

Quick Start Guide

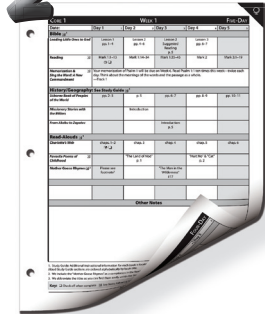
Core Instructor's Guide: Levels K-2

1 Get to Know Your Instructor's Guide

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

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

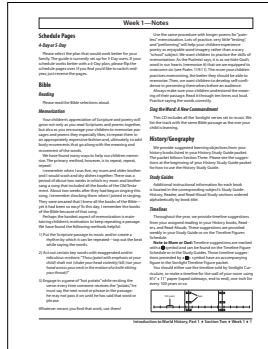
2 Plan Your Schedule and Use Your Notes



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

on one subject at a time. We do suggest that children learning to read practice their new skill daily.

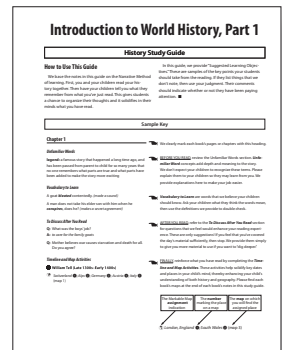
Find thought-provoking Notes for scheduled assignments directly behind your Schedule pages. Use these Notes to spark discussions with your children.



3 Find Help with Study Guides & Appendices

You have helpful Study Guides for most of the books you read. Find them after the large section of Schedule pages. The Study Guides feature vocabulary words, extra historical tidbits, and map and timeline activities to help solidify what your children are learning. The guides contain learning objectives and comprehension questions (with answers), so you can be sure your children understand what they read. They allow you to discuss the books your children read, even if you're unable to pre-read all of them. Especially if you're teaching more than one child, the Study Guides are indispensable.

Appendices have extra helps and resources (like field trip pages and phonics charts) to make your job easier.






















4 Start Your Journey

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

Subjects for Levels K-2

- **History & Geography:** Each Sonlight® Core centers on History. As children enjoy historical fiction and fascinating biographies, they learn about the key events and people that shaped our world. In particular, Sonlight features historical figures whose character and achievements we want children to emulate. Geography weaves naturally into the curriculum, giving context to the people and places you discover. As children study the past, they begin to shape their future.
- **Read Alouds and Readers:** The books you read aloud with your children and some of the books they read on their own intertwine with the History you're studying. As you build precious memories with your children and give them gripping books to read, they develop a true love of learning.
- **Bible:** Sonlight's Bible program combines daily scripture readings with supplemental materials that offer additional insight into the people, places, and events of the Bible. (Supplemental materials optional in K-5.)

| Date: | Day 1 ¹ | Day 2 ² | Day 3 ³ | Day 4 ⁴ | Day 5 ⁵ |
|---|---|--------------------------|---|---|---|
| Bible  ¹ | | | | | |
| Reading | Genesis 1 | Genesis 2: 7–9, 15–25 | Genesis 3 | Genesis 6: 5–8, 13–22; 7: 6–12, 17–24; 8: 1–5, 13–22 | Genesis 11: 1–9 |
| Awesome Book of Bible Facts See History Guide pp. 3–5 for “Notes on Biblical Dates” | pp. 2–3   ² | | | pp. 4–5   ² | pp. 6–7   ² |
| Memorization & Sing the Word: God Our Provider  | Psalm 24: 1 —Track 1 | | | | |
| History/Geography: See Study Guide  ¹ | | | | | |
| A Child’s History of the World  | Intro. | | | | chap. 4 Mesopotamia   |
| Usborne Book of World History  | | pp. 2–3 | pp. 4–5   | pp. 6–7 | |
| Window on the World ³ | Introduction pp. 8–11 | Children p. 36 | Children p. 37 | Gypsies p. 72 | Gypsies p. 73 |
| Geography Songs  | "Continents ..." pp. 47–48 | | "Continents ..." pp. 47–48 | | "Continents ..." pp. 47–48 song test, p. 66 |
| Read-Alouds  ¹ | | | | | |
| The Aesop for Children | "Wolf and the Kid" p. 7 | | "Tortoise & Ducks" p. 8 | | "Young Crab ..." p. 9 |
| Cornstalks: A Bushel of Poems | | pp. 6–7 | | pp. 54–55 | |
| Red Sails to Capri | chap. 1   | chap. 2 | chap. 3 | chap. 4 | chap. 5 |
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| Other Notes | | | | | |
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1. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud. Study Guide sections are ordered alphabetically by book title.

2. You will find the Timeline Figures and Suggestions for the Bible Assignments on the Timeline Figure Schedule in Section One, as there is no Study Guide for Bible. All other Figures and Suggestions will be listed on the Timeline Figure Schedule, as well as in the appropriate Study Guide.

3. The book *Window on the World* contains a world map with the people groups. The map is on pages 112–113.

Key:  Check off when complete  See Notes following Schedule  Map Assignment   Timeline Figure in packet  Timeline Suggestion

| Date: | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|----------------------------|-----------------------|----------------------------|--|-------|
| Bible | | | | | |
| Reading | Genesis 1 | Genesis 2: 7–9, 15–25 | Genesis 3 | Genesis 6: 5–8, 13–22; 7: 6–12, 17–24; 8: 1–5, 13–22 | |
| Awesome Book of Bible Facts See History Guide pp. 3–5 for “Notes on Biblical Dates” | pp. 2–3 🕒📖 | | | pp. 4–5 🕒📖 | |
| Memorization & Sing the Word: God Our Provider | Psalm 24: 1 Track 1 | | | | |
| History/Geography: See Study Guide | | | | | |
| A Child’s History of the World | Intro. | | | chap. 4 Mesopotamia 🌐📖 | |
| Usborne Book of World History | pp. 2–3 | pp. 4–5 🕒📖 | pp. 6–7 | | |
| Window on the World ³ | Introduction pp. 8–11 | Children pp. 36–37 | Gypsies p. 72 | Gypsies p. 73 | |
| Geography Songs | "Continents ..." pp. 47–48 | | "Continents ..." pp. 47–48 | "Continents ..." pp. 47–48; song test, p. 66 | |
| Read-Alouds | | | | | |
| The Aesop for Children | "Wolf and the Kid" p. 7 | | "Tortoise & Ducks" p. 8 | | |
| Cornstalks: A Bushel of Poems | | pp. 6–7 | | pp. 54–55 | |
| Red Sails to Capri | chap. 1 🌐📖 | chap. 2 | chap. 3 | chap. 4 | |
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Bible

Memorization

Our first memorization/public speaking passage is Psalm 24. It will be due on Week 6. Read the passage assigned on the schedule page ten times this week—twice each day.

History/Geography

A Child's History of the World—Monday

Make sure you read the note in the History Study Guide before starting *A Child's History of the World*. **Notice that we skip the first three chapters of this book.**

Then, before reading chapter 4, please read “Notes on Biblical Dates,” as well as “Why You Will Find Contradictions in History,” both of which are located in the History Study Guide and give helpful information on biblical dates.

World History

Please inform your children that this section represents some of the oldest cultures that have been found (ranging from 8000 [Jericho] to 1500 BC). Note that the text is organized by the time periods. Some nations will be studied again in later eras.

Geography Songs & Window on the World

Please look up the countries you're reading and singing about on the map on pp. 112–113 in *Window on the World* and/or the large maps provided with *Geography Songs*. For days on which you are not assigned to read a prayer, why not pray on your own, based on what you have read?

We have matched the countries that we pray for in the *Window on the World* with the *Geography Songs* recording. However, due to especially heavy prayer loads early in the year, and almost non-existent prayer suggestions for the Americas, we have moved a few peoples from their “natural” locations early in the year so you and your children will have prayer suggestions toward the end of the year.

Note to Mom or Dad: We assign some songs multiple times as they coordinate with your reading. Do them as often as you desire. Young children often benefit from repetition.

Study Guides

Additional instructional information for each book is located in the corresponding subject's Study Guide:

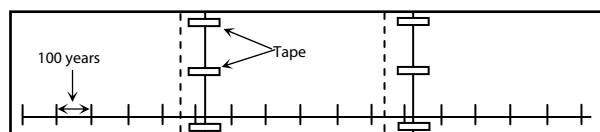
History, Reader, and Read-Aloud. Study sections ordered alphabetically by book title.

Timelines

Throughout the year, we provide timeline suggestions from your assigned reading in your History books, Readers, and Read-Alouds. These suggestions are provided weekly in your Study Guide or on the Timeline Figures Schedule.

Note to Mom or Dad: Timelines suggestions are marked with a ☼ symbol and can be found on the Timeline Figure Schedule or in the Study Guides. Those timeline suggestions preceded by a ☼† symbol have an accompanying figure in the Sonlight Timeline Figure packet.

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



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

You may wish to use the figures we sell, or cut out a number of “people” from card stock or construction paper. Draw clothes on them to look like the characters you are studying, and paste them on the timeline in the right place.

Some people prefer a less graphic approach and simply use color markers, pens, and pencils to write on their timeline the names and dates of significant events, persons, etc. Whatever method you use, we believe your children's sense of history will be enhanced if you maintain this discipline throughout the year.

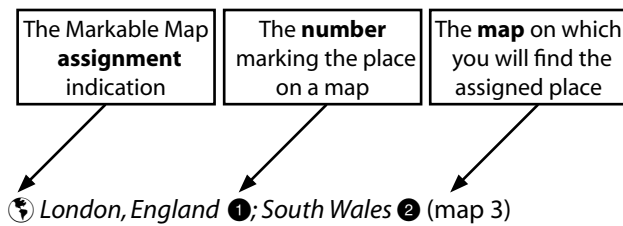
Note to Mom or Dad

If you are using our 4-day program with the 1997 edition of *A Child's History of the World*, we have not scheduled all chapters. In order to maintain the pace for the 4-day schedule, we have not included the chapters

that were added to the original 1924 text. You will study the entire book when we return to World History in a few years.

Markable Map

Sonlight's geography program weaves throughout the year with assignments from almost every book you study. It is designed to demonstrate to your student the importance of map skills while enhancing the learning adventure. We provide map suggestions from the assigned reading in the History and Read-Aloud Guides. Look for the 🌐 symbol on the schedule page. This will alert you to a map assignment at the beginning of that day's Study Guide notes. Use the key in the Study Guide (see sample below) to find each location on the map(s) following each book's Study Guide. Then your children can note each location on your Markable Map using a washable pen. (We recommend Vis-a-Vis® pens. If you should accidentally use a non-washable marker, rubbing alcohol can remove those errant marks.)



If you want your children to receive even more practice with maps, consider this idea shared by one of our Sonlight Forums users: Replace your tablecloth with a map! Cover it with a sheet of clear vinyl (available at fabric stores). Then, while your children are eating, watch in wonder as they look at the map over and over again, reading all the words, asking questions, and learning all about the map. As a bonus, spills wipe up easily from the vinyl!

See the History Study Guide "Notes on Biblical Dates" for information concerning timeline annotations, and the History/Geography "About Biblical Dates" notes for a discussion of the dates for Adam & Eve, Noah, and other biblical persons and events. ■

| Date: | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|---|------------------------------|--|--|---------------------------------|
| | 6 | 7 | 8 | 9 | 10 |
| Bible | | | | | |
| Reading | Genesis 12: 1–5; 13: 5–18 | Genesis 18: 1–15; 21: 1–7 | Genesis 24: 1–4, 10–27, 66–67; 25: 21–26 | Genesis 27: 1–29 | Genesis 27: 41–45; 28: 10–22 |
| The Awesome Book of Bible Facts | | pp. 8–9 🕒📖 | | pp. 10–11 🕒📖 | |
| Memorization & Sing the Word: God Our Provider | Psalm 24:1–2—Read it ten more times out loud. Are there words you find hard to pronounce? (Make sure you practice saying them correctly.) Which words should receive special emphasis? Any places you should pause or speed up for dramatic effect? Any places where your voice should become louder, softer, higher, or lower? Make notes of these things. —Track 1 | | | | |
| History/Geography: See Study Guide¹ | | | | | |
| A Child’s History of the World | | | | chap. 5 Ancient Civilizations 🌐📖 | chap. 6 Egypt–Menes 🕒📖🌐📖 |
| Usborne Book of World History | pp. 8–9 🕒📖 | pp. 10–11 | pp. 12–13 | | |
| Window on the World | Iraq p. 88 🌐📖 | Iraq p. 89 | Oman pp. 130–131 🌐📖 | Egypt p. 54 🌐📖 | Egypt p. 55 |
| Geography Songs | "Middle East"² pp. 15–16 | "Hagia Sophia" p. 53 | | "Sphinx" and "Great Pyramid" p. 54 | "King Tut" p. 50 |
| Read-Alouds¹ | | | | | |
| The Aesop for Children | "Frogs and the Ox" p. 9 | | "Dog, Cock, & Fox" p. 10 | | "Belling the Cat" p. 11 |
| Cornstalks: A Bushel of Poems | | pp. 8–11 | | pp. 56–59 | |
| Red Sails to Capri | chap. 6 | chap. 7 | chap. 8 | chap. 9 | chap. 10 |
| | | | | | |
| | | | | | |
| Other Notes | | | | | |
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2. The song "Middle East" (pages 15 and 16, track number 7) in Geography Songs includes Cyprus and North Yemen as part of the Middle East. This is not correct. Cyprus entered the European Union in May of 2004 (although this does not include the Turkish-held area of "Turkish Republic of Northern Cyprus") So it is important to note that while your book lists Cyprus in the Middle East, the Republic should more properly be considered European. North Yemen should also be omitted from the song because North and South Yemen merged to become Yemen in 1990, the year that the song book was written.

Key: ☐ Check off when complete ☐ See Notes following Schedule Map Assignment Timeline Figure in packet Timeline Suggestion

| Date: | Day 16 | Day 27 | Day 38 | Day 49 | Day 510 |
|---|---|------------------------------|--|--|---------|
| Bible | | | | | |
| Reading | Genesis 11: 1–9 | Genesis 12: 1–5; 13: 5–18 | Genesis 18: 1–15; 21: 1–7 | Genesis 24: 1–4, 10–27, 66–67; 25: 21–26 | |
| The Awesome Book of Bible Facts | pp. 6–7 🕒📖 | | pp. 8–9 🕒📖 | | |
| Memorization & Sing the Word: God Our Provider | Psalm 24:1–2—Read it ten more times out loud. Are there words you find hard to pronounce? (Make sure you practice saying them correctly.) Which words should receive special emphasis? Any places you should pause or speed up for dramatic effect? Any places where your voice should become louder, softer, higher, or lower? Make notes of these things. —Track 1 | | | | |
| History/Geography: See Study Guide¹ | | | | | |
| A Child's History of the World | | | | chap. 5 Ancient Civilizations 🌐📖 | |
| Usborne Book of World History | pp. 8–9 🕒📖 | pp. 10–11 | pp. 12–13 | | |
| Window on the World | Iraq pp. 88–89 🌐📖 | Oman pp. 130–131 🌐📖 | Egypt p. 54 🌐📖 | Egypt p. 55 | |
| Geography Songs | "Middle East"² pp. 15–16 | "Hagia Sophia" p. 53 | "Sphinx" and "Great Pyramid" p. 54 | "King Tut" p. 50 | |
| Read-Alouds¹ | | | | | |
| The Aesop for Children | "Frogs and the Ox" p. 9 | | "Belling the Cat" p. 11 | | |
| Cornstalks: A Bushel of Poems | | pp. 8–11 | | pp. 56–59 | |
| Red Sails to Capri | chap. 5 | chap. 6 | chap. 7 | chap. 8 | |
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| Other Notes | | | | | |
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| Date: | Day 11 | Day 212 | Day 313 | Day 414 | Day 515 |
|---|--|---------------------|-----------------------------|---|--------------------------|
| Bible | | | | | |
| Reading | Genesis 29: 1, 12, 13, 15, 18–20; 30: 25–26, 31–34, 43; 31: 1–3, 17–18; 32: 9–12; 33: 1–11 | Genesis 37 | Genesis 39: 20–23; 41: 9–41 | Genesis 41: 47–49, 57; 42: 5–8; 45: 4–9, 15 | Exodus 1: 8–16; 2: 1–10 |
| The Awesome Book of Bible Facts | | | | pp. 12–13🕒📖 | |
| Memorization & Sing the Word: God Our Provider | Psalm 24: 1–3 —Track 1 | | | | |
| History/Geography: See Study Guide ¹ | | | | | |
| A Child's History of the World | chap. 7 Egypt🌐📖 | | | | |
| Usborne Book of World History | | pp. 14–17 | pp. 18–21 | pp. 22–23 | pp. 24–25 |
| Window on the World | Syria pp. 162–163🌐📖 | Druzes pp. 52–53 | Turkey p. 168🌐📖 | Turkey p. 169 | Kurds pp. 100–101 |
| Geography Songs | "Middle East" pp. 15–16 | | | | |
| Read-Alouds ¹ | | | | | |
| The Aesop for Children | "Eagle ..." & "Boy ..." p. 12 | | "Hercules ..." p. 13 | | "Kid and the Wolf" p. 13 |
| Cornstalks: A Bushel of Poems | | pp. 12–13 | | pp. 60–61 | |
| Ginger Pye | pp. 1–12 (finish para at top of page)🌐📖 | pp. 12–27🌐📖 | chap. 2 | chap. 3 | chap. 4 |
| | | | | | |
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| Other Notes | | | | | |
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Key: ☐ Check off when complete ☐ See Notes following Schedule Map Assignment Timeline Figure in packet Timeline Suggestion

| Date: | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|----------------------------------|---------------------------------|--|----------------------|-------|
| Bible | | | | | |
| Reading | Genesis 27: 1–29 | Genesis 27: 41–45; 28: 10–22 | Genesis 29: 1, 12, 13, 15, 18–20; 30: 25–26, 31–34, 43; 31: 1–3, 17–18; 32: 9–12; 33: 1–11 | Genesis 37 | |
| The Awesome Book of Bible Facts | pp. 10–11 🕒📖 | | | | |
| Memorization & Sing the Word: God Our Provider | Psalm 24: 1–3 —Track 1 | | | | |
| History/Geography: See Study Guide¹ | | | | | |
| A Child's History of the World | chap. 6 Egypt–Menes 🕒📖🌐📖 | chap. 7 Egypt 🌐📖 | | | |
| Usborne Book of World History | | | pp. 14–17 | pp. 18–21 | |
| Window on the World | Syria pp. 162–163 🌐📖 | Druzes pp. 52–53 | Turkey pp. 168–169 🌐📖 | Kurds pp. 100–101 | |
| Geography Songs | "Middle East" pp. 15–16 | | | | |
| Read-Alouds¹ | | | | | |
| The Aesop for Children | "Eagle ..." & "Boy ..." p. 12 | | "Hercules ..." p. 13 | | |
| Cornstalks: A Bushel of Poems | | pp. 12–13 | | pp. 60–61 | |
| Red Sails to Capri | chap. 9 | chap. 10 | | | |
| Ginger Pye | | | pp. 1–12 (finish para at top of page) 🌐📖 | pp. 12–27 🌐📖 | |
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| Other Notes | | | | | |
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Notes to Mom or Dad

Introduction

We at Sonlight are selling an updated version of *A Child's History of the World*, which was published in 1997. Many of our customers have had concerns with the earlier version, which was first printed in 1924. Most of the comments stem from the racist nature of the earlier printing of the book. These concerns are no longer a problem with the updated version. Laura in Connecticut puts it this way:

In the older version that Sonlight sold until recently, there were some racial overtones, which I edited on the fly. The book was originally written early in the 20th century, I believe, and references to the "yellow race," etc., were probably par for the course then, but are not acceptable to most of us now. I had no trouble editing them out—I was reading aloud. And in recent years the publisher, Calvert, has updated the text to omit that kind of thing; this updated version is the version Sonlight will now be selling, which will obviate the need for such on-the-fly editing.

We think Laura is right. With the new version, you can simply read the book as is without worrying about editing. One key example of how the new version has improved over the old is in Chapter 4, which was one of the most controversial sections in the book. In the past, many customers like Deanna in Colorado commented,

It bothers me to read my child statements such as:

"All of the people who lived in the country of the Tigris and Euphrates were white. We don't know how nor when nor where colored people first lived, though it is interesting to guess. There were, we think, just three different white families and from these three families all the white people in the world are descended" (chapter 4, p. 22).

Excuse me? John has a long section of notes about this particular chapter, but it still really bothers me to think about reading it to my daughter.

Customers like Deanna will be delighted to read the new version, which now reads,

Many different groups of people lived in the country of the Tigris and Euphrates and along the Nile . . . One group or family of people called Semites lived in the land that today we call the Middle East, near the Mediterranean Sea and the Tigris and Euphrates. Modern Arabs and Jews are Semites . . .

Another group of people lived along the Nile. In Egypt and other parts of North Africa, Egyptians and people called Berbers were related to the Middle Eastern Semites. Nubians who came from the part of Africa south of Egypt belonged to a group of people called Nilo-Saharanans . . .

Another group of people came from the area that is now Iran. They are called Indo-Europeans, and they spread eastward into Northern India and westward into Europe . . . (chapter 4, pp. 25–26)

So you might be wondering, "If the older version was so racist, then why did you carry it in your curriculum?"

Hillyer's book is so well written, and it covers exactly those times and places that we had always wanted to touch upon in the early elementary "Introduction to World History" program. For ten years prior to adding this book to our curriculum, we never studied beyond the First World War, which is exactly where Mr. Hillyer ends his book.

Previously, we carried *The Usborne Book of World History* as our primary "text." The only problem with the book was that a lot of children—and parents!—had a hard time sensing the real story of history. The *Usborne* book provided lots of interesting insights and facts, but for too many children, these facts simply popped out at them from unexpected directions.

We believed Hillyer's book put these disparate pieces of information into a more unified whole. So we asked the publisher (of the modern version) for permission to purchase their version for resale. They said no.

We acquired the original edition. As noted, there were sections of the older text to which we objected, but we thought the book as a whole would be an outstanding resource to teach history . . . We decided to republish it and make sure we commented on the offensive passages.

The more we got involved in the project, the more we actually liked it. We thought the older version actually provided a unique opportunity to help students and their parents gain a better, truer perspective on what was going on in our country 80 years ago. They would be able to see, firsthand, the racism that was so prevalent, even at the highest, most educated levels of society.

We suggested parents skip and modify portions of the book, and warned them to read the text with a discerning eye.

If you are interested in reading more on the subject of Hillyer's book and on racism in the United States back in the early 1920s, read the article entitled "Mesopotamia: A Problem of Racism" on our website.

—Note by Michael Ballard

Note to Mom or Dad

If you are using our 4-day program with the 1997 edition of *Child's History of the World* (CHOW), we have not scheduled all chapters. In order to maintain the pace for the 4-day schedule, we have not included the chapters that were added to the original 1924 text. You will study the entire book when we return to *World History* in a few years.

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

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

Suggested Learning Objectives

Chapters 1–3

There are no notes for these chapters. These chapters are not scheduled for reading.

Chapter 4

To Discuss After You Read

Mediterranean means *between the land*, for the Mediterranean Sea is surrounded by land.

The people who lived along the Tigris and the Euphrates Rivers were the Babylonians, the Assyrians, and the Syrians.

Jews and Arabs speak Semitic languages.

Egyptians and Berbers are Semites.

Indo-Europeans speak languages that are similar to one another.

Ancient peoples taught each other how to grow different kinds of food and exchanged goods with one another.

Timeline and Map Activities

🌐 *The Mediterranean* ② (map 1)

🌐 *Mesopotamia* ①; *Tigris River* ②; *Euphrates River* ⑩; *the Persian Gulf* ③; *Egypt* ⑥; *the Nile River* ⑧; *Nubia* ④ (map 6)

Chapter 5

To Discuss After You Read

BC is the time Before Christ; AD stands for *Anno Domini*, which is Latin for the “year of the Lord” or time since the life of Christ.

People in Mesopotamia wrote their history in cuneiform.

Egyptians wrote in hieroglyphics.

Indians wrote in Sanskrit.

We also have written records from China, Nubia, Central America, and Crete.

We can translate the records from Egypt, Mesopotamia, India, and China.

India’s first civilization was on the Indus River.

China’s first civilization was on the Huang or Yellow River.

River valleys provided plentiful food and water.

The first governments came to towns that had formed along the rivers. We have histories from these towns.

Timeline and Map Activities

🌐 *China* ⑩ (map 1)

🌐 *India-Indus Valley* ⑨; *Yellow River* ⑦ (map 5)

🌐 *Mesopotamia* ①; *Egypt* ⑥; *Nubia* ④; *Crete* ⑤ (map 6)

🌐 *Central America* (map 8)

Chapter 6

To Discuss After You Read

The Egyptians were the first people to write. They used picture writing called hieroglyphics.

The Egyptians wrote on papyrus, which was paper made from the leaves of a water plant. The papyrus was stored in scroll form.

Important information was carved on stone.

Hieroglyphics were eventually translated after study of the Rosetta Stone.

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

Scholars compared the Greek message to the Egyptian and broke the code.

Egypt was a good place to live because the Nile River flooded its banks.

The flooding allowed the storage of water for later times. As the flood waters receded, they left rich topsoil behind. This meant food was easy to grow.

The moderate climate didn’t require warm clothes or fuel for heat.

The first Egyptian king was Menes.

Egyptians called their king Pharaoh.

Egyptian society was divided into classes, with little movement between classes—a boy would work in the same profession as his father.

The highest class (below Pharaoh) was the priests. They led worship. They functioned as doctors, lawyers, and engineers and were the only class that could read and write.

The next class was the soldiers; then farmers; then shepherds; then shopkeepers, merchants, and mechanics; and the lowest were swineherds.

The Egyptians worshipped multiple gods.

Some animals were sacred: the dog, cat, ibis, and scarab beetle.

Timeline and Map Activities

🕒 **Menes, first Egyptian king (ca. 3100 BC)**

🌐 *Egypt* ⑥; *Rosetta* ⑦; *Nile River* ⑧ (map 6)

Chapter 7

To Discuss After You Read

The Egyptians built tombs for the dead, for they believed the soul stayed near the dead body.

Family members filled the tomb with items a living person would need. They preserved the body from decay to keep it available for the soul.

A preserved body is called a mummy.

Kings built pyramids, or a tomb cover, to honor his dead body.

The pyramids were built around 3000 BC. The pyramids are near the city of Cairo.

King Cheops built the largest pyramid in 2900 BC.

The Sphinx is a huge statue of a lion with a man's head.

Huge temples were built for the gods.

Egyptian art used vivid colors, and had no concept of depth or perspective.

Timeline and Map Activities

🌐 *Egypt* ⑥; *Cairo* ⑨ (map 6)

Chapter 8

To Discuss After You Read

Mesopotamia means *between the rivers* and is the land between the Tigris River and the Euphrates River.

Assyria was near the upper Tigris River.

Babylon was located where the rivers joined.

The land where the rivers empty was Chaldea.

Mount Ararat is where Noah's Ark landed.

Babylon was a rich land, for it received soil from the river flooding.

Wheat and dates were first grown in Babylon.

The Tower of Babel was built on the plains of Babylon.

The main building material was mud bricks.

The Babylonians wrote using cuneiform, or wedge writing on clay bricks.

In 2300 BC, the Babylonians predicted an eclipse; they were astronomers.

Sargon I ruled Babylon when Egyptians built the pyramids.

In 1770 BC, Hammurabi wrote the first code of laws.

Timeline and Map Activities

🕒 **Fall of Babylon (539 BC)**

🌐 *Mesopotamia* ①; *Tigris River* ②; *Euphrates River* ⑩; *Assyria* ⑪ (also see Assyrian Empire, map 14); *Babylon* ⑫; *Chaldea* ⑬; *Mount Ararat* ⑭ (map 6)

Chapter 9

To Discuss After You Read

In 1900 BC, Abraham left Ur of Chaldea for Canaan on the Mediterranean.

Abraham believed in one God. All of his neighbors worshipped many gods.

Abraham's grandson, Jacob, was the father of twelve sons, each of whom was an ancestor of the twelve tribes of Israel.

One brother, Joseph, became a ruler in Egypt.

The sons of Israel, or the Jews, settled in Egypt about 1700 BC.

The Israelites lived in Egypt for 400 years, and the Egyptians enslaved them.

Rameses the Great, the Pharaoh, ordered the Jewish baby boys killed.

Moses led the people of Israel back to Canaan in the Exodus.

At Mount Sinai, God gave the Ten Commandments. The Jewish Holy Book is the Old Testament.

Timeline and Map Activities

🕒 **Exodus (ca. 1400's BC)**

Chapter 10

To Discuss After You Read

The Hellenes lived in Greece.

People used iron instead of bronze (1300 BC).

Greek culture began about 1300 BC.

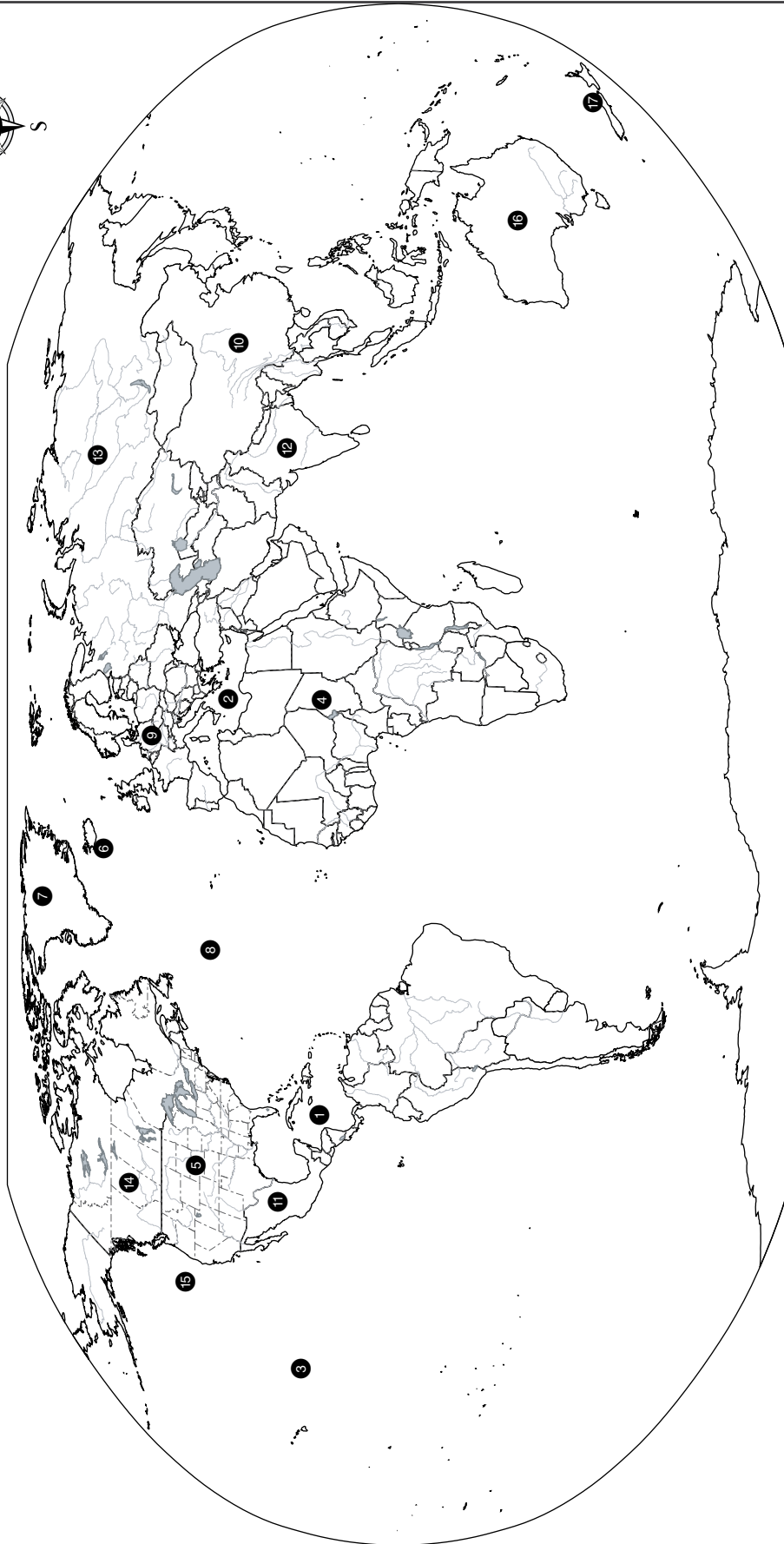
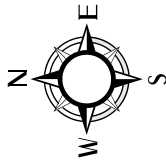
The Greeks worshipped twelve gods: Zeus, Hera, Poseidon, Vulcan, Apollo, Diana, Mars, Mercury, Athena, Venus, Vesta, Demeter, and Pluto.

The Greek gods were like people in character but had more power and were immortal.

The gods could provide victory in battle or protection from harm and also enjoyed offerings.

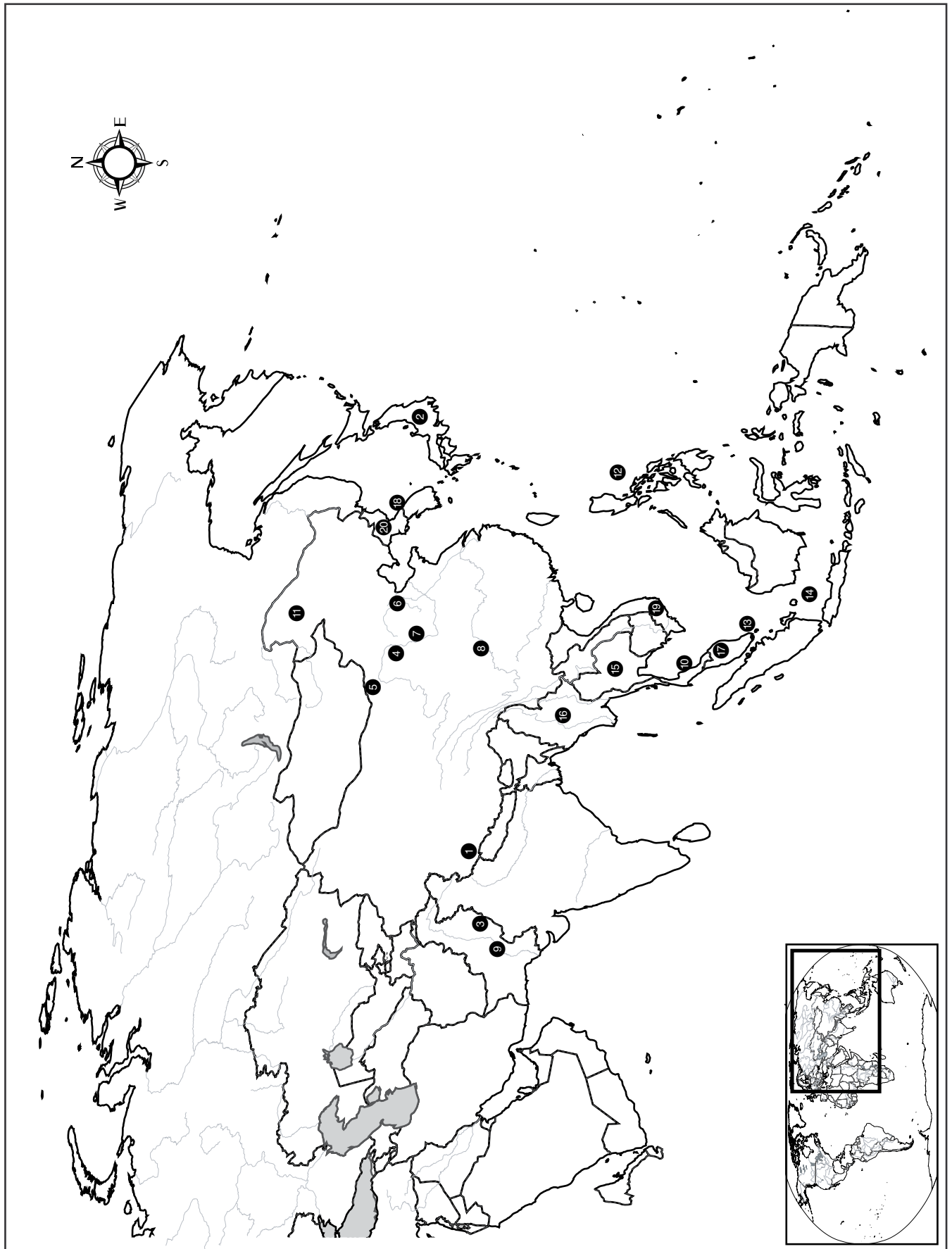
An omen would prove the gods had heard a prayer.

A Child's History of the World - Map 1



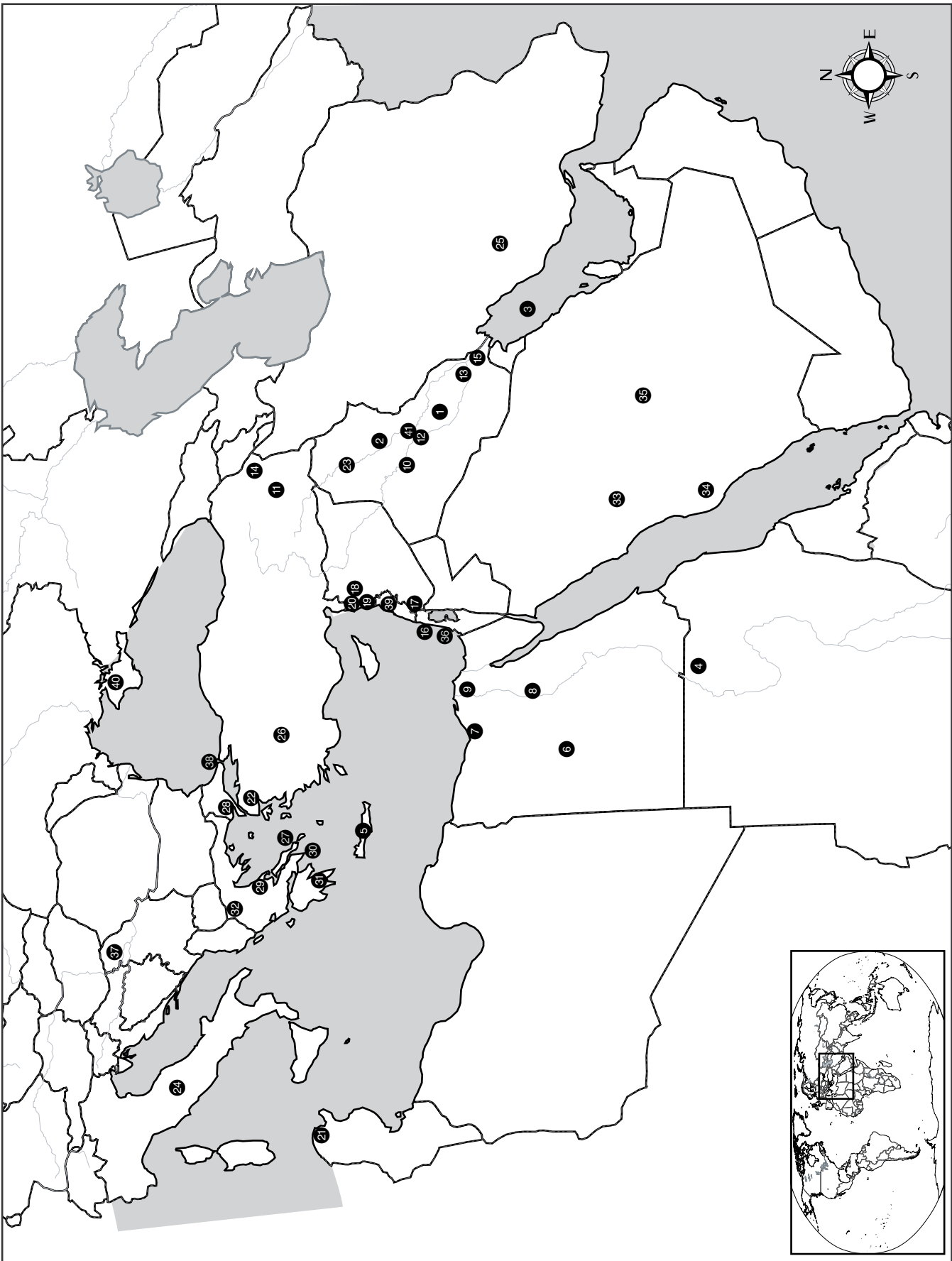
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A Child's History of the World - Map 5



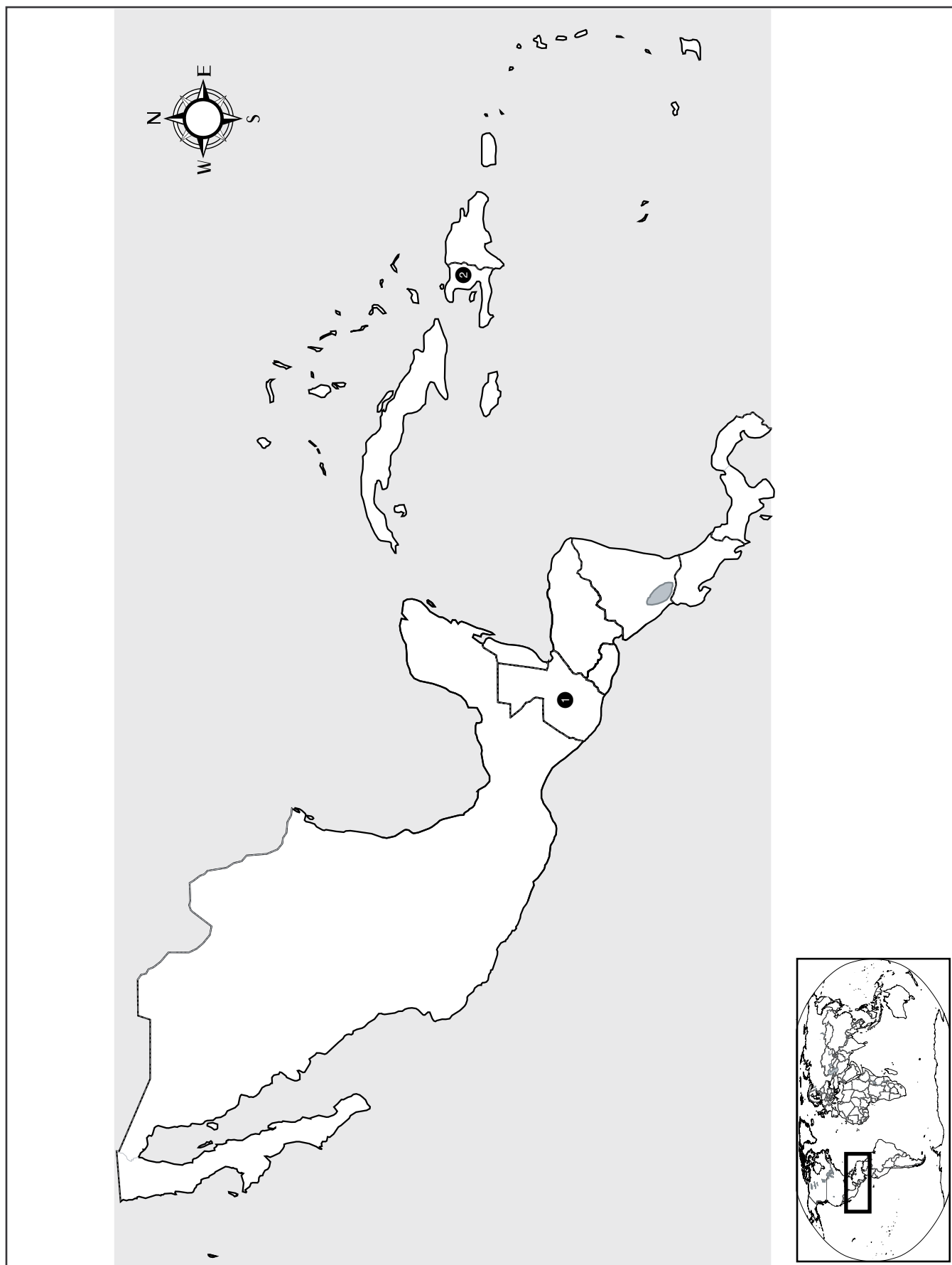
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A Child's History of the World - Map 6



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A Child's History of the World - Map 8



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The Usborne Book of World History

Introduction

This book, used in tandem with our other history texts, provides illustrations. Enjoy the extra facts in this book, but do not worry about learning objectives.

Note to Mom or Dad

Some pages of this book contain nudity and battle illustrations. If your children are sensitive to this, we recommend you look through the book before you read it with your children.

Some Suggested Learning Objectives

pp. 2–3

To Discuss After You Read

Archaeologists look at remains of older things, read older documents, and try to understand how people in olden times lived.

Archaeologists can date older things by tree rings or by testing C14, a radioactive carbon that decays.

pp. 4–7

To Discuss After You Read

Some people lived in caves and wore animal skins (Adam and Eve wore skins!). Others learned how to grow crops, build houses, and tame animals. They could also make pots out of reeds or clay, and learned to spin and weave cloth. Much later, people learned to use metals.

In Jericho, one of the oldest towns in the world, people built a wall to defend themselves against jealous neighbors. However, they were still conquered. You can read about how they were defeated in Joshua 6:1–20.

Between 6500 BC and 5650 BC, Çatal Hüyük flourished. They entered their one-story houses from the roofs, and could pull up the ladders behind them so enemies could not get in. The people made daggers and mirrors from obsidian.

Timeline and Map Activities

🕒 **Jericho destroyed by God (ca. 1400s BC)**

pp. 8–9

To Discuss After You Read

About 7,000 years ago, people settled in Mesopotamia, the land between two rivers (Euphrates and Tigris). The Sumerian civilization grew up in southern Mesopotamia.

Initially the Sumerians built reed houses, but then they made sun-dried brick houses. They irrigated their farmland, so the flooded rivers watered their crops. No king united all of Sumer.

Timeline and Map Activities

🕒 **Sumer (ca. 3500–2500 BC)**

🕒 **Sumerians begin to make temple-towers, called ziggurats (ca. 2000 BC)**

pp. 10–13

To Discuss After You Read

The Sumerians invented the earliest writing. They made wedge-shaped marks, called cuneiform, and wrote both lists and sentences.

Wealthy children went to school and learned reading, writing, and arithmetic.

The Sumerians pressed individualized cylinder seals into clay so the owner would always be identified.

Sumerians counted based on 60, and we divide our time this way.

Sumerian crops divided three ways: a third went to the gods, used to prepare for famine or trade for foreign goods; a third went to the priests and temple staff; a third went to the citizens.

Sumerians built the first wheels, worked with metal, and made many types of pottery.

pp. 14–15

To Discuss After You Read

The early Egyptians learned to domesticate animals, grow crops, make linen, use metals, and irrigate their fields so the annual Nile floods would last all year.

In 3200 BC, King Narmer united Upper and Lower Egypt, so the land was one.

pp. 16–17

To Discuss After You Read

While the Nile flooded the land, the farmers often worked on pharaoh's building projects, such as the pyramids.

The Egyptians ate duck, goose, fish, birds (and their eggs), meat, and bread. They drank wine and beer.

pp. 18–23

To Discuss After You Read

After a nobleman's death, embalmers treated the body for seventy days. They removed the internal organs and brain, dried the body in natron salt, and wrapped the dried body in layers of linen. Everything the nobleman would need for a happy afterlife the family left in the tomb.

Workers dragged the heavy blocks used for the pyramids on sledges. As the pyramid grew higher, rubble ramps grew next to them. The Egyptians did not use wheels.

Egyptians who could afford leisure enjoyed singing, music, and dancing. The children played games, and the noblemen hunted (both birds and hippos).

pp. 24–27

To Discuss After You Read

The Minoans lived on the island of Crete between 3000 BC and 1400 BC. They grew wheat, barley, vegetables, grapes, and olives. They had several types of writing and decorated dwellings with frescoes.

In 1500 BC, the nearby island Thera erupted and destroyed much of that island. Perhaps tidal waves and the ash from this mountain damaged Crete beyond recovery. Cretan houses were buried by lava and ash, which preserved them until the present day.

pp. 28–29

To Discuss After You Read

From 2500 BC to 1500 BC, the Indus Valley civilization, in northern India, flourished. They had indoor lavatories that connected to good drains in the streets. They could write, they traded in Mesopotamia, and they were the first people to grow cotton. Most people died by age 40.

pp. 30–31

To Discuss After You Read

Sargon conquered and united Mesopotamia for the first time in about 2370 BC. His empire lasted 200 years before Gutian invaders, and later the Amorites, took control.

Hammurabi, an Amorite king, united Mesopotamia under his rule. He wrote a complete law code, which we can still read today.

The Mesopotamian myth of Ut-napishtim is similar to the biblical story of Noah.

pp. 32–33

There are no notes for these pages.

pp. 34–36

To Discuss After You Read

The Hyksos, with horses and chariots, conquered Egypt. When the Egyptians started to use the new technology, the pharaohs helped drive out the Hyksos, then conquered new territory. This New Kingdom of Egypt began around 1567 BC.

The Egyptians traded gold from their mines for timber, metals, horses, slaves, and other products.

Builders made Egyptian temples and tombs out of stone. All other structures were mud-bricks, and some buildings were up to five stories high.

p. 37

There are no notes for this page.

pp. 38–39

To Discuss After You Read

Egyptians wrote hieroglyphs on papyrus. They had a 365-day calendar, good doctors, and accurate mathematics.

pp. 40–41

To Discuss After You Read

The Hittites arrived in (what is today) Turkey in about 2000 BC. About 300 years later, they ruled the land and, about 1460, began conquering other lands. They built strong walls around their main cities and used iron for weapons and tools, stronger than the copper used previously. The Sea Peoples invaded their land and destroyed them in 1200 BC.

pp. 42–45

To Discuss After You Read

The Mycenaeans started to arrive in the Middle East around 2000 BC. They rivaled the Cretans, then, when Crete was destroyed, dominated the seas.

The Mycenaeans weakened themselves by infighting, and Dorians invaded about 1100 BC.

pp. 46–49

To Discuss After You Read

Canaanites settled on the eastern Mediterranean in about 2000 BC. They built walled city-states and traded fine goods until the Sea Peoples invaded in about 1190 BC. Some of the Sea Peoples, called the Philistines, moved south and took over the iron trade, so they had the most powerful weapons.

Timeline and Map Activities

Week 2

🌐 Iraq ❶; Oman ❷ (map 4)

🌐 Egypt ❶ (map 5)

Week 3

🌐 Syria ❸; Turkey ❹ (map 4)

Week 4

🌐 Yemen ❺; Saudi Arabia ❻; Israel ❼ (map 4)

Week 6

🌐 Romania ❶; Spain ❷ (map 2)

Week 7

🌐 Albania ❸; Bulgaria ❹; Greece ❺ (map 2)

Week 8

🌐 Guinea-Bissau ❷; Chad ❸ (map 5)

Week 9

🌐 Ethiopia ❹; Djibouti ❺ (map 5)

Week 11

🌐 Madagascar ❻ (map 5)

Week 12

🌐 Republic of Guinea ❼ (map 5)

Week 13

🌐 Zimbabwe ❸ (map 5)

Week 14

🌐 Russia ❶ (map 3)

Week 15

🌐 Kazakhstan ❷ (map 3)

Week 16

🌐 China ❸; Xinjiang ❹ (map 3)

Week 17

🌐 Bhutan ❺ (map 3)

Week 18

🌐 Mongolia ❻; North Korea ❼; Japan ❸ (map 3)

Week 19

🌐 Afghanistan ❹; Bangladesh ❺; Maldives ❻ (map 3)

Week 20

🌐 India ❺; Sri Lanka ❻ (map 3)

Week 21

🌐 Indonesia ❺ (map 3)

Week 22

🌐 Vietnam ❻; Papua New Guinea ❷ (map 3)

Week 23

🌐 Fiji ❶; Samoa ❷ (map 1)

Week 24

🌐 New Zealand ❸ (map 1)

🌐 Lesotho ❹ (map 5)

Week 25

🌐 Venezuela ❶; Trinidad ❷ (map 6)

Week 26

🌐 Colombia ❸; Uruguay ❹ (map 6)

Week 28

🌐 Cuba ❻; Haiti ❼ (map 1)

Week 31

🌐 Qatar ❸ (map 4)

Week 32

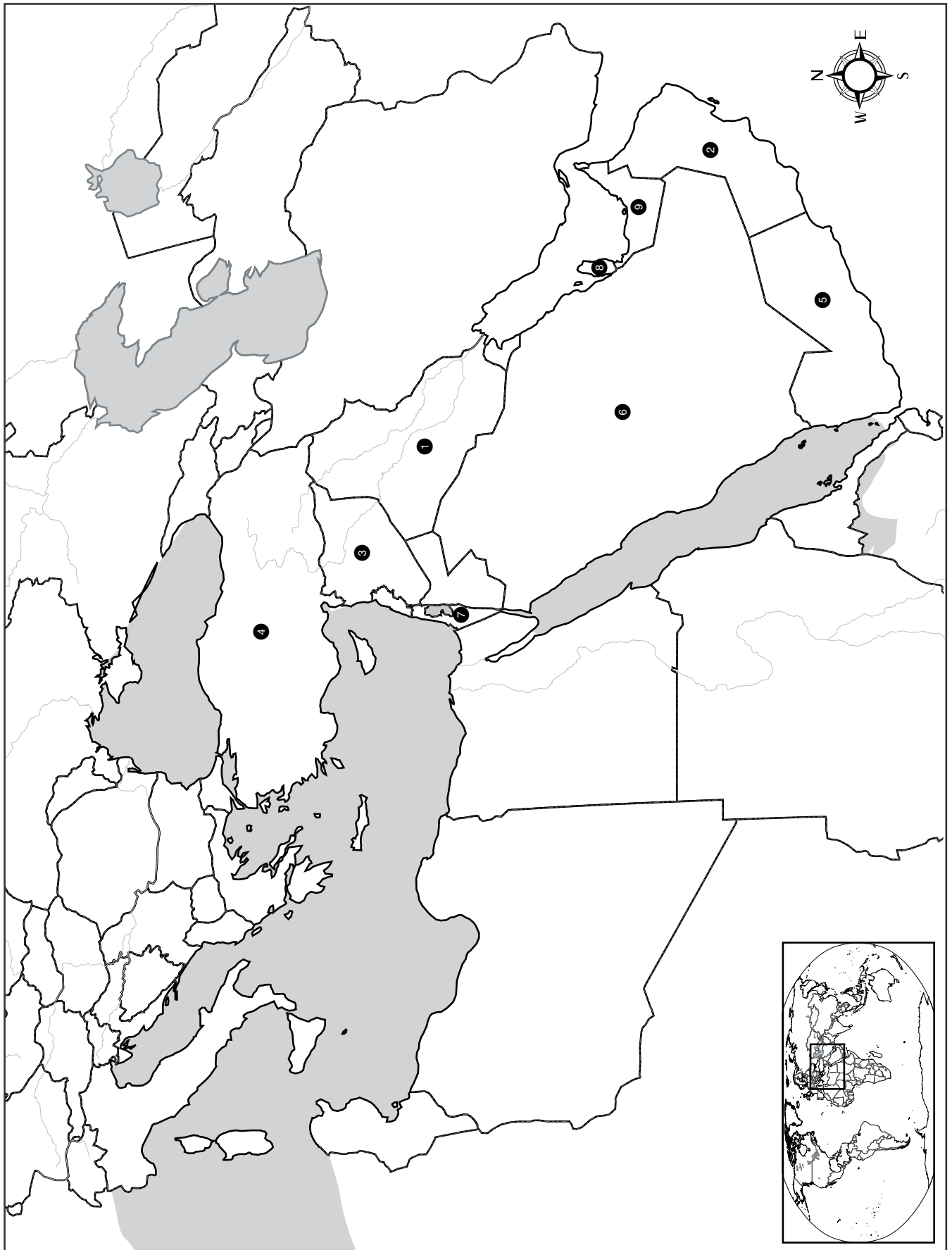
🌐 United Arab Emirates ❹ (map 4)

Week 34

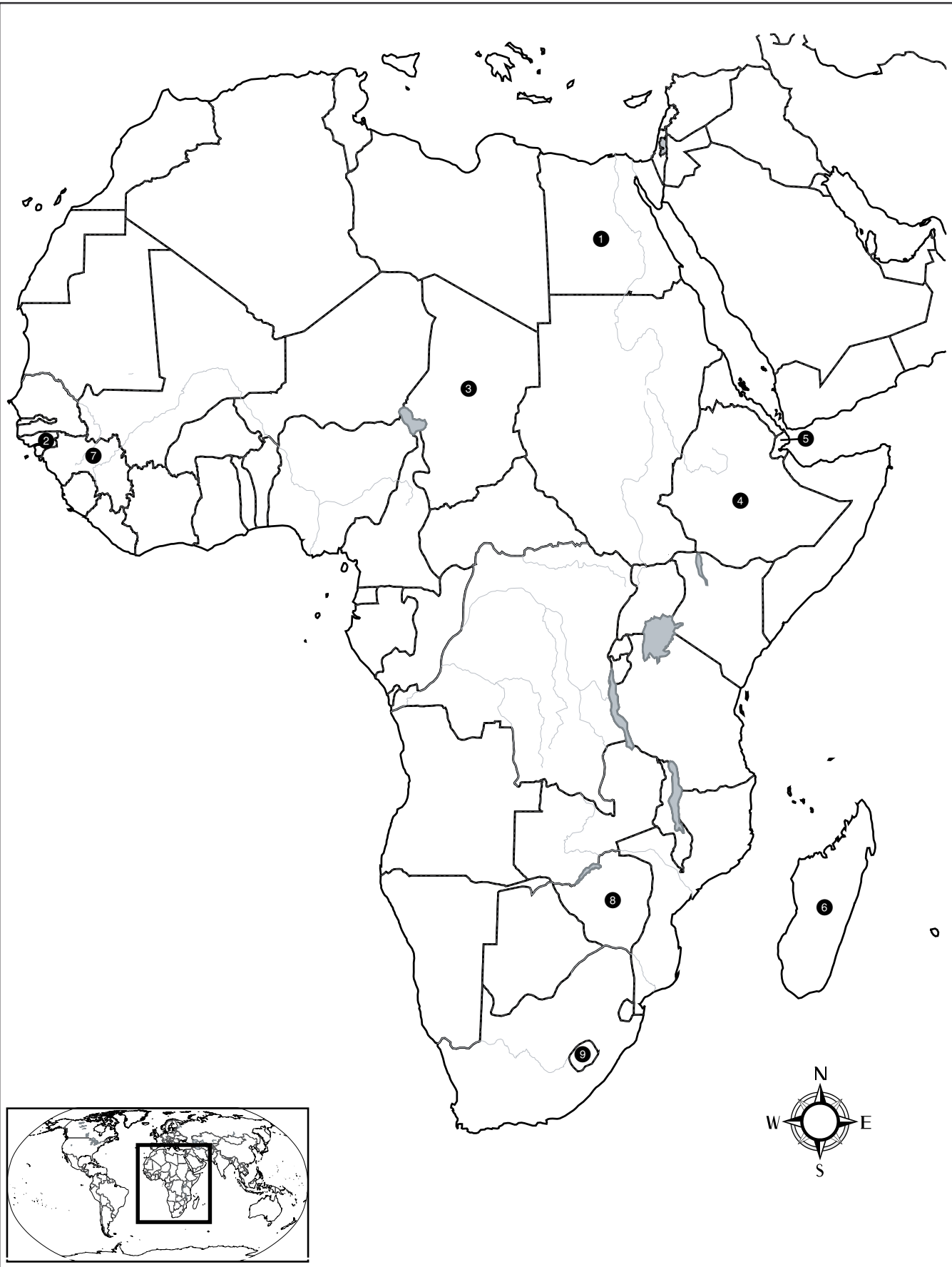
🌐 Greenland ❹; Iceland ❺ (map 1)

Window on the World - Map 4

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Window on the World - Map 5



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The Aesop for Children

pp. 6–7

Unfamiliar Words

kid: a young goat.

To Discuss After You Read

Q: How did the kid avoid being eaten by the Wolf?

A: *he asked the Wolf to pipe him a tune; the Shepherd Dogs heard it and came back to rescue the kid*

pp. 8–9

Unfamiliar Words

Jupiter: the ruler of the gods in Roman mythology.

pp. 10–11

Unfamiliar Words

Cock: a rooster.

Porter: a doorkeeper.

To Discuss After You Read

Q: Why do you think none of the mice wanted to “bell the Cat”?

A: *because if they got near enough to put a bell on the cat, the cat could catch them*

pp. 12–13

Unfamiliar Words

Jackdaw: a black bird similar to a crow.

Filberts: hazelnuts.

Hercules: a hero of Roman mythology known for his great strength.

To Discuss After You Read

Q: Why did the Kid feel free to speak unkindly to the Wolf?

A: *the Kid knew he was out of the Wolf’s reach—he wouldn’t say such things if he hadn’t been in a safe place*

pp. 14–15

Retell the story of the country mouse and the town mouse.

pp. 16–17

Hands-On Activity

Try the experiment with sticks the father did with his sons. Have each member of the family find a small stick. Bundle

them together and see if you can break them. Then take the bundle apart and see if each stick can be broken alone.

pp. 18–19

Unfamiliar Words

ass: a donkey.

To Discuss After You Read

Q: What happened to the ass who didn’t listen to his master?

A: *he tumbled head over heels down the mountainside*

pp. 20–21

To Discuss After You Read

Q: What happened the third time the boy shouted, “Wolf! Wolf!”?

A: *the villagers didn’t come to help him because they thought he was trying to fool them again*

pp. 26–27

Unfamiliar Words

Olympus: a mountain in Greece believed by ancient Greeks to be the dwelling place of the gods.

Apollo: one of the gods in Greek and Roman mythology—he pulled the Sun across the sky each day in his chariot.

Timeline and Map Activities

📍 Mount Olympus 📍 (map 1)

pp. 28–29

Unfamiliar Words

howdah: a seat with a sheltering canopy for riding on the back of a camel or elephant.

pp. 32–33

Hands-On Activity

Dip a spoonful of salt in water. See if it melts away like it did for the donkey. Now try wetting a dry sponge. Why is it so much heavier when it’s wet?

pp. 34–35

Timeline and Map Activities

📍 Rhodes 📍 (map 1)

Chapter 1

Unfamiliar Words

auk: a diving sea bird with a chunky body, short wings, and webbed feet.

horse chestnut tree: a sturdy tree with void leaves, pink and white flowers, and green and thorny fruits containing seeds.

terns: sea birds similar to gulls but usually smaller and with forked tails.

“I” book: a book written in the first person.

cooties: lice.

character book: a yearbook or scrapbook, a book children write notes to one another in.

hay fever: a seasonal allergic reaction usually to the pollen of a particular blooming plant.

train conductor: oversees the passenger areas of a train by assisting passengers, taking tickets, announcing stops, etc.

Pilgrims: early settlers of what would become the American Colonies, they left England because of religious persecution.

Thanksgiving: an American holiday set aside for contemplating one’s blessings, it dates back to 1621, when the pilgrim settlers joined together with the Native Americans to celebrate a bountiful harvest.

underground trolley car: a subway.

mite box: a small box that is distributed to the members of a Sunday school class for a special collection. Mite refers to the Bible story about the widow who gave all she had—two mites! Mites are similar to our pennies.

migration: moving from one region or country to another.

Vocabulary to Learn

That was what Jerry Pye wanted to know and what he was dreaming about as he sat with Rachel, his sister, on their little upstairs **veranda**. (*an open-roofed porch*)

And he looked **speculatively** at Gracie-the-cat who had pushed open the screen door and was now **lolling** with an agreeable expression on the rope mat. (*speculatively: with curiosity; lolling: sprawling in a lazy manner*)

Grandpa was a piano tuner and he said he’d just as **lief** tune pianos in Cranbury as where he was. (*gladly*)

She was a **spinster** aunt and she was very old and fragile and Papa was very fond of her. (*a woman who has passed the common age for marrying and seems unlikely to do so*)

Rachel longed to go on bird trips with Papa, to the coldest North and the hottest South and **traipse** through the swamps of Florida. She had to be **stoic**. (*traipse: to wander about; stoic: indifferent to pain or pleasure*)

He was off now on a trip to the Everglades to study birds in their **habitat** there. (*place where a plant or animal naturally grows or lives*)

Because it was the one who said “Boombernicksles” first who was allowed to **commence** the episode. (*begin*)

To Discuss After You Read

Q: What good quality does Rachel have?

A: *she sticks up for the underdog*

Q: Why does Rachel say both dogs and cats are important?

A: *to her the question about which animal is better is like asking whether boys or girls are better: it doesn’t make sense*

Q: Why does Rachel ask if Gracie is a pet?

A: *the cat will have nothing to do with the children*

Q: How does Rachel decide that Gracie won’t be jealous?

A: *she figures that, since people aren’t jealous, a cat shouldn’t be*

Q: Was a dollar a lot of money to pay for a dog? How can you tell?

A: *in New York City, dinner was 10 cents and a dress cost 10 cents*

Q: Explain how Papa and Mama met.

A: *Papa was 35. He was in a New York subway station. There were not many other people around so he decided to run up the “down” escalator just to see if he could. When he got to the top, he knocked down a young lady who was about to go down the escalator. The young lady was Mama, who was only 17. They fell in love at first sight*

Q: Where is the Everglades and why would Papa go there?

A: *Florida; there are a lot of interesting birds in the Everglades*

Q: We are told that men “in Washington” needed to call in Mr. Pye. What Washington—state or city—are we talking about?

A: *city: Washington DC—District of Columbia*

Timeline and Map Activities

📍 London ①; Paris ② (map 1)

📍 Labrador ① (map 2)

📍 New York ①; Boston ②; Cranbury (“halfway between”) ③; Washington, DC ⑤; Florida ④ (map 3)

🌐 Get a map of Boston and find the Boston Commons, Bunker Hill, Old North Church, and the place John Adams was buried

Chapter 2

Vocabulary to Learn

"A **venerable** uncle," said Mrs. Badger, the next-door neighbor. "God keep him," she would say. (*worthy of honor and respect*)

And just as he was thinking, **disconsolately**, that he would run over to Speedy's barn and stay with his puppy until the very last minute, just then a miracle happened. (*very sadly or dejectedly*)

He was merely making a **chivalrous** gesture toward this unusual way of spending Saturday. (*like a knight of feudal times; marked by fairness, generosity, and kindness to those who are weaker*)

It was quite an awesome thing to do, stand in a minister's pulpit, the place where he delivered his **sonorous** sermons and read the lessons for the day. She resolved to dust it carefully by hand, so that when the Reverend Gandy was waving his arms and exhorting the congregation, the palms of his hands would not be black with dust and cause **consternation** among his flock. (**sonorous**: *with full, rich sound; easily understood*; **consternation**: *confused and distressing excitement*)

To Discuss After You Read

Q: Why does Jerry need a hundred pennies?

A: *that would give him the dollar he needs*

Q: What does the black horsehair furniture that is in the Pyes' parlor look like?

Q: Explain how Jerry earns the dollar he needs.

A: *an older boy, Sam Doody, asks him to take over his job of dusting the church pews because he has to go buy a new suit. The job pays a dollar. Rachel and Uncle Bennie help Jerry*

Chapter 3

Unfamiliar Words

purebred dog: a dog whose parents are both of the same breed.

reservoir: the artificial lake that is formed behind a dam.

dog's cropped tail: the tail is cut to a length that is considered appropriate for the breed.

Vocabulary to Learn

For one slide Rachel got going with such **momentum** she not only slid down Miss Foote's short steep little hill, she kept right on going, and to her delight found herself sailing down a long gradual slope that seemed never to end.

(*the force of motion gained by the continuous movement of an object*)

But Uncle Bennie was **spendthrift**. He did not look to the future. (*someone who spends money wastefully*)

"Oh-h. Isn't he **cunning**!" admired Rachel. (*pretty or cute*)

"We don't want any **unsavory** characters roaming around." (*morally offensive*)

To Discuss After You Read

Q: Since the puppies' tails had been cropped, what did they wag when they saw the children?

A: *their whole bodies*

Q: In what two ways did Sam Doody save the children?

A: *he gave them the job to earn the money, and he stopped the footsteps from following them home*

Chapter 4

Unfamiliar Words

stoker: tended the furnaces on a ship and kept them supplied with fuel.

Vocabulary to Learn

After her first long **incredulous** stare when they were introduced the next morning, she tried to give the puppy a good washing. (*unbelieving*)

When he got too **impudent** Gracie gave him a cuffing, but she kept her claws in. (*sassy, bold*)

"Catch me if you can," he seemed to say, **taunting** them, daring them to come, exceedingly impudent. (*mocking or insulting*)

"Ginger," they all repeated **dubiously**. (*expressing doubt or uncertainty*)

"That is all book stuff," Jerry had reasoned **ruefully** after it was all over and Rachel had skipped off with Addie Egan. (*sorrowfully*)

Ginger, who did not seem to care what he was named, or that he had been named, had fallen asleep under the kitchen table with one paw stretched in a **proprietary** fashion over his duster. (*in a manner expressing exclusive ownership*)

To Discuss After You Read

Q: Explain how Ginger Pye got his name.

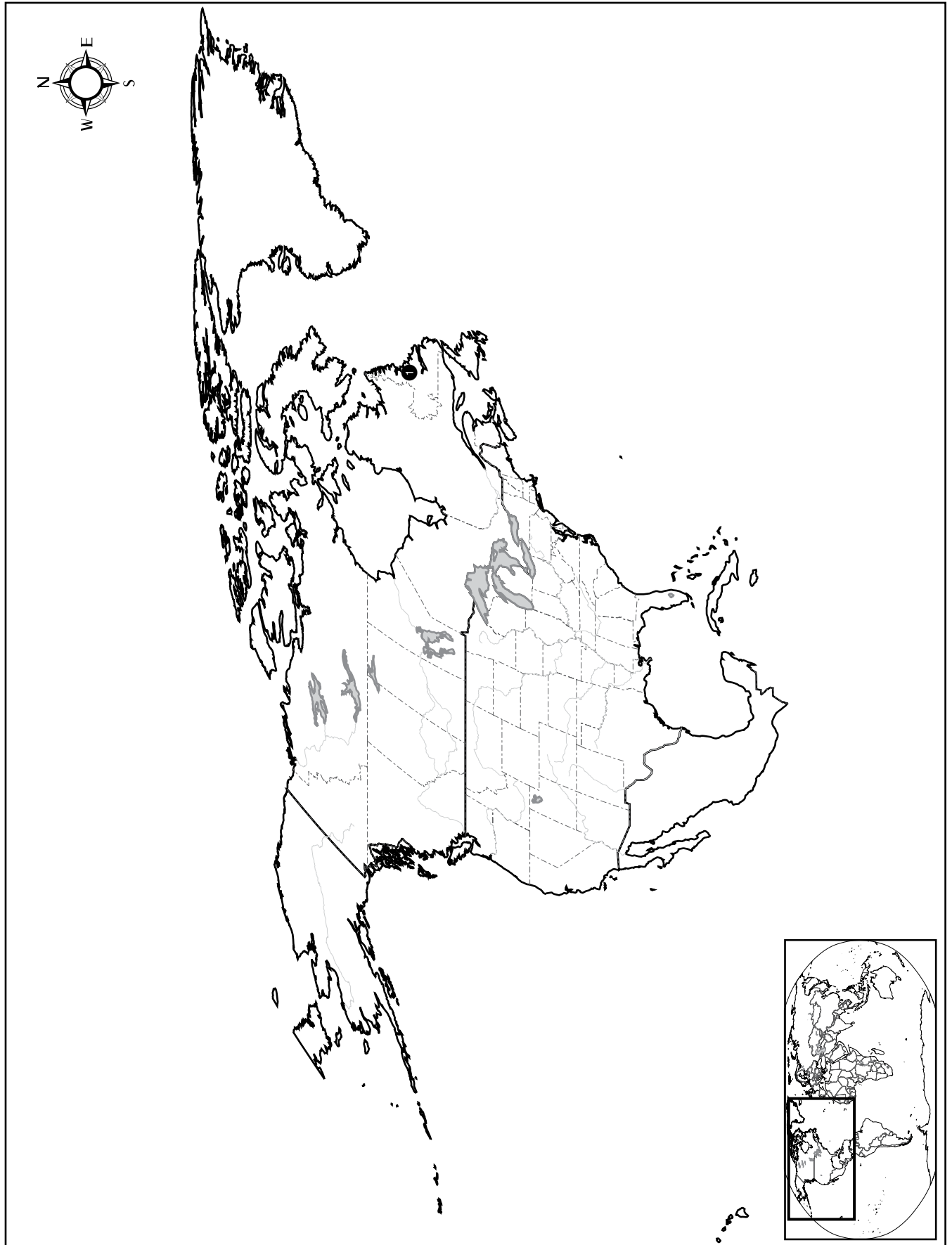
A: *Mama said he looked like Ginger and acted like Ginger. The children couldn't think of anything better and they thought it went well with Pye*

Ginger Pye - Map 1



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Ginger Pye - Map 2



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Ginger Pye - Map 3



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Red Sails to Capri

Additional Resources and Background

The German writer August Kopisch first revealed the existence of the Blue Grotto (*Grotta Azzurra*) when he described its extraordinary beauty in August 1826. Since then the Blue Grotto has become the emblem of the island of Capri; but its history goes back much further. It was well known by the Romans, as proved by antique statues that were found submerged in it back in 1964. This discovery, plus the discovery of remains from an ancient landing place and work on an underground tunnel suggest that the cavern was once visited frequently. 🖥️

The Capri locals knew about the grotto before Kopisch described it, but they avoided it because they thought witches and monsters inhabited it.

Chapter 1

Vocabulary to Learn

“For that, Michele, I’ll look at your boat, though really I don’t like it. Staring at a boat like a **landlubber**! Like a foreigner! A tourist!” (*a person who lives and works on land, an inexperienced sailor*)

“The first one, the one in the blue smock and **tam**, might be English.” (*a kind of hat with a tight head band and a wide flat circular crown*)

Michele made a **wry** face. (*twisted to express emotion*)

Steam engines came into use beginning in the early 1800s. (*an engine driven by steam*)

To Discuss After You Read

Q: “The good saints keep us!” What is the religious heritage of those who would use this phrase?

A: Catholic

Q: Why remove all the scales from fish?

A: fish scales are unpleasant to eat

Q: What does “5 lire times forever” mean?

A: the guests brought so many things that it looks like they are planning to stay on Capri “forever” and if they continue to pay 5 lire per day to stay at the inn, the Paganos will be rich. In other words, the guests are likely to be a source of great fortune

Q: Why does Angelo not get excited about a boat?

A: a person who lives on an island with fishermen sees many boats, and he doesn’t want to look like a landlubber, foreigner, or tourist

Q: What do the people say about Angelo?

A: he wastes time talking, but he catches as many fish as five fishermen

Q: What countries do the three strangers come from and what do they seek?

A: England—to paint beauty; Denmark—to study; France—to write and find adventure

Q: In the 1820s, what would propel a boat?

A: sails

Q: Why are guests in the off-season so welcome?

A: they bring in money and give workers something to do

Timeline and Map Activities

🌐 Find Capri ④ (map 1) and describe it (an island mountain of great beauty)

🌐 Naples ①; Rome ②; Venice ③ (map 1)

Talk through trips you have made and compare the miles you traveled with the distances between the cities of Naples, Rome, and Venice.

Chapter 2

Vocabulary to Learn

The bell was being rung with both hands now. It **clamored** and clanked. (*to make a loud, sustained noise*)

To Discuss After You Read

Q: When does this story take place?

A: November of 1826

Q: Why can’t Michele go to Naples?

A: there is too much work with the guests, and guests could mean money in the chest

Q: What does Anacapri mean?

A: in Greek—upward Capri

Q: What does Capri mean?

A: in Latin—goat

Chapter 3

Unfamiliar Words

kilometer: a thousand meters; a meter is about 39 inches, a kilometer is a little more than half a mile, in fact, five miles are equal to eight kilometers.

semicircle: a half circle.

Vocabulary to Learn

The sky and the water seemed made of one piece, and the red sails **bellied** against their blue. (*bulging*)

To Discuss After You Read

Q: How does Monsieur Jacques make it up to the boys for not going to Naples?

A: he talks Michele’s father into letting the boys go sailing with him

Q: Why does he have red sails? Are these valid reasons?

A: *they are beautiful, visible, and can sail faster*

Q: According to Mamma, why does macaroni stick to the bottom of a pan? Is this a reasonable explanation?

A: *it's jealous and wants all your attention*

Chapter 4

Vocabulary to Learn

The voice, at least, was not **concealed**. (*hidden*)

"I know you think I'm nothing but a bookworm, but there is so much to learn. **Philosophy** is a big subject." (*the study of human nature and conduct*)

To Discuss After You Read

Q: How does Michele view the steps to Anacapri?

A: *he thinks they are ugly, but they are beautiful in Lord Derby's picture—like a stairway to heaven*

Q: Why does Lord Derby paint the steps?

A: *to help others see beauty in the world*

Q: How does Herre Nordstrom define philosophy?

A: *the search for truth through knowledge*

Chapter 5

Vocabulary to Learn

Monsieur Jacques **paced** the floor like a caged animal. (*walked in a slow measured way*)

"I thought the boat would turn over with his **ravings**." (*irrational, incoherent utterings*)

"It's all my fault," said Michele **dolefully**. (*woefully, sadly*)

"Bah! That young **jackanapes**! Going to teach us the meaning of philosophy, is he?" (*monkeys, apes*)

To Discuss After You Read

Q: What is a sirocco?

A: *a wind that is so full of dust that it sends everyone indoors*

Q: "Monsieur Jacques paced the floor like a caged animal." —What does this sentence mean?

A: *a caged animal gets restless because it can't go anywhere, so it might pace back and forth inside its cage*

Q: Is Signor Pagano a foreigner according to the people of Capri?

A: *yes, even though he speaks the same language, wears the same clothes, and eats the same food, and even though he had moved from the mainland only 15 miles away, after 15 years he is still a foreigner*

Q: According to Signor Pagano what comes with the price of a fisherman's boat?

A: *the fish he will catch, his love of the sea, the feel of the wind on his face, the excitement, the danger, and his pride in the haul*

Chapter 6

To Discuss After You Read

Q: What is Angelo's opinion of a "smart fool"?

A: *there is nothing in the world as dangerous*

Q: According to Angelo, why do the people of Capri not mention the cove?

A: *due to an old superstition, a solemn pledge to the church, and a great fear of the mysterious cave*

Q: Why does Angelo say they must wait a month to go to the cave?

A: *to plan, to get boats, and to watch the tides*

Chapter 7

Vocabulary to Learn

"It has **tormented** me for many years." (*caused distress and suffering*)

Instantly the shells broke and the white oozed out, making great **curlicues** of solid white in the little pot. (*fancifully curved figures*)

"Why has she suddenly given me this-this scrambled **concoction**?" (*something that was crudely mixed together*)

"But I won't cook for a houseful of **imbeciles**." (*people who are silly or not very smart, dolts*)

To Discuss After You Read

Q: Why does Signora Pagano take to bed?

A: *she hopes that by refusing to work in the inn, the men will leave and not go to the cove*

Q: Why is it important to Mamma that the strangers not go to the cove?

A: *the inn would be ruined—ruined if the men go and something happens, and ruined if they come back and the neighbors won't speak to the family anymore*

Q: Why is it important for Signor Pagano to take Michele to the cove?

A: *Papa has a chance to give Michele something precious; an adventure to make him feel brave and important*

Q: Why doesn't Mamma want a new kettle?

A: *a new kettle doesn't know a thing about cooking*

Chapter 8

Vocabulary to Learn

Signor Pagano looked particularly **jubilant**. (*expressing great joy*)

To Discuss After You Read

Q: What does Mamma mean by: "Sometimes it takes a brave man to run away"?

A: *sometimes it takes more courage to do what is right than to do what is expected of you*

Q: How does Angelo get the extra boats they need?
A: *he tells his brothers he needs the boats to make some tourists happy*

Q: Why does Angelo decide to go at noon?
A: *at noon the men's behavior would not be at all suspicious*

Chapter 9

To Discuss After You Read

Q: We are told that "Michele felt as if he had been chasing tomorrows all his life." What does that mean?
A: *it seemed like he had been waiting for things to happen*

Q: Why does Michele ask if Pietro can come too?
A: *they are brothers of the heart; Pietro didn't go to Naples without him—bringing him along would only be fair*

Chapter 10

Vocabulary to Learn

Even the air they breathed was blue. And their bodies, filled with it, felt light and **buoyant**. (*floating*)

Every ripple was edged with gleaming bubbles; every wave carried with it a trail of **spangles**. (*sparkling or glittering light effects*)

Three by three the boats continued to take their turns, and with every trip the **hilarity** mounted. (*boisterous merriment, intense laughter*)

To Discuss After You Read

Q: Why does Angelo bring a kettle with tar? Why not torches?
A: *to burn for light in the cave; torches could blow out but the tar could not*

Q: As they traveled to the cove "no one said a word. There was nothing to say. All the talking was over; only doing remained." What does this mean?

A: *all the plans had been discussed, now they just needed to carry them out*

Q: All three men came to Capri for something. What did they each find in the cave?

A: *adventure, beauty, and truth*

Q: Of what was the journey just the beginning?

A: *a huge tourist industry—people have come by the hundreds and thousands from all over the globe to see one of the most beautiful places in all the world*

Q: Explain what the group found in the cave.

A: *a world of blue more beautiful than anything they had ever seen* ■

Red Sails to Capri - Map 1



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