
 A: *to allow deserters to return to their posts without punishment except for no back pay, and he did it choosing to err on the side of mercy if he erred*

Day 26 Chapter 10

Vocabulary

"Fighting Joe Hooker" he was called, an arrogant man, highly **contemptuous** of McClellan and Burnside, of the Confederate Army, and of the possibility of his own defeat. (*manifesting, feeling, or expressing contempt or disdain*)

"When a man has looked upon such massive waste of life as I have witnessed in these three battles, the **presumption** to consider his own little personal dreams becomes a matter of supreme **egotism**. (**presumption:** *the overstepping of limits of propriety, courtesy, or morality; egotism:* *a sense of superiority often accompanied by contempt toward others*)

Was he going to continue stumbling all around the country, hesitating, bumbling, waiting week after week with an army **mired** down in disease-infested marshes? (*stuck fast in wet spongy earth or heavy deep mud*)

... Vicksburg, perched high on the bluffs of the Mississippi, had a natural **fortification** that Grant, with his inept stupidity, could not successfully storm any sooner than Joe Hooker could overtake Robert E. Lee. (*something that defends or strengthens*)

The news of the battle was confused at first, **incoherent**, sometimes contradictory, but one thing was certain: here was a clash that roared with a violence and terror such as the country had never known. (*lacking clarity or intelligibility usually by reason of some emotional stress*)

Cultural Literacy

Joe Hooker: a career United States Army officer that achieved the rank of major general in the Union Army. He was defeated by Confederate General Robert E. Lee at the Battle of Chancellorsville.

The Army of the Cumberland: it was originally known as the Army of the Ohio.

malaria: an acute or chronic disease transmitted from infected man to uninfected man by the bite of mosquitoes, and characterized by periodic attacks of chills and fever.

pandemonium: a state of wild uproar.

To Discuss After You Read

- Q: Why did the Union lose, even though it had superior numbers?
 A: *the South had a better general—Lee*
- Q: What was unusual about the battle at Gettysburg, PA?
 A: *Lee brought the war into Union territory*
- Q: What does the President mean when he says, “The Father of Waters again goes unvexed to the sea”?
 A: *he was referring to General Grant’s capture of Vicksburg; now the Mississippi allowed the transport and shipping to again flow freely while under Union control*

Timeline and Map Points

- 📍 Yazoo River (F7); Vicksburg (F7) (map 1)
- 📍 Chancellorsville (F5); Gettysburg (E5) (map 3)

Day
27

Chapter 11 pp. 177–183 (through 2nd para.)

Vocabulary

Rosecrans, McCook, and Crittenden, who in the bewildering mountain terrain had completely lost control of the men they were supposed to command, were now accused of everything from downright stupidity to traitorous **complicity** with the enemy. (*association or participation in or as if in guilt*)

A people pushed to the **extremities** that existed in the South could not possibly hold on, the papers claimed. (*a condition of extreme urgency or necessity*)

In the South the Confederate Congress cried out that if the Washington government called for restoration of the Union it was merely setting a cruel trap for the **deluded** ... (*escape, deceived*)

Cultural Literacy

provender: dry food for domestic animals.

Army of Tennessee: the main Confederate army operating between the Appalachian Mountains and the Mississippi River—not to be confused with the Union Army of the Tennessee, named after the Tennessee River.

vindictiveness: a quality or state characterized by an intent to cause unpleasantness, damage, or pain.

clemency: disposition to be mild and compassionate and to moderate the possible severity of judgment and punishment.

amnesty: the act of an authority by which general pardon of an offense is granted often before trial or conviction especially to a large group of individuals.

annals: historical records.

To Discuss After You Read

- Q: Who won the battle at Chickamauga and why?
 A: *the South—for it outnumbered the Northerners by 20,000 men and the Northern generals got lost in the mountainous terrain*
- Q: When Lincoln spoke at Gettysburg, how was his speech received? Read the speech—it can be found on page 89 of your IG.
 A: *there was a mixed reaction*
- Q: What did Lincoln’s proclamation of amnesty include?
 A: *pardon and full rights to any individual Confederate who would swear to protect the Constitution and the Union and abide by the pronouncements against slavery, and any Confederate state could return whenever ten percent of the voters brought in a Union government*

Timeline and Map Points

- 📍 Chickamauga (G6); Chattanooga (G6); Lookout Mountain (F6) (map 2)
- 📍 Gettysburg (E5) (map 3)

Day
28

Chapter 11 pp. 183–192

Vocabulary

“... The President’s face is deeply lined, and his cheeks are **gaunt**.” (*thin and angular*)

Midwestern newspapers reprinted the blasts of Wendell Phillips in the East, and of Editor Horace Greeley, who asked **rhetorically** if this man Lincoln was the sole hope of the Republican Party. (*without regard to some actual condition or circumstance qualifying or negating the literal significance of the statement*)

Soldiers of the Army of the Potomac, loyal still to McClellan, had nodded **cynically** at the advent of Grant. (*exhibiting feelings ranging from distrustful doubt to contemptuous and mocking disbelief*)

The **preponderance** of the soldier vote was for Lincoln that year. (*a superiority or excess in number or quantity*)

Cultural Literacy

paeans: an exultant outburst.

worsted: defeated.

invective: of, relating to, or characterized by insult or abuse.

To Discuss After You Read

- Q: Did Lincoln breeze into office for a second term? Why or why not?
A: *no, people hated his amnesty program and the war had dragged on too long, and too many lives had been lost by blundering and corruption*
- Q: What did these battles have in common: The Battle of the Wilderness, Spotsylvania, Chickahominy River, and Cold Harbor?
A: *they were all battles against Lee and had no wins*
- Q: Why does Ross Milton believe the President will be re-elected? Why is Lincoln re-elected?
A: *the country will not admit that its sons had died for nothing; the Union begins to win battles*
- Q: What is the fate of the various Creighton brothers?
A: *Tom is killed, Eb deserted and returned, Shad almost killed, John still fighting, and Bill a prisoner-of-war*

Timeline and Map Points

- 📍 Mobile (I4); Atlanta, Georgia (G6); Nashville (F5) (map 2)
- 📍 Battle of the Wilderness (F5); Spotsylvania (G5); Cold Harbor (G5); Petersburg (G5); Cedar Creek (Shenandoah Valley) (F4) (map 3)

Day
29

Chapter 12 pp. 193–201

Read the words to the “Battle Hymn of the Republic”:

*Mine eyes have seen the glory of the coming of the Lord.
He is trampling out the vintage where the grapes of wrath
are stored; He hath loosed the fateful lightning of His terrible
swift sword. His truth is marching on.*

*I have seen Him in the watch fires of a hundred circling
camps; They have builded Him an altar in the evening dews
and damps; I can read His righteous sentence by the dim and
flaring lamps. His day is marching on.*

*He has sounded forth the trumpet that shall never call re-
treat; He is sifting out the hearts of men before His judgment
seat. Oh, be swift, my soul, to answer Him! be jubilant, my
feet! Our God is marching on.*

*In the beauty of the lilies Christ was born across the sea,
With a glory in His bosom that transfigures you and me.
As He died to make men holy, let us die to make men free,
While God is marching on.*

*Glory! glory! Hallelujah!
Glory! glory! Hallelujah!
Glory! glory! Hallelujah!
His truth is marching on.*

Vocabulary

The role of this state in bringing on the war served as a “just” excuse for **atrocities** that no thoughtful man could excuse. (*savagely brutal or cruel deed*)

Cultural Literacy

Andersonville Prison: also known as Camp Sumter, it served as a Confederate prisoner-of-war camp. Over 12,000 Union prisoners died there from starvation, disease, and abuse.

throes: the struggle and anguish immediately preceding death.

bigots: one obstinately and irrationally, often intolerantly, devoted to his own church, party, belief, or opinion.

To Discuss After You Read

- Q: Why is Sherman’s March to the sea considered controversial?
A: *the army of Tennessee burned every fence and house and barn in sight—done to demoralize the South which began the fight, but it was violence toward women and children—the suffering would hopefully shorten the war and punish the South but hatred rose*
- Q: Why is Ed Turner concerned about his son the soldier?
A: *can a man do all the atrocities the Northern armies do to Southern civilians, be cheered for the wickedness and not have damage done to their souls?*
- Q: How does Mr. Milton counsel Jethro regarding the war’s end?
A: *the destruction of property can be relatively easily fixed—the hatred of man to man, the need for revenge will spoil the peace*
- Q: What hope does Mr. Milton have and why?
A: *his hope is in the President who he believes tries to err on the side of mercy—which the country needs*
- Q: The 13th amendment constitutionally abolished slavery once and for all. Why is the 13th amendment not perfect?
A: *it grants freedom to people not prepared to take it, former slaves lack experience and education, an angry and bigoted people will not offer the hand of friendship*
- Q: What took place at Appomattox Court House?
A: *Lee surrendered to Grant, ended the Civil War*

Timeline and Map Points

- 📍 Savannah, Georgia (F9); North Carolina (E9); South Carolina (F9); Appomattox (E9) (map 1)

Vocabulary

Abraham Lincoln had been senselessly slain by the hand of a madman, and Jethro Creighton, with all the people of his time, had suffered an **irreparable** loss. (*impossible to make good, undo, repair, or remedy*)

He had not embraced one of his brothers since the days of his very early childhood, but that morning he put his arms about Shadrach, and slowly the joy for the living **assuaged** a little the grief for the dead. (*reduced the intensity of*)

An onlooker, not understanding the situation, would have wondered at the strange intensity of the two; an onlooker might have believed for a moment that they were man and boy suddenly **bereft** of their reason. (*deprived*)

Web Searches for Across Five Aprils

The area of Southern Illinois has a particularly interesting history related to a time from the civil war through the 19th century. For more information and further study, use your favorite search engine to look up the phrase, “history of Southern Illinois.”

For more information and pictures of the uniforms worn by each side during the civil war, use your favorite search engine and look up the phrase, “Civil War Uniforms.”

For recipes from the civil war era, use your favorite search engine and look up the phrase, “Civil War Recipes.” ■

Section Three

Reading Assignments and Notes

Readers

Day
1

Chapter 1

Setting

Boston to California; 1849

Overview

When his Aunt Arabella is forced to sell her home, Jack and Praiseworthy, the butler, set out from Boston to California. They plan to strike it rich in the first few months at the California Gold Rush, then return home and save the family estate. Along the way they catch a thief, pass the fearsome Straits of Magellan, are becalmed in the Pacific, earn gold-dust from haircuts, get held up by highwaymen, make money from neckties, defeat a strong man, and finally strike it rich. Unfortunately, only a mile from San Francisco and passage home, their steamboat explodes and they lose their gold. They recoup some of their losses selling cats, but then Aunt Arabella and Jack’s sisters arrive in California unexpectedly. Praiseworthy proposes, Aunt Arabella accepts, and the new family goes back to the diggings.

To Discuss After You Read

- Q: When, why and how are Praiseworthy and Jack going to California?
 A: *when: 1849, during the Gold Rush; why: to make a quick fortune so they can save the family house back in Boston; how: stowing away in barrels on board a ship*
- Q: What job must Jack and Praiseworthy do when they confess they are stowaways? Do they like their job? Why or why not?
 A: *they shovel coal in the ship’s boiler room, a job which thankfully keeps them warm*

Timeline and Map Points

- 🕒 **California Gold Rush (1849–1851)**
- 📍 *San Francisco (E1); California (E1) (map 1)*
- 📍 *Boston (C11) (map 3)*
- 📍 *The Horn (H3); The Panama Canal (the route ships take today) (E2); Straits of Magellan (H3) (map 4)*

Day
2

Chapters 2–3

To Discuss After You Read

- Q: Why do Jack and Praiseworthy go to California by boat, not overland? [chap. 2]
 A: *the trip is shorter—instead of a year, it will take several months*
- Q: How do Jack and Praiseworthy catch the thief? [chap. 2]
 A: *Praiseworthy claims to have a pig that will squeal when a pickpocket touches him; with the lights out, each man touches the pig, the pig does not squeal; when the lights go on again, Praiseworthy explains that he dusted the*

pig with coal dust, so the innocent people have smudged fingers and the guilty does not

- Q: Do you think the captain does right to stop and pull the square-rigger? Why or why not? How many days does the ship lose by engaging in this act of kindness? [chap. 3]
 A: *YOU have to answer what YOU think is right, but look up Matthew 7:12 and Luke 10:25–37; the ship loses four days, along with the day they are already behind*

Timeline and Map Points

- 📍 *Rio de Janeiro (G3) (map 4)*

Day
3

Chapters 4–5

To Discuss After You Read

When a person traveled to California via Cape Horn, s/he is said to have “rounded the Great Horn Spoon.”

- Q: How does Good Luck permanently escape the cook?
 A: *when Cut-Eye Higgins escapes, he unknowingly rows the pig ashore as well*
- Q: How does Praiseworthy figure out that their ship has passed through the deadly Straits of Magellan?
 A: *no one saw the fire of Tierra del Fuego, therefore the fires were not there to see*

Timeline and Map Points

- 📍 *Straits of Magellan (H3); Patagonia (H3); Tierra del Fuego (H3) (map 4)*

Day
4

Chapter 6–Chapter 7 p. 77 (to break)

To Discuss After You Read

- Q: How do spoiled potatoes save the day for withered grapevines?
 A: *they provide the moisture needed to preserve the vines*
- Q: Why can the Lady Wilma pass the Sea Raven?
 A: *the Sea Raven took all the coal in Callao, so it is very heavy in the water when winds come*

Timeline and Map Points

- 📍 *Chile (G2); Callao (F2); Peru (F2); Andes Mountains (F2); Galapagos Islands (F1) (map 4)*

Day
5

Chapter 7 p. 77–Chapter 8

To Discuss After You Read

- Q: Where does the Captain find fuel?
 A: *his cargo includes building materials, so he buys enough timber to get to San Francisco*

When Jack and Praiseworthy reach San Francisco, they have traveled about 15,000 miles in five months.

- Q: What surprises Jack and Praiseworthy about San Francisco?
- A: *a laundry ships shirts all the way to China and back because it is cheaper than washing them in San Francisco; a simple bath in water costs more than a bath in champagne; they can earn money simply by cutting the miners' hair for free and panning the cut hair for the gold dust found in it*

Day
6

Chapters 9–10

To Discuss After You Read

- Q: How did Cut-Eye Higgins get to California so quickly?
- A: *he traveled across the Isthmus of Panama on a bongo boat and muleback, then sailed to California*
- Q: Why does Praiseworthy get angry, and what is the outcome?
- A: *a robber wants Miss Arabella's picture, so Praiseworthy punches him hard enough to knock him fifteen feet uphill*

Timeline and Map Points

- 🌐 Sacramento (D1); Sierra Nevadas (Mountains) (E1) (map 1)

Day
7

Chapters 11–12

To Discuss After You Read

- Q: Praiseworthy's better clothing disappears over time. Where does it go?
- A: *he loses his hat while on board ship, highwaymen steal his jacket, and Pitch-pine Billy uses his umbrella to pan for gold*
- Q: What are Praiseworthy and Jack's nicknames? Why?
- A: *Praiseworthy is "Bullwhip" and Jack is "Jamoka Jack," because Praiseworthy punches like a whip and Jack drinks black coffee*

Day
8

Chapters 13–14

To Discuss After You Read

- Q: Why do neckties increase in value?
- A: *when a woman comes, all the men want to look their best and are willing to pay plenty to do so*
- Q: Why is Praiseworthy unconcerned about his fight with the Mountain Ox?
- A: *the larger man cannot read, so will probably fight from sheer strength; Praiseworthy read and almost memorized a book on boxing, so he feels confident he can win*

Day
9

Chapters 15–16

To Discuss After You Read

- Q: What does the phrase "rocking the cradle" mean?
- A: *dumping mud into a long, water-filled trough (the "cradle"), then rocking the trough back and forth to loosen the mud from any gold that might be locked within*
- Q: What happened at Sutter's Mill?
- A: *a carpenter found gold, which started the California Gold Rush*
- Q: What tests can help you tell the difference between gold and fool's gold (iron pyrite)?
- A: *when smashed, real gold will flatten and not splinter like fool's gold; when doused with acid, true gold is unharmed—iron pyrite corrodes; gold weighs more than other metals*

Timeline and Map Points

- 🌐 American River (D1); Coloma Valley (D1) (American River feeds into Coloma Valley) (map 1)

Day
10

Chapters 17–18

To Discuss After You Read

- Q: How does Praiseworthy win the boxing match?
- A: *he avoids the Mountain Ox's fists and keeps hitting his nose until he finally knocks him out with a blow to the jaw*
- Q: What occupation does Praiseworthy decide to pursue?
- A: *law and parenting*
- Q: Praiseworthy describes his job thus: "There's nothing a butler cannot do. I open doors. I close doors. I announce that dinner is served. I supervise the staff and captain the household—much as you do this ship, sir. A most exacting job, if I may say so." Is this an accurate description of Praiseworthy's abilities? Why or why not?
- A: *Praiseworthy can do everything, as he says, but his list is ludicrous on this trip, as none of those abilities are needed; he can also shovel coal, catch a thief, cut hair, set up business, knock a highway robber uphill, pan for gold, beat up a strong man, even propose marriage*
- Q: How do Praiseworthy and Jack earn money almost by accident?
- A: *they stowaway so they have information to save both the grape cuttings and spoiling potatoes, which gets them both a free pick and shovel, later sold for \$100 each; Praiseworthy cuts hair and they trap the gold caught in the miners' hair and beards; they accidentally purchase neckties, but when a woman comes to town, all the miners want one; they have to dig a grave for Cut-Eye Higgins, and they find gold in that unlikely place; Praiseworthy brought liver on the ship to make the captain a pie, and cats followed him, cats which later earned them money in California* ■

Day
11

“Little Girl, Little Girl!” and “Peck of Trouble”

Setting

Maryland to Pennsylvania; mid 1800s

Overview

Harriet Tubman takes the Underground Railroad to freedom in 1849. A year later she begins her trips south again as “Moses,” and rescues her people. After numerous harrowing escapes and brilliant strategy, she frees over 300 people by the start of the Civil War, at which time she joins the Union Army. After the war, she opens her house to all who need her, and fights for women’s rights and temperance until her death, at age 93, in 1913.

To Discuss After You Read

The Deep South includes Alabama, Georgia, Louisiana, Mississippi, and South Carolina—all states that were dependent on cotton production; they tended to strongly hold to the master/slave dichotomy, and were further from freedom for slaves than the North.

- Q: What are some of Harriet’s chores in the Big House?
- A: *light fires, sweep, dust, rock the baby, prepare lunch, care for the baby*
- Q: Why is Harriet among the pigs, and what Bible character is she like when she fights the pigs for food?
- A: *she almost stole some sugar and fled to avoid punishment; like the prodigal son*
- Q: How is Harriet punished?
- A: *she is whipped, then sent to work in the fields*

Timeline and Map Points

-  **Harriet Tubman (ca. 1820–1913)**
-  *Baltimore, Maryland (E6) (map 3)*

Day
12

“School Days” and “The Train Whistle Blows”

To Discuss After You Read

- Q: Although slavery was abolished in various parts of the world (Haiti, Mexico, and all British Colonies), why weren’t the slaves in America freed?
- A: *slaves were too valuable to produce crops and “couldn’t” be freed*
- Q: Why were slave laws strengthened? What were the unintended results?
- A: *to prevent a slave uprising like Nat Turner’s; slaves learned to hide their feelings and navigate the woods; freedom became a strong pull*
- Q: What was the “underground railroad”?
- A: *people who willingly helped slaves travel to freedom*

Day
13

“Not Worth a Sixpence” and “Bound for the ...”

To Discuss After You Read

- Q: What type of freedom did John Tubman have? Talk about the pros and cons.
 - A: *his freedom: he could collect his own wages and spend them as he wanted; however, he couldn’t own a dog, carry a gun or attend a church without a white minister. There were a hundred more rules as well. Pros and cons: YOU tell me!*
 - Q: Why do Harriet and her husband not get along?
 - A: *he is free and does not understand her urgent wish to be so also; he spends her hard-earned money and refuses to work*
 - Q: Why does Harriet decide to run?
 - A: *her master dies and she is sure she will be sold south and she gets aid from a Quaker friend*
- First Day is Sunday.

Timeline and Map Points

-  **Harriet Tubman takes the Underground Railroad (1849–1851)**



Day
14

“Following the Star” and “Riding on the...”

To Discuss After You Read

- Q: How does Harriet avoid detection?
- A: *she walks in water, stops when people approach, makes sure roads are empty when she passes, widely circles houses so dogs will not bark*
- Q: What close calls does Harriet have as she escapes?
- A: *a slave trader is at house when she arrives, and she falls asleep and searchers are very nearby*

Timeline and Map Points

-  *Smyrna (F8) (map 1)*
-  *Choptank River (F6); Camden (E7); Middletown (E6); Wilmington, Delaware (E6); New Castle (E6) (map 3)*

Day
15

“In a Strange Land” and “Why Not Every Man?”

To Discuss After You Read

- Q: Why is freedom so important to Harriet, since her tasks do not change much?
- A: *discuss this with your parents*
- Q: For whom are the words on the Liberty Bell in Philadelphia: “Proclaim liberty throughout all the land, to all the inhabitants thereof”?
- A: *all who see the bell*

- Q: Why is Harriet not afraid to go and rescue more of her people?
 A: *she wants either liberty or death, not just for herself but for others; she is lonely and has done the work of a man all her life*

- Q: How does Harriet find people willing to risk running?
 A: *she starts with people she knows and as she gains notoriety people stop and plead with her for help*

Timeline and Map Points

- 🌐 Philadelphia, Pennsylvania (E7) (map 3)

Day
16

“Ship of Zion” and “The Old Folks”

To Discuss After You Read

- Q: How can Ben be with Harriet but honestly say he has not seen her?
 A: *he covers his eyes so he will not see, though they can talk and even walk together*
- Q: How is Harriet similar to Moses?
 A: *she leads people from slavery to freedom like Moses*
- Q: How does Harriet rescue her parents?
 A: *she collects money to ease their travels, gives her mom a code for her dad, breaks her dad out of jail and provides transportation*

Day
17

“The Lion’s Paws” and “Moses”

To Discuss After You Read

- Q: What was the Fugitive Slave Law? What was the result of the law?
 A: *an ordinance that compelled sheriffs and marshals of the North to hunt down fugitives and return them to their masters in the South; freed slaves fled to Canada and violence erupted*
- Q: What does it mean to shake the lion’s paw?
 A: *since Canada is a British colony and the lion is her symbol, when someone shakes the lion’s paw, that person is free in Canada*
- Q: What methods does Harriet use to make sure her missions succeed?
 A: *carefully plans, knows the terrain, uses disguises, strikes on Saturdays or holidays, retreats at times, drugs babies, allows no one to turn back*
- Q: How many people does Harriet Tubman rescue and what is her motivation?
 A: *she rescues over 300 people; she wants all her people to be free and her family near her*
- Q: How much is the reward for Moses’ capture, dead or alive?
 A: *\$40,000*

Timeline and Map Points

- 🌐 Lake Ontario (C10); Lake Erie (C9); St. Catharines, Ontario (C10) (map 1)
 🌐 New York (C7) (map 3)

Day
18

“The Most of a Man” and “Department...”

To Discuss After You Read

- Q: What was John Brown’s plan to free the slaves?
 A: *to arm them, provide them fortresses, and help them fight to free themselves*
- Q: Harriet Tubman thinks that “It was not John Brown that died at Charleston” but rather “Christ—it was the savior of our people.” What did she mean? How is her view wrong (or right)?
 Q: Why does Lincoln not want blacks to enlist in the army?
 A: *according to the book: he doesn’t want the border states (those with slaves but not against the union) to join the South; he figured, if the slave-owners in these border states see black men fighting in the army, they will sense what is coming: the black man will be considered equal to the white, and freedom of slaves will be right around the corner*

Timeline and Map Points

- 🌐 Ohio (D9); Indiana (D8); Allegheny Mountains (D9); Kansas (D5); Georgia (F8); Florida (G8); South Carolina (F9) (map 1)
 🌐 Beaufort, South Carolina (H8) (map 2)
 🌐 Harper’s Ferry, Virginia (F5) (map 3)

Day
19

“Our Time is Coming” and “Mr. Lincoln’s Army”

To Discuss After You Read

- Q: How did Harriet help the contraband slaves?
 A: *she helped them develop useful skills to earn a living*
- Q: Beaufort, South Carolina experimented with freed slaves. What types of new things did they try?
 A: *they used blacks as soldiers, established businesses for the former slaves, and educated them*
- Q: Why is Harriet a successful spy?
 A: *she connects with local slaves and they provide valuable information*

Department of the South—notice the length of the sea coast from South Carolina through Georgia and Florida. Less than eleven thousand Union soldiers were supposed to hold that line and extend their holdings.

The pigs in Mr. Lincoln’s Army (Beauregard and Jeff Davis) are named after the president of the Confederacy and the Confederate general who ordered soldiers to fire on Fort Sumter that started the Civil War.

About Racism in North and South

Many of us have been brought up to believe in what I call a “righteous, egalitarian, anti-racist North” and “evil, class-oriented, racist South” prior to the “Civil War.” The evidence seems to speak against such a view.

The truth is, there was racism in the North and South. There were also people of kindly and godly disposition in both North and South.

The Yankee historian Frederick Law Olmsted noted the closeness of the relationship between slave and master when he visited Virginia in the early part of the 1800s. Olmsted observed a white woman and a black woman seated together on a train. Both ladies had their children with them, and the children were eating candy from a common container. . . . “[T]he girls munched candy out of the same bag ‘with a familiarity and closeness’ which would have astonished and displeased most Northerners.”¹ This close relationship may have been unheard of in the North, but it was a common sight in the South. . . . In his work, *The Peculiar Institution: Slavery in the Antebellum South*, Kenneth Stampp stated, “Visitors often registered surprise at the social intimacy that existed between masters and slaves in certain situations. A Northerner saw a group of Mississippi farmers encamped with their slaves near Natchez after hauling their cotton to market. Here they assumed a ‘cheek by jowl’ familiarity with perfect good will and a mutual contempt for the nicer distinctions of color.”² . . .




Timeline and Map Points

-  **Emancipation Proclamation (January 1, 1863)**
-  **Pony Express (1860–1861)**

To Discuss After You Read

- Q: How did the black regiment respond to unfair treatment?
A: *they refused all pay until theirs was equal—they preferred to give their service to the government than despise themselves with half-wages (they got \$7.00/month, whites got \$13.00)*
- Q: Why is Harriet thrown into the baggage cart?
A: *although free, blacks did not have the same rights as whites*
- Q: How does Harriet spend the years after the war?
A: *she supported schools for black children, did domestic work to raise funds, grew vegetables and chickens, cared for old and sick guests, fought for women’s rights, helped build a church and worked for temperance*

Timeline and Map Points

-  *Jacksonville, Florida (F8) (map 1)*
-  *Charleston (H8) (map 2)*
-  *Richmond (G5); Auburn, New York (B7) (map 3) ■*

1. Frederick Law Olmsted, “Calico, Black and Gray: Women and Blacks in the Confederacy,” *Civil War, the Magazine of the Civil War Society*, Edward C. Smith, (Vol. III, No. 3, Issue XXIII), 11-12.

2. Kenneth Stampp, *The Peculiar Institution: Slavery in the Antebellum South*, (New York: Alfred A. Knopf, 1956), 323.

Section Four

Instructor's Guide Resources

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

Week	Memory Work	Bible Reading	History	Geography	Biography
1	Psalm 103:1–3	Jesus calls his disciples; Gospel of Matthew: Genealogy of Jesus	Slavery	<i>Hull, England; Baltic Sea; Missouri; Colorado; Panama Canal; South America; California</i>	William Wilberforce; Simon Bolivar
2	Psalm 103:1–5	Jesus walks on water; Gospel of Matthew: Jesus’ healing miracles	Slavery	<i>Lowell, Massachusetts; Colorado; California</i>	William Wilberforce
3	Psalm 103:1–9	Jesus in the Garden of Gethsemane; Gospel of Matthew: the suffering servant	Slavery; Civil War; Northwest Ordinance; Gold Rush; Westward Expansion	<i>United States; South America; Caribbean; England</i>	Abraham Lincoln; Stephen Douglas; Thomas Jefferson; Harriet Tubman; Harriet Beecher Stowe
4	Psalm 103:1–12	Jesus’ appearances after Resurrection; Gospel of Matthew: Jesus’ parables	Slavery; Civil War; Emancipation Proclamation; Abraham Lincoln	<i>Southern United States; Indiana; Pennsylvania; Virginia; Northwest Territory; Great Lakes; Florida</i>	Abraham Lincoln; Robert E. Lee; Ulysses S. Grant; William Sherman; Harriet Tubman
5	Psalm 103:1–15	Acts: Early church: spreading the Good News; Gospel of Matthew: Jesus’ entry into Jerusalem	Civil War; Wild West; Gold Rush; Westward Expansion; Oil Boom	<i>Northern United States; Eastern United States; Central United States</i>	Abraham Lincoln; Native Americans; Andrew Carnegie; John D. Rockefeller; Cornelius Vanderbilt
6	Psalm 103:1–19	Acts: Early church: John and Peter; Gospel of Matthew	Civil War; Sears Catalog; Manufacturing Develops / Assembly Line	<i>New York; Massachusetts; Paris; Germany; Poland; Russia; Virginia; Georgia; Tennessee; New Jersey; Mississippi; Alabama; North Carolina; South Carolina</i>	Abraham Lincoln; Richard Sears; Montgomery Ward; Elias Howe; Alexander Turney Stewart; James Bogardus; Isaac Merrit Singer; William Sellers; Frederick W. Taylor; Henry Ford; Thomas Edison
7	Psalm 103:1–22	Gospel of Mark; Gospel of Matthew	Reconstruction; Discrimination; Industrial Age	<i>Tennessee; Oklahoma; Europe; The Balkans; Wisconsin; Minnesota; Canada; Massachusetts; Michigan; Virginia</i>	Abraham Lincoln; Ulysses S. Grant; Andrew Johnson;
8	Present Psalm 103	Gospel of Mark: Jesus’ parables and healing; Gospel of Matthew; Messianic; Psalms	Post Office; Railroads; Labor Unions	<i>Europe; West Virginia; Pennsylvania; Illinois; Massachusetts; Michigan; Montana; North Dakota; South Dakota; Oklahoma; Wisconsin</i>	Joseph Gidden

(continued on the following page)

Week	Memory Work	Bible Reading	History	Geography	Biography
9	Romans 8:38–39	Gospel of Mark: Jesus’ miracles; 1 Chronicles: Kings of Judah	The Progressive Era; Prohibition; Postal System	<i>Wisconsin; Texas; Ohio; Lithuania; Navajo Country</i>	Mother Jones; Jane Addams;
10	Proverbs 16:32, 18:10	Gospel of Mark: Jesus’ Transfiguration, teachings, and triumphal entry into Jerusalem; 1 Chronicles	Railroads; Standard Time; Inventors; Industrial Age; Elevators and Skyscrapers	<i>Midwestern United States; Europe; Boston; United States; Timbuktu</i>	Frank Lloyd Wright; Alexander Graham Bell; Andrew Carnegie; James Buchanan Eads; James Bogardus; Thomas Edison
11	Proverbs 26:18-19	Gospel of Mark: Jesus’ parables: Love God and love others; 1 Chronicles	Wright Brothers; Manufacturing; Big Business	<i>North Carolina; Kansas; Great Lakes; Missouri; San Antonio</i>	Henry Ford; Wright Brothers; Theodore Roosevelt; William McKinley; William Jennings Bryan
12	Psalms 19:1-4	Gospel of Mark: The Lord’s Supper, Crucifixion, and Resurrection; 1 Chronicles; 2 Chronicles	Spanish-American War; Panama Canal; World War I	<i>Florida; Congo; Cuba; Malaya; Sumatra; Zimbabwe; Texas; Philippines; Puerto Rico; Guam; Columbia; Panama; California; Hawaii; New Hampshire; Japan; Russia; Denver; Alabama</i>	Theodore Roosevelt; Woodrow Wilson; Helen Keller
13	Psalms 19:1-6	Samuel: friendship in the Old Testament; 2 Chronicles	World War I	<i>France; Bosnia; Belgium; Prussia; Connecticut; Ohio; Balkan States</i>	Kaiser Wilhelm; The Wright Brothers; Helen Keller
14	Psalms 19:1-8	Acts: Early Church: Paul and Barnabas, the church in Antioch; 2 Chronicles	World War I	<i>France; Belgium; Mexico; Austria; Serbia; Turkey; Maine; China; India; Chile; Falkland Islands; Iraq; Syria; North Carolina</i>	The Wright Brothers
15	Psalms 19:1-10	Daniel; 2 Chronicles	World War I	<i>France; Greece; Serbia; Albania</i>	The Wright Brothers; Eleanor Roosevelt; Amelia Earhart
16	Psalms 19:1-12	Friendship; 2 Chronicles	World War I; America Joins the War; World War I ends; Treaty of Versailles; Roaring 20s;	<i>France; Louisiana; Mississippi; New York; Tennessee</i>	Nicholas II; Kaiser Wilhelm; Archduke Franz Ferdinand; Karl I
17	Present Psalm 19	Job: remaining faithful through suffering; 2 Chronicles	Treaty of Versailles; League of Nations; Jazz Age	<i>Yugoslavia; Florida; Wyoming; New Orleans; California; Georgia; Czechoslovakia; New York; Mississippi; Georgia</i>	Charles Lindbergh; Herbert Hoover; Warren Harding

(continued on the following page)

Week	Memory Work	Bible Reading	History	Geography	Biography
18	John 15:1-2	Samuel; 2 Chronicles	Great Depression; Dust Bowl; Stock Market Crash	<i>Dust Bowl; Colorado River; Tennessee River; Arkansas; Kansas, Missouri; Ozarks; Kansas</i>	Herbert Hoover; Franklin Roosevelt; Benito Mussolini; George Washington Carver
19	John 15:1-4	Ruth: devotion and kindness; Proverbs; 2 Chronicles	World War II; Discrimination; New Deal	<i>Japan; Pearl Harbor; Newfoundland; Poland; Denmark; Norway; Netherlands; Britain; Iowa; Alabama; France; Belgium; Luxembourg</i>	Frederick Douglass; Booker T. Washington; George Washington Carver; Charles Lindbergh; Adolf Hitler
20	John 15:1-6	Proverbs; Hosea: how God views our sin	World War II; Pearl Harbor Attack; America Joins the War	<i>Ethiopia; Manchuria, Japan; Sicily, Europe; China; Somaliland; Egypt; Libya; Crete; North Dakota; Minnesota; Alabama; Pennsylvania; Mason-Dixon Line; Wisconsin</i>	Adolf Hitler; Winston Churchill; Joseph Stalin
21	John 15:1-8	Proverbs; Hosea	World War II; Holocaust	<i>Kansas; Cuba; South Dakota; Japan; Pearl Harbor; Newfoundland; Asia; California, Soviet Union; Yugoslavia; Africa; Michigan; Arkansas; North Carolina</i>	Franklin Roosevelt; Adolf Hitler; Joseph Stalin
22	Famous Speech	Proverbs; Amos: God's justice and righteousness	World War II	<i>Asian-Pacific Seaboard; Europe; Russia</i>	
23	Famous Speech	Proverbs; Micah	World War II; D-Day	<i>Europe; Yalta; Asia-Pacific Seaboard; Iran</i>	
24	Famous Speech	Proverbs; Ezekiel: God's sovereign power over his creation	D-Day; end of World War II; Atomic Bomb	<i>Europe; Japan; New Mexico; Manchuria</i>	Harry S. Truman; Dwight D. Eisenhower; Winston Churchill; Adolf Hitler
25	Famous Speech	Proverbs; Ezekiel	United Nations; Cold War; Korean War; Vietnam War	<i>Pennsylvania</i>	Joseph Stalin; Harry Truman; Douglas MacArthur
26	Famous Speech	Jonah: God's patience and compassion; Psalms; Ezekiel	Cuban Missile Crisis; Civil Rights Movement; Discrimination	<i>Texas; New York; Cuba; Southern United States; Ghana; Germany; California</i>	John F. Kennedy; Martin Luther King Jr.; Rosa Parks; Lyndon B. Johnson

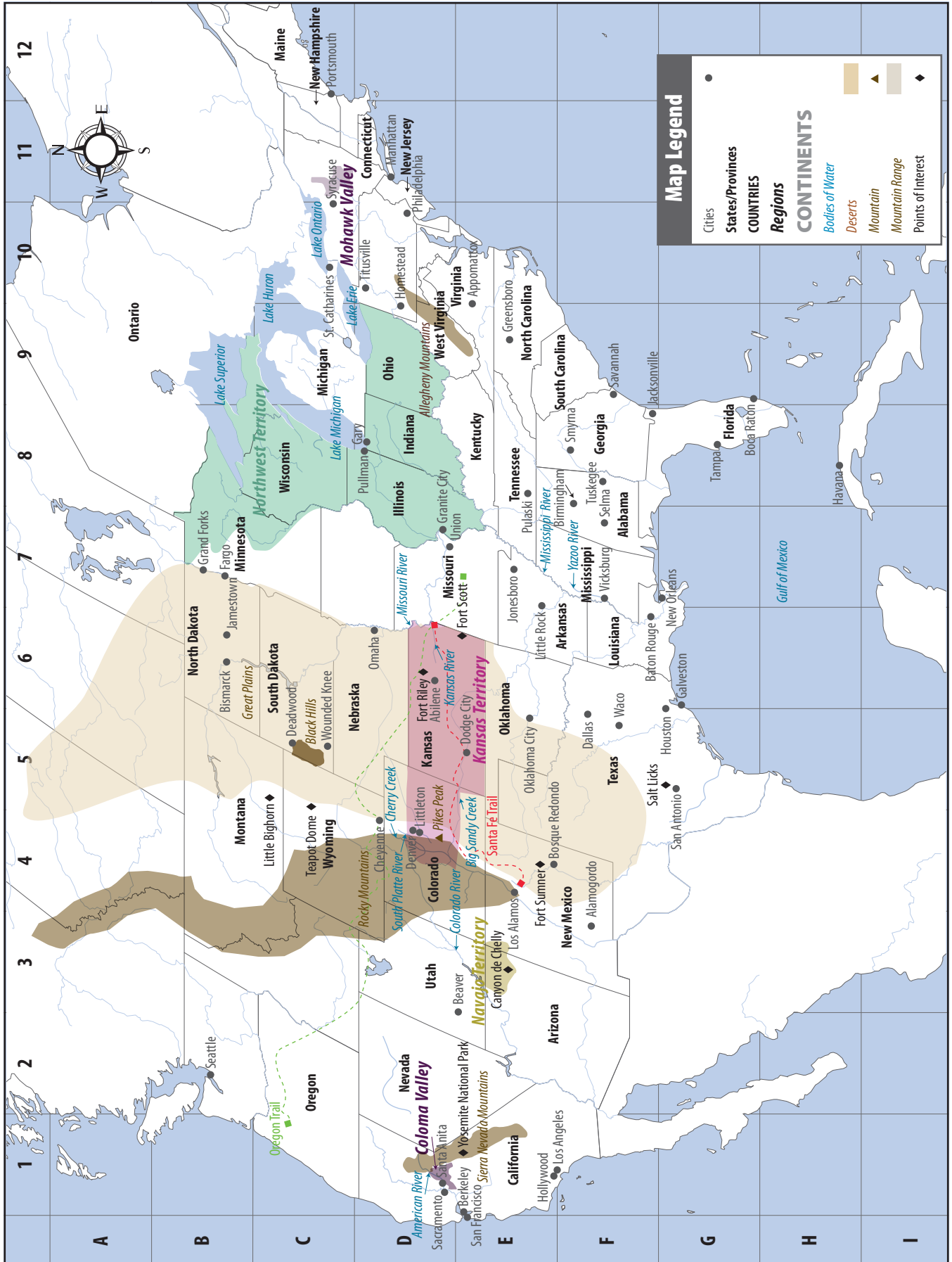
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Week	Memory Work	Bible Reading	History	Geography	Biography
27	Present Famous Speech	God's prophet Samuel; Ezra	Space Race; Robert Kennedy assassinated; Civil Rights	<i>Southeast Asia; Guyana; Utah; Scotland; Houston; Italy; Germany; Baltic Sea; Pennsylvania; China; California; New York</i>	Jackie Robinson; Robert Kennedy; Guglielmo Marconi; Reginald A. Fessenden; Alexander Graham Bell; Joseph Stalin; Richard Nixon; Neil Armstrong
28	Matthew 28:19–20	Exodus: Moses and God's chosen people; Ezra; Psalms		<i>Papua New Guinea</i>	Jackie Robinson
29	Malachi 3:10	Luke: Mary's devout faith and the birth of Jesus; Romans: Paul's powerful teachings			
30	Hebrews 11:1,6	Daniel; Romans		<i>Virginia; Pennsylvania</i>	
31	Hebrews 12:1–2	Genesis: Joseph; Romans		<i>Minnesota; Venezuela</i>	Bruce Olson
32	Hebrews 12: 1–4	2 Kings: Elijah; Romans	Watergate; Apartheid; Collapse of the Soviet Union; Persian Gulf War	<i>New York City; China; Panama; Iran; Afghanistan; Russia; Sinai Peninsula; Minnesota; South Africa; Ethiopia</i>	Bruce Olson; Richard Nixon; Gerald Ford; Jimmy Carter; Ronald Reagan
33	Hebrews 12: 1–6	Book of Judges: Bible heroes; Galatians	Y2K; Terrorist Attacks; The New Americans	<i>Arkansas; California; Texas; Oklahoma; Colorado</i>	George HW Bush; Bill Clinton; Saddam Hussein
34	Hebrews 12: 1–8	Book of Judges; Galatians; Ephesians	Bush Doctrine	<i>Florida; Chicago; Texas; Seattle; Tibet; New York; Tennessee; Afghanistan; Iraq; Columbia</i>	George W Bush; Al Gore
35	Hebrews 12: 1–10	Book of Judges; Ephesians		<i>Columbia; Minnesota</i>	
36	Present Hebrews 12: 1–13	Book of Judges; Philippians		<i>Virginia; Georgia; Egypt</i>	

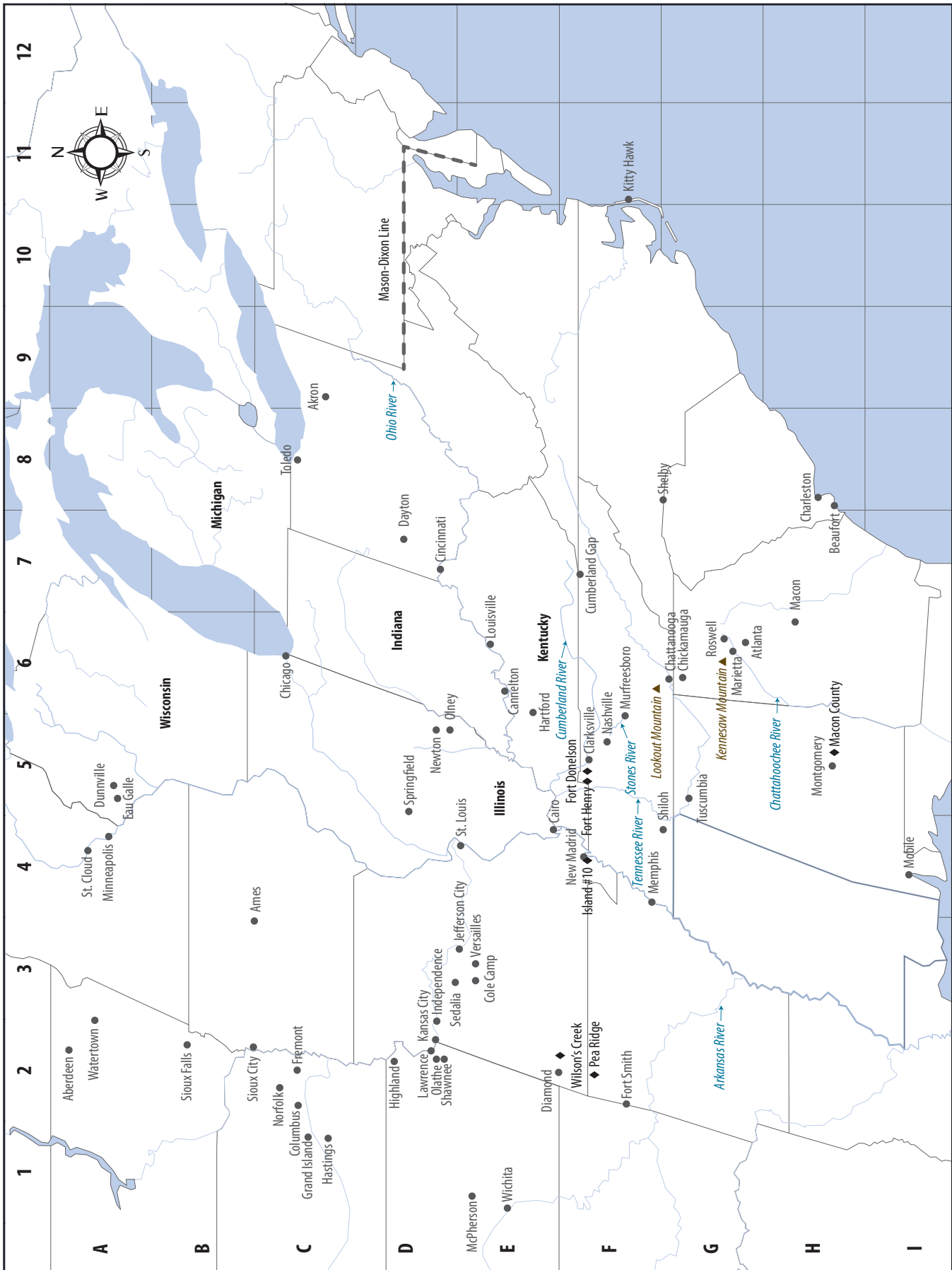
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Intro to American History, Year 2 of 2 (5-Day)—Map 1

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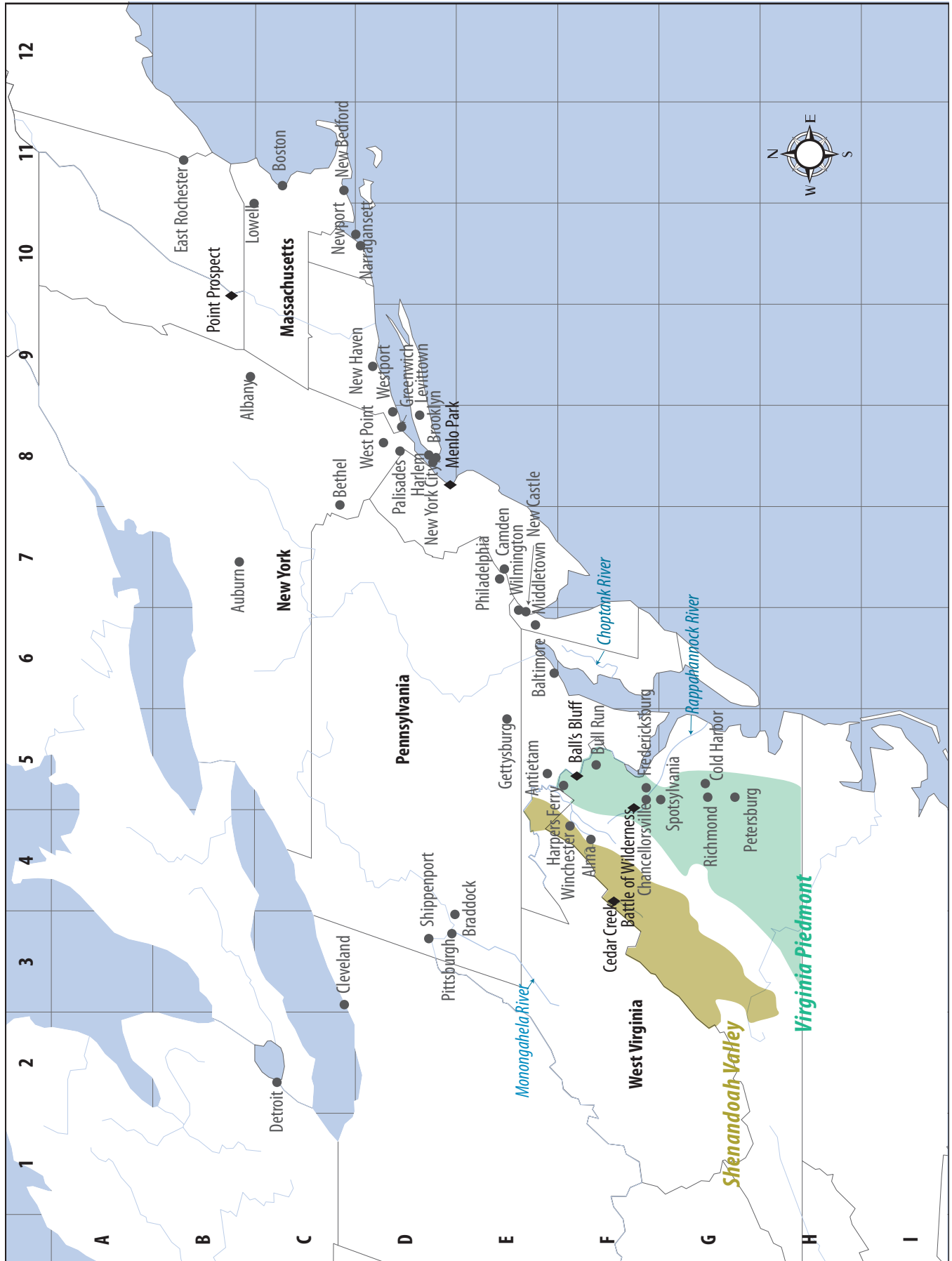


Intro to American History, Year 2 of 2 (5-Day)—Map 2

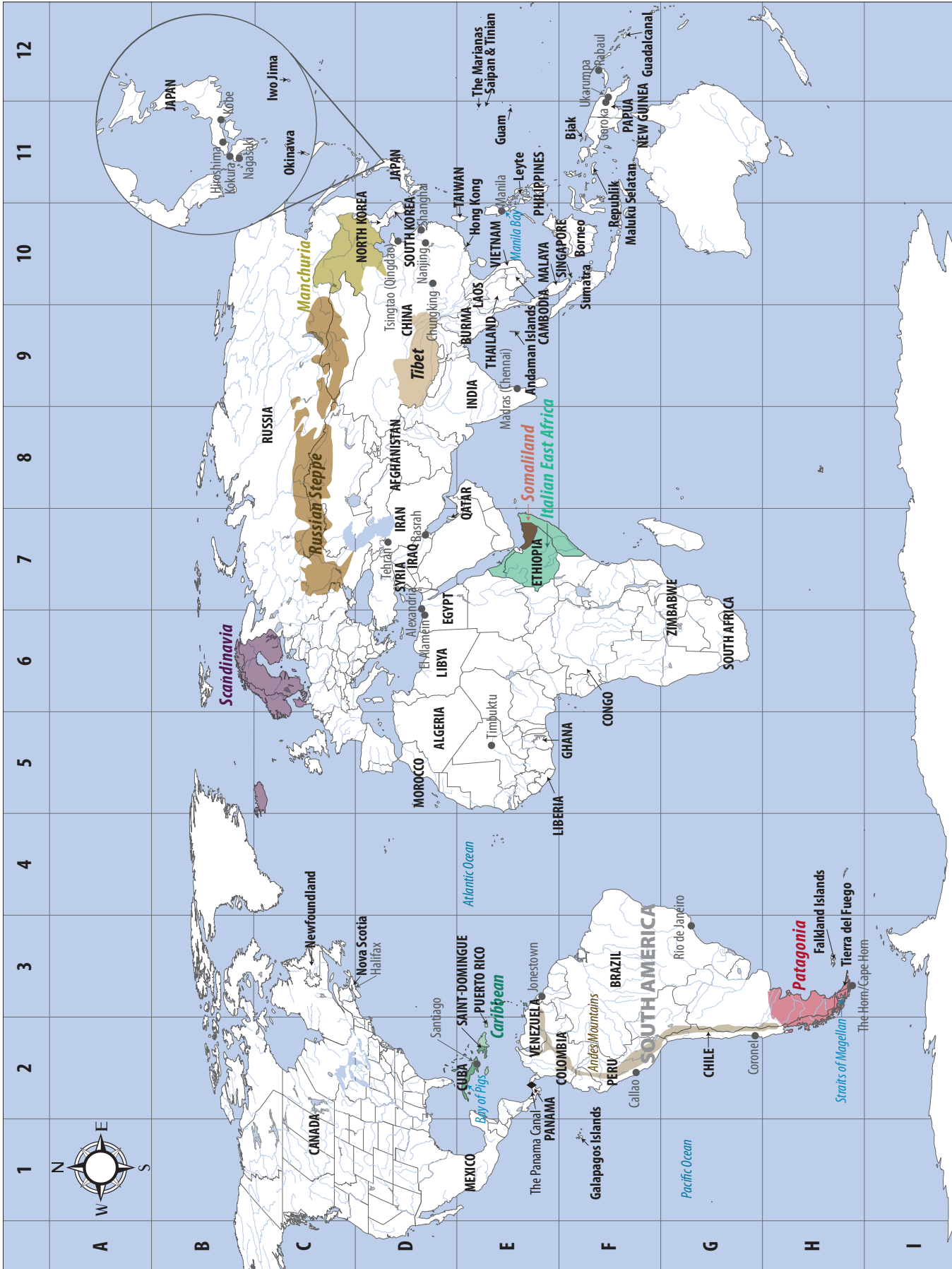


Intro to American History, Year 2 of 2 (5-Day)—Map 3

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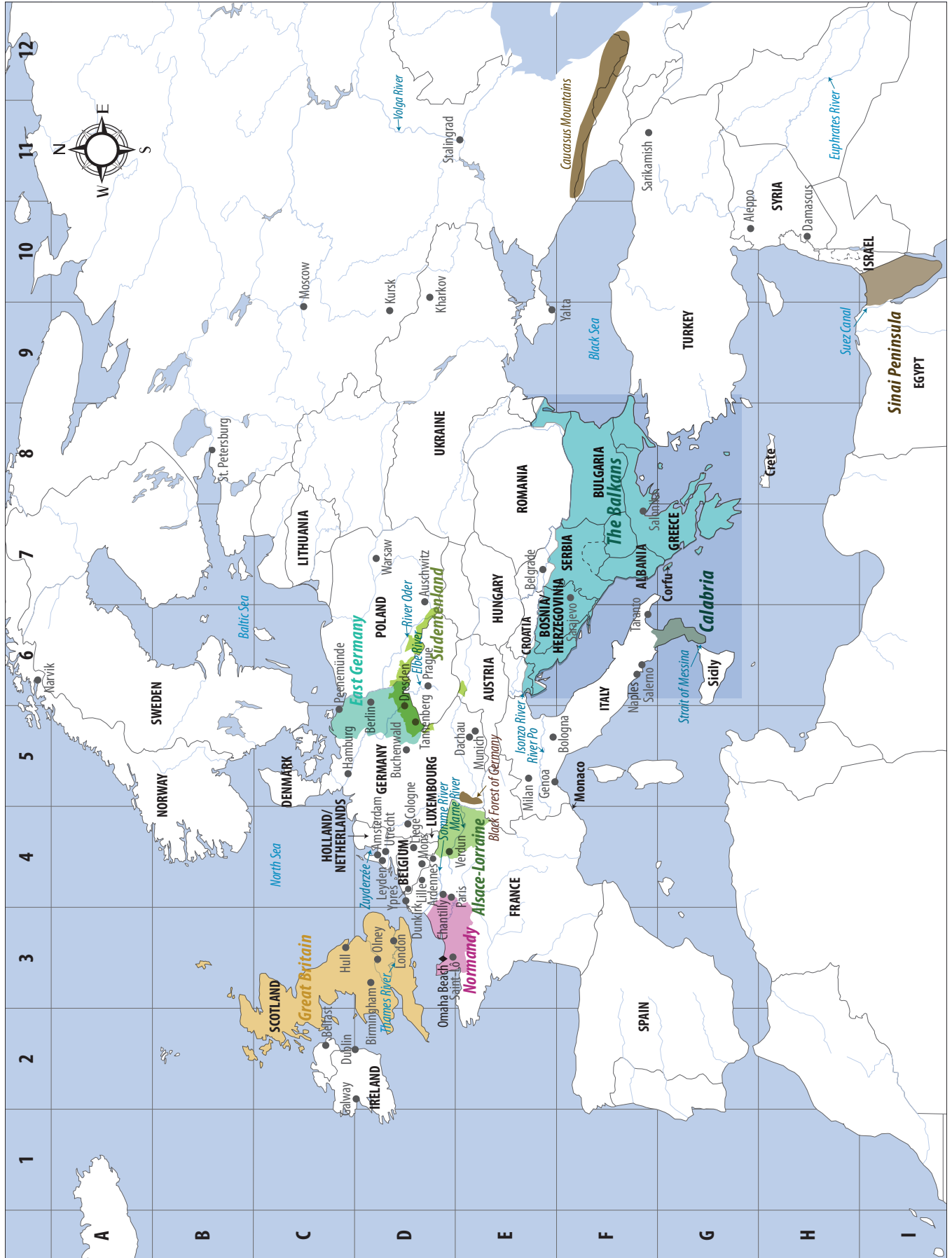


Intro to American History, Year 2 of 2 (5-Day)—Map 4



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

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