

K

EXPLORING AMERICAN HISTORY



FUN FACT
The Caldecott Medal is an actual bronze medal that weighs 3.1 oz. and is 2 1/3" in diameter.



The W. Family, Sonlighters
Rockwall, Texas



Thank you for downloading this sample of Sonlight's History / Bible / Literature K 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 (4-Day)

Exploring American History

By the Sonlight Team

*Train up a child in the way he should go, And when
he is old he will not depart from it.*

Proverbs 22:6 (NKJV)

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

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

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Sonlight Curriculum, Ltd. is committed to providing the best homeschool resources on the market. This entails regular upgrades to our curriculum and to our Instructor’s Guides. This guide is the 2020 Edition of the Sonlight Curriculum® “Exploring American History” (4-Day) Instructor’s Guide and Notes. If you purchased it from a source other than Sonlight Curriculum, Ltd., you should know that it may not be the latest edition available.

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

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- A Weekly SCHEDULE for History, Bible, and Read-Alouds
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- NOTES for Read-Alouds and Readers

(In the early elementary Levels K-C programs, Readers are packaged separately to allow an adjustable reading level and pace for your children. We have not included them in this sample. Learn more about Readers packages at sonlight.com/readers.)

4 Instructor’s Guide Resources

- “Exploring American History”—Scope and Sequence: Schedule for Topics and Skills
- Timeline Figure—Schedule
- Maps—Answer Keys

HISTORY / BIBLE / LITERATURE Quick Start Guide

What's included in your History / Bible / Literature Instructor's Guide.

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

1

Level A: History/Bible/Literature						
Days 26–30: 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 6						
	Date:	Day 26	Day 27	Day 28	Day 29	Day 30
BIBLE	<i>Egermeier's Bible Story Book</i>	pp. 86–88	pp. 88–90	pp. 91–93	pp. 94–96	pp. 96–98
	Memorization	F: Fear not, for I have redeemed you; I have summoned you by name; you are mine. (Isaiah 43:1)				
	<i>Sing the Word: From A to Z</i>	"Fear Not"—Track 6. Listen to this track the entire week.				
HISTORY & GEOGRAPHY	<i>Adventures in Ancient Greece</i>	pp. 32–33	pp. 34–35	pp. 36–39	pp. 40–47	
	<i>The Usborne Internet-Linked Children's Encyclopedia</i>					pp. 124–125 ↑ ↓ ↻
READ-ALOUDS	<i>Dolphin Adventure</i>	chaps. 1–2 ↻	chaps. 3–4	chaps. 5–6	chaps. 7–8	
	<i>The Llama Who Had No Pajama</i>	p. 15				
	<i>The Arnold Lobel Book of Mother Goose</i>		pp. 28–29	pp. 30–31	pp. 32–33	
	<i>James Herriot's Treasury for Children</i>					"Oscar, Cat-About-Town"
MISCELLANEOUS	Developmental Activity	Act out a play on politeness.				
	Field Trip/Practical Life Skills					
Additional Subjects:						

2

3

4

1 Complete, ready-to-use lesson plans

All your books and activities are fully scheduled for the entire year. No need to create your own lesson plans or coordinate the reading. This IG covers Bible, History, Geography, Read-Alouds, and Readers. Each day you open your IG, do the given assignments, and—if you want a formal record of what you have done—check or date each box as you complete it. If your state requires a record of how many hours you dedicated to a subject, you also have space to record the time you spent.

2 Day-by-day Schedule

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

3 Discussion Questions

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

4 Timeline and Map Points

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

5 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).

6 Notes

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

Note: At the back of your History / Bible / Literature Guide, you will find reading assignments and notes for the Read-Alouds and Readers. (In the early elementary Levels A-C programs, Readers are packaged separately to allow an adjustable reading level and pace for your children. We have not included them in this sample. Learn more about Readers packages at sonlight.com/readers.) Follow the notes for Read-Alouds and Readers as you would the History/Bible notes.

7 Teaching tips

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

Flexible format

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

The IG is a guide, not a task master.

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

6

Bible Reading

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

Memorization (Bible)

Psalm 42:1–6

Continue to memorize Psalm 42.

- 1 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?
- 3 My tears have been my food day and night,
While they say to me all day long, "Where is your God?"
- 4 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.
- 5 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.
- 6 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

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?
A: 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*

Timeline and Map Points

New York (D3) (map 5)

Day 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

Day 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)

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

How it works:

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

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Section Two

Schedule and Notes

Level K: History/Bible/Literature

Days 1–4: 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					
Date:	Day 1	Day 2	Day 3	Day 4	
BIBLE	The One Year Bible for Children	Jan. 1–3	Jan. 4–6	Jan. 7–10	Jan. 11–13
	Memorization¹	Ephesians 4:32			
	Sing the Word: Teach Me Your Paths (CD)	Track 1: “Be Kind”— Listen to this track the entire week.			
HISTORY & GEOGRAPHY	The Very First Americans²	pp. 4–11  	pp. 12–21 	pp. 22–32 	
	Heroes and Happenings: Volume 1²				“The Explorers” (Eric the Red & Leif Ericson) pp. 1–4  
READ-ALOUDS	Dolphin Adventure³	chaps. 1–2 	chaps. 3–4	chaps. 5–6	chaps. 7–8
	The Llama Who Had No Pajama³	p. 7		p. 8	
Additional Subjects:					

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1. We cite the NIV versions 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.
2. See the notes for the **History** titles below, following the schedule.
3. Assignment notes for the Read-Alouds will be found 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 to read or hear them on a regular basis. You may use these words, formatted in bold followed by a colon and their definitions, more like a convenient glossary.

To Discuss After You Read

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

Timeline

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

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

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

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

Map Points

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

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

Further information and useful documents

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

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

The One Year Bible for Children

We schedule the Bible readings to complete the book by the end of the school year! If you would prefer to use it over the entire year, please read one section per day.

Memorization (Bible)

Day
ALL

Ephesians 4:32

³² Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.¹

Sing the Word: Teach Me Your Paths (CD)

Because music is a great tool when trying to remember something, *Sing the Word* makes the entire set of 36 scripture verses easier to memorize and fun to learn. Listen to the song every day this week.

Memorization is the ultimate goal, however, we want your children to develop an initial understanding of God's Word at this age.

The Very First Americans

Note to Mom or Dad: Please number the pages. Use the first page of text as p. 4.

Day
1

pp. 4–11

To Discuss After You Read

Q: How did the first people come to America?

A: *they probably followed the wild animals*

Point out the picture of the woolly mammoth (the elephant-type animal), the wild cats, and the bison that the early peoples hunted.

Notice how the people came to America. Scholars believe the land in Northern Canada was connected to Asia and so the people could walk over from Asia to America.

Q: Why did people for many years incorrectly call the native peoples, Indians?

A: *Columbus thought he had landed in the Indies (lands near China and Japan) and he named the peoples incorrectly*

Q: How did the Makah people get their food?

A: *they created boats from large tree trunks and rowed up to a whale and speared it with a large harpoon; one whale could feed many*

1. We cite the NIV versions 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.

- Q: How did the Makah collect salmon?
 A: *they built traps across a river, then speared the trapped fish, and dried some of them as food for later*
- Q: What did the northwest coast people build their houses out of and why?
 A: *wood, because it was available*
- Q: What did the tribes use totem poles for?
 A: *“to tell family stories and legends”—similar to both a photo album, and a book!*

The native peoples had no metal tools—so their wood working skills are even more amazing; they would have used stone, wood, and shells to cut and create what they needed.

Timeline and Map Points

- 🌐 Compare the map on p. 5 to the same location on your World map
- 🌐 Find the northwest coast of the United States—today found near the state of Washington (B2) (map 1)

Day
2

pp. 12-21

To Discuss After You Read

- Q: Describe how the Hopis lived.
 A: *they built clay houses and placed them high on the mesas to stay safe from their enemies; they placed their doors on top of their houses and reached the doors by ladders which they could easily pull up; they had special ceremonies to pray for rain, which they needed for their crops*
- Q: Why did the Plains tribes move often, and why could they do so easily?
 A: *to follow the buffalo; they used tipis as their homes which were easy to move, and they used horses to hunt effectively*
- Q: What did the Plains people use buffalo for?
 A: *food, clothing, tents, blankets, tools, dishes, toys, and fly swatters*

Timeline and Map Points

- 🌐 Find the Southwest region on your World map: Arizona, New Mexico, Nevada, Colorado, Utah, Texas, and California (D1–F5) (map 3)
- 🌐 Find the Plains states on your World map. They include: Montana, North Dakota, South Dakota, Wyoming, Nebraska, Kansas, Colorado, Oklahoma, Texas, New Mexico and three states in Canada: Manitoba, Saskatchewan, and Alberta (A4–F5) (map 3)

Day
3

pp. 22-32

To Discuss After You Read

- Q: What material did the Woodlands people use to build their houses and why?
 A: *wood; because they lived in areas with many trees; they used what was available*
- Q: How did the wooden houses of the Woodlands people differ from the wooden houses of the Pacific northwest?
 A: *the people in the Woodlands area lived in longhouses that were big enough to hold many families; the people of the northwest also built large homes, but it appears that each family had their own home; and the houses were decorated differently*
- Q: Why were the Woodland people good hunters?
 A: *it would be hard to farm in a forest, so they learned to hunt to gain the food they needed*
- Q: How did the Seminole people’s homes differ from the other peoples’ homes?
 A: *They built chickees with a thatched roof made with palm leaves and with sides that were open to let in breezes to keep the houses cool; Seminole people’s houses didn’t need strong walls to keep out cold winter air*
- Q: How did the Native American peoples’ lives change with the immigration of people from Europe?
 A: *the settlers did not let the Native Americans hunt or plant anymore; the settlers took the land and forced the Native peoples to move to reservations*
- Q: What do native peoples mean when they say, “they walk in two worlds.”
 A: *it sounds like the native peoples have managed to maintain their heritage and cultural identity while they must also live within the current culture that is far removed from living off the land*

Timeline and Map Points

- 🌐 Find the Woodland region on your map: land east of the Mississippi River and from the Great Lakes region down to the Gulf of Mexico (C7–G9) (map 3)
- 🌐 Look at a world map and see where the Pilgrims would have met people from a Woodland tribe. Since they would have sailed from Holland and England, they would have reached the East coast of the United States (C10–C11) (map 3)

To Discuss After You Read

Q: What did Eric the Red discover?

A: *Greenland, with its reindeer, seal and walrus*

Q: What does the writer mean when he says, "Sagas rarely tell of their deeds, but the Vikings would not have been able to cross the North Atlantic without the work of thousands of anonymous women."? Do you think that is true of most people?

A: *Vikings needed sails to power their ships, and the women created the sails out of raw materials; most of us need other people to succeed*

Q: Why did the Vikings regularly sail between Iceland and Greenland?

A: *sailors brought necessary wheat, lumber, and cloth to Greenland*

Q: What did Leif Ericsson discover?

A: *North America about 500 years earlier than Christopher Columbus*

Timeline and Map Points

† **Leif Ericsson (AD 1000)**

🌐 *St. Lawrence River (B11) (map 1)*

🌐 *Norway (B4) (map 4)*

🌐 *Iceland (B5); Greenland (B4); Baffin Island (B3); Labrador (C3) (map 5) ■*

Level K: History/Bible/Literature

Days 5–8: 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 5	Day 6	Day 7	Day 8	
BIBLE	The One Year Bible for Children	Jan. 14–15	Jan. 16–18	Jan. 19–20	Jan. 21–23
	Memorization	Psalm 56:3			
	Sing the Word: Teach Me Your Paths (CD)	Track 2: “When I Am Afraid” — Listen to this track the entire week.			
HISTORY & GEOGRAPHY	Heroes and Happenings: Volume 1	“The Sailor” (Christopher Columbus) pp. 5–9 † 🌐	“The Interpreter” (Squanto) pp. 10–14 † 🌐		
	Three Young Pilgrims			pp. 8–12 📖	pp. 13–16
READ-ALOUDS	Anna Hibiscus	pp. 6–20 (up to last para.) 🌐	pp. 20–33	pp. 34–45 🌐	pp. 46–63
	The Llama Who Had No Pajama	p. 9			
Additional Subjects:					

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Memorization (Bible)

Day ALL	Psalm 56:3
-------------------	------------

³ When I am afraid, I put my trust in you.

Heroes and Happenings: Volume 1

Day 5	“The Sailor” (Christopher Columbus) pp. 5–9
-----------------	---

To Discuss After You Read

- Q: Why did Columbus sail west?
 A: *to get spices and silk from countries in the East like China and India*
- Q: Why did he need to sail?
 A: *since the Silk Route had been cut off, people needed a new way to gain desired items*

- Q: What did Columbus discover?
 A: *The Americas*

Timeline and Map Points

- † **Christopher Columbus (1451-1506)**
 🌐 Genoa (E4); Mediterranean Sea (G6); Ireland (C2); England (D3) (map 4)
 🌐 China (D9–D10); India (D9); San Salvador (the Bahamas) (D2) (map 5)

To Discuss After You Read

- Q: How did Squanto learn to speak English?
 A: *from Europeans who came to hunt and fish, and from the time he spent in England*
- Q: Why did the Pilgrims come to America and how did they meet Squanto?
 A: *for freedom of religion; they settled in his old homeland*
- Q: Why was Squanto a gift to the Pilgrims?
 A: *he worked as an interpreter and guide, he helped keep peace between the Pilgrims and the local Native Americans, he taught them how to hunt and fish, he taught them helpful food to grow, he basically kept the Pilgrims alive*
- Q: What are the "three sisters"?
 A: *three crops that grow well together: corn, beans, and squash*

Timeline and Map Points

- † **Squanto (died 1622)**
- † **Pilgrims arrive on the *Mayflower* (1620)**
- 🌐 *Massachusetts (C9); Plymouth (D10) (map 2)*
- 🌐 *Malaga, Spain (F3); England (D3) (map 4)*

Note to Mom or Dad: Please number the pages in the book. The pagination we use starts with the map on pp. 8-9.

To Discuss After You Read

- Q: Do you know of a group of around 100 people? Is it a large group? Can you image sailing so far with so few people?
- Q: Is there a part of the boat whose name you found surprising?
 A: *possible: the poop deck, mizzen, or beak*
- Q: How long did the trip onboard the small ship take?
 A: *60 days (or two months)*

To Discuss After You Read




- Q: Why did the Pilgrims write an agreement? This important document is the first self-governing document written in America and was called the Mayflower Compact.
 A: *so everyone would stick together; they agreed to build a colony "for the glory of God," and they would write and obey laws for the common good*
- Q: Do you think you would want to build a home in December? In the north, the days are the shortest of the year, and the days can be cold and snowy.
 A: *it seems like the worst time to build*
- Q: Why did the leaders choose Plymouth?
 A: *the bay was protected by Cape Cod, it had a harbor, the river and brook provided fresh water, the bay had cod fish to catch, and they didn't meet Native Americans ■*

Level K: History/Bible/Literature

Days 9–12: 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 9	Day 10	Day 11	Day 12
BIBLE	The One Year Bible for Children	Jan. 24–25	Jan. 26–27	Jan. 28–30	Jan. 31–Feb. 1
	Memorization	Matthew 18:20			
	Sing the Word: Teach Me Your Paths (CD)	Track 3: “Two Or Three”— Listen to this track the entire week.			
HISTORY & GEOGRAPHY	Three Young Pilgrims	pp. 17–20	pp. 21–24	pp. 25–29	pp. 30–34 
	Anna Hibiscus	pp. 64–81	pp. 82–98 (finish 2nd para.) 	pp. 98–111	
READ-ALOUNDS	Dolphin Treasure				chap. 1 
	The Llama Who Had No Pajama	p. 10		p. 11	
	Additional Subjects:				

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Memorization (Bible)

Day ALL	Matthew 18:20
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³¹ For where two or three gather in my name, there am I with them.

Three Young Pilgrims

Day 9	pp. 17–20
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To Discuss After You Read

- Q: How did the men spend their days at Plymouth? And the women?
- A: *the men worked hard to build shelters—to cut down trees, saw them into logs, all in the middle of snowy weather; the women and children stayed on the ship and cared for the ill*
- Q: How many Pilgrims died of the Great Sickness?
- A: *one half of the total; 50 died*

To Discuss After You Read

- Q: What surprising event happened?
 A: *an Indian came and greeted the Pilgrims in English; Samoset brought Squanto; the Indians brought food and showed the Pilgrims how to effectively grow food*
- Q: When the ship sailed away in April, did any Pilgrims leave?
 A: *no, they all stayed. They said, “this was home now.”*
- Q: How did the Pilgrims spend their days?
 A: *in their gardens and growing their crops*
- Q: Why did the Pilgrims invite their “Indian brothers” to a feast?
 A: *to celebrate the rich harvest, and to give thanks to God; this was a good idea after the previous year of hunger*

To Discuss After You Read

- Q: How did the Pilgrims celebrate the first Thanksgiving?
 A: *with their Indian friends, eating food, and playing games*
- Q: Why did the Pilgrims come to America?
 A: *to live in a place where no king could tell the people how to live and pray*

To Discuss After You Read

Although the first year was hard, and people missed those who had died, the Pilgrims chose to celebrate.

- Q: Was life easy for the Pilgrims after the first Thanksgiving?
 A: *no, two more ships arrived with no extra food, so the people were often hungry; eventually, the land produced enough food and the people thrived*
- Q: Name one thing that was happening in the rest of the world at the time of the Pilgrims.
 A: *answers may vary*

Notice from the timeline that Plymouth was not the first settlement in America. Jamestown and Quebec were settled earlier (The timeline doesn't list it, but St. Augustine in Florida was settled by the Spanish in 1565).

Timeline and Map Points

-  *Leiden, Holland (D4) (map 4) ■*

Section Three

Reading Assignments and Notes

Read-Alouds Week 1: *Dolphin Adventure*

Read-aloud time is precious bonding time with your children.

One of the benefits of reading aloud is that you can talk through the reading as you go. This might be as simple as defining words as you read: “The children were orphans, which means both their parents had died.” Or, if you come across a word you don’t know, you can look it up as you read, either digitally or with a dictionary. And so you can intentionally improve your children’s vocabulary (and maybe your own, too!).

Another benefit is that you know your children best. You know what topics might trouble them, and can talk through the stories. Some children are more sensitive than others to death, or adoption, or bullying, or war. Some parents choose to wait for a time, to give their children more time to mature, before introducing topics. Other parents choose to read some hard things and have a chance to process these with their children, to talk through how to appropriately deal with bullying, for example.

If your day feels full, consider saving the read-alouds for bedtime. Some you might save until summer.

So, please, talk to your children as you read.

If you find yourself on the opposite end of the spectrum, where the number of read-alouds is not enough for you and your children, several titles in this program have sequels or companion books.

You can find additional recommendations in reference books such as *Honey for a Child’s Heart* and *The Children’s Read-Aloud Handbook*.

Day
1

Chapters 1–2

Cultural Literacy

diving gear: mask, snorkel, fins, wet suit, air tanks, and other apparatus. [chap. 1]


To Discuss After You Read

- Q: Wayne stated “that day was like no other.” Why did he say that? [chap. 1]
- A: *the weather was perfect, the sea smooth, he liked his diving companions, he loved to dive*
- Q: Measure the 80 feet that the diver could see down. [chap. 1]

Wayne needed to watch his gauges so that he didn’t stay down too long in the water. His air tank container had a limited amount of air, and he wouldn’t want to run out while deep below the surface. [chap. 2]

Timeline and Map Points

The Gulf Stream is an ocean current that runs from south to north along the coast of Florida. Using your finger, trace this on a map. [chap. 1]

 *South Florida (G7); Palm Beach (G8) (map 1)*

Day
2

Chapters 3–4

Cultural Literacy

click: dolphins do this to “talk” to each other. [chap. 3]

bottle-nose dolphins: measure up to 13 feet [4 meters] long and can weigh as much as 600 pounds [272 kilograms]. [chap. 4]

To Discuss After You Read

- Q: What is a float ball, and why is it used? [chap. 3]
- A: *the float ball is a large, bright orange plastic ball attached to a long rope a diver carries; the ball stays on the surface so the dive boat can keep track of where each diver is*
- Q: Why was the fish hook dangerous for the baby dolphin? [chap. 4]
- A: *the baby could get hooked and trapped by the trailing line and any blood from the wound could attract sharks*

Day
3

Chapters 5–6

To Discuss After You Read

- Q: Is a dolphin a fish? Why or why not? [chap. 5]
- A: *no, a fish doesn’t need to go to the surface of the water to breathe; fish have gills which enable them to collect the air that they need from the water around them; dolphins have to breathe air, and are mammals like us*
- Q: Describe how Wayne removed the hook. [chap. 6]
- A: *first he cut the fishing line away, then he cut the hook out with his fishing knife*

Day
4

Chapters 7–8

To Discuss After You Read

- Q: Did the dolphin family fear sharks? [chap. 7]
- A: *yes, but they were strong enough to attack them and protect their baby*
- Q: Do you think animals remember when you help? [chap. 8] ■

Read-Alouds Weeks 1–36: *The Llama Who Had No Pajama*

Day
1

p. 7

To Discuss After You Read

Q: Can you come up with some other ideas of opposites like hello and goodbye? (ie. night/day, hungry/full, etc.) Can you come up with some ways to make tasks more fun?

Day
3

p. 8

To Discuss After You Read

Q: What would be some advantages and disadvantages of having birthdays once a week? Are there more advantages or disadvantages?

Day
5

p. 9

To Discuss After You Read

Q: If you could wish for a birthday gift, what would it be?

Day
13

p. 12

To Discuss After You Read

Q: What wishes do you have?

Day
63

p. 34

Magic Hand deals with perspective—because things in the distance look smaller, we all have the opportunity to have “magic hands.” This same concept explains why during a lunar eclipse, the moon, which is much smaller than the Sun, can cause the Sun to “disappear.”

Day
69

p. 36

This poem plays with words. A “waiter” is a person who cares for customers in a restaurant. Normally we say someone “waits” for something, but the person in this poem links a person who waits with a “wait-er.” Thus playing on the sound of the word waiter.

Day
75

p. 39

To Discuss After You Read

Q: Do you think this is a “true” poem?

Q: Could someone do as Timothy Toppin did? Why or why not?

Day
77

p. 40

To Discuss After You Read

The Indian Pipe plant does not produce chlorophyll and thus is white in color. Without chlorophyll it can not produce its own food. It attaches itself to a fungus (a “plant” that breaks down decaying matter) and the roots of some trees. Hence scientists call it a parasite. It’s unusual beauty does look like a pipe.

Day
125

p. 59

Note: The poem repeatedly states that apes, chimpanzees, and gorillas “are related to you,” adding that “the difference between us is small Quite small.” The poet assumes Darwinian evolution is true and that humans and apes are “related.”

Setting aside this question for the moment, the portion of the poem that claims the differences between humans and apes “is small” is hardly the case, depending on what one means by differences. Genetically, humans and chimpanzees, for instance, may indeed share many similarities, but this may also be said when comparing humans to a mouse. This information, though, need not support Darwinian evolution alone. It could also serve as supporting evidence for a Creator. After all, similar designs suggest a single designer who used similar “techniques” so to speak in creating people and animals.

If, on the other hand, “differences” refers to things like intellect or artistic abilities, then the differences are hardly small, but huge! After all, humans write detailed and complex books, as well as create sophisticated works of art and music. But we don’t see apes designing buildings, composing music, articulating deep thoughts, etc. In this sense, the differences are vast.

What about the question of apes being “related” to humans? While some Christians hold to theistic evolution and, as such, would not disagree with the statement, others argue that God created all creatures without involving macro (large scale) evolution.

Whatever your position on the matter, at the very least this poem highlights how our biases, assumptions and presuppositions can influence anything, even poetry.

Day
129

p. 60

To Discuss After You Read

Q: Sloth—Why do you think the author would be loath or unwilling to lead a sloth’s life?

Q: Giraffes—Can you describe another animal following the example of the author?

Cultural Literacy

peccadilli: a relatively small offense. ■

Day
5

pp. 6–20 (up to last paragraph)

Set in Africa, probably Nigeria

Cultural Literacy

shanty towns: a poor area of town with many crudely made homes.

To Discuss After You Read

- Q: Describe Anna Hibiscus' house.
 A: *Old, white, with balconies, secret staircases, within a compound, with a large garden, where all her extended family lives together, noisy, with no lonely people*
- Q: What unusual activity did Anna Hibiscus' family decide to do?
 A: *to go to the beach on a vacation by themselves, just the nuclear family—to have a quiet holiday*

Timeline and Map Points

- 🌐 Canada (B1–B12) (map 1)
- 🌐 Nigeria (E6) (map 5)

Day
6

pp. 20–33

To Discuss After You Read

- Q: Was the family vacation fun?
 A: *no and then yes; everyone in the small family had to do unexpected work (maybe the twins had fun); it was lonely with no job sharing; then the father called and asked the aunts to come to help with the chores (they believed that “A husband and three children is too much for one woman alone.”); then father invited the big cousins to entertain the little ones; then father invites the uncles to come to discuss issues with and smoke pipes with, and finally Grandfather and Grandmother come to bring the peace*

Day
7

pp. 34–45

Cultural Literacy

cassava: a starchy root from a tropical tree.

millet: seed from a grass used as a grain.

To Discuss After You Read

- Q: How did Auntie Comfort differ from the rest of the family?
 A: *she didn't live with everyone else, but had left Africa and moved to America*
- Q: Why did the family wear clothing from the same fabric to church?
 A: *to show they were from one family*

Timeline and Map Points

- 🌐 America (full map); Atlantic Ocean (F9) (map 1)

Day
8

pp. 46–63

Cultural Literacy

eba and okro stew: a stew made with eba (dried cassava flour) and okra (a green vegetable).

pepper soup: hot, African soup often with chicken and pepper.

To Discuss After You Read

- Q: Why did Anna Hibiscus text Auntie Comfort?
 A: *to ask her, for grandfather's sake, to dress in African clothing, to use an African name, and to eat in the African way*
- Q: Why did Anna Hibiscus worry unnecessarily?
 A: *she didn't have time to remind Auntie Comfort to bring gifts; Auntie Comfort brought gifts for all the people she should; she had remembered her African heritage*

Day
9

pp. 64–81

Cultural Literacy

plantains: a cooking banana.

polio: a virus that can cause paralysis.

To Discuss After You Read




- Q: Why did Anna Hibiscus want to sell oranges?
 A: *she was bored and wanted to copy the “exciting” life of the girls who sold fruit outside her home—their life looked better to her than her own*
- Q: Why did Anna Hibiscus have an advantage as a sales person?
 A: *her fruit was fresh and she dressed nicely*
- Q: What did does Anna Hibiscus' thoughtless idea have?
 A: *the girls, who needed to work to support their families, didn't make any money; people were hungry because of Anna Hibiscus*
- Q: How did Grandfather fix the problem?
 A: *he and Anna Hibiscus walked to the city to buy fruit for the street girls to sell, and Anna Hibiscus learned, “what it is to work hard!”*

To Discuss After You Read

Q: Why did Anna Hibiscus want to see snow?

A: *no one in her family had seen it except her mother; the unknown is always attractive*

Timeline and Map Points

-  Alaska (H5) (map 1)
-  Scotland (C3) (map 4)
-  Iceland (B5) (map 5)

To Discuss After You Read

Q: What opportunity came to Anna Hibiscus? Why was it a mixed blessing? How was the situation resolved?

A: *she was invited to go to Canada, but during a season without snow; her uncle wrote and arranged for Anna Hibiscus to go in the winter* ■

Day
12

Chapter 1

In the 1500s, the Spanish took a great amount of treasure from the Aztec and Incan Indians of Central and South America and transported it to the conquering nation, Spain.

Vocabulary

We climbed the **gigantic** waves at the inlet’s mouth until finally we cleared the area and entered the Atlantic. (*very large, giant*)

Cultural Literacy

landlocked: surrounded by land.

tide: the ocean falls and rises twice a day

galleon: a Spanish sailing ship with square-rigged sails. It was used for war or commerce. The Spanish used it as a treasure ship.

flukes: the two halves of a whale’s tail.

sonar: uses sound waves to find items that are underwater. [chap. 1]

sheared: cut as if with a knife or scissors.

hovered: stayed nearby.

stationary: standing still, not moving.

To Discuss After You Read

Q: Measure out how long a thirty-four foot boat would be.

Timeline and Map Points

- 📍 Atlantic Ocean (F9) Jupiter, Florida (G8); Jupiter Inlet (G8) (map 1)
- 📍 Spain (F3) (map 4)

Day
13

Chapter 2

Vocabulary

Even if we don’t get to dive, we all love being on the sea together, and it’s a special treat when Baby and the other dolphins swim alongside our boat, jumping and **frolicking**, their **perpetual** smiles making us laugh. (**frolicking:** *playing about happily*; **perpetual:** *continuing or enduring forever; everlasting*)

Cultural Literacy

doubloons: gold coins also known as “pieces of eight.” Notice where the phrase “two bits” comes from when referring to a quarter of a dollar. The dollar itself was made up of eight reales, a single reales was a “bit” and two reales, or two bits, made up a quarter of a dollar. You can find

pictures of gold doubloons online. You should find some interesting photos.

regulator: a machine that regulates the flow of oxygen for divers.

You may want to talk about the equipment that a scuba diver uses, and how the oxygen tanks have lots of air shoved inside them at great pressure.

king’s ransom: refers to a very valuable treasure.

marine: of or relating to the sea.

To Discuss After You Read

Q: Measure how long an eight foot dolphin would be.

Q: Describe how Baby showed he enjoyed being with Wayne.

Day
14

Chapter 3

Vocabulary

Jack, my boy, I’ve been sailing these seas since your mama was a little girl, and I’ve learned never to **underestimate** the Atlantic Ocean. (*to take something too lightly*)

Cultural Literacy

triangulate: sailors use two landmarks that are a known distance apart, usually to help them figure out where they are. The sailors’ position plus the two landmarks form the three points of a triangle.

salvage: property saved from destruction in a wreck. [chap. 3]

To Discuss After You Read

Q: How did sailors in 1715 sail?

A: *with no engines, no radios, only a compass and sails*

Q: Measure ten foot high waves on a wall.

Day
15

Chapter 4

Vocabulary

It is always a lot of hard work to **stabilize** the boat, get the equipment in place, and then dive with the metal detectors to locate the areas from which we want to vacuum the sand. (*to make stable, steadfast, or firm*)

Cultural Literacy

squalls: sudden violent winds often accompanied by rain.

water spout: a tornado that occurs over a lake or ocean.

artifacts: objects made by human beings a long time ago.

scoured: searched carefully.

Section Four

Instructor's Guide Resources

"Exploring American History"—Scope and Sequence: Schedule for Topics and Skills

Week	Memory Work	Bible Reading	History	Geography	Biography
1	Ephesians 4:32	Jan. 1–13	The first Americans; Makah, Hopi, Woodlands, and Seminoles	<i>Northwest Coast; Southwest Region; Plains States; Manitoba; Saskatchewan; Alberta; Woodland Region; St. Lawrence River; Norway; Iceland; Greenland; Baffin Island; Labrador; South Florida; Palm Beach</i>	Leif Ericsson
2	Psalms 56:3	Jan. 14–23	Columbus; Squanto; Mayflower Compact	<i>Genoa; Mediterranean Sea; Ireland; England; China; India; San Salvador; Massachusetts; Plymouth; Malaga; Spain; Canada; Nigeria;</i>	Christopher Columbus; Squanto; Pilgrims
3	Luke 6:31	Jan. 24–Feb. 1	Pilgrims and Plymouth; Squanto; Thanksgiving	<i>Leiden, Holland; Atlantic Ocean; Jupiter, FL; Jupiter Inlet; Spain</i>	
4	Psalms 136:1	Feb. 2–10	Pilgrims; Squanto; colonial Times; colonial foods and clothing,	<i>New England</i>	
5	Deuteronomy 6:5	Feb. 11–21	Colonial schooling medicine		
6	Psalms 118:24	Feb. 22–Mar. 3	Colonial law and family life	<i>Brazil</i>	
7	James 1:22	Mar. 4–15	Colonial games, travel, and communication	<i>Florida</i>	
8	Matthew 25:40	Mar. 16–26	Colonial jobs; The British Acts; The Seven Years' War	<i>Boston; France; England; Tokyo</i>	King George III
9	Numbers 6:24	Mar. 27–Apr. 5	Conflict between George III and George Washington	<i>Great Britain; London</i>	King George III; George Washington
10	Numbers 6:25	Apr. 6–14	Colonies and Great Britain; Boston Massacre; Boston Tea Party; First Continental Congress;		King George III; George Washington
11	Numbers 6:26	Apr. 15–24	Second Continental Congress; American Revolutionary War; Battles of Lexington & Concord; Declaration of Independence		King George III; George Washington

(continued on the following page)

Week	Memory Work	Bible Reading	History	Geography	Biography
12	Colossians 3:23	Apr. 25–May 3	Battle at Saratoga; Valley Forge		King George III; George Washington
13	Isaiah 26:4	May 4–15	Battle of Yorktown	<i>China</i>	King George III; George Washington
14	Proverbs 8:7	May 16–24	After the war; Battles of Lexington & Concord; Boston Massacre	<i>Berkshire Mountains; Fort Ticonderoga, NY; Lake George; New York; New Jersey; Philadelphia; Boston; France</i>	George Washington; Henry Knox; Benjamin Franklin
15	Matthew 11:30	May 25–June 4	Constitutional Convention; Valley Forge; Louisiana Purchase; Lewis and Clark Expedition	<i>Thirteen Colonies; Washington; Washington, D.C.; Maryland; New Orleans; Mississippi River</i>	George Washington; Benjamin Banneker; Thomas Jefferson; Lewis and Clark; John Adams
16	James 4:7	June 5–15	“The Duel”; Battle of Trenton; Sequoyah; War of 1812; Yellow Fever epidemic; National Anthem	<i>Quebec; Maine; Weehawken, NJ; St. Croix; Alaska; India; Ethiopia; Southeast Asia; Liberia; Philadelphia; Haiti; Fort McHenry; Baltimore; London; Australia; New England</i>	Aaron Burr; Alexander Hamilton; Sequoyah; Dolley Madison; James Madison; Mary Pickersgill; Francis Scott Key
17	Job 19:25	June 16–24	Webster’s Dictionary; Louisiana Purchase; Lewis and Clark Expedition	<i>Louisiana Purchase; Pittsburgh, PA; Missouri River</i>	Lewis and Clark
18	Psalms 95:1	June 25–July 6	Lewis and Clark Expedition	<i>Fort Mandan; St. Louis, MO; Cheyenne, WY; Europe</i>	Lewis and Clark
19	Psalms 95:2	July 7–18		<i>Oregon; Yellowstone River; London</i>	Lewis and Clark; Dave the Potter
20	Psalms 95:3	July 19–27	Erie Canal; Halley’s Comet; The Gold Rush; Mexican American War; California; Manifest Destiny and the West; Long Star Republic; Frontier Life	<i>Pennsylvania; France; Hannibal, MO; Connecticut; San Francisco, CA; Paris; Rome</i>	John James Audubon; Mark Twain
21	Psalms 95:4	July 28–Aug. 5	Frontier Life	<i>Missouri; Independence, MO; Platte River</i>	
22	Psalms 95:5	Aug. 6–14	Frontier Life	<i>Fort Laramie; Columbia River</i>	
23	Psalms 95:6	Aug. 15–22	Frontier Life	<i>New York City; New York; Florida; Manchester, England; London</i>	Elizabeth Blackwell; Randolph Caldecott

(continued on the following page)

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Week	Memory Work	Bible Reading	History	Geography	Biography
24	Psalms 95:7	Aug. 23–31	Fugitive Slave Act; Pony Express; Emancipation Proclamation; The Civil War	<i>Maryland; Pennsylvania; Canada; Oregon; St. Louis, MO; El Paso, TX; Mexico; Kentucky; Indiana; Illinois; Springfield, IL</i>	Harriet Tubman; Abraham Lincoln; Robert E. Lee; Ulysses S. Grant
25	Philippians 4:4	Sept. 1–10	The Civil War	<i>Southern States; Northern States</i>	
26	Isaiah 55:11	Sept. 11–22	The Civil War		
27	1 Peter 1:25	Sept. 23–30	The Civil War		
28	1 John 4:4	Oct. 1–9	Post Civil War Life; Seneca Falls Convention; Women’s Voting Rights; Transcontinental Railroad; Oregon	<i>New Hampshire; Seneca Falls, NY; Owego, NY; Sacramento, CA; Omaha, NE; Council Bluffs, IA; Promontory Summit; Utah Territory; Antarctica</i>	Sarah Hale; Elizabeth Stanton
29	1 Corinthians 10:31	Oct. 10–18	Fisk Free Colored School; World’s Fair	<i>Nashville, TN; New York City; Philadelphia; Delaware; Pennsylvania; Lynn, MA; The Netherlands (Holland); South Africa; Japan; India; Taiwan; Chicago</i>	Fisk Jubilee Singers; President Ulysses S. Grant; Jan Ernst Matzeliger; Thomas Edison; George Ferris
30	Proverbs 30:5	Oct. 19–29	Thirteenth Amendment; Oklahoma; Statue of Liberty		
31	Isaiah 43:5	Oct. 30–Nov. 9	Peary and Henson reach the North-Pole; Panama-California Expo	<i>Baltimore, MD; Washington, D.C.; Spain; France; Black Sea; China; Japan; North Africa; Russia; Nicaragua; Greenland; Labrador; San Diego, CA; Jericho, VT</i>	Matthew Hensen; Katherine Sessions; William Bentley; Albert Einstein
32	Psalms 145:9	Nov. 10–19	Incan cities discovered; Wright Brothers; World War I; Radio	<i>Cusco; Peru; Chicago; New York City; Hornell, NY; Binghamton, NY; Baltimore, MD; Wisconsin</i>	Hiram Bingham III; Ruth Law; Horace Pippin; Babe Ruth

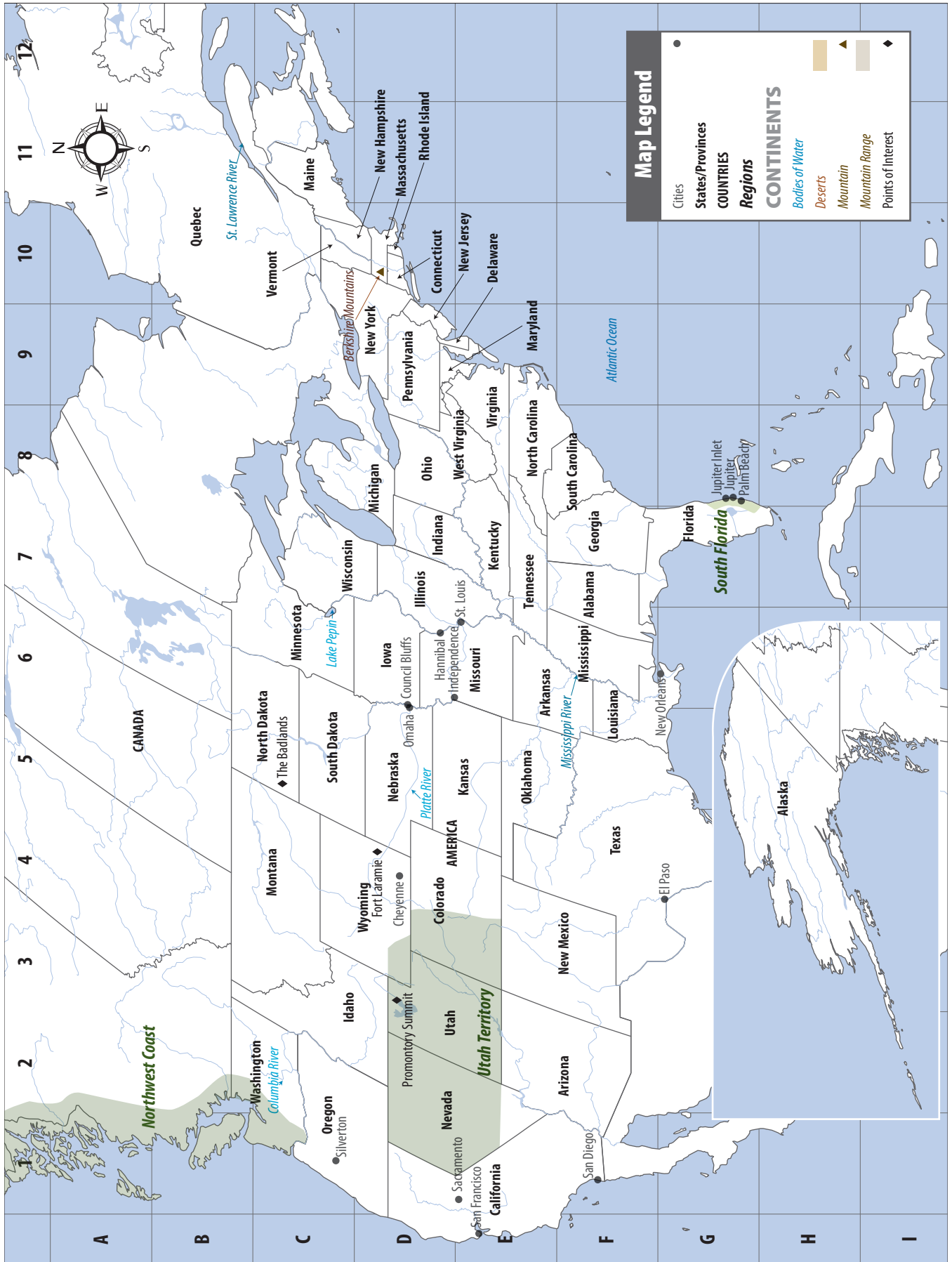
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Week	Memory Work	Bible Reading	History	Geography	Biography
33	1 John 4:19	Nov. 20–30	Immigrants to America; Macy's Thanksgiving Day Parade	<i>Manhattan; Kiev; Poland; Rotterdam; Holland; Russia; Silverton, OR; Idaho; Wyoming; Nebraska; Iowa; Illinois; Walcott, IN; Scotland; New York; Germany; Guatemala; San Francisco; Suez Canal; Red Sea; Mediterranean Sea; Sri Lanka; Singapore; Hong Kong; Shanghai, China; Yangtze River; Chongqing; Chengdu</i>	Bobbie the Wonder Dog; Tony Sarg; Ruth Harkness
34	Philippians 4:13	Dec. 1–9	The Great Depression; Attack on Pearl Harbor; Navajo Marines; Appalachian Spring; World War II; Dutch Relief	<i>Utah; Arizona; Colorado; New Mexico; Iwo Jima; Indiana; Holland</i>	William Carlos Williams; Aaron Copeland; Isamu Noguchi; Martha Graham
35	2 Corinthians 9:7	Dec. 10–19	Civil Rights Movement; Irish Potato Famine; Hawaii; Civil Rights Act	<i>Montgomery, AL; Atlanta, GA; Birmingham, AL; Lake Pepin; Sweden</i>	Grace Hopper; Rosa Parks; Martin Luther King, Jr.; John F. Kennedy
36	Galatians 5:13	Dec. 20–31	The Moon Landing; Atomic Bomb; The Yamaki Pine	<i>Cleveland, OH; Japan; Hiroshima</i>	Neil Armstrong; Philippe Petit; Temple Grandin

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Exploring American History (4-Day)—Map 1

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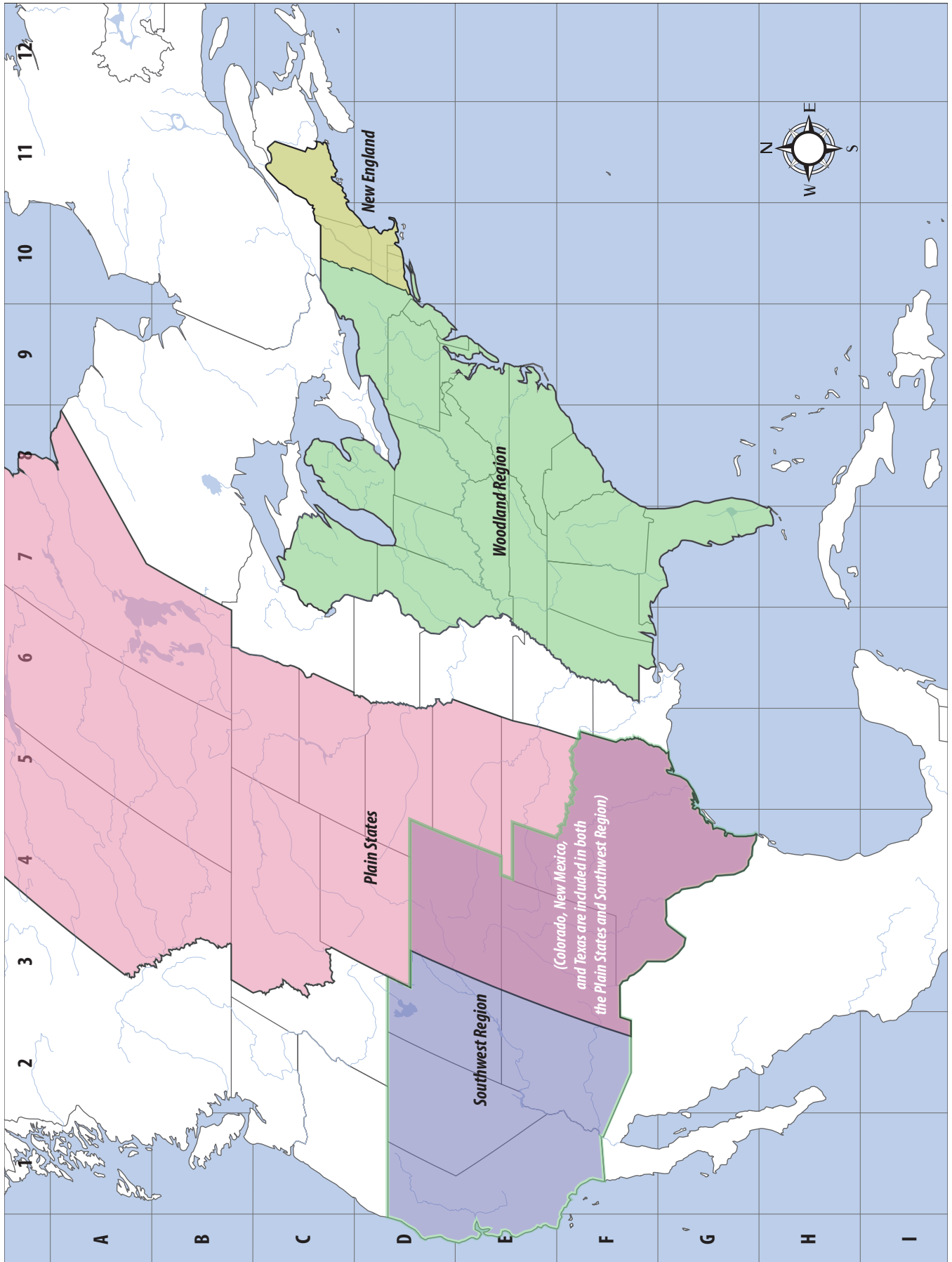


Exploring American History (4-Day)—Map 2

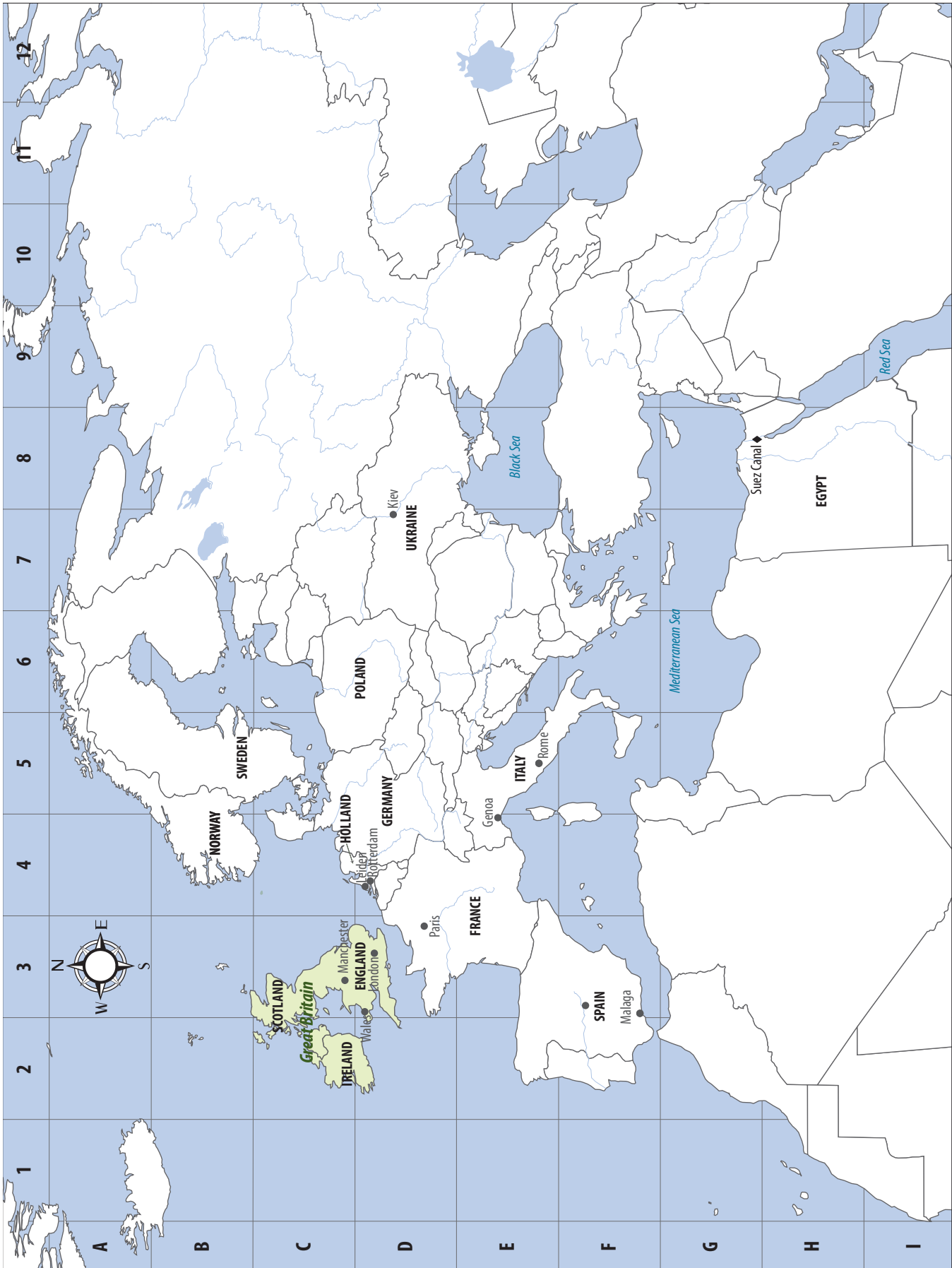


Exploring American History (4-Day)—Map 3

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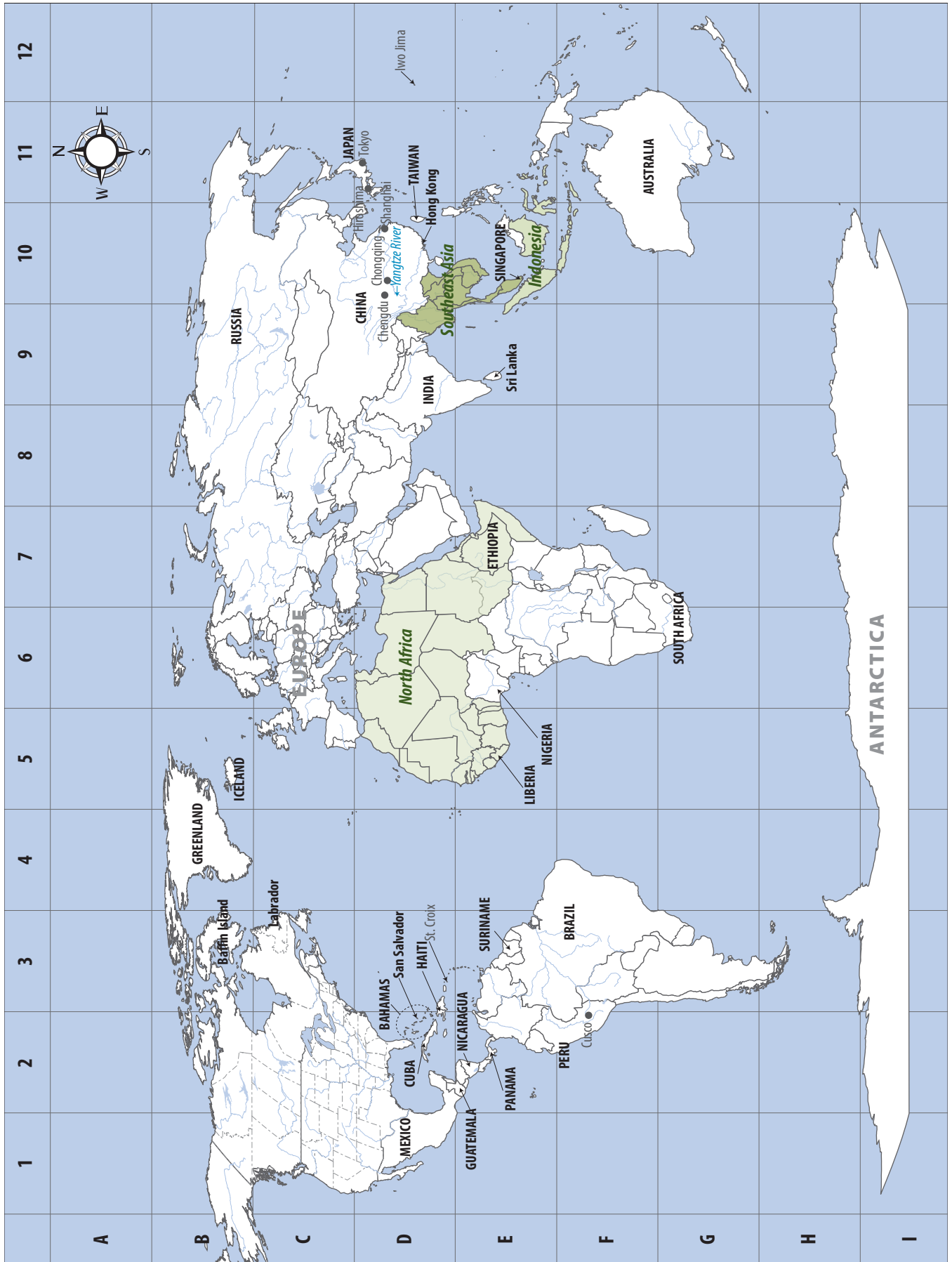


Exploring American History (4-Day)—Map 4



Exploring American History (4-Day)—Map 5

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SONLIGHT

2020-2021 CATALOG

MAXIMIZE YOUR CURRICULUM
Following subjects to your preference to complete your year.

SUBJECTS

Primer \$149
Level 1 \$149
Level 2 \$149
Level 3 \$149
Level 4 \$149
Level 5 \$149
Level 6 \$149
Level 7 \$149
Level 8 \$149
Level 9 \$149
Level 10 \$149
Level 11 \$149
Level 12 \$149

RECOMMENDED ITEMS

Primer \$149
Level 1 \$149
Level 2 \$149
Level 3 \$149
Level 4 \$149
Level 5 \$149
Level 6 \$149
Level 7 \$149
Level 8 \$149
Level 9 \$149
Level 10 \$149
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Level 12 \$149

When we chose to transition our daughter with Sonlight, we assessed the preschool packaging, covered, not knowing how much she would like it. Whitney H. of King's Daughters writes, "I'm thrilled that she has been enjoying it in her reading nook! We can't wait to see her cozy room reading light up with her preschool books! We have introduced us to so many great preschool-appropriate books that we would have known about if we had a great collection to start with our kids." Here Lane L. from the Kingdom of Hearts writes, "I'm excited to see the new Lambs (6, Level 1) and the new Lambs (1, month).

ESTIMATED DAILY TIME:
Student: 1.5-2 hrs | Parents: 1-1.5 hrs

HISTORY / BIBLE / LITERATURE: Elementary

K Exploring American History

Grades: Kindergarten-1 | Ages: 5-6

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Kindergarten
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