

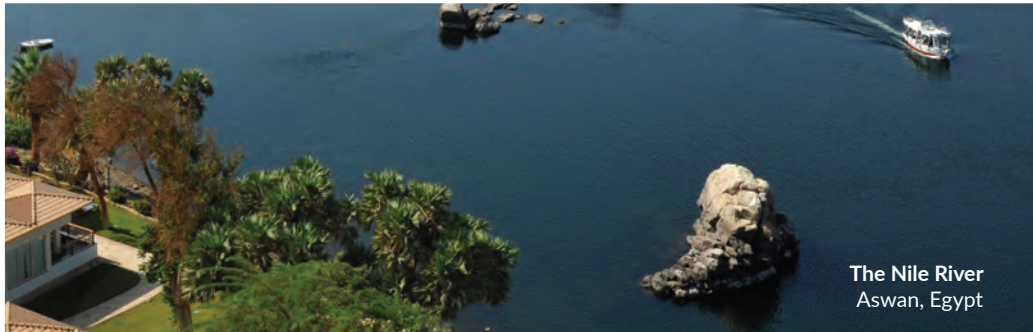
W

WORLD HISTORY

One Year Condensed



FUN FACT
Queen Victoria reigned for more than 50 years.



The Nile River
Aswan, Egypt



Thank you for downloading this sample of Sonlight's History / Bible / Literature W 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

**Homeschool
questions?**

Sonlight advisors

have answers.

““ I was feeling overwhelmed and afraid that I lacked what it takes to successfully homeschool my kids,” writes Jennifer A of Battle Creek, MI. “I contacted an Advisor and got the help I needed!”

Contact a Sonlight Advisor today—FREE

CHAT

sonlight.com/advisors

CALL / TEXT

303-730-6292

EMAIL

advisor@sonlight.com

History Bible Literature

One Year World History

By the Sonlight Team

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

Proverbs 1:7 (NKJV)

Sonlight Curriculum® One Year World History Instructor's Guide and Notes, Fifteenth Edition

Copyright © 2004, and annually 2005–2020 by Sonlight Curriculum, Ltd.

All Rights Reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means—electronic, mechanical, photocopy, recording, or any other—except for brief quotations embodied in critical articles or printed reviews, without prior written permission of the publisher. **However**, permission is hereby granted to the *original Sonlight Curriculum Ltd. purchaser only* to reproduce as many copies of the Schedule Pages; Evaluation Form and Certificate of Completion as necessary for *his or her immediate family's use*.

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

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

Published by

Sonlight Curriculum, Ltd.
8042 South Grant Way
Littleton, CO 80122-2705
USA

Phone (303) 730-6292 Fax (303) 795-8668

E-mail: main@sonlight.com

NOTE TO PURCHASER

Sonlight Curriculum, Ltd. is committed to providing the best homeschool resources on the market. This entails regular upgrades to our curriculum and to our Instructor's Guides. This guide is the 2020 Edition of the Sonlight Curriculum® One Year World History Instructor's Guide and Notes. If you purchased it from a source other than Sonlight Curriculum, Ltd., you should know that it may not be the latest edition available.

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

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

The Authors and Publisher specifically disclaim any liability, loss, or risk, personal or otherwise, incurred as a consequence directly or indirectly of the use and application of any of the suggestions or contents of this guide.

Printed in the United States of America.

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.

Table of Contents

1 Introduction to Your Instructor's Guide

- Table of Contents
- Quick Start Guide

2 Schedule and Notes

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

3 Reading Assignments & Notes

- NOTES for Read-Alouds and Readers

4 Instructor's Guide Resources

- “One Year World History”—Scope and Sequence: Schedule for Topics and Skills
- 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 _____																																								
<table border="1" style="float: right; margin-left: auto;"> <thead> <tr> <th colspan="7">Week Overview</th> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td> </tr> <tr> <td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td> </tr> </thead> <tbody> <tr> <td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td>32</td> </tr> <tr> <td>33</td><td>34</td><td>35</td><td>36</td><td></td><td></td><td></td> </tr> </tbody> </table>						Week Overview							1	2	3	4	5	6	7	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36			
Week Overview																																								
1	2	3	4	5	6	7																																		
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!

TRY BEFORE YOU BUY!















Get a three-week sample of any Sonlight Instructor's Guide FREE!
sonlight.com/samples

Level W: 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

Week 1						
	Date:	Day 1	Day 2	Day 3	Day 4	Day 5
BIBLE	Reading	Mark 1:1–20	Mark 1:21–45	Mark 2	Mark 3	Mark 4:1–20
	International Children’s Bible Field Guide	chap. 1	chap. 1, “To Think About and Do” problems 1–2	chap. 1, “To Think About and Do” problem 3	chap. 1, “To Think About and Do” problem 4	chap. 1, “To Think About and Do” problem 5
	Memorization	Memorize Psalm 90 over the next eight weeks. Plan to present it in public at the end of Week 8. This week, memorize vv. 1–2 and work through proper intonation, expression, and physical expressions to go along with the words. ¹ 				
	Credo: I Believe ...	Track 7. Listen to this track the entire week.				
HISTORY & GEOGRAPHY	A Child’s History of the World	pp. xi–xvii 		chap. 4  	chap. 5 	
	Usborne Encyclopedia 12,000 Years of World History		pp. 10–15 			pp. 16–19   
	The Kingdom Strikes Back			pp. 1–5		
	Current Events	Report				
READ-ALOUDS	The Golden Goblet	chap. 1	chap. 2	chap. 3	chap. 4 	chap. 5 
	Favorite Poems Old and New	“Me”–“Washing” pp. 5–7 	“I Want to Know”–“This is my Rock” pp. 7–11	“The Secret Cavern”–“My Shadow” pp. 11–13	“The Invisible Playmate”–“Rathers” pp. 14–16	“Goblin Feet”–“Someone” pp. 366–370
READERS	Mara, Daughter of the Nile	chaps. 1–2  	chaps. 3–4	chap. 5	chaps. 6–7	chaps. 8–9
Additional Subjects:						

©2020 by Sonlight Curriculum, Ltd. All rights reserved.

- Find the notes for the **Bible** readings in the notes on the next page.
- We cite the NAS, NKJV and KJV versions in our schedule table for your convenience, since it correlates to the version used in *Sing the Word*. However, if you would prefer to have your children memorize the assigned verses from another version of the Bible that your family uses more frequently, please feel free to do so.
- See the notes for the **History** titles on the next page.
- Find the notes for the Read-Alouds and Readers in **Section Three** in the order we read them in the year.

“How to” Quick Start Information

Record Keeping

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

Vocabulary & Cultural Literacy

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

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



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

To Discuss After You Read

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

Timeline


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

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

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

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

Map Points

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

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

Further information and useful documents

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

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

Bible Reading

Parents: This week you’ll begin reading the Gospel of Mark to your children. Since it’s the shortest of the four Gospels you’ll be done by the end of Week 5. Bible scholars widely acknowledge Mark as the first of the four Gospels written. Specific dates for when Mark recorded his words vary from as early as AD 40 to as late as AD 70. The mid to late 50’s is probably the most likely date, with the mid 60’s being another plausible option. Mark likely intended the Gospel for a Gentile audience. This is evidenced by the fact that he goes out of his way to translate Aramaic phrases and explain unique Jewish traditions and customs. Some scholars think the Gospel was written to the church in Rome. It’s a matter-of-fact and succinct recording of some remarkable events. We begin each year with a gospel so we can know more about Jesus and learn to live by his example.

Students: Mark is the earliest recorded Gospel in the New Testament, probably written in the AD 50’s or 60’s. This means Mark wrote his Gospel only 20 or 30 years or so after the actual time of Christ’s ministry. We may think that’s a long time, but by historical standards it’s short. Two or three decades is not enough time for legends to develop, especially since people who were alive at the time of Christ’s ministry would have remembered what really happened and could have discredited any wild claims.

Day
1**Mark 1:1–20**

Parents: Note that Father, Son, and Holy Spirit are all present at the baptism of Jesus (Mark 1:10–11). It is passages like these, and many others, that resulted in the formulation of the doctrine of the Trinity—that there is one God who has revealed Himself in three persons.

Students: Notice in Mark 1:15 that we get a short and clear presentation of one thing Jesus wants us to do: repent. What is repentance? Repentance involves a real change in direction, so to speak. It's a strong desire to turn from the wrong path we are on and get on the right one. If you want to read a great passage about repentance see Psalm 51, where you'll learn that repentance involves being aware of our sin, confessing our sin, showing a real desire to change, and seeking God's help to repent.

Day
2**Mark 1:21–45**

Students: Beginning on Day 2 you'll begin to read about the amazing healing ministry of Jesus. He performed remarkable miracles such as giving sight to the blind and even raising people from the dead. These signs were not just magic tricks to fool simple-minded people, but were actual miracles meant to confirm Jesus's role as Messiah and also to draw people to Him. His miraculous healings confirmed His identity and power. Some modern thinkers reject all the miracles in the Bible, but they do so mainly because they believe only material things exist, so anything supernatural can't happen. But if God exists, then miracles really are possible.

Students: If Jesus was God, why did He need to pray? Was he just talking to Himself? There are at least three good reasons why Jesus prayed. First, His prayers served as an example to His followers that they, too, should set aside specific time to pray. Second, as a Jewish human being, it was natural and right for Jesus to pray. Third, within the Trinity, Father, Son, and Holy Spirit communicate with one another. Even though there is only one God, the three persons of the Trinity can interact with one another. The important lesson we can learn from Mark 1:35 is to take time to pray—it's how we talk to God and one way we can draw closer to Him.

Day
3**Mark 2**

Parents: Sometimes critics will say that Jesus never claimed to be God. A careful reading of the Bible, though, shows many indications of Christ's claims to divinity. In Mark 2, for instance, Jesus forgives sins. This is not missed by His critics who say, "He's blaspheming! Who can forgive sins but God alone?" They said this because Jesus forgave the sins of a man He encountered. If Jesus did not claim to be God, it would make no sense for Him to offer this forgiveness. It would be as though you or I offered forgive-

ness to a total stranger. In order for forgiveness to mean something, we have to be the party that is wronged. As God incarnate, Jesus was the one who was wronged! So His offering to forgive this man equates Jesus with God.

Day
5**Mark 4:1–20**

Students: Jesus often spoke in parables. These are short stories He told that had important moral and spiritual messages. Since they were told as stories, they caught people's interest and were easy to remember. Jesus didn't come to give us boring lectures, but to share practical truths in ways that we could understand and remember. If you read the parables carefully you'll also find some funny remarks, like lighting a lamp and putting it under a bed or hiding it under a bowl, or trying to get a camel through the eye of a needle. These remarks were probably thought of as amusing by His listeners and also helped them remember what He said.

International Children's Bible Field GuideDay
ALL**Chapter 1****A Special Book For Children**

Parents: You don't have to use the *International Children's Bible* along with the field guide. Feel free to use a translation you and your children typically read during Bible study or devotional time. Broadly speaking there are two main approaches to Bible translation. One approach tries to translate the text as closely as possible to the actual structure of the original languages. These are called *formal equivalency* translations and include Bibles like the *New American Standard Bible* and the *English Standard Version*. Another approach is to try more to get the meaning across in modern language. Translations like the *New International Version* tend to follow this *dynamic equivalency* approach. A paraphrase isn't a strict translation at all, but is sometimes useful. A popular modern paraphrase is *The Message*. Just keep in mind that with a paraphrase there tends to be more room for error or theological biases to show through in the text (but not always). You'll read a bit about different Bible versions when you get to page 11.

Students: If you don't have the *International Children's Bible*, don't worry about it. You probably already have a good Bible translation, but you can check with your parents if you want to make sure.

Children will read *International Children's Bible Field Guide* and answer one or two problems a day at the end of each chapter. These questions have Bible readings.

What you should know about the Bible, pp. 8–12

Parents: The preservation of the biblical texts is amazing. Like the book says, in comparing ancient texts with newer copies "there were almost no differences" (p. 9). This doesn't mean that the copies were perfect, though.

When Christians say they believe the Bible is perfect in what it says, they mean that the original manuscripts were divinely inspired and perfect in every way. But copies do have some minor errors in them called *variants*. This shouldn't bother us, though, because variants are very minor errors, comparable to forgetting to cross the "t" or dot the "i" in English, or sometimes variants get numbers wrong or the order of words in a sentence. No variant significantly changes any key Christian teaching. People who study manuscripts thoroughly are professionals in a whole field of study about ancient documents called *textual criticism*.

Protestants accept 66 biblical books: 39 in the Old Testament and 27 in the New Testament. Roman Catholics, however, also accept other writings between the Old and New Testament. Protestants call these books the Apocrypha.

Students: Sometimes people say that the Bible's been translated and re-translated so many times that no one can be sure what it really said originally. This claim is just false! We have lots of copies of Bible manuscripts and also many fragments or pieces of Bible writings. When scholars compare the ancient writings with newer copies they know for sure that the text is almost identical to the older copies. There are little changes here and there, like when you forget to cross your "t" or dot your "i," but there's nothing really big that has changed in the text at all. We can trust the words of the Bible and have the manuscript proof to show how accurate the Bible has remained over thousands of years.

Students: On page 10 you'll read about the "inspiration" of the Bible writings. Remember that the people who wrote the Bible didn't just take dictation from God, like secretaries, but God moved them to write what He wanted them to write. That's why there are still different styles or kinds of writing in the Bible that sometimes reflect the personal background of the author. The Holy Spirit worked to guide the writers of the Bible so that what they recorded perfectly reflected God's thoughts.

Parents: On the discussion of revelation on page 10, keep in mind that there are two broad ways God has communicated his truths to us. First, God reveals some truths through creation (Psalm 19, Romans 1:20). Second, in addition to revealing some things through creation, we also have our moral conscience (Romans 2:14–16), which gives us a general sense of right and wrong. God's revelation through creation and conscience is known as *general revelation*. God can also reveal Himself and His thoughts more clearly and directly through the Bible, and ultimately through Christ on earth. This second kind of revelation is known as *special revelation*. Both are helpful, but only special revelation can give us the full and clear picture.

Parents: Many parts of Bible prophecy (pp. 10–11) are not necessarily about predicting the future, but about speaking as God's prophetic voice to his people. Such prophecies are often exhortations, which encourage people, or calls to repentance so people will turn back to

God. One of the best books about Bible prophecy in relation to Jesus that we've come across is called *Answering Jewish Objections to Jesus: Volume 3: Messianic Prophecy Objections* by Michael Brown (Baker Books, 2003).

Parents: Some other religions or new religious movements claim that they have new revelation that we all need. But as the book explains on page 12, the Bible is the only divinely inspired book. It has all we need to know about our condition, about God, about Jesus, and about how to set things right between us and God (his plan of salvation and redemption). So what can we say in response to other revelations? We can test them in comparison to the Bible to see if they agree with what the Bible says. For example, since the Bible says God exists, is personal, and is involved in his creation, any other revelation that changes God's nature can't be reconciled with biblical revelation. Also, new revelation that claims to override the Bible or "fix" Bible errors puts God in a position of not being powerful enough to preserve His own words! This just doesn't make a whole lot of sense. As John 10:35 says, "the scripture cannot be broken" (KJV). Bruce Demarest and Gordon Lewis put it well in *Volume 1 of Integrative Theology* (Zondervan, 1987): "Since the completion of the biblical books, there is no further divine inspiration for the writing of Scripture ... Jesus Christ has done all that He can do in His redemptive purposes until His return to the earth. And in the available canon [Bible] we have all the truths necessary to acceptance with God and for an abundant life" (pp. 116–117).

Students: On page 12 you'll read about how the Bible "isn't just a book for learning things." In other words, it's not like a dictionary or an encyclopedia—reference books. We can learn things from the Bible, and it does have many facts in it, but it's meant for believers to get much more out of the Bible. We can apply its lessons to our lives today and the words of the Bible can nourish us, meaning that it can help us in our daily spiritual lives. In other words, it's incredibly practical, not just theoretical or "head knowledge" for us to memorize. God is real. He wants us to have a personal relationship with Christ and learn many insights from the Bible.

Memorization

Memorize Psalm 90 over the next eight weeks. Plan to present it in public at the end of Week 8. This week, memorize verses 1–2 and work through proper intonation, expression, and physical expressions to go along with the words.

Note to Mom or Dad: We want your children to make their presentation as naturally dramatic as possible. It should not be overly dramatic, but it should be lively and interesting.

Because they are usually nervous, beginning speakers often fail in this area. They speak in tiny voices, with little dynamism (inflection, emphasis, or change in volume from

one section to another), and stand stiffly. If they make any motions, the motions look unnatural and choppy.

Even good speakers have a natural tendency to “tighten up” and speak with less dynamism or drama than they ought. Therefore, before making public presentations, good speakers will “loosen up.”

There are two things public speakers need to loosen: their vocal chords and their bodies. Help your son or daughter practice the following exercises this week so s/he can do them easily next week before going “onstage.”

In order to loosen your vocal chords, try “singing” your passage. Begin “singing” it at the lowest note you can reach, and then let your voice rise through its full range—to the highest note you can sing. Keep “singing” your passage, letting your voice rise and fall from its bottom note to its top and back down to its bottom.

Another loosening exercise for your voice: don’t sing the passage; just say it, without expression, but beginning in a whisper and building volume until you are shouting. Keep saying your speech, but let your voice grow softer until it is just a whisper. Continue oscillating from whispers to shouts until you have finished your speech, or until you feel relaxed at both ends of your vocal spectrum.

How about working your voice (and face) through various emotions? Start with a belly laugh: “Ho! Ho! Ho! Ha! Ha! Hee! Hee! Hee!” (etc.). Then pretend you’re angry. Embarrassed. Excited. Sad Can you think of any other emotions to pretend?

In order to loosen your body, try swinging and shaking your arms, rolling your head in circles on your shoulders, shaking your legs, doing jumping jacks, etc. Another exercise: try saying your speech with exaggerated motions: make the motions far broader, faster, more dramatic than you would ever plan to do them before an audience.

Day ALL Psalm 90:1–2

¹ LORD, You have been our dwelling place in all generations.

² Before the mountains were born
Or You gave birth to the earth and the world,
Even from everlasting to everlasting, You are God.

Credo: I Believe...

Day ALL Track 7

This CD includes all the memorization verses for the year set to music. We list the track with the same Bible passage as the one your children are learning. This CD also features the Apostles Creed (Track 1) and two bonus Tracks, 5 and 8. Tracks 9–16 are the instrumental only for memory practice and performance.

Listen to Track 7 the entire week.

A Child’s History of the World

Day 1 pp. xi–xvii

Note to Mom or Dad: Hillyer’s advice to children to re-tell what they’ve heard is helpful and something Sonlight recommends, too. This aids in comprehension, as well as in developing verbal skills.

There remain some die-hard skeptics who classify Christ in the realm of fairy-tales, despite overwhelming evidence of Christ’s quite real existence in history. Even the vast majority of liberal scholars, for instance, accept that Christ really lived in history. For evidence along these lines see, for instance, *The Evidence for Jesus* by R.T. France and *The Case for Christ* by Lee Stroble. [p. xi]

Basal is defined as bottom layer or base (also used on page xv). [p. xiv]

The phrase “Primitive Man” is not elaborated upon here, but is typical of how many contemporary scholars view the first people who lived long ago. Usually “primitive man” is thought to have been far less intelligent than modern man, for example. Is this really true? How would we know? Even the Staircase of Time concept used in the book presupposes that humanity continues to make unprecedented progress, leaving behind early man and their “primitive” qualities. While it is undeniable that humanity has made great strides technologically, medically, etc., are these the defining qualities of human progress? They do indicate our intelligence and ability to create, but what about morally? Have we really progressed morally, in virtue, for instance? Perhaps we’re not as advanced as we think and “primitive man” was not so primitive!

While we heartily agree that it’s important for children to understand historical contexts, we believe it’s far more important that they understand concepts and ideas rather than simply regurgitate dates and times. Knowing concepts and dates is, of course, preferable, but it’s far better for children to grasp ideas than it is to instantly recall specific historical dates. This does not mean that dates are not important. Children, for instance, should know that both World War I and World War II took place in the 20th century rather than in ancient history. However, isn’t it better yet that children know some reasons for why World War I and World War II started, what factors contributed to these wars, and what key nations and people were involved, rather than exact dates? [p. xv]

Baron Munchausen is a character in an 18th century German fantasy story by Rudolph Erich Raspe, released in 1988 as a motion picture called *The Adventures of Baron Munchausen*. [p. xv]

As you read the book this year, we encourage you to pay attention to the “Staircase of Time” that Hillyer outlines on page xvii. We believe Hillyer is correct that children can acquire a solid appreciation for the progress of history through regular and repeated contact with the “Staircase.”

Our timeline book is meant to achieve the same benefit on a more detailed level over the course of all the educational years to come.

To Discuss After You Read

Q: Why should we study world history?

A: 1) to base historical figures like Christ in reality; 2) to fight intolerance in our understanding of others; 3) to learn about the interesting past; 4) to give an outline for other books to fit into; 5) to see the story of the peoples century by century

Please review the Staircase of Time and explain to your children that each “flight” covers 1000 years whereas each “step” 100 years. Plan to review this overview of history often.

Day
3

Chapter 4

We begin with Chapter 4 because prior to that chapter, the text is filled with speculation and fanciful thinking. You may want to scan the pages and introduce your children to common thinking.

The Tigris and Euphrates rivers are mentioned in the Old Testament (see, for instance, Genesis 2:14). [p. 17]



To Discuss After You Read

Q: Why did people move around?

A: they were forced to leave after the war; they wanted better land and they wanted to trade goods with others

Timeline and Map Points

Mesopotamia (4000 BC)

-  Mesopotamia (F10); the Mediterranean Sea (F5); the Tigris River (F10); Euphrates River (F10) (map 1)
-  Egypt (E4); the Nile River (E4); the Persian Gulf (E6); Nubia (modern-day Sudan) (F4) (map 2)

Day
4

Chapter 5

The best way to study World History is to focus on key civilizations. Each chapter in Hillyer and each two-page spread in Usborne does that.

We choose to read the narrative text first, then follow with visual portrayal of the same events if available. We want our children to first “see” history with their mind’s eye and then see an artist’s view.

Christ was not actually born in “Year 1” (and not on December 25, despite the celebration), but most likely sometime between 4 and 6 BC. The fact that much of the world marks its calendar with reference to Christ is an artifact of the influence the Christian movement had in the West, and the influence of the West in world cultures over the last few centuries.

Clearly, the Christian (BC/AD) calendar is *not* used everywhere in the world and many modern scholars have pushed for the use of CE (for “Common Era”) and BCE (for “Before [the] Common Era”) as a culturally/religiously more neutral expression, though, obviously, for anyone who thinks about it, still an oblique reference to or acknowledgement of the influence of Christianity and the West upon world culture. For more on Christian influences on the calendar, including holidays, see the final chapter in *How Christianity Changed the World* by Alvin Schmidt. [p. 21]

To Discuss After You Read




Q: What do BC and AD stand for?

A: BC stands for “Before Christ”; AD stands for “Anno Domini” which is Latin for “in the year of the Lord”—i.e. the time since the life of Christ

Q: What do BCE and CE stand for?

A: BCE stands for “Before [the] Common Era”; CE stands for “[the] Common Era”

Timeline and Map Points

-  Mesopotamia (F9); Crete (F7) (map 1)
-  Indus River (E8); China (D10); Yellow River (D11); Egypt (E4); Nubia (F4) (map 2)
-  Central America (E2) (map 3)

Usborne Encyclopedia 12,000 Years of World ...

Day
2

pp. 10–15

We use the Usborne book to add a visual picture of the history at this time. Enjoy the different format.

Please make use of the Usborne Quicklinks given for the book *Usborne Encyclopedia of World History* on Usborne’s website as they add to the experience. However, because we carry a different edition, you will need to subtract 94 pages from the ones listed on the website to equal your page number.

To Discuss After You Read

Q: What major change occurred in this time period that meant people could build cities and towns and develop great civilizations? Why was this important?

A: they learned to farm and grow crops; because it meant people no longer had to follow their food around all the time—they could stay in one place and build more permanent structures, and had more time to develop and advance in other areas—such as writing

Q: How do we know about people from this time period?

A: we have weapons, tools, fragments of cloth, pots and ancient writing to help us learn about these people

- Q: How did taming animals change lives?
 A: *the people had plenty of meat, wool for clothing and blankets, and animals to help in the fields, which meant they could more easily meet their needs*
- Q: How did Jericho's protection system differ from Çatal Hüyük?
 A: *Jericho built a huge wall all around the city to protect it from outsiders. The people of Çatal Hüyük lived in houses which they entered from the roofs, and they could pull up the ladders so enemies couldn't get in if they were ever in trouble*
- Q: Which defense system do you think was more effective? Why?
 A: *possible: the defense of Çatal Hüyük would work well for guarding people and the things they could easily carry up ladders. However, we assume their livestock was kept elsewhere and either had to be guarded separately, was plundered more frequently, or fell prey to wild animals, since it would be difficult to get a cow to climb a ladder to safety. Also, the illustration of Çatal Hüyük makes it seem as though the different levels of the buildings would make it difficult to guard. In walled cities, livestock and other possessions simply had to fit through the gate in order to be protected, however we know from Joshua 6 that even Jericho's wall was not foolproof*

Timeline and Map Points

- 🌐 Çatal Hüyük (F8) (map 1)
- 🌐 Jericho (C6) (map 4B)

Day
5

pp. 16–19

To Discuss After You Read

- Q: How did Sumerians irrigate their crops? What other early culture used this same method?
 A: *they built ditches and canals to hold the water in the dry season and carry it to their crops—the Egyptians used these same irrigation practices as well*
- Q: How did life change for communities once farmers could grow more food than they needed to feed their own families?
 A: *it meant that not everyone had to spend all of their time growing food. Some people could grow food while others could develop other crafts—such as weaving, pottery, brick-making, etc. Work became more specialized*
- Q: Describe a basic Sumerian walled-city.
 A: *the cities had walls around them for protection, and each had its own temple. Each city controlled the farm land that surrounded it*
- Q: What goods did Sumerians exchange in trade?
 A: *Sumerians had grain, wool, pots and the things they made in their metal workshops. They traded for stone, metal and wood because they didn't have any available where they lived*

- Q: Think about the geography of Mesopotamia. Why would this location be a good place for people to come together to trade their goods?
 A: *the two rivers meant people could more easily transport goods into and out of the area*
- Q: How did the first kings rise to power?
 A: *when a city-state went to war, citizens chose someone to lead until the war was over. As wars became more frequent, these rulers "ruled" for longer periods of time, and eventually became kings*

Timeline and Map Points

- 📅 **Sumer (ca. 3500–2500 BC)** [pp. 16–19]
- 🌐 **Sumerians create temple-towers, called ziggurats (2000 BC)** [pp. 16–19]
- 🌐 **Amorites conquer the Sumerian Kingdom (2000 BC)** [pp. 16–19]
- 🌐 *Mediterranean Sea (F5) (map 1)*
- 🌐 *Persian Gulf (E6); Sumer (D6) (map 2)*

The Kingdom Strikes Back

Day
3

pp. 1–5

To Discuss After You Read

- Q: Who are the two main characters in the Bible?
 A: *God (or Yahweh) and Satan*
- Q: What is the Bible essentially a story about?
 A: *how God wins his kingdom back from Satan*
- Q: Why did God move Abram to Canaan? What strategic purpose did it fulfill?
 A: *Canaan was in the middle of a huge trade route between northern Africa and Asia. Canaan was filled with travelers from countries far and wide, so rather than needing to send out missionaries, the people could simply come to Abram and his family and hear the message about the one God*
- Q: Why do you think God allowed the "Founding Fathers" of Israel to have human qualities and failings?
 A: *possible: so those of us who also struggle may have an example to live by; to teach us how God interacts with us, even when we do mess up*

Current Events

Day
ALL

Report

We believe that by fifth and sixth grade students need to begin learning that world affairs—matters of social, political, economic, and cultural concern—are appropriate for their interest. They should be informed about these matters, and they ought to be forming biblically appropriate opinions about them. As citizens of God's Kingdom, they are called upon to be gracious (and, therefore, informed) ambassadors to the peoples and kingdoms of this world.

Beginning in seventh grade, we believe students ought to begin to add a statement of their own position on the issues of the day and explain why they believe and feel as they do. Twice each week, students must report verbally on some matter of significant local, regional, national, or international concern that they have read about during the previous week. They must state who the protagonists are in the case and what makes the matter significant. What are the potential effects of the matter turning out one way or another? What are the two (or more) sides arguing about (issues as well as side issues)? In seventh grade, students should make two such verbal reports each week. In eighth and ninth grades, three reports.

Please read the same article as your children read and add background information to aid in your children's understanding.

If you came across an uncommon or unfamiliar term explain it. Give your children whatever historical, cultural, and other background you can, as well as talk about any parallel situations with which your children might be familiar from their studies of history or other cultures.

The best time to hold these discussions about current events is over the dinner table.

A Rationale for Studying Current Events

Why study current events? There are many reasons. One is to help children become familiar with the names and events that are in the news. When kids become familiar with these names and events, they are better able to read articles about the same people or the same or related events in the future. It helps us to pray knowledgeably and effectively for our brothers and sisters elsewhere around the world.

Another reason: by reading news from other parts of the world, we get to see our local situation in a broader context. It's similar to what we gain by studying history. We see, for instance, that we are not alone in some of our experiences: "We don't have it so bad." A study of current events—as a study of history in general—can give us the opportunity to learn from other people's mistakes.

Besides these direct benefits, by reading the newspaper we give God the opportunity to lead us in new directions.

Imagine. Are you likely to go someplace or serve a people group you've never heard of? Hardly! Nor are you likely to try a new idea if you've never heard of anyone else doing the same thing before.

By becoming informed about other people in other places, we broaden our horizons and minds to all manner of options we would otherwise never consider. ■

Level W: 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	Reading	Mark 4:21–41	Mark 5:1–20	Mark 5:21–43	Mark 6:1–29	Mark 6:30–56
	International Children's Bible Field Guide	chap. 2	chap. 2, "To Think About and Do" problems 1–2	chap. 2, "To Think About and Do" problem 3	chap. 2, "To Think About and Do" problem 4	chap. 2, "To Think About and Do" problem 5
	Memorization	Continue memorizing Psalm 90. This week, memorize vv. 1–4.				
	Credo: I Believe ...	Track 7. Listen to this track the entire week.				
HISTORY & GEOGRAPHY	A Child's History of the World	chap. 6 👤🌐		chap. 7 👤🌐		
	Usborne Encyclopedia 12,000 Years of World History		pp. 20–23 🌐		pp. 26–29 👤	pp. 30–33
	Current Events	Report				
READ-ALOUDS	The Golden Goblet	chap. 6	chap. 7	chap. 8 🌐	chap. 9	chap. 10
	Favorite Poems Old and New	"A Word Fitly ..." –"Primer Lesson" (skip "The Cave-Boy") pp. 16–19	"The Day Before April" –"Hold Fast Your Dreams" pp. 20–22	"A Child's Thought of God" –"The Lord is My Shepherd" pp. 23–25	"Song for a Little House" –"When Mother Reads Aloud" pp. 26–32	"The Pointed People" –"Cornish Magic" pp. 371–372
READERS	Mara, Daughter of the Nile	chaps. 10–11	chap. 12	chap. 13	chaps. 14–15	chap. 16
Additional Subjects:						

©2020 by Sonlight Curriculum, Ltd. All rights reserved.

Bible Reading

Day 6
Mark 4:21–41

Students: In Mark 4:35–41 we witness the power of Jesus over nature when He calms a storm on command. His followers respond, "Who is this? Even the wind and the waves obey Him!" (Mark 4:41). We might think His disciples were a bit dense. Didn't they know who Jesus was? In real-

ity, they had never encountered anyone like Jesus before. At this time they no doubt viewed Him as a great teacher and someone with authority to teach, but their views of the Messiah were mixed. Some expected a Messiah to deliver them immediately from the oppression of the Romans and set them free, politically. They didn't expect the Messiah to be God incarnate—the second person of the Trinity. It wasn't until later that they began to realize the

truth. Then all the different clues Jesus left them about His claims came to mind, such as His predictions about dying and coming back to life.

Day
9

Mark 6:1–29

Parents: Prophets rarely have an easy life, but they follow God’s calling and say what He moves them to say. Sometimes this results in the death of the prophet, as was the case with John the Baptist. John proclaimed God’s truth, which resulted in persecution and finally His death. We need to remember that God did not call us to an easy life as Christians. If anything, we’re promised persecution, not escape from it. This doesn’t mean we’ll be martyred, as John was, but we should prepare ourselves and our children for the struggles that life will bring us as Christians. Fortunately, we can rejoice in knowing that no matter what happens, God is in control.

International Children’s Bible Field Guide

Day
ALL

Chapter 2

Read Chapter 2 today, then answer the scheduled “To Think About and Do” problems each day.

What’s in our Bible? pp. 13–19

Parents: Broadly speaking, the “Bible History Highway” follows the path of creation, fall, redemption, and restoration. God creates, human beings fall and are in need of redemption—which God provides through Christ—and ultimately God will restore all things to the condition He intended them to be in.

Parents: No one alive today was present when the universe came into existence. Scientists can speculate, based on detective work, and the consensus is that the universe had a beginning. Isn’t that just what Genesis 1:1 tells us? “In the beginning ...” The sticking point for some scientists are the next two words: “God created.” But doesn’t it make much more sense that an intelligent creator made the universe rather than saying it came into existence on its own, from nothing? At any rate, keep in mind the limits of science. While science can help us with testing and understanding reality today, it’s limited in some ways including what it can tell us about how our universe and our world came into existence.

Parents: Is it right for God to send disasters? (p. 14) He did this with the plagues on Egypt, but some people wonder if this means God is really bad, or at least not as good as we think. While we can’t answer all the objections to God based on some of the behavior recorded in the Bible, we can offer a few insights. First, God is sovereign. He is not only creator of all the cosmos, but in control of it. Second, we are the ones who are fallen and sinful. Third, God is holy and merciful, but also just; He’ll do what’s right. Fourth, we only see a limited picture of what’s going on,

but God sees the entire picture. We need to trust that he will always do what is best. For more insights on answers to these sorts of objections about God, see the book *Is God a Moral Monster? Making Sense of the Old Testament God* by Paul Copan (Baker, 2011).

Students: David is mentioned on page 16. He’s a fascinating Bible hero for many reasons. It’s interesting that he did bad things, but God would forgive him and continue to use him. Why? David truly wanted to follow God, but would sometimes fall into sin. David, though, did not stay in his sin, but knew that he needed to sincerely repent and turn back to God. An important lesson here for us is that if we do wrong things, we can seek God’s forgiveness, but we need to be sincere about it, not just “fake it.” Also, just because we can ask God’s forgiveness doesn’t mean that we can do any bad things we want and get away with it just by repenting later. We have freedom in Christ, but not the freedom to violate God’s moral laws whenever we want! See the New Testament book of Galatians for more on this topic. By the way, much of the Old Testament is about the nation of Israel straying from God by sinning, then repenting. Many of the prophetic books call Israel to repent and turn back to God. We often need to do the same.

Parents: Did the church begin in the book of Acts? (p. 18) Some Christians think so, with Pentecost marking the birth of the Christian church and a new era that we are still in. Others believe people of God have always existed throughout history and, in this sense, the Christian church marked the continuation of the church that already stretched back to Old Testament times. Figuring out who’s right is not our goal here. What’s important to keep in mind is that God’s people are active in the world now. As such, we need to do our best to do God’s will in our own lives and in the world around us.

Memorization (Bible)

Day
ALL

Psalms 90:1–4

- ¹ LORD, You have been our dwelling place in all generations.
- ² Before the mountains were born
Or You gave birth to the earth and the world,
Even from everlasting to everlasting, You are God.
- ³ You turn man back into dust
And say, “Return, O children of men.”
- ⁴ For a thousand years in Your sight
Are like yesterday when it passes by,
Or as a watch in the night.

A Child’s History of the World

Day
6

Chapter 6

Worship or belief in more than one god is known as *polytheism*. Christians hold to *monotheism*, or, belief in one God. [p. 38]

To Discuss After You Read

Q: How were Hieroglyphics translated?

A: *The Rosetta Stone was a rock that had the same message carved into it in three languages, one of which was still recognizable*

Timeline and Map Points

† **Menes (Narmer) first Egyptian king (ca. 3100 BC)**

† **Old and Middle Kingdoms of Egypt (ca. 2650–1500's BC)**

🌐 Rosetta (G8) (map 1)

🌐 Egypt (E4); Nile River (E4) (map 2)

Day
8

Chapter 7

Egyptian religious beliefs may seem strange to us, but if we stop to think about them we can learn some important pieces of information about human beings in general. First, the human tendency is to be religious rather than non-religious. In other words, people all over the world have historically demonstrated an interest in god, gods, and religion. Second, even though there are many significant differences, there are some similarities between ancient Egyptian religion and religions such as Judaism and Christianity. All, for instance, believe in an immaterial aspect of human beings, usually called a soul. All believe in some sort of afterlife. And Christians believe in a future time when their souls will be reunited with their resurrected and glorified bodies.

We, as Christians, need not be concerned that Christianity “copied” its beliefs from other religions. After all, there is much that is startlingly unique about Christianity and, when carefully compared to contemporary beliefs and precursors one will find numerous Christian distinctives not at all like the superficial similarities found in other belief systems. Some Christian thinkers, such as C.S. Lewis and J.R.R. Tolkien, have suggested that God purposefully scattered various bits and pieces of the true religion in beliefs all over the world in order to better prepare humanity for the coming of Christ—a real historical person foreshadowed in some way in myths and stories of the world, but a true historical figure.

Cultural Literacy

Nile: a major north-flowing river in North Africa, regarded as the longest river in the world.

derrick: a machine to hoist and move heavy objects.

To Discuss After You Read

Q: How did the Egyptians prepare for death?

A: *they built tombs for the dead and filled the tomb with items a living person would need. They preserved the body from decay to keep it available for the soul*

Feel free to talk with your children about the hope we have in Christ about where we go after we die. Perhaps your children’s grandparents have died, explain where they are and encourage your children that through trust in the Lord they will see them again. Aren’t we grateful we don’t have to prepare our earthly bodies for the after life?

Timeline and Map Points

† **Warrior Pharaohs rule Egypt (ca. 1500 BC)**

† **Cheops (2400 BC)**

🌐 Egypt (E4); Cairo (E4) (map 2)

Usborne Encyclopedia 12,000 Years of World ...

Day
7

pp. 20–23

Cultural Literacy

Egyptian Tombs: In the earliest days, and especially for the poor, Egyptians buried their dead in pits and covered their bodies with piles of rock. The heat and desert sand eventually turned the bodies into fossils. Later, Egyptians built mastaba tombs, which had a single elevated platform built of mud brick (ca. 3000 BC). Inside was a narrow shaft into which the Egyptians would lower a mummy. The first pyramids were actually smaller step pyramids that eventually inspired the flat-sided pyramids of Giza (built ca. 2500 BC). During the New Kingdom, (ca. 1600–1100 BC), Egyptians buried royalty in the Valley of the Kings. These elaborate tombs were dug deep underground in an area notable for a natural pyramid-shaped formation. Experts believe that the Valley of the Kings provided better protection from tomb robbers.¹

To Discuss After You Read

Q: How did Egyptian graves change over time—particularly for royalty? Why?

A: *the early graves were underground, and over time more elaborate and secure tombs were built for the dead, depending on what the person planning could afford*

Q: Where is all of the treasure that was once in these tombs?

A: *most tombs were raided long ago before archaeologists began to study the pyramids, and the treasure was looted*

Q: Why would a priest bring food to a tomb daily? What do you think happened to the food?

A: *the Egyptians believed the spirit of the dead pharaoh would need supplies and something to eat in the afterlife. Maybe wild animals ate it, maybe it remained until the priest collected it. We know the dead didn’t eat it!*

Timeline and Map Points

🌐 Memphis (G8) (map 1)

🌐 Nile River (E4); Egypt (E4) (map 2)

1. “Ancient Egyptian Burial Customs,” Wikipedia, https://en.wikipedia.org/wiki/Ancient_Egyptian_funerary_practices. (Accessed February 15, 2017).

Timeline and Map Points**† Stonehenge built (ca. 2700 BC)****To Discuss After You Read**

- Q: The history of the Minoan people is intertwined with Greek mythology. Explain how. Why do you think so?
- A: *the Minoans take their name from King Minos who was thought to once rule the island. Minos was supposedly the son of Zeus and princess Europa. A Greek prince, Theseus, was thought to have slain a Minotaur that lived in a labyrinth beneath the palace at Knossos with the help of King Minos's daughter. Crete is not far from Greece—it makes sense that the Greeks incorporated it into their stories*

- Q: Why were Minoans a wealthy people group?
- A: *because they were successful traders who had a navy to ensure their goods would travel safely*
- Q: How did Minoan religious practices differ from other ancient civilizations?
- A: *the Minoans made offerings to their gods in special rooms or outdoor shrines instead of building huge temples*
- Q: Besides a volcanic eruption, what led to the Minoan civilizations decline?
- A: *Mycenaeans from Greece invaded* ■

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

Week 3						
	Date:	Day 11	Day 12	Day 13	Day 14	Day 15
BIBLE	Reading	Mark 7	Mark 8	Mark 9:1–24	Mark 9:25–50	Mark 10:1–31
	International Children's Bible Field Guide	chap. 3	chap. 3, "To Think About and Do" problems 1–2	chap. 3, "To Think About and Do" problem 3	chap. 3, "To Think About and Do" problem 4	chap. 3, "To Think About and Do" problem 5
	Memorization	Continue memorizing Psalm 90. This week, memorize vv. 1–6. Don't forget to work on dramatic expression.				
	Credo: I Believe ...	Track 7. Listen to this track the entire week.				
HISTORY & GEOGRAPHY	A Child's History of the World		chap. 8 👤🌐🗺️		chap. 9 👤🌐🗺️📖	
	Usborne Encyclopedia 12,000 Years of World History	pp. 34–37	p. 38	p. 39, pp. 46–47 🌐🗺️		pp. 40–43 🗺️
	Current Events	Report				
READ-ALOUDS	The Golden Goblet	chap. 11 🗺️	chap. 12	chap. 13–chap. 14 p. 216	chap. 14 p. 217–chap. 15	chap. 16
	Favorite Poems Old and New	"Her Words"— "Father's Story" pp. 32–34	"Father"—"To My Son, Aged ..." pp. 34–37	"Infant Joy"—"In Go-Cart So Tiny" pp. 37–39	"Slippery"—"Our Silly Little Sister" pp. 39–40	"Bugle Song"—"The Man Who Hid ..." pp. 373–375 mid-page
READERS	Mara, Daughter of the Nile	chaps. 17–18	chaps. 19–20	chap. 21	chaps. 22–23	chaps. 24–25
Additional Subjects:						

©2020 by Sonlight Curriculum, Ltd. All rights reserved.

Bible Reading

Day
11

Mark 7

Students: Jesus often stressed the importance of moral character over whether or not people follow every little rule exactly. In Mark 7:15 he says, "Nothing outside a man can make him 'unclean' by going into him. Rather, it is what comes out of him that makes him 'unclean.'" In other words, our inner character that comes out in the things

we say and do can make us "unclean" when we do or say wrong things. Jesus wants people of a certain kind of character—people of virtue. In other words, our hearts need to change inside, not just the way we act on the outside. This is something Jesus emphasized over and over again, especially when encountering people He considered hypocrites (see, for instance, Matthew 23). It's okay to follow rules, but God wants us to do so for the right reasons, inside and out.

Students: Peter's confession of Christ in Mark 8:27–30 is an important passage. It confirmed that Jesus claimed to be the Messiah (the Christ). It's also important because we can apply it to today. What matters is not what "everyone else" thinks about Jesus, but what we personally think about Him. "But what about you?" asks Jesus. "Who do you say I am?" That's really what matters most. Jesus wants a personal relationship with us.

International Children's Bible Field Guide

Read Chapter 3 today, then answer the scheduled "To Think About and Do" problems each day.

In the beginning pp. 20–23

Students: Did you know that many smart people think our world is fine-tuned for life? What does that mean? It means that there are many factors that had to fall into place in just the right way in order to allow us to live on Earth. This strongly suggests intelligent design behind the plan of our universe, not random chance or undirected processes. Ask your parents if they can find a video for you to watch about this fine-tuning. It's called *The Privileged Planet* (Illustra Media, 2010). You'll be amazed with how well God designed our world for life!

Parents: Is the Big Bang Theory an enemy of Christianity? Not exactly. The Bible agrees that the universe had a definite beginning, which means that the Genesis account of creation is actually in line with the consensus of modern science. Problems arise when some unbelieving scientists claim that the universe came about on its own, from nothing. The not-so-subtle implication is that God doesn't exist or doesn't need to exist because the universe began all by itself. But the Bible doesn't teach some weird mythology about the beginning of the universe. "In the beginning" fits perfectly well with what the vast majority of modern scientists believe.

Parents: Were the days of creation literal 24-hour days or not? That's a question many Christians haven't come to a consensus about. Young earth creationists are known for their proclamation and defense of literal creation days, while many old earth creationists believe these "days" were lengthy periods of time. Rather than try and solve these disagreements here, we'd just like to point out the fact that both camps believe in something pretty spectacular—God created! God exists and He made everything in all the universe. That's a really big point of agreement that we shouldn't forget.

Parents: A minority of Christians have argued that dinosaurs never really existed, but that God or even Satan created their remains. These explanations don't make a whole lot of sense. Why would God leave fossil remains of creatures he never actually created? Why would Satan do so? The best evidence we have clearly demonstrates that dinosaurs once lived on this planet as real creatures. Some Christians believe dinosaurs and people never lived together at the same time, while others think they did. What's far more interesting is how wonderfully designed dinosaurs were! God is a great artist. Kids, especially boys, are fascinated with dinosaurs, so be prepared for some questions about these ancient large beasts.

Memorization (Bible)

- ¹ LORD, You have been our dwelling place in all generations.
- ² Before the mountains were born
Or You gave birth to the earth and the world,
Even from everlasting to everlasting, You are God.
- ³ You turn man back into dust
And say, "Return, O children of men."
- ⁴ For a thousand years in Your sight
Are like yesterday when it passes by,
Or as a watch in the night.
- ⁵ You have swept them away like a flood,
they fall asleep; In the morning they are
like grass which sprouts anew.
- ⁶ In the morning it flourishes and sprouts anew;
Toward evening it fades and withers away.

Usborne Encyclopedia 12,000 Years of World ...

To Discuss After You Read

- Q: How were the tombs of the early kings of Mycenae protected?
- A: *the kings were buried in deep pits called shaft graves which were 40-feet deep, so they were difficult to rob*
- Q: How do we know that war was important to the Mycenaeans?
- A: *kings and nobles trained as warriors, metalworkers made bronze weapons, poets wrote about battles—war extended into all parts of Mycenaean life*

To Discuss After You Read

- Q: How did the Amorites take control of Sumer and Akkad around 2000 BC?
- A: *they invaded and took control of several cities, and then had an Amorite family rule each city*

- Q: How long was Hammurabi's empire strong? What caused its collapse?
 A: *while he lived. The Hittites invaded 197 years after he took the throne*

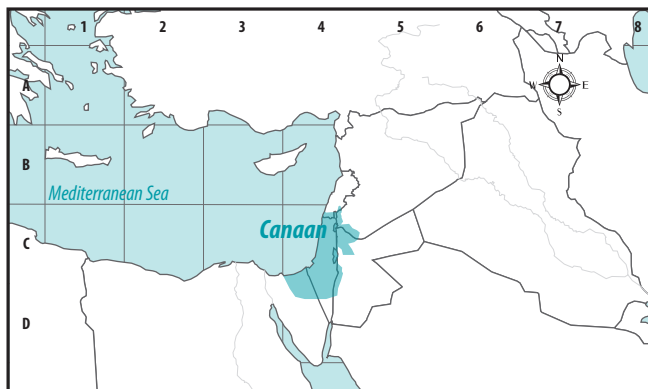
Day 13 p. 39, 46–47

To Discuss After You Read

- Q: Why were the Hittites successful warriors?
 A: *because they rode into battle on chariots and had iron weapons and armor, which were stronger than the bronze weapons their enemies used*
- Q: Which people group did the Hittites *not* conquer? Hint: Battle of Qadesh.
 A: *the Egyptians*
- Q: Who defeated the Hittites around 1195 BC?
 A: *the Sea Peoples*
- Q: Which natural resource was most valuable in Canaan? How did this affect peace in Canaan?
 A: *huge cedar trees; many nations fought for control over Canaan (Egyptians and Hittites) for the trees*
- Q: Why does it make sense that Canaanites saw Baal as the most powerful God?
 A: *he was god of rain, storms, and war—as seafaring merchants, storms on the sea probably greatly impacted their livelihood, as did the frequent wars they endured*
- Q: From which people group did the Philistines descend?
 A: *the Sea Peoples*

Timeline and Map Points

- 🕒 **Hittite Civilization**
- 📍 *Byblos (G9) (map 1)*
- 📍 *Ugarit (B6); Palestine (D6) (map 4B)*
- 📍 *Canaan (C4) (see map below)*



Day 15 pp. 40–43

To Discuss After You Read

- Q: How did Egypt eventually benefit from the Hyksos invasion?
 A: *the Egyptians learned how to use their horses and chariots and used them to invade other nations*

- Q: What did it mean to pay tribute in Pharaoh's court?
 A: *to bring goods and rich gifts to Pharaoh—as a tax conquered people had to pay*
- Q: Besides ruling the empire, what other responsibilities did Pharaoh have?
 A: *to lead his people into battle as a warrior*

Timeline and Map Points

- 📍 *Red Sea (H9) (map 1)*

A Child's History of the World

Day 12 Chapter 8

Hillyer suggests “fairy tales” about a paradise are related to the biblical account of Eden. He uses exaggerated language about “a land where cakes and candy and sug-arplums grow on trees.” The Bible does speak of a garden in Eden, with rivers, trees, etc. (see, for instance, Genesis 2:8-15; Ezekiel 28:11-19). Biblically speaking, Eden was not a place for Adam and Eve to remain idle. In Genesis 2:15 we learn of the garden that Adam was “to work it and keep it.” In Genesis 3:23-24 we learn of the expulsion of Adam and Eve from the garden due to prideful disobedience. Although the New Testament does not mention Eden, Adam is mentioned several times (Luke 3:38; Romans 5:14; 1 Corinthians 15:22, 45; 1 Timothy 2:13-14; and Jude 14). Does it matter whether or not Eden was a real, historical place? That question is up for debate even among Christians. Most evangelical Christians accept Eden as a literal place, and Adam and Eve as literal people. The New Testament references to Adam suggest reality, not mythology. Others see the account of Adam, Eve, and Eden as more of a parable—a story that we can learn truth from that doesn't necessarily have to be true itself. How do you think the author of Genesis intended the account of Eden, Adam, and Eve to be taken?

For the biblical account of the Tower of Babel see Genesis 11. The builders of the tower wished to demonstrate human accomplishment apart from God and, as such, might be seen as the first secular humanists. As in the earlier account of Adam and Eve, human beings once again demonstrate pride and disobedience. Pride in thinking they could live self-sufficiently without need of their creator, and disobedience in wanting to settle in one place together rather than fill the earth as God intended and commanded (Genesis 1:22, 28; 9:1, 7). There may also be elements of pagan worship in the Tower of Babel account, with perhaps the intent being to build an altar to false gods, but the text is unclear on this point. [p. 34]

To Discuss After You Read

- Q: What is the name of someone who studies the stars?
 A: *astrologist*

Timeline and Map Points

- † **Hammurabi (ca. 1792 BC)**
- 🕒 **Fall of Babylonian (ca. 539 BC)**
- 🌐 *Mesopotamia (F10); Tigris River (F10); Euphrates River (F10); Chaldea (G11); Mount Ararat (E10); Assyria (E9) (map 1)*
- 🌐 *Babylon (C8) (map 4B)*

Day
14

Chapter 9

Note to Mom or Dad: This chapter contains a picture that may be frightening.

Hillyer writes that “Abraham believed in one God, as we do,” but in the 21st century that is not necessarily the case. For instance, in Western cultures, such as the United States, there are many beliefs. This is called pluralism. Some believe in one God (monotheism), others believe in many gods (polytheism), that everything is god (pantheism), that there are no gods (atheism), etc. All of these beliefs can’t be true at the same time and in the same way because they contradict one another. Either one of them is true or all of them are false.

“Abraham took his large family,” writes Hillyer, “his flocks, and his herds and moved to a land called Canaan, far away near the Mediterranean Sea.” Abraham certainly had a large household, but not a large family. Moreover, Abraham went because God had called him to.

Genesis 50:20 records Joseph’s response to what his brothers did to him: “As for you, you meant evil against me, but God meant it for good, to bring it about that many people should be kept alive, as they are today” (ESV).

On the dates Hillyer provides for events, such as 1300 BC for the Exodus, see the ‘**My Downloads**’ section of your Sonlight account.

Books of the Old Testament are named after people and terms, including: Exodus, Joshua, and Judges.

Of Samuel, Hillyer writes, “At last a judge who was named Samuel said they should have a king, and Saul was chosen.” This jumbles the biblical information on this topic. Samuel did not want the people to have a king like the other nations. Moreover, God, not Samuel, chose Saul.

The Koran came much later in history than either the Jews or the Christians. It incorporates many of the same Old Testament writings, though as we will see later, there are many differences between what Jews, Christians, and Muslims believe.

The land directly west of Ur is desert. Abraham brought a lot of livestock with him. He would have followed the rivers to have enough water.

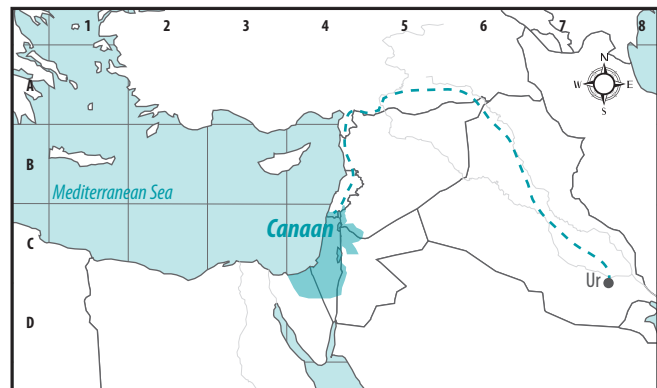
To Discuss After You Read

Q: About how many miles did Abraham travel?

A: *about 1200 miles*

Timeline and Map Points

- 🕒 **Rameses the Great (ca. 1304–1237 BC)**
- † **Abraham went from Ur to Canaan in 1900 BC**
Trace his journey (see map below).



- † **Jews move to Egypt (1700 BC)**
- † **Exodus (1300 BC)**
- 🌐 *Ur (G11); Mediterranean Sea (F5); Israel (G9) (map 1)*
- 🌐 *Egypt (E4) (map 2) ■*

©2020 by Sonlight Curriculum, Ltd. All rights reserved.

Section Three

Reading Assignments and Notes

Read-Alouds

Day
1

"Me" – "Washing" pp. 5–7

It is easy when reading a poem, especially when reading a metered and rhymed poem (a poem with a regular "beat" or meter and lines that rhyme), to overemphasize the patterns and lose the meaning. A serious poem—even a highly regular poem—should be read primarily for the sense and not for the meter and rhyme. Therefore, when reading a poetic sentence that has no punctuation mark at the end of a line—no period, colon, semicolon, dash or comma—don't slow down, place extra emphasis on, or extend the final word. Read as you would if you were reading a sentence in a normal book. At first, this style of reading may feel strange, but after a while you will find it is the best way. See "Barter" [p. 21] for an example of a poem that would be far the worse for reading if you emphasized its regularity.

Another hint about serious poems: they are more compact than regular prose writing. A good poem is one that packs far more thought and feeling into a set of words than one might expect from a common set of sentences of the same length. Because of their condensed nature, most poems merit more than one read-through at a time. As you read the poems in *Favorite Poems Old and New*, take the time—the re-reading, the questioning, the musing, the imagining—to savor the full significance of what the poets are trying to say. ■

Vocabulary

Read the sentences below and then ask your children to explain what they think each bold word means (based on the context and/or any other information they may have). If your children obviously understand the concept, move on. If not, or if you would like to stress dictionary skills, have your children look the words up in a dictionary.

Ibni only edged closer, ducked his head even farther between his shoulders, and scrubbed his hands together **ingratiatingly**. (*pleasingly, flatteringly*)

"Welcome, friend Eyes-on-the-Ground," said a voice half-amused, half-**diffident**. (*characterized by modest reserve*)

He turned to Heqet more **brusquely** than he intended. (*in a markedly short and abrupt manner*)

He **grudged** admitting even that relationship. (*to give or allow with reluctance or with resentment*)

Cultural Literacy

crucibles: a vessel or melting pot that is used for melting and purifying a substance (as metal and ore) which requires a high degree of heat.

sibilant: having, containing, or producing the sound of or a sound resembling that of the s or the sh in sash.

"By Amon" and "neb": one of the most important gods in ancient Egyptian mythology. "By Amon" would be a form of swearing. "Neb" means "Lord."

youth-lock hairstyle: thick strand of hair left to grow from one side of a shaven head that fell in a curl to the shoulder.

amulet: charm often inscribed with a magic spell or symbol, believed to protect the wearer against evil or aid him.

drawplate: a die with holes through which wires are pulled and formed.

annealing: heating and then cooling metal to soften it and make it less brittle.

khefts: evil demons, ghosts.

bas: the divine soul in Egyptian religious belief represented as a bird with a human head and believed to leave the body at death and return eventually to revivify the body if preserved.

son of Set: also called Seth, was an ancient Egyptian god of storms, violence, darkness, and desert land. He was also a god of desert animals, serpents, pigs, hippopotamuses, and crocodiles. Seth was identified with an animal that had the body of an elongated jackal or greyhound; a long

neck; a thin, curved snout; rectangular, upraised ears; and a stiff, forked tail. Seth was often portrayed with a human body and the head of this beast.¹

Osiris "the Merciful": Egyptian fertility god who became the chief god of the underworld. As son of the earth god Geb, Osiris was regarded as a source of the earth's fertility. Egyptians sometimes compared him to the Nile River. In Egyptian royal theology, the king was considered living Horus, who was the son of Osiris. After the king died, he became Osiris. After Egyptian funeral practices became more democratic, every Egyptian expected to become an Osiris after death.

Thoth's "mercy": ancient Egyptian moon god. He was a patron of civilization and such intellectual arts as writing, astronomy, mathematics, law, magic, and healing. Thoth's most important role in the underworld was to oversee the scales on which the souls of the dead were weighed to determine innocence or guilt.²

To Discuss After You Read

Q: Why is Ranofer so bothered by anyone seeing that his half brother beats him?

A: *the stripes seem like the mark of a slave, and he doesn't want anyone to think he is weak and unable to defend himself*

Q: How did Ranofer suspect Ibni was stealing from the goldsmith?

A: *as Ibni washed the raw gold, he would sneak a bit at a time and hide it in the wineskin—the loss would be written off as the rummel that came in with the gold*

Q: Why does Ranofer not want to tell anyone his suspicions? What would you do in his situation?

A: *because Ranofer carried the wineskin, he was part of the crime and his half brother would kill him*

When Hapia says, "I vow I've been pulling wire since the First Hill rose off the waters of time, and still I've not done" he means that he feels like he's been working at the task since the dawn of time. He refers to the Egyptian story of creation. Each culture seeks to explain how life began. The Egyptian creation story tells that in the beginning there was only water, a chaos of churning, bubbling water. Eventually the floods receded and out of the chaos of water a hill of dry land emerged. First one, then more. On this first dry hilltop, on the first day came the first sunrise.³ For further research, use your favorite search engine to search for the phrase, "Egyptian Creation Myths."

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

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

3. "Egyptian Creation Myths," *Egypt and Art*, <http://www.egyptartsite.com/crea.html>. (Accessed July 2, 2015).

Vocabulary

He stood a moment, took an **irresolute** step backward, then swerved suddenly and ran down a lane ... (*uncertain how to act or proceed*)

With fumbling hands he **extricated** the wilting blossom from the folds of his sash. (*to draw out from or forth from and set free of a tangled, jumbled, confused, or otherwise involved heap, mass, or situation*)

... the knees, the dusty rag of a shenti that always hung **askew** on his hips. (*out of line, to one side*)

Instantly he was **aghast** at his own **temerity**. (**aghast**: struck with amazement, bewilderment, disgust, or surprise; **temerity**: unreasonable or foolhardy contempt of danger or opposition)

The heavy hand slapped back and forth across Ranofer's face, almost **negligently**, yet with a force that twisted a crick into his neck and set his ears ringing. (*unstudied, offhand*)

"Take care I do not apprentice you to some fishmonger. **Ingrate!**" (*an ungrateful person*)

The **invariable** reaction to a scene with Gebu had begun to set in, a **fatigue** so deep it penetrated mind and body alike. (**invariable**: consistent, unchanging; **fatigue**: weariness from labor or exertion)

Cultural Literacy

jocular: given or disposed to jesting.

Lord Sobk: crocodile-god.

Maat: goddess personifying law and righteousness.⁴

sedge: a grass-like plant that grows in wet places.

papyrus: a tall reed with a triangular stem.

umbel: flower parts used for paper and other items.

obsidian: volcanic glass; a hard, dark, glassy stone that forms when lava cools.

fishmonger: fish dealer.

waif: a stray person or animal.

vindictively: intended for or involving revenge.

lotus: the Egyptian water lily. This plant has white or rose-purple flowers that may be 1 foot [30 centimeters] across. The leaves spread out on the water's surface. The lotus was a sacred flower to the people of Egypt, India, and China. A species of the lotus appears in ancient Egyptian art.⁵

aura: a distinctive and often subtle sensory stimulus.

"Black Land": Egypt; every year the Nile overflowed and deposited a strip of rich, black soil along each bank.⁶

Queen Tiy: 1385 BC, wife of Amenhotep III. Of humble origin, she was remarkable for her influence in state affairs in the reigns of her husband and of Ikhnaton, her son. The occurrence of her name with that of Amenhotep III shows an official recognition of a queen—most usual for Egypt.⁷

To Discuss After You Read

Q: What types of artisans did Thebes boast?

A: *glassmakers, papermakers, weavers, carpenters, potters, sculptors, painters, embalmers, masons, and coffin builders*

Q: Why were the workshops and laboratories on the western bank called the City of the Dead?

A: *the artisans here produced things for the tombs of the dead*

Vocabulary

Ranofer admired his handiwork a moment, then changed the kneeling man to a sitting woman, **obliterated** the stroke and replaced it with a bread loaf. (*to do away with completely so as to leave no trace*)

With a grin and mock **oboisance**, Heqet began to arrange logs in the firing box ... (*an attitude of respect*)

Mollified by the courteous tone, Meryra shrugged his big shoulders. (*soothed in temper or disposition*)

Cease **gawking** at the gold, and use it. (*to look without intelligent awareness*)

... Ranofer's rapt face and hurrying small body radiated such joyful hope that a **contagion** of laughter and joking swept over the whole courtyard. (*the spread of an emotional state*)

"Dancing, parties, mad **frivolity**." (*lack of seriousness*)

In spite of himself there rose in his mind the image of a golden-brown **bulti** fish, crisp without and **succulent** within ... (*full of juice*)

Cultural Literacy

annealing: to heat up glass.

Anubis: an important Egyptian god of the underworld.

ferment: a state of unrest.

natron: a salt used to embalm.

embalmers: one who prepares a dead body for burial.

temple of Amon: Known as Karnak, is a temple from the ancient city of Thebes that is 61 acres long, dedicated the

6. 2003 *World Book Encyclopedia* (World Book, Inc.: Chicago, 2002).

7. "Encyclopedia: Queen Tiy," Infoplease, <http://www.infoplease.com/encyclopedia/people/tyi-queen-ancient-egypt-wife-amenhotep-iii.html>. (Accessed July 2, 2015).

4. "Dictionary: Maat," Infoplease, <http://dictionary.infoplease.com/maat>. (Accessed July 2, 2015).

5. 2003 *World Book Encyclopedia* (World Book, Inc.: Chicago, 2002).

Amon-Ra.⁸ For more information and pictures, use your favorite search engine to look up the phrase, “temple of Amon.”

bulwarks: strong support or protection in danger.

solder: a metal used to join metallic surfaces.

urchins: pert or roguish youngsters.

Nuit: goddess said to protect the world from the darkness outside it and all the demonic creatures that dwell in that darkness.⁹

Amon: depicted as a man with a ram’s head, he was king of the gods who became even more powerful later on as Amon-Ra (or Amun-Re). His name means “the hidden one” or “the secret one” because—according to mythology—both his name and physical appearance were unknown.¹⁰

To Discuss After You Read

Q: How does Ranofer monitor when its time to change activities when working with gold (say, when an ingot is cool or when annealing in a fire is complete)?

A: *he watches to see what color the gold turns*

Day
4

Chapter 4

Vocabulary

Scrupulously he divided the food in half, taking pains even with the crumbs. (*conscientiously, painstakingly*)

“As the worm said when the lark bit its head off,” Heqet supplied **glibly**. (*easily, smoothly, readily*)

Before Ranofer had time to wonder what he meant he beckoned **peremptorily**. (*haughtily, imperatively*)

The moment the sound of **raucous** singing had faded around the corner, he slipped out of the gate and ran in the opposite direction. (*disagreeably harsh or strident*)

Cultural Literacy

Ptah: in ancient Egypt, the chief god of Memphis, father of men and gods and ruler of the world.¹¹

leather hinges: Egyptians used leather hinges on their doors because the metal-workers didn’t have the capacity of working with metals that would be hard enough and strong enough to support the weight of a door. Unlike metal, leather was available and did not have to be imported.

funerary: of, used for, or associated with burial.

8. “Karnak.” Wikipedia, Wikimedia Foundation, 23 Sep. 2018, retrieved on 27 Sep. 2018 from en.wikipedia.org/wiki/Karnak.

9. “Egypt: The Gods of Ancient Egypt–Nut (Nuit),” Egypt Travel Guide, retrieved on 27 Sep. 2018 from <http://www.touregypt.net/godsofegypt/nut.htm>.

10. “Egypt: The God Amun and Amun-Re,” Egypte Travel Guide, <http://www.touregypt.net/featurestories/amun-re.htm>. (Accessed July 2, 2015).

11. 2003 *World Book Encyclopedia* (World Book, Inc.: Chicago, 2002).

irascibly: marked by hot temper and resentful anger.

To Discuss After You Read

Q: How were the poor dead buried, compared to artisans?

A: *the poor were buried in the sandy ground, whereas the wealthy were put in rock hewn tombs carved into the side of a cliff*

Q: Why does Ranofer bring an offering to his father’s tomb?

A: *he is convinced that his father’s ba, or spirit, brought him the good idea while he slept*

Timeline and Map Points

 Hermonthis (Armant, Egypt) (18) (map 1)

Day
5

Chapter 5

Vocabulary

Gebu’s **joviality** lasted for several days, and as was usual during these periods, Ranofer fared better as to food. (*marked good humor especially as exhibited in mirth, hilarity, or conviviality*)

... he noticed Heqet standing close beside Rekh’s worktable, **ostensibly** watching the goldsmith raise a bowl, but actually whispering to him under cover of the hammer taps. (*to all outward appearances*)

Confused and **jostled**, Ranofer was swept along by the crowd ... (*pushed and shoved*)

Ranofer slowed his pace, ashamed of his **surliness**. (*gloomy ill nature*)

He whirled the rings on his finger tip, then tucked them away, patting his sash **complacently**. (*marked by sometimes unwarranted, uncritical, and irritating satisfaction and pleasure at one’s own personality, accomplishments, or situation*)

He found his way back to the goldhouse **furtively**, through the alleys. (*in a stealthy manner*)

He scrambled to his feet and darted over to Ranofer with his most **obsequious** smile. (*prompt and dutiful in attendance on the wishes of one in authority*)

“Him and his **paltry** wineskins.” (*something useless or worthless*)

Deciding that what he wished now was the **obscurity** of his corner, he started for the acacia tree. (*the quality of being obscure, inconspicuous, or unknown, or uncomprehending*)

Cultural Literacy

“**stoke an oven**”: to poke or stir up the fire, supply with fuel.

kohl: soot mixture used in Arabia and Egypt to darken the edges of the eyelids.

To Discuss After You Read

- Q: Why were tomb robbers despised?
- A: *the Three Thousand Years of the dead person would lack the luxuries needed to live in paradise, plus the protection of amulets would be gone, and if his mummy was destroyed, the soul would have no body to return to—which would lead to the murder of the very soul*
- Q: Where did the Ancient sell his papyrus? What do you think was it used for?
- A: *to the sailmakers—probably to make sails and ropes for the important ships that transported all goods of Egypt*

Timeline and Map Points

- 📍 Kush (F5) (map 2)

Day
6

Chapter 6

Vocabulary

Ranofer stood well aside, his teeth on edge, and looked **disconsolately** at the great **inert** slab. (**disconsolately**: deeply dejected and dispirited; **inert**: not able to move itself)

Ranofer **recoiled** so hastily that he stumbled and all but dropped the box. (*to shrink back quickly*)

The longer he knelt there, scrubbing away **tediously** with his **glum** companion, the more he desired to raise his chunk of sandstone and bring it down with a crack on Nebre's head. (**tediously**: tiresome because of slowness, or continuance; **glum**: sullenly ill-humored or displeased)

Pai rained curses and blows **indiscriminately** on his already aching back. (*haphazardly, randomly*)

During this **respite** some of the men ate food they had brought from their homes. (*temporary intermission of labor*)

Each evening he **appropriated** the boy's scanty wages **doled** out by Pai at the close of every long day. (**appropriated**: took without permission; **doled**: to deal out scantily or grudgingly)

Other than a few furious cuffings to vent an ill humor, or mocking taunts to **enhance** a good one, he ignored Ranofer completely. (*augment, increase*)

There had even been a **furtive** sound about the way the hinge squeaked, as if he were cautiously easing it shut. (*taking pains to avoid being observed*)

The **malevolent** spirits of the unburied roamed at will seeking mischief they could do. (*intense, often vicious, ill will*)

Something in his thoughts had stirred an **elusive** memory in Ranofer's mind. (*not easily comprehended or defined*)

Cultural Literacy

sarcophagi: plural of sarcophagus; a coffin made of stone, often ornamented with sculpture, and usually placed in a church, tomb, or vault.

alabaster: compact variety of fine-textured gypsum, usually white and translucent but sometimes yellow, red, or gray, that is carved into objects.

akimbo: in a position in which the hand is placed usually on or near the hip so that the elbow projects outward at an angle.

To Discuss After You Read

The Golden Goblet takes place while Pharaoh is still building the addition to the temple. In Mara's time, Queen Hatshepsut removes the roof on the addition to make room for her obelisks, so the story of *The Golden Goblet* came first.

- Q: Why did Egyptians not travel abroad at night?
- A: *the evil spirit of the unburied roamed and would do damage*
- Q: Why does Ranofer dislike the stone cutting shop?
- A: *Gebu is there, it is noisy, dirty and can lead to deaths, and mostly unskilled and dangerous—bodily injuries were common*
- Q: Why would Gebu constantly change the shopworkers?
- A: *to keep some from getting too fatigued, to train more men in other skills, to keep the workers from creating alliances*

Day
7

Chapter 7

Vocabulary

No longer was he the budding craftsman who in spite of a **menial** position in the goldhouse could teach apprentices their tasks. (*lowly, humble*)

Then he saw the familiar **lithe** figure, so much better fleshed than his own. (*agile and lissome, easily flexed*)

They followed the **meandering** path into the thicket. (*winding, turning*)

"I do!" Ranofer flashed him a **belligerent** look. (*inclined to or exhibiting assertiveness, hostility, truculence, or combativeness*)

Jubilant, he tucked one of them into his sash, along with half the loaf. (*manifesting or expressing exultation or gladness*)

Heqet stood up too, an impatient scowl on his usually **amiable** face. (*generally agreeable*)

"What gift?" asked the Ancient, pursing his lips **judiciously**. (*wisely, with good judgment*)

Cultural Literacy

scythes: an implement used for mowing grass, grain, or other crops and composed of a long curving blade fastened at an angle to a long handle.

desiccated: dried up.

beading: to trim, furnish, or adorn with beads.

nelumbo: water lilies.

falling sickness: epilepsy.

anise: sweet, aromatic herb that smells like licorice.

philosophically: imbued with or characterized by the attitude of a reflective thinker.

voluminous: consisting of many folds, coils, or convolutions.

foliage: the mass of leaves of a plant as produced in nature.

bower: a leafy shelter or recess, arbor.

To Discuss After You Read

Q: How do the changing seasons affect work at the stone-cutting shop?

A: *during harvest time, work on the temples stopped so workers could be devoted to the fields. This meant that Gebu was around the shop more to oversee the work*

Q: Why does Ranofer not want to accept Hequet's food and why does Hequet want Ranofer to take some?

A: *Ranofer hates it when his friend feels pity for him—his pride is all he feels he has left; Hequet believes that when Ranofer doesn't eat, Hequet's food is less pleasurable to him*

Q: What do you think gives Ranofer hope in this chapter?

A: *he has something to look forward to: midday meals with two friends who are willing to share their food with him, and Hequet offers to teach Ranofer what he learns at the goldhouse*

Day
8

Chapter 8

Vocabulary

"It is a trade that spoils a man's hands and makes him a **dullard** and near breaks his back every day." (*a stupid person*)

I must not pour it out like some **imbecile** and make him think I ask for pity, Amon forbid it! (*one marked by mental deficiency*)

The familiar and well-loved details receded into the background, as they approached the **austere** old man. (*severe or stern in disposition or appearance; somber and grave*)

He stood tongue-tied, feeling his very existence an **intrusion**. (*a trespassing or encroachment*)

He forgot even his **self-recrimination** as his eye fell on the object lying on Zau's table. (*the act of accusing or blaming oneself*)

"Because you lacked skill, or **aptitude**?" (*a tendency, capacity, or inclination to learn or understand*)

Cultural Literacy

drover: one that drives cattle or sheep to pasture or to market.

Myth of Osiris, and Isis: Set (or Seth) became jealous of Osiris who was king of the gods, and had a sarcophagus secretly made to Osiris's measurements. He then threw a feast in honor of Osiris and announced that whoever fit in the sarcophagus would win it. Several others tried, but when Osiris tried, Seth locked the lid in place and threw it into the Nile. When Isis heard the news, she set out to look for Osiris because she feared he would not be able to enter the afterlife without a proper burial. She found the sarcophagus and hid it in the marshes, but Set discovered it while hunting, cut Osiris's body into 14 pieces and scattered them across Egypt. Isis once again searched for the pieces of Osiris's body and when she found 13 of them, she made the 14th piece out of gold and used magic to bring him back to life. As a result, he could have a proper burial and became Lord of the Dead and the Afterlife.¹²

To Discuss After You Read

Q: When the Nile shrinks to a red-brown trickle at the end of the summer season, the Egyptians imagine it is the last feeble flowing of blood from the beloved, god Osiris. Does this seem reasonable?

Q: What happens to Ranofer's day dreams as his visit to Zau approaches? Why?

A: *they become more realistic; the book mentioned that "reality kept creeping in, ruining [his day dreams] with stony facts"—it is as though Ranofer has a harder time dreaming of what is pleasant in his harsh work environment; he has also had several of his day dreams dashed, so reality intrudes*

Q: Why does Zau offer to take on Ranofer as a pupil for no money?

A: *because Ranofer showed skill and his father had been Zau's friend for twenty years*

Timeline and Map Points

📍 Lower Egypt (D4) (map 4B)

12. "Osiris Myth," Wikipedia, https://en.wikipedia.org/wiki/Osiris_myth. (Accessed July 2, 2015).

Vocabulary

Their attention was **riveted** on Ranofer. (*to attract and hold engrossingly*)

He found the old man looking both thoughtful and **dubious**. (*doubtful, undecided*)

He assumed an expression of such conceited **hauteur** that both Ranofer and the Ancient burst out laughing. (*arrogant or condescending manner*)

"Aye, of **inestimable** value," the old man cackled, shaking his head. (*too valuable or excellent to be measured or appreciated*)

His gentle touch seemed as great a magic as his **salve**. (*a healing ointment*)

He did not come into sight for what seemed an **interminable** length of time. (*wearisomely protracted*)

Cultural Literacy

Fanbearer: one of the highest offices among court officials. These attendants served standing at the right and left of the monarch as he sat in state; they attended him when he rode forth and during ceremonies in the temple.¹³

punt: a long, narrow boat with a flat bottom and square ends that is usually pushed along shallow water with a pole.

To Discuss After You Read

Q: What promise does the Ancient extract from Ranofer? Why not from Hequet?

A: *not to go out and about after dark, for the Khefts could fly away with half grown boys—Hequet is locked in at night and couldn't go out even if he wanted to*

Vocabulary

The Ancient's **seamed** face appeared through the fringe of reeds and his one eye rolled from Ranofer to Hequet with an expression of exaggerated **stealth**. (**seamed:** *wrinkled, furrowed*; **stealth:** *furtiveness, slyness*)

Ranofer dropped to the ground, staggered with relief and **treacherously** numbed toes, flung himself out the gate and closed it. (*characterized by usually hidden dangers, hazards, or perils*)

He kept a faithful, if **intermittent**, eye on Setma too. (*not continuous, periodic*)

They explained the **inexplicable**. (*unable to be explained*)

But he could not hear it over the hideous **reverberations** of that other noise. (*a sound persisting because of repeated reflections after the source has been cut off*)

The street was as black, as threatening, as **enigmatic** as before. (*inexplicable, puzzling*)

He had mentioned nothing of his **nocturnal fiasco** to Hequet or the Ancient, and now he was glad. (**nocturnal:** *done, held, or occurring in the night*; **fiasco:** *an utter and often ridiculous failure especially of an ambitious or pretentious undertaking*)

One of these latter drawings contained a detail he found in none of the others, either a **truncated** passage or a small room in a location which seemed either senseless or mistaken. (*cut short*)

"**Impudent mongrel!**" Gebu flung the words at him like stones. (**impudent:** *marked by contemptuous or cocky boldness or disregard of others*; **mongrel:** *a person of mixed birth or tendencies or of undefined status*)

Halfway there an **audacious** thought stopped him. (*recklessly venturesome, presumptuously bold*)

Ranofer hurried up the worn and slanting steps, his mind full of **enticing** images. (*alluring, attractive, beguiling*)

Cultural Literacy

dom palm tree: also spelled doom or doum, the dom palm grows in Arabia, Upper Egypt, and Central Africa. Each branch ends in a tuft of deeply lobed, fan-shaped leaves. The tree bears an irregularly oval fruit about the size of an apple. The fruit has a red outer skin and a thick, spongy, and rather sweet inner substance that tastes like gingerbread. Large quantities of these fruits have been found in the tombs of the Egyptian pharaohs. The seeds are a source of vegetable ivory.¹⁴

crony: a longtime close friend or companion.

hounds-and-jackals: an ancient Egyptian board game. For a description of the game, use your favorite search engine to look up the phrase, "hounds and jackals".

phantoms: an apparition or specter.

staccato: something that is broken up into brief sharp bursts.

Thutmose the Conqueror: Pharaoh over a hundred years ago, about 1490–1436 BC.¹⁵

barque: any small sailing ship.

waning: of the moon.

headrest: shaped part or attachment for supporting the head.

13. Katherine Morris Lester, *Accessories of Dress: An Illustrated Encyclopedia*, (Dover Publications: New York, 2004).

14. *2003 World Book Encyclopedia* (World Book, Inc.: Chicago, 2002).

15. *2003 World Book Encyclopedia* (World Book, Inc.: Chicago, 2002).

To Discuss After You Read

- Q: Why does the rising of the Nile cause everyone's demeanor to rise?
- A: *the gloom of the god's death and joy at his rebirth; the Nile is the lifeblood of the people, and they need it to survive*
- Q: Why could Ranofer not imagine Gebu sneaking into rich men houses?
- A: *Gebu is too heavy to sneak, and rich men had guards and dogs*
- Q: Why was the street so scary after dark?
- A: *the street had no lights, and the stars made even familiar things look unusual*
- Q: Describe the golden goblet.
- A: *the goblet was pure gold, shaped like a lotus blossom, with a band of silver around the rim, and silver for its stem. Etched into the curve of a petal was the name of Thutmose—Nefer—Kheperu, a long-dead pharaoh*

Day 11	Chapter 11
------------------	-------------------

Vocabulary

"Yesterday's baking," he remarked **laconically**. (*spoken or expressed briefly*)

The Ancient nodded in a **conspiratorial** manner, winked his one eye, and chuckled again as he led Ranofer into the lane where his donkey was snuffling **morosely** along the baked road. (**conspiratorial**: *as if agreeing to do an unlawful act or use unlawful means to do an act which is lawful*; **morosely**: *sullenly*)

He dared not count on Setma's **malice** to help his own cause. (*intention or desire to harm another usually seriously by doing something unlawful or otherwise unjustified*)

Cultural Literacy

fire drill: a primitive device for kindling fire consisting of a stick that is revolved rapidly between the hands or by means of a bow or thong with the stick's lower end pressed into a hole in a piece of wood.

tinder: inflammable substance that readily takes spark or fire and is adaptable for use as kindling.

cubit: a unit of length based on the length of the forearm from the elbow to the tip of the middle finger and usually equal to about 18 inches.

rogues: dishonest unprincipled persons.

skulduggery: dishonest, under-handed, unfair, or unscrupulous behavior or activity.

To Discuss After You Read

"Son of a pig" would be considered a curse because pigs were considered dirty. Pigs also were connected with Set, an evil god of chaos.¹⁶

- Q: Why must Ranofer have the goblet as evidence before he can accuse Gebu of tomb raiding?
- A: *without it, no one would believe him because he has no authority*
- Q: Describe how Ranofer patched the scarab seal.
- A: *Ranofer lit a torch from a neighbor's, then collected the crumbled clay from the floor. He spat on it to moisten it then smoothed it over the crack. With a palm fiber from the torch, he re-scratched the missing parts of the design on the seal*
- Q: Why is Ranofer flabbergasted when Gebu seems to bring the goblet to the stonecutting shop?
- A: *there is no place to hide an item like that in the shop*

Timeline and Map Activities

- 📍 Crete (F7) (map 1)
- 📍 Mycenae (A2) (map 4B)
- 📍 Phoenicia (D5–D6) (map 3)

Day 12	Chapter 12
------------------	-------------------

Vocabulary

The Ancient gave his high-pitched **chortle** of laughter. (*a sound expressive of pleasure or exultation*)

Heqet said **wryly**, "Do I make myself unpleasant, as the viper said to the **asp**?" (**wryly**: *marked by a clever twist, often with a hint of irony*; **asp**: *a small venomous snake of Egypt*)

Then suddenly, on the day before the Festival, his wish came **devastatingly** true. (*overpoweringly, overwhelmingly*)

Heqet's face fell **ludicrously**. (*amusing or laughable through obvious absurdity, incongruity, exaggeration, or eccentricity*)

He knew quite well that only one thing could **lure** Gebu from the prospect of free barley beer: the gold of the tombs. (*tempt with a promise of pleasure or gain*)

Ranofer's bare toes dug **convulsively** into the mud. (*frantically, spasmodically*)

Ranofer was beginning to feel alarmingly **transparent**. (*easily detected or seen through*)

Cultural Literacy

castor-bean oil: colorless to amber or greenish thick non-drying fatty oil extracted from castor beans. Used chiefly as a cathartic and as a lubricant and drying oil.

16. "Egypt: Pigs in Ancient Egypt," Egypt Travel Guide, <http://www.touregypt.net/featurestories/pigs.htm>. (Accessed July 2, 2015).

daubing: to coat with something that smirches or stains.

High Nile Festival: celebration of the inundation, when the water flooded the land, and the festival was a day off of work for everyone, with everyone being fed at Pharaoh's expense and drinking barley beer for free.

To Discuss After You Read

Q: Why does Ranofer not speak of his suspicions to Heqet?

A: *Ranofer worries that Heqet will do something foolish, and the deed is so unspeakable*

Q: Why is Ranofer so miserable with the knowledge that the thief Gebu walks free?

A: *Ranofer feels guilty that he could put a thief behind bars—the only question is how*

Day
13

Chapter 13–Chapter 14, p. 216

Vocabulary

He did not like the walls that pressed in on either had with no **crevices** in which a boy might hide. (*narrow openings of some depth caused especially by a split or cleavage*)

High above him in the **brazen** sky a lone **falcon** wheeled. (**brazen:** *as bright or shiny as polished brass*; **falcon:** *any of various hawks distinguished by their long wings and how they dive down on their prey when hunting*)

Licking his **parched** lips, Ranofer tiptoed nervously across the sands. (*dried to extremity*)

In **consternation** he scanned the cluster of rocks where he had seen them only a moment before. (*amazement or dismay that hinders or throws into confusion*)

He could hear crunching and scraping, an occasionally **guttural** curse. (*a sound or utterance having sounds that are strange, unpleasant, or disagreeable*)

Poor Master of Storehouses, he thought **distractedly**. (*with attention diverted due to anxiety*)

From behind the rock pile a huge black form with outstretched wings rose **cumbersomely**. (*awkwardly*)

The two friends waiting on the fish dock began to get **restive**. (*marked by uneasiness and lack of quietness or attentive interest, fidgety*)

"Aye," the Ancient said in a somewhat **dubious** voice. (*fraught with uncertainty or doubt; undecided*)

As he hesitated, eyes stretched wide in a **futile** effort to see something ... (*-serving no useful purpose*)

Heqet nodded, but his nod carried no more **conviction** than did the Ancient's voice. (*a strong persuasion or belief*)

Cultural Literacy

vulture: type of large birds of prey who feed chiefly on carrion (dead and decaying animal flesh).¹⁷

funerary: associated with burial.

mason: skilled workman who builds with stone or similar material.

hillock: a small hill.

gilded palanquins: a gold-covered, box-shaped enclosed litter with wooden shutters used to transport one person at a time.

trumpet: for pictures, videos and more of the history of a trumpet from the Tutankhamun Collection, use your favorite search engine to search for the phrase, "Tutankhamun trumpet".

"quarter of a league": a league is any of various units of distance from about 2.4 to 4.6 statute miles, so a quarter of a league would be about .5 to 1.15 miles.

plaits: braids.

necropolis: a large elaborate cemetery of an ancient city.

jamb: an upright piece that forms the side of an opening.

To Discuss After You Read

Q: Why did Gebu plan for secret chambers in the tombs he built?

A: *the chambers would give him access to the tomb after the dead had been put into the tomb*

Q: Why are Ranofer's friends concerned after the trumpet sounds to mark the start of the festival and Ranofer doesn't appear?

A: *because the trumpet should have awakened him, and it seemed unlikely that a boy who was always hungry would miss a chance to eat free food*

Q: Why does the Ancient worry about Ranofer following the robbers?

A: *because the task is very dangerous and Ranofer doesn't have a charm or an amulet to keep the khefts away*

Q: Why do the friends decide to go to Ranofer's aid?

A: *the Ancient is too old and Heqet is too young, but Ranofer has no one else*

Q: Describe the Valley of the Tombs.

A: *in the desert; hot; dry; rocky; hilly; dusty*

Q: Ranofer felt the sunlight hit him like a blow—can you think of another way to describe this? [chap. 14]

17. 2003 World Book Encyclopedia (World Book, Inc.: Chicago, 2002).

Vocabulary

Her expression was one of **serenity** and joy. (*calmness, peacefulness, repose*)

It was like seeing some innocent, happy creature lying murdered, victim of Gebu's **callous** greed. (*hardened in sensibility, feeling no emotion*)

Their folded hands **eloquent** of the same defenseless trust that had caused them to order a sweet-faced servant girl as their only guardian. (*clearly and forcefully indicative of some feeling, condition, or character*)

At any moment those thieves would be in here to wreck and **pillage**. (*to strip of money or goods by open violence*)

The two men began **methodically** to search the room. (*systematically, painstakingly*)

As **coherently** as he could Ranofer panted out his story. (*logically consistent and ordered*)

He swayed **precariously** outward on a thick frond and dropped to the top of the wall. (*dangerous due to being insecure or unsteady*)

A **burly** gardener emerged on the path ahead of him. (*strongly built*)

"**Insolent!**" the gardener roared. (*lacking usual or proper respect for rank or position*)

The soldier arrived, **brandishing** his curved sword at all three of them. (*shaking or waving menacingly*)

"Out of here, **riffraff!**" (*persons of the lowest or most disreputable class*)

"Remove him," the overseer said **indifferently**. (*marked by impartiality*)

He was being marched relentlessly across the grass toward a wooden gate and **oblivion**. (*the quality or state of being forgotten*)

He examined Ranofer's face **minutely** for a moment. (*with precision*)

Cultural Literacy

ventilated: to cause fresh air to circulate through.

homage: a reverential regard, respect shown by external action.

personage: a person of rank, note, or distinction.

To Discuss After You Read

- Q: What does it mean that Gebu was as strong as Set himself?
- A: *Set was a god of wind, storms, and chaos with supposed super-human strength*
- Q: How does Ranofer determine whose tomb the robbers are desecrating?
- A: *he sees wine jars that are sealed with the seal of the Queen's father*
- Q: Why does Ranofer decide that the tomb robbers must be stopped?
- A: *he realizes the tomb is like a peaceful house for the dead and it is wrong to disturb and steal from them*
- Q: Describe how Ranofer managed to escape.
- A: *he first threw a jewel box in Gebus' face, then extinguished the torch with wine. He fled the room and climbed out of the tunnel and was lucky that the top step crumbled on his way out. Lastly, he pushed a heavy stone over the entrance*
- Q: Why is Ranofer surprised that Heqet saw a vulture? [chap. 15]
- A: *Ranofer decides the kheft he was so afraid of was probably a vulture—it is a new thought*
- Q: Why does Ranofer decide to go to the palace to try to get help? [chap. 15]
- A: *everyone has left the City of the Dead, and the Pharaoh doesn't cross the Nile until midday, hopefully he can find someone to listen*
- Q: Why did Ranofer avoid the main gate? [chap. 15]
- A: *he didn't think the guards would believe him*
- Q: Why did the queen have a dwarf as part of her retinue? [chap. 15]
- A: *his unusual size and appearance probably appealed to her as something different and exotic*
- Q: Irony is when something occurs that is strikingly different than what is expected, or language that is humorously sarcastic. Why is the dwarf's name ironic? [chap. 15]
- A: *his name means "tall and beautiful," but as a dwarf, he is shorter than most*

Vocabulary

Had he been frightened by his own **interference** with the overseer's orders? (*the act of meddling in or hampering an activity or process*)

The queen's voice was abrupt and husky, with a peculiar **timbre**, like a young boy's. (*distinctive character, quality, or tone*)

The queen straightened and loosed Ranofer's shoulders without taking her eyes off his **agitated** face. (*disturbed, excited*)

The queen **obliterated** the dwarf with a gesture and nodded to Ranofer. (*to remove or destroy all traces of*)

They had almost reached the door when a **peremptory** voice stopped them. (*expressive of urgency or command*)

His manner was **impassive** and assured. (*giving no sign of feeling or emotion*)

The sky was flaming when the door of the room behind him opened and Qa-nefer beckoned him **imperiously**. (*in a commanding, dominant, lordly manner*)

Ranofer lifted wide, **incredulous** eyes. (*indisposed to admit or accept what is related as true*)

"Your Majesty," he said **tremulously**, "could I have a donkey?" (*affected with fear or timidity*)

Cultural Literacy

cedarwood: large evergreen trees with fragrant, durable wood. The people of early Middle East civilizations used it for building palaces, ships, temples, and tombs.

ebony: hard, black wood. This wood can be polished to an almost metallic luster. Ebony is used mainly for black piano keys, flutes, handles of knives and brushes, wood inlays on furniture, and other ornamental objects.

leopard pelt: the skin of a leopard. A leopard is a large member of the cat family. Only the lion and tiger are larger. The coat of most leopards is light tan with many dense black spots. The tail has dark rings around it. The handsome markings of the leopard make its fur valuable for coats.¹⁸

anteroom: a room placed before or forming an entrance to another and often used as a waiting room.

"a veritable pharaoh of a donkey": possessing the characteristics of a king among donkeys; the finest.

High Chamberlain: manages the household of a king or great noble.

surgeons of Egypt: Egyptian surgeons were known throughout the world for their skill. Documents from ancient Egypt have been found that prove that they knew much about medicine that was forgotten or not passed down for hundreds of years, until it was re-discovered in more recent history 📖.

To Discuss After You Read

- Q: How must Ranofer prove he is telling the truth? Why does this work?
- A: *he must tell the queen what object was leaning against the north wall of the burial chamber—which was her father's staff. Only people who had been inside the chamber would know the answer to her question*
- Q: Why does Ranofer's requested reward make the court laugh? What does the request tell you about Ranofer?
- A: *when Ranofer could ask for anything from the queen, he simply asks for a donkey so he can carry out his previous plan to be apprenticed to Zau. His request shows how pure, simple and humble his heart truly is*
- Q: How does Ranofer decide on the direction underground?
- A: *the coffins point west—toward the Land of the Gods ■*

18. 2003 *World Book Encyclopedia* (World Book, Inc.: Chicago, 2002).

"One Year World History"—Scope and Sequence: Schedule for Topics and Skills

Week	Memory Work	Bible Reading	History	Geography	Biography
1	Psalm 90:1–2	What You Should Know About the Bible	Early Man; Mesopotamia; Early Civilizations; Egyptians; Daily Life; Summerians; Ammorites	<i>Fertile Crescent; Egypt; Mesopotamia; Middle East; China; Central America</i>	
2	Psalm 90:1–4	What's In Our Bible?	Mesopotamia; Invention of Writing; Egyptians; Minoans	<i>Mediterranean; Egypt; Middle East; Memphis; Ithaca</i>	
3	Psalm 90:1–6	In the Beginning	Mycenaeans; Ammorites; Hittites; Canaanites and Philistines; Hykos; Desert; Nomads and Jews	<i>Mediterranean; Middle East; Israel; Canaan; Red Sea</i>	Abraham; Ramses; Samuel; Saul
4	Psalm 90:1–9	God Creates Man and Woman	Egypt, Greece, Trojan War; Greek Mythology; Philistines	<i>Greece; Troy; Jerusalem; Euphrates; Babylon</i>	Alexander the Great; Homer; Cleopatra; Solomon; David
5	Psalm 90:1–11	Father Abraham	Hebrews; Phoenicians; Spartans; Olympics; Rome; the First Marathon	<i>Phoenicia; Sparta; Mediterranean; Northern Africa; Marathon; Lycia; Troy</i>	Alexander the Great
6	Psalm 90:1–13	Safe in Egypt	Assyrians; Persian Empire	<i>Babylon; Jerusalem; Persia; Greece; Rome</i>	Sennacherib; Cyrus; Assur-bani-pal; Nebuchadnezzar
7	Psalm 90:1–15	Freedom from Slavery	Buddhism; Mohenjo-Daro; Indus Valley; Ancient China; Confucius	<i>Japan; Asia</i>	King Darius; Xerxes; Alexander the Great; Gautama Buddha; Confucius
8	Psalm 90:1–17	Law and the Holy Tent	Han Empire; Silk Road; Jomon Period; Buddhism; Olmecs; Mayans	<i>Gaul; Japan; India; Peru; Mexico; Greece; Athens; Axum</i>	King Ezana; Gautama Buddha; St. Patrick
9	1 Corinthians 13:1–2	Living in the Wilderness	Celtic Civilization; Rome becomes a Republic; Persian Empire; Greeks & Persians	<i>Gaul; Sparta; Persian Empire; Marathon; Athens; Greece</i>	Darius
10	1 Corinthians 13:1–4	Victory	Greek Golden Age; Parthenon; Peloponnesian Wars; Alexander the Great	<i>Athens; Greece; Sparta; Macedonia; Scandinavia</i>	Pythagoras; Socrates; Alexander the Great; Aristotle; Charlemagne
11	1 Corinthians 13:1–6	When Judges Ruled	Scythians; First Punic War; Second & Third Punic Wars	<i>Greece; Egypt; India; Alexandria; Italy; the Alps; Carthage; Rome; Spain; Japan; North Korea</i>	Alexander the Great; Philip of Macedonia; Hannibal
12	1 Corinthians 13:1–8	Israel's First King	The Roman Empire; Imperial Rome	<i>Britain; Rome; Egypt; Spain; France</i>	Julius Caesar; Virgil, Horace, Augustus Caesar; Octavius
13	1 Corinthians 13:1–10	Israel's Greatest Kings	Jesus and the first Christians; Christianity in Rome; Tyranny of Nero; Destruction of Jerusalem; the Jewish vs. the Christian faith	<i>Rome; Pompeii; Israel; Jerusalem</i>	Jesus Christ; Stephan—first martyr; Theodosius; Nero; Titus, Marcus Aurelius
14	1 Corinthians 13:1–13	Worship and Be Wise	Christianity in AD 200-300; The Byzantine Empire; Barbarians; Huns & Germans; The fall of Rome; Dark Ages; Middle Ages; Visigoths & Vandals	<i>Constantinople; Rome; Europe; Africa; Gaul</i>	Constantine; Attila the Hun; Odoacer

(continued on the following page)

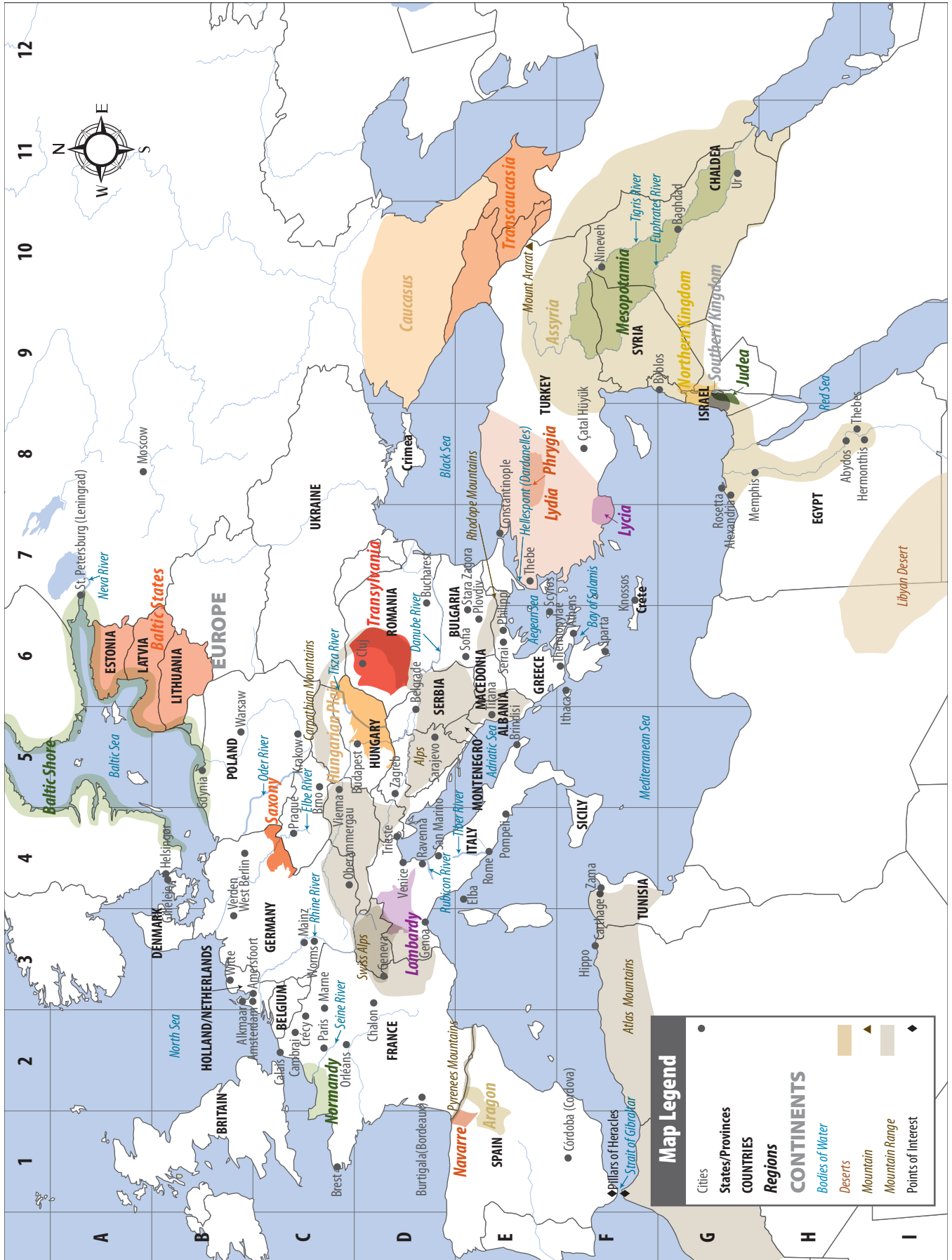
Week	Memory Work	Bible Reading	History	Geography	Biography
15	Psalm 15:1–3	Kings and Prophets in Israel	The Byzantine Empire; the influence of gunpowder; Barbarian kingdoms; Monks	<i>Europe; Byzantine Empire; Morocco</i>	Justinian; King Arthur; Benedict
16	Psalm 15:1–5	Adventures of Elijah and Elisha	Arabs conquer North Africa; Beduins; Islam; Arab, Muslim and Christian innovations; Muslim culture; The Dark Ages	<i>Mediterranean Nations; India; Africa; Mecca</i>	King Ezana of Ethiopia; Muhammad; Charlemagne
17	Psalm 15:1–5	Kings and Prophets in Judah	Holy Roman Emperors; Anglo-saxon kings; Vikings in America	<i>Eastern Europe; Denmark; Barbados; Bermuda; North Atlantic; America</i>	Charlemagne; King Alfred; Leif Erikson; Queen Elizabeth
18	Exodus 20:1–2	In a Strange Land	Vikings; Medieval Weaponry, castles and the feudal system; Knights; European society in the Middle Ages	<i>Newfoundland; Ireland; Greenland; Russia; Britain</i>	
19	Exodus 20:1–4	Rebuild Jerusalem and Wait	Middle Ages: Merchants, Government; Norman Conquests; The Battle of Hastings; The Crusades	<i>Baltic Sea; Normandy; France; Hastings, England; Jerusalem</i>	William the Conqueror
20	Exodus 20:1–6	The World of Jesus	The Crusades; Three Kingdoms of Africa; Gothic Architecture; Cathedrals	<i>Europe; Jerusalem; Africa; Morocco; Portugal; Tokyo</i>	King Richard; Mansa Musa; Sunni Ali Ber; Matsuo Basho
21	Exodus 20:1–8	Jesus' Birth and Boyhood	Medieval art; The Magna Carta; Scottish Independence; Duchy of Burgundy; War of the Roses; Hundred Years' War; Mongols; The Silk Route	<i>England; New York State; France; China; Mongolia; Tokyo</i>	Edward I; William Wallace; Robert Bruce; Edward II; Tudors; Richard III; King Henry VII; Alexander the Great; Genghis Khan; Kublai Khan; Marco Polo
22	Exodus 20:1–10	Jesus' Baptism and Temptation	Tartars; Russians; Moors; Black Death; Hundred Years' War; Vandals; Arab Muslims expand their territory; Mamelukes	<i>Spain; Hungary; Portugal; France; Northern Africa; West Africa; India; Southeast Asia</i>	Vladimir, Prince of Kiev; Holy Roman Emperors; Stephan; Teutonic Knights; Joan of Arc; Justinian
23	Exodus 20:1–12	The Power and Love of Jesus	Hindu Kings; Pacific Islanders; the printing press; Muslims conquer Constantinople; end of the Middle Ages; the Ottoman Empire	<i>Yorktown; The New World; Portugal; Spain; Genoa; Italy; China; West Indies</i>	Johann Gutenberg
24	Exodus 20:1–14	The Parables and Teachings of Jesus	Age of Discovery: Europeans travel the world extensively in search of trade routes; Aztecs & Mayans; Incans; Toltecs	<i>Explorers' Routes; Europe; Tenochtitlán; Central America; Ireland</i>	Christopher Columbus; Vasco da Gama; John Cabot; Vasco Núñez de Balboa; Magellan; Juan Ponce de Leon; Montezuma II; Hernando Cortés; Francisco Pizarro; Amerigo Vespucci
25	Exodus 20:1–16	Disciples and Followers of Jesus	East Africa; European Renaissance; the Ottoman Empire	<i>East Africa; Geneva; Hungary; Europe,</i>	Michelangelo; Raphael; Leonardo da Vinci; Sir Francis Drake
26	Exodus 20:1–17	Enemies and Opponents of Jesus	Catholic and Protestant Church split; The Reformation; Spanish Armada; St. Bartholomew's day Massacre; Elizabethan Era	<i>Europe; Virginia; North Carolina; English Channel; India</i>	Martin Luther; King Henry VIII; John Calvin; Queen Elizabeth I; Sir Walter Raleigh; William Shakespeare

(continued on the following page)

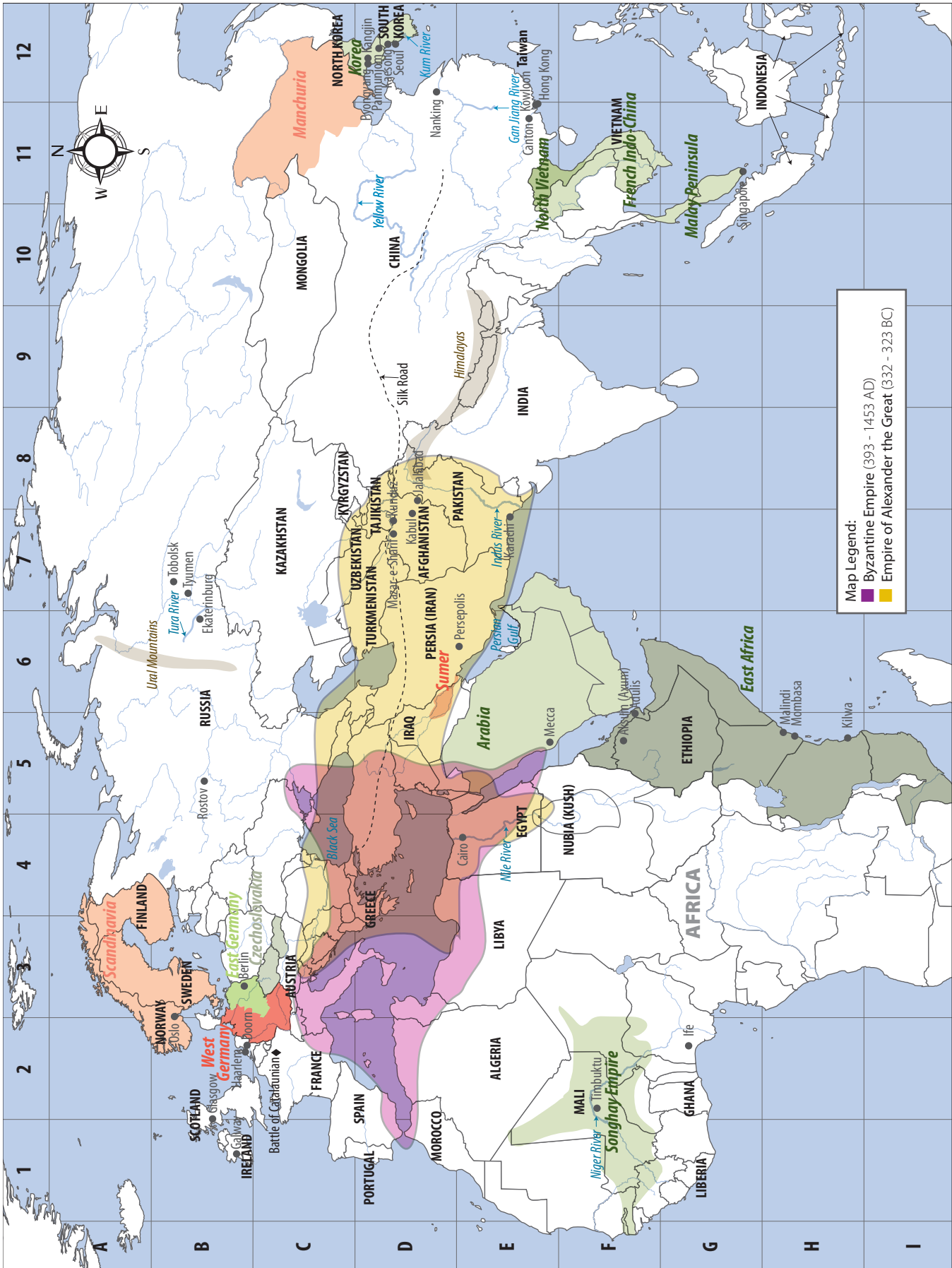
Week	Memory Work	Bible Reading	History	Geography	Biography
27	Poem	The Death and Resurrection of Jesus	King James Bible; England's Glorious Revolution: introduction of parliamentary government; The plague in England; Great Fire of London; English Bill of Rights; Thirty Years' War, Treaty of Westphalia	<i>London; Moscow; Holy Roman Empire; Romania</i>	King James I; Cromwell; King Charles II; Louis XIV
28	Poem	The Church Begins	Changes in Russia; The Seven Years War	<i>Russia; Prussia; Austria</i>	Sun King; Louis IX; Peter the Great; Frederick the Great; Catherine of Russia
29	Poem	The Church Grows	Colonization of America; The Slave Trade; British control of India; Agricultural Revolution; American Revolution; Battle of Saratoga; Declaration of Independence	<i>Europe; South Seas; North America; American Colonies; England; France,</i>	Benjamin Franklin; Thomas Jefferson; George Washington
30	Poem	Paul's Missionary Adventures	French Revolution; Reign of Terror; Napoleon's Empire; Toussaint L'Ouverture; South American Independence	<i>South America; Central America; North America; Norway</i>	Napoleon Bonaparte; Simon Bolivar; Adolf Hitler
31	Poem	Under Arrest!	Mexican Independence; History of Classical Music; Victorian Age; Crimean War; Western trade with Asia; American Civil War	<i>South America; Mexico; England; Japan; North America; North Korea</i>	Simon Bolivar; George Frideric Handel; Johann Sebastian Bach; Wolfgang Amadeus Mozart; Ludwig van Beethoven; Wilhelm Richard Wagner; Queen Victoria; Florence Nightingale
32	Poem	Paul's Letters to Troubled Churches	European states unite to form modern nations; Franco-Prussian War; Modern Inventions; Industrial Revolution; European control of Africa; Western Expansion of the United States	<i>Europe; Japan; Korea; Hawaii; the Philippines; Cuba; Indonesia</i>	Inventors: James Watt, George Stephenson, Robert Fulton, Samuel F.B. Morse, Alexander Graham Bell, Thomas Alva Edison, The Wright brothers, Guglielmo Marconi; Brother Andrew
33	Proverbs 3:1–3	Paul's Letters to Strengthen Christians	Chinese Dynasties; World War I; The Russian Revolution; Treaty of Versailles; League of Nations; Great Depression	<i>Yugoslavia; Nations involved in WWI; Switzerland; Italy; Japan; Manchuria; China; Ethiopia; Spain; Russia; Germany; Iron Curtain</i>	Franklin D. Roosevelt
34	Proverbs 3:1–6	Letters to Young Leaders	China: the People's Republic, Great Leap Forward, Cultural Revolution; The Great depression; World War II: causes, significant U.S. Battles, alliances, fascism	<i>Nations involved in WWII; British Empire nations; places impacted by WWII; Area controlled by Germany and Japan</i>	Winston Churchill, Adolf Hitler
35	Proverbs 3:1–9	Letters to Encourage Christians	Civil Disobedience; Changes after World War II; India's Independence; African Independence; Protestant missionaries; Communism; Russian Revolution; USSR & Communist Russia; Korean War; Viet Nam War	<i>Ghana; Kenya; Algeria; Bahamas; Jamaica; Philippines; Communist nations; Afghanistan</i>	Mahatma Gandhi; Stalin
36	Proverbs 3:1–12	Things to Come	Conflict in the Middle East; Cold War; Space Race; Fall of Communism; Our World Today	<i>Russia; China; Middle East; Communist nations; United States</i>	

One Year World History—Map 1

© 2020 by Sonlight Curriculum, Ltd. All rights reserved.

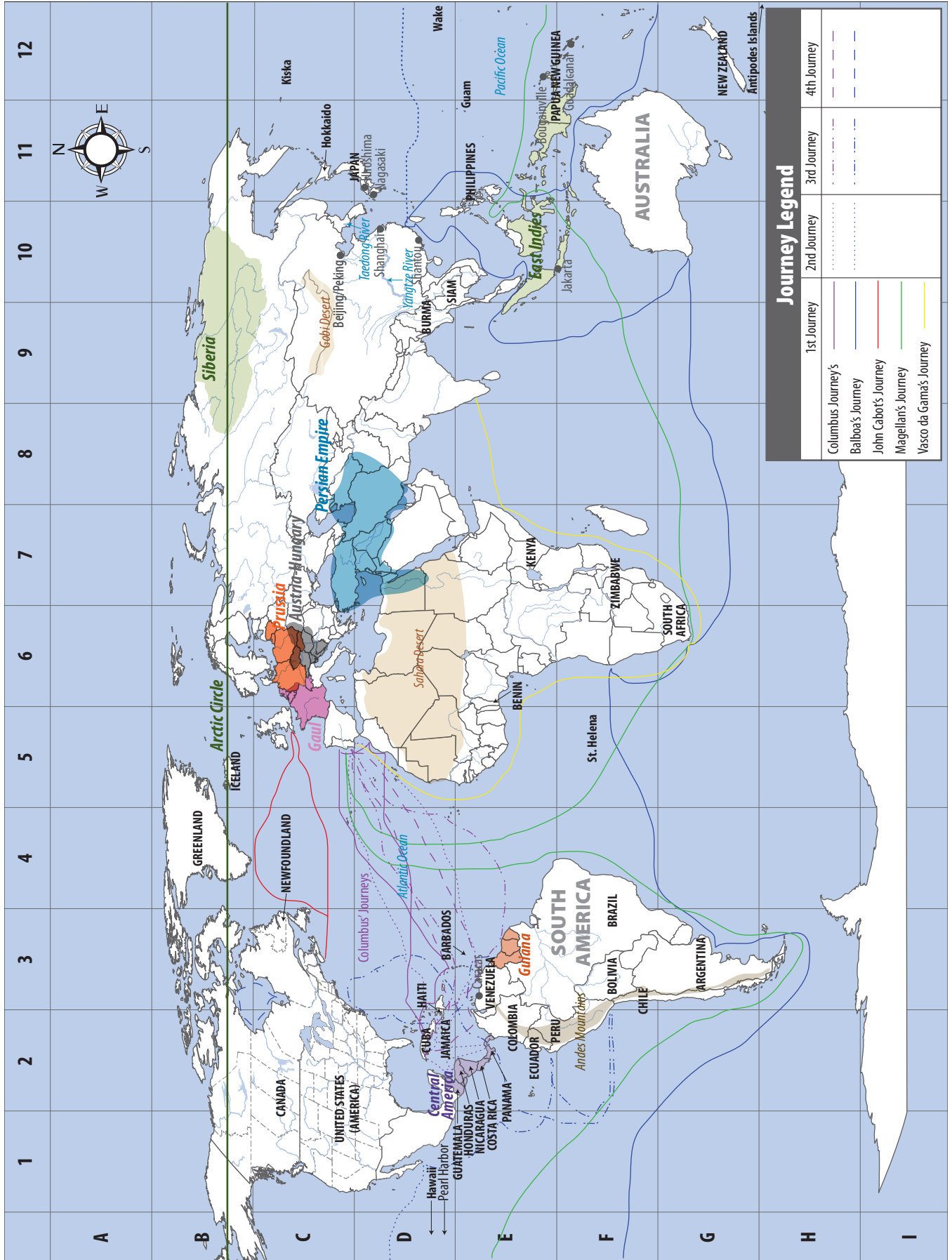


One Year World History—Map 2



One Year World History—Map 3

©2020 by Sonlight Curriculum, Ltd. All rights reserved.



Journey Legend				
1st Journey	2nd Journey	3rd Journey	4th Journey	
Columbus's Journeys	
Balboa's Journey	
John Cabot's Journey	
Magellan's Journey	
Vasco da Gama's Journey	

SONLIGHT

2020-2021 CATALOG



Request **A FREE COPY!**

SONLIGHT.COM