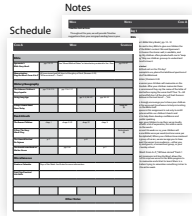


Instructor's Guide Quick Start

The Sonlight Instructor's Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your children get the most out of the subjects covered. If you need help reading your schedule, see "How to Use the Schedule Page" just before Week 1 begins.

This IG includes an entire 36-week schedule, notes, assignments, readings, and other educational activities. For specific organizational tips, topics and skills addressed, the timeline schedule, and other suggestions for the parent/teacher see **Section Three**. What helpful features can you expect from the IG?

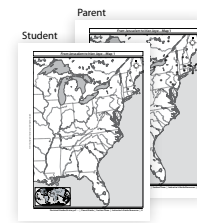


Easy to use

Everything you need is located right after the schedule each week. If a note appears about a concept in a book, it's easy to find it right after the schedule based on the day the relevant reading is scheduled.

Same View Maps

Students will plot map locations on their blank maps, while you check their answers with your answer keys of the same view.



To Discuss After You Read

These sections help you hone in on the basics of a book so you can easily know if your children comprehend the material. The questions are numbered to help you reference between the Parent Guide and the Student Guide.



Vocabulary

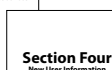
orphan: a child whose parents are dead.
children's home; an orphanage

Vocabulary

These sections include terms related to cultural literacy and general vocabulary words in one easy-to-find place.

Notes

When relevant, you'll find notes about specific books to help you know why we've selected a particular resource and what we hope children will learn from reading it. Keep an eye on these notes to also provide you with insights on more difficult concepts or content (look for "Note to Mom or Dad").



Instructor's Guide Resources and New User Information

Don't forget to familiarize yourself with some of the great helps in **Section Three** and **Section Four** so you'll know what's there and can turn to it when needed.



Date:	Day 1 ¹	Day 2 ²	Day 3 ³	Day 4 ⁴	Day 5 ⁵
Bible					
Bible Study Sampler	pp. 7, 9	p. 10	p. 11	p. 12	p. 13
Why Pray?	Day 1, p. 24	Day 2	Day 3	Day 4	Day 5
Memorization	Psalm 139:1–2				
History, Geography & Biographies					
A History of US, Book 1 (3rd & rev. 3rd editions)	chaps. 1–3 [N]	chaps. 4–5 [G]	chaps. 6–8 [G][G]	chaps. 9–10 [G]	chaps. 11–12
Before Columbus	Intro and chap. 1 [G][G][N]	chap. 2 [G]	chaps. 3–4 [G][G]	chap. 5 [G][G]	chap. 6 [G][G]
Current Events	Read the instructions in the notes on the following pages. [N] Seventh Grade: Two reports; at least one of international concern. Eighth & Ninth Grade: Three reports; at least two of international concern.				
Other Notes					

©2013 by Sonlight Curriculum, Ltd. All rights reserved.

Day 1

Bible

Bible Study Sampler

Angela posted this question about the *Bible Study Sampler* in Core 100 on our Forums:

We are working on Core 100 and are using the *Bible Study Sampler*. We did Week 6 Day 2 this week and were quite confused. The verses and questions did not seem to fit with each other.

John's response:

I think Sarita and I wanted, through this book, to demonstrate that, even if certain basic sets of questions were not always perfectly compatible with a specific passage, one can profitably read the Bible with a few very basic questions in mind. I think we wanted to help students establish that kind of habit of thought: "How can I suck the

marrow out of this text?"—The questions we provide (we hope) may serve as a useful set of tools toward that end.

What I mean:

Proverbs 6:16–19 (p. 20) deserves answers along the following lines:

- What analogies does this proverb use? (*none. At least not that I can see*)
- What attitude or action does this text praise? (*it doesn't*)
- What benefit does this proverb promise to us if we follow its advice? (*I don't see any promises, exactly. However, I think it is implied that God will be happy if we avoid the kinds of behaviors mentioned*)
- What attitudes or actions does this text condemn? (*haughtiness; lying; murder—or, at least, harm to people who are innocent; scheming to do wickedness; a heart attitude that desires to do evil; false speech; any behavior that creates discord unnecessarily*)

- What curse are we promised if we fail to heed its commands? (*I'm not convinced there is a direct command. However ... God says he hates these activities and they are an abomination to him*)
- The message of this proverb is... (*there are some basic behaviors God wants us to avoid almost "at all costs"*)

— I think it is pretty obvious that the answers to the first three questions and, even, the fifth one, are not very “satisfying” on their own. But they are legitimate answers!

Along similar lines, then,

Exodus 16:22–30 (p. 35). We were asked whether, perhaps, we really meant Exodus 16:15–30. Answer: No. We really meant Exodus 16:22–30. However, (I want to say, “of course”) when needs to read the context! And verses 15–21 are definitely part of the context! Verses 22–30 don't really make sense without verses 15–21. In fact, verses 15–21 don't really make sense without verses 13–14 which are part of the same paragraph of which verses 15–21 make up the largest portion.

Having said that, let me note that legitimate answers to the questions for Exodus 16:20–30 on page 35 (as for similar pages throughout the book) may include a bit of “protest” on the part of students and parents who try to answer them. I mean, they will probably want to do somewhat similarly to how I answered some of the questions related to Proverbs 6, above:

- Rewrite each law in your own words. (*more or less: “Keep a Sabbath day each week. Six days you shall labor and the seventh you shall rest”*)
- What promise does God give for obedience? (*I think more implicit than explicit: “I will provide all your needs in six days’ worth of work. You can trust Me to meet your needs in six days if you will honor Me by resting on the seventh”*)
- What punishment does God promise for disobedience? (*more or less: “If you won't trust Me for the seventh day by doing all your work in six days each week, you'll find that your labors on the seventh day are fruitless.” — Again, this is probably more implicit than explicit*)
- What rationale does God give for each commandment? (*I'm not sure. How about, simply: “This is a gift! Take it! Enjoy it!” Or, how about what Jesus said: “Man is not for the Sabbath, but the Sabbath is for man”*)
- What law do you need to take more seriously? (*Answers will vary. Comment from John: I hope that students will examine their own hearts and lives with respect to Sabbath-keeping. But in the midst of this kind of self-examination, I think I am hoping that students also will consider what role biblical law might legitimately play in their lives. Perhaps, if it is “mere” legalism, then they need to stay away from the law. On the other hand, if they can view the law—as I learned while I was in high school, by reading a book titled 10 Great Freedoms—that God's laws are a gift,*

very much, to grant us freedom [“I give you a minimum of 52 days a year of vacation! Take them!”] ... then perhaps they really can embrace the laws...)

You won't always find that every question will elicit an answer that bowls you over with new and profitable insight. On the other hand, like the proverbial Swiss Army knife, we hope you will find that the questions in this *Bible Study Sampler* become comfortable and familiar tools for your daily use in Bible reading. The owner of the Swiss Army knife doesn't use every blade for every project. So, similarly, you won't use every question for every passage of Scripture. But you will always find at least one or two questions that yield profitable results.

May the time you spend reading the Bible, seeking the answers to the questions in the *Bible Study Sampler*, and using these tools allow you to have confidence in your ability to read and understand God's Word.

Bible Study Sampler | pp. 7, 9

Why Pray? | Day 1, p. 24

Memorization | Psalm 139:1–2

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

A History of US, Book 1 | Chapters 1–3

Note: We have scheduled the 3rd, revised 3rd and 4th editions of *A History of US* in our schedule pages. Follow the row that applies to your edition. You may have purchased an earlier edition of the Hakim series (2nd edition from 1999) and plan to use it with Sonlight's most recent edition of *American History Instructor's Guide and Notes*. You can obtain a schedule for the 2nd edition of *A History of US* by e-mailing main@sonlight.com.

Introductory Comments About *A 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 Parent or Student: 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 are 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.

Vocabulary

Rationale: Knowing definitions is critical to understanding. That's why we've included important vocabulary terms in your Instructor's Guide. More common terms that your children may not know are listed first, followed by, where applicable, cultural literacy terms that provide depth to stories but may not be commonly known. Read the vocabulary sections aloud to your children, then have them guess the meanings of the **bold italic** words. See how your children's definitions compare to the definitions

we provide. From time to time you and your children may also want to look up words in a dictionary to compare what other sources offer as definitions.

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

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.

To Discuss After You Read

1. Why does Ms. Hakim call history a *mystery*?
2. 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*
3. 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*
4. 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*
5. What is the "top" law of the United States? ➔ *the Constitution*
6. What made early human beings different than animals? ➔ *brains and hands*
7. Why is this period called the Stone Age? ➔ *most of tools were made of stone*
8. 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!*
9. Where was the Bering Strait? ➔ *between Asia and Alaska*
10. Why did the first humans cross the Bering Strait? ➔ *they were following animals to hunt*

11. Who do historians think these people are? ➡ *North American Indians*
12. Could you walk across the Strait today? ➡ *no, it is under the sea*

Note: 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.

Before Columbus | Introduction and Chapter 1

Initial Comments

Sometimes we forget that the Americas and their inhabitants and civilizations existed long before Columbus arrived in 1492, resulting in a lot of misconceptions on our part. Such is the basic premise of *Before Columbus*. Author Charles C. Mann has condensed and adapted his larger work *1491: New Revelations of the Americas Before Columbus* and packaged it for a broader audience. As a result, his insights are often eye-opening and help us better understand the interpretational challenges faced by contemporary historians, anthropologists, scientists, and more. For instance, traditional textbooks all too often present the peoples of the Americas before Columbus as technologically primitive, but Mann disagrees. In reality, they had well-developed cultures, technology, infrastructures, artistic pursuits, and much more to offer. Consequently, *Before Columbus* provides a number of insights of cultural and historical relevance that will deepen understanding of our view of history, as well as the diversity of contributions different peoples and cultures have to offer.

Note to Mom or Dad: Please be aware that the author of *Before Columbus* holds to an old earth position. If you hold to a young earth position, feel free to adapt large numbers in the text to suit your teaching style. For instance, you can say, “a long time ago” or “many years ago” when you encounter old earth passages. You may also wish to explain to your children that the author is coming from an old earth position prior to delving too deeply into the text. Keep in mind that the historical information in the book is of value and interest regardless of your position on the question of the age of the earth.

Note, too, that in a few places illustrations feature what the author would no doubt consider very mild nudity, since the book is intended for ages 8 and up. Still, you may

wish to be aware of such illustrations prior to allowing your children to browse through the book freely (see, for instance, pages 16, 71, 74, and 83).

Introduction

“Etruscan” refers to the people of Etruria, an ancient civilization, located in what is now northern Italy, that influenced the Romans. The Etruscan civilization began around 800 or 900 BC, though historians differ on exact dates.

For an additional perspective, intended for adult or high school readers, on how history books sometimes get things wrong see *Lies My Teacher Told Me* by James Loewen (Touchstone, 1996).

To Discuss After You Read

13. By what name is Tisquantum usually known? [Intro] ➡ *Squanto*

Note: In reference to the mentions of “11,000 years ago” on page 3, “12,000 years ago” on page 4, and other similar time frames, see our Initial Comments of this book for a note about the author’s old-earth perspective.

Honoring or preserving the dead is not a practice limited to the ancient Chinchorro people. You and your children are no doubt aware of the practice of mummification practiced in ancient Egypt. Religiously speaking, some beliefs honor the dead in other ways, such as Shinto in Japan. Shinto shrines, for instance, are places where ancestors are honored. Such practices are quite different from the Christian viewpoint. Christians have historically respected the body, even after death, believing that human beings are made in God’s image and, therefore, of value. Christianity also teaches a future resurrection of the body, which is why historically Christians have preferred burial over cremation. However, Christian views of death and the afterlife differ in key areas from those of, say, the ancient Egyptians.

Is radiocarbon dating reliable? Various methods of scientific dating exist, but not everyone agrees on how reliable such methods are. While those who hold to an old earth perspective generally have no qualms with ancient dates resulting from methods such as radiocarbon dating, others aren’t so pleased with the alleged millions or even billions of years scientists often use to refer to the age of the earth or the universe. It’s beyond our scope to get into the details of radiocarbon dating here, but feel free to look into it further on your own if you’d like.

The author brings up an important point in the sidebar on page 11. He writes: “The case of the carved gourd reminds us that even when we find artifacts from the distant past, we cannot always discover exactly what they mean.” In many ways archaeologists must speculate or make educated guesses about what they find. A lot of times this involves forensic science, much like modern detectives apply when attempting to determine what has taken place at a crime scene that also occurred in the past. The so-called scientific method prefers testable, repeatable ways of discovering truth, but by definition historical

events are not repeatable. Archaeologists, must instead look for clues and do their best to come up with what they think may have happened long ago or what they think an artifact represents or means.

14. Who were the mummy makers? [chap. 1] ➔ *The Chinchorro people*
15. How is radiocarbon dating supposed to work? [chap. 1] ➔ *by measuring how much time has passed since something has died*
16. What are the big mounds found at Huaricanga? [chap. 1] ➔ *most likely they were religious temples*
17. What's special about the carved gourd the author writes about? [chap. 1] ➔ *it may be the only surviving trace of the Norte Chico gods*

Timeline and Map Activities

Note: To refresh on how to do the timelines and the Markable Map refer to notes found in **Section Four**.

- 🕒 **Pilgrims/Mayflower (1620)**
- 🕒 **Tisquantum/Squanto (ca. 1585–1622)**
- 📍 *Massachusetts ①; Rhode Island ②* (map 1)
- 📍 *Spain ①; England ②; Italy ③; Sumer, Russia ④; Sahara Desert ⑤* (map 2)
- 📍 *Atlantic Ocean ①; South America ②; Mexico ③; Asia ④; Europe ⑤; India ⑥; China ⑦; Middle East ⑧; Pacific Ocean ⑨* (map 3)
- 📍 *Andes Mountains ①; Peru ②; Chile (Atacama Desert) ③* (map 5)
- 📍 *Egypt ①; Iraq ②* (map 6)

Current Events | Two or three reports

Parents: How to “Teach” (or Learn!) Current Events

If your children are unfamiliar with key people, dates, events, and terms, read together! Browse through a current news magazine together; choose an appropriate-looking article, then start reading. *If it helps, read the article out loud.* There should be no shame in this. If our children need our help, then we should give it to them. By helping them now, we reduce the need for us to help them later.

As you read, ask your children if they understand what the author is talking about. If you come across an uncommon or unfamiliar term, explain it or look it up. Try to give your children whatever historical, cultural, and other background you can. In addition, talk about what appear to be parallel situations with which they might be familiar from their studies of history or other cultures.

This process may be rather slow at the start, but it will enable your children to understand what they would have otherwise never understood. It will give them a wealth of information they would otherwise know nothing about.

After you finish reading, have your children try to summarize what you just read. We have found that the best time to hold current event discussions is either over the dinner table or, for older students, during your daily student-teacher time.

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 study of current events should be articles found in current newspapers and magazines.¹

We believe you should be able to make three verbal reports per week on some matter of significant local, regional, national, or international concern that you have read about this week. You should recount the details of the story and understand what the authors are talking about. But you should also be able to state who the protagonists are and what makes each matter significant: why should we care. 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)?

We believe you should be able to add a statement about your own position on the issues of the day (how you would like to see the matter turn out) and you should be able to explain why you believe and feel as you do.

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

Seventh Grade: Two reports; at least one of international concern.

Eighth and Ninth Grade: Three reports; at least two of international concern.

Day 2

Bible

Bible Study Sampler | p. 10

Why Pray? | Day 2

Memorization | Psalm 139:1–2

History, Geography & Biographies

A History of US, Book 1 | Chapters 4–5

Vocabulary

atlatl: a dart thrower used for hunting.

tundra: land that stays partly frozen all year round.

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 Instructor's Guide Resources (**Section Three** in this guide) for a brief listing.

To Discuss After You Read

18. 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 they gather; a farmer, by contrast, works to ensure a crop; they plant the plants, cultivates them, and harvests*
19. 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*
20. And some of the other products that American Indians developed that were later adopted by Europeans? ➔ *hammocks, canoes, snowshoes, lacrosse, rubber, rubber balls*
21. What significant, but very simple piece of technology did American Indians not use? ➔ *the wheel!*
22. Why did Columbus call the first Americans “Indians”? ➔ *he thought he was in the Indies*
23. How did early Americans hunt animals? ➔ *they stampeded them into ditches or bogs where they could be easily speared*
24. Why did mammoths become extinct? ➔ *they could not get enough food or water to survive*
25. What animal changed the Indian lifestyle? How? ➔ *the horse; when riding the horse they could more easily hunt and travel*
26. What does current geological theory teach about how the Himalayan and Appalachian Mountains were formed? ➔ *continents crashing into each other created the “wrinkles”*
27. From where did the Eskimos come? ➔ *Asia*
28. 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*
29. What is the name by which so-called Eskimos refer to themselves—and what does it mean? ➔ *Inuit—“the people”*
30. Why is it important for Eskimos to eat raw meat? ➔ *raw meat provides vitamins and minerals*
31. What do the Eskimos burn for light and for cooking? ➔ *blubber, animal fat*
32. How do Eskimos travel from place to place? ➔ *dogsleds and boats*

Note: 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.

Timeline and Map Activities

- 📍 Bering Strait ①; Bering Sea ②; Alaska ③; Canada ④; Greenland ⑤ (map 1)
- 📍 Siberia ① (map 4)

Before Columbus | Chapter 2

To Discuss After You Read

On “11,500 years ago” (p. 13) see our Initial Comments of the book.

On page 15 the author uses the phrase “Plant scientists,” probably with the intention of using a phrase simpler to understand than the more precise technical term *botanist*.

Genetic engineering of plants is one thing (p. 15), but scientists now have the capability of manipulating life via techniques such as cloning (making a copy of a living organism). How far is it morally right or wrong to go in pursuing such things? The realm of ethics, more specifically *bioethics*, tries to add res these kinds of questions. For example, is it right to clone a human embryo in order to use or “harvest” its organs for use in transplant operations that could save lives? Is it right to use those embryos in the first place? For an introduction to these sorts of questions that may help you discuss these matters with your children see the chapter on genetic technologies in the book *Moral Choices* by Scott Rae (Zondervan).

Amino acids (p. 17) are important to life due to their nutritional properties. They help make up proteins, for instance, which the body needs to maintain a healthy diet.

33. What is genetic engineering? ➔ *genetic engineering happens when humans deliberately make changes in things like plant life or biological life*
34. Do we know for certain that maize was genetically engineered? ➔ *no, but based on the evidence many have speculated that this is the case*
35. Ancient toys with wheels have been found in Mexico, but it doesn’t appear that those civilizations used the wheel in other ways. Why not? ➔ *there are several possible reasons. It may be that they did not have livestock to pull carts with wheels. Also, in areas with no roads and a lot of mud, wheeled carts would be difficult to move around. It’s also possible that this was just a technological blind spot*
36. What is a milpa? ➔ *a field in which farmers plant many different crops at the same time*

Timeline and Map Activities

- 📍 Africa ⑩ (map 3)

Current Events | Two or three reports

Day 3

Bible

Bible Study Sampler | p. 11

Why Pray? | Day 3

Memorization | Psalm 139:1–2

History, Geography & Biographies

A History of US, Book 1 | Chapters 6–8

Vocabulary

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

potlatch: huge party given by Indians in the Pacific Northwest.

affluent: wealthy.

To Discuss After You Read

37. 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*
38. What is the name of the people who lived in Mesa Verde, Colorado? ➔ *Anasazi Indians*
39. Where were their homes built? ➔ *in the side of a steep mountain*
40. What are kivas? ➔ *round rooms where men gathered to conduct community business or celebrate*
41. What happened in 1276 that caused great difficulty to the Anasazi Indians? ➔ *a 24-year drought began*
42. 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*
43. 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*
44. 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)*
45. **Discuss:** How does a people’s food supply affect culture at large? (for example: dance, theater, music, artwork, etc.)

46. 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*
47. How did they travel? ➔ *giant canoes*
48. What did totem poles symbolize? ➔ *a family’s power and rank*
49. 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*
50. What would we find unusual about potlatches? ➔ *at the conclusion, the host would give away his finest belongings, sometimes everything he owned*
51. What were steam huts in California used for? ➔ *social halls and spiritual centers*
52. 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!*
53. What, in your opinion, is the difference—practically and morally—between theft, extortion, and taxation? Why?
54. How many languages did North American Indians speak in the 15th century? ➔ *250*
55. Who were the first Europeans to arrive in California? ➔ *the Spanish*
56. What river do some Indians call the “Father of Waters”? Why? ➔ *Mississippi, because it is the largest river in North America*
57. What are the two largest branches of this river? ➔ *Missouri and the Ohio Rivers*

Timeline and Map Activities

- 🕒 **Anasazi were cliff dwellers (1100–1300)**
📍 **New Mexico** ❶; **Arizona** ❷; **Mesa Verde, Colorado** ❸; **Rio Grande River** ❹; **Washington** ❺; **Oregon** ❻; **Utah** ❼; **California** ❽; **Sierra Nevada** ❾; **Rocky Mountains** ❿; **St. Louis** ⓫; **Great Lakes** ⓬; **Appalachian Mountains** ⓭ (map 2)

Before Columbus | Chapters 3–4

To Discuss After You Read

58. Why is the Olmec sculpture found in Tres Zapotes, Mexico important? [chap. 3] ➔ *because it raised questions about the Maya, their origins, and the extent of civilization in the Americas*

59. What is meant when Olmec and other Mesoamerican groups are called sister cultures? [chap. 3] ➔ *the Olmec came first, but other cultures weren't just daughter cultures of the Olmec. Instead, different cultures influenced one another, sort of like siblings do in a family*

On page 36 the author mentions the language Runa Simi, but does not really say anything else about it, other than pointing out its importance as the primary language Pachakuti wanted the Inca people to use. Runa Simi is sometimes called Quechua. Some experts believe that a single, pure form of this language does not really exist, but instead made its influence known in many different dialects (varieties of the same language).

A brief comment is in order in reference to the incident between Spanish conquistador Pizarro and his attack on Atawallpa and the Incan soldiers (pp. 37–39). More often than not, individuals such as Pizarro are depicted as violent Christian invaders who spread their warlike ways to peaceful, “noble savages” such as the Inca. While it’s true that some European explorers committed acts of violence and persecution, sometimes in the name of Christianity, it is not true to state that people like the Inca were peaceful. As the author has noted, many wars and conflicts among the Inca took place, often among family members fighting over power. Moreover, as later pages will demonstrate, at times Indians allied with the Spanish in order to help defeat the so-called Triple Alliance. The broader lesson here is not that Christianity and Christians do nothing but spread war, which is far from true, but that human beings are by nature inclined to strife and conflict.

60. What is chuno? [chap. 4] ➔ *freeze-dried potatoes used as flour that can be stored for years*
61. What do archaeologists think the plaza called Awkaypata in Qosqo was like? [chap. 4] ➔ *carpeted with white sand, temples around it, sheets of gold on buildings would have reflected the sun*
62. How did Pizarro and less than 200 men defeat more than 5,000 Inca? [chap. 4] ➔ *the Inca were probably overwhelmed by the gunfire, canon fire, and horses, which were all new to them*

Timeline and Map Activities

- 🕒 **American archaeologist Matthew Stirling visits Olmec sculpture in Tres Zapotes, Mexico (1938)**
- 🕒 **Zapotec settlement attacked, temple burned (750 BC)**
- 🕒 **Chanka attack the Inca (1438)**
- 🕒 **Francisco Pizarro and less than 200 Spanish men defeat more than 5,000 Inca and capture Atawallpa (November 16, 1532)**
- 📍 Veracruz, Mexico ①; Gulf of Mexico ②; La Venta, Mexico (Tabasco/Veracruz) ③; Yucatan Peninsula ④; Oaxaca ⑤ (map 4)
- 📍 Machu Picchu, Peru ④; Qosqo (Cusco, Peru) ⑤ (map 5)

Current Events | Two or three reports

Day 4

Bible

Bible Study Sampler | p. 12

Why Pray? | Day 4

Memorization | Psalm 139:1–2

History, Geography & Biographies

A History of US, Book 1 | Chapters 9–10

To Discuss After You Read

63. Whose job is it to put up and take down the Indian teepee? ➔ *Indian woman*
64. 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*
65. 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)*
66. Why do you think some historians called the buffalo the Plains Indians’ gold?
67. What things do the Spanish trade with the Indians? ➔ *horses, knives, guns*

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

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?

68. 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*
69. How did Woodland Indians build their mounds? ➔ *they carried baskets of dirt and dumped them to make hills*
70. Which U.S. president wanted to learn about these mounds? ➔ *Thomas Jefferson*

71. What is the mound called that still exists in Ohio today? ➔ *Serpent Mound*
72. What were slaves called in the Indian city of Cahokia? ➔ *Stinkards*
73. What did the mound builders use their mounds for? ➔ *burying their dead ... along with their treasures*

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.

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

Timeline and Map Activities

- 📍 *Plains States (east of the Rocky Mountains): Texas 14; Oklahoma 15; Colorado 16; Kansas 17; Nebraska 18; Wyoming 19; South Dakota 20; Montana 21; North Dakota 22* (map 2)

Before Columbus | Chapter 5

To Discuss After You Read

74. You've probably heard the term "rewriting history," but in the case of Tlacaélel and the Mexica people they really did it! (p. 47) Why did this happen? What did they hope to accomplish by destroying their history and writing a new one? ➔ *their leader, Tlacaélel, believed the people needed a glorious past and a sacred mission so he wanted to create this history*

In "Feeding the Sun" (p. 47), the author claims "the Europeans and the Triple Alliance [Aztecs] were surprisingly alike—violent death was part of the social landscape on both sides of the Atlantic." The author is essentially claiming that human sacrifice, religiously motivated in order to provide "food" for the sun, is on the same level as criminal executions in Europe. But is this really the same thing or are we dealing with a false analogy? After all, it's one thing to have a judicial system in place that calls for the execution of criminals and quite another to offer human sacrifices to the sun, isn't it?

75. Setting aside the issue of whether or not capital punishment is justified, do you think European executions and Aztec human sacrifices are on the same level? ➔ *answers will vary*

You might recognize the name Motecuhzoma (p. 49) by its other forms including Moctezuma and Montezuma.

76. What city did the Spanish enter in 1519, then later conquer? ➔ *Tenochtitlan*
77. Why did the Triple Alliance sacrifice humans? ➔ *they believed they could satisfy the needs of the sun god by giving it the energy of life*
78. Could Cortes and his forces have defeated the Triple Alliance on their own? ➔ *answers will vary. Most likely*

Cortes would have needed additional forces, either Spanish or other natives, to defeat the Triple Alliance

Timeline and Map Activities

- 📅 **Hernan Cortes and Motecuhzoma meet at Tenochtitlan (November 8, 1519)**
- 📅 **Aztec Triple Alliance formed (1428)**
- 📅 **Triple Alliance surrenders to Cortez and his forces (August 21, 1521)**
- 📍 *Tenochtitlan, Mexico 6; Teotihuacan, Mexico 7; Caribbean Sea 8* (map 4)

Current Events | Two or three reports

Day 5

Bible

Bible Study Sampler | p. 13

Why Pray? | Day 5

Memorization | Psalm 139:1–2

History, Geography & Biographies

A History of US, Book 1 | Chapters 11–12

Vocabulary

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

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.

To Discuss After You Read

79. What role did grandmothers play in Iroquois society? ➔ *they headed their families*
80. How did these Indians hunt deer? ➔ *they pretended to be deer by wearing deer antlers and sometimes skins*
81. What kinds of crops did they grow? ➔ *corn, beans, squash, and pumpkins*
82. 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*

83. Which Indians did the Algonquian tribes consider their enemies? ➔ *Iroquois*
84. What are wampum? ➔ *beads on leather cords, which are woven into designs that tell stories*
85. How many nations comprised the Iroquois confederacy? ➔ *five originally, then one more was added*
86. 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*
87. 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*
88. Did the Iroquois have majority rule? ➔ *no; they ruled by unanimity—which sometimes required a lot of talk!*
89. What are Deganwidah and Hiawatha best known for? ➔ *bringing peace between the Iroquois nations*
90. What did Tadodaho do to Hiawatha's daughters and why? ➔ *he killed them because he disagreed with what Hiawatha was saying*
91. What did the Indians call North America? ➔ *Turtle Island*

Before Columbus | Chapter 6

To Discuss After You Read

Does the Christian account of the world and its peoples after the flood of Noah conflict with what we know about global population distribution? The author suggests (pp. 53–54) that a distinctly Christian view of world history had to explain population distribution across the globe on the basis of the belief that Noah's ark came to rest on the mountains of Ararat (Turkey) and, from that point, humans spread to other places such as Africa, Asia, and Europe.

But what about people in the Americas? Where did they come from? These questions are certainly interesting, but there is no real conflict with the traditional Christian viewpoint. If, for instance, continents as we know them today were in the past joined into one large supercontinent, then the distribution of the human population after Noah's time would make sense. The problem here, though, for those who hold to a young earth, is one of geologic time since the contemporary scientific establishment believes this supercontinent, known as Pangea, existed more than 200 million years ago.

Still, there are ways of explaining human population distribution across the earth without entirely dismissing the account of Noah's flood as inaccurate or mythical. Remember, we're dealing with historical events that took place long ago and, as a result, we're trying to piece together what happened using a lot of educated guessing, forensic science, and, at times, presuppositions and prejudices get in the way, too. This does not mean that Christians can simply ignore apparent problems that conflict with the Bible (we shouldn't!), but it does mean that we need to keep in mind the many challenges that we face when try-

ing to piece together history on the basis of limited data. Furthermore, a historical puzzle or mystery is not the same as saying that what we think we know about historical events *contradicts* biblical teachings. A contradiction is not the same as a mystery. In many cases it's our *interpretation* of biblical data that may be at fault, not the facts. Besides, as Acosta surmised (p. 54), America and Asia "must join somewhere" and, as the text states, "Hundreds of years later, scientists would prove him right."

Keep in mind, too, that questions about human population distribution also apply to those who reject the account of Noah. Even evolutionists, for instance, must grapple with questions about how human beings ultimately spread throughout the world, so these sorts of questions and puzzles are not exclusive to Christianity.

On "tens or even hundreds of thousands of years ago" (pp. 54–55), see our Initial Comments of *Before Columbus*.

Is stratigraphy (p. 55) a valid archeological practice? In principle it appears to make sense. As time passes, new layers of earth cover older layers. Geologically speaking, though, natural disasters and other geological events could disturb these layers, causing confusion in our interpretation of them, as the author admits. Young earth adherents, for instance, who hold to catastrophism believe that large-scale geological events, such as a global flood, could easily disrupt not only the landscape, but layers of the earth. If this position is true, then it's quite possible that stratigraphy is not necessarily the best method of interpreting what we find in layers of the earth. Keep in mind that we're not personally making the case here for or against stratigraphy or catastrophism, but we do think it is helpful to bring up these issues due to their relevance to the discussion in the book. How we approach evidence at times makes a significant difference in how we interpret it.

On "13,500 and 12,900 years ago" (p. 56) and other similar or longer time frames in this chapter see our Initial Comments of *Before Columbus*.

The author suggests, "Maybe the Americas should no longer be called 'the New World.'" (p. 61) However, regardless of how long ago humans populated the Americas before Columbus, it's true that the Americas were indeed a "new world" to Europeans of the 15th century.

92. Is the question, "Who were the first Americans?" easy or difficult to answer? Why? ➔ *difficult. There are many theories about how and when the first people settled in the Americas*

93. What theory did C. Vance Haynes propose in 1964? ➔ *that the first Americans came from Asia via a land bridge in the Bering Strait*

Timeline and Map Activities

- 🕒 **Jose de Acosta speculates that Asia and America "must join somewhere" (1590)**
- 🗺️ **C. Vance Haynes proposed that the first Americans crossed to the Americas via the Beringia land bridge (1964)**

- 🌐 *Bering Strait* ③; *Alaska* ④; *Yukon River* ⑤; *Rocky Mountains* ⑥; *Washington* ⑦ (map 1)
- 🌐 *Denmark* ⑥; *Portugal* ⑦ (map 2)
- 🌐 *Australia* ⑪; *Canada* ⑫; *Siberia* ⑬ (map 3)
- 🌐 *Lagoa Santa, Brazil* ⑥; *Monte Verde, Chile* ⑦ (map 5)
- 🌐 *Turkey (Ararat)* ③ (map 6)
- 🌐 *Folsom, New Mexico* ①; *Clovis, New Mexico* ② (map 7)

Current Events | Two or three reports

Be sure to present your oral or written reports. ■



120 BIBLE/HISTORY		WEEK 2			SCHEDULE	
Date:	Day 1 ⁶	Day 2 ⁷	Day 3 ⁸	Day 4 ⁹	Day 5 ¹⁰	
Bible						
Bible Study Sampler	p. 14	p. 15	p. 16	p. 17	p. 18	
Why Pray?	Day 6	Day 7	Day 8	Day 9	Day 10	
Memorization	Psalm 139:1–4					
History, Geography & Biographies						
A History of US, Book 1 (3rd & rev. 3rd editions)	chaps. 13–15 🕒🌐	chaps. 16–17 🕒🌐	chaps. 18–20 🕒🌐	chaps. 21–22 🕒🌐	chaps. 23–25 🕒🌐	
Before Columbus	chap. 7 🌐	chap. 8 🕒🌐	chap. 9 🌐	chap. 10 🕒🌐	chap. 11 🕒🌐	
Current Events	Seventh Grade: Two reports; at least one of international concern. Eighth & Ninth Grade: Three reports; at least two of international concern.					
Other Notes						

©2013 by Sonlight Curriculum, Ltd. All rights reserved.

Day 1

Bible

Bible Study Sampler | p. 14

Why Pray? | Day 6

Memorization | Psalm 139:1–4

Continue working with Psalm 139. Memorize vv. 1–4.
Read the psalm as a whole at least twice this week.

History, Geography & Biographies

A History of US, Book 1 | Chapters 13–15

Vocabulary

Leif Eriksson: is regarded as the first European to land in North America (excluding Greenland), nearly 500 years before Christopher Columbus.

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.

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.

To Discuss After You Read

1. Who were the first Europeans to discover America? ➔ *Vikings*
2. How was America discovered by mistake? ➔ *Vikings were on their way to Greenland and were blown off course*
3. Who were the two Vikings sent to explore America? ➔ *Leif Eriksson, "Leif the Lucky," and Erik the Red*
4. 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*
5. 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)*

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."

6. What years would the 12th century include—the 1100s or 1200s? ➔ *1100s*
7. 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*
8. 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*
9. 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*

10. Why did Columbus believe the Earth was round? ➔ *read books in which scientists proved it was round*
11. What are the vertical and horizontal lines called that are drawn on maps? ➔ *longitude and latitude*
12. Why are these lines on maps? ➔ *they make it easy to read maps—find certain places, compare distances*
13. What is the equator? ➔ *zero degree line of latitude*
14. Which lines are parallel—latitude or longitude? ➔ *latitude*
15. What makes a line parallel? ➔ *equal distance from another line and never touch*
16. Whose research did Christopher Columbus study that led him to believe the earth was smaller than it actually is? ➔ *Ptolemy*
17. Which country (King and Queen) supported Columbus? ➔ *King Ferdinand and Queen Isabella of Spain*

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.

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

Timeline and Map Activities

- 🕒 **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)**
- 🌐 **Nova Scotia** ⑥ (map 1)
- 🌐 **Norway** ①; **Sweden** ②; **Finland** ③; **Denmark** ④; **Germany** ⑤; **Portugal** ⑥; **Genoa** ⑦; **Spain** ⑧ (map 3)
- 🌐 **China** ② (map 4)

Before Columbus | Chapter 7

To Discuss After You Read

On “millions of years” (p. 62) and other similar time frames see our Initial Comments of *Before Columbus*. As to whether or not dinosaurs became extinct before humans, young earth creationists would disagree.

18. What is the overkill theory? ➡ *when a predator hunts and kills so many animals that the hunted animal population doesn't have time to recover and, as a result, eventually are extinct*
19. What is a zoonotic disease? ➡ *a disease that originates in animals, but can pass to humans such as smallpox and influenza*

Timeline and Map Activities

- 🌐 **Bighorn Basin, Wyoming** ③; **La Brea tar pits, California** ④ (map 7)

Current Events | Two or three reports

See the notes in Week One, Day One for Current Events instructions.

Seventh Grade: Two reports; at least one of international concern.

Eighth and Ninth Grade: Three reports; at least two of international concern.

Day 2

Bible

Bible Study Sampler | p. 15

Why Pray? | Day 7

Memorization | Psalm 139:1–4

History, Geography & Biographies

A History of US, Book 1 | Chapters 16–17

Vocabulary

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

To Discuss After You Read

20. What day did Columbus set sail from Spain? ➡ *August 3, 1492*
21. What does Columbus hope to bring back to Spain? ➡ *gold and spices*
22. How did an astrolabe help Columbus? ➡ *it measured how high the North Star was above the horizon, which helped determine latitude*
23. Where did Columbus think he had landed when he landed in San Salvador? ➡ *Indies*

Note: 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.)

24. 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?
25. Why do you think she makes this comment? Is her motivation good? Why or why not?
26. 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*
27. According to Ms. Hakim, in 1492, which was the most advanced civilization in the world? ➡ *China's*
28. 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*
29. 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?*

30. What was the first Spanish settlement in the Americas? ➔ *Hispaniola*
31. What countries are on this island today? ➔ *Haiti and the Dominican Republic*
32. How many ships and people went on the second trip with Columbus? ➔ *17 ships and 1,200 men*
33. 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*
34. What did Columbus think South America was? Why? ➔ *Garden of Eden, because the beautifully colored birds and flowers reminded him of a paradise*

Note: 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)?

Timeline and Map Activities

- 🕒 **First African slaves come to the Caribbean Islands (1503), by 1574 there were 12,000**
- 📍 Japan ③ (map 4)
- 📍 San Salvador/The Bahamas ①; Cuba ②; Hispaniola Haiti ③ and Dominican Republic ④; Jamaica ⑤ (map 5)
- 📍 Canary Islands ① (map 6)

Before Columbus | Chapter 8

To Discuss After You Read

Keep in mind that the author is merely offering a possible scientific explanation for why many Native Americans were susceptible to European diseases (pp. 71–72). He's not intending in any way to come across as racist or to suggest that Native Americans are somehow inferior to Europeans, Africans, or Asians.

Bartolome de Las Casas (p. 73), incidentally, became a Dominican friar. Moved by his Christian ideals, de Las Casas had compassion for the oppressed Native Americans and openly spoke out against their mistreatment.

35. Why were native Americans more susceptible to diseases introduced by Europeans? ➔ *because they had not previously been exposed to such diseases, they had not built up an immunity to them. Also, the native Americans were more genetically susceptible to certain diseases*
36. A former conquistador, Bartolome de Las Casas later spoke out against the harsh treatment of the native Americans by the Spanish. Why? ➔ *probably more than one reason, but a key component may have been his commitment to Christianity and Christian principles of compassion*
37. Why were pigs brought by Hernando de Soto to Florida harmful to native Americans? ➔ *because some of the pigs carried diseases such as anthrax and tuberculosis that can transfer to humans. The native Americans had no built up immunity to such diseases*

Timeline and Map Activities

- 🕒 **Smallpox breaks out on the Spanish island colony of Hispaniola, later spreading throughout the Americas (1518)**
- 🕒 **Incan emperor Wayna Qhapaq dies, resulting in civil war as his sons fight for power (1526)**
- 🕒 **Spanish explorer Hernando de Soto arrives in Florida (1539)**
- 📍 Florida ⑧; Arkansas ⑨; Texas ⑩; Mississippi River ⑪ (map 1)

Current Events | Two or three reports

Day 3

Bible

Bible Study Sampler | p. 16

Why Pray? | Day 8

Memorization | Psalm 139:1–4

History, Geography & Biographies

A History of US, Book 1 | Chapters 18–20

Vocabulary

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.

To Discuss After You Read

38. What happened to Columbus's ships on his fourth voyage? ➔ *worms destroyed them*
39. Where did he and his crew get marooned? ➔ *Jamaica*
40. 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.)
41. Which Italian sailed to America for England; therefore, giving England a claim to all of North America? ➔ *Giovanni Caboto, John Cabot*
42. Which explorer “discovered” the Pacific Ocean? ➔ *Vasco Nuñez de Balboa*
43. 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 biblical? Should the Spaniards have considered his words? Did they need to repent? Why or why not?

Note: 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.

44. Why is the strait near the tip of South America named the Strait of Magellan? ➔ *Ferdinand Magellan found China by sailing through the strait*
45. 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*
46. How did Magellan die? ➔ *killed in a war with the enemies of Filipinos he had befriended*
47. 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?
48. 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.)
49. How many ships and men were still alive when Magellan’s voyage returned back to Spain? ➔ *one ship and eighteen men*
50. How many years had the sailors been gone? ➔ *almost three years*
51. After whom was America named? ➔ *Amerigo Vespucci*
52. 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*

Timeline and Map Activities

- 🕒 **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 9; Seville, Spain 10 (map 3)
- 📍 Moluccas/Spice Islands 4; Indonesia 5; Philippine Islands 6; Papua New Guinea 7 (map 4)
- 📍 Panama 6 (map 5)
- 📍 Peru 2; Patagonia 3; Straits of Magellan 4; Magellan’s Journey 5 (map 6)

Before Columbus | Chapter 9

To Discuss After You Read

53. What is swidden? ➔ *swidden is a method of farming wherein farmers clear a plot or small field, burn the fallen trees and brush, then plant their crops. Ash improves the soil*
54. Why do some modern researches think that swidden was not possible in the early Americas? ➔ *because the tools available at the time were not practical for cutting down large trees in a timely way*
55. What is a zarabatana? ➔ *a long shooting tube used for hunting*

Timeline and Map Activities

- 📍 Indiana 12; Illinois 13 (map 1)
- 📍 Amazon River 8; Beni, Bolivia 9; Santarem, Brazil 10 (map 5)

Current Events | Two or three reports

Day 4

Bible

Bible Study Sampler | p. 17

Why Pray? | Day 9

Memorization | Psalm 139:1–4

History, Geography & Biographies

A History of US, Book 1 | Chapters 21–22

Vocabulary

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.

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 sign; a symbolic figure or character.

To Discuss After You Read

56. In 15th century Europe what religion did most people practice? ➔ *Roman Catholicism*
57. 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*
58. 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*
59. What happened during the Spanish Inquisition? ➔ *Queen Isabella had a special court to force people to become Catholic, be tortured, or leave the country*
60. 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?
61. 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?
62. Who did the Aztecs believe was their supreme god? ➔ *Quetzalcoatl*
63. 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*
64. 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?
65. What was most impressive about Tenochtitlan? ➔ *it was a huge city by European standards, filled with man-made marvels: floating gardens, fountains, a zoo; it was unbelievably clean; it was centered on a bloodthirsty religion*
66. 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*

Timeline and Map Activities

- 🕒 **Hernando Cortés (1485–1547)**
- 🕒 **Moctezuma (1466–1520)**
- 🕒 **Doña Marina (1466–1520)**
- 📍 *Tenochtitlan* ⑦ (map 5)
- 📍 *Incan, Aztec & Mayan Territory* (map 7)

Before Columbus | Chapter 10

To Discuss After You Read

67. What do ecologists mean by succession? ➔ *succession refers to a series of stages that an ecosystem goes through as open land is filled*
68. What are the two main sources of fire? ➔ *lightning and people*

Timeline and Map Activities

- 🕒 **Henry David Thoreau (1817–1862)**
- 🕒 **Lewis and Clark (1803–1806)**
- 🕒 **Cahokia's golden age (ca. AD 950–1250)**
- 📍 *Great Plains* ⑭; *Utah* ⑮; *Nevada* ⑯; *California* ⑰; *Louisiana* ⑱ (map 1)
- 📍 *Alberta, Canada* ⑭; *Hudson Bay* ⑮ (map 3)
- 📍 *Rio Grande* ⑪ (map 5)
- 📍 *Mount St. Helens, Washington* ⑤ (map 7)
- 📍 *Hudson River Valley, New York* ①; *Everglades, Florida* ②; *St. Louis, Missouri* ③; *Cahokia, Illinois* ④; *Peebles, Ohio* ⑤ (map 8)

Current Events | Two or three reports

Day 5

Bible

Bible Study Sampler | p. 18

Why Pray? | Day 10

Memorization | Psalm 139:1–4

History, Geography & Biographies

A History of US, Book 1 | Chapters 23–25

Vocabulary

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.

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.

mestizo: people of mixed Spanish and Native American heritage.

mulatto: people with mixed Spanish and African heritage.

To Discuss After You Read

69. 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*
70. 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?
71. 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)?
72. 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*
73. What did Pizarro do with all the Incan gold objects? ➔ *melted them down into gold bars*
74. 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?
75. 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?
76. What killed most Mexican and Native American Indians? ➔ *diseases brought to Mexico from Europeans and Africans*
77. What is a colony? ➔ *a region controlled by a foreign country*
78. 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*

Note: 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!

79. 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*
80. Which explorers were sent by the Spanish governor of Mexico to find gold in Florida? ➔ *Esteban and Fray Marcos*

Timeline and Map Activities

- 🕒 **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** 23; **Florida** 24 (map 2)
- 📍 **Puerto Rico** 8 (map 5)

Before Columbus | Chapter 11

To Discuss After You Read

81. Where did Tisquantum learn to plant fish alongside corn to better fertilize the crop? ➔ *probably from his travels in Europe*
82. What happened to passenger pigeons? Why? ➔ *they went extinct, probably because of over hunting by humans*

Timeline and Map Activities

- 🕒 **Squanto (ca. 1580s–1622)**
- 🕒 **William Bradford (1590–1657)**
- 🕒 **Revolutionary War (1775–1781)**
- 🕒 **John Adams (1735–1826)**
- 🕒 **Francis Drake (1540–1596)**
- 🕒 **Smallpox epidemic begins near Boston (1774)**
- 📍 **Santa Fe, New Mexico** 6; **Puget Sound, Washington** 7; **San Francisco Bay** 8 (map 7)
- 📍 **Patuxet** 6; **Cape Cod Bay** 7; **New England** 8; **Maine** 9; **Plymouth Bay, Massachusetts** 10; **Boston** 11 (map 8)

Current Events | Two or three reports

Be sure to present your oral or written reports. ■



120 BIBLE/HISTORY		WEEK 3			SCHEDULE
Date:	Day 1 ¹¹	Day 2 ¹²	Day 3 ¹³	Day 4 ¹⁴	Day 5 ¹⁵
Bible					
Bible Study Sampler	p. 19	p. 20	p. 21	p. 22	p. 23
Why Pray?	Day 11	Day 12	Day 13	Day 14	Day 15
Memorization	Psalm 139:1–6				
History, Geography & Biographies					
A History of US, Book 1 (3rd & rev. 3rd editions)	chaps. 26–27 🕒🌐	chaps. 28–30 🕒🌐	chaps. 31–33 🕒🌐	chaps. 34–36 🕒🌐	chaps. 37–39 🕒🌐
The Landing of the Pilgrims	pp. 1–9 🕒🌐	pp. 10–26 🕒🌐	pp. 27–40	pp. 41–55 🌐	pp. 56–73 🌐
Current Events	Seventh Grade: Two reports; at least one of international concern. Eighth & Ninth Grade: Three reports; at least two of international concern.				
Other Notes					

©2013 by Sonlight Curriculum, Ltd. All rights reserved.

Day 1

Bible

Bible Study Sampler | p. 19

Why Pray? | Day 11

Memorization | Psalm 139:1–6

Continue working with Psalm 139. Memorize vv. 1–6 and read the psalm as a whole another two or three times.

History, Geography & Biographies

A History of US, Book 1 | Chapters 26–27

Vocabulary

Francisco Vasquez 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.

To Discuss After You Read

1. In the territories of what modern states did Coronado explore? ➔ *Arizona, Kansas, and New Mexico*
2. What were some of the hardships of the journey? ➔ *the Grand Canyon, quicksand, too hot and too cold temperatures, Indian ambushes, starvation, sickness*
3. Why were the Spaniards interested in the city of Quivira? ➔ *it was supposed to be full of gold*
4. What did they find when they got there? ➔ *nothing but mud huts—a great disappointment*

5. 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*
6. Was de Soto kind to the Indians? ➔ *no, he was brutal and killed many*

Timeline and Map Activities

- 🕒 **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* 25; *de Soto's journey* 26 (map 2)

The Landing of the Pilgrims | pp. 1–9

Initial Comments

James Daugherty does an excellent job summarizing the challenges faced by the Pilgrims at Plymouth. He uses the Pilgrims own words at times, and creates a readable, understandable account of their first three years in the New World.

To Discuss After You Read

7. What was the difference between the Separatists and the Puritans? ➔ *the Separatists formed a new church entirely separate from the State Church of England. The Puritans wanted to reform the Church of England but not separate from it*

Timeline and Map Activities

- 🕒 **William Brewster (1560–1643) a Pilgrim colonist leader**
- 🕒 **William Bradford (1590–1657) an English leader of the Plymouth Colony of Massachusetts**
- 🕒 **Persecution comes to Separatists at Scrooby (1607)**
- 🕒 **Separatists leave for Holland (1608)**
- 📍 *Scrooby, England* 1 (map 1)

Current Events | Two or three reports

Seventh Grade: Two reports; at least one of international concern.

Eighth and Ninth Grade: Three reports; at least two of international concern.

Day 2

Bible

Bible Study Sampler | p. 20

Why Pray? | Day 12

Memorization | Psalm 139:1–6

History, Geography & Biographies

A History of US, Book 1 | Chapters 28–30

Vocabulary

Juan de Oñate: married Isabel de Tolosa Cortés Moctezuma, 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.

To Discuss After You Read

8. What was the first permanent European colony in the North American West? ➔ *Santa Fe*
9. What devastated the Indian population of the Southwest? ➔ *diseases brought from Europe and Africa*
10. What did Bartolome de Las Casas believe about slavery of the Indians? ➔ *he felt it was wrong*
11. Had he always had this opinion? ➔ *no, up to the age of 40, he had owned Indians as slaves*
12. 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*
13. 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?
14. 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?)

15. 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*

Note: 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.

16. 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*
17. 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*
18. How did all the gold that was shipped back to Spain affect their economy? ➔ *caused inflation and taxes to increase*
19. 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*
20. Do you think sudden riches might cause similar problems elsewhere (on either a personal or a national level)? Why or why not?
21. 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*
22. 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?
23. How many years did the Spanish Inquisition last? ➔ 300

Note: 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....

Timeline and Map Activities

- 🕒 **Juan de Oñate (1550?–1630)**
- 🕒 **Santa Fe founded (1610)**
- 🕒 **Bartolomé de Las Casas (1474–1566)**
- 📍 **Santa Fe, New Mexico** 🗺️ (map 2)

The Landing of the Pilgrims | pp. 10–26

To Discuss After You Read

24. Why did the Separatists decide to leave Holland for America? ➔ *because they wanted to remain British citizens; they were afraid their colony would be absorbed into Dutch life if they stayed there*

Timeline and Map Activities

🕒 Separatists leave for America (1620)

📍 Amsterdam, Holland ②; Leyden, Holland ③ (map 1)

Current Events | Two or three reports

Day 3

Bible

Bible Study Sampler | p. 21

Why Pray? | Day 13

Memorization | Psalm 139:1–6

History, Geography & Biographies

A History of US, Book 1 | Chapters 31–33

Vocabulary

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.

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.

To Discuss After You Read

25. 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*
26. What was the name of the church King Henry VIII founded? ➔ *Anglican or Church of England*
27. What was his motivation for founding the church? ➔ *he wanted freedom to divorce his wife*
28. Do you think this was a legitimate motive? Why or why not?
29. Why did people call Queen Mary “Bloody Mary”? ➔ *she tried to make England Catholic again by killing many Protestants*

30. Why were the people happy when Elizabeth became queen? ➔ *she was an Anglican*
31. From 1562 to 1598, how many civil wars were fought in France over religion? ➔ *eight*
32. Why did England and France hire Italians to explore the New World? ➔ *they were very good sailors*
33. Who or what were Huguenots? ➔ *French Protestants*
34. 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”*
35. Morally, do you think there is a difference between a pirate and a privateer? Why or why not?
- Note:** 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.
36. 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*
37. What is the significance of St. Augustine? ➔ *it became the first permanent European settlement on the North American continent*

Timeline and Map Activities

🕒 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) ② (map 2)

The Landing of the Pilgrims | pp. 27–40

Current Events | Two or three reports

Day 4

Bible

Bible Study Sampler | p. 22

Why Pray? | Day 14

Memorization | Psalm 139:1–6

A History of US, Book 1 | Chapters 34–36

To Discuss After You Read

38. Where did the French move after being beaten in battle in Florida? ➔ *north to what is now Canada*
39. Which animal was almost hunted to extinction for its fur? ➔ *beaver*
40. With which Indians were the French friendly? ➔ *Algonquins and Hurons*
41. And with whom were they not friendly? ➔ *the Iroquois*
42. What important food group did wealthy Elizabethans ignore? ➔ *vegetables*
43. Why? ➔ *they were considered only for poor people who grew them in gardens*
44. How were people told to clean their teeth? ➔ *brush them with sugar*
45. 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? ➔ *trial by jury*
46. What were the two dreams of Europeans who came to America? ➔ *riches and a new world without the mistakes of Europe*
47. What was the name of the book that described an island on which life was close to perfect? ➔ *Utopia*
48. Why did Sir Walter Raleigh name the territory Virginia? ➔ *after Queen Elizabeth, who was called the Virgin Queen because she never married*
49. 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*

Timeline and Map Activities

- 🕒 **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** 29; **The land claimed by LaSalle for France: Arkansas** 30; **Louisiana** 31; **Minnesota** 32; **Iowa** 33; **Missouri** 34 (map 2)

The Landing of the Pilgrims | pp. 41–55

To Discuss After You Read

50. How long did it take the Mayflower to cross the Atlantic? ➔ *about 67 days*
51. How fast did the ship travel? ➔ *covering about 3,000 miles at an average speed of 2 miles per hour*
52. Where was the Mayflower supposed to land? ➔ *Virginia*
53. Where did it anchor instead? ➔ *Cape Cod*
54. Why did William Brewster suggest a compact? ➔ *since the Mayflower didn’t land in Virginia they wouldn’t be bound by the laws of Virginia, so they should make their own law and agree to abide by it*

Timeline and Map Activities

- 🗺️ **Virginia** 1; **Cape Cod** 2; **Provincetown Harbor** 3 (map 2)

Current Events | Two or three reports

Day 5

Bible

Bible Study Sampler | p. 23**Why Pray?** | Day 15**Memorization** | Psalm 139:1–6

History, Geography & Biographies

A History of US, Book 1 | Chapters 37–39

Vocabulary

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.

isthmus: a narrow neck of land joining two larger landmasses.








To Discuss After You Read

55. What were the first three permanent European colonies in North America, and when were they established? ➔ *St. Augustine—1565; Quebec—1608; Santa Fe—1610*
56. 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*

57. 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*
58. Ms. Hakim asks, “What can be learned from this?”—well?
59. Where was the second colony called that Raleigh settled in 1587? ➔ *Roanoke Island*
60. Why did the leader, John White, go back to England? ➔ *to get more supplies, as they were running low on food*
61. 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*
62. 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*
63. 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*
64. 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*

65. How bad was the British defeat of the Spanish Armada? ➔ *20,000 Spanish men killed vs. 100 English; 63 ships lost vs. none*
66. 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*
67. At the end of the 1500s, which parts of modern day North America had been settled? ➔ *Florida, New Mexico, and Canada*

Timeline and Map Activities

-  **Sir Frances Drake (ca. 1540–1596)**
-  **British navy defeats the Spanish Armada (1588)**
-  *Roanoke Island*  (map 2)
-  *England*  *France*  (map 3)

The Landing of the Pilgrims | pp. 56–73

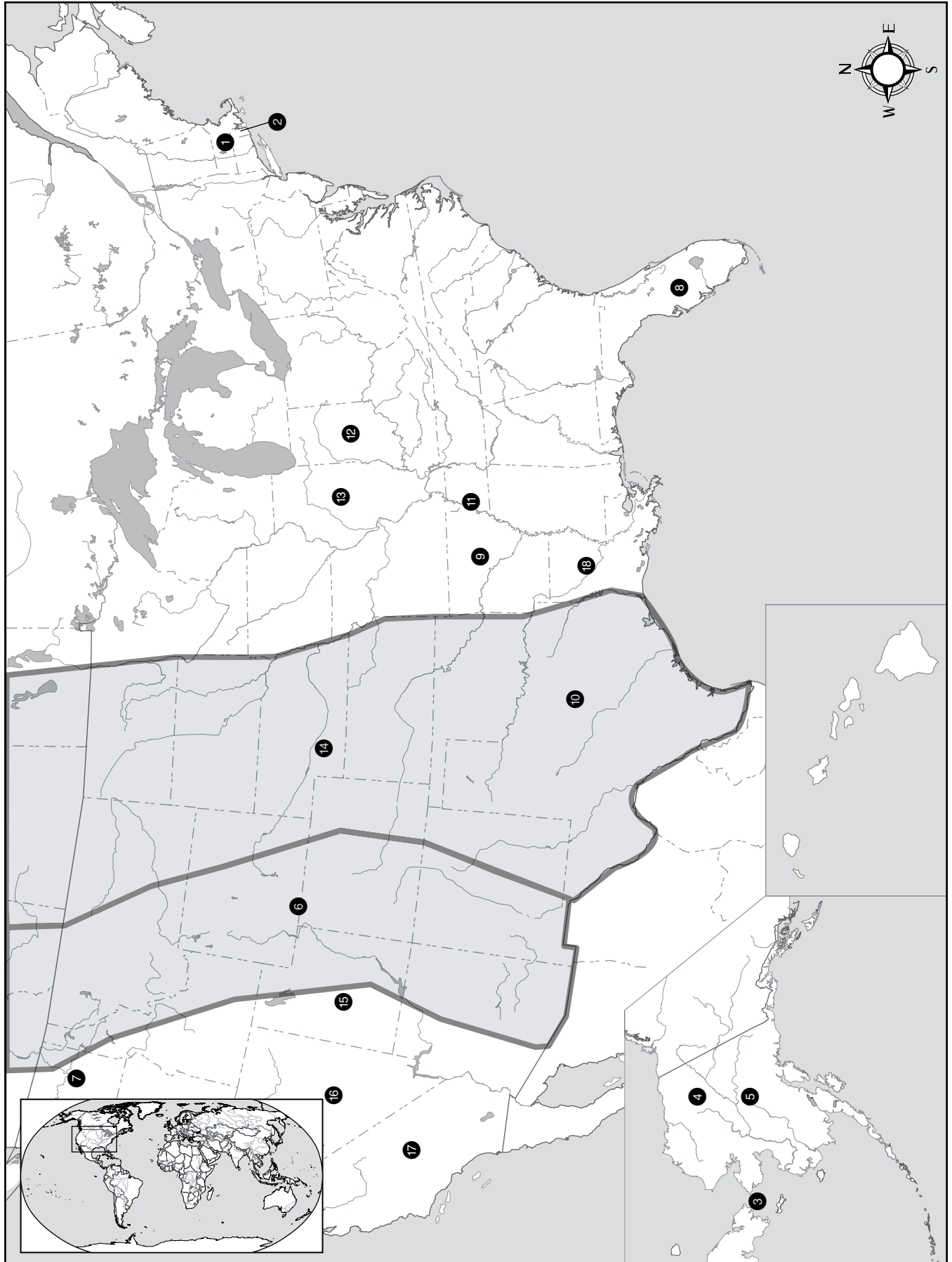
Timeline and Map Activities

-  *Eastham*  *Plymouth*  (map 2)

Current Events | Two or three reports

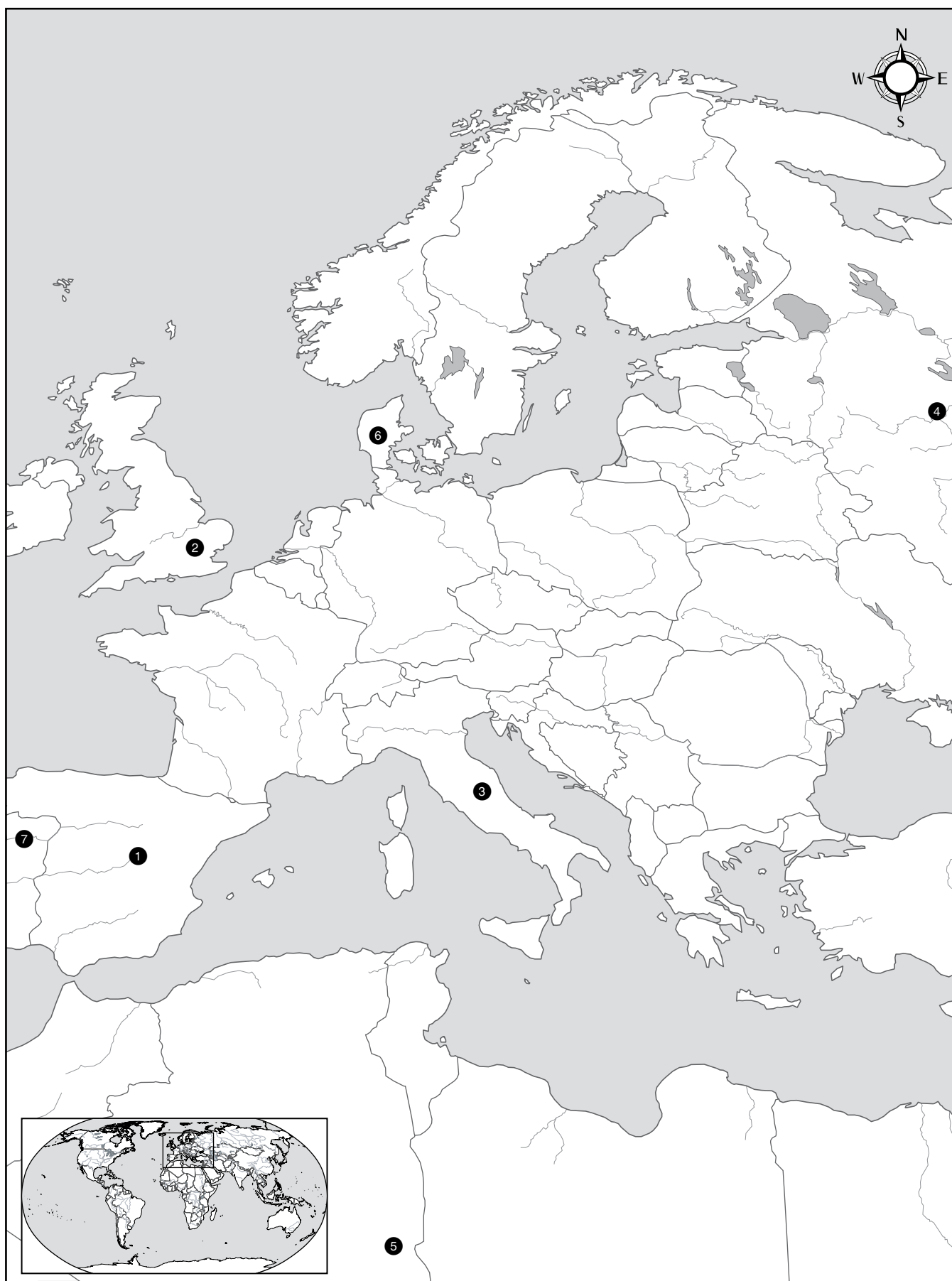
Be sure to present your oral or written reports. ■

Before Columbus—Map 1



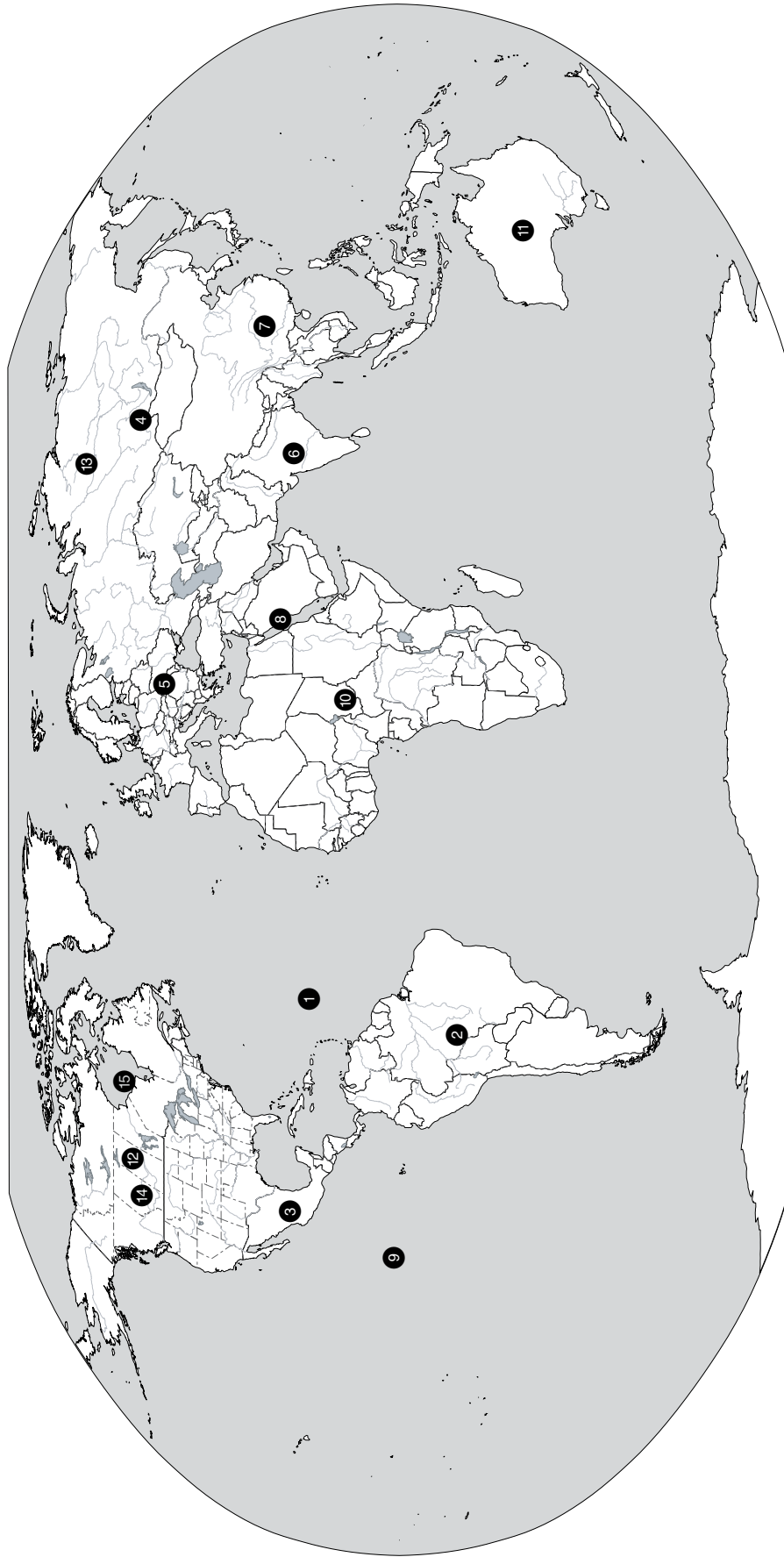
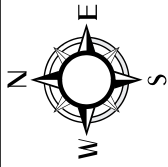
©2013 by Sonlight Curriculum, Ltd. All rights reserved.

Before Columbus—Map 2

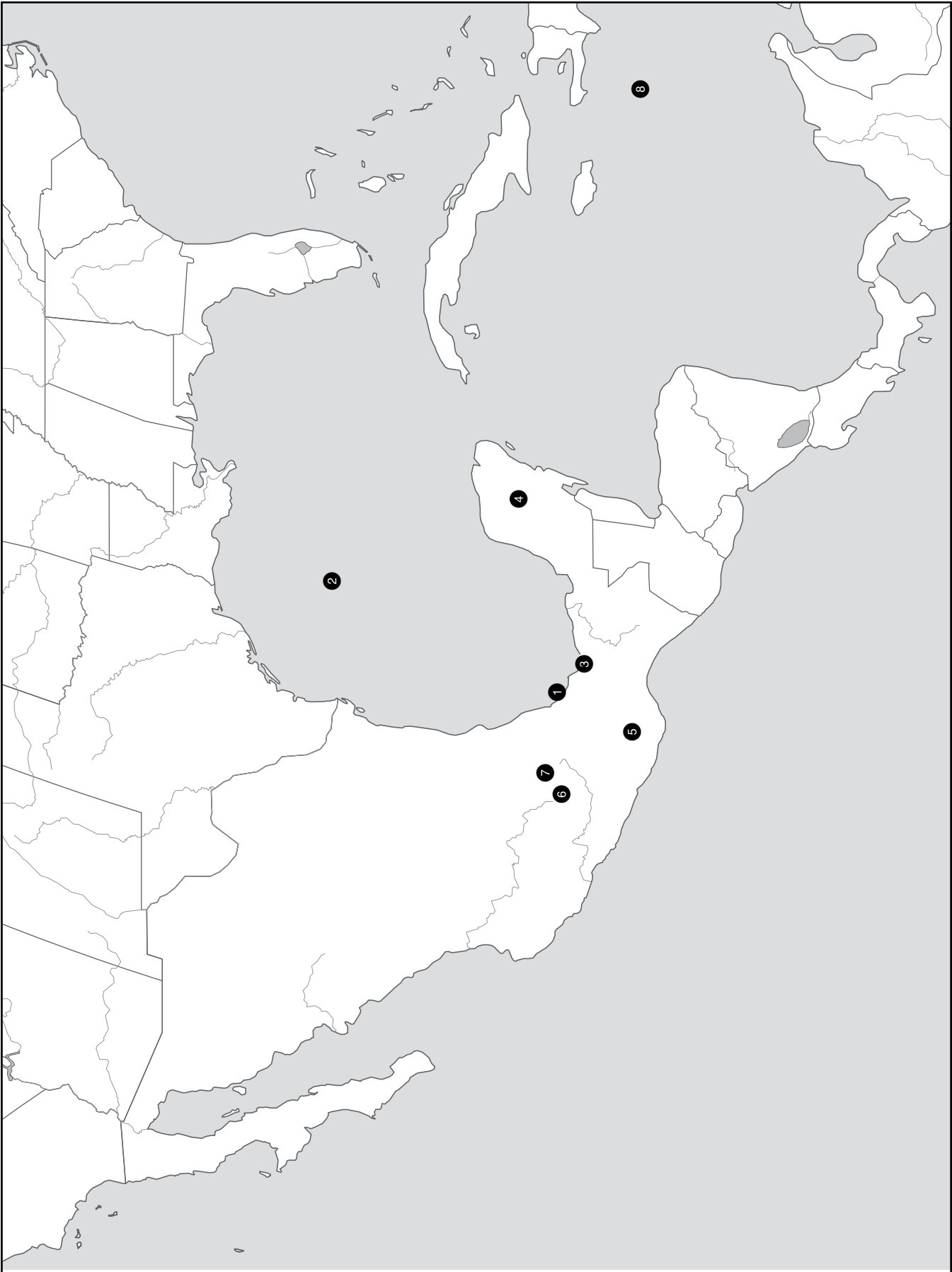


©2013 by Sonlight Curriculum, Ltd. All rights reserved.

Before Columbus—Map 3

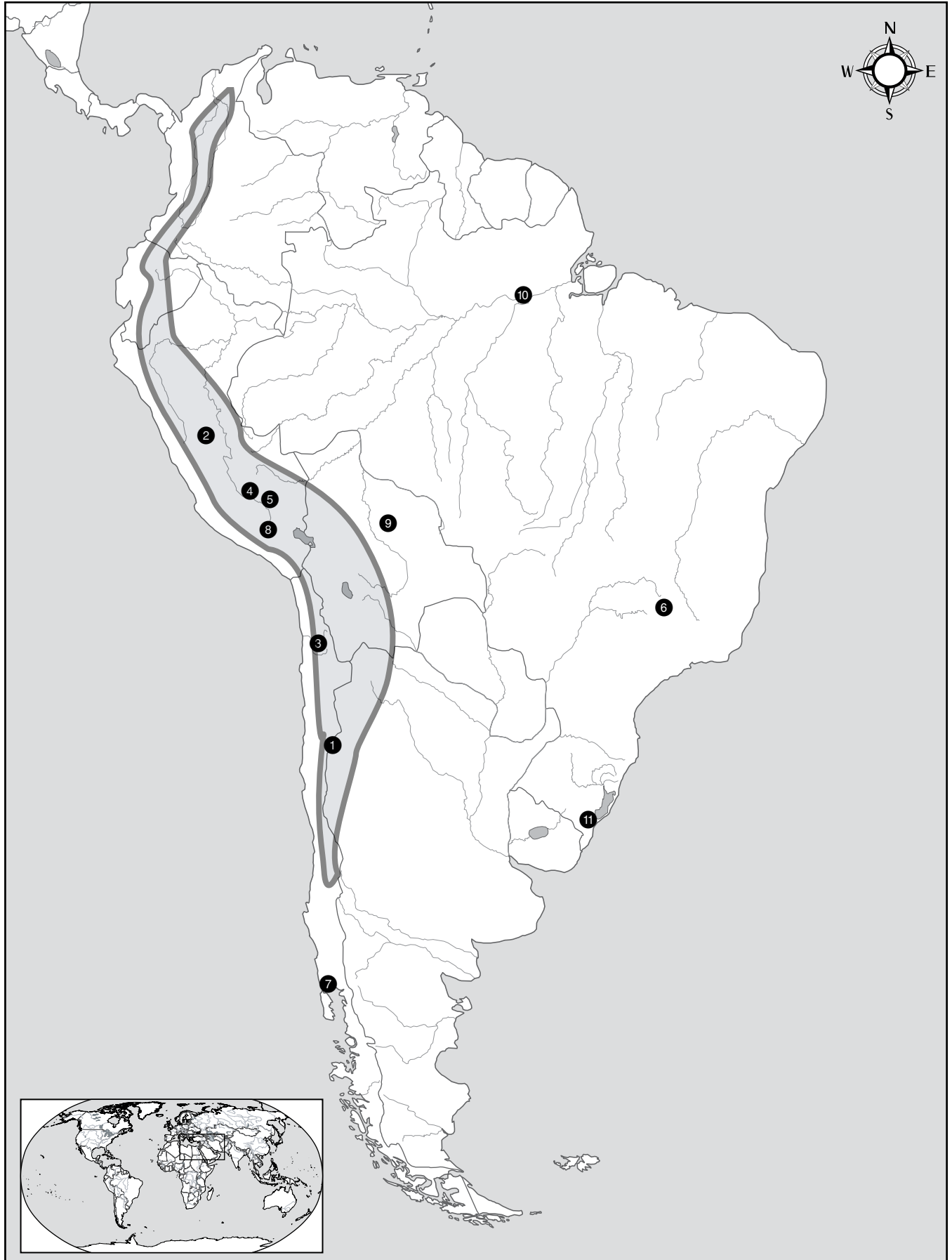


Before Columbus—Map 4



©2013 by Sonlight Curriculum, Ltd. All rights reserved.

Before Columbus—Map 5



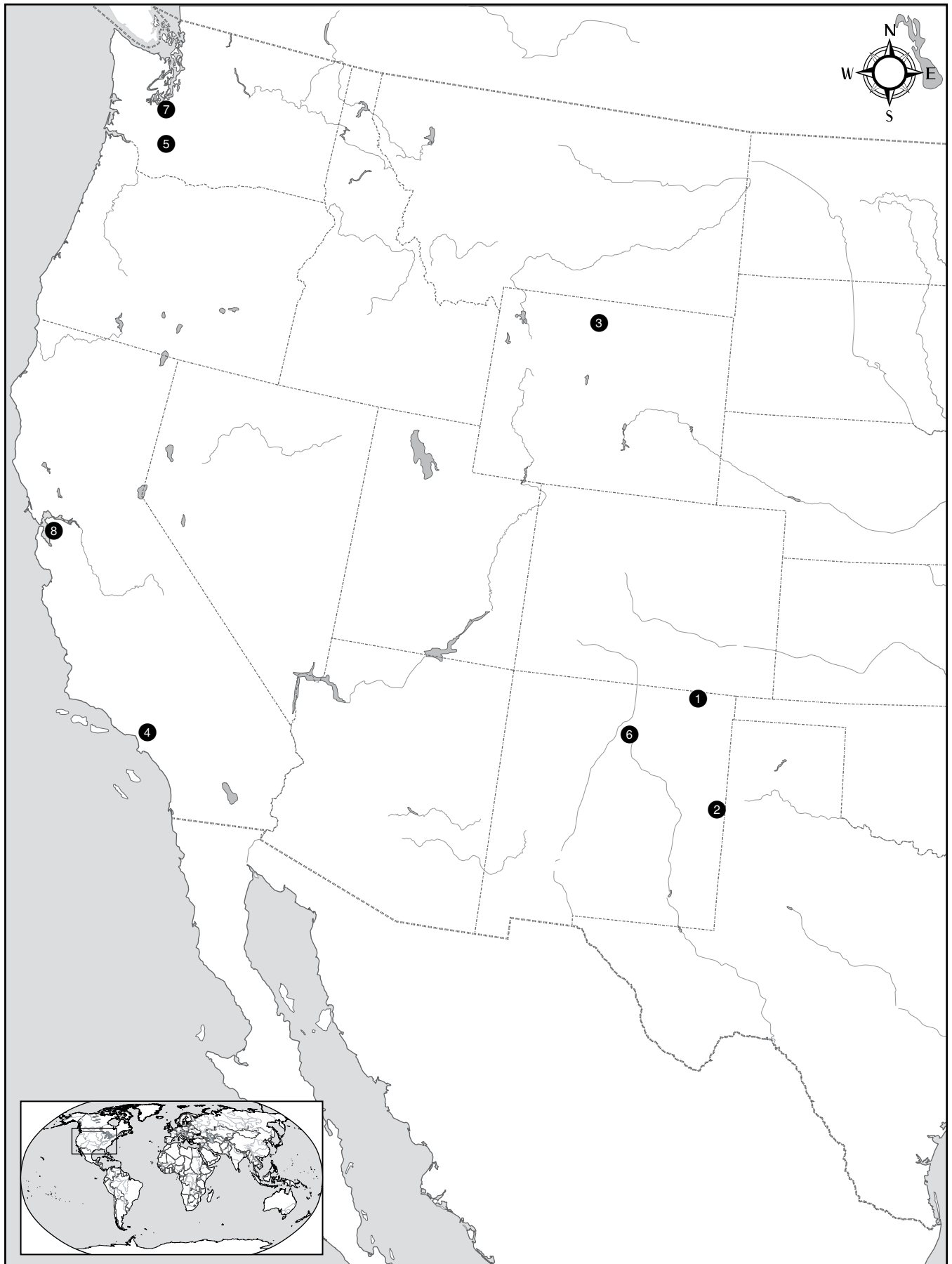
©2013 by Sonlight Curriculum, Ltd. All rights reserved.

Before Columbus—Map 6



©2013 by Sonlight Curriculum, Ltd. All rights reserved.

Before Columbus—Map 7



©2013 by Sonlight Curriculum, Ltd. All rights reserved.

Before Columbus—Map 8



©2013 by Sonlight Curriculum, Ltd. All rights reserved.

A History of US, Book 1—Map 1



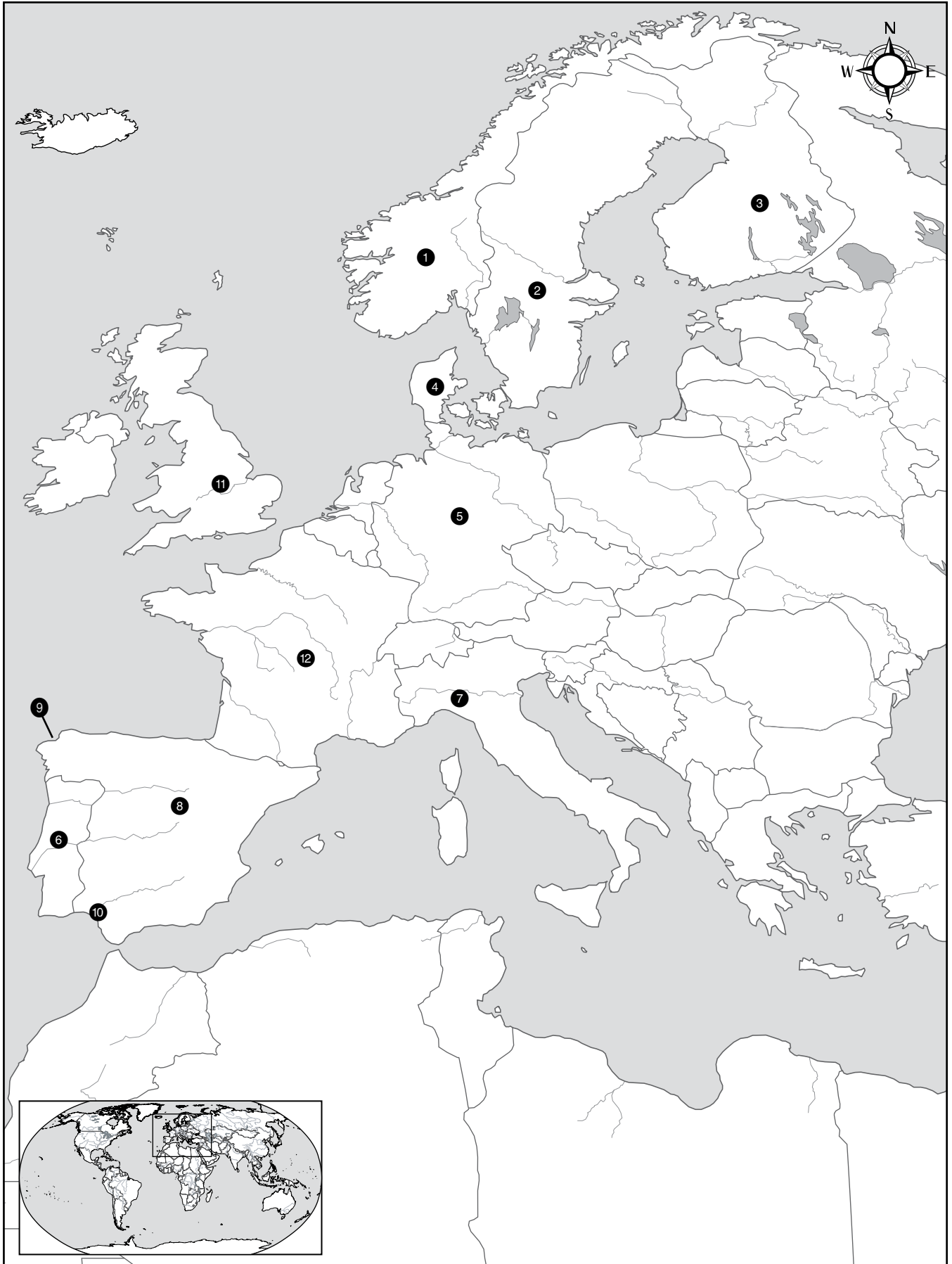
A History of US, Book 1—Map 2



©2013 by Sonlight Curriculum, Ltd. All rights reserved.

A History of US, Book 1—Map 3

©2013 by Sonlight Curriculum, Ltd. All rights reserved.



A History of US, Book 1—Map 4



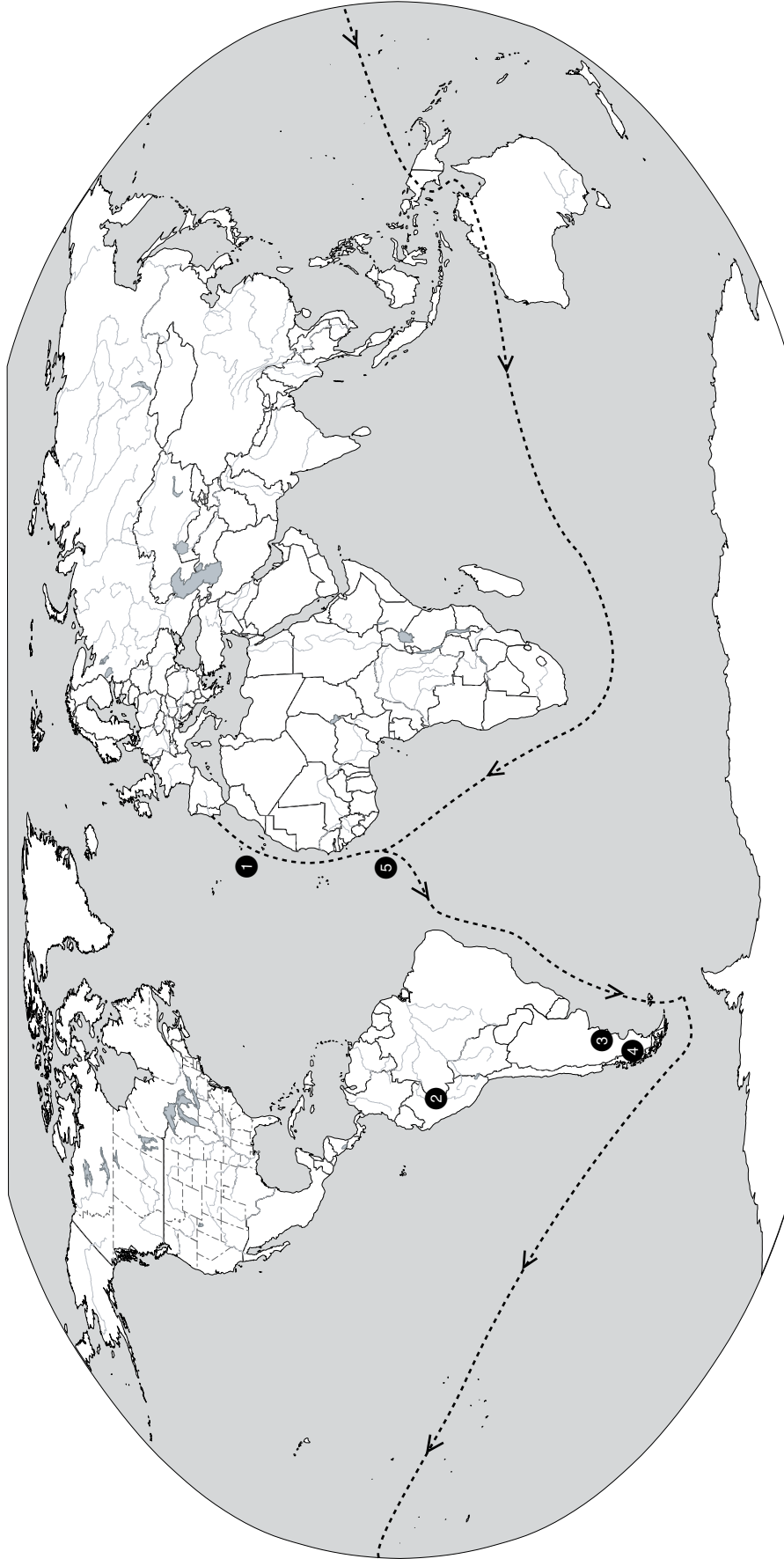
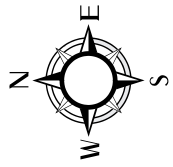
©2013 by Sonlight Curriculum, Ltd. All rights reserved.

A History of US, Book 1—Map 5

©2013 by Sonlight Curriculum, Ltd. All rights reserved.



A History of US, Book 1—Map 6



©2013 by Sonlight Curriculum, Ltd. All rights reserved.

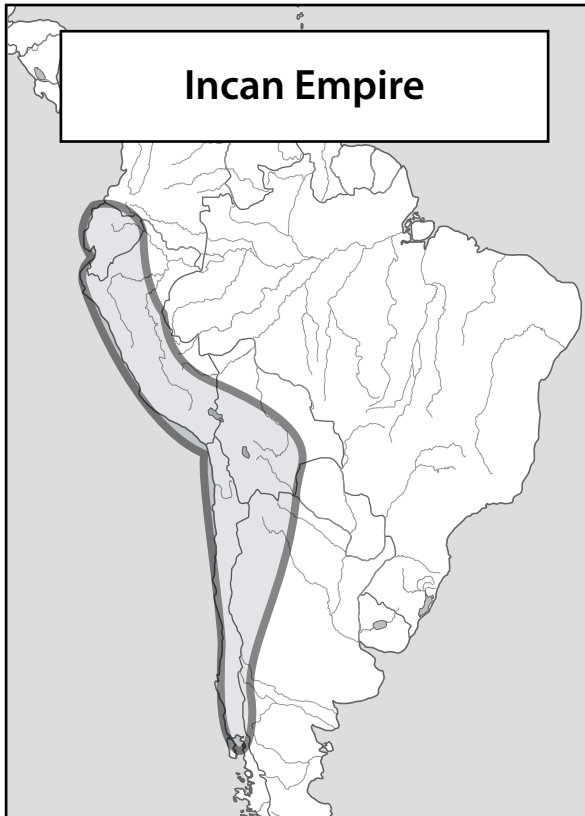
Myan Empire



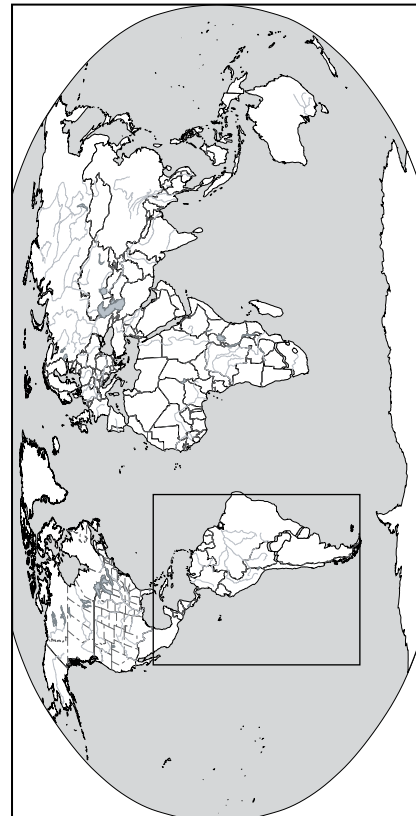
Aztec Empire



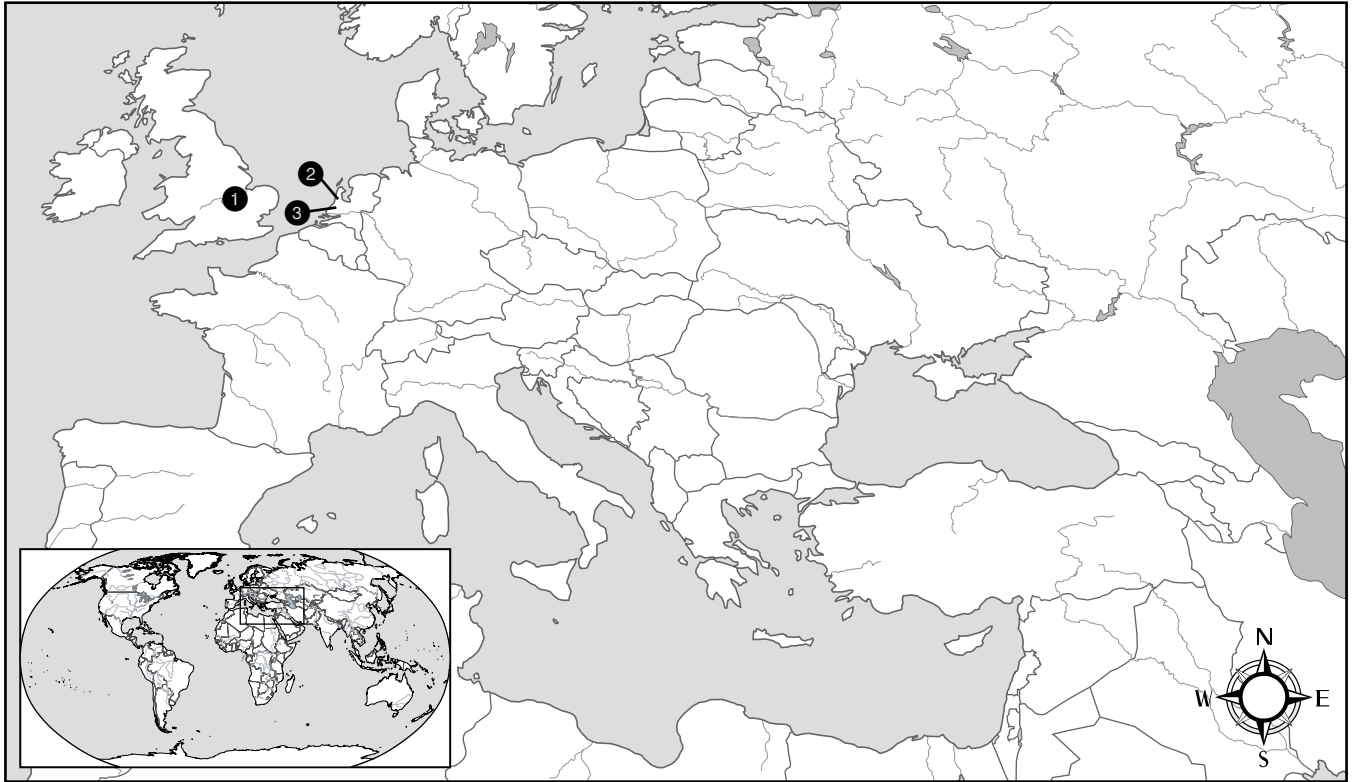
Incan Empire



General World Location of the Empires



The Landing of the Pilgrims—Map 1



The Landing of the Pilgrims—Map 2



“American History”—Scope and Sequence: Schedule for Topics and Skills					
Weeks	Memory Work	Bible Reading	History/ Social Studies	Geography	Biography
1	Psalm 139:1–2	Genesis 22; Proverbs 6:6–11; OT Prophecies; John 3:1–21; Luke 6:46–49	History? Why?; Away with Time; In the Beginning; How the First Americans Became Indians; Put on Your Earmuffs; Cliff Dwellers and Others; the Show-Offs; Taking a Tour; Plains Indians Are Not Plain at All; Mound for Mound, Those are Heavy Hills; Indians of the Eastern Forests; People of the Long House	<i>Massachusetts; Rhode Island; Spain; England; Italy; Sumer, Russia; Sahara Desert; Atlantic Ocean; South America; Mexico; Asia; Europe; India; China; Middle East; Pacific Ocean; Andes Mountains; Peru; Chile (Atacama Desert); Egypt; Iraq; Bering Strait; Bering Sea; Alaska; Canada; Siberia; Africa; New Mexico; Arizona; Mesa Verde, Colorado; Rio Grande River; Washington; Oregon; Utah; California; Sierra Nevada; Rocky Mountains; St. Louis; Great Lakes; Appalachian Mountains; Veracruz, Mexico; Gulf of Mexico; La Venta, Mexico (Tabasco/Veracruz); Yucatan Peninsula; Oaxaca; Machu Picchu, Peru; Qosqo (Cusco, Peru); Plains States (east of the Rocky Mountains): Texas; Oklahoma; Colorado; Kansas; Nebraska; Wyoming; South Dakota; Montana; North Dakota; Tenochtitlan, Mexico; Teotihuacan, Mexico; Caribbean Sea; Bering Strait; Alaska; Yukon River; Rocky Mountains; Washington; Denmark; Portugal; Australia; Canada; Siberia; Lagoa Santa, Brazil; Monte Verde, Chile; Turkey (Ararat); Folsom, New Mexico; Clovis, New Mexico</i>	James Madison, Thomas Jefferson, Patrick Henry, Dolley Madison, Andrew Jackson, Squanto, Matthew Stirling, Francisco Pizarro
2	Psalm 139:1–4	Genesis 4:1–15; Psalm 15; Matthew 1:1–17; Luke 3:23–35; Matthew 5:1–16; Luke 2:1–20	Let’s Turn North; the Power of the Press; a Boy Named Christopher Has a Dream; a New Land is “Discovered”; the Next Voyage; Stowaways: Worms and a Dog; Sailing Around the World; What’s in a Name?; About Beliefs and Ideas; New Spain; Ponce de Leon, Pizarro, and Spanish Colonies; Gloom, Doom, and a Bit of Cheer; North of New Spain	<i>Scandinavia, Newfoundland, Germany, East Asia, Spain, Caribbean Islands, Pacific Ocean, the Americas, Mexico, Florida, New Guinea, Guatemala, Mexico, Peru</i>	Leif Eriksson, John Cabot, Vasco Nunez de Balboa, Wayna Qhapaq, Hernando do Soto, Henry David Thoreau, Lewis and Clark, Squanto

“American History”—Scope and Sequence: Schedule for Topics and Skills (cont.)

Weeks	Memory Work	Bible Reading	History/ Social Studies	Geography	Biography
3	Psalm 139:1–6	Exodus 20:1–17; Proverbs 6:16–19; Luke 2:22–52; Matthew 6:1–4, 16–34; Luke 5:33–39	Looking for Cibola with Coronado; Conquistadores: California to Florida; a Place Called Santa Fe; Las Casas Cares; the Big Picture; From Spain to England to France; France in America: Pirates and Adventurers; Rain, Ambush, and Murder; New France; Elizabeth and Friends; Utopia in America; Lost: a Colony; an Armada is a Fleet of Ships; the End: Keep Reading	<i>California, Florida, New Mexico, Spain, England, France, Canada, New Guinea, Holland</i>	Jacques Cartier, Elizabeth I, Sir Walter Raleigh, William Brewster, William Bradford, Samoset, Massasoit
4	Psalm 139:1–8	Jonah 1–4; Psalm 1; Matthew 7; Luke 1:39–56; Acts 4:36–37; Acts 4:12–25; Acts 9:26–27; Acts 11:19–30; Acts 13:1–4; Acts 15:25–26; Acts 15:35–41	Our Mixed-Up Civilization; a Sign in the Sky; Across the Ocean; the First Virginians; English Settlers Come to Stay; John Smith; the Starving Time; a Lord, a Hurricane, a Wedding; a Share in America; Jamestown Makes It; 1619—a Big Year; Indians vs. Colonists; Massacre in Virginia, Poverty in England; the Mayflower: Saints and Strangers; Pilgrims, Indians, and Puritans	<i>Summer, Rome, Mecca, England, Virginia, Jamestown, New Guinea, Holland</i>	John Smith, James I of England, Samoset, Massasoit, Squanto, Rembrandt

©2013 by Sonlight Curriculum, Ltd. All rights reserved.

“American History”—Scope and Sequence: Schedule for Topics and Skills (cont.)					
Weeks	Memory Work	Bible Reading	History/ Social Studies	Geography	Biography
5	Psalm 139:1–10	Numbers 13–14; Proverbs 16:7; 25:21–22; John 5:1–47; Luke 15:1–7; Acts 2:14–41	Puritans, Puritans, and More Puritans, Of Towns and Schools and Sermons; Roger Williams; “Woman, Hold Your Tongue”; Statues on the Common; Of Witches and Dinosaurs; Connecticut, New Hampshire, and Maine; King Philip’s War; the Indians Win This One; What’s a Colony?; Silvernails and Big Tub; West to Jersey; Cromwell and Charles; William the Wise	<i>Massachusetts, Santa Fe, original 13 New England colonies, Connecticut, New Hampshire, Maine, New York, New Jersey, Pennsylvania, England, Holland, Africa</i>	Cotton Mather, Oliver Cromwell, William Penn, Jonathan Edwards, James Madison, Benedict Arnold
6	Psalm 139:1–12	Psalm 139; Exodus 16:22–30; John 6:22–71; Luke 7:11–15; John 2:1–11; Mark 1:40–42; Mark 4:35–41; John 9:1–7; Matthew 17:14–18; Matthew 12:10–13; Romans 1:18–32	Ben Franklin; Maryland’s Form of Toleration; Carry Me Back to Ole Virginny; the Good Life; Virginia’s Capital; Pretend Some More; South Carolina: Riches, Rice, Slaves; North Carolina: Dissenters and Pirates; Royal Colonies and a No-Blood Revolution; a Nasty Triangle; Four and Nine Make Thirteen; Over the Mountains; Westward Ho; the End—and the Beginning	<i>Maryland, Virginia, Williamsburg, South Carolina, North Carolina, England, Africa, Georgia, Appalachian Mountains, Holland, Pennsylvania, Ohio</i>	Benjamin Franklin, George and Leonard Calvert, Daniel Boone, Benedict Arnold, Amos Fortune
7	Psalm 139:1–14	Ruth; Proverbs 27:5–6, 17:17; Luke 17:1–10; Luke 19:11–27; Romans 5:1–11	From Colonies to Country; Freedom of the Press; Jenkins’ Ear; Frenchmen and Indians; a Most Remarkable Man; Pitt Steps In; <i>Au Revoir</i> (Goodbye), France; Staying in Charge; What Is an American?; a Girl Who Always Did Her Best; the Rights of Englishmen; a Taxing King; the Firebrands; a Massacre in Boston; One If By Land, Two If By Sea	<i>Spain, England, Canada, West Indies, South Carolina, Boston, Concord, Holland, Ohio, New York</i>	John Peter Zenger, George Whitefield, Jonathan Edwards, King George III, John Hancock, Paul Revere, Benedict Arnold, Mary Jemison
8	Psalm 139:1–16	Joshua 6; Psalm 2; Luke 7:1–10; John 1:14; Romans 7:7–25	an American Original; On the Way to the Second Continental Congress; Naming a General; the War of the Hills; Fighting Palm Trees; Declaring Independence; Signing Up; Revolutionary Women and Children; Freedom Fighters; Soldiers from Everywhere; Black Soldiers; Fighting a War	<i>Connecticut, Philadelphia</i>	John Locke, Jean-Jaques Rousseau, George Washington, Abigail Adams, James Madison, Thomas Jefferson, Patrick Henry, Mary Jemison

“American History”—Scope and Sequence: Schedule for Topics and Skills (cont.)

Weeks	Memory Work	Bible Reading	History/ Social Studies	Geography	Biography
9	Psalm 139:1–18	Exodus 32:7–14; Proverbs 4:23–27; Mark 2:15–17; Mark 4:3–20; Romans 8:26–31	Howe Billy Wished France Wouldn't Join In; Valley Forge to Vincennes; the States Write Constitutions; More About Choices; When It's Over, Shout Hooray; Experimenting with a Nation; Looking Northwest; a Man with Ideas; a Philadelphia Welcome; Summer in Philly; a Slap on the Back; Roger to the Rescue; Just What Is a Constitution?; Good Words and Bad; No More Secrets; If You Can Keep It	<i>New York, Valley Forge, California, Northwest Ordinance, Virginia, Philadelphia, Norwich, New Haven, New York, New Hampshire</i>	Nathanael Greene, Alexander Hamilton, Roger Sherman, Dolley Madison, Andrew Jackson, Mary Jemison
10	Psalm 139:1–20	Joshua 1:8–9; Psalm 90; Matthew 10:24–33; Matthew 5:17–48; Romans 12:1–21	Getting a Nation Started; the Father of Our Country; About Being President; the Parties Begin; a Capital City; Counting Noses; the Adams Family Moves to Washington; About President Adams; Alien and Sedition: Awful and Sorry; Something Important: Judicial Review; Meet Mr. Jefferson; Meriwether and William or Lewis and Clark; an Orator in a Red Jacket Speaks	<i>Mount Vernon, Washington D. C., Louisiana Territory, Mississippi River, Missouri River, Philadelphia, New York, Oregon Trail</i>	George Washington, John Adams, John Marshall, Napoleon Bonaparte, Aaron Burr, Thomas Jefferson, Saquoyah
11	Psalm 139:1–22	2 Samuel 12:1–23; Proverbs 15:1; Mark 3:20–35; Matthew 25:1–13; 1 Corinthians 1:18–31	the Great Tekamthi, Also Called Tecumseh; Osceola; the Revolutionary War Part II, or the War of 1812; the Other <i>Constitution</i> ; That Great President Monroe; JQA vs. AJ; a Day of Celebration and Tears; Old Hickory; Yankee Ingenuity: Cotton and Muskets; Going Places; Teakettle Power; Making Words	<i>Florida, Erie Canal, Georgia, Indian Territory, Sierra Nevada Mountains, California</i>	William Henry Harrison, Frances Scott Key, James Monroe, John Quincy Adams, Andrew Jackson, Eli Whitney, Sacajawea, Meriweather Lewis, William Clark
12	Psalm 139:1–24	2 Kings 22–23; Psalm 150; Mark 7:1–23; Matthew 6:5–15; 1 Corinthians 12:1–11	a Time to Weep; the Second Seminole War; History's Paradox; a Man Who Didn't Do As his Neighbors Did; African-Americans; the King and His People; Abolitionists Want to End Slavery; Frederick Douglass; Naming Presidents; a Triumvirate is Three People; the Great Debate; Liberty for All?	<i>Florida, Missouri, Mississippi River</i>	Osceola, Nat Turner, Martin Van Buren, John Tyler, James Knox Polk, Zacary Taylor, Millard Fillmore, Franklin Pierce, James Buchanan

©2013 by Sonlight Curriculum, Ltd. All rights reserved.

“American History”—Scope and Sequence: Schedule for Topics and Skills (cont.)					
Weeks	Memory Work	Bible Reading	History/ Social Studies	Geography	Biography
13	Speech	Exodus 3; Proverbs 26:18–19; Matthew 16:21–28; Matthew 18:21–35; 1 Corinthians 12:12–31	Antebellum—Say <i>Aunty Belle</i> and Add <i>um</i> ; the Long Way West; Mountain Men; Riding the Trail to Santa Fe; Susan Magoffin’s Diary; Pioneers: Taking the Trail West; Getting There; Latter-Day Saints; Coast-to-Coast Destiny	<i>Mississippi River, Rocky Mountains, California, New Mexico, Santa Fe Trail, Oregon, Oregon Trail, Salt Lake City, Mexico, Kentucky, Trail of Tears</i>	Jedediah Smith, Daniel Boone, Stephen Watts Kearny, Joseph Smith, Brigham Young
14	Speech	Micah 6:8; Psalm 103; Matthew 18:1–11; Luke 19:1–10; 1 Corinthians 15:12–58	a Hero of His Times; Texas: Tempting and Beautiful; Fighting Over a Border; There’s Gold in Them Hills; Clipper Ships and Pony Express; Flying by Stage-coach; Arithmetic at Sea; Thar She Blows!	<i>Texas, Mexico, California, Salem, England, Boston, New York, France, Mississippi River</i>	Stephen Austin, Davy Crockett, Henry David Thoreau, Walt Whitman, James Marshall
15	Speech	2 Kings 5; Proverbs 3:27–28; Matthew 18:15–20; Luke 10:25–37; Acts 10:34–48	a Japanese Boy in America; Cities and Progress; a Land of Movers; Workin’ on the Railroad; “She Wishes to Ornament Their Minds”; “Do Girls Have Brains”; Seneca Falls and the Rights of Women; a Woman Names <i>Truth</i> ; Life in the Mills; Working Women and Children	<i>Japan, New York, France, Washington D. C., Baltimore</i>	Levi Strauss, Samuel F. B. Morse, Nathaniel Bowditch, Commodore Matthew Perry, Susan B. Anthony
16	Speech	Daniel 1; Psalm 100; Matthew 20:20–28; Luke 2:22–35; Galatians 3	American Writers; Mr. Thoreau—at Home with the World; Melville and Company; If a Poet Writes You a Letter, Pay Attention; Painter of Birds and Painter of Indians; <i>Amistad</i> Means Friendship; Webster Defends the Nation; Big Problem and a Little Giant; a Dreadful Decision; Fleeing to Freedom; Over the River and Underground; Seven Decades	<i>New England, New York, Kansas Territory, Nebraska Territory, Gettysburg</i>	John James Audobon, John C. Calhoun, Henry Clay, Stephen A. Douglas, Dred Scott, Robert E. Lee
17	Speech	1 Kings 3:5–28; Proverbs 9:7–9; Matthew 22:15–46; Matthew 13:44–50; Ephesians 4:1–16	Dinner at Brown’s Hotel; a Divided Nation; Americans Fighting Americans; the War Begins; Harriet and <i>Uncle Tom</i> ; Harriet, Also Known as Moses; Abraham Lincoln; New Salem; Mr. President Lincoln; President Jefferson Davis; Slavery	<i>South Carolina, Manassas, Kentucky, Illinois, Gettysburg</i>	Harriet Beecher Stowe, Harriet Tubman, Abraham Lincoln, Jefferson Davis, Nat Turner

“American History”—Scope and Sequence: Schedule for Topics and Skills (cont.)

Weeks	Memory Work	Bible Reading	History/ Social Studies	Geography	Biography
18	Speech	Proverbs 31:10–31; Psalm 19; Luke 7:36–50; Matthew 9:37–38; Ephesians 6:10–20	John Brown’s Body; Lincoln’s Problems; the Union Generals; the Confederate Generals; President Davis’s Problems; Choosing Sides; the Soldiers; Willie and Tad; General McClellan’s Campaign; War at Sea; Emancipating Means Freedom	<i>Harpers Ferry, Virginia, Antietam, Gettysburg</i>	John Brown, Robert E. Lee, George B. McClellan, Ulysses S. Grant, Thomas (Stonewall) Jackson, Frederick Douglass
19	Speech	Obadiah; Proverbs 3:9–10; Mark 12:41–44; Luke 15:11–32; Philippians 2:1–18	Determined Soldiers; Marching Soldiers; Awesome Fighting; Lee the Fox; Speeches at Gettysburg; More Battles—Will It Ever End?; the Second Inaugural; Closing In on the End; Mr. McLean’s Parlor; a Play at Ford’s Theatre; After Words; Songs of the Civil War	<i>Gettysburg, Petersburg, Appomattox Court House, Poland, Idaho</i>	George Pickett, William Tecumseh Sherman, Philip Sheridan, John Wilkes Booth, Andrew Johnson
20	Speech	1 Samuel 16:7; Psalm 8; Luke 9:57–62; Luke 5:4–11; Luke 8:43–48; Mark 5:1–15; Mark 5:22–24, 38–43; John 5:1–9; John 6:5–13; Colossians 3:1–17	Are We Equal? Are We Kidding?; Reconstruction Means Rebuilding; Who Was Andrew Johnson?; Presidential Reconstruction; Slavery and States’ Rights; Congressional Reconstruction; Thaddeus Stevens: Radical; Impeaching a President; Welcome to Meeting Street; a Southern Girl’s Diary; a Failed Revolution; Meanwhile, Out West; Riding the Trail	<i>Oklahoma, Poland, Idaho</i>	Andrew Johnson, William Seward, James Butler “Wild Bill” Hickok
21	Speech	Judges 4; Proverbs 12:15, 19:20; Luke 11:5–13; Matthew 22:1–14; Philippians 4:6–7	Rails Across the Country; Taking the Train; Fencing the Homestead; Reaping a Harvest; the Trail Ends on a Reservation; the People of the Pierced Noses; a Villain, a Dreamer, a Cartoonist; Phineas Taylor Barnum	<i>Promontory Point, China, California, Pikes Peak</i>	Joseph Glidden, John Wesley Powell, Cyrus McCormick, Chief Joseph, William Marcy “Boss” Tweed
22	Speech	Judges 13–16; Psalm 27; Luke 12:49–59; Matthew 4:1–11; 1 Thess. 5:12–28	Huck, Tom, and Friends; Immigrants Speak; More About Immigrants; the Strange Case of the Chinese Laundry; Going to Court; Tea in Wyoming; Are You a Citizen If You Can’t Vote?; Mary in the Promised Land; One Hundred Candles	<i>Wyoming, Philadelphia, China, California, Pikes Peak</i>	Mark Twain, Jacob Riis, Susan B. Anthony, Alexander Graham Bell, Thomas Edison, Archduke Ferdinand, Pancho Villa
23	Speech	Malachi 3: 8–12; Proverbs 17:22, 14:30; Luke 14:25–35; Luke 16:1–3; 2 Thess. 3	How Were Things in 1876; the Wizard of Electricity; Jim Crow—What a Fool!; Ida B. Wells; Lynching Means Killing by a Mob; a Man and His Times; a Man Ahead of His Times; End Words	<i>New Jersey, New York, China, California</i>	Cornelius Vanderbilt, Thomas Edison, Ida B. Wells, Geroge Washington Carver, W.E.B DuBois, Bernard Barush, Herbert Hoover, Orville and Wilbur Wright, Alvin C. York

©2013 by Sonlight Curriculum, Ltd. All rights reserved.

“American History”—Scope and Sequence: Schedule for Topics and Skills (cont.)					
Weeks	Memory Work	Bible Reading	History/ Social Studies	Geography	Biography
24	Speech	Haggai; Psalm 32; John 4:1–42; Matthew 19:16–30; 1 Timothy 2	an Age of Extremes; Carnegie; a Bookkeeper Named Rockefeller; Mr. Storyteller; Powerful Pierpont; Monopoly—Not Always a Game; Builders and Dreamers; Lady L; Presidents Again	<i>New York, San Francisco</i>	Andrew Carnegie, John D. Rockefeller, L. Frank Baum, Joseph Pulitzer, John Pierpont Morgan
25	Isaiah 53:1–2	1 Samuel 20; Proverbs 16:18; John 7:14–44; Mark 12:1–12; 2 Timothy 2:14–26	the People’s Party; Making Money; Hard Times; Gold and Silver; a Cross of Gold; Some Bad Ideas; Producing Goods; Harvest at Haymarket; Workers, Labor (and a Triangle)	<i>Georgia, San Francisco</i>	Jacob Coxey, Williams Jennings Bryan, Mark Hanna, Samuel Gompers
26	Isaiah 53:3–4	2 Chronicles 16:9; Psalm 42; John 8:12–30; Matthew 21:18–22; Mark 2:3–14; Matthew 17:24–27; Mark 8:22–26; John 11:1–44; Mark 7:31–37; Titus 3:1–11	Rolling the Leaf in Florida; Catching the Day; Telling It Like It Is; Bread and Roses, Too; the Fourth Estate; Ida, Sam, and the Muckrakers; a Boon to the Writer; In Wilderness Is Preservation; the Gilded Age Turns Progressive; Teedie	<i>Florida, Chicago, Detroit, Panama Canal, Canada</i>	Don Vincente Martinez Ybor, Jose Marti, Eugene V. Debs, Elizabeth Cochrane “Nellie Bly,” Ida Tarbell, John Muir
27	Isaiah 53:5–6	1 Chronicles 17:16–27; Proverbs 23:20–21; John 8:31–59; Luke 12:13–34; Acts 17:16–34	From Dude to Cowboy; the Spanish-American War; Aloha Oe; Teddy Bear President; Jane Addams, Reformer; Henry Ford; the Birdmen; William Howard Taft; a Schoolteacher President; War	<i>Cuba, Hawaiian Islands, Panama Canal, Chicago, Europe, Virginia</i>	Theodore Roosevelt, Captain James Cook, Jane Addams, Henry Ford, William Howard Taft, Woodrow Wilson, Cameron Townsend
28	Isaiah 53:7–8	Numbers 22–24; Psalm 43; John 10:1–21; Luke 9:23–25; Philemon	War and the Start of a New Century; War’s End; Fourteen Points; Another Kind of War; the Prohibition Amendment; Mom, Did You Vote?; Red Scare; Soft-Hearted Harding; Silent Cal and the Roaring Twenties; Everyone’s Hero; Only the Ball Was White	<i>Europe, Mexico, North America, Virginia, New York</i>	George Clemenceau, Warren G. Harding, Calvin Coolidge, George Herman “Babe” Ruth, Jesse Owens, Joe Louis

“American History”—Scope and Sequence: Schedule for Topics and Skills (cont.)

Weeks	Memory Work	Bible Reading	History/ Social Studies	Geography	Biography
29	Isaiah 53:9–10	Genesis 50:20; Proverbs 16:32; John 10:22–42; Matthew 21:28–32; Hebrews 7	American Music; Hubba, Hubba, Hubble!; Space’s Pioneer; the Lone Eagle; the Prosperity Balloon; Getting Rich Quickly; Down and Out; Economic Disaster; a Boy Who Loved History; How About This?; a Lonely Little Girl; First Lady of the World	<i>New Orleans, Auburn, New York, Paris, Manzanar</i>	Albert Einstein, Robert Goddard, Charles Lindberg, Herbert Hoover, Al Smith, Franklin Delano Roosevelt
30	Isaiah 53:11–12	Job 1–2, 42:10–17; Psalm 46; John 13:1–20; Luke 10:38–40; John 11:1–12:11; Hebrews 11	Handicap or Character Builder; Candidate Roosevelt; President Roosevelt; Twentieth-Century Monsters; a Final Solution; War and the Scientists; Fighting Wolves; Pearl Harbor; Taking Sides; World War	<i>Germany, Europe, Pearl Harbor, Russia, Manzanar, Oklahoma</i>	Adolf Hitler, Benito Mussolini, Joseph Stalin, Francisco Franco, Father Coughlin, Albert Einstein, Winston Churchill, Charles de Gaulle, Amelia Earhart
31	Matthew 5:17–18	1 Kings 17–2 Kings 2; Proverbs 21:13, 19:17; John 14:1–14; Matthew 25:31–4; Hebrews 12:1–17	a Two-Front War; Forgetting the Constitution; a Hot Island; Axing the Axis; Going for D-Day; a Wartime Diary; April in Georgia; President HST; a Final Journey; Day by Day; a Little Boy; Peace; Picturing History	<i>Guadalcanal, France, Nagasaki, Hiroshima, Manzanar</i>	Dwight D. Eisenhower, Douglas MacArthur, Erwin Rommel, James Joyce,
32	Matthew 5:19–20	Exodus 23:1–9; Psalm 91; John 14:15–31; Matthew 16:20–28:20; James 1	About Democracy and Struggles; the Making of a President; a Major Leaguer; a (Very Short) History of Russia; a Curtain of Iron; the Marshall Plan; a “Lost” Election; Spies; Tail Gunner Joe; Liking Ike; Houses, Kids, Cars, and Fast Food; French Indochina	<i>Russia, Iron Curtain, North and South Korea, Vietnam, Smoky Mountains, Illinois</i>	Harry S. Truman, Jackie Robinson, Vladimir Ilych Lenin, Karl Marx, Winston Churchill, J. Edgar Hoover, Ho Chi Minh,
33	Matthew 5:38–40; Review 17–20	Joshua 24:14–15; Proverbs 2:2–6; John 15; Matthew 20:1–16; 1 Peter 3:8–22	Separate But Unequal; Linda Brown—and Others; MLKs, Senior and Junior; Rosa Parks Was Tired; Three Boys and Six Girls; Passing the Torch; Being President Isn’t Easy; Some Brave Children Meet a Roaring Bull; Standing With Lincoln; the President’s Number; LBJ	<i>Montgomery, Little Rock, Cuba, Smoky Mountains,</i>	Rosa Parks, Mikita Krushchev, John F. Kennedy, Lyndon B. Johnson, Martin Luther King
34	Matthew 5:41–42; Review 17–20, 38–40	Judges 6–7; Psalm 121; Luke 10:1–24; Matthew 11:28–30; 1 John 4	the Biggest Vote in History; Salt and Pepper the Kids; a King Gets a Prize and Goes to Jail; From Selma to Montgomery; War in Southeast Asia; Lyndon in Trouble; Friedan, Schlafly, and Friends; As Important as the Cotton Gin; Picking and Picketing	<i>Selma, Montgomery, Vietnam, Mexico, Smoky Mountains, New York</i>	Thurgood Marshall, Martin Luther King Jr., David Wilkerson

©2013 by Sonlight Curriculum, Ltd. All rights reserved.

“American History”—Scope and Sequence: Schedule for Topics and Skills (cont.)

Weeks	Memory Work	Bible Reading	History/ Social Studies	Geography	Biography
35	Matthew 5:43–45; Review 17–20, 38–42	Psalms 119:9,11; OT Prophecies; Matthew 19:16–30; Luke 18:1–8; Revelation 5	“These Are the Times That Try Men’s Souls”; Up to the Mountain; a New Kind of Power; the Counterculture Rocks; Nixon: Vietnam, China, and Watergate; a Congressman and a Peanut Farmer; Taking a Leading Role; Living on the Edge; the End of the Cold War; a Quilt, Not a Blanket	<i>Memphis, Vietnam, China, Russia, Smoky Mountains, New York</i>	Robert F. Kennedy, Richard M. Nixon, Yuri Gagarin, Neil Armstrong, Gerald Ford, James Earl Carter, Ronald Reagan, George Bush, David Wilkerson
36	Matthew 5:46–48; Review 17–20, 38–45	1 Samuel 15:10–23; Psalm 127; Acts 1:1–11; Matthew 28:19–20; Revelation 21:1–8	Is It Me or We?; the Land That Never Has Been Yet; a Boy From Hope; Politics and Values; Electing the 21st Century’s First President; Of Colleges and Courts; Big Ideas; Catastrophe, War, and a New Century; New York and the American Way; the Best in US (and Some Civics); Religious Freedom: It’s Freedom to Think For Yourself	<i>Florida, New York City, New York</i>	Bill Clinton, Jean-Bertrand Aristide, Al Gore, George W. Bush, John McCain, Lance Armstrong, Albert Einstein, Alan Greenspan, David Wilkerson