

Quick Start Guide

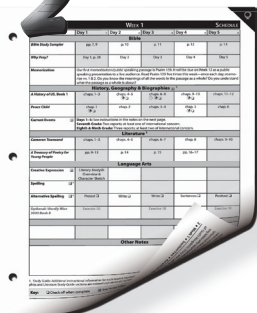
Core Instructor's Guide: Levels 100–400

1 Get to Know Your Instructor's Guide

Your Instructor's Guide (IG) gives you the structure and flexibility to homeschool with confidence. The upper-level IGs help children become more independent in their learning and equip you to be their learning coach. Before you dive into your new Sonlight materials, familiarize yourself with this vital tool. Remember that you are in control of your homeschool; the wealth of information in your IG is here to help you. Only you can decide the right pace for your family. Your IG is a tool to make your life easier as you shape your children's education.

Now let's take a look at your IG's contents, including the Schedule Pages, Notes, Study Guides, and Appendices.

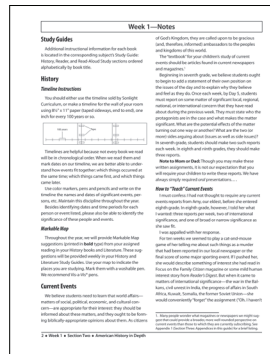
2 Plan Your Schedule and Use Your Notes



The weekly schedules help you plan. You can follow them closely, reorganize them, or merely use them as a springboard for your own plans. Please know you DO NOT have to do everything scheduled in your IG. Find a rhythm that works for you. You

can study every subject every day or focus on one subject at a time.

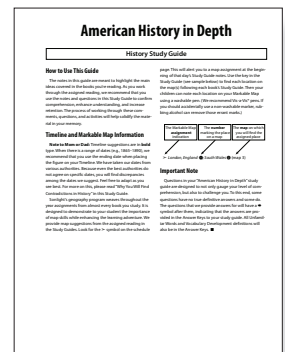
Find thought-provoking Notes for scheduled assignments directly behind your Schedule pages. Use these Notes to spark discussions with your children.



3 Find Help with Study Guides & Appendices

You have helpful Study Guides for most of the books you read. Find them after the large section of Schedule pages. The Study Guides feature vocabulary words, extra historical tidbits, and map and timeline activities to help solidify what your children are learning. The guides contain learning objectives and comprehension questions (with answers), so you can be sure your children understand what they read. They allow you to discuss the books your children read, even if you don't read them yourself. Especially if you're teaching more than one child, the Study Guides are indispensable.

Appendices have extra helps and resources (like a sample plot line and "How to Do a Research Project") to make your job easier.



4 Start Your Journey

Ready? Set? Go! Your Core IG lets you to teach well from the very first day. As you progress, adapt the curriculum to meet your needs. Need to go faster or slower? Need to use more/less than what we offer? Sonlight puts you in control of your homeschool journey and enables you to customize your children's educational experience. Our goal is to make your job easier, help you overcome obstacles, and protect your family's interests. Please contact us if we can help. Visit us at www.sonlight.com/help or call (303) 730-6292.

Subjects for Levels 100–400

- **History:** As your children study chronological History and enjoy historical fiction and fascinating biographies, they'll learn about the key events and people that shaped our world. In particular, Sonlight features historical figures whose character and achievements we want children to emulate. As children study the past, they begin to shape their future.
- **Bible:** Equip your children to study, interpret and apply the scripture to everyday life. Daily Bible readings and thought-provoking supplemental materials help you mentor your children as they grow in Christ.
- **Literature:** Literary classics and more historical fiction add color and depth to your children's history study. Includes the best books that teach your children, stretch their thinking, prepare them for college and foster a true love of learning.
- **Language Arts:** A complete writing program develops the critical thinking, literary analysis and creative-writing skills your children will need to excel in college and effectively engage our culture from a Biblical worldview.

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 ^N 1					
<i>A History of US, Book 1</i>	chaps. 1–3	chaps. 4–5 ➤ <input type="checkbox"/>	chaps. 6–8 ➤ <input type="checkbox"/>	chaps. 9–10 ➤ <input type="checkbox"/>	chaps. 11–12
<i>Peace Child</i>	chap. 1 ➤ <input type="checkbox"/>	chap. 2	chaps. 3–4	chap. 5 ➤ <input type="checkbox"/>	chap. 6
Current Events ^N	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 ^N	Literary Analysis Overview & Character Sketch				
Spelling ^N 1					
Alternative Spelling ^N 1	Pretest <input type="checkbox"/>	Write <input type="checkbox"/>	Write <input type="checkbox"/>	Sentences <input type="checkbox"/>	Posttest <input type="checkbox"/>
Optional: <i>Wordly Wise 3000 Book 8</i>	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, Geography & Biographies and Literature Study Guide sections are ordered alphabetically by book title.

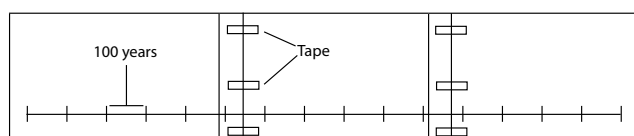
Study Guides

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

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.

read one recently ...”) or fail to have an adequate source (“But we only get the newspaper on the weekends, and ...”) or ...

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 2—Schedule					
Date:	Day 1 ⁶	Day 2 ⁷	Day 3 ⁸	Day 4 ⁹	Day 5 ¹⁰
Bible					
<i>Bible Study Sampler</i>	p. 14	p. 15	p. 16	p. 17	p. 18
<i>Why Pray?</i>	Day 6	Day 7	Day 8	Day 9	Day 10
Memorization	Continue working with Psalm 139. Memorize vv. 1–4. Read the psalm as a whole at least twice this week.				
History, Geography & Biographies ¹					
<i>A History of US, Book 1</i>	chaps. 13–15 ➤ <input type="checkbox"/>	chaps. 16–17 ➤ <input type="checkbox"/>	chaps. 18–20 ➤ <input type="checkbox"/>	chaps. 21–22 ➤ <input type="checkbox"/>	chaps. 23–25 ➤ <input type="checkbox"/>
<i>Peace Child</i>	chap. 7	chap. 8	chap. 9	chaps. 10–11	chap. 12
Current Events	Same instructions.				
Literature ¹					
<i>Cameron Townsend</i>	chaps. 11–12	chaps. 13–14	chaps. 15–16	chaps. 17–18	chaps. 19–20
<i>A Treasury of Poetry for Young People</i>	p. 18	p. 19	pp. 20–21	pp. 22–23	p. 24
Language Arts					
Creative Expression	Coincidence? ²				
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: <i>Wordly Wise 3000 Book 8</i>	Exercise 1D		Exercise 1E		Exercise 2A
Optional: <i>Analogies 1</i>				pp. 1–3	pp. 4–6
Physical Education					
Other Notes					

1. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Geography & Biographies and Literature Study Guide sections are ordered alphabetically by book title.

2. All papers should be typed, double-spaced, and in 12 pt font.

Week 2—Notes

Spelling

Alternative Spelling

Words

insistence, instructor, committee, companies,
apparently, actual, lieutenant, conceive, liveliest,
maneuver, athletic, whole, wholly, handicapped ■

Week 3—Schedule					
Date:	Day 1 ¹¹	Day 2 ¹²	Day 3 ¹³	Day 4 ¹⁴	Day 5 ¹⁵
Bible					
<i>Bible Study Sampler</i>	p. 19	p. 20	p. 21	p. 22	p. 23
<i>Why Pray?</i>	Day 11	Day 12	Day 13	Day 14	Day 15
Memorization	Continue working with Psalm 139. Memorize vv. 1–6 and read the psalm as a whole another two or three times.				
History, Geography & Biographies ¹					
<i>A History of US, Book 1</i>	chaps. 26–27 ➤ <input type="checkbox"/>	chaps. 28–30 ➤ <input type="checkbox"/>	chaps. 31–33 ➤ <input type="checkbox"/>	chaps. 34–36 ➤ <input type="checkbox"/>	chaps. 37–39 ➤ <input type="checkbox"/>
<i>Peace Child</i>	chaps. 13–14	chap. 15	chap. 16	chap. 17	chap. 18
Current Events	<input type="checkbox"/>				
Literature ¹					
<i>Stink Alley</i>	chaps. 1–2	chaps. 3–4	chaps. 5–6	chaps. 7–8	chaps. 9–10
<i>A Treasury of Poetry for Young People</i>	p. 25	pp. 26–27	p. 28	p. 29	pp. 30–31
Language Arts					
Creative Expression	A Place to Belong				
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: <i>Wordly Wise 3000 Book 8</i>	Exercise 2B		Exercise 2C		Exercise 2D
Optional: <i>Analogies 1</i>	pp. 7–8 word pairs 1–12				
Physical Education					
Other Notes					

1. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Geography & Biographies and Literature Study Guide sections are ordered alphabetically by book title.

Week 3—Notes

Spelling

Alternative Spelling

Words

beginning, celebrate, loyalty, meant, practically, playwright, formally, formerly, proceed, sorrowful, susceptible, eloquently, punctuation, qualities ■

Appendix 18: Literary Analysis Overview

Please read this overview before you begin your studies. It provides a quick introduction to the main literary analysis concepts you'll use throughout the year: setting, characters, point of view, conflict, and theme. When you use these concepts to analyze the books you read, you'll discover a whole new layer of understanding in them. They will be deeper, richer.

These brief notes emphasize certain important terms and concepts. Our hope is that, once you learn a term or concept, you will then look for and apply it to all the books you read.

We also hope you will learn to critically evaluate the moral tone of the books you read. You probably do this to some extent already, for example, when you ask questions such as "Is this action right or wrong? Would God be pleased?" We urge you not to neglect this aspect of literary analysis. You should learn from the books you read, but you shouldn't blindly accept every idea in them.

So go ahead and review these important concepts—they are powerful ideas. They could forever change the quality of your reading experience.

Setting

The **setting** of a story is the particular time and place in which it occurs. Setting is a key element that provides a backdrop for the events of the story. For example, the setting of the Gospels is around AD 30 in Israel.

Authors will often use certain aspects of the setting to convey information they do not want to state explicitly. Instead, they let the details of the setting convey these "understood" elements of the story. For example, if a story is set in Europe in 1943, the background of World War II will come to mind, regardless of what other specific details the author gives.

The times and places in which we live greatly affect our experiences. The characters in the books we read are affected by their settings in the same way. As you read, consider what effect the setting has on the other elements of the story. Ask yourself: Could this story have taken place—or been as interesting—if it had occurred at any other time or place?

Characters

A **character** is a person in a literary work. The main character is the **protagonist**, and the main "enemy" of the protagonist is the **antagonist**. As you will soon learn in the "Conflicts" section, a protagonist may have more than

one antagonist. Moreover, antagonists don't necessarily have to be other characters: nature, society, and even God (fate) can serve as antagonists.

Literary analysis of characters focuses on a few inter-related traits. What is the essence of the character? Does the character ever genuinely surprise the reader? Or is the character conveniently summarized by a lone concept or feature? Does the character experience **character development**, which means the character changes during the course of the book (hopefully for the better)? Or does the character stay the same?

Flat characters are encompassed by a single idea or quality—they never genuinely surprise the reader. Flat characters don't change—they're **static**. You can leave a flat character, come back several chapters later, and the character will need no reintroduction.

At first glance, you might think that an author should avoid flat characters. However, flat characters have their place. They are convenient for authors, since they never have to be reintroduced to the reader. They are simple, easy-to-remember examples of certain, narrowly-defined traits.

For example, Goliath, the Philistine warrior who defied the armies of Israel (1 Sam. 17), is a good example of a flat, static character. He represents the seemingly insurmountable power of the Philistines, whom the Lord delivers into David's hand when he steps out in faith.

Round characters are more complex than flat characters. They genuinely surprise the reader (or at least have the ability to do so). They also experience character development. They change—they're **dynamic**. Usually, the development of round characters proceeds slowly. It happens gradually through the story. We can't predict what the characters will do next.

For example, David, the shepherd boy who becomes the most revered king of Israel and the patriarch of the Messianic line that leads eventually to Jesus, is a good example of a round, dynamic character. He is complex and develops gradually. He also surprises the reader at several points: when he slays Goliath (1 Sam. 17); when he exhibits grace and mercy toward Saul, despite Saul's many attempts to kill him (2 Sam. 1); and, in a disappointing way, when he falls into sin with Bathsheba and has her husband, Uriah the Hittite, killed (2 Sam. 11).

Authors use several methods to increase readers' understanding of the characters. This is called **character exposition**. Pay attention to these ways of revealing a character as you read.

The most basic method is, of course, through **description**. Vivid character descriptions can tell readers much about a character, especially appearance. The author may also use **character sketches**, which are brief narratives that expand upon a straightforward description by revealing more about a character's personality or particular traits.

Authors may also develop their characters in less explicit ways. For instance, authors may use the **actions** of the character, or what the character does, to add to readers' understanding. As the old saying goes, actions sometimes speak louder than words. And speaking of words, authors also often use **dialogue** in the same way. How do the characters speak to one another? What does their speech reveal about them?

As you read, think about not only *what* you know about the characters, but *why* you know what you know. Is it because of description? Character sketches? Their actions? Dialogue? Ask yourself: Which type of character exposition is most powerful? Which do you prefer? Why?

Point of View

You've probably heard the old saying, "It's all a matter of perspective." In terms of literary analysis, perspective—or **point of view**—refers to the way in which a story is told. And, as you'll see, perspective can make all the difference!

Books have a **narrator**, a person who tells the story. When the narrator tells events from an "I" perspective—"I ate the fruit"—this is known as the **first person** point of view. Another popular point of view is the **third person**, which means that the narrator writes about characters outside himself: "Eve ate the fruit." Another possible point of view, although quite uncommon, is the **second person**, which means that the narrator says "you" instead of "I" or "he." Thus, the example sentence would read, "You ate the fruit."

In the Bible, you'll find many examples of both first person and third person perspectives. Genesis, for example, was written by Moses from the third person point of view. As narrator, he writes about many characters outside himself. Philippians, on the other hand, was written by Paul from the first person point of view. He writes a very personal letter based on his experience to the members of the church at Philippi. Read a few chapters from each of these books to get a feel for the difference in the perspectives used by their authors.

Analysis of point of view is more than just identification. Being able to point out and label the correct point of view is just the first step in the process. Once you've identified

the point of view used in a story, think about how it affects the story. What can the narrator know if the story is told from this perspective? What can't he know?

For example, a first person narrator can know his own thoughts, whatever he observes, whatever he hears. However, he cannot know the thoughts of others unless they tell him. He also cannot know the future—he can only know as much as you or I in real life.

A third person narrator, on the other hand, can have a wide variety of viewpoints, all along a spectrum. One end of the spectrum is the **camera** point of view, in which the narrator, like a camera, records what happens visibly, but does not record any of the characters' thoughts or feelings. Somewhere in the middle of the spectrum is a **limited omniscient** point of view, in which the narrator knows all the thoughts and feelings of a single character. The other end of the spectrum is the full **omniscient** point of view, in which the narrator knows the thoughts and feelings of all the characters, as well as other information that the characters themselves may not know.

As you analyze the point of view of the books you read, think about why the author used that perspective. Ask yourself: Would a different point of view have made the story better? If so, how? What do I wish I knew that the narrator doesn't (or can't!) know?

Conflict

Conflict, the struggle between the protagonist and the antagonist(s), produces tension and compels readers' interest (and prevents boredom!). The most basic type of conflict is classified as **person vs. person**. This type of conflict can be as quick and simple as the showdown between David and Goliath (1 Sam. 17) or as prolonged and complicated as the struggle between David and Saul (1 Sam. 18–31).

Another common conflict is called **person vs. society**, in which the protagonist struggles against societal constructs, such as social mores, the law, or education. For example, Jesus faced this frequently as he dealt with the religious leaders of his day: They taught the law one way, and he wanted them to see how foolish their understanding was. He was not in conflict with Phil the Pharisee or Sam the Sadducee—He was struggling against his culture's understanding of the law and proper behavior (see Matt. 15:1–20 for a good example).

The protagonist's struggle might also be purely internal—a **person vs. self** conflict. The Apostle Paul wrote about his experience with this type of conflict: "When I want to do good, evil is right there with me. For in

my inner being I delight in God's law; but I see another law at work in the members of my body, waging war against the law of my mind and making me a prisoner of the law of sin at work within my members" (Rom. 7:21–23).

In a **person vs. nature** conflict, nature serves as the antagonist. For example, the disciples faced storms on the Sea of Galilee (Matt. 8:23–27) and Noah and his family—and two of every animal—overcame the flooding of the Earth with God's protection (Gen. 6–9).

The final type of conflict is **person vs. God** (or fate). This type of conflict could be as obvious as Jacob wrestling with an "angel" (Gen. 32:22–32) or Job angrily demanding from God an explanation for his sufferings (Job 10). Less obvious examples could include a protagonist fighting against cancer or trying to deal with the death of a spouse.

Some stories may involve all of these types of conflict. Take the story of Jonah for example. Throughout his well-known ordeal, Jonah experiences conflict with: the will of God as directly revealed to him (person vs. God—Jon. 1:1–3); his shipmates bound for Tarshish (person vs. person—Jon. 1:13–16); the sea and a great fish (person vs. nature—Jon. 1:15–17); the societal values (sin) of the people of Nineveh (person vs. society—Jon. 3:1–4); and his own anger at the grace and mercy God showed to the people of Nineveh (person vs. self—Jon. 4:1–3).

Eventually, each conflict needs to have an outcome—or **resolution**—to satisfy the readers and not leave them hanging. Stories with unresolved conflict leave readers with an unpleasant, unfinished feeling. For example, the story of Job would be incomplete and unsatisfying without Job's repentance and restoration (Job 42).

As you read, track the conflicts. Who struggles against whom (or what)? How would you classify each conflict? Ask yourself: How are the conflicts resolved? Which conflict is primary? Are there any conflicts that mask or hide another conflict? For example, does the protagonist lash out at someone (person vs. person) because of an internal issue (person vs. self)?

Theme

The **theme** of a book is its central idea, the statement about life that the author wants to express. You may have heard the same idea called the "purpose" of the book. It is the sum total of what the various details of the story—its setting, characters, conflict, etc.—reveal about life.

Identifying a story's theme can be tricky—only occasionally does the author explicitly state the theme. More commonly, readers must piece together what an author tells them implicitly, through subtle clues blended into the story's elements.

Thus, unlike other areas of literary analysis, there is not always a "right" answer when it comes to identifying theme. Instead, there are often several possible answers. For example, what are possible themes of the Gospels? God's abounding grace and mercy are endless. Mankind is sinful at heart and needs to repent. God's forgiveness and salvation are free to those who will repent and put their faith in Jesus. These are all possible themes. If you can clearly and convincingly defend your answer, it's probably "right."

Structure

Finally, we want to discuss a few terms related to the literary analysis concept of structure. Although you will not be asked to analyze each book's structure, you should know these terms and understand their use and importance.

The sequence of events in a book is called the **plot**. A standard plot follows a usual pattern. The first element is **exposition**: This is where the author lets the reader know what is going on, i.e. explains the background of the story. Chapters 1–3 of the Gospel of Matthew, for example, provide background information about Jesus' birth, his family's journey to Egypt, and his baptism by John the Baptist.

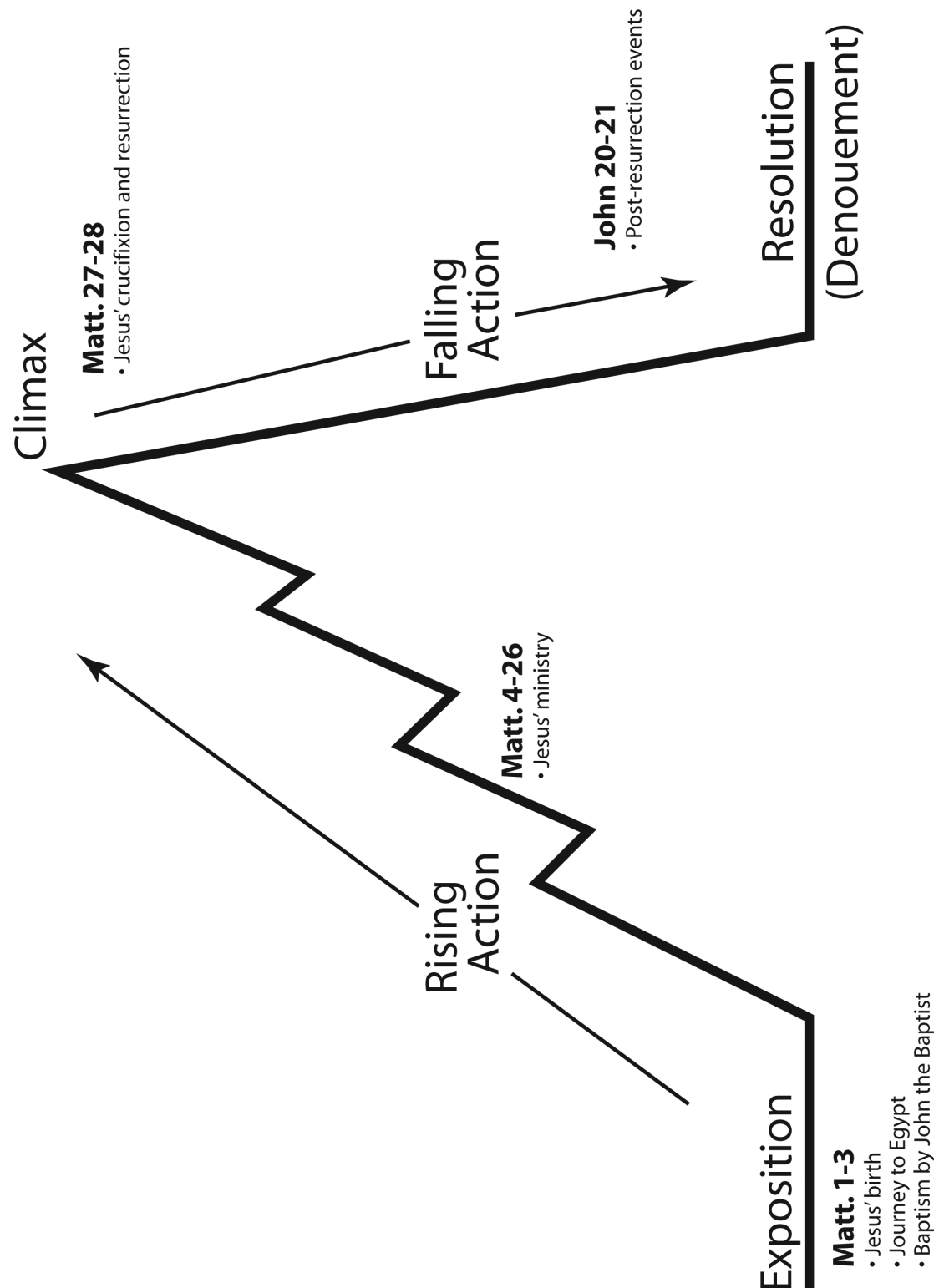
Rising action increases the excitement in a plot. The rising action is often a natural result of the conflict that occurs in the story. Chapters 4–26 of Matthew's Gospel detail Jesus' ministry, which led step-by-step to the climactic events in Jerusalem.

The **climax** is the high point in the excitement, which usually comes near the end of the action. An easy way to identify the climax is to look for a turning point, a decision or an action which completely changes the outcome of the story. Remember: Most stories will have numerous smaller climaxes leading up to the main climax. In Matthew's Gospel, Chapters 27–28 contain the climactic events of Jesus' death and resurrection.

Falling action follows the climax of the story. The falling action releases all the tension the reader feels from the climax. Everything else is included in the **resolution**, or **denouement** (pronounced "day new MA"). The author uses the resolution to wrap up all the loose ends of the story. Chapters 20–21 of the Gospel of John recount the post-resurrection events that represent the falling action and resolution of the Gospels.

To get a better grasp of the plot, you can draw a sketch of the plot, called a **plot line**: flat for the exposition, mountain peaks for the rising action (since each specific episode or complication has its own climax), the tallest peak for

the climax of the entire story, followed by a swift drop (the falling action) to the resolution. See the picture on the next page for an example of a plot line for the Gospels. ■



Introductory Comments About the History of US Series

You want to know U.S. history? Read Joy Hakim's books! The more I study these books, the more impressed I am with them: their generally even-handed, considerate treatment of subjects and people with whom the author might disagree; the author's commitment to look at all sides of an issue to the best of her ability; the fascinating sidelights and alternative perspectives she includes . . .

Ms. Hakim deliberately seeks to tell the whole story of the United States and its peoples. She deliberately and painstakingly roots out the story from "the other side." But despite this commitment to "the other side," she avoids most of the excesses one finds in so many "politically correct" texts of today: she avoids despising or ignoring the story of the "majority" population—the white, Anglo-Saxon, and usually Protestant (WASP) citizens and fore-runners of the United States. She refuses to tell the story from a (narrow) WASP perspective. But she refuses, too, to engage in WASP-bashing—or re-writing history as if the WASPs had little, if anything, to do with the development of our nation.

I'm impressed with the content. I think you will be, too.

One slight negative: in the first two volumes, especially, Ms. Hakim seems to have a younger audience in mind than it appears she has in mind beginning with Volume 3 and following. You'll find certain turns of phrase and vocabulary words that are appropriate to younger elementary students. It seems, by Volume 3 or so, that she gets a firmer grip on the idea that a set of 10 books that cover American history in the kind of depth she covers it: such a set is probably more appropriately addressed to a slightly older audience. Her vocabulary in these later books doesn't become more difficult, but her style feels less oriented to young children.

Note Concerning Discussion Questions

Note to Mom or Dad:

We have had a number of parents plead: Can't you please provide us with questions to allow us to judge whether or not our children are reading and understanding anything of what they are being assigned?

The questions below and in weeks to come are meant to give you (and your children) that first level of assurance: Yes, they reading the book(s). Yes, they are at least following the main story line.

This is a valid and necessary goal.

We encourage you, however, if you possibly can: go beyond these questions. If you find yourself able to steal a few minutes to read the books your children are reading on your own (every evening? on a Sunday afternoon?), please do so! How much richer both you and your children will be!

We have provided beginning answers to most questions, but when you get down to it, for many of the books—books that are touching on serious issues—our answers are really quite inadequate.

You, in knowledgeable discussion with your children, could do so much better . . . if you have the time. If you don't have that time: please, use these questions with our blessing. Use them for the purpose for which they have been written. And know that your children are still getting a better education under your tutelage than they are likely to get in any classroom setting!

God bless you.

Chapters 1–3

Why does Ms. Hakim call history a *mystery*?

What are some of the unique aspects of the United States that Ms. Hakim mentions? ➔

Why study history? ➔

What is the theme of this book according to the author? ➔

What is the "top" law of the United States? ➔

What made early human beings different than animals? ➔

Why is this period called the Stone Age? ➔

Why is Kennewick Man of such great interest to anthropologists? ➔

Where was the Bering Strait? ➔

Why did the first humans cross the Bering Strait? ➔

Who do historians think these people are? ➔

Could you walk across the Strait today? ➔

Notes: As Ms. Hakim admits in an extended sidebar at the bottom of pages 16 and 17, chapters 2 and 3 are based largely on fanciful hypotheses: "Before the find at Monte Verde, experts thought that people first arrived in North America about 12,000 years ago—and that they all came by way of Beringia . . . Now no one is sure when the ancestors of the Monte Verde mammoth hunters came to this continent, or how they got here." She is so forthcoming in that passage; I wish she were a bit more forthcoming in the text itself!

I think the main thing to keep in mind: throw in large dashes of salt with everything she has to say about all pre-historic matters. The truth is, *she doesn't know* (and neither do we). Read these chapters simply by way of becoming informed about what many anthropologists and archeologists believe.

Unfamiliar Words

Human Genome Diversity Project, Kennewick Man—

Vocabulary Development

Stone Age, Bronze Age, and Iron Age—

glacier—

Ice Age—

C.E./B.C.E.—

ptarmigan—

teratorns—

Chapters 4–5

➤ *Bering Strait; Bering Sea; Alaska; Canada; Greenland* (map 1)

➤ *Siberia* (map 4)

What is the difference between a gatherer and a farmer? ➤

What were some of the New World crops that were unknown in the Old World? ➤

And some of the other products that American Indians developed that were later adopted by Europeans? ➤

What significant, but very simple piece of technology did American Indians not use? ➤

Why did Columbus call the first Americans “Indians”? ➤

How did early Americans hunt animals? ➤

Why did mammoths become extinct? ➤

What animal changed the Indian lifestyle? ➤ How? ➤

What does current geological theory teach about how the Himalayan and Appalachian Mountains were formed? ➤

From where did the Eskimos come? ➤

How did Eskimos get their name? ➤

What is the name by which so-called Eskimos refer to themselves—and what does it mean? ➤

Why is it important for Eskimos to eat raw meat? ➤

What do the Eskimos burn for light and for cooking? ➤

How do Eskimos travel from place to place? ➤

Notes: As with chapters 2 and 3—and even as she almost admits within the section itself—read Ms. Hakim’s “Thoughts on Dinosaurs and the Earth” merely by way

of gaining a feel for the latest “orthodox” thinking about historical geology and paleontology. What she has to say is the current “received wisdom.” It is quite open to revision—and possible complete overthrow—in years to come.

Vocabulary Development

atlatl—

tundra—

Chapters 6–8

Anasazi were cliff dwellers (1100–1300)

➤ *New Mexico; Arizona; Mesa Verde, Colorado; Rio Grande River* (map 2)

➤ *Washington; Oregon* (map 2)

➤ *Utah; California; Sierra Nevada; Rocky Mountains; St. Louis; Great Lakes; Appalachian Mountains* (map 2)

How can scientists today determine that Indians living hundreds of years ago may have suffered from diseases such as arthritis? ➤

What is the name of the people who lived in Mesa Verde, Colorado? ➤

Where were their homes built? ➤

What are kivas? ➤

What happened in 1276 that caused great difficulty to the Anasazi Indians? ➤

Why did they abandon their original homes? ➤

Why are the Pacific Northwest Indians considered wealthy? ➤

What are some objects that Europeans use to fulfill functions similar to those the northwestern American Indians achieve through their totem poles? ➤

Discuss: how does a people’s food supply affect culture at large (for example: dance, theater, music, artwork, etc.)?

How did life for the Indians in the Northwest differ from that of the Anasazi Indians? ➤ How did they travel? ➤

What did totem poles symbolize? ➤

How did wealth and power differ for the Indians of the Northwest compared to other Indian tribes? ➤

What would we find unusual about potlatches? ➤

What were steam huts in California used for? ➤

What is the relation between farming and government? ➤

What, in your opinion, is the difference—practically and morally—between theft, extortion, and taxation? Why?

How many languages did North American Indians speak in the 15th century? ➤

Who were the first Europeans to arrive in California? ➡

What river do some Indians call the “Father of Waters”? Why? ➡

What are the two largest branches of this river? ➡

Unfamiliar Words

totem pole—

potlatch—

Vocabulary Development

affluent—

Chapters 9–10

➤ *Plains States (east of the Rocky Mountains): Texas; Oklahoma; Colorado; Kansas; Nebraska; Wyoming; South Dakota; Montana; North Dakota (map 2)*

Whose job is it to put up and take down the Indian teepee? ➡

What did the Plains Indians do with the buffalo they killed? ➡

Why did the Plains Indians think the buffalo were good for hunting? ➡

Why do you think some historians called the buffalo the Plains Indians’ gold?

What things do the Spanish trade with the Indians?

Notes: p. 46—What can we learn from linguistics concerning people groups’ backgrounds?

Notes: Ms. Hakim mentions that obsidian knives are “sharper than steel knives and keep their edges longer.” Despite these advantages, the Indians preferred steel knives. You will find her making similar comments about certain other technologies—such as guns—that Europeans brought to America: the Indians preferred the European technology even though the Indian technology was functionally better. The Indians came to think the European technology was superior, even though, as a matter of fact, it was not. When it came to guns vs. bows and arrows, the Indians’ preference worked to their detriment! Can you think of other technologies that, though functionally inferior, have won the allegiance of customers over their technically superior competitors? ➡

What and how do archeologists learn about health from examining skeletons? ➡

How did Woodland Indians build their mounds? ➡

Which U.S. president wanted to learn about these mounds? ➡

What is the mound called that still exists in Ohio today? ➡

What were slaves called in the Indian city of Cahokia? ➡

What did the mound builders use their mounds for? ➡

Notes: p. 50—Ms. Hakim notes that about 25,000 people live in Cahokia. You need to read that in the historical context: that is a large city for that time by any standards.

Notes: p. 51—We return again to the matters of farming and government, food sources, and the development of culture.

Chapters 11–12

What role did grandmothers play in Iroquois society? ➡

How did these Indians hunt deer? ➡

What kinds of crops did they grow? ➡

How did they get rid of trees to plant their fields? ➡

Which Indians did the Algonquian tribes consider their enemies? ➡

What are wampum? ➡

How many nations comprised the Iroquois confederacy? ➡

What was the role of women in Iroquois society? ➡

What is one hypothesis for why Iroquois women were held in relatively high esteem? ➡

Did the Iroquois have majority rule? ➡

What are Deganwidah and Hiawatha best known for? ➡

What did Tadodaho do to Hiawatha’s daughters and why? ➡

What did the Indians call North America? ➡

Unfamiliar Words

succotash—

Vocabulary Development

girdle (as in, to girdle a tree)—

sachem—

wampum—

confederacy—

matrilineal—

Chapters 13–15

Bjarni Herjolfsson, Viking sailor sights the coastline of North America (ca. AD 986)

Leif Eriksson establishes Viking settlement called Vineland (ca. AD 1000)

Gutenberg perfects his printing press with moveable type (1452) and prints the first printed Bible (1454)

Prince Henry of Portugal (1394–1460)

Eratosthenes (ca. 276–194 BC)

Ptolemy (AD 100–168—this date is uncertain)

Christopher Columbus sails to America (1492)

- *Scandinavia (Norway, Sweden, Finland, Denmark [map 3]); Nova Scotia (map 1)*
- *Germany; Portugal (map 3)*
- *Genoa; Spain (map 3)*
- *China (map 4)*

Who were the first Europeans to discover America? ➡

How was America discovered by mistake? ➡

Who were the two Vikings sent to explore America? ➡

Who was the first white man to be killed by Indians? Why was he killed? ➡

What are some of the tools historians can use to learn about the past? ➡

Notes: p. 65—Ms. Hakim says, “In the old, old days almost everybody believed in witches. Then people learned there really weren’t any witches” —Sorry! That is a faith statement on Ms. Hakim’s part. And I will make a faith statement of my own: there really were—and are—witches. Interestingly, many modern witches proudly proclaim that they practice witchcraft (they call it the practice of the Wiccan religion). Witches may not do some of the things that some have been charged with (flying around on broomsticks, for example), but they really do engage in commerce with evil spirits.

The Bible tells us (Deuteronomy 18:10–12), “Let no one be found among you who sacrifices his son or daughter in the fire, who practices divination or sorcery, interprets omens, engages in witchcraft, or casts spells, or who is a medium or spiritist or who consults the dead. Anyone who does these things is detestable to the LORD.”

What years would the 12th century include—the 1100s or-1200s? ➡

How did printing technology change in the west when Johannes Gutenberg printed his Bible? ➡

Why did Prince Henry of Portugal want his sailors to go to China, Japan, and India? ➡

Why were Europeans trying to find another route to the Indies? ➡

Why did Columbus believe the Earth was round? ➡

What are the vertical and horizontal lines called that are drawn on maps? ➡

Why are these lines on maps? ➡

What is the equator? ➡

Which lines are parallel—latitude or longitude? ➡

What makes a line parallel? ➡

Whose research did Christopher Columbus study that led him to believe the earth was smaller than it actually is? ➡

Which country (King and Queen) supported Columbus? ➡

Notes: p. 74—Ms. Hakim says, “Finally, Ferdinand and Isabella had agreed to help”—as if they had been reluctant for personal reasons and then, suddenly, they changed their minds. The historical record seems to indicate that such an interpretation is incorrect.

If you look at what was happening in the Iberian Peninsula (where Spain and Portugal are) at that time, you discover that the end of Muslim political power on the Iberian Peninsula took place on January 2, 1492, when Boabdil (Arabic: Muhammad Abu ‘Abd Allah) officially surrendered to Ferdinand and Isabella after years of bitter conflict. Prior to 1492, Ferdinand and Isabella had been deeply involved, both financially and mentally, in prosecuting the war against Boabdil. Once he was out of the way, they were able to turn their attention to other matters.

Let me throw in a word of encouragement concerning Ms. Hakim’s comment about Columbus’ character (that “one thing you can say for Columbus: he never gave up”): you need to keep that in mind for yourself, too, if you are sure God has called you to do something. Don’t give up!

When I was writing my book, *Dating with Integrity*, I invested five years, nine months of each year, five or six days each week, two hours every day. I rewrote the manuscript, from scratch, five times. I revised each of those manuscripts countless times. I sent the manuscript (in one form or another) to 45 different publishing houses. I sent it twice to 25 of those publishers, and three times to 15 of them. The publisher that finally printed it had turned me down two years earlier. They had sent me a standard rejection letter: “We are sorry, this book does not fit our publishing program at this time” (whatever that meant!). When I re-submitted my (new) manuscript two years later, they said, with great excitement, “This is exactly what we have been looking for! In fact, two years ago, we had a contract with another man to write virtually the same book. But he never wrote it. So we will publish yours, instead!” I guess they really did think that my book “did not fit” their publishing program at that time. Amazingly, nine years later, the book is still in print.

My point: be like Columbus. Never give up if God has given you a task to do.

Unfamiliar Words

Leif Eriksson—

Prince Henry of Portugal—

Eratosthenes—

Ptolemy—

Vocabulary Development

runes—

prey—

renaissance—

illuminate (with respect to manuscripts)—

longitude—

latitude—

meridians—

parallels—

Chapters 16–17

First African slaves come to the Caribbean Islands (1503), by 1574 there were 12,000

- *San Salvador/The Bahamas; Cuba* (map 5)
- *Canary Islands* (map 6)
- *Japan* (map 4)
- *Hispaniola (Haiti and Dominican Republic); Jamaica* (map 5)

What day did Columbus set sail from Spain? ➤

What does Columbus hope to bring back to Spain? ➤

How did an astrolabe help Columbus? ➤

Where did Columbus think he had landed when he landed in San Salvador? ➤

Notes: p. 79—Columbus “confesses” (though he seems to have no qualms about the fact) that he “took by force some of the natives” of Hispaniola. In Scripture, this is called man-stealing or kidnapping. What does Scripture say about these practices? (See Exodus 21:16.)

Ms. Hakim says (p. 80), “Europeans called America a ‘new world’—but it was another old world with its own ancient civilizations and peoples. They were just different from those in Europe.” Do you agree with her or disagree? Why? Why do you think she makes this comment? Is her motivation good? Why or why not?

On page 82, Ms. Hakim lists some of the products that Europeans gained from the “New World” as well as products that the Europeans brought to the “New World” from the “Old”; list some of them. Which product from America “proved more valuable to the Old World than all the gold in both the Americas”? ➤

According to Ms. Hakim, in 1492, which was the most advanced civilization in the world? ➤

On what grounds does she make this statement? ➤

On page 83, Ms. Hakim notes that King John of Portugal said Columbus was “a big talker and boastful in his accomplishments.” She then asks if you can think of a reason

why “bragging” might sometimes be useful and not just conceited. Well, can you? ➤

What was the first Spanish settlement in the Americas? ➤

What countries are on this island today? ➤

How many ships and people went on the second trip with Columbus? ➤

Why were Africans brought to America in 1503? ➤

What did Columbus think South America was? Why? ➤

Notes: p. 80—The crimes continue: “Columbus sent a boatload of Indians back to Spain to be sold as slaves.” What was that verse we read about kidnapping (Exodus 21:16)?

Unfamiliar Words

Sargasso Sea—

Chapters 18–20

John Cabot landed in Newfoundland and gave England claim to North America (1497)

Vasco Nuñez de Balboa (1475–1519) established first permanent European settlement and was the first to see the Pacific Ocean from the American continent (1513)

Iberian Ferdinand Magellan (ca. 1480–1521) leads first global circumnavigation (1519–1522)

- *Iberian Peninsula; Seville, Spain* (map 3)
- *Panama* (map 5)
- *Peru* (map 6)
- *Moluccas/Spice Islands; Indonesia; Philippine Islands; Papua New Guinea* (map 4)
- *Patagonia; Straits of Magellan; Magellan’s Journey* (map 6)

What happened to Columbus’s ships on his fourth voyage? ➤

Where did he and his crew get marooned? ➤

What do you think? On page 86, Ms. Hakim tells us about a lie Columbus told the Indians: about how he would make the moon disappear if they did not bring him food. Was the lie justified? What good came out of the lie? What bad or evil came of it? (Consider Acts 12:22–23.)

Which Italian sailed to America for England; therefore, giving England a claim to all of North America? ➤

Which explorer “discovered” the Pacific Ocean? ➤

On page 87, Ms. Hakim quotes Comaco, an Indian chief, as saying, “What is the matter, you Christian men, that you so greatly value so little gold more than your own peace of mind?” What do you think, was Comaco wise? Was he *bibli-*

cal? Should the Spaniards have considered his words? Did they need to repent? Why or why not?

Notes: p. 87—Ms. Hakim says Balboa was the first European to see the Pacific’s “American coast”; explorers and traders knew the “eastern side” quite well. Her phraseology here is quite strange. She uses similar phrasing elsewhere in her series. Ignore the confusing turn of phrase and simply understand what she means to say. Balboa reached the western side of the American land mass; he was on the eastern edge of the Pacific Ocean.

Why is the strait near the tip of South America named the Strait of Magellan? ➡

What mistaken idea did Magellan have that led him to believe that if he went west from Africa he would find a short-cut to the Spice Islands (the Moluccas)? ➡

How did Magellan die? ➡

Magellan, we are told, was faced with a problem other explorers (and missionaries!) would face: how do you deal with your new friends’ enemies?—What do you think?

How would you respond if the people to whom you had come in order to share the Gospel wanted you to participate in their war against ancient enemies? (We will be looking at some of these questions in the future.)

How many ships and men were still alive when Magellan’s voyage returned back to Spain? ➡

How many years had the sailors been gone? ➡

After whom was America named? ➡

Why was it named after him when others had come to the land before him? ➡

Unfamiliar Words

Vasco Nuñez de Balboa—

Ferdinand Magellan—

Chapters 21–22

Hernando Cortés (1485–1547)

Moctezuma (1466–1520)

Doña Marina (ca. 1501–1550)

➤ *Tenochtitlan* (map 5)

➤ *Incan, Aztec & Mayan Territory* (map 7)

In 15th century Europe what religion did most people practice? ➡

Who was Martin Luther? ➡

What is one of the most important reasons for studying history? ➡

What happened during the Spanish Inquisition? ➡

On page 99, Ms. Hakim asks a number of important questions. Please discuss them: Throughout history, many well-meaning people do terrible (painful) things to others. Often they believe they are doing good. They certainly mean to do good. Many people tell them they are doing good. Does that mean they are doing good? How do you know what is truly good? Is it right to try to force others to think as you do? Why or why not? Is it possible to force others to think as you do? What can you force other people to do?

Who did the Aztecs believe was their supreme god? ➡

What were some of the factors that contributed to Cortés’ success against the Aztecs? ➡

Cortés said he and his companions suffered a disease that could only be cured with gold. How much truth was there in that statement? Did they suffer a disease? If we were to describe their condition in terms of a disease, could it be cured with gold? Why or why not? What was most impressive about Tenochtitlan? ➡

Why did the villagers help Cortés battle the Aztecs? ➡

Unfamiliar Words

Quetzalcoatl—

Hernando Cortés—

Tenochtitlan—

Moctezuma—

Doña Marina—

Juan Ponce de León—

Francisco Pizarro—

Vocabulary Development

centaur—

pictograph—

codex (plural: codices)—

glyph (or **hieroglyph**)—

mestizo—

mulatto—

Chapters 23–25

Ponce de León (1460–1521)

Francisco Pizarro (ca. 1475–1541)

Álvar Núñez Cabeza de Vaca (ca. 1490–1560)

Fray Marcos de Niza (ca. 1495–1558)

➤ *Bimini; Florida* (map 2)

➤ *Puerto Rico* (map 5)

What are some of the reasons we know so little about the Incans' culture? ➡

Ms. Hakim says that "[the Spaniards'] religion told them the Indian civilizations were pagan and therefore false, and that its symbols should be destroyed" (p. 113). She says the Spaniards destroyed cultural symbols "many times over." Well, let us evaluate this behavior. What did God tell the Israelites to do in such passages as Deuteronomy 7:1–5, 25–26? Why did He tell them to do this (Dt. 7:6, 25–26)? Do you believe these commands have any legitimate place in today's world? Why or why not? Whether or not you believe Deuteronomy 7 has force today, do you think the Spaniards were trying to fulfill commands such as those we find in Deuteronomy 7? If so, do you think they did fulfill the requirements of that Scripture? Why or why not (pay special attention to v. 25)?

What happened to the Inca ruler, Atahualpa? ➡

What did Pizarro do with all the Incan gold objects? ➡

What benefit might the Spaniards—or we, today—have gained if they had not melted down all the gold objects and destroyed all the Incans' art? Put another way: what have we lost because they did destroy all the art objects?

Ms. Hakim ends the chapter with the comment that "when leaders say something is all right, most people agree, without thinking for themselves." Do you think this is true? What evidence do you have for your opinion?

What killed most Mexican and Native American Indians? ➡

What is a colony? ➡

Why did Spain not colonize much land in North America? ➡

Notes: p. 115—Over and over, I am impressed with how balanced Ms. Hakim is in her presentation. She will criticize, but she will also moderate her criticisms and point out positive aspects of the very people she criticizes. Here, on page 115, she points out that, despite some rather glaring shortcomings from a modern perspective, the Spaniards also blessed Latin America and did things that were very good. She does not mention, however, how unbelievably unique and "advanced" the Spaniards were compared with the other colonial powers of the day. **For example:** she mentions that they "encouraged truth-telling: they let their historians write the good and the bad about what was happening in America." This was—and even today, still is, in many places—an unbelievably "liberal" policy. England did not encourage "freedom of the press." Its monarchs refused to permit critical reports to be written or printed. If someone dared to go against the wishes of the British Crown, they would be charged with sedition—a crime that could carry the death penalty!

What were the seven cities of Cibola? ➡

Which explorers were sent by the Spanish governor of Mexico to find gold in Florida? ➡

Unfamiliar Words

Álvar Núñez Cabeza de Vaca—

Esteban—

Fray Marcos de Niza—

Cibola—

Chapters 26–27

Francisco Vasquez de Coronado (ca. 1510–1554) sets off to find Cibola (1540)

(check off the items listed for you on p. 124 in your book)

Hernando de Soto (ca. 1496/97–1542)

John Cabot (1450?–1498?) leads first English expedition to America (1497)

➤ *Coronado's journey* (map 2)

➤ *de Soto's journey* (map 2)

In the territories of what modern states did Coronado explore? ➡

What were some of the hardships of the journey? ➡

Why were the Spaniards interested in the city of Quivira? ➡

What did they find when they got there? ➡

What are two reasons the European style of fighting did not work against the Indians? ➡

Was de Soto kind to the Indians? ➡

Unfamiliar Words

Francisco Vasquez de Coronado—

Hernando de Soto—

Chapters 28–30

Juan de Oñate (1550?–1630)

Santa Fe founded (1610)

Bartolomé de Las Casas (1474–1566)

➤ *Santa Fe, New Mexico* (map 2)

What was the first permanent European colony in the North American West? ➡

What devastated the Indian population of the Southwest? ➡

What did Bartolome de Las Casas believe about slavery of the Indians? ➡

Had he always had this opinion? ➡

According to Hakim, what were the key arguments that Las Casas and Sepulveda used for their respective views? ➡

What arguments would you use if you were called upon either to condemn or to justify slavery? What laws would you enact to protect slaves (supposing slavery were legal)? What does the Bible say about these matters?

Many people through the centuries have believed that the Bible teaches pretty much what Sepulveda said (see Hakim, p. 136): “[C]hildren are [inferior] to adults, [and] women [are inferior] to men.” What do you think? (Look up 1 Corinthians 14:34–35; Ephesians 5:22ff; Colossians 3:18ff; 1 Timothy 2:11ff; etc.—What are these passages saying?)

Why didn’t the colony in modern day Venezuela work the way Las Casas had planned? ➡

Notes: Remember what I wrote concerning chapter 24: that the Spanish were very much more open than any of their contemporaries. Las Casas’ writings are almost the very best examples of this openness. The king of Spain permitted an open dialog and debate between Las Casas and Sepulveda. Such debates, complete with eyewitness evidence, were never permitted in other colonial countries. Ms. Hakim closes the chapter with a comment about the English: “We need to protect the Indians from the cruel Spaniards,” the English said. “We’ll treat them differently,” they added. (Do you think they did?)—The answer is, no, they did not ... as we shall see.

What is amazing about the amount of land conquered by the Spaniards? ➡

What would probably have happened if the Spaniards had found gold in North America? ➡

How did all the gold that was shipped back to Spain affect their economy? ➡

What happened as a result of the Spaniards’ acquisition of so much gold in such a short period of time? ➡

Do you think sudden riches might cause similar problems elsewhere (on either a personal or a national level)? Why or why not?

What occurred that made the Inquisition suddenly powerful in Spain in the year 1492? ➡

What do you think of Hatuey’s statement that he would “rather go to hell than convert”?—What do you think was behind those words? We asked, a few chapters ago, about trying to force people to think as you do. The Spanish conquistadors tried to use physical torture to change people’s minds. Are there other means by which Christians today—even Christians you know—try to “force” people to believe things they don’t want to believe?

How many years did the Spanish Inquisition last? ➡

Notes: Ms. Hakim says, “In 1492 Spanish Jews were given a choice: they could become Catholic or leave the country. If they converted to Catholicism, but were not seen to be

true in their belief, they were tried by the Inquisition and burned at the stake. The inquisitors went wild torturing and killing.”

There is a lot of truth here. There is also some exaggeration. The *Encyclopaedia Britannica* says,

The medieval Inquisition functioned only in a limited way in northern Europe; it was most employed in northern Italy and southern France. During the Reconquista in Spain, the Catholic powers used it only occasionally; but, after the Muslims had been driven out, the Catholic monarchs of Aragon and Castile determined to enforce religious and political unity and requested a special institution to combat apostate former Jews and Muslims as well as such heretics as the Alumbrados. Thus in 1478 Pope Sixtus IV authorized the Spanish Inquisition.

The first Spanish inquisitors, operating in Seville, proved so severe that Sixtus IV had to interfere. But the Spanish crown now had in its possession a weapon too precious to give up, and the efforts of the Pope to limit the powers of the Inquisition were without avail. In 1483 he was induced to authorize the naming by the Spanish government of a grand inquisitor for Castile, and during the same year Aragon, Valencia, and Catalonia were placed under the power of the Inquisition. The first grand inquisitor was the Dominican Tomás de Torquemada, who has become the symbol of the inquisitor who uses torture and confiscation to terrorize his victims. The number of burnings at the stake during his tenure has been exaggerated, but it was probably about 2,000.

I don’t want to suggest that 2,000 burnings at the stake is an insignificant number, but since so many secular authors like to suggest that religion—especially the Christian religion—has a terrible human rights record, we should probably compare the Spanish Inquisition to, say, that high point in the fight for “liberty, equality, and fraternity (brotherhood),” the anti-religious French Revolution. “During the Reign of Terror,” we are told, “at least 300,000 suspects were arrested; 17,000 were officially executed, and many died in prison or without trial” (*Encyclopaedia Britannica*, “Terror, Reign of”).—And let us not even *begin* to discuss the records of those great humanitarian organizations, the Communist regimes of the Soviet Union and China ...

Unfamiliar Words

Juan de Oñate—

Bartolomé de Las Casas—

Juan Ginés de Sepulveda—

Inquisition—

Chapters 31–33

Charlesfort established (1562)

Jacques Cartier (1491–1557)

Jacques Cartier (1491?–1557); leads first European expedition up the St. Lawrence River (1535)

Jean Ribaut (ca. 1529–1565)

St. Augustine founded (1565)

➤ *Charlesfort (probably on the southern part of Port Royal Island, South Carolina) (map 2)*

Why did other European nations dislike Spain? ➤

What was the name of the church King Henry VIII founded? ➤

What was his motivation for founding the church? ➤

Do you think this was a legitimate motive? Why or why not?

Why did people call Queen Mary “Bloody Mary”? ➤

Why were the people happy when Elizabeth became queen? ➤

From 1562 to 1598, how many civil wars were fought in France over religion? ➤

Why did England and France hire Italians to explore the New World? ➤

Who or what were Huguenots? ➤

What is the difference between pirates and privateers? ➤

Morally, do you think there is a difference between a pirate and a privateer? Why or why not?

Notes: Until a few years ago I thought—and Ms. Hakim writes as if—piracy is completely a thing of the past. This is not the case at all. Even today there are many pirate ships that ply the waters of the South China Sea. And plane hijackings are considered a modern form of piracy.

What three things was Pedro Menendez de Aviles to do in the New World for Spain? ➤

What is the significance of St. Augustine? ➤

Unfamiliar Words

Jacques Cartier—

Jean Ribaut—

Vocabulary Development

piracy—

Huguenot—

Chapters 34–36

Quebec founded (1608)

LaSalle’s adventures (1669–1673) allow him to claim land for France

Marquette and Joliet travel down the Mississippi (1673)

Elizabeth I (1533–1603)

Elizabethan Age (1558–1603)

Sir Walter Raleigh (1554?–1618) establishes first English colonies in North America (1585–1587)

➤ *Marquette-Joliet’s journey (map 2)*

➤ *The land claimed by LaSalle for France (Arkansas; Louisiana; Minnesota; Iowa; Missouri [map 2])*

Where did the French move after being beaten in battle in Florida? ➤

Which animal was almost hunted to extinction for its fur? ➤

With which Indians were the French friendly? ➤ And with whom were they not friendly? ➤

What important food group did wealthy Elizabethans ignore? ➤ Why? ➤

How were people told to clean their teeth? ➤

Ms. Hakim keeps stressing certain unique attributes of the land that would become America. Here, in this chapter, she notes that “English men and women would lose no rights when they moved to the new land.” What right does Ms. Hakim especially mention in this chapter? ➤

What were the two dreams of Europeans who came to America? ➤

What was the name of the book that described an island on which life was close to perfect? ➤

Why did Sir Walter Raleigh name the territory Virginia? ➤

What happened to Raleigh’s first attempt at colonizing Virginia? ➤

Chapters 37–39

Sir Frances Drake (ca. 1540–1596)

British navy defeats the Spanish Armada (1588)

➤ *Roanoke Island (map 2)*

➤ *England; France (map 3)*

What were the first three permanent European colonies in North America, and when were they established? ➤

What advantages did the Indians have with their bows and arrows over the Europeans with their muskets? ➤

What gave Europeans the advantage despite the inferiority of their muskets? ➤ Ms. Hakim asks, “What can be learned from this?”—Well?

Where was the second colony called Raleigh settled in 1587? ➤ Why did the leader, John White, go back to England? ➤ What had happened to the colony when he returned three years later? ➤

Why did Sir Francis Drake come to the New World—especially to the West coast? ➤

Why were the Spanish ships unguarded on the West coast? ➡

How did England win the battle with the Spanish Armada? ➡

How bad was the British defeat of the Spanish Armada? ➡

Why is the defeat of the Spanish Armada so significant in world history? ➡

At the end of the 1500s, which parts of modern day North America had been settled? ➡

Unfamiliar Words

Sir Walter Raleigh—

Frances Drake—

Vocabulary Development

isthmus— ■

Note to Mom or Dad:

Please be aware that the people group in this book, the Sawi of New Guinea, engage in killing and cannibalism. These acts are described to share the experiences of the author.

Some customers have questioned the purpose of this book in this history program. We have included this book as an example of a Godly hero for your children to read and study. We feel this book gives an excellent portrayal of how God can change a culture. We believe that this book is a productive learning tool and provides an opportunity for your children to explore God's world.

Chapter 1

➤ *Papua New Guinea* (map 1)

You may also want to use the maps in the book's introduction to familiarize yourself with the following: *Kronkel River*, *Arafura Sea*, and *Hanai River*.

What are the advantages of a treehouse? ➤

What is the Sawi ideal of marriage? ➤

Why was a peace treaty desirable? ➤

Don't forget to look up unfamiliar words as you come across them, such as: cruse, sago, vacuously, ocher, malarial, yaws, and existential.

Chapter 2

What is the purpose of saravon? ➤

What was the highest ideal of Sawi culture? ➤

What was considered a major milestone of Sawi life? ➤

How did Yao make restitution with his enemies? ➤

Chapters 3–4

Use the maps in the preface to find: *Agats*.

Why were the Sawi apprehensive about meeting a Tuan despite the obvious material benefits? ➤

What was the difference in work ability between the new steel axe and a hand-made stone axe? ➤

How had Hurip gotten his fine new axe? ➤

How big was the cultural gap between the Sawi and the Tuans? ➤

How did the Lord prepare the Sawi people for the coming missionaries' arrival? ➤

The Netherlands ruled Irian Jaya from 1828 to 1971, when the country achieved full independence.

Chapter 5

Don Richardson (1935–present)

➤ *Irian Jaya* (Netherlands New Guinea) (map 1)

Use the maps in the preface to find: *Pirimapun* and the *Cook River*.

How did men view their parents-in-law? ➤

Chapter 6

In 1955, Regions Beyond Missionary Union sent missionaries to India, Nepal, Congo, Peru, and Borneo. Missionary Aviation Fellowship flew in supplies.

What changes came to the Netherlands New Guinea as a result of the missionaries? ➤

Don't forget to look up unfamiliar words as you come across them, such as: epitomized, enervating, and the Hague.

Chapter 7

Use the maps in the preface to find the *Au River*.

What were the implications to Hadi of accepting the missionaries' invitation? ➤

Why did Don pick the location for his home that he did? ➤

Remember to look up unfamiliar words as you come across them, such as: death adders, taipans, dysentery, filariasis, hepatitis, and pandemonium.

Chapter 8

Anthropologists recommend we leave the noble savage as he is. Is this a good idea to just leave primitive tribal groups to themselves? ➤

Do you know the meaning of these words: reticence and sagacious?

Chapter 9

What does the author worry about as he builds his house and how does God intervene? ➤

Remember to look up unfamiliar words, such as: incursion, denizens, and opus.

Chapters 10–11

Why could Carol's first meeting with the Sawi have been intimidating? ➤

Why did the Sawi paint their bodies and dance when Don arrived with Carol and Stephen at their new home? ➤

Why did the light of the kerosene pressure lamp scare the Sawi away? ➡

Describe some of the differences between the two cultures. ➡

Chapter 12

What did the Sawi gather for food? ➡

Chapters 13–14

Why was Don hesitant to act as peacemaker and why did he decide to do it anyway? ➡

How did it come about that three entire villages took up residence surrounding the Richardsons? ➡

What were the advantages and disadvantages of three villages living in close proximity? ➡

Why would a Sawi father kill a twin at birth? ➡

How did Don learn the language? ➡

Remember to look up unfamiliar words, such as: suffused, foment, and dengue.

Chapter 15

What were the two presuppositions Don shared with the Sawi? ➡

Why did the Sawi think that Judas Iscariot was the true hero in the story of Jesus' crucifixion? ➡

What was the "schooling" method of sharing the gospel? ➡

Why did Don not want to resort to the "schooling" method? ➡

What is a redemptive analogy? ➡

If you are unfamiliar with certain terms or words, such as Parthenon, Areopagus, indicative, subjective, imperative, etymological, and hoary, please look them up!

Chapter 16

How did the tribes raise their children to be violent? ➡

Chapter 17

In the Sawi culture what was the only way to guarantee peace? ➡

After the peace child was given what did the peace depend on? ➡

Chapter 18

What was the method of settling disputes after the peace child had been given? ➡

How was Don finally able to help the Sawi see who Jesus is? ➡

Chapter 19

Use the maps in the preface to find: *Java, Sumatra, Celebes*, and *Jakarta*.

What was the main reason the Sawi reluctant to accept the gospel? ➡

Chapters 20–21

What caused Hato to be willing to accept "the Peace Child of God"? ➡

What challenge does Don give the people? ➡

Chapter 22

What miracle encourages many to believe? ➡

Chapters 23–24

What, according to the Sawi, did the ceremony 'touching the stench' accomplish? ➡

How does Don use the ceremony to encourage the faith of the Sawi? ➡

Why was it no longer necessary for the Sawi to exchange peace children to have peace with their enemies? ➡

Chapter 25 and Afterword

On the last page Don mentions several redemptive analogies that God has used over the ages to prepare people for hearing and receiving the gospel. Which of these are you familiar with? ■

A History of US, Book 1

Chapters 1–3

What are some of the unique aspects of the United States that Ms. Hakim mentions? (*ours is a democratic government; no one is considered above the law; the U.S. Constitution was the first written constitution in the world*)

Why study history? (*full of stories = interesting; it is mysterious—we can puzzle about the past; we can learn from the mistakes others made; Americans have a common heritage; to appreciate our heritage*)

What is the theme of this book according to the authors? (*the U.S. is the most remarkable nation that has ever existed—freedom, justice, opportunity*)

What is the “top” law of the United States? (*the Constitution*)

What made early human beings different than animals? (*brains and hands*)

Why is this period called the Stone Age? (*most of tools were made of stone*)

Why is Kennewick Man of such great interest to anthropologists? (*because he is of different racial stock than other so-called Native Americans; indeed, there are strong indications he may have been from Europe!*)

Where was the Bering Strait? (*between Asia and Alaska*)

Why did the first humans cross the Bering Strait? (*they were following animals to hunt*)

Who do historians think these people are? (*North American Indians*)

Could you walk across the Strait today? (*no, it is under the sea*)

Unfamiliar Words

Human Genome Diversity Project, Kennewick Man—human skeleton found near Kennewick, Washington; radio-carbon dating put its age at 9,000 years

Vocabulary Development

Stone Age, Bronze Age, and Iron Age—designations for successive time periods; names come from the primary material from which cutting tools are made during each period; Stone generally comes before Copper and Bronze, and Bronze comes before Iron

glacier—ice blanket

Ice Age—period of time when much of the northern hemisphere is covered with glaciers

C.E./B.C.E.—Common Era/Before the Common Era: a modern secular (“religiously neutral”) replacement for the

traditional Christian designations of A.D. (Anno Domini—Year of our Lord) and B.C. (Before Christ)

ptarmigan—a type of grouse of mountainous and cold northern regions

teratorns—great vulture-like birds

Chapters 4–5

➤ Bering Strait ❶; Bering Sea ❷; Alaska ❸; Canada ❹; Greenland ❺ (map 1)

➤ Siberia ❶ (map 4)

What is the difference between a gatherer and a farmer? (*a gatherer simply locates food that grows naturally in an area and lives off of that food s/he gathers; a farmer, by contrast, works to ensure a crop; s/he plants the plants, cultivates them, and harvests*)

What were some of the New World crops that were unknown in the Old World? (*corn, potatoes, sweet potatoes, squash, cocoa, popcorn, tobacco, peppers, tomatoes*)

And some of the other products that American Indians developed that were later adopted by Europeans? (*hammocks, canoes, snowshoes, lacrosse, rubber, rubber balls*)

What significant, but very simple piece of technology did American Indians not use? (*the wheel!*)

Why did Columbus call the first Americans “Indians”? (*he thought he was in the Indies*)

How did early Americans hunt animals? (*they stampeded them into ditches or bogs where they could be easily speared*)

Why did mammoths become extinct? (*they could not get enough food or water to survive*)

What animal changed the Indian lifestyle? (*the horse*)
How? (*when riding the horse they could more easily hunt and travel*)

What does current geological theory teach about how the Himalayan and Appalachian Mountains were formed? (*continents crashing into each other created the “wrinkles”*)

From where did the Eskimos come? (*Asia*)

How did Eskimos get their name? (*Eskimo means “eater of the raw meat” in an Indian language; they eat their meat both cooked and raw*)

What is the name by which so-called Eskimos refer to themselves—and what does it mean? (*Inuit—“the people”*)

Why is it important for Eskimos to eat raw meat? (*Raw meat provides vitamins and minerals*)

What do the Eskimos burn for light and for cooking? (*blubber, animal fat*)

How do Eskimos travel from place to place? (*dogsleds and boats*)

Vocabulary Development

atlatl—a dart thrower used for hunting

tundra—land that stays partly frozen all year round

Chapters 6–8

➤ New Mexico ❶; Arizona ❷; Mesa Verde, Colorado ❸;
Rio Grande River ❹ (map 2)

➤ Washington ❺; Oregon ❻ (map 2)

➤ Utah ❼; California ❽; Sierra Nevada ❾;
Rocky Mountains ❿; St. Louis ⓫; Great Lakes ⓬;
Appalachian Mountains ⓭ (map 2)

How can scientists *today* determine that Indians living hundreds of years ago may have suffered from diseases such as arthritis? (*because they study the bones; arthritis [for example] generates very specific forms of bone decay in the joints*)

What is the name of the people who lived in Mesa Verde, Colorado? (*Anasazi Indians*)

Where were their homes built? (*in the side of a steep mountain*)

What are kivas? (*round rooms where men gathered to conduct community business or celebrate*)

What happened in 1276 that caused great difficulty to the Anasazi Indians? (*a 24-year drought began*)

Why did they abandon their original homes? (*during the drought many people died; others moved close to the Rio Grande River so they could irrigate their fields easier*)

Why are the Pacific Northwest Indians considered wealthy? (*because there is plenty of food, the climate is relatively mild; it is relatively easy to live with a minimal amount of work*)

What are some objects that Europeans use to fulfill functions similar to those the northwestern American Indians achieve through their totem poles? (*heraldic symbols—family crests; tombstones [identifying the deceased]; carved tombs [demonstrating the greatness of the person entombed within]; fancy doorways [another symbol of power, authority, and greatness]; boundary markers [identifying the owner of a piece of property]; posters [used by the Indians to ridicule someone]*)

How did life for the Indians in the Northwest differ from that of the Anasazi Indians? (*they were hunters and fishermen and not farmers, and had an abundance of food*) How did they travel? (*giant canoes*)

What did totem poles symbolize? (*a family's power and rank*)

How did wealth and power differ for the Indians of the Northwest compared to other Indian tribes? (*most Indian tribes shared everything communally, but in the Northwest, the Indians valued their private property; their society was divided into classes and they owned slaves*)

What would we find unusual about potlatches? (*at the conclusion, the host would give away his finest belongings, sometimes everything he owned*)

What were steam huts in California used for? (*social halls and spiritual centers*)

What is the relation between farming and government? (*farming tends to increase the concentration of wealth compared to hunting/gathering; concentrated wealth means the potential payoff for theft rises, increasing the need for protection [or organized government]; concentrated wealth also means that aspiring governors have potential sources of revenue ready to hand!*)

How many languages did North American Indians speak in the 15th century? (*250*)

Who were the first Europeans to arrive in California? (*the Spanish*)

What river do some Indians call the “Father of Waters”? Why? (*Mississippi, because it is the largest river in North America*)

What are the two largest branches of this river? (*Missouri and the Ohio Rivers*)

Unfamiliar Words

totem pole—wooden (usually cedar) pole with symbolic figures (“totems”) carved in it

potlatch—huge party given by Indians in the Pacific Northwest

Vocabulary Development

affluent—wealthy

Chapters 9–10

➤ Plains States (east of the Rocky Mountains): Texas ❶; Oklahoma ❷; Colorado ❸; Kansas ❹; Nebraska ❺; Wyoming ❻; South Dakota ❼; Montana ❽; North Dakota ❾ (map 2)

Whose job is it to put up and take down the Indian teepee? (*Indian woman*)

What did the Plains Indians do with the buffalo they killed? (*ate the meat, used various parts to make teepees, clothes, shoes, ropes, wool, thread, tools, drinking containers, fuel*)

Why did the plains Indians think the buffalo were good for hunting? (*they have good meat, they are plentiful, they are stupid [i.e., easy to catch and kill]*)

What things do the Spanish trade with the Indians?
(*horses, knives, guns*)

Notes: Can you think of other technologies that, though functionally inferior, have won the allegiance of customers over their technically superior competitors? (*how about VHS video [vs. Beta Max]? Or Microsoft Windows computers over Apple computers? Can you think of some?*)

What and how do archeologists learn about health from examining skeletons? (*they discover cavities [or lack thereof] in people's teeth [which says something about their diet]; they can also see differences in bone shapes and/or bone densities, which also tell about diseases*)

How did Woodland Indians build their mounds? (*they carried baskets of dirt and dumped them to make hills*)

Which U.S. president wanted to learn about these mounds? (*Thomas Jefferson*)

What is the mound called that still exists in Ohio today? (*Serpent Mound*)

What were slaves called in the Indian city of Cahokia? (*Stinkards*)

What did the mound builders use their mounds for? (*burying their dead ... along with their treasures*)

Chapters 11–12

What role did grandmothers play in Iroquois society? (*they headed their families*)

How did these Indians hunt deer? (*they pretended to be deer by wearing deer antlers and sometimes skins*)

What kinds of crops did they grow? (*corn, beans, squash, and pumpkins*)

How did they get rid of trees to plant their fields? (*they cut the bark all the way around the trunk, which eventually kills the tree*)

Which Indians did the Algonquian tribes consider their enemies? (*Iroquois*)

What are wampum? (*beads on leather cords, which are woven into designs that tell stories*)

How many nations comprised the Iroquois confederacy? (*five originally, then one more was added*)

What was the role of women in Iroquois society? (*they chose the chiefs, sachems, for the nations and did most of the farming; the women were very well respected*)

What is one hypothesis for why Iroquois women were held in relatively high esteem? (*because the society absolutely depended upon the women's economic contribution through farming*)

Did the Iroquois have majority rule? (*no; they ruled by unanimity—which sometimes required a lot of talk!*)

What are Deganwidah and Hiawatha best known for?
(*bringing peace between the Iroquois nations*)

What did Tadodaho do to Hiawatha's daughters and why?
(*he killed them because he disagreed with what Hiawatha was saying*)

What did the Indians call North America? (*Turtle Island*)

Unfamiliar Words

succotash—a dish of mixed vegetables: beans, corn, and squash; the word is from Algonquian

Vocabulary Development

girdle (*as in, to girdle a tree*)—to cut the bark all the way around a tree; that kills a tree, which permits easy felling of the tree a couple of years later

sachem—a chief in one of the Iroquois nations

wampum—a shell bead used for writing by the Iroquois

confederacy—a group of nations in which each nation maintains its own, individual identity, but agrees to cooperate with the others in times of war or with regard to matters of mutual concern

matrilineal—heritage and descent is traced through the mother

Chapters 13–15

➤ Scandinavia (Norway ❶; Sweden ❷; Finland ❸; Denmark ❹ (map 3); Nova Scotia ❻ (map 1))

➤ Germany ❺; Portugal ❿ (map 3)

➤ Genoa ❻; Spain ❼ (map 3)

➤ China ❷ (map 4)

Who were the first Europeans to discover America?
(*Vikings*)

How was America discovered by mistake? (*Vikings were on their way to Greenland and were blown off course*)

Who were the two Vikings sent to explore America? (*Leif Eriksson, "Leif the Lucky," and Erik the Red*)

Who was the first white man to be killed by Indians? Why was he killed? (*Leif's brother, Thorvald, because he had discovered some Indians sleeping under canoes and killed all of them except one*)

What are some of the tools historians can use to learn about the past? (*archeology [studying physical objects that are dug up], literature [studying ancient documents], anthropology [studying fossils and living people, languages, etc.], zoology [studying animals and animal remains]*)

What years would the 12th century include—the 1100s or 1200s? (*1100s*)

How did printing technology change in the west when Johannes Gutenberg printed his Bible? (*from each page*)

having to be handcarved as a single piece—each page was printed from a combined set of individual letters; indeed, practically speaking, Gutenberg’s invention meant that people actually started printing books; before him, virtually all books were hand-copied)

Why did Prince Henry of Portugal want his sailors to go to China, Japan, and India? (he thought they were the world’s most advanced civilizations; and they had gold, jewels, and spices)

Why were Europeans trying to find another route to the Indies? (the route through Turkey and the Middle East had become dangerous because of warfare, thieves)

Why did Columbus believe the Earth was round? (read books in which scientists proved it was round)

What are the vertical and horizontal lines called that are drawn on maps? (longitude and latitude)

Why are these lines on maps? (they make it easy to read maps—find certain places, compare distances)

What is the equator? (zero degree line of latitude)

Which lines are parallel—latitude or longitude? (latitude)

What makes a line parallel? (equal distance from another line and never touch)

Whose research did Christopher Columbus study that led him to believe the earth was smaller than it actually is? (Ptolemy)

Which country (King and Queen) supported Columbus? (King Ferdinand and Queen Isabella of Spain)

Unfamiliar Words

Prince Henry of Portugal—Henry the Navigator

Eratosthenes—Greek scientific writer, astronomer, and poet, the first man known to have calculated the Earth’s circumference

Ptolemy—astronomer, geographer, and mathematician who considered the Earth the center of the universe

Vocabulary Development

runes—ancient Norse writing

prey—to hunt, victimize, plunder, or pillage

renaissance—rebirth

illuminate (with respect to manuscripts)—illustrate

longitude—the conceptual lines that run from pole to pole—360 degrees around the Earth; these indicate distances east and west of the Prime Meridian that runs through Greenwich, England

latitude—the conceptual lines that run parallel to one another east and west beginning at the Equator; these indicate distances from 0 to 90 degrees north or south

meridians—other name for lines of longitude

parallels—another name for the lines of latitude

Chapters 16–17

➤ San Salvador/The Bahamas ❶; Cuba ❷ (map 5)

➤ Canary Islands ❶ (map 6)

➤ Japan ❸ (map 4)

➤ Hispaniola (Haiti ❸ and Dominican Republic ❹); Jamaica ❺ (map 5)

What day did Columbus set sail from Spain? (August 3, 1492)

What does Columbus hope to bring back to Spain? (gold and spices)

How did an astrolabe help Columbus? (it measured how high the North Star was above the horizon, which helped determine latitude)

Where did Columbus think he had landed when he landed in San Salvador? (Indies)

On page 82, Ms. Hakim lists some of the products that Europeans gained from the “New World” as well as products that the Europeans brought to the “New World” from the “Old”; list some of them. Which product from America “proved more valuable to the Old World than all the gold in both the Americas”? (the potato)

According to Ms. Hakim, in 1492, which was the most advanced civilization in the world? (China’s)

On what grounds does she make this statement? (the Chinese were better fed, better housed, better clothed, and better educated than people anywhere else; Chinese technology was way ahead of the rest of the world)

On page 83, Ms. Hakim notes that King John of Portugal said Columbus was “a big talker and boastful in his accomplishments.” She then asks if you can think of a reason why “bragging” might sometimes be useful and not just conceited. Well, can you? (there is an old phrase, “Build a better mousetrap and the world will beat a path to your door.” But that is not true ... if they don’t know you have built a better mousetrap!—What do you think? Is advertising a form of bragging or boasting? Is it wrong? Why or why not?)

What was the first Spanish settlement in the Americas? (Hispaniola)

What countries are on this island today? (Haiti and the Dominican Republic)

How many ships and people went on the second trip with Columbus? (17 ships and 1,200 men)

Why were Africans brought to America in 1503? (workers were needed to tend the fields; Indians were dying and the Spanish didn’t want to do the work)

What did Columbus think South America was? Why? (*Garden of Eden, because the beautifully colored birds and flowers reminded him of a paradise*)

Unfamiliar Words

Sargasso Sea—an area in the middle of the Atlantic Ocean in which green seaweed grows thick

Chapters 18–20

- Iberian Peninsula ⑧; Seville, Spain ⑨ (map 3)
- Panama ⑥ (map 5)
- Peru ② (map 6)
- Moluccas/Spice Islands ④; Indonesia ⑤; Philippine Islands ⑥; Papua New Guinea ⑦ (map 4)
- Patagonia ③; Straits of Magellan ④; Magellan's Journey ⑤ (map 6)

What happened to Columbus's ships on his fourth voyage? (*worms destroyed them*)

Where did he and his crew get marooned? (*Jamaica*)

Which Italian sailed to America for England; therefore, giving England a claim to all of North America? (*Giovanni Caboto, John Cabot*)

Which explorer "discovered" the Pacific Ocean? (*Vasco Nuñez de Balboa*)

Why is the strait near the tip of South America named the Strait of Magellan? (*Ferdinand Magellan found China by sailing through the strait*)

What mistaken idea did Magellan have that led him to believe that if he went west from Africa he would find a short-cut to the Spice Islands (the Moluccas)? (*he thought the Pacific Ocean was very small, much smaller than the Atlantic*)

How did Magellan die? (*killed in a war with the enemies of Filipinos he had befriended*)

How many ships and men were still alive when Magellan's voyage returned back to Spain? (*one ship and eighteen men*)

How many years had the sailors been gone? (*almost three years*)

After whom was America named? (*Amerigo Vespucci*)

Why was it named after him when others had come to the land before him? (*he wrote about his trips, whereas the others had not. He was associated with the lands about which he wrote and his name was put on a map of the "New World" and it stuck*)

Unfamiliar Words

Vasco Nuñez de Balboa—first Spaniard to see the eastern shore of the Pacific Ocean

Ferdinand Magellan—Portuguese navigator and explorer whose ships first sailed around the world

Chapters 21–22

- Tenochtitlan ⑦ (map 5)
- Incan, Aztec & Mayan Territory (map 7)

In 15th century Europe what religion did most people practice? (*Roman Catholicism*)

Who was Martin Luther? (*German man who wrote a list of 95 things that he thought the Catholic Church should change, which was the beginning of the Protestant Reformation*)

What is one of the most important reasons for studying history? (*to learn from the mistakes of the past, in order not to repeat them*)

What happened during the Spanish Inquisition? (*Queen Isabella had a special court to force people to become Catholic, be tortured, or leave the country*)

Who did the Aztecs believe was their supreme god? (*Quetzalcoatl*)

What were some of the factors that contributed to Cortés' success against the Aztecs? (*for some time they thought he was Quetzalcoatl, so they thought they needed to honor and obey him; they weren't sure how to respond to him; they were overwhelmed by the new sights Cortés' band created: shining armor, horses, men riding horses, large ships ... ; peoples who were oppressed by the Aztecs joined Cortés' army*)

What was most impressive about Tenochtitlan? (*it was a huge city by European standards, filled with manmade marvels: floating gardens, fountains, a zoo; it was unbelievably clean; it was centered on a bloodthirsty religion*)

Why did the villagers help Cortés battle the Aztecs? (*they hated the Aztecs because many of their children and other relatives had been sacrificed to the Aztec gods*)

Unfamiliar Words

Quetzalcoatl—feathered serpent god of the Aztecs

Hernando Cortés—conqueror of the Aztec empire

Tenochtitlan—the Aztecs' capital city

Moctezuma—ruler of the Aztecs

Doña Marina—an Indian woman who had learned Spanish and who helped Cortés achieve his goals

Juan Ponce de León—explored and settled Puerto Rico, and explored Bimini (Bahamas) and Florida while searching for the Fountain of Youth

Francisco Pizarro—conquered the Incan empire in Peru

Vocabulary Development

centaur—a creature from Greek mythology, half horse and half man

pictograph—an early form of writing in which a stylized picture stands for (or “means”) a sound, an idea, or a thing

codex (plural: *codices*)—a book that has been written (or copied) by hand; i.e., a book in manuscript form (vs. a book that has been printed)

glyph (or **hieroglyph**)—a symbolic figure or character

mestizo—people of mixed Spanish and Native American heritage

mulatto—people with mixed Spanish and African heritage

Chapters 23–25

➤ *Bimini* 33; *Florida* 24 (map 2)

➤ *Puerto Rico* 8 (map 5)

What are some of the reasons we know so little about the Incans’ culture? (*among others: the conquistadors destroyed most of their cultural symbols and works of art*)

What happened to the Inca ruler, Atahualpa? (*Pizarro captured him, and promised to release him if the Incas would fill a huge room with gold. They did, but Pizarro killed him anyway*)

What did Pizarro do with all the Incan gold objects? (*melted them down into gold bars*)

What killed most Mexican and Native American Indians? (*diseases brought to Mexico from Europeans and Africans*)

What is a colony? (*a region controlled by a foreign country*)

Why did Spain not colonize much land in North America? (*they did not find anywhere near as much gold as they did in South America*)

What were the seven cities of Cibola? (*a European legend of seven priests who had founded seven wealthy cities thought to be in North America*)

Which explorers were sent by the Spanish governor of Mexico to find gold in Florida? (*Esteban and Fray Marcos*)

Unfamiliar Words

Álvar Núñez Cabeza de Vaca—one of only four men who survived a Spanish shipwreck on Florida’s coast in 1528, he then wandered through Texas and what would become northern Mexico before finding a Spanish outpost in 1536

Esteban—a black slave who accompanied Cabeza de Vaca and who later sought to help the Spaniards find the Seven Golden Cities of Cibola

Fray Marcos de Niza—Franciscan friar who helped lead the expedition that looked for the Seven Golden Cities of Cibola

Cibola—an area in which there were supposed to be seven unbelievably wealthy cities

Chapters 26–27

➤ *Coronado’s journey* 34 (map 2)

➤ *de Soto’s journey* 35 (map 2)

In the territories of what modern states did Coronado explore? (*Arizona, Kansas, and New Mexico*)

What were some of the hardships of the journey? (*the Grand Canyon, quicksand, too hot and too cold temperatures, Indian ambushes, starvation, sickness*)

Why were the Spaniards interested in the city of Quivira? (*it was supposed to be full of gold*)

What did they find when they got there? (*nothing but mud huts—a great disappointment*)

What are two reasons the European style of fighting did not work against the Indians? (*long lines of men on horseback could not charge the enemy because of the thick forests and swamps; the Indians did not fight in the open, but hid behind trees and shot their arrows*)

Was de Soto kind to the Indians? (*no, he was brutal and killed many*)

Unfamiliar Words

Francisco Vazquez de Coronado—Spanish explorer who discovered the Grand Canyon, but also found that tales of the Seven Golden Cities of Cibola were false

Hernando de Soto—Spanish explorer who participated in Pizarro’s conquest of Peru and then explored the North American continent from southwestern Florida north, through areas that are now part of Georgia, Alabama, Louisiana, across the Mississippi, into what is now Texas; the results of his explorations, together with Coronado’s, convince the Spanish that the North American continent is hardly worth their trouble

Chapters 28–30

➤ *Santa Fe, New Mexico* 25 (map 2)

What was the first permanent European colony in the North American West? (*Santa Fe*)

What devastated the Indian population of the Southwest? (*diseases brought from Europe and Africa*)

What did Bartolome de Las Casas believe about slavery of the Indians? (*he felt it was wrong*)

Had he always had this opinion? (*no, up to the age of 40, he had owned Indians as slaves*)

According to Hakim, what were the key arguments that Las Casas and Sepulveda used for their respective views? (*Las Casas: the Indians are human beings; it is our own lust for riches that leads us to enslave others; God will judge us for the suffering we cause them; Sepulveda: some races are “naturally” oriented toward being enslaved, others toward mastery; Indians are inferior to Spaniards, they need someone to tell them what to do*)

Why didn’t the colony in modern day Venezuela work the way Las Casas had planned? (*the Indians were not interested in farming with the Spaniards. Other Spaniards who still owned slaves in the area thought Las Casas was a troublemaker. Indians attacked the colony*)

What is amazing about the amount of land conquered by the Spaniards? (*in 30 years they had acquired more territory than the Romans had in 500 years*)

What would probably have happened if the Spaniards had found gold in North America? (*they would have conquered it also, and we would probably be speaking Spanish today*)

How did all the gold that was shipped back to Spain affect their economy? (*caused inflation and taxes to increase*)

What happened as a result of the Spaniards’ acquisition of so much gold in such a short period of time? (*it caused economic upheaval: industry declined, inflation set in, taxes went up, peasants left for America*)

What occurred that made the Inquisition suddenly powerful in Spain in the year 1492? (*the Moors—Muslims from Morocco—were finally thrown out of power in Spain after some 700 years*)

How many years did the Spanish Inquisition last? (300)

Unfamiliar Words

Juan de Oñate—married Isabel de Tolosa Cortés Motezuma, who was a descendant of famous conquistador Hernán and the Aztec emperor; founds the province of New Mexico in 1598

Bartolomé de Las Casas—Dominican priest who spoke out for the American Indians against their Spanish overlords

Juan Ginés de Sepulveda—Spanish scholar who argued the case that enslavement of the American Indians was perfectly proper

Inquisition—a papal judicial organization that was designed to discover hidden heretics within the Church; it soon became used by secular political figures (most notably the Spanish crown) to further their own agendas against people who opposed them

Chapters 31–33

➤ Charlesfort (probably on the southern part of Port Royal Island, South Carolina) 26 (map 2)

Why did other European nations dislike Spain? (*they were jealous of its wealth and power. Also, the other nations had growing Protestant religions, whereas Spain was still Catholic*)

What was the name of the church King Henry VIII founded? (*Anglican or Church of England*)

What was his motivation for founding the church? (*he wanted freedom to divorce his wife*)

Why did people call Queen Mary “Bloody Mary”? (*she tried to make England Catholic again by killing many Protestants*)

Why were the people happy when Elizabeth became queen? (*she was an Anglican*)

From 1562 to 1598, how many civil wars were fought in France over religion? (*eight*)

Why did England and France hire Italians to explore the New World? (*they were very good sailors*)

Who or what were Huguenots? (*French Protestants*)

What is the difference between pirates and privateers? (*they both engaged in the same behavior: capturing, stealing, and plundering ships; but privateers did it with the blessing of their government; pirates refused to split their booty, kept it all for themselves, and were thus labeled “outlaws”*)

What three things was Pedro Menendez de Aviles to do in the New World for Spain? (*get rid of the French, build a fort to protect the Spanish fleet, and explore*)

What is the significance of St. Augustine? (*it became the first permanent European settlement on the North American continent*)

Unfamiliar Words

Jacques Cartier—French explorer of New Brunswick, Newfoundland, and the St. Lawrence River

Jean Ribaut—French Protestant who established the first French colony in North America: Charlesfort in what is now South Carolina

Vocabulary Development

piracy—any robbery or other violent action, for private ends and without authorization by public authority, committed on the seas or in the air outside the normal jurisdiction of any state

Huguenot—the standard name for a French Protestant in the 15th or 16th centuries

Chapters 34–36

➤ Marquette-Joliet’s journey 27 (map 2)

➤ The land claimed by LaSalle for France (Arkansas 28; Louisiana 29; Minnesota 30; Iowa 31; Missouri 32 (map 2)

Where did the French move after being beaten in battle in Florida? (*north to what is now Canada*)

Which animal was almost hunted to extinction for its fur? (*beaver*)

With which Indians were the French friendly? (*Algonquins and Hurons*) And with whom were they not friendly? (*the Iroquois*)

What important food group did wealthy Elizabethans ignore? (*vegetables*) Why? (*they were considered only for poor people who grew them in gardens*)

How were people told to clean their teeth? (*brush them with sugar*)

What right does Ms. Hakim especially mention in this chapter? (*trial by jury*)

What were the two dreams of Europeans who came to America? (*riches and a new world without the mistakes of Europe*)

What was the name of the book that described an island on which life was close to perfect? (*Utopia*)

Why did Sir Walter Raleigh name the territory Virginia? (*after Queen Elizabeth, who was called the Virgin Queen because she never married*)

What happened to Raleigh's first attempt at colonizing Virginia? (*it failed because the men were homesick and hungry, so they went back to England on Sir Francis Drake's ship*)

Chapters 37–39

➤ *Roanoke Island* 15 (map 2)

➤ *England* 11; *France* 12 (map 3)

What were the first three permanent European colonies in North America, and when were they established? (*St. Augustine—1565; Quebec—1608; Santa Fe—1610*)

What advantages did the Indians have with their bows and arrows over the Europeans with their muskets? (*arrows traveled farther, more accurately, could be shot six times faster than a musket, and were silent, providing opportunities for sneak attacks*)

What gave Europeans the advantage despite the inferiority of their muskets? (*a psychological advantage—because they and the Indians believed that the musket was a superior weapon*)

Where was the second colony called that Raleigh settled in 1587? (*Roanoke Island*) Why did the leader, John White, go back to England? (*to get more supplies, as they were running low on food*) What had happened to the colony when he returned three years later? (*the colonists had vanished and the letters “CRO” had been carved on a tree*)

Why did Sir Francis Drake come to the New World—especially to the West coast? (*to steal riches from Spanish ships, on the West Coast the ships were unguarded so his targets were easier*)

Why were the Spanish ships unguarded on the West coast? (*they didn't think an English ship would reach the West coast; Drake's was the first*)

How did England win the battle with the Spanish armada? (*used small, fast ships and did not fight in the traditional way—they sent burning ships into the sea towards the Spanish ships to set them afire*)

How bad was the British defeat of the Spanish Armada? (*20,000 Spanish men killed vs. 100 English; 63 ships lost vs. none*)

Why is the defeat of the Spanish Armada so significant in world history? (*it marked the beginning of the end of Spanish hegemony in the Western and New worlds*)

At the end of the 1500s, which parts of modern day North America had been settled? (*Florida, New Mexico, and Canada*)

Unfamiliar Words

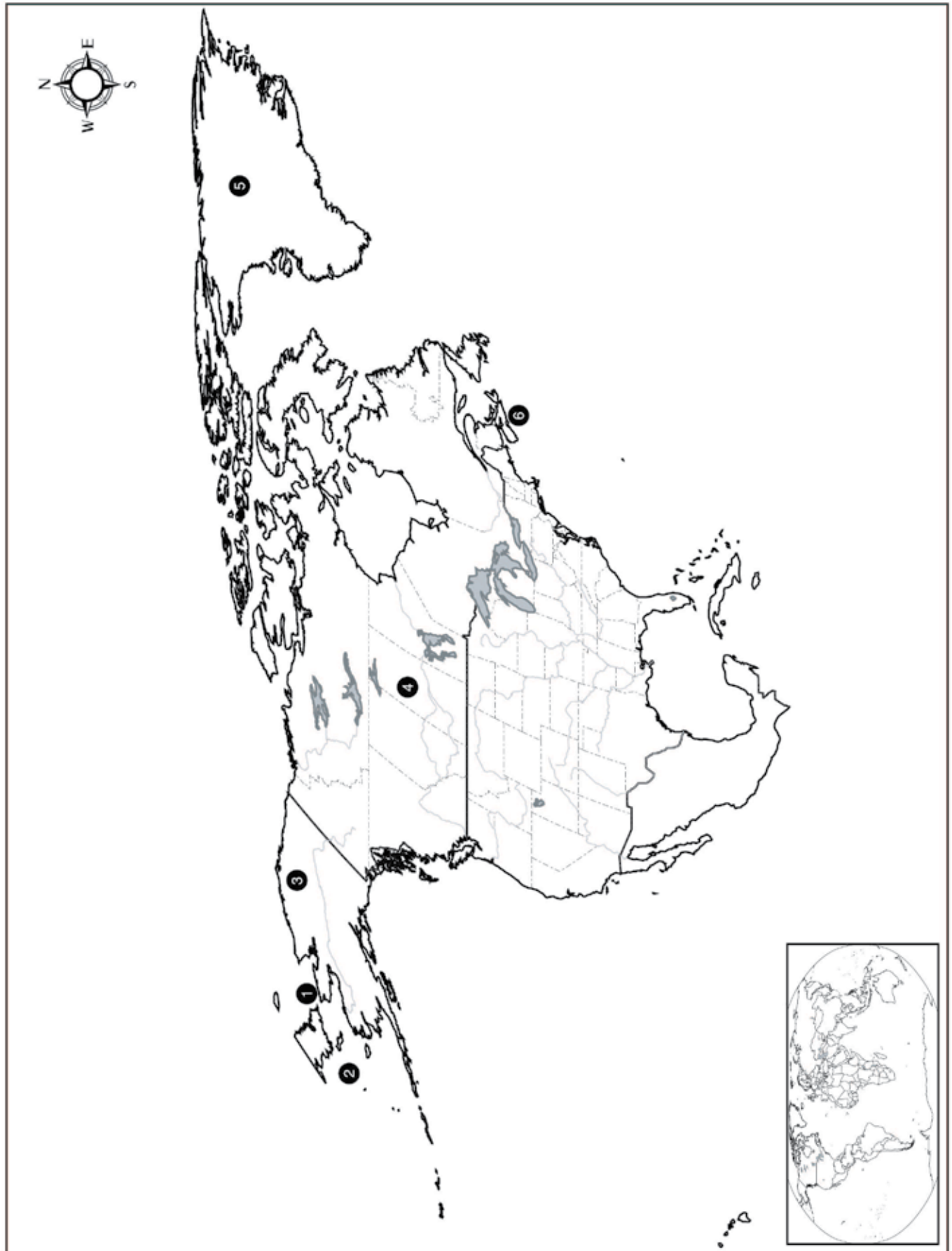
Sir Walter Raleigh—a favorite of Queen Elizabeth, had great dreams for the Americas (both North and South) but they all came to naught; helped fund the failed attempt to establish a colony in Roanoke Island

Frances Drake—English admiral who circumnavigated the globe (1577–80), played an important role in defeating the Spanish Armada (1588), and was the most renowned seaman of the Elizabethan Age

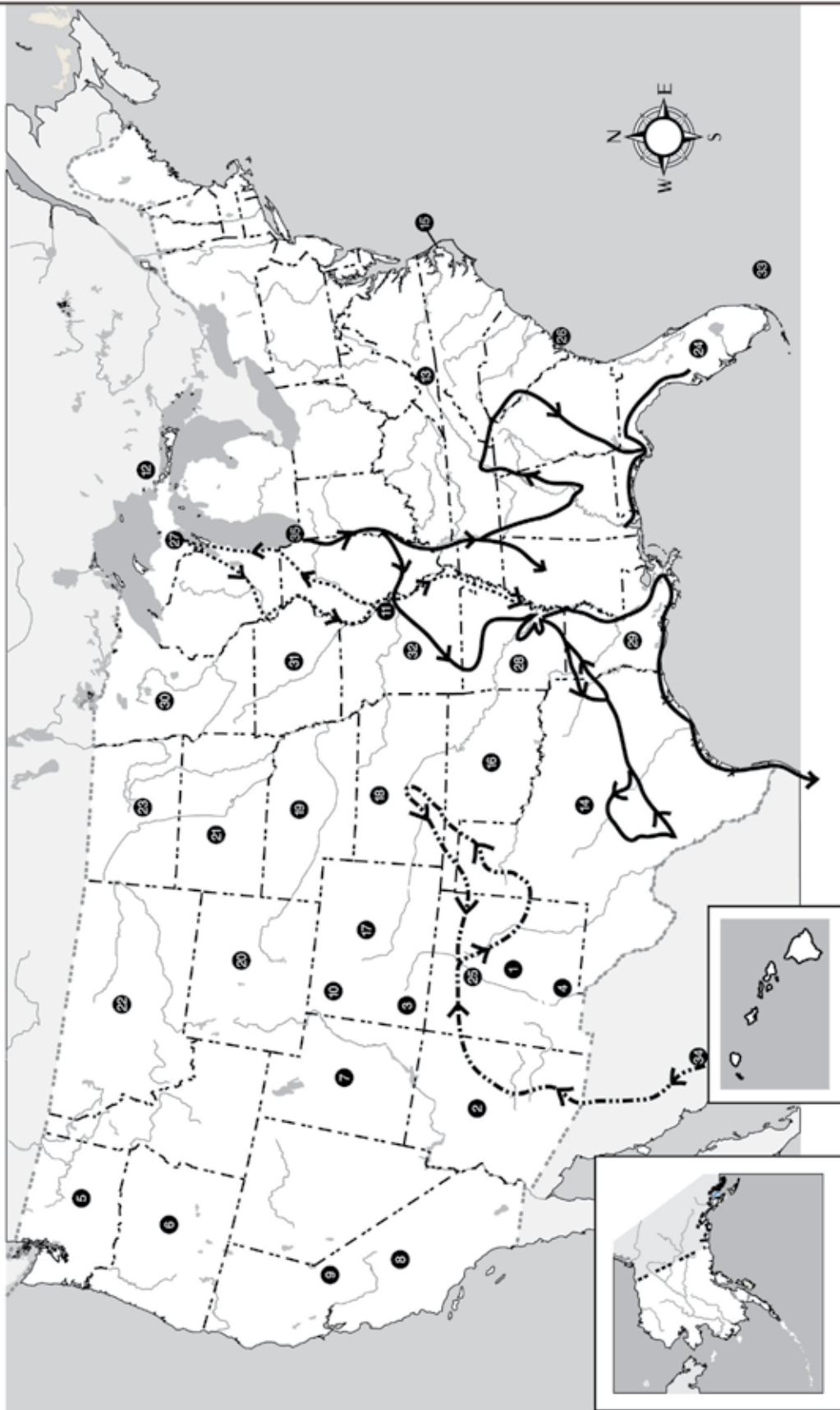
Vocabulary Development

isthmus—a narrow neck of land joining two larger landmasses ■

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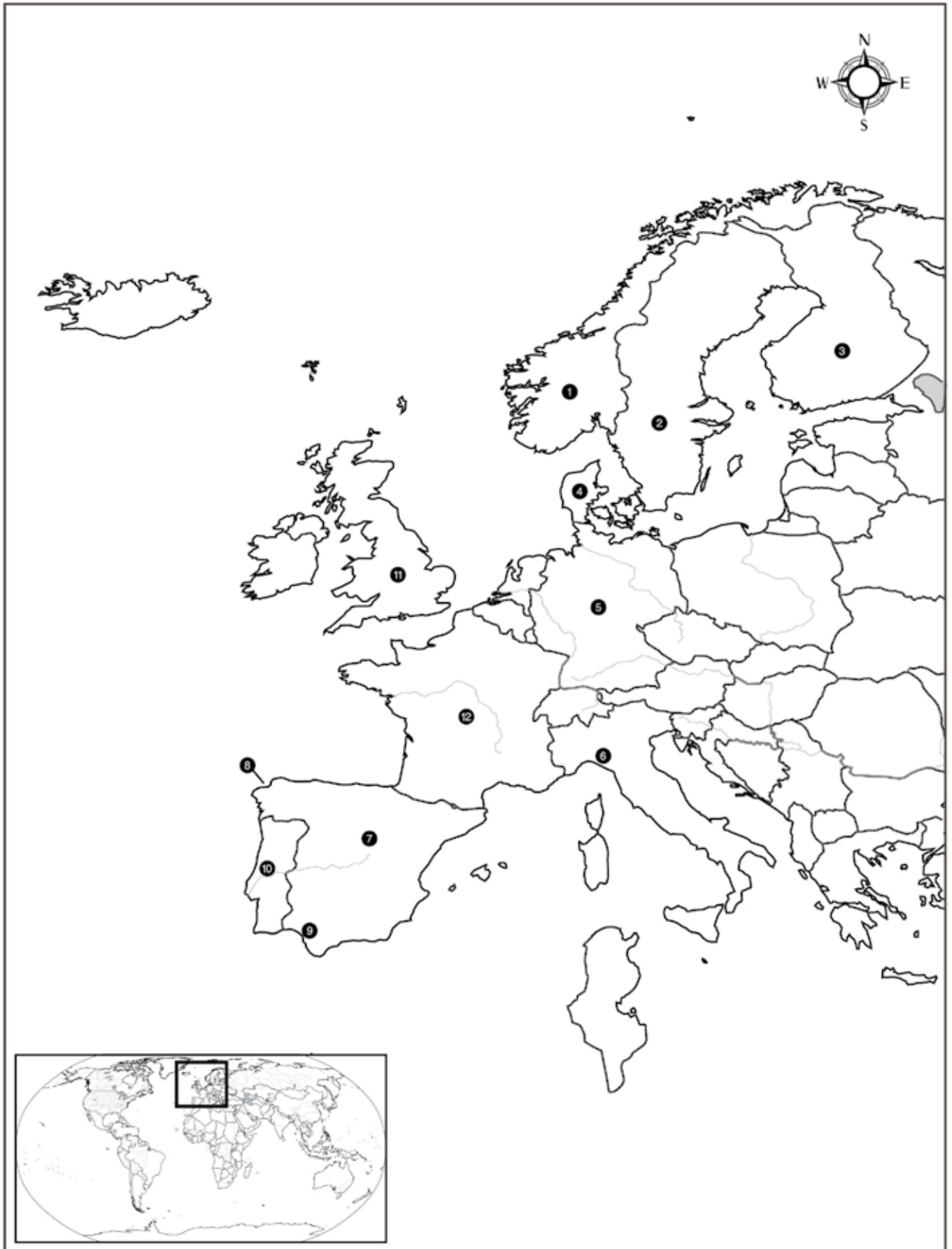
A History of US, Vol. 1 - Map 2



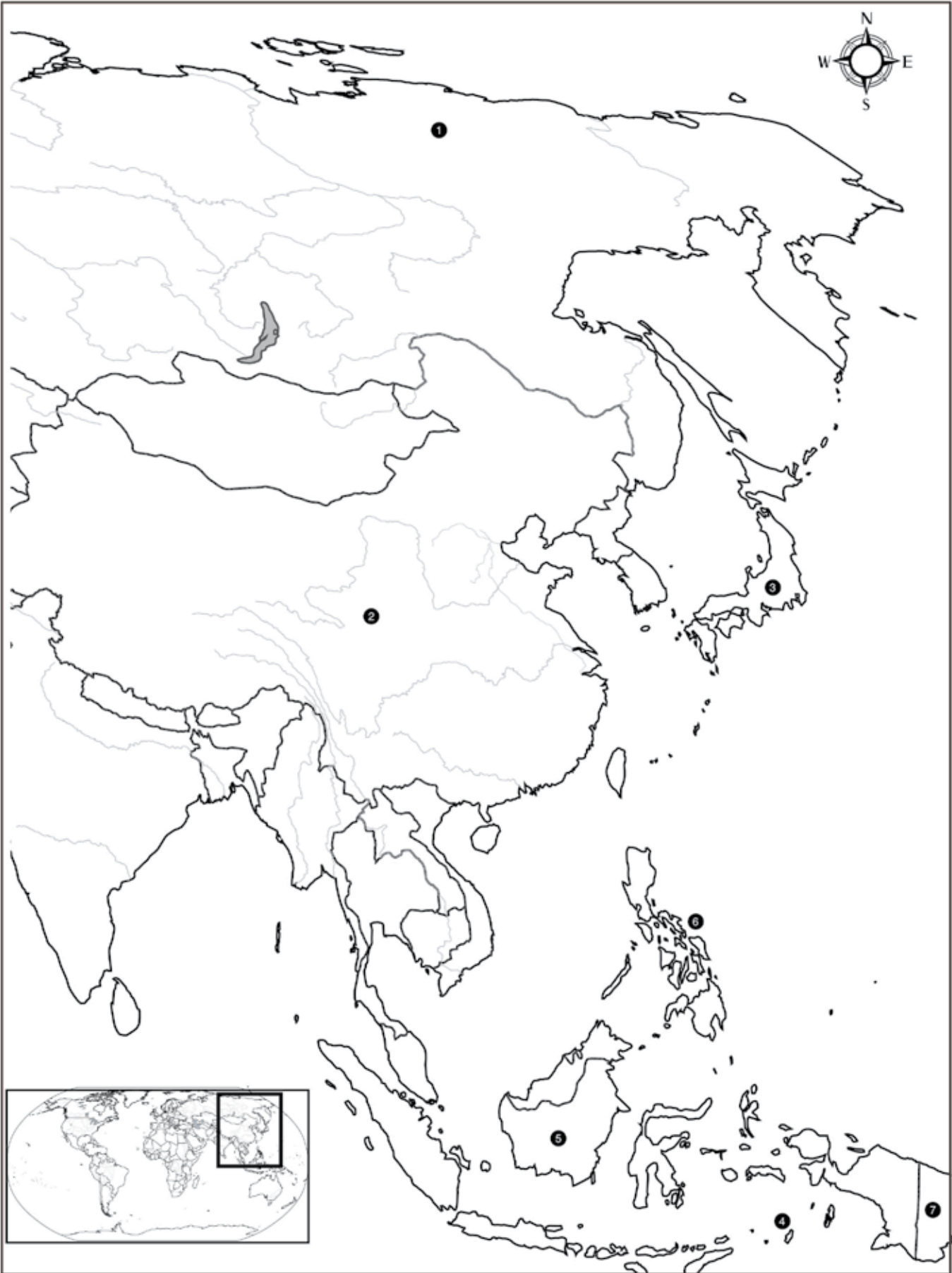
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A History of US, Vol. 1 - Map 3

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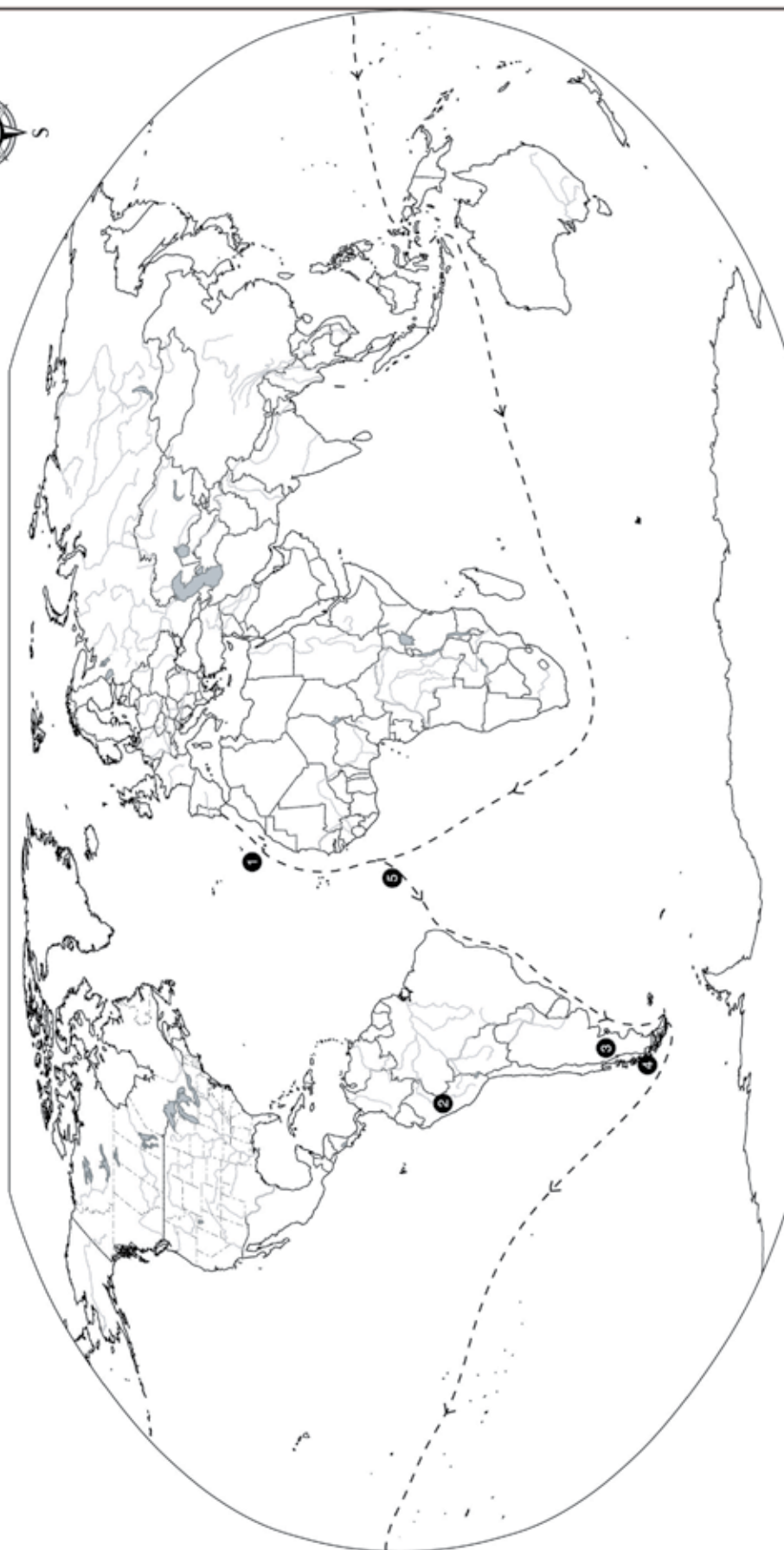
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A History of US, Vol. 1 - Map 5

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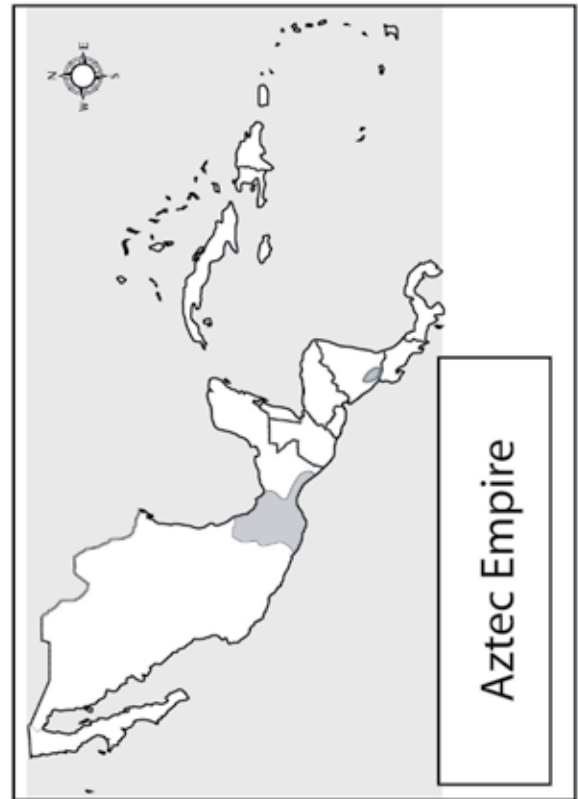
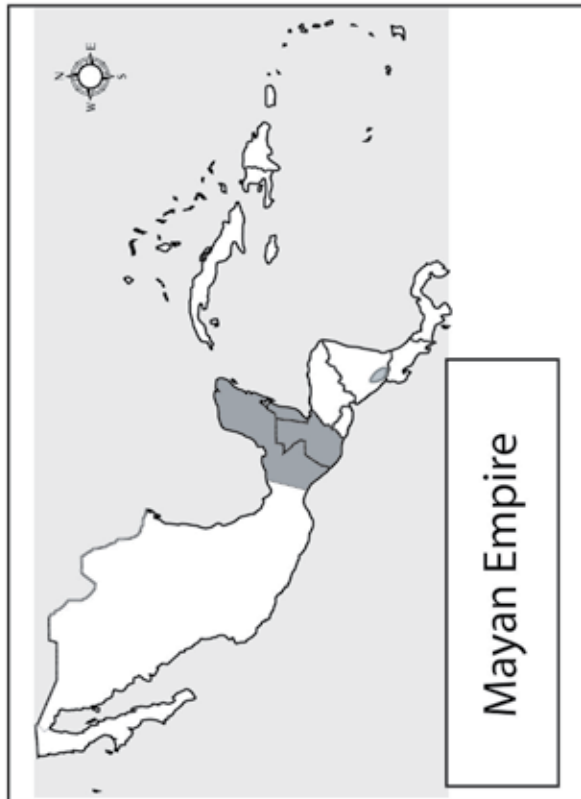
A History of US, Vol. 1 - Map 6



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A History of US, Vol. 1 - Map 7

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General World Location
of the Empires

Chapter 1

➤ Papua New Guinea ❶ (map 1)

You may also want to use the maps in the book's introduction to familiarize yourself with the following: Kronkel River, Arafura Sea, and Hanai River.

What are the advantages of a treehouse? *(give an easy view of the surroundings, offer protection for the women and children during battles, the men can rain down arrows on their enemies on the ground)*

What is the Sawi ideal of marriage? *(to have five healthy wives)*

Why was a peace treaty desirable? *(more land would be opened to harvest sago if the two tribes stopped fighting; and possibly the two tribes could unite to fight their enemies; as founders of the treaty both men had a chance to gain prestige)*

Chapter 2

What is the purpose of saravon? *(to reassure a guest and to give pause to anyone who might intend hostility)*

What was the highest ideal of Sawi culture? *(treachery; making friends with someone with the sole purpose of later betraying him)*

What was considered a major milestone of Sawi life? *(eating human flesh)*

How did Yao make restitution with his enemies? *(he brought valuable trade goods to make restitution for the life he took)*

Chapters 3–4

Why were the Sawi apprehensive about meeting a Tuan despite the obvious material benefits? *(because they were unsure of what the supernatural repercussions might be)*

What was the difference in work ability between the new steel axe and a hand-made stone axe? *(the steel ax could fell a tree in four blows; it would require more than forty blows with a typical stone axe)*

How had Hurip gotten his fine new axe? *(he traded one of his children for it)*

How big was the cultural gap between the Sawi and the Tuans? *(equal to several thousand years of human development)*

How did the Lord prepare the Sawi people for the coming missionaries' arrival? *(they wanted a Tuan to come to their village for the gifts a Tuan would bring, and they had a good encounter with Dutch officials in a boat)*

Chapter 5

➤ Irian Jaya (Netherlands New Guinea) ❷ (map 1)

How did men view their parents-in-law? *(the parents-in-law were the most highly honored relationship—marriageable daughters were highly prized)*

Chapter 6

What changes came to the Netherlands New Guinea as a result of the missionaries? *(people turned from savagery and superstition, peace came to their society, education prepared them to meet the world, doctors and nurses eradicated yaws, and brought new health)*

Chapter 7

What were the implications to Hadi of accepting the missionaries' invitation? *(he would be taking a risk by going with these strange foreigners that he knew very little about; they would be traveling into the region of dreaded Asmat cannibals; but if he returned safely he would have great prestige among his own people)*

Why did Don pick the location for his home that he did? *(the straight river would be a good landing site for a water-plane, the location seemed to be in the middle of a large population of Sawi, he recognized that God was in control even though Satan had had power there for a long time)*

Chapter 8

Anthropologists recommend we leave the noble savage as he is. Is this a good idea to just leave primitive tribal groups to themselves? *(no, the world isn't big enough for that anymore. Even if the missionaries didn't go in to share the gospel, others would go in to exploit and take natural resources)*

Chapter 9

What does the author worry about as he builds his house and how does God intervene? *(he worries that the various tribes will break out in warfare and will shed blood. God sends a plane to distract them)*

Chapters 10–11

Why could Carol's first meeting with the Sawi have been intimidating? *(200 armed warriors stood on shore in front of their wives and children)*

Why did the Sawi paint their bodies and dance when Don arrived with Carol and Stephen at their new home? *(it was their way of welcoming the missionaries)*

Why did the light of the kerosene pressure lamp scare the Sawi away? *(because it was much brighter than any light they had; it lit up the whole house and the Sawi thought it might be some sort of supernatural manifestation)*

Describe some of the differences between the two cultures. *(Don: all the new mechanical things, the peace of God; the Sawi: the warlike dress, the emotional drumming and dance, the signs of bloodthirstiness)*

Chapter 12

What did the Sawi gather for food? *(pork, sago, fish, shrimp, elephant grass cores, leaves, fruit, beetle grubs, snakes, birds, frogs, lizards)*

Chapters 13–14

Why was Don hesitant to act as peacemaker and why did he decide to do it anyway? *(he was hesitant because of the risk of getting shot. He decided to step in so he wouldn't set a precedent of noninvolvement)*

How did it come about that three entire villages took up residence surrounding the Richardsons? *(because Don had built his home on Kamur land, and had made first contact with Haenam and Yohwi, they all claimed the right to live next to the missionaries. The novelty and prestige was enough of an incentive to induce them to try to get along)*

What were the advantages and disadvantages of three villages living in close proximity? *(the Richardsons could easily interact with all the tribes and would allow them to provide medical help more easily; the three people groups could fight easily)*

Why would a Sawi father kill a twin at birth? *(the Sawi believed that the second twin born was actually an evil spirit trying to invade the community by impersonating a truly human child and being born along with it)*

How did Don learn the language? *(ten hours a day, he listened and asked questions)*

Chapter 15

What were the two presuppositions Don shared with the Sawi? *(belief in a supernatural world and the importance of interaction between that supernatural world and men)*

Why did the Sawi think that Judas Iscariot was the true hero in the story of Jesus' crucifixion? *(because they idealized treachery as a virtue, a goal of life)*

What was the "schooling" method of sharing the gospel? *(missionaries would write off the present generation as unteachable and concentrate instead on enrolling young children in schools, where a Christian influence over many years can reach the next generations)*

Why did Don not want to resort to the "schooling" method? *(he felt that if the gospel could not win these men, it was not the message it claimed to be)*

What is a redemptive analogy? *(a visual picture from a people group's history that demonstrates the gospel)*

Chapter 16

How did the tribes raise their children to be violent? *(parents praise a child who is resistant to authority and strong willed, they encourage violent temper tantrums, and children are encouraged to always take revenge)*

Chapter 17

In the Sawi culture what was the only way to guarantee peace? *(to give a "peace child" to the enemy; if a man would actually give his own son to his enemies, that man could be trusted)*

After the peace child was given what did the peace depend on? *(the continuing life of the peace child; if the peace child died the agreement was cancelled)*

Chapter 18

What was the method of setting disputes after the peace child had been given? *(to "plead the peace child"; to remind the enemy that because the peace child was living there could be no fighting)*

How was Don finally able to help the Sawi see who Jesus is? *(he told them that Jesus was God's peace child. When they understood that, Judas Iscariot was no longer their hero. To betray a peace child was the worst thing anyone could do)*

Chapter 19

What was the main reason the Sawi reluctant to accept the gospel? *(fear of unfavorable reaction from the demon world)*

Chapters 20–21

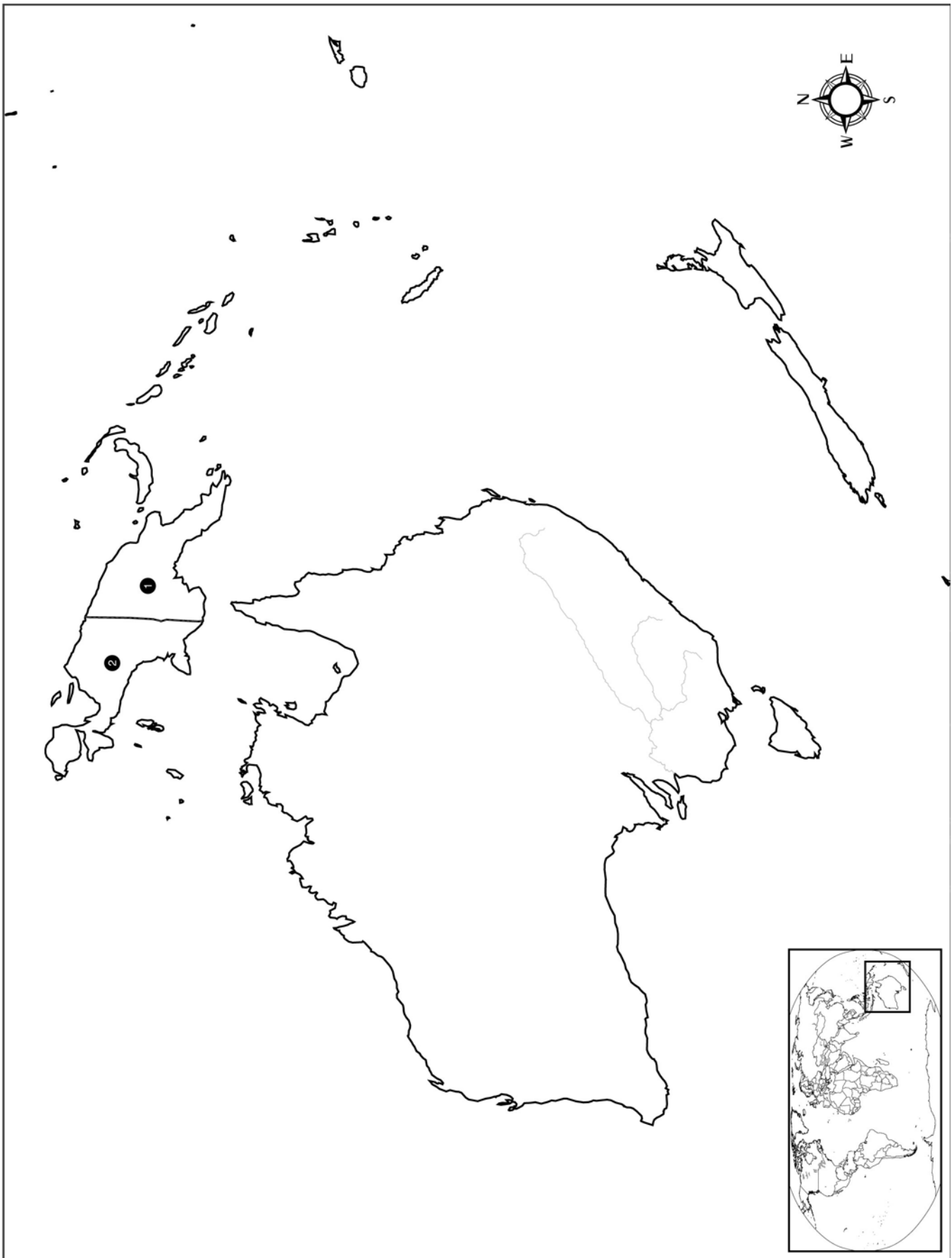
What caused Hato to be willing to accept "the Peace Child of God"? *(he witnessed the near drowning of Don's sons, and saw how Don was able to trust God and have peace even in the midst of such a trauma)*

What challenge does Don give the people? *(God is more powerful than evil spirits and will prove it by raising a dead man)*

Chapter 22

What miracle encourages many to believe? *(Warahai's "resurrection" from the dead)*

Peace Child - Map 1



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Overview

Cameron Townsend tells the story of the man who started Wycliffe Bible Translators with the dream of making the Bible available in every language. While Cam's personal efforts were initially focused in Mexico and Central America, Wycliffe has since successfully translated the Bible into hundreds of languages all across the globe.

Setting

The setting of a story is the time and place in which the story takes place. *Cameron Townsend*, for example, takes place from 1896 to 1982 throughout the Americas. As you read, think about what you know about Cameron Townsend. Consider how much of what you “know” is based upon actual description in the book as opposed to assumptions based upon his surroundings.

It will be helpful if you find a map and familiarize yourself with the following:

chaps. 1–3

- Fresno, CA; Los Angeles, CA; Long Beach, CA; Downey, CA
- Pacific Ocean; San Gabriel Mountains; San Joaquin Valley; Santa Ana, CA
- Clearwater, CA; San Diego, CA; Vancouver, Canada; Guatemala

chaps. 4–5

- San Francisco; Baja California; Mexico; San Jose, Guatemala
- Guatemala City; Antigua; Tecpan; San Antonia Aguas Calientes
- Santiago; Santa Catarina Barahona

chaps. 6–7

- Escuintla; El Salvador; Honduras; Nicaragua

chap. 8

- Central America; Panajachel, Lake Atitlan

chaps. 11–12

- Dallas, TX; Laredo, Rio Grande River; Monterrey, Mexico; Mexico City

chaps. 13–14

- Morelos Tetelcingo

chaps. 15–16

- Oaxaca; Mazatec, Yucatan peninsula; Mesquital Valley; Madre Mountains

- Puebla Mountains; Lake Patzcuaro; Peru; Andes Mountains; Amazon Basin

chaps. 17–18

- Tuxtla, Mexico; Venezuela; Lima, Peru; Aguaytia River; Colombia; Philippines
- New Zealand; Australia; Sweden; United Kingdom; Nigeria; Ghana

chaps. 19–20

- Moscow, Russia; New Delhi, India; Nepal; Papua New Guinea
- Australia; New Zealand; Pakistan; Caucasus region; Black Sea; Caspian Sea

Characters

Characters are the people in the story. We learn about characters through their words, their actions, and the author's descriptions. Literary characters are usually analyzed in two important ways: how complex they are and whether or not they change over the course of a story. Complex characters are **round**, while one-dimensional characters are **flat**. **Dynamic** characters change or grow over the course of a story, but **static** characters remain the same. You will also often be asked to identify the main character of the story, the **protagonist**, and the character against whom the main character primarily struggles, the **antagonist**. As you read, ask yourself: are the characters in this story round or flat? Are they dynamic or static?

Point of View

Point of view is the perspective from which a story is told. *Cameron Townsend* is told from the third person omniscient point of view. This means the story is told from the perspective of someone outside of the story (third person), someone who knows what all the characters think, say, and do (omniscient).

After the first few pages, it is easy to forget to think about the story's perspective. Readers just get used to the way a story is told. However, it is often enlightening to consider certain events from another character's perspective. For example, as you read, consider how Cameron Townsend might have described certain events in his own words (i.e., from the first person autobiographical point of view).

Conflict

Conflicts are the struggles the protagonist encounters. A story often contains multiple conflicts. Typical types of conflict include: person vs. person, person vs. self, person vs. society, person vs. nature, and even person vs. God.

This story covers the breadth of Cameron Townsend's life. Although the reader can be sure that Cam experienced many types of conflict throughout his life, the author will likely only focus on those conflicts that defined Cam's life in some way. As you read, consider what conflicts from Cam's life the author chose to highlight.

Theme

The themes of a story are the author's overarching observations about human nature. Themes often include a moral lesson. As you read, try to identify the main theme of the story. Feel free to mark passages in your book that you feel most powerfully express that theme. For example, in this story, things "just seem to happen" at times for Cam. Was it luck? Coincidence? God's providence? What does the author think?

Chapters 1–3

Richard Nixon (*the 37th President on the United States. He is the only president to have resigned before his term of presidency ended. His resignation was motivated from his threatened impeachment after the Watergate scandal became known to the public. Watergate refers to a 2 year period when Nixon abused his power as president by undermining political opposition in the anti-war movement during the Vietnam War. The era of Nixon's presidency and the Vietnam War is usually not considered to have been a positive time in US history*)

John R. Mott ([1865–1955] head of Student Volunteer Movement)

World War 1 (1914–1918) (*it began when Franz Ferdinand, the heir to the Austro-Hungarian throne was assassinated by a Bosnian Serb student. By the time it was over, the dominant European empires, their unification and their colonialism were all destroyed, enabling the formation of smaller countries such as Turkey and Hungary. Hitler soon rose to power in Germany and communism became the new form of government in Russia. Problems that remained unresolved after World War I became important factors in the outbreak of World War II*)

Woodrow Wilson (*served as president of the United States from 1913–1921. During his first term he instituted the Federal Reserve System, while his second term was focused on World War I and the Treaty of Versailles. He was known for supporting the Suffrage Amendment, allowing women to vote, but also was the first president to re-institute segregation since Abraham Lincoln abolished it in 1863. His attitude and those of many of his cabinet members were clearly racist*)

Why did Cam visit the president? ➡

Describe Cam's home. ➡

What causes Cam to become a good student? ➡

What does Cam decide to do with his life? ➡

What was the SVM (Student Volunteer Movement)? ➡

How does able-bodied Cam manage to receive a discharge from the National Guard? ➡

Chapters 4–5

Describe Guatemala's religious history. ➡

Why does Cam have a hard time telling people about his faith in Jesus? ➡

What crop did the Indians transport? ➡

Before Cam arrived, how did some of the Cakchiquel Indians become Christians? ➡

Why was it tough to sell the Bibles? ➡

What is the Day of the Spirit of the Dead? And, what did Cam realize about the Indians when he saw the gifts? ➡

After the mob attacked him, what key decision does Cam make? ➡

Chapters 6–7

Influenza epidemic of 1918 (*also known as the Spanish Flu. It was a deadly strain of the avian influenza that killed 50 to 100 million people worldwide in 1918 and 1919. More people died from this epidemic than from conflict during World War I*)

Malaria (*an infectious disease contracted from the bite of female mosquitoes, primarily in tropical environments. Once malaria is contracted it never fully goes away, although over a long period of time episodes may be reduced in intensity. These episodes include fever, shivering, joint pain, vomiting, and convulsions*)

What key question does an Indian man ask Cam? ➡

To whom did Cam mainly sell his Bibles? ➡

Define finca. ➡

What is the mozo system? ➡

After the earthquake, what advice does Cam give the mayor of Guatemala City? ➡

How does Cam propose to help the Indian people move from the dark ages into the modern era? ➡

Why does the task of Bible translation seem impossible? ➡

What advice does Cam receive that helps with his translation work? ➡

How does Cam get the Mayor's permission to print the Indian Bible? ➡

Were the Indians excited to receive the Bible in their language? ➡

Chapter 8

Why was the Central American Congress meeting in 1920?

➔ How many countries are in Central America? ➔

Why did Cam produce a Protestant worship service? ➔

Did Cam ask for money for his work as he traveled the U.S.? ➔ Does this remind you of another missionary? ➔

Chapters 9–10

Black Tuesday (occurred on October 29, 1929, five days after the crash of the United States stock market on Black Thursday. Black Tuesday marked the start of the Great Depression and is often considered the worst day in stock market history, in terms of percentage loss)

Tuberculosis (used to be referred to as Consumption. It is one of the most deadly and common infectious diseases today. It infects one-third of the world's population and is contracted from an infected person when they cough, sneeze, spit, or speak. TB most often affects the lungs and its symptoms include fever, chills, weight loss, and coughing up blood. Effective treatments were not widely used until after World War II. Before that time, TB patients were encouraged to go to sanatoriums, where a clean environment was supposed to slow down the infection. However, 75% of those that entered these sanatoriums were dead within 5 years)

Describe the changes in the village of San Antonio. ➔

How long did Cam take to translate the New Testament? ➔

Why does Cam decide missionaries need airplanes? ➔

Why did Cam question his dream to reach other Indian tribes? ➔

What did Cam do with the first printed copy of the Cakchiquel Bible? ➔ Why? ➔

What does Cam believe is the key to Indians getting a better education? ➔

What obstacles did Cam face to give the Bible to many Indian tribes? ➔

Chapters 11–12

Aztecs (the Native Americans who lived in Mexico from the 14th to 16th centuries. Their civilization was rich with cultural heritage and mythology. Their historic capital is now modern-day Mexico City)

Why does Cam decide to form a linguistics school? ➔

Why does Cam name his group, Wycliffe Bible Translators? ➔

When Wycliffe translated the Bible into English, how many languages had the Bible been translated into previously? ➔

What were the pros and cons of doing translation work in Mexico? ➔

Explain how Cam managed to be allowed to work with the Indians when many missionaries were being kicked out of the country. ➔

What did Cam think of the rural schools in Mexico? ➔

How many students attended the first Camp Wycliffe? ➔

How did Cam decide to tell people about the needs of the Indian people? ➔

Chapters 13–14

Emiliano Zapata ([pronounced eh mee LYAH noh sah PAH tah [1879–1919], was a leader of the Mexican Revolution, which began in 1910; his main goal was to gain land for the people])

What did Cam decide about missionaries with health problems for his agency? ➔

How did the missionaries deal with the problems of work in Mexico? ➔

Describe some of the ways the Lord provided for the Townsends' trip to Mexico. ➔

Why did Cam go to Teltelcingo? ➔

Why does Cam give a Spanish Bible to the mayor? ➔

What projects does Cam undertake for the village? ➔

What does the president of Mexico tell Cam? ➔

Chapters 15–16

Lazaro Cardenas ([pronounced LAH sah roh KAHR day nahs [1895–1970], served as president of Mexico from 1934 to 1940])

What decision does Cam make about single women missionaries? ➔

What did the President of Mexico do for the people of Tetelcingo? ➔

How did the President support the work of the linguists? ➔

What vision does Cam have while visiting Lake Patzcuaro? ➔ What does he decide to do as a result? ➔

What event causes people to doubt that Cam will get his volunteers? ➔

How did God provide a new location for Camp Wycliffe? ➔

After Mexico, who requested linguists? ➔

While in Peru, what support people does Cam pray for? ➔

Who was Dawson Trotman? ➔

Who was Betty Greene? ➔

Chapters 17–18

Why does Cam set up a jungle camp in Mexico? ➡

For what did the Lord use Cam's airplane crash? ➡

What mechanical invention helped the translators stay in communication with one another? ➡

After the birth of Cam's third daughter, what unusual task does Cam take on to make people aware of the need for Bible translation? ➡

When did Wycliffe begin to consider the use of computers to aid translation? ➡

How did Cam fund the World Fair Pavilion? ➡

Chapters 19–20

Iron Curtain (*phrase made popular by Sir Winston Churchill in the 1940s; the phrase referred to the Soviet Union's isolation policy after World War II, in which they set up trade barriers and a rigid censorship that cut off the country and its Eastern European "satellite" countries from the rest of the world*)

How did Cam get permission to enter the Soviet Union? ➡

How was the literacy rate in the Caucasus region? ➡

Why did Communist officials not allow Bible translation? ➡

How did Cam get permission to translate the Bible? ➡

Cameron Townsend was an "out of the box" thinker. Many times he thought of ideas long before they became common. Which new idea of Cam's impressed you most?

Review

Setting

This story takes place in many different places over a large time period. What time period did you like best? What location did you enjoy most? Why? What did you learn about the ways an author uses setting? Was some of what you "knew" about Cameron Townsend based upon his surroundings rather than what the author directly described?

Characters

Cameron Townsend is obviously the protagonist of the story. Who were the antagonists? How would you categorize the characters in this story? ➡

Point of View

Were there any events that you would have preferred to hear about from Cameron Townsend's personal perspective? If so, what were they? Why?

Conflict

How would you characterize the primary conflict, the one that most shaped Cam's life? ➡

Theme

What were the main themes of *Cameron Townsend*? ➡

Creative Expression

Character Sketch

You will meet many memorable characters in the books you read this year. Have you ever wondered what makes a character unforgettable? Your assignment this week is to write a character sketch based upon one of your favorite characters from *Cameron Townsend*.

Your first task is to choose a character. Which character did you identify with most? Cam himself? Someone else? Which character sticks out the most as you read the book?

Once you have settled on a character, analyze him (or her)! Focus on why that character is so memorable. What about him sticks in your memory? What did the author do to bring that character to life? As you ponder these things, consider what lessons from the author's character development you can transfer to your own writing.

When you have completed your character analysis, it's time to write your own character sketch. Your goal is to use words to paint a full, multifaceted picture of your chosen character. Through vivid description, explain to the reader why he is so fascinating.

Feel free to use some of the author's own words as part of your description. Also use the character's own words and actions to illustrate the points you want to make about him. You may also want to consider how other characters view your chosen character. Would other characters agree with your assessment? Use their words and actions as support for or as a contrast to your analysis.

Confused about what "type" of paper to write? You be the judge. Feel free to be creative. Just be sure to focus on *description* and *characterization*.

Coincidence?

In Cam Townsend's life, things just seemed to happen. Every time he appeared to hit an impassable roadblock, things seemed to work themselves out in his favor. Do you know anyone like that?

Your assignment this week is to write a one-page paper that discusses *why* Cam's life worked out this way. Was it just coincidence? Fate? God's sovereign will and providence? Since this is one of the themes of the book, what does the author think? Do you agree?

Make sure your paper is focused. Don't ramble on about all the possibilities. Think about it and decide upon what your opinion is. Then, use your paper to convince the reader of your opinion.

Is your opinion just a “feeling” you have? Or is it grounded in and supported by a belief system? Clearly discuss whatever support you have for your opinion: Scripture, Cam’s own beliefs and/or words, etc.

If you need some help with your paper’s structure, think of this assignment as a position paper in which you argue for your opinion, using the most persuasive support you can muster. Your goal is to convince your audience that your opinion of why Cam’s life worked out the way it did is correct. ■

Stink Alley

Overview

Stink Alley is an authentic, fun look at life in seventeenth-century Holland, whose unique culture encouraged both the Mayflower Pilgrims and master painters such as Rembrandt. In 1614, orphan Lizzy Tinker is part of a small group of religious refugees who fled from England to worship freely. Compared to her life in England, the Dutch way of life is carefree and easygoing, which many of the austere English Pilgrims—including Lizzy—find difficult. In fact, Lizzy's unruly tongue often gets her in trouble. When Lizzy's cooking talent secures her a job with a Dutch family whose young boy has a nose for trouble, watch out!

Setting

The story takes place in 1614 in Leiden, Netherlands. What elements of this time period or geographic area do you find most interesting? It will be helpful if you find a map and familiarize yourself with the following:

- *Leiden, Netherlands; Scrooby, England; Holland; Rhine River*
- *Jamestown; Amsterdam; The Indies; Brazil; Norway*

Characters

As you read, evaluate Lizzy Tinker as a character. Is she primarily round (complex) or flat (one-dimensional)? Does she change over the course of the story (dynamic) or remain the same (static)?

Point of View

How is this story told? Does one primary character tell the story? Or is the narrator not even part of the story? Evaluate the pros and cons of telling a historical story from this perspective.

Conflict

As you read, watch for the central conflicts in the story. Are they between individuals? Within individuals? Or do they mainly involve individuals against their society or government?

Theme

The primary theme of the story is the pilgrims' struggle with where they belong—the Dutch culture is too loose morally for most of them. As you read, mark the passages you find that most powerfully reflect this theme.

Chapters 1–2

Windmills (*a tower with large arms or fans that are turned by the wind, which then turn the gears in machine that perform a variety of functions. The oldest mills were used to*

grind grain or pump water but most modern day windmills, called wind turbines, generate electricity)

Separatists (*several different groups of Christians who left England because they felt that the Church of England had not completed the break from the Catholic church begun by the Reformation. While they were not physically persecuted in England, they were subject to mockery, ridicule, and ecclesiastical investigations. They did not leave for more religion freedom, but left because they felt there was too much religious freedom in England and desired stricter rules and expectations. Some of these Separatists settled in Holland while others immigrated to the Americas*)

Peat (*partially decayed plants, which produce a wet, rich soil often referred to as wetlands, bogs, moors, or mires*)

Doublet (*a close-fitting, buttoned jacket worn by men in medieval times*)

In the book, when Dutch boys turn six, what kind of party do their parents give and why? ➡

Where did Lizzy and the Separatists originally come from and why did they leave? ➡

Holland has a history of being a refuge for refugees. Is Holland such a place for the Separatists? ➡

Describe Leiden. ➡

What do fullers do? ➡

Do the folks from Scrooby do work in the Netherlands that is similar to what they did in England? Why or why not? ➡

Why did the Separatists follow William Brewster to Holland? ➡

What is special about the bread from the Blaeus' bakery? ➡

Chapters 3–4

Tripe (*an edible combination of stomach parts from various animals. For human consumption, tripe has to be meticulously cleaned. It is traditionally eaten in many European and South American countries such as Ireland, Scotland, Greece, Italy, and Peru*)

Ramparts (*fortifications built from embankments with parapets [low protective walls] added on top*)

Is the Brewster household an easy place to live? Why or why not? ➡

The Brewster children are named Love, Wrestling, Patience, and Fear. Why do you think they were given such names?

Does Lizzy have many clothes? ➡

Do all the Separatists work? ➡

For what do the Dutch use windmills? ➡

Chapters 5–6

Describe how the people view the spiritual world around them. ➡

How does the miller control the speed of the sails of the windmill? ➡

Describe Scrooby as Lizzy remembers it. ➡

Why did the Separatists think it is important for boys to be able to read and write? ➡

Why do the Separatists encourage their children to learn Dutch? ➡

Chapters 7–8

What beverage does everyone drink and why? ➡ **Note:** It wasn't until the mid-1800s that anyone realized dirty water could cause disease. The people of this period didn't necessarily prefer beer to water because of any fear of or distaste for dirty water, unless they didn't like the actual mud or solids that would be carried in the water.

Does Master Brewster work? Why or why not? ➡

The first community in North America, Jamestown, was established in 1607. How does the miller's boy describe America? ➡

Compare the Church of England services to the Separatists' services. ➡

Chapters 9–10

The spies claim Master Brewster is in Holland illegally. Do you agree? ➡

How does Master Brewster get pamphlets against the king into England? ➡

Why does Lizzy need to deceive the Cook? ➡

Chapters 11–12

Why do you think the Dutch stopped hanging witches? ➡

Why do the spies watch the printer's shop? ➡

Why does Lizzy speak to the spies? ➡

Chapters 13–14

How were the poor people of Scrooby able to afford to flee to Holland? ➡

After the sea captain betrayed the Separatists, how did Brewster save his remaining cash? ➡

Describe the Separatists' worship service. ➡

Why does no one take a bath? ➡

Why does Will leave town? ➡

Chapters 15–16

The Dutch War (1672–1678) (*it consisted of England and France invading the Netherlands. Although England had signed a Triple Alliance against France with the Netherlands and Sweden in 1668, they also signed a secret Treaty of Dover with France, forcing them to join France when they invaded the Netherlands. Spain joined the Dutch side and forced France and England to withdraw and sign the Treaty of Westminster in 1674*)

How do the male Separatists leave England? ➡

Chapters 17–19

What skill does the boy have? ➡

Why does Lizzy decide to leave the Brewster household? ➡

Chapters 20–Afterword

Rembrandt (1606–1669) (*famous Dutch painter who created beautiful religious oil paintings and multiple chalk sketches; one of his most famous paintings is the Night Watch*)

Lizzy ends up with a "right" job. What is it? ➡

How do the women and children finally reach Holland? ➡

What do the Separatists not like about life in Holland? ➡

Review

Setting

Given your own unique religious background, how did you feel about the differences between England and Holland as portrayed in the story? Where do you think you would have been most comfortable? Do you think these types of situations still exist today? Why or why not?

Characters

How would you evaluate Lizzy Tinker as a character? ➡

Point of View

What perspective does the author use to tell the story?
➡ What are the pros and cons of this approach in this type of story?

Conflict

How would you characterize the central conflict of the story? ➡

Theme

Using the passages you marked regarding theme, summarize what the author ultimately has to say about the pilgrims' struggles to find a place where they belong.

Chapters 1–3

Why did Cam visit the president? *(he asked the president for a letter to challenge 8,500 young people to translate the Bible into over 2,000 new languages)*

Describe Cam's home. *(poor; his father, a farmer, is deaf and a devout Christian)*

What causes Cam to become a good student? *(his brush with death by drowning, and the sacrifices his family made for him to attend school)*

What does Cam decide to do with his life? *(become a pastor)*

What was the SVM (Student Volunteer Movement)? *(The SVM was an organization that challenged the brightest and best students to become missionaries, especially to China and India. At the time, SVM had sent out 10,000 missionaries—almost half of all Protestant missionaries in the world.)*

How does able-bodied Cam manage to receive a discharge from the National Guard? *(when his captain heard that Cam wanted to sell Bibles in Central America, he willingly signed Cam's discharge; it was God's will)*

Chapters 4–5

Describe Guatemala's religious history. *(in 1523, Spain invaded and forced Roman Catholicism on Mayan Indians. Protestants entered the country in 1871, but Catholics resented the invasion)*

Why does Cam have a hard time telling people about his faith in Jesus? *(he has never told anyone in English—to do so in a foreign language is tougher)*

What crop did the Indians transport? *(coffee beans)*

Before Cam arrived, how did some of the Cakchiquel Indians become Christians? *(an Indian's daughter was ill and he paid the local witch doctor for advice. The daughter did not get well. The Indian found a scrap of paper from the Spanish Bible and went home to read the rest of the story. He bought medicine for his daughter and sought a Bible believer. He then went home to his village and many came to Jesus)*

Why was it tough to sell the Bibles? *(the Indians could not read the Spanish Bible)*

What is the Day of the Spirit of the Dead? And, what did Cam realize about the Indians when he saw the gifts? *(to keep from being cursed, the Indians put gifts on the graves of people who had died; the Indians were superstitious and needed the Bible)*

After the mob attacked him, what key decision does Cam make? *(to always work with local officials)*

Chapters 6–7

What key question does an Indian man ask Cam? *(if your God is so great, why can't he speak my language?)*

To whom did Cam mainly sell his Bibles? *(Ladinos—part Indian and part Spanish people)*

Define finca. *(large ranches)*

What is the mozo system? *(an Indian man would borrow money [usually to buy liquor], and then would be obligated to work on the ranch to pay back his debt. The Indian would leave his family, work long hours with backbreaking labor, and often the man would drink more. The Indian often became a slave to the finca owner)*

After the earthquake, what advice does Cam give the mayor of Guatemala City? *(ban all liquor sales)*

How does Cam propose to help the Indian people move from the dark ages into the modern era? *(write down the tribes' language, provide reading material, and translate the Bible)*

Why does the task of Bible translation seem impossible? *(Cam doesn't have an income, he doesn't speak the language, he hadn't graduated from college)*

What advice does Cam receive that helps with his translation work? *(don't try to translate between the two languages, English is based on Latin, and Cakchiquel is not. Learn Cakchiquel words until they are familiar and look for the pattern within the language)*

How does Cam get the Mayor's permission to print the Indian Bible? *(he shows the mayor that the text is written in Spanish next to the Cakchiquel words, therefore, the Indians would be able to learn both)*

Were the Indians excited to receive the Bible in their language? *(exceedingly)*

Chapter 8

Why was the Central American Congress meeting in 1920? *(to see if the countries of Central America should unite)* How many countries are in Central America? *(seven: Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama)*

Why did Cam produce a Protestant worship service? *(as a chance to showcase the Bible translation work for foreign dignitaries)*

Did Cam ask for money for his work as he traveled the U.S.? *(no, he told people of his work, and his dreams, and allowed God to fill the need)* Does this remind you of another missionary? *(Cam read the story of Hudson Taylor and tried to follow Taylor's example)*

Chapters 9–10

Describe the changes in the village of San Antonio. (*missionaries built a boarding school [to teach children to read and write], a medical clinic, an orphanage, a machine to shell the coffee beans, a Bible school, and translated the New Testament into Cakchiquel*)

How long did Cam take to translate the New Testament? (*10 years*)

Why does Cam decide missionaries need airplanes? (*if missionaries were to bring the gospel to all the peoples on Earth, they needed transportation help or the task would never get finished*)

Why did Cam question his dream to reach other Indian tribes? (*the Great Depression hit and money was a problem*)

What did Cam do with the first printed copy of the Cakchiquel Bible? (*he gave an engraved copy to the president of Guatemala*) Why? (*to gain support from local officials for the work he wanted to do*)

What does Cam believe is the key to Indians getting a better education? (*first teach in their own language to maintain their heritage, then in Spanish; the Bible set the people free from the superstitions that kept them ignorant and poor*)

What obstacles did Cam face to give the Bible to many Indian tribes? (*his agency prevented him from moving to another field, he had tuberculosis, and his wife had a life-threatening heart problem*)

Chapters 11–12

Why does Cam decide to form a linguistics school? (*there were so many tribes around the world that needed Bible translators, he knew he needed help to reach them; plus, only two universities taught linguistics and neither taught how to write down a previously unwritten language—Cam decided to fill a need*)

Why does Cam name his group Wycliffe Bible Translators? (*because John Wycliffe translated the Bible from Latin to English so everyone could read the Bible—Cam wanted to follow Wycliffe's example*)

When Wycliffe translated the Bible into English, how many languages had the Bible been translated into previously? (*33*)

What were the pros and cons of doing translation work in Mexico? (*pros: it was close by and thus easy to get to, there were many tribes that needed the Bible; cons: the government was cracking down on missionary work, and no missionaries were given visas*)

Explain how Cam managed to be allowed to work with the Indians when many missionaries were being kicked out of the country. (*he would listen and learn from anyone, he used contacts as much as possible, he was willing to spend the time*)

What did Cam think of the rural schools in Mexico? (*he was impressed with the number and all that was being done*)

How many students attended the first Camp Wycliffe? (*2*)

How did Cam decide to tell people about the needs of the Indian people? (*with a novel*)

Chapters 13–14

What did Cam decide about missionaries with health problems for his agency? (*since he served faithfully with physical ailments, he would never turn anyone away with a health problem*)

How did the missionaries deal with the problems of work in Mexico? (*they spent much time in prayer*)

Describe some of the ways the Lord provided for the Townsends' trip to Mexico. (*He provided enough money for a mobile home, and a strong enough car to pull it, He provided a caretaker for Cam's wife, no fees at the border, safety on dangerous roads, and a motorcycle escort into Mexico City*)

Why did Cam go to Teltelcingo? (*he was assigned the poor village by the President of Mexico to prove what Bible translation could do for the people*)

Why does Cam give a Spanish Bible to the mayor? (*the mayor reads the Bible in Spanish and translates it into Aztec for the people of the village*)

What projects does Cam undertake for the village? (*he helped them grow new crops, requested many necessary items from the government, and created an Aztec reader*)

What does the president of Mexico tell Cam? (*bring as many translators as you can*)

Chapters 15–16

What decision does Cam make about single women missionaries? (*if women can make it through boot camp, God can weed them out*)

What did the president of Mexico do for the people of Teltelcingo? (*he sent fruit trees, pigs, cows, purchased land for the people, set land aside for a school, built an irrigation system, strung electrical wires for the people, and sent a generator*)

How did the president support the work of the linguists? (*he paid them the salary rural teachers would receive*)

What vision does Cam have while visiting Lake Patzcuaro? (*all the people who can not receive Jesus for they do not have the Bible*) What does he decide to do as a result? (*recruit more*)

What event causes people to doubt that Cam will get his volunteers? (*the Japanese bombed Pearl Harbor [December 7, 1941] and the U.S. entered World War II*)

How did God provide a new location for Camp Wycliffe? *(a former student asked the University of Oklahoma if Wycliffe could use the campus during the summer months)*

After Mexico, who requested linguists? *(Peru, and the Navaho of the U.S.)*

While in Peru, what support people does Cam pray for? *(medical people, airplane pilots, and mechanics)*

Who was Dawson Trotman? *(the founder of the Navigators—an agency designed to bring the gospel to military personnel)*

Who was Betty Greene? *(a pilot who sought to form an aviation program to support missionaries)*

Chapters 17–18

Why does Cam set up a jungle camp in Mexico? *(to give volunteers going to the jungles of Peru extra training in survival)*

For what did the Lord use Cam's airplane crash? *(Cam recorded the results of the crash to encourage believers back home to support missionary pilots; plus, Cam finished the biography of the President of Mexico, and he formed plans for SIL's own aviation program)*

What mechanical invention helped the translators stay in communication with one another? *(short wave radio)*

After the birth of Cam's third daughter, what unusual task does Cam take on to make people aware of the need for Bible translation? *(he edited a documentary)*

When did Wycliffe begin to consider the use of computers to aid translation? *(1963)*

How did Cam fund the World Fair Pavilion? *(he received donations and asked for people to underwrite the project. He then planned to sell books and accept donations to pay back the underwriters)*

Chapters 19–20

How did Cam get permission to enter the Soviet Union? *(in 1967, Cam asked if he could come compare linguistic notes with Russian linguists. He received permission and went)*

How was the literacy rate in the Caucasus region? *(very good, almost everyone could read)*

Why did Communist officials not allow Bible translation? *(the Soviet Union was an atheist state with no place for God)*

How did Cam get permission to translate the Bible? *(linguists were allowed to translate ancient traditional stories and the Bible fit that category)*

Review

Characters

How would you categorize the characters in this story? *(Cameron Townsend is a round, dynamic character. He is complex, and his character grows throughout the story. On the other hand, most of the other characters, including his wife and the people he meets, are flat and static. We don't get to know them very well. They are one-dimensional and don't change over the course of the story.)*

Conflict

How would you characterize the primary conflict, the one that most shaped Cam's life? *(Cam's struggle to bring Biblical literacy to the world can probably best be summed up as a man vs. ignorance conflict)*

Theme

What were the main themes of *Cameron Townsend*? *(A person willing to try new things [i.e., Bible translation] can start amazing new programs for God's glory. The Bible in one's own language allows one easier access to God.)* ■

Stink Alley

Chapters 1–2

In the book, when Dutch boys turn six, what kind of party do their parents give and why? *(it is called a “breeching celebration”; it is to celebrate when boys put away skirts to wear big boys’ breeches or pants)*

Where did Lizzy and the Separatists originally come from and why did they leave? *(she and more than fifty other religious Separatists left Scrooby, in Nottingham, England. They came to Holland so they wouldn’t be forced to worship in the Church of England. They broke two laws when they came to Holland—first, they broke the English law that required them to attend the king’s authorized church, and the other when they left the country without the king’s permission)*

Is Holland such a place for the Separatists? *(yes)*

Describe Leiden. *(it is a city of many canals and rivers and thus many bridges, with tall gabled houses, and many trees)*

What do fullers do? *(they set the dye in woolen textiles by using their feet to knead the textiles in urine water)*

Do the folks from Scrooby do work in the Netherlands that is similar to what they did in England? Why or why not? *(no, many had been farmers, but the Dutch have no land to spare, so they have to do other things)*

Why did the Separatists follow William Brewster to Holland? *(Master Brewster was well-educated as a graduate of Cambridge University; he came from a wealthy background—as the master of the estate in Scrooby, and he was of the strong opinion that people did not need the bishops of the Church of England to tell them what to do)*

What is special about the bread from the Blaeus’ bakery? *(they use wood as fuel rather than smelly peat)*

Chapters 3–4

Is the Brewster household an easy place to live? Why or why not? *(no; Master Brewster has strict rules, high standards, is firmly committed to the concept that children are born in sin, and does not compliment a person just because he works hard)*

Does Lizzy have many clothes? *(no, she wears pretty much all she owns)*

Do all the Separatists work? *(they are all expected to work!)*

For what do the Dutch use windmills? *(to turn grindstones to grind the malt to make stout Dutch beer)*

Chapters 5–6

Describe how the people view the spiritual world around them. *(they are very aware of evil spirits, witches, and Satan; they focus less on the power of God)*

How does the miller control the speed of the sails of the windmill? *(he uses a large crank to rotate the entire mill around a central post to aim the mill into the wind)*

Describe Scrooby as Lizzy remembers it. *(it was a large manor where kings had stayed; it had forty rooms, a chapel, dog kennels, a brewhouse, a bakehouse, fish ponds, a dove-cote, a moat, and was surrounded by a forest)*

Why did the Separatists think it is important for boys to be able to read and write? *(primarily so they can read the Bible)*

Why do the Separatists encourage their children to learn Dutch? *(to settle well in Holland, and to be able to share their beliefs with the Dutch)*

Chapters 7–8

What beverage does everyone drink and why? *(beer; the water available in the canals and rivers is unclean)*

Does Master Brewster work? Why or why not? *(he doesn’t work with his hands, since his father left him enough money to provide for his family; but he does work with his mind)*

How does the miller’s boy describe America? *(there are north and south parts, and all the natives are cannibals)*

Compare the Church of England services to the Separatists’ services. *(in the Church of England, the bishop appointed a preacher, the congregation sang in harmony, they danced in church, they wore fancy clothes, and played an organ; in the Separatists’ church, the people prayed “pure and simple”)*

Chapters 9–10

The spies claim Master Brewster is in Holland illegally. Do you agree? *(he did break the law when he left England, but he was living in Holland legally)*

How does Master Brewster get pamphlets against the king into England? *(he hid them in wine barrels that had false bottoms)*

Why does Lizzy need to deceive the Cook? *(to warn Master Brewster about the spies)*

Chapters 5–6

Describe how the people view the spiritual world around them. ➡

How does the miller control the speed of the sails of the windmill? ➡

Describe Scrooby as Lizzy remembers it. ➡

Why did the Separatists think it is important for boys to be able to read and write? ➡

Why do the Separatists encourage their children to learn Dutch? ➡

Chapters 7–8

What beverage does everyone drink and why? ➡ **Note:** It wasn't until the mid-1800s that anyone realized dirty water could cause disease. The people of this period didn't necessarily prefer beer to water because of any fear of or distaste for dirty water, unless they didn't like the actual mud or solids that would be carried in the water.

Does Master Brewster work? Why or why not? ➡

The first community in North America, Jamestown, was established in 1607. How does the miller's boy describe America? ➡

Compare the Church of England services to the Separatists' services. ➡

Chapters 9–10

The spies claim Master Brewster is in Holland illegally. Do you agree? ➡

How does Master Brewster get pamphlets against the king into England? ➡

Why does Lizzy need to deceive the Cook? ➡

Chapters 11–12

Why do you think the Dutch stopped hanging witches? ➡

Why do the spies watch the printer's shop? ➡

Why does Lizzy speak to the spies? ➡

Chapters 13–14

How were the poor people of Scrooby able to afford to flee to Holland? ➡

After the sea captain betrayed the Separatists, how did Brewster save his remaining cash? ➡

Describe the Separatists' worship service. ➡

Why does no one take a bath? ➡

Why does Will leave town? ➡

Chapters 15–16

The Dutch War (1672–1678) (*it consisted of England and France invading the Netherlands. Although England had signed a Triple Alliance against France with the Netherlands and Sweden in 1668, they also signed a secret Treaty of Dover with France, forcing them to join France when they invaded the Netherlands. Spain joined the Dutch side and forced France and England to withdraw and sign the Treaty of Westminster in 1674*)

How do the male Separatists leave England? ➡

Chapters 17–19

What skill does the boy have? ➡

Why does Lizzy decide to leave the Brewster household? ➡

Chapters 20–Afterword

Rembrandt (1606–1669) (*famous Dutch painter who created beautiful religious oil paintings and multiple chalk sketches; one of his most famous paintings is the Night Watch*)

Lizzy ends up with a "right" job. What is it? ➡

How do the women and children finally reach Holland? ➡

What do the Separatists not like about life in Holland? ➡

Review

Setting

Given your own unique religious background, how did you feel about the differences between England and Holland as portrayed in the story? Where do you think you would have been most comfortable? Do you think these types of situations still exist today? Why or why not?

Characters

How would you evaluate Lizzy Tinker as a character? ➡

Point of View

What perspective does the author use to tell the story?
➡ What are the pros and cons of this approach in this type of story?

Conflict

How would you characterize the central conflict of the story? ➡

Theme

Using the passages you marked regarding theme, summarize what the author ultimately has to say about the pilgrims' struggles to find a place where they belong.

Creative Expression

A Place to Belong

One of the primary themes of *Stink Alley* is the pilgrims' search for a place where they belong. They struggle with the Dutch culture, which is morally too loose for most of them.

Can you identify with them? Do you see any parallels between the modern-day Christian's life and today's society? Do you struggle with the culture you live in? What does the Bible say about living like "the world"? Have you found a place where you belong?

Your assignment is to write a one-page paper addressing these questions. We are not interested, though, in mere bare opinions. Make sure you explain your views and how you came to hold them, including references to support (Scripture, etc.) as well as comparisons/contrasts to the characters and events in *Stink Alley*.

If you're having any difficulty getting started, begin by simply outlining some simple answers to the questions above. Then, like a good author, think about how you would tie those separate answers into a cohesive whole that tells the reader what you want them to know about your views.

There are no particular rules for this assignment regarding format. If you want to describe the place you've found where you belong, feel free! If you want to persuade the reader of a certain opinion on these topics, go for it! If you want to simply tell a story (a narrative) about a person (maybe you?) who has struggled with these issues, be creative and do it!

Your main goal is to clearly communicate—in whatever form or format you desire—how you feel about this topic in a short, focused paper. Good luck!

SAT Practice

This assignment is designed to help you prepare for standardized writing tests, such as the writing portion of the SAT test. Such tests are different from other writing experiences you have had in the past. You have a specific task, a limited amount of time, and detailed criteria to meet.

On the SAT, you will have to read a short quote and then form an opinion on a question and defend it in writing. Your goal is to write a well-argued position essay in only 25 minutes!

This is not the place to write a compelling story with hooks and dialog. You should instead write an essay with a specific thesis that states your point and includes evidence to back it up (like you would if you were writing a research paper).

To do well, you have to manage your time well. You only have 25 minutes to read the assignment, plan your writing, and write your essay. Here is a recommended strategy:

- 1) Spend 5 minutes carefully reading the question and planning out what you are going to write.
- 2) Spend 15 minutes writing your essay
- 3) Spend 5 minutes reading through your essay, checking for any mistakes, and making whatever quick revisions you can.

To earn a high score on your essay, it must:

- Effectively and insightfully develop a point of view on the issue and demonstrate outstanding critical thinking, using clearly-appropriate examples, reasons, and other evidence as support;
- Be well-organized and clearly-focused, demonstrating coherence and smooth progression of ideas;
- Exhibit skillful use of language, including a varied, but accurate vocabulary; and
- Demonstrate meaningful variety in sentence structure.

So, let's go! On Day 1, set a timer for 25 minutes and then write as clearly and concisely as possible on the following prompt:

"That which we obtain too easily we esteem too lightly. It is dearness only which gives everything its value."
—Thomas Paine

On Days 2-5, review and revise your essay each day with the following areas in mind:

- Organization (Does my essay flow logically?);
- Sentence Fluency (Are my sentences easy to read?);
- Development (Do I do what I say I'm going to do?);
- Word Choice (Have I used appropriate vocabulary?);
- Focus (Do I narrowly address the topic?); and
- Grammar and Mechanics (Is my essay "correct"?).

By the end of the week, you should have a polished essay. The key to success on the SAT will be to repeat this exercise until your first drafts become as polished as your final revised version from this week. To see sample essays with scores, visit the official SAT website. ■