
















Week 1—Schedule					
Date:	Day 1 ¹	Day 2 ²	Day 3 ³	Day 4 ⁴	Day 5 ⁵
Bible					
<i>Bible Study Sampler</i>	pp. 7, 9	p. 10	p. 11	p. 12	p. 13
<i>Why Pray?</i>	Day 1, p. 26	Day 2	Day 3	Day 4	Day 5
Memorization	Our first memorization/public speaking passage is Psalm 139. It will be due on Week 12 as a public speaking presentation to a live audience. Read Psalm 139 five times this week — once each day; memorize vv. 1 & 2. Do you know the meanings of all the words in the passage as a whole? Do you understand what the passage as a whole is about?				
History, Geography & Biographies  ¹					
<i>A History of US, Book 1</i>	chaps. 1–3	chaps. 4–5 ➤ 	chaps. 6–8 ➤ 	chaps. 9–10 ➤ 	chaps. 11–12
<i>Peace Child</i>	chap. 1 ➤ 	chap. 2	chaps. 3–4	chap. 5 ➤ 	chap. 6
Current Events 	Days 1–5: See instructions in the notes on the next page. Seventh Grade: Two reports; at least one of international concern. Eighth & Ninth Grade: Three reports; at least two of international concern.				
Literature ¹					
<i>Cameron Townsend</i>	chaps. 1–3	chaps. 4–5	chaps. 6–7	chap. 8	chaps. 9–10
<i>A Treasury of Poetry for Young People</i>	pp. 9–13	p. 14	p. 15	pp. 16–17	
Language Arts					
Creative Expression 	Literary Analysis Overview & Character Sketch				
Spelling  ¹					
Alternative Spelling  ¹	Pretest 	Write 	Write 	Sentences 	Posttest 
Optional: Wordly Wise 3000-8	Exercise 1A		Exercise 1B		Exercise 1C
Physical Education					
Other Notes					

¹ Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud Study Guide sections are ordered alphabetically by book title.

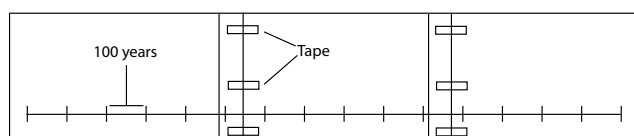
Study Guides

Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud Study sections ordered alphabetically by book title.

History

Timeline Instructions

You should either use the timeline sold by Sonlight Curriculum, or make a timeline for the wall of your room using 8½" x 11" paper (taped sideways, end to end), one inch for every 100 years or so.



Timelines are helpful because not every book we read will be in chronological order. When we read them and mark dates on our timeline, we are better able to understand how events fit together: which things occurred at the same time; which things came first, and which things came later.

Use color markers, pens and pencils and write on the timeline the names and dates of significant events, persons, etc. Maintain this discipline throughout the year.

Besides identifying dates and time periods for each person or event listed, please also be able to identify the *significance* of these people and events.

Markable Map

Throughout the year, we will provide Markable Map suggestions (printed in **bold** type) from your assigned reading in your History books and Literature. These suggestions will be provided weekly in your History and Literature Study Guides. Use your map to indicate the places you are studying. Mark them with a washable pen. We recommend Vis-a-Vis® pens.

Current Events

We believe students need to learn 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.

The "textbook" for your children's study of current events should be articles found in current newspapers and magazines.¹

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 to explain why they believe and feel as they do. Once each week, by Day 5, students must report 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 reports each week. In eighth and ninth grades, they should make three reports.

Note to Mom or Dad: Though you may make these written assignments, it is not *our* expectation that you will require your children to write these reports. We have always simply required *oral* presentations...

How to "Teach" Current Events

I must confess: I had not thought to require any current events reports from Amy, our eldest, before she entered eighth grade. In eighth grade, however, I told her what I wanted: three reports per week, two of international significance, and one of broad or narrow significance as she saw fit.

I was appalled with her response.

For ten weeks we seemed to play a cat-and-mouse game of her telling me about such things as a murder that had been reported in our local newspaper or the final score of some major sporting event. If I pushed her, she would describe something of interest she had read in Focus on the Family *Citizen* magazine or some mild human interest story from *Reader's Digest*. But when it came to matters of international significance — the war in the Balkans, civil unrest in India, the progress of affairs in South Africa, Kuwait, Somalia, the former Soviet Union — she would conveniently "forget" the assignment ("Oh. I haven't read one recently ...") or fail to have an adequate source ("But we only get the newspaper on the weekends, and ...") or ...

¹ Many people wonder what magazines or newspapers we might suggest that could provide a broader, more well-rounded perspective on current events than those to which they are currently subscribing. See Appendix 1 (Section Three: Appendices in this guide) for a brief listing.

Finally I told her, “Amy, I don’t care how you do it — I’m willing, even, to read the article with you, but you must give me a report concerning something of international significance.”

With great reluctance she agreed to let me read an article to her. She would then summarize what we had read.

As I began to read this first article about something of significance to people in another country (South Africa), I soon realized why Amy had so steadfastly refused to read such articles or give me reports about international events. In that one article, there were at least 10 or 15 names and events about which Amy knew nothing. “Apartheid” was mentioned; Nelson Mandela and the African National Congress (ANC) figured prominently; Mandela’s wife, Winnie, received a passing mention (though not by name); Mangosuthu Buthelezi and the Zulu-dominated Inkatha Freedom Party were part of the article; so was South Africa’s president at the time, F. W. deKlerk.

As I read, it became clear to me that Amy knew virtually nothing about any of these names, groups, concepts, or practices. How could she possibly read the article with understanding? She couldn’t. It seemed as if every other word throughout the article referred to something about which she knew nothing.

Think about it. Do your children recognize the name Charles de Gaulle? How about François Mitterrand? Tiananmen Square? European Economic Union? Does he know the significance of the year 2002 to Europe? Does he know about EMU? Does he know what the yen is? Does he understand the meaning of “balance of payments” or Gross Domestic Product? How about the significance of those terms?

If your children are unfamiliar with such names, dates, events, and terms, is he likely to enjoy reading international news? I would guess not.

Before we started, I thought Amy and I could whip through that first article on South Africa. It was only one regular-sized magazine page long. But it took us close to 40 minutes to read that page: there was that much background information I needed to give her!

After that first experience, Amy and I maintained a similar practice: we browsed through a current news magazine (my favorite is *The Economist* because of its depth and breadth of coverage as well as its amazing use of the English language); we chose an appropriate-looking article, then started reading. I read the article *out loud* ... to Amy, my eighth grader. (I make a point of Amy’s age and the fact that I read because I think there ought to be no shame in this. If our sons or daughters need our help — and Amy clearly needed mine — then we ought to give it to them.

By helping them now, we reduce the need for us to help them later [at a time when it may be even more embarrassing to offer such aid].)

As I read, I often asked Amy whether she understood what the author was talking about. (Sadly, often, she did not.) If I came across an uncommon or unfamiliar term, I explained it. I tried to give her whatever historical, cultural, and other background I could as well as to talk about what appeared to me to be parallel situations with which she might have been familiar from her studies of history or other cultures.

This “reading” process was rather slow, but it enabled Amy to understand what she would have otherwise never understood, it gave her a wealth of information she would otherwise know nothing about, and — praise God — from my perspective, it enabled me to pass on to my daughter a perspective on the world and world events that no one else could possibly give her... .

After we finished reading, I had Amy try to summarize what we read/what she had heard.

Occasionally, toward the end of the year, Amy came to me with an article she had already read. She then summarized the story.

Personally, I have found that the best time to hold current event discussions is either over the dinner table or, for older students, during our daily student-teacher time.

There is no reason you must follow our example; this is simply what I (or we) have found helpful for our family and in our schedule.

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 in the future to read articles about the same people or the same or related events.

“Great,” says your children. “Just what I need. An assignment to read the newspaper so I can read the newspaper in the future!”

That’s right!

“But why do I need to know about Europe and 2002? What do I care about the GATT?” — These are the kinds of questions my daughter asked me when we began requiring current events reports from her. “Look,” she said, “the news about President Clinton and about the murder that took place yesterday down in Denver, or the fact that the Rockies won: that’s interesting. But this other stuff ... !”

Perhaps we could extend this reasoning. Who cares that a murder took place in Denver (or wherever)? Or what

does it matter that a certain baseball (football, basketball, or other) team won a game? Who cares about anything? Why should we be concerned about anything besides our local community ... or our own family, for that matter? These are fair questions.

Before answering them directly, I want to acknowledge that it is at least theoretically possible to become over-informed. I can imagine there are a few people in this world who spend so much time listening to the news and “being informed” that they never have time to do anything useful.

But most of us are in another position. We are neither informed nor are we engaged in so many useful activities that we cannot possibly afford the time to become informed. We are simply selfish. We prefer to be entertained rather than to be informed and to act on what we know.

God hasn’t placed us in this world for the purpose of being entertained. God has placed us here to act as His ambassadors of light in “a crooked and perverse generation.” He wants us to bring every people group and every area of life under His control.

Now, none of us can possibly do this job by ourselves. This is something God has given all of us to do together. In other words, we need each other.

In turn, this means that, on the one hand, none of us needs to know about everything that happens in the world: God knows that. Even if it were possible for us to know everything, it would be impossible for us effectively to use so much information. At the same time, however, since God hears our prayers, if we pray for our brothers and sisters elsewhere in the world and if they pray for us, and since God answers our prayers, we (and they) can help each other do our respective tasks by praying.

But how will we pray — and especially, how will we pray effectively — if we don’t know anything about our brothers and sisters elsewhere in the world? Reading the news can help us know what they are going through, what they are experiencing, and what they might appreciate us praying about.

So our first reason for keeping up on current events is so we can 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.” Then again, we see that some people enjoy certain blessings that we

do not. As the Apostle Paul said concerning the Jews as they looked at the Christians, perhaps we will be stirred to a righteous envy. Then again, a study of current events may help us see that we enjoy certain blessings that others don’t. Perhaps we will learn to keep our mouths shut when we think we “have it so bad.” Finally, 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 the direct benefits we and our brothers and sisters around the world enjoy because we keep up on current events, 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 open our minds to all manner of options we would otherwise never consider.

Note to Mom or Dad: We have scheduled the 3rd edition (2003 edition) of *A History of US* in our schedule pages. You may have purchased an earlier edition of the Hakim series (1st or 2nd edition) and plan to use it with Sonlight’s most recent edition of *American History In Depth* Instructor’s Guide and Notes. There are only slight differences and a little extra material in the new 2003 (3rd) edition of *A History of US* (you will see some additional notes in the History Study Guide which apply *only* to the 2003 edition). To accommodate your possible use of an earlier edition of Hakim, we have placed an alternate schedule on the schedule pages in a couple of places (weeks 16 and 31–36) to match the earlier editions.

Creative Expression

Please read the Literary Analysis Overview, located in Section Three: Appendix 18, before you read this week’s Creative Expression assignment or start *Cameron Townsend*. **Note to Mom or Dad:** Because the Creative Expression assignments are tied closely to the books you will be reading, each week’s Creative Expression assignment can be found at the end of the Literature Study Guide notes for the book to which it corresponds. For example, this week’s assignment, “Character Sketch,” can be found at the end of the Literature Study Guide notes for *Cameron Townsend*.

Spelling

Spelling

Your schedule includes a blank “Spelling” line. Please use this line to record the lessons you’ve completed in whatever spelling program you’ve chosen to use.

Alternative Spelling

We used to have our own spelling program in the upper grades. It consisted primarily of this list of 500 of the most commonly misspelled words in American English. We thought, if you hadn’t purchased another program, then this list might still be of some help to you; why delete it? So here it is. Use it or ignore it at your pleasure.

Here is the way we suggest you go about using these words.

Day 1: Take a pretest. Read the spelling words for the week to your children. Have them write the words and see how many they can spell correctly without seeing them first.

Days 2 & 3: Have your children write out each of the words three times. If any are spelled wrong on Day 1, have your children write the misspelled words ten times.

Day 4: Have your children incorporate each spelling word into a sentence, making sure they use the word in the proper context.

Day 5: Take a posttest. Read the spelling words to your children. They may either recite them orally or write them as you say them. We suggest any misspelled words be added onto the next weeks spelling words.

Words

absence, academic, accept, access, cafeteria, calendar, campaign, dangerous, deceive, ecstasy, facilities, ignorance, pamphlet, pandemonium ■

Week 18—Schedule					
Date:	Day 186	Day 287	Day 388	Day 489	Day 590
Bible					
Bible Study Sampler	p. 94	p. 95	p. 96	p. 97	p. 98
Evidence for Jesus	pp. 99–102	pp. 102–107	pp. 107–109	pp. 110–114	pp. 114–117
Memorization	Continue working on your speech. When you finish this week, you should be halfway toward your goal of memorizing the entire speech. It is time now to work on hand gestures and body motions. Make notes about these motions.				
History, Geography & Biographies					
A History of US, Book 6	chaps. 10–11 ➤ <input type="checkbox"/>	chaps. 12–13 ➤ <input type="checkbox"/>	chaps. 14–15	chaps. 16–17	chaps. 18–20 ➤ <input type="checkbox"/>
Special	Days 1–5: Read Appendices 6 and 7 (Jefferson Davis’ and Abraham Lincoln’s inaugural addresses), 8 and 9 (the same two men’s messages to their respective congresses) or 10 and 11 (Southern Presbyterian statement on slavery and a correspondence between Horace Greeley and Lincoln).				
Dragon’s Gate	chap. 8 ➤ <input type="checkbox"/>	chap. 9	chap. 10	chap. 11	chaps. 12–13
Current Events	<input type="checkbox"/>				
Literature					
Sounder	chap. 1	chaps. 2–3	chaps. 4–5	chaps. 6–7	chap. 8
A Treasury of Poetry for Young People	p. 135	pp. 136–137	p. 138	p. 139	p. 140
Language Arts					
Creative Expression	A Matter of Perspective				
Spelling					
Alternative Spelling <input type="checkbox"/>	Pretest <input type="checkbox"/>	Write <input type="checkbox"/>	Write <input type="checkbox"/>	Sentences <input type="checkbox"/>	Posttest <input type="checkbox"/>
Optional: Wordly Wise 3000-8	Exercise 10D		Exercise 10 E		Exercise 11A
Optional: Analogies 1					Unit D, p. 36 (answers p. 57)
Physical Education					
Other Notes					


Week 18—Notes

Spelling

Alternative Spelling

Words

mathematics, theories, considerable, piece ("May I have a piece of that peach pie, please?"), peace ("They all cried, 'Peace! Peace!' but there was no peace."), planned, manufacturing, marriage, therefore, hurriedly, consistent, picnicking, hygiene, desert ("You could die of thirst out on the desert."), dessert ("What a delicious dessert!") ■

Week 36—Schedule					
Date:	Day 1176	Day 2177	Day 3178	Day 4179	Day 5180
Bible					
<i>Bible Study Sampler</i>	p. 184	p. 185	p. 186	p. 187	p. 188
<i>The Bible Jesus Read</i>	pp. 211–213	pp. 214–219	Think about what the author is saying and write down what it means.		
Memorization	Memorize Matthew 5:46–48 this week. Review vv. 17–20 and 38–45. Seek to present them all together to your family or Sunday school class.				
History, Geography & Biographies 1					
<i>A History of US, Book 10</i> (rev. 3rd edition)	chaps. 42–43	chaps. 44–45 ➤ □	chaps. 46–47	chaps. 48–49	3rd ed: chaps. 50–52
					rev. 3rd ed: chaps. 50–53
<i>A History of US, Book 10</i> (2nd edition)	chap. 38 ➤ □	chaps. 39–40 ➤ □	chaps. 41–42	chaps. 43–44	chaps. 45–46 ➤ □
<i>The Cross and the Switchblade</i>	chap. 15	chaps. 16–17	chaps. 18–19	chaps. 20–21	chap. 22–Epilogue
Current Events	□				
Literature 1					
<i>Dear Mr. Henshaw</i>	pp. 1–44	pp. 45–87	pp. 88–134		
<i>The Green Book</i>				chaps. 1–3	chaps. 4–7
<i>A Treasury of Poetry for Young People</i>	pp. 276–277	pp. 278–281	p. 282	p. 283	
Language Arts					
Creative Expression	To Whom It May Concern				
Spelling					
Alternative Spelling 	Pretest □	Write □	Write □	Sentences □	Posttest □
Optional: <i>Wordly Wise 3000-8</i>	Crossword p. 170				
Physical Education					
Other Notes					
You're all done!					

¹ Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud Study Guide sections are ordered alphabetically by book title.

Week 36—Notes

Spelling

Alternative Spelling

Words

oppose, parallel, useful, disciple, primitive, symmetrical, temperature, lengthening, awhile, a while ("A while is a noun; it is a period of time. Awhile is an adverb; it tells how long someone did something."), changeable, basis, medicine, perceive ■

A History of US, Book 2

Preface—Chapter 1

- Tigris River ❶; Euphrates River ❷; Fertile Crescent ❸; Canaan ❹; Mecca ❺ (map 1)
- Gibraltar ❶; Iberian Peninsula (now Spain and Portugal) ❷ (map 3)

What is the difference between a democracy and a republic? (*Democracy means the people's rule. Every citizen votes on all laws and issues. A republic is a representative democracy. The citizens do not vote on every law; instead, they elect representatives to vote on the major laws that govern the people.*)

Which two major religions are discussed in these pages? (*Christianity and Islam*)

In what country did the Renaissance begin? (*Italy*)

What were some of the things that happened in 1607? (*a comet appeared — later to be known as Halley's Comet; the seeds of the United States were sown*)

Why did people in the 1600s know the names of the stars and planets? (*the lack of pollution and city lights to dim the celestial objects made them very visible and appealing to people. Also, since most people could not afford candles, they did not have anything else to do in the evening when it got dark*)

What was happening in Europe in the early 1600s regarding religion and the economy? (*religion was changing back and forth from Catholicism to Protestantism [especially in England]. Spain had gone bankrupt. Queen Elizabeth of England had died and no one knew what was going to happen to England*)

What did Galileo believe that was so controversial? (*the sun, not the earth, was the center of the universe*)

Unfamiliar Words

Homer — Greek poet and story teller

Iliad and Odyssey — adventure books written by Homer

Virgil — Roman author who put Homer's stories and others into a book

Aeneid — Virgil's book

Mohammed — founder of Islam

Koran — the holy book of Muslims

Moor — the Spanish word for the Muslims who ruled the Spanish portion of the Iberian Peninsula from 711 to 1492

Vocabulary Development

democracy — rule by the people

republic — government by elected representatives

feudal system — system of government in which peasants pledge their loyalty to a lord and perform certain services in his behalf in exchange for the lord's protection

caravel — Spanish sailing ship used during the Age of Discovery

Age of Discovery — mid-1400s to late 1500s

Renaissance — literally: "rebirth"; an historical period in which western Europeans rediscovered and paid attention to the cultures of ancient Greece and Rome

Chapters 2–4

➤ Canary Islands ❸ (map 1)

➤ Thames River ❸ (map 3)

➤ West Indies: Lesser Antilles ❸; Cuba ❷; Haiti ❸; Dominican Republic ❹; Jamaica ❺; Bahamas ❶; Puerto Rico ❸; Martinique ❹ (map 5)

➤ Jamestown ❶; Virginia ❷ (map 2)

Why were English gentlemen especially bad choices for founding a new country? (*they were not trained to work, and they believed they were above work; you cannot found a country if you are unwilling to work!*)

What were youngers? (*young boys who climbed the rigging of ships to set the sails and keep a lookout for land and danger. Often, they were orphans or runaways*)

What were some of the perspectives early Europeans held concerning American Indians? (*that they were savages [i.e., uncivilized], beasts, servants of the devil, part animal and part human*)

Who was the Powhatan? (*Indian ruler or leader over many tribes*)

What was the most important food to the Indians? (*corn*)

What did the men do in Indian societies? (*hunted, fished, and fought*) Women? (*farmed*)

Why did Indians rub bear grease on their bodies? (*it repelled mosquitoes and kept them warm*)

What were the Jamestown settlers supposed to do in the New World? (*find gold and a way to sail to China and Japan; though their charter: to evangelize the Indians*)

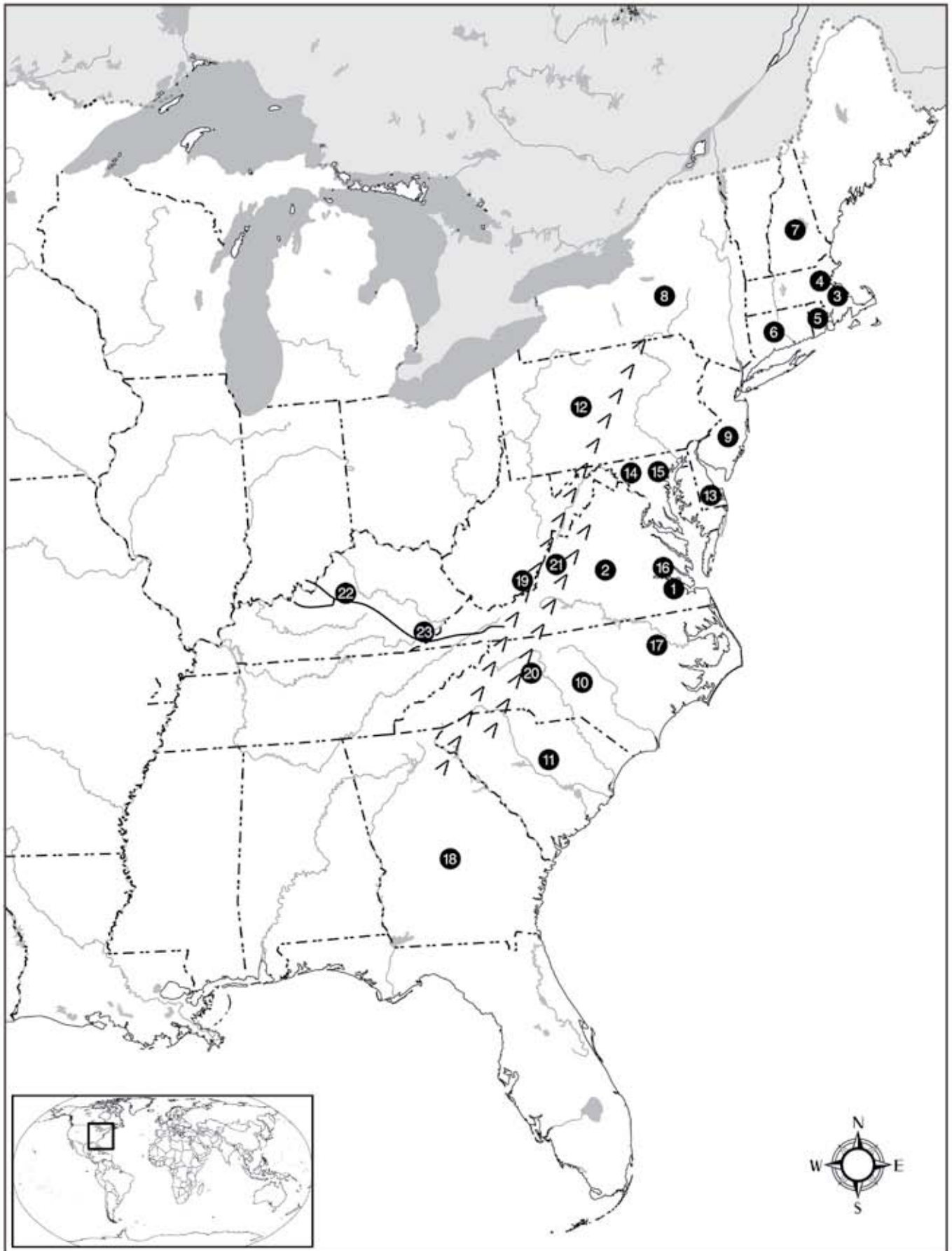
Did the colonists fulfill their purpose? (*no; on no account*)

What was inside the sealed metal box from the London Company? (*six names of those who would become the members of a council for the new settlement*)

Why was the settlement called Jamestown? (*named after the new king, James I*)

Why did they think Jamestown would be a good place to settle? (*easy to defend against Indians and Spaniards. Also, since the water was deep right up to the land they could sail their ships up to the settlement*)

History of US, Vol. 2 - Map 2



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The Adventures of Tom Sawyer

Overview

Mischievous Tom Sawyer knows how to get out of work, get out of discipline, get out of the house at night, and get engaged to the prettiest girl in town. However, when he and his forbidden friend Huckleberry Finn witness a murder, Tom does not know what to do, so he ignores the situation. He and his friends run away to an island for a week, where they live off fish, play in the water, imagine fantastic scenarios, and then, when the week is up, go home in time to witness their funeral. When the framed “murderer” comes to trial, Tom decides to tell all he knows, despite fear of retribution, and the innocent man goes free. Tom and Huck then try to dig for treasure, and unfortunately come across the murderer, but find a fortune. They cannot easily acquire the fortune, though, since the murderer hides it well. Tom gets stuck in a cave for several days, eventually finds his way out, realizes where the treasure is, and he and Huck are wealthy and happy in the end.

Setting

The story takes place around 1845 in a village on the Illinois bank of the Mississippi River, facing Missouri. As you read, think about how time-period details and geographical references impact the story. It will be helpful if you find a map and familiarize yourself with the following:

St. Petersburg, Missouri

Mississippi River

Jackson Island

Illinois

Characters

Tom and Huck are the very definition of “characters.” In fact, they are two of the more famous characters in all of literature. As you read, consider why these characters have become so familiar.

Point of View

This story is told from the third person omniscient point of view. As you read, consider how the story might be different if told from the more personal perspective of Tom or one of the other main characters.

Conflict

What conflict is at the center of the story? Who or what does Tom battle against?

Theme

One of the themes of this story is that boyish escapades win friends’ devotion. Do the conflicts in the story set up and/or support this or other themes?

Chapters 1–2

Old Scratch (*the devil*)

Roundabout (*a short jacket that fits close against the body*)

Pantaloons (*wide, blousy pants*)

... What is that truck? It’s jam, that’s what it is ...

... She was half sorry her sagacity had miscarried ...

... blue-cloth roundabout was new and natty ...

... uncovered an ambuscade in the person of his aunt ...

... at hard labour became adamantine in its firmness ...

... he returned his straitened means to his pocket ...

... with reluctance in his face, but alacrity in his heart ...

Reread Twain’s Preface. Do you think he is telling the truth in the first paragraph? Do you think he succeeds in his hope in the third paragraph?

Aunt Polly says, “Well-a-well, man that is born of a woman is of few days and full of trouble, as the Scripture says, and I reckon it’s so.” Do you agree with her?

Why does Aunt Polly put Tom to work on Saturday? ➡

How does Tom whitewash the fence? ➡

What is Mark Twain’s definition of work and of play? ➡

Chapters 3–4

Doré Bible (*a bible that includes drawings by Gustave Doré who was French artist well-known for his imaginative illustrations*)

... in her power again in this intrepid way ...

... behold it was only a poor little evanescent partiality ...

... and it mightily increased his dismal felicity ...

... Tom was a trifle disconcerted ...

... for he held curls to be effeminate ...

... Mr. Walters was very earnest of mien ...

... much effusion as the Superintendent could pump up ...

What does it mean when the author says Tom “‘hooked’ a doughnut”?

What does Twain mean by “The fresh-crowned hero fell without firing a shot”?

Mary encourages Tom to memorize his Bible passages with what “double pressure”? ➡

The Adventures of Tom Sawyer

Chapters 1–2

truck (worthless stuff or rubbish)

sagacity (discernment, sound judgment)

natty (neat and trim)

ambuscade (a sudden, unexpected attack, an ambush)

adamantine (unyielding, having the hardness of a diamond)

straitened (limited, insufficient)

alacrity (eagerness, quickness)

Why does Aunt Polly put Tom to work on Saturday? (he ate forbidden jam, he played hookey from school, he fought a boy and damaged his clothes)

How does Tom whitewash the fence? (he makes the task difficult to attain, so every boy wants to help; the boys give him treasures for a turn)

What is Mark Twain's definition of work and of play? ("work consists of whatever a body is obliged to do" and "play consists of whatever a body is not obliged to do")

Chapters 3–4

intrepid (courageous, fearless)

evanescent (vanishing like a vapor)

felicity (satisfaction, happiness)

disconcerted (confused, bewildered)

effeminate (like a woman, delicate)

mien (bearing, manner)

effusion (emotion, excitement)

Mary encourages Tom to memorize his Bible passages with what "double pressure"? (Tom's curiosity and his prospective gain)

Why does the author believe various people "showed off" during Sunday School? (all showed off to impress others)

What does Judge Thatcher say is worth more than anything else in the world? (knowledge)

Chapters 5–6

interlarded (inserted)

prosy (dull, matter-of-fact)

fillip (a snap or blow made by pressing the fingertip and thumb together and then quickly releasing the finger)

facetious (playful, humorous)

odious (strong aversion or displeasure)

expectorate (to eject from the mouth by spitting)

pariah (outcast)

ferule (school discipline)

portentous (self-important, pompous)

ostentation (a boastful display to impress others)

How is Tom's church different than yours? (some examples: perhaps no choir, no bell in church to announce service commencement, no extremely long prayers, no pews, an interesting, captivating sermon, probably no dogs wandering about)

Why did mothers of the village hate and dread Huck Finn? (because he was idle, lawless, vulgar, and bad and all the children admired him so)

Chapters 7–8

zephyr (a west wind or gentle breeze)

accoutrements (fighting or adventuring dress or equipment)

Describe Tom's version of engagement. (he thinks a girl tells a boy she will never have anyone other than him for all of life, then they kiss; he does this with many girls)

What can Tom memorize? (not the Bible, which does not interest him, but the exact words from Robin Hood)

Chapters 9–10

ensconced (to settle comfortably)

sublimity (majestic, awe-inspiring)

lugubrious (mournful, gloomy)

Why do you think Dr. Robinson wanted a dead body? (to do research on?)

Who kills Dr. Robinson and why? (Injun Joe because the Doctor did not give him food one night and said he was up to no good; when Injun Joe threatened the young man, the man's father jailed him for vagrancy)

Why do Tom and Huck swear to not tell what they have seen in the graveyard? (if Injun Joe does not hang, he will kill them both)

Chapters 11–12

miscreant (villain, evildoer)

inveterate (long standing habit, deep-rooted)

phrenological (the study of the shape of the skull in order to determine character and mental ability)

clandestinely (secretly)

avariciously (greedy, desirous of gain)