

# 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?

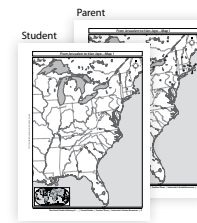


## Easy to use

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.



## 130 LITERATURE/LANGUAGE ARTS

## WEEK 1

## SCHEDULE

Date:	Day 1 <sup>1</sup>	Day 2 <sup>2</sup>	Day 3 <sup>3</sup>	Day 4 <sup>4</sup>	Day 5 <sup>5</sup>
<b>Literature</b>					
<i>Peace Child</i>	chaps. 1–2 	chaps. 3–4	chap. 5 	chaps. 6–7 	chaps. 8–9
<i>A Treasury of Poetry for Young People</i>	pp. 9–13	p. 14	p. 15	pp. 16–17	
<b>Language Arts</b>					
<b>Creative Expression</b>	Literary Analysis Overview & Two Perspectives 				
<b>Spelling</b>					
<b>Alternative Spelling</b>	Pretest	Write	Write	Sentences	Posttest
<b>Optional:</b> <i>Wordly Wise 3000 Book 8</i>	Lesson 1A		Lesson 1B		Lesson 1C
<b>Other Notes</b>					

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## Day 1

## Literature

***Peace Child*** | Chapters 1–2

## Initial Comments

**Note to Mom or Dad:** Please be aware that the people group in this book, the Sawi of New Guinea, engage in killing, cannibalism, and horrible acts with corpses. These acts are described to share the experiences of the author. Why include a book with such incredible darkness? Because the light of God shines brighter, and He can completely change a culture.

Although chronologically this book takes place near the end of American history studies (in the 1960s), the people group the Richardson's went to lived a primitive life, a Stone Age existence, similar, I expect, to how some of the original inhabitants of America lived. Hence, we include this in the beginning of the Core to correspond to readings on the first settlers on the North American continent.

The power of the Gospel transforms. Prepare to be amazed.

## Overview

When Don Richardson and his wife and growing family go to live among a cannibal tribe in New Guinea, they need to find a connection to the people, a “redemptive analogy.” The Sawi valued treachery above all other “virtues,” so in their view, Judas was the hero.

But when Don demanded peace, or he (and his axes) would leave, the enemy peoples each took a child and exchanged them. As long as these adopted children lived, there would be peace. But these children were not perfect peace bringers, since they could easily die.

Jesus, the Prince of Peace, is the perfect Peace Child.

As the Sawi learned of Jesus, as they witnessed his power over the spirits, they put their faith in Christ.

## Setting

West Papua (formerly Irian Jaya), the western portion of the island of New Guinea, in the early 1960s.



Special Note to Mom or Dad



Map Point



Timeline Suggestion

## Characters

Canadian missionary Don Richardson, with his wife Carol, and several cannibal Sawi make up the cast of characters. Don and Carol, although they learn much about God's faithfulness and care for all his people, do not change much in the novel. They start off faithful and continue faithful. They are more static than dynamic. The Sawi, though, transform through the book, from darkness to light: they are very dynamic. Although Don, as author, tells the story, I rather think the protagonist is God himself, at work, with Don as a representative of his Lord.

## Point of View

Don writes much of the book in the first person, when he speaks of his own experiences. Other parts, though, are in the third person, when he writes about what the Sawi think and see, and how they act.

## Conflict

The conflict would be a character v. God conflict, except in the best way: God comes to a culture to transform it.

## Theme

God has a redemptive analogy waiting in every culture, to show people himself, to make the people the best, most full expression of themselves.

## 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.

... whose sad eyeholes gaped **vacuously** ... (*without contents; empty*)

... also as a **fetish** to ward off evil spirits (*an object regarded with awe as being the embodiment or habitation of a potent spirit or as having magical potency*)

Into the pierced **septum** of his nose ... (*a dividing wall, membrane*)

... completed the main **hierarchy** of his earthly possessions. (*any system of persons or things ranked one above another*)

... balancing perfectly on each **precarious** rung. (*dependent on circumstances beyond one's control; uncertain; unstable*)

... the same kind of **existential** suspense that formed a key ingredient of the Sawi legends ... (*pertaining to, or characteristic of*)

With a mighty **guttural** shout ... (*harsh; throaty*)

... bulging with **voracious** anticipation (*exceedingly eager or avid*)

... rock with laughter at each **oratorical** nuance the subject produced. (*of, pertaining to, or characteristic of the art of public speaking*)

It was an old Sawi expression, **terse** ... (*curt; abrupt*)

... the **elixir** of Sawi legends. (*the quintessence or absolute embodiment of anything*)

Deeply moved by her incessant repetition of this **plaintive** theme ... (*expressing sorrow or melancholy; mournful*)

Kautap's **dirge** filtered eastward ... (*a funeral song or tune, or one expressing mourning in commemoration of the dead*)

\* \* \*

**ocher:** the color of this, ranging from pale yellow to an orangish or reddish yellow.

**rattan:** tough stems of such palms.

**marsupial:** viviparous, nonplacental mammal.

**yaws:** a bacterial infection that creates skin lesions, which usually resolves itself in time; since Yae's wife died, I expect she was weakened via some other contagion as well.

## To Discuss After You Read

**Notes:** The book is autobiographical, in that the author writes of his own experiences in New Guinea. However, it is not an entire retelling of his life, a chronological account of what happened when. Rather, it is a subset of autobiography, called a memoir, in which the author tells about a specific part of his life. Thus, we get little of his wooing, little of his children, little of the day-to-day irritations of being a missionary in a foreign culture. Rather, we read of the horrors of the Sawi, and the transformation that occurs as a result of the message Richardson brought. In many ways, Richardson himself, though telling the story, is a minor character in the cultural transformation he witnesses.

Richardson's language is some of the richest descriptive language you'll read this year. The book is replete with passages like "Already polished to a bright ocher sheen by years of fond handling" (p. 18): enjoy the beauty of his Vocabulary .

As a homesteader, I think about Yae's six feet of teeth from hunting wild animals: amazing. Even with modern lights and rifles, a deer or two in the winter is a good addition to the larder. If each tooth averaged ½ inch, that's almost 150 wild animals Yae has killed, using stone tools. Impressive.

On p. 23, Richardson uses the "flashback," a literary device in which the events of the present suddenly cease, and a character remembers a past event. This is useful for allowing an author to jump right in to the action, without having to describe all the background first.

1. What are the advantages of a treehouse? ➔ *give an easy view of the surroundings, offer protection for the women and children during battles, the men can rain down arrows on their enemies on the ground*
2. Why was a peace treaty desirable? ➔ *more land would be opened to harvest sago if the two tribes stopped fighting; and possibly the two tribes could unite to fight their enemies; as founders of the treaty both men had a chance to gain prestige*
3. What is the purpose of saravon? ➔ *to reassure a guest and to give pause to anyone who might intend hostility*
4. What is the Sawi ideal of marriage? ➔ *to have five healthy wives*
5. How did Yao make restitution with his enemies? ➔ *he brought valuable trade goods to make restitution for the life he took*
6. What was the highest ideal of Sawi culture? ➔ *treachery; making friends with someone with the sole purpose of later betraying him*
7. What was considered a major milestone of Sawi life? ➔ *eating human flesh*
8. What is the answer to Kautap's beautiful dirge? ➔ *who can overcome the culture of vengeance and treachery? only God*

#### Timeline and Map Activities

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

Use the maps in the book's introduction to familiarize yourself with the following: *Kronkel River, Arafura Sea, and Hanai River*.

📍 Papua New Guinea ① (map 1)

**A Treasury of Poetry for Young People** | pp. 9–13

### Language Arts

#### Creative Expression | Literary Analysis Overview and Two Perspectives

##### Literary Analysis Overview

Please read the "Literary Analysis Overview," located in Section Three before you read this week's Creative Expression assignment.

**Note:** As we would like you to work on writing throughout the week, you will find that many assignments can not be completed on Day 1 when assigned. We do this so that you know what is coming as you read throughout the week. Plan to have the Creative Expression assignment due on Friday.

##### Two Perspectives

*Peace Child* tells the story of the encounter between two widely different cultures. In Chapter 4 the Sawi meet the

Tuans (white men), and we see their perspective of the white men. Notice the thoughts of the Sawi regarding very commonplace things, like a motor and Caucasian skin.

Think of an example in your life, or create one from your imagination, about the perspectives of two opposing people. The thoughts of two people before their cars crashed? The thoughts of master and pet while dog training? How you felt when your parents disciplined you for something you did (or did not) deserve?

Write a one page paper that demonstrates the "otherness" the parties experience. Write as either a back and forth description; or from one party's perspective. Can you convey not only both parties thoughts in your description but their emotions as well?

**Note to Mom or Dad:** This paper should challenge your students to describe two opposing sides equally. We imagine it won't be too difficult for them to describe something from the perspective they agree with, but what about from the opposite viewpoint? Touch base with them sometime this week to find out what they plan to describe and how they plan to do it. Help redirect them if you think their descriptions are too one-sided. If you can gain a sense of both sides of the situation they choose to describe, then they have successfully completed this assignment.

#### Spelling

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

#### Alternative Spelling

Our spelling program consists of 500 of the most commonly misspelled words in American English. Use it or ignore it at your pleasure.

One way to use these words:

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

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

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

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

#### Alternative Spelling | Pretest

**Words:** absence, academic, accept, access, cafeteria, calendar, campaign, dangerous, deceive, ecstasy, facilities, ignorance, pamphlet, pandemonium

**Optional: Wordly Wise 3000 Book 8** | Lesson 1A

## Day 2

### Literature

#### **Peace Child** | Chapters 3–4

##### Vocabulary

... the men of Haenam made **foray after foray** into Mauro and Esep territory ... (*a quick, sudden attack*)

... the forefathers of the Sawi had developed **rapport** with the spirits ... (*relation; connection, especially harmonious or sympathetic*)

... continued to **expostulate** on the strange wonders ... (*to demand, to claim*)

The first sight of a **flotilla** of Kayagar or Asmat war canoes ... (*a group moving together*)

... **reverberating** through the entire forest ... (*to reecho or resound*)

... Haenam emerging **furtively** from the bushes. (*sly; shifty*)

... in a most **ostentatious** manner ... (*of actions, manners, qualities intended to attract notice*)

... he would explain very **condescendingly** ... (*showing or implying a usually patronizing descent from dignity or superiority*)

... these were **tangible** trophies of their encounter ... (*having real substance*)

##### To Discuss After You Read

9. Can you figure out what the Sawi words describe on p. 39? ➔ *kapaks: axes; parangs: machetes; pisaus: knives; korapi: matches; sukurus: razors; rusi: mirrors; garam: salt; sabun: soap; obat: Western medicine, including shots and pills*
10. Why were the Sawi apprehensive about meeting a Tuan despite the obvious material benefits? ➔ *because they were unsure of what the supernatural repercussions might be*
11. What was the difference in work ability between the new steel axe and a hand-made stone axe? ➔ *the steel ax could fell a tree in four blows; it would require more than forty blows with a typical stone axe*
12. How had Hurip gotten his fine new axe? ➔ *he traded one his children for it*
13. What are your thoughts on the Sawi dwellings? ➔ *they must be constructed entirely of indigenous materials, which makes them free (no mortgage!); because the village simply moves when the dwellings start to fail, they have no maintenance (no job for pay!); the fact that they abandon their home and move on shows me that they have almost no possessions; in our situation, we have thousands of books; probably hundreds of items of cloth-*

*ing for all of us, in the different seasons; possibly dozens of toys; several "necessary" kitchen utensils: for a Westerner to move, it's a difficult prospect; for a Westerner to live, the house needs to be large enough not only for the people but for the myriad stuff; the Sawi were self-sufficient, although poor in material goods*

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

14. How big was the cultural gap between the Sawi and the Tuans? ➔ *equal to several thousand years of human development*
15. How did the Lord prepare the Sawi people for the coming missionaries' arrival? ➔ *they wanted a Tuan to come to their village for the gifts a Tuan would bring, and they had a good encounter with Dutch officials in a boat*

#### **A Treasury of Poetry for Young People** | p. 14

### Language Arts

#### **Creative Expression** | Literary Analysis Overview and Two Perspectives

#### **Alternative Spelling** | Write

**Words:** absence, academic, accept, access, cafeteria, calendar, campaign, dangerous, deceive, ecstasy, facilities, ignorance, pamphlet, pandemonium

## Day 3

### Literature

#### **Peace Child** | Chapter 5

##### Vocabulary

... from Galilee to the **miasmal** swamps ... (*pollutant atmosphere*)

... an extremely **mettlesome** message. (*spirited; courageous*)

##### To Discuss After You Read

16. How did men view their parents-in-law? ➔ *the parents-in-law were the most highly honored relationship—marriageable daughters were highly prized*
17. Why was the parents-in-law relationship more highly valued than even that of spouse or children? ➔ *should a wife or child die, the man could get another; should he damage a relationship with his parents-in-law, perhaps parents would no longer give their daughters in marriage; thus, to treat the in-laws with extreme care maintained the giving of daughters in marriage; hard to imagine, but it makes sense*

**Note:** As extremely unpleasant as the details of the wanness bind are, they come up later to serve a larger purpose. Keep reading!



**A Treasury of Poetry for Young People** | p. 15

## Language Arts

**Creative Expression** | Literary Analysis Overview and Two Perspectives**Alternative Spelling** | Write

**Words:** absence, academic, accept, access, cafeteria, calendar, campaign, dangerous, deceive, ecstasy, facilities, ignorance, pamphlet, pandemonium

**Optional: Wordly Wise 3000 Book 8** | Lesson 1B

## Day 4

## Literature

**Peace Child** | Chapters 6–7

## Vocabulary

... he epitomized the rugged **idealism** of the school. (*to represent things as they might or should be rather than as they are*)

... sweltering heat to sustain an **enervating** humidity. (*physically or mentally weakening*)

... veined with **turgid** streams ... (*swollen*)

I watched a fish cleave the **limpid** surface ... (*clear, transparent*)

Your Christian doctrine has never **scrupled** the conscience of my children. (*restraining force or inhibits certain actions*)

... my **indolence** ... (*the quality or state of being*)

... they had **rendezvoused** near the source ... (*a place designated for a meeting or assembling*)

... an experience completely beyond his **ken** ... (*knowledge, understanding, or cognizance*)

\* \* \*

**the Hague:** the seat of government, but not the capital, of the Netherlands.

**death adders:** highly venomous viper.

**taipans:** large, fast, highly venomous serpent.

**malaria:** a mosquito-borne disease that involves high fever, shaking chills, flu-like symptoms, and anemia.

**dysentery:** an inflammatory disorder of the intestine, especially of the colon, that results in severe diarrhea.

**filariasis:** a parasitic and infectious tropical disease, caused by thread-like filarial nematodes (roundworms).

**hepatitis:** inflammation of the liver.

## To Discuss After You Read

**Notes:** The beginning of today's reading, again, drops the reader right into the action, with the vibrant description of the angular Englishman. Think how much interesting the start is than "The elderly man held onto the pulpit as he spoke to the congregation."

If you're considering a life spent in missions, Prairie Bible Institute still trains students. Keep it in mind.

18. Think about the qualifications of the students at Prairie Bible Institute: "Unwavering faith, self-denial, and an intimate communion with God" (p. 69). What do these mean? Do you have them, too? ➔ *unwavering faith: trust that God is sovereign, and works on the behalf of men; self-denial: willingly accepting a lower quality of life than we might otherwise have, not indulging in instant gratification; intimate communion with God: prayer, seeking God's will*
19. What changes came to the Netherlands New Guinea as a result of the missionaries? ➔ *people turned from savagery and superstition, peace came to their society, education prepared them to meet the world, doctors and nurses eradicated yaws, and brought new health*
20. Incredibly, how many of the "stone-agers" followed God in the first decades of evangelism? ➔ *over 41%: 125,000 out of 300,000*  
  
Don describes the call of God thus: "it seemed to me that God had suddenly come among us with a plan, looking for the people He would use to make that plan come to fruition" (pp. 86-87). This echoes Colossians 1:9, where Paul prays for the people, that the Lord will make known the mystery of his will. God has proven faithful for my family in his guidance. May he prove faithful for you, too, and may you follow, "Guided by the peace of God" (p. 75).
21. When the, in many ways rightful, voice of doubt comes to Don, what does he realize? ➔ *God created the swamp and jungle, and its inhabitants, just as he created Canada and Caucasians; he is God and Father of all, and goes with his people into darkness*
22. What little miracle did God do for Don? ➔ *he brought 40 Sawis into the open, at just the right moment, so Don could make contact*  
  
"God is excited and we, like children, are getting excited along with our Parent's contagious joy!" (p. 91). It is exciting to think that God himself feels excited at the advancing of his kingdom.
23. Why did Don pick the location for his home that he did? ➔ *the straight river would be a good landing site for a water-plane, the location seemed to be in the middle of a large population of Sawi, he recognized that God was in control even though Satan had had power there for a long time*
24. What were the implications to Hadi of accepting the missionaries' invitation? ➔ *he would be taking a risk by*

going with these strange foreigners that he knew very little about; they would be traveling into the region of dreaded Asmat cannibals; but if he returned safely he would have great prestige among his own people

#### Timeline and Map Activities

🕒 **Don Richardson (1935–present)**

📍 India ❶; Nepal ❷; Congo ❸; Borneo ❹; Peru ❺  
(map 2)

**A Treasury of Poetry for Young People** | pp. 16–17

#### Language Arts

**Creative Expression** | Literary Analysis Overview and Two Perspectives

**Alternative Spelling** | Sentences

**Words:** absence, academic, accept, access, cafeteria, calendar, campaign, dangerous, deceive, ecstasy, facilities, ignorance, pamphlet, pandemonium

#### Day 5

#### Literature

**Peace Child** | Chapters 8–9

#### Vocabulary

They had obviously **surmised** ... (*conjecture or opinion*)

Still other canoes joined our **entourage** ... (*a group of*)

Linguistic change had **obliterated** the original mother tongue ... (*to remove or destroy all traces of*)

... quelling instantly the **tumult** of disquieted warriors. (*violent and noisy commotion or disturbance*)

... his black eyes pleading **inexorably**. (*unyielding; unalterable*)

... warbling **denizens** in the teeming attics of the forest. (*an inhabitant; resident*)

... brought forth a swelling opus of sound as **opulent** as the dawn-glow itself. (*abundant, plentiful*)

#### To Discuss After You Read

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

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

#### Language Arts

**Creative Expression** | Literary Analysis Overview and Two Perspectives

**Alternative Spelling** | Posttest

**Words:** absence, academic, accept, access, cafeteria, calendar, campaign, dangerous, deceive, ecstasy, facilities, ignorance, pamphlet, pandemonium

**Optional: Wordly Wise 3000 Book 8** | Lesson 1C ■



## 130 LITERATURE/LANGUAGE ARTS

## WEEK 2

## SCHEDULE

Date:	Day 1 <sup>6</sup>	Day 2 <sup>7</sup>	Day 3 <sup>8</sup>	Day 4 <sup>9</sup>	Day 5 <sup>10</sup>
<b>Literature</b>					
<i>Peace Child</i>	chaps. 10–12	chaps. 13–15	chaps. 16–17	chaps. 18–19	chaps. 20–22
<i>A Treasury of Poetry for Young People</i>	p. 18	p. 19	pp. 20–21	pp. 22–23	p. 24
<b>Language Arts</b>					
<b>Creative Expression</b>	A Tough Testimony				
<b>Spelling</b>					
<b>Alternative Spelling</b>	Pretest	Write	Write	Sentences	Posttest
<b>Optional:</b> <i>Wordly Wise 3000 Book 8</i>	Lesson 1D		Lesson 1E		Lesson 2A
<b>Optional:</b> <i>Analogies 1</i>				pp. 1–3	pp. 4–6
<b>Other Notes</b>					

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## Day 1

## Literature

***Peace Child*** | Chapters 10–12

## Vocabulary

... **impelling** our narrow craft across mile after sweltering mile ... (*cause to move onward; propel; impart motion to*)

A **puckish** face looked up in awe ... (*mischievous; impish*)

... a heavy **fusillade** of drumbeating ... (*general discharge or outpouring*)

... erupted in a **paroxysm** of wild shouting ... (*any sudden, violent outburst*)

... an eerie **nimbus** of soft light ... (*a cloud, aura, atmosphere surrounding a person or thing*)

## To Discuss After You Read

In the way that Stephen trusts his parents so fully, and delights in the place they have brought him, I hope I may trust the Lord so fully, delighting in where God has brought me. How about you?

1. Why could Carol's first meeting with the Sawi have been intimidating? ➡ *200 strange armed warriors stood on shore in front of their wives and children*
2. Why did the Sawi paint their bodies and dance when Don arrived with Carol and Stephen at their new home? ➡ *it was their way, culturally appropriate, of welcoming the missionaries, done for the pleasure of the new inhabitants*

When Carol says, "I'm not afraid. I feel so different, as if God has given me new emotional responses to enable me to live here" (p. 122), I think that's been the reality of my life, too (though maybe not so fully as for her), and the reality of the people around me (when my sister's child died,



for example: the Lord gave her the peace to deal with it right before it happened, and in the days that followed). I am so thankful that the Lord gives his people all that they need.

3. Why did the light of the kerosene pressure lamp scare the Sawi away? ➔ *because it was much brighter than any light they had; it lit up the whole house and the Sawi thought it might be some sort of supernatural manifestation*
4. What did the Sawi gather for food? ➔ *pork, sago, fish, shrimp, elephant grass cores, leaves, fruit, beetle grubs, snakes, birds, frogs, lizards*
5. What are your thoughts about the foods Hato and family gather? ➔ *while they don't sound terribly appetizing to me personally, I am astonished that they can feed themselves quite well from the bounty around them, simply by gathering, like the bees or the birds: they don't cultivate, they don't husband flocks, yet they have vegetables and protein without much effort*
6. Describe some of the differences between the two cultures. ➔ *Don: all the new mechanical things, the peace of God; the Sawi: the warlike dress, the emotional drumming and dance, the signs of bloodthirstiness*

### A Treasury of Poetry for Young People | p. 18

#### Language Arts

#### Creative Expression | A Tough Testimony

I had read *Peace Child* before having children, and I liked it well enough. Having had children, though, the idea of a 13-day-old baby, his mother, and the toddler all almost drowning: this was such a heavy price to pay, I put the book aside and wept for a bit. To move to such a primitive area without others to talk to counts as a cost.

Following God is costly. Worth it, certainly, but costly. Talk to your parents about some of the cost of following God. Or perhaps you have an example already from your own life. (For myself, I know financially there have been costs; physically, there have been costs; emotionally, there have been costs.)

Write your family's cost of following Jesus as a one or more page paper. Record specific examples. Close with your response. I pray you've found that Jesus is worthy of that cost.

**Note to Mom or Dad:** Take some time to think about the cost that following Jesus has had on your family before you have this discussion with your students. If you truly struggle to come up with many costs, consider counting the ways God has blessed your family for your faithfulness instead. Or consider asking your students to compile both lists in their paper. "It has been costly for our family, but we are so richly blessed because..." Be sure your students close with their thoughts about their personal journey as a part of your family as you follow Jesus together.

### Alternative Spelling | Pretest

**Words:** insistence, instructor, committee, companies, apparently, actual, lieutenant, conceive, liveliest, maneuver, athletic, whole, wholly, handicapped

**Optional: Wordly Wise 3000 Book 8 | Lesson 1D**

## Day 2

### Literature

#### Peace Child | Chapters 13–15

##### Vocabulary

I could feel **charisma** from God rushing through me. (a divinely conferred gift or power)

I was **suffused** with joy. (overspread)

... fearing he had unwittingly committed some dark **impropriety** ... (an erroneous or unsuitable expression, act)

The **nirvana** of total communication looked a little closer. (a place or state characterized by freedom from pain, worry)

... **transistorized** description is its goal. (to equip with or convert to)

... a race of pedantist-philosopher types obsessed with **fastidious** concern for handling masses of detail efficiently. (excessively particular, critical, or demanding; hard to please)

From **hoary** history ... (ancient or venerable)

\* \* \*

**dengue:** viral disease transmitted by mosquitoes.

**Parthenon:** an enduring symbol of ancient Greece, and one of the world's great cultural monuments.

**Areopagus:** Mars Hill, where Paul proclaimed the Word of God to the Athenians.

##### To Discuss After You Read

7. Why was Don hesitant to act as peacemaker and why did he decide to do it anyway? ➔ *he, rightfully, feared for his life, but did not want to set a precedent of non-involvement, and he remembered that blessed are the peacemakers: peacemaking is one of his tasks*
8. How did it come about that three entire villages took up residence surrounding the Richardsons? ➔ *because Don had built his home on Kamur land, and had made first contact with Haenam and Yohwi, they all claimed the right to live next to the missionaries. The novelty and prestige was enough of an incentive to induce them to try to get along*

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

Although Don passes over this lightly, notice the few pages about bugs, bats, and lizards. If you have ever been camping, you may have experienced the hordes of mosquitos that sometimes come around and make life miserable. Now imagine that that camping is your way of life; that you also fight lizards in the house and spiders, except maybe the spiders are on your side? The basic irritation of finding good food destroyed by voracious rats is minor compared to potentially lethal interactions with cannibals, but can be a strong irritation nonetheless. The life they led was not for the soft.

10. Why would a Sawi father kill a twin at birth? ➔ *the Sawi believed that the second twin born was actually an evil spirit trying to invade the community by impersonating a truly human child and being born along with it*
11. How did Don learn the language? ➔ *the fastest way possible: he spent ten hours a day with the Sawi language: he listened and asked questions, accompanied the Sawi as they went about their hunting and hung out in the manhouse, analyzed their sentence structure; ten hours a day is a tremendous amount of time to learn a language: I'm sure he picked it up quickly*
12. What were the two presuppositions Don shared with the Sawi? ➔ *belief in a supernatural world and the importance of interaction between that supernatural world and men*
13. Why did the Sawi think that Judas Iscariot was the true hero in the story of Jesus' crucifixion? ➔ *because they idealized treachery as a virtue, a goal of life*
14. Do you see anything wrong with the "schooling" method of sharing the gospel? ➔ *part of it seems brilliant to me: allow the children, while they have their lives ahead of them, to grow into a knowledge of God; part seems too dismissive of the parents, as if they don't count, and even a bit disrespectful, to teach children something the parents dislike or don't believe; on balance, I think training children is a good part of transforming a culture, but should not be the first or only task*
15. Why did Don not want to resort to the "schooling" method? ➔ *he felt that if the gospel could not win these men, it was not the message it claimed to be*
16. What is a redemptive analogy? ➔ *a visual picture from a people group's history that demonstrates the gospel*

**A Treasury of Poetry for Young People** | p. 19

## Language Arts

### Creative Expression | A Tough Testimony

#### Alternative Spelling | Write

**Words:** insistence, instructor, committee, companies, apparently, actual, lieutenant, conceive, liveliest, maneuver, athletic, whole, wholly, handicapped

## Day 3

## Literature

### Peace Child | Chapters 16–17

#### Vocabulary

... a vain attempt to **assuage** her grief. (*to make milder or less severe; relieve; ease; mitigate*)

\* \* \*

**Conradian despair:** from Joseph Conrad's *Heart of Darkness*, in which a "civilized" man who goes to the natives turns violent and evil, and eventually wishes to "Exterminate all the brutes."

#### To Discuss After You Read

17. How is Sawi child-training different than child-training in your home? ➔ *they train and praise their children to ignore parental orders, whereas I train my children to obey me, but also to have wisdom in what they obey; temper tantrums never produce the desired outcome, compared with the Sawi, which encourage more violent tantrums; should a parent actually physically discipline, the child strikes back; if a child strikes a parent in my house, that is not tolerated; the Sawi train their children to violence and revenge, and I train my children to peace; we work in opposite ways*
18. Earlier in this book, we learn that Hurip traded a child for an axe (p. 41), which made me wonder a bit if the people lacked natural feeling for their children (I would never trade a child for a car, or a space shuttle, or some other outlandish or expensive tool). From today's reading, though, what makes it clear that the people loved their children? ➔ *how difficult it was for anyone to give up a child for adoption into the enemy culture*
19. In the Sawi culture what was the only way to guarantee peace? ➔ *to give a "peace child" to the enemy; if a man would actually give his own son to his enemies, that man could be trusted*
20. After the peace child was given what did the peace depend on? ➔ *the continuing life of the peace child; if the peace child died the agreement was cancelled*

**A Treasury of Poetry for Young People** | pp. 20–21

## Language Arts

### Creative Expression | A Tough Testimony

#### Alternative Spelling | Write

**Words:** insistence, instructor, committee, companies, apparently, actual, lieutenant, conceive, liveliest, maneuver, athletic, whole, wholly, handicapped

**Optional:** *Wordly Wise 3000 Book 8* | Lesson 1E

## Day 4

### Literature

#### **Peace Child** | Chapters 18–19

##### Vocabulary

... followed by bitter **recriminations** ... (to bring a counter-charge against an accuser)

##### To Discuss After You Read

21. What was the method of setting disputes after the peace child had been given? ➔ to “plead the peace child”; to remind the enemy that because the peace child was living there could be no fighting
22. How was Don finally able to help the Sawi see who Jesus is? ➔ he told them that Jesus was God’s peace child. When they understood that, Judas Iscariot was no longer their hero. To betray a peace child was the worst thing anyone could do
23. What cultural difference did Hato experience with the Kayagar? ➔ the Kayagar had a different understanding of how to treat the peace child: in order to protect the peace, they ate the child, so the baby would be part of them all and would not die
24. What was the main reason the Sawi reluctant to accept the gospel? ➔ fear of unfavorable reaction from the demon world
25. Are all traitors heroes to the Sawi? ➔ not those who are traitors to a peace child: that’s the worst thing anyone could do
26. Besides the Gospel, what other teaching does Don hope to accomplish? ➔ teach the Sawi how to choose the good in the midst of unprecedented cultural change, to give them needed ethics to survive and thrive in a modern culture, not just to survive in their primitive culture

Although I know that God keeps the family safe, the overturned dugout in crocodile infested waters, with the near drowning of an infant and toddler, makes me almost panic. And yet, God did keep them safe. Was that horrific moment worth the outcome? I think Don would say it was. Could I say it? Could you? May the Lord increase our faith!

27. When Don says, “The ascendancy of the second pillar had begun” (p. 197), what is he referring to? ➔ in Sawi culture, there were two pillars: 1) a total idealization of violence, including treachery, and the wanness bind, which was in play before Don came; and 2) the peace child, which became the Peace Child

**A Treasury of Poetry for Young People** | pp. 22–23

## Language Arts

### Creative Expression | A Tough Testimony

#### Alternative Spelling | Sentences

**Words:** insistence, instructor, committee, companies, apparently, actual, lieutenant, conceive, liveliest, maneuver, athletic, whole, wholly, handicapped

**Optional:** *Analogies 1* | pp. 1–3

## Day 5

### Literature

#### **Peace Child** | Chapters 20–22

##### Vocabulary

... wailing **frenetically**. (frantic; frenzied)

##### To Discuss After You Read

28. What caused Hato to be willing to accept “the Peace Child of God”? ➔ he witnessed the near drowning of Don’s sons, and saw how Don was able to trust God and have peace even in the midst of such a trauma; Hato reasoned that God could protect him, too
  29. “From now on, any Sawi who rejected Christ would see himself not as denying an alien concept, but rather as rejecting the Fulfiller of the best in his own culture” (p. 199). Does this hold true in our culture, too? ➔ while I think those who follow Christ become more themselves, I think American culture values liberty as the highest good, and since believers become “the servant of God,” I don’t think it’s as strong a connection in our culture
- Have you experienced the heart-sinking despair when it seems the Lord is far from you? I like Don’s picture, of pressing into the Lord, until He breathed courage into the disheartened man.
30. What challenge does Don give the people? ➔ God is more powerful than evil spirits and will prove it by raising a dead man
  31. What miracle encourages many to believe? ➔ Warahai’s “resurrection” from the dead

**A Treasury of Poetry for Young People** | p. 24

**Creative Expression** | A Tough Testimony

**Alternative Spelling** | Posttest

**Words:** insistence, instructor, committee, companies, apparently, actual, lieutenant, conceive, liveliest, maneuver, athletic, whole, wholly, handicapped

**Optional:** *Wordly Wise 3000 Book 8* | Lesson 2A

**Optional:** *Analogies 1* | pp. 4–6 ■



## 130 LITERATURE/LANGUAGE ARTS

## WEEK 3

## SCHEDULE

Date:	Day 1 <sup>11</sup>	Day 2 <sup>12</sup>	Day 3 <sup>13</sup>	Day 4 <sup>14</sup>	Day 5 <sup>15</sup>
<b>Literature</b>					
<i>Peace Child</i>	chaps. 23–24	chap. 25 and Author's Postscript			
<i>Stink Alley</i>			chaps. 1–2 🌐	chaps. 3–4	chaps. 5–6
<i>A Treasury of Poetry for Young People</i>	p. 25	pp. 26–27	p. 28	p. 29	pp. 30–31
<b>Language Arts</b>					
<b>Creative Expression</b>	A Place to Belong				
<b>Spelling</b>					
<b>Alternative Spelling</b>	Pretest	Write	Write	Sentences	Posttest
<b>Optional:</b> <i>Wordly Wise 3000 Book 8</i>	Lesson 2B		Lesson 2C		Lesson 2D
<b>Optional:</b> <i>Analogies 1</i>	pp. 7–8 word pairs 1–12				
<b>Other Notes</b>					

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## Day 1

## Literature

*Peace Child* | Chapters 23–24

## Vocabulary

... to coerce an eventual **abrogation** of death itself? (to abolish by formal or official means)

## To Discuss After You Read

1. What, according to the Sawi, did the ceremony “touching the stench” accomplish? ➔ *as man reaches the fullest measure of sorrow, the words of regeneration may come more quickly*
2. Why was *gefam ason* no longer necessary for the Christian Sawi? ➔ *the extreme humiliation that we feel is*

*necessary to appease a deity was experienced by Jesus for all time; those who follow him take his shame, and live at peace with God*

I’m amazed that the Lord allowed Don to witness the exact culturally appropriate action in order to prevent bloodshed on Christmas. He gives all we need.

3. How does Don use the Christmas ceremony to encourage the faith of the Sawi? ➔ *as Jesus conquered death through his humiliation, we have hope of regeneration*
4. Why was it no longer necessary for the Sawi to exchange peace children to have peace with their enemies? ➔ *because God had given the perfect Peace Child who is still living*

*A Treasury of Poetry for Young People* | p. 25

**Creative Expression** | A Place to Belong

Through the pages of *Stink Alley*, the pilgrims' search for a place where they belong. They struggle with the Dutch culture, which is too lax morally for most of them.

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

Write a one-page paper addressing these questions. There are no particular rules for this assignment regarding format. If you want to describe the place you've found where you belong, feel free. If you want to persuade the reader of a certain opinion on these topics, go for it. If you want to simply tell a story (a narrative) about a person (maybe you?) who has struggled with these issues, be creative and do it.

If you want to be more formal, explain your views and how you came to hold them, including references to support (Scripture, etc.) as well as comparisons/contrasts to the characters and events in *Stink Alley*.

If you're having any difficulty getting started, begin by simply outlining some simple answers to the questions above. Then think about how you would tie those separate answers into a cohesive whole that tells the reader about your views.

Your main goal is to clearly communicate—in whatever form or format you desire—how you feel about this topic in a short, focused paper. Good luck!

**Note to Mom or Dad:** This week your children have been given a free hand to decide how they'd like to communicate their views on this assignment. Allow them room for their creativity to blossom, but if they need it, feel free to offer a little direction or ideas of what they could write about from their personal life that you think would help them engage with this assignment.

If they have trouble getting started, talk with them about worldly content that's prevalent in today's media, either on television or online. How does it affect them? Do they have friends who aren't Christians? Ask them to describe their relationship. Have they found a way to be "in" the world but not "of" it? Have them describe their thoughts. As you evaluate their papers, look for clear, concise communication of their opinion.

**Alternative Spelling** | Pretest

**Words:** beginning, celebrate, loyalty, meant, practically, playwright, formally, formerly, proceed, sorrowful, susceptible, eloquently, punctuation, qualities

**Optional: Wordly Wise 3000 Book 8** | Lesson 2B

**Optional: Analogies 1** | pp. 7–8 word pairs 1–12

## Day 2

## Literature

**Peace Child** | Chapter 25 and Author's Postscript

## To Discuss After You Read

- How can we respond when we are tempted to do evil? ➔ *if the Peace Child was dead, we would be free to do evil, but the Peace Child lives, and His hand is strong*
- Why do the Sawi not need to exchange peace children anymore? ➔ *the Peace Child of God is enough for them*
- On the last page Don mentions several redemptive analogies that God has used over the ages to prepare people for hearing and receiving the gospel. Which of these are you familiar with?

**A Treasury of Poetry for Young People** | pp. 26–27

## Language Arts

**Creative Expression** | A Place to Belong**Alternative Spelling** | Write

**Words:** beginning, celebrate, loyalty, meant, practically, playwright, formally, formerly, proceed, sorrowful, susceptible, eloquently, punctuation, qualities

## Day 3

## Literature

**Stink Alley** | Chapters 1–2

## Overview

Set in 1614 Holland, *Stink Alley* follows young Lizzy Tinker, a foster daughter of Master William Brewster, leader of the Pilgrims. When the austere English Pilgrims fled from England to Leiden to worship freely, they found the Dutch way of life too carefree and easygoing. Brewster, in danger of his life from English spies, needs to decide where to lead his people, or whether to stay put. Lizzy ends up serving in the wealthy home of young Rembrandt, and stays in Holland when the Pilgrims leave.

## Setting

1614 in Leiden, Netherlands.

## Characters

Lizzy Tinker tries to decide if she identifies most as a Pilgrim or an easy-going Dutch; this growth, this need for decision, marks her as a dynamic character (changing).



**Point of View**

Told from the perspective of the third person limited: the narrator does not know everything that every character is thinking.

**Conflict**

The central conflict is character v. self, as Lizzy struggles to identify where she belongs.

**Theme**

The Pilgrims' struggle with where they belong, even as Lizzy struggles with where she belongs.

**Vocabulary**

**windmills:** a tower with large arms or fans that are turned by the wind, which then turn the gears in machine that perform a variety of functions. The oldest mills were used to grind grain or pump water but most modern day windmills, called wind turbines, generate electricity.

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

**peat:** partially decayed plants, which produce a wet, rich soil often referred to as wetlands, bogs, moors, or mires.

**doublet:** a close-fitting, buttoned jacket worn by men in medieval times.

**To Discuss After You Read**

- In the book, when Dutch boys turn six, what kind of party do their parents give and why? ➔ *it is called a "breeching celebration"; it is to celebrate when boys put away skirts to wear big boys' breeches or pants*
- Where did Lizzy and the Separatists originally come from and why did they leave? ➔ *she and more than fifty other religious Separatists left Scrooby, in Nottingham, England. They came to Holland so they wouldn't be forced to worship in the Church of England. They broke two laws when they came to Holland—first, they broke the English law that required them to attend the king's authorized church, and the other when they left the country without the king's permission*
- Holland has a history of being a refuge for refugees. Is Holland such a place for the Separatists? ➔ *yes*
- Describe Leiden. ➔ *it is a city of many canals and rivers and thus many bridges, with tall gabled houses, and many trees*
- What do fullers do? ➔ *they set the dye in woolen textiles by using their feet to knead the textiles in urine water*

- Do the folks from Scrooby do work in the Netherlands that is similar to what they did in England? Why or why not? ➔ *no, many had been farmers, but the Dutch have no land to spare, so they have to do other things*
- Why did the Separatists follow William Brewster to Holland? ➔ *Master Brewster was well-educated as a graduate of Cambridge University; he came from a wealthy background—as the master of the estate in Scrooby, and he was of the strong opinion that people did not need the bishops of the Church of England to tell them what to do*
- What is special about the bread from the Blaeus' bakery? ➔ *they use wood as fuel rather than smelly peat*

**Timeline and Map Activities**

- 📍 Leiden, Netherlands ❶; Scrooby, England ❷ (map 1)  
 📍 Jamestown ❶; Amsterdam ❷; Holland ❸; Rhine River ❹; The Indies ❺; Brazil ❻; Norway ❼ (map 2)

**A Treasury of Poetry for Young People | p. 28****Language Arts****Creative Expression | A Place to Belong****Alternative Spelling | Write**

**Words:** beginning, celebrate, loyalty, meant, practically, playwright, formally, formerly, proceed, sorrowful, susceptible, eloquently, punctuation, qualities

**Optional: Wordly Wise 3000 Book 8 | Lesson 2C****Day 4****Literature****Stink Alley | Chapters 3–4****Vocabulary**

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

**ramparts:** fortifications built from embankments with parapets (low protective walls) added on top.

**To Discuss After You Read**

- Is the Brewster household an easy place to live? Why or why not? ➔ *no; Master Brewster has strict rules, high standards, is firmly committed to the concept that children are born in sin, and does not compliment a person just because he works hard*
- The Brewster children are named Love, Wrestling, Patience, and Fear. Why do you think they were given such names? ➔ *if parents name their children based on*

what they value (my given name, Amy Joy, was given as the first two fruits of the Spirit: Amy/beloved/love joy), then “Love” is obvious: what we should most desire; “Wrestling” is a bit harder, but if “Israel” means “God wrestler,” perhaps that’s where that comes from, from the Patriarch; perhaps it’s just a reflection of the frustration the Brewster’s were feeling in their life; “Patience” would be another fruit of the Spirit; “Fear” is a hard one: I suppose it’s from “The fear of the Lord is the beginning of wisdom,” but I really would have preferred the name “Wisdom” or “Sophia” then; in any case, the family is certainly religious!

18. Does Lizzy have many clothes? ➡ *no, she wears pretty much all she owns*
19. Do all the Separatists work? ➡ *they are all expected to work!*
20. For what do the Dutch use windmills? ➡ *to turn grindstones to grind the malt to make stout Dutch beer*

### A Treasury of Poetry for Young People | p. 29

#### Language Arts

#### Creative Expression | A Place to Belong

#### Alternative Spelling | Sentences

**Words:** beginning, celebrate, loyalty, meant, practically, playwright, formally, formerly, proceed, sorrowful, susceptible, eloquently, punctuation, qualities

## Day 5

### Literature

#### Stink Alley | Chapters 5–6

#### To Discuss After You Read

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

22. How does the miller control the speed of the sails of the windmill? ➡ *he uses a large crank to rotate the entire mill around a central post to aim the mill into the wind*
23. Describe the manor at Scrooby as Lizzy remembers it. ➡ *it was a large manor where kings had stayed; it had forty rooms, a chapel, dog kennels, a brewhouse, a bakehouse, fish ponds, a dovecote, a moat, and was surrounded by a forest*
24. Why did the Separatists think it is important for boys to be able to read and write? ➡ *primarily so they can read the Bible*
25. Why do the Separatists encourage their children to learn Dutch? ➡ *to settle well in Holland, and to be able to share their beliefs with the Dutch*

### A Treasury of Poetry for Young People | pp. 30–31

#### Language Arts

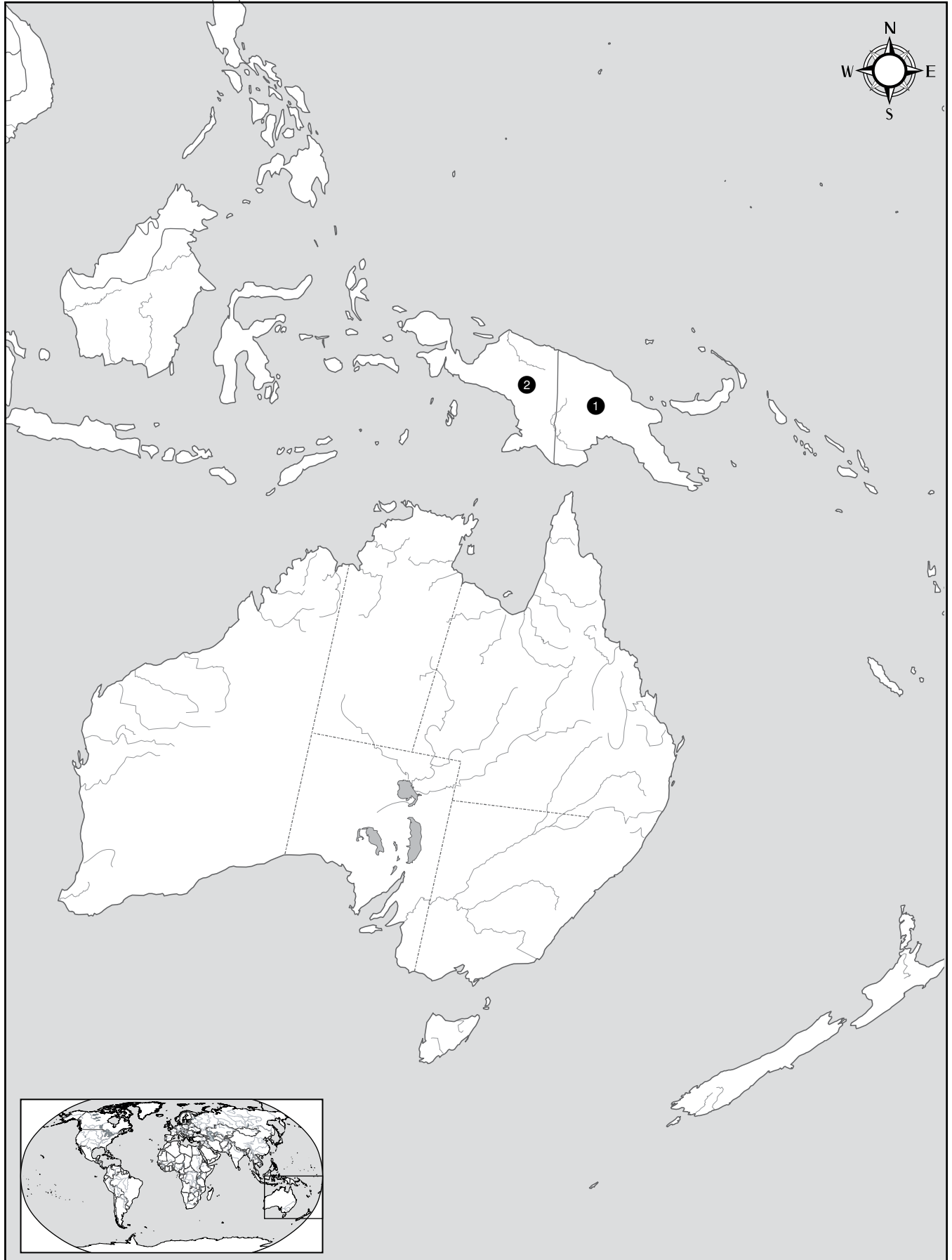
#### Creative Expression | A Place to Belong

#### Alternative Spelling | Posttest

**Words:** beginning, celebrate, loyalty, meant, practically, playwright, formally, formerly, proceed, sorrowful, susceptible, eloquently, punctuation, qualities

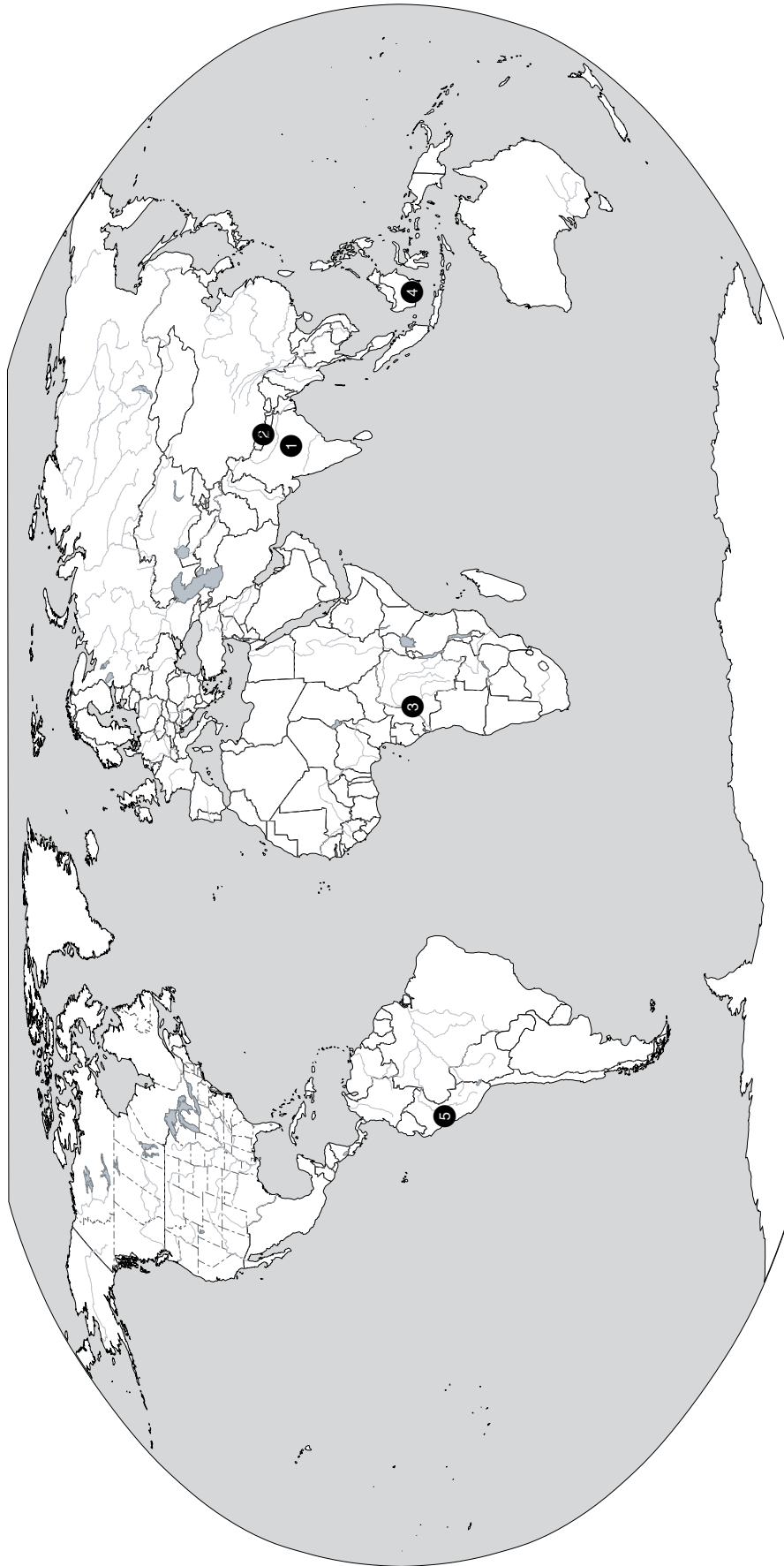
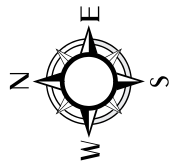
**Optional:** *Wordly Wise 3000 Book 8* | Lesson 2D ■

## Peace Child—Map 1



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## Peace Child—Map 2



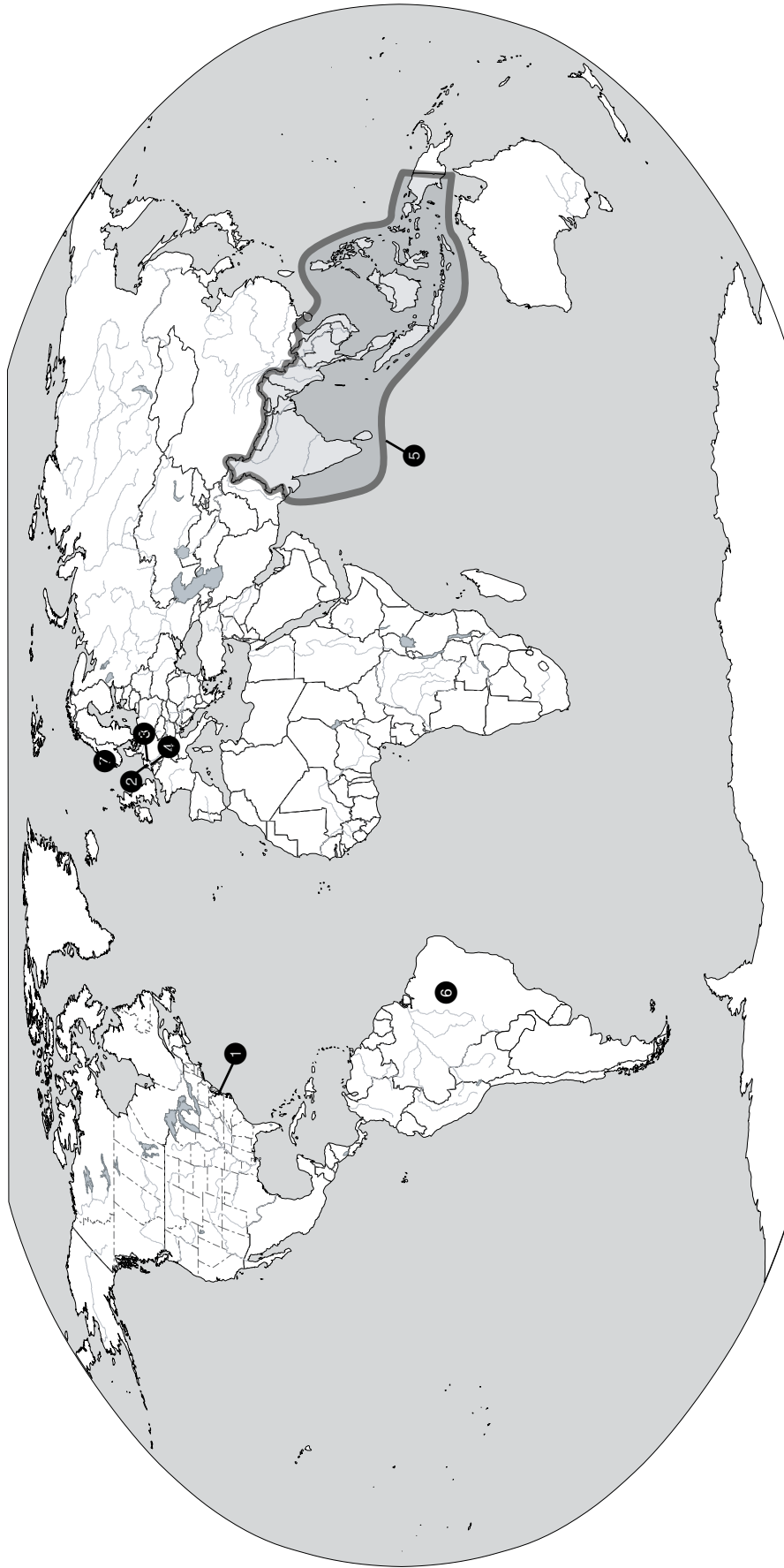
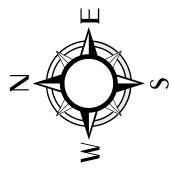
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## Stink Alley—Map 1



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## Stink Alley—Map 2



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<b>“American Historical Literature”—Scope and Sequence: Schedule for Topics and Skills</b>			
<b>Weeks</b>	<b>Alternative Spelling</b>	<b>Creative Expression</b>	<b>Geography</b>
1	absence, academic, accept, access, cafeteria, calendar, campaign, dangerous, deceive, ecstasy, facilities, ignorance, pamphlet, pandemonium	Perspective	<i>Papua New Guinea; Irian Jaya; India; Nepal; Congo; Borneo; Peru</i>
2	insistence, instructor, committee, companies, apparently, actual, lieutenant, conceive, liveliest, maneuver, athletic, whole, wholly, handicapped	Spiritual Testimony	
3	beginning, celebrate, loyalty, meant, practically, playwright, formally, formerly, proceed, sorrowful, susceptible, eloquently, punctuation, qualities	Position Paper	<i>Leiden, Netherlands; Scooby, England; Holland; Rhine River; Jamestown; Amsterdam; The Indies; Brazil; Norway</i>
4	author, deficient, enormous, stationary, stationery, transferred, wherever, principal, principle, receipt, receive, indispensable, religion	SAT Practice	
5	sophomore, doctor, adolescent, autumn, becoming, especially, jealousy, inauguration, eventually, valleys, cemetery, affect, effect, sovereignty	Self Analysis	
6	accompanying, accomplishment, according, bachelor, capital, carrying, drunkenness, extravagant, existence, safety, waive, wave, yacht	Persuasive paper	<i>The Gold Coast; Africa; Atlantic Ocean; Boston, MA; Woburn, MA; Keene; Jaffrey; Monadnock Mountain</i>
7	awkward, auxiliary, business, cylinder, curriculum, dormitories, its, it's ("It is" is contracted to it's; its is the possessive of it.), kindergarten, magnificent, obstacle, pantomime, realize	Publish a newspaper	<i>Pennsylvania; Fort McCord; Turtle Creek; Allegheny River; Monongahela River; Fort Duquesne; Ohio River</i>
8	zinc, usual, separate, discuss, rivalry, believing, sandwich, wrench, beneficial, volume, vacuum, satisfaction, righteous, audience, breath, breathe ("Breathe on me, breath of God...")	Publish a newspaper (cont.)	<i>Genesee Town; Allegheny River; Presque Isle; Venango; Fort Niagara; Quebec; Virginia</i>
9	enough, attack, increase, congratulations, zenith, intellectual, intelligent, license, attitude, witnessed, suspense, loneliness, peculiarities, attendance, wonderful	Publish a newspaper (cont.)	<i>Susquehanna River; Fort Ontario</i>
10	interpretation, among, irrelevant, judgment ("In my judgment, you're wrong."), labeled, decidedly, ascend, alphabet, emptiness, handkerchief, leisurely, numerous, omit, omitted, phenomenon	Character analysis	<i>Nantucket; Richmond, Virginia; Indiana; Jamestown; North Carolina</i>
11	further, farther ("You can travel farther or further, but you can only further a cause; you can't farther it."), condemn, compel, undoubtedly, advantageous, metropolitan, aisle, allot ("Will you please allot me those towels?"), a lot ("What a lot of towels there are!"), all right ("Everything's going to be all right. Things will never be 'alright'—there's no such word!"), edition, tenant, opportunities, procedure, rhythm	Book report	<i>Havana, Cuba</i>
12	genuine, contempt, indictment, appearance, choose, chose, chosen, view, convenience, February, continuous	Translate colloquial speech into familiar language	<i>St. Petersburg, Missouri; Mississippi River</i>
13	chauffeur, incredible, coincidence, distinguished, dominant, already, all ready ("Are we all ready already?"), exaggerating, exceed, huge, humiliate, immediately, haughtiness, altogether ("Altogether, there were more than 30 people at the party."), all together ("We make a wonderful group when we are all together.")	Epitaph	<i>Jackson Island, Illinois</i>
14	strenuous, activities, diminish, typical, succeeding, controlled, disastrous, everybody, shining, shoulder, emigrate ("To emigrate means to leave a country or region to settle in a new one."), immigrate ("To immigrate means to enter a country in order to settle there."), emphasize, fascinating, foreign, initiative	Critical analysis of setting	
15	referred, connoisseur, thoroughly, previous, regrettable, supervisor, suppose, twelfth, twentieth, writing, yield, advertisement, advice, conscience ("Doesn't your conscience bother you when you do those things?"), conscious ("I am conscious of having done nothing wrong."), enemies	Hooks	<i>Lake Erie; Toronto</i>

## “American Historical Literature”—Scope and Sequence: Schedule for Topics and Skills (continued)

<b>Weeks</b>	<b>Alternative Spelling</b>	<b>Creative Expression</b>	<b>Geography</b>
16	contemporary, descendant, exhausted, exhibit, exhilarate, probably, foreword (“Will you please write the foreword to my book?”), forward (“Move forward slowly.”), grievous, dependent, guarantee, intolerance, introductory, invariable, reference	Critical analysis of conflict and point of view	<i>Michigan; Pittsburgh; Arkansas; North Carolina; Chatham</i>
17	gaiety, exercise, discoveries, faithfulness, gauge, familiar, veteran, restaurant, supersede, grandeur, suspicious, families, goggles, syllable, ventilate	SAT Practice	
18	mathematics, theories, considerable, piece (“May I have a piece of that peach pie, please?”), peace (“They all cried, ‘Peace! Peace!’ but there was no peace.”), planned, manufacturing, marriage, therefore, hurriedly, consistent, picnicking, hygiene, desert (“You could die of thirst out on the desert.”), dessert (“What a delicious dessert!”)	Research project	
19	mosquitoes, analyze, shriek, multiplication, visible, miscellaneous, lightening, lightning, siege, maintenance, analysis, heavier, luxuries, mischief, sponsor	Research project (cont.)	<i>Spokane, Washington; Idaho; Portland, Oregon; Eagle City; Idaho Territory; Spokane Falls; San Francisco; Columbia River; Wallula; Coeur d’Alene; Fort Sherman; Rathdrum; Lake Coeur d’Alene; Sweden</i>
20	stubborn, appropriate, unnecessary, villain, studying, optimistic, origin, zigzag, subtle, unconscious, o’clock, knowledge, substantiate, mysterious, language	Research project (cont.)	<i>Santa Clara, California; Seattle, Washington; British Columbia; Queen Charlotte Sound; Alaska; Yukon Territory; Spitzbergen Barrens</i>
21	feasible, ache, decent (“That was the decent thing to do.”), descent (“Their balloon made a swift and perilous descent.”), schedule, either, accurate, financially, describe, eighth, accuse, hypocrite, imaginary, representative, prefer, preferred	Research project (cont.)	<i>San Antonio, Texas; Laredo; Mexico City; Monterrey; Sonora; Jalisco</i>
22	research, prairie, vinegar, scientific, noticing, arctic, precedent (“You realize you’re establishing a precedent?”), president (“Who is the president of this company?”), repetition, unbelievable, quarter, thirtieth, resources, significance, prejudice, scholarship	Compare/Contrast	
23	saucer, miniature, occurrence, persuade, tyranny, summary, undesirable, misspelled, portrayed, occasion, vicinity, victim, scarcity, perspiration, reverend	Thanksgiving List	<i>Cimmaron County; Oklahoma; Lubbock; Dallas; Amarillo, Texas; California; New Mexico; Arizona; Nevada; Arkansas; Texhoma</i>
24	compliment (“That was a nice compliment.”), complement (“They sure do complement one another, don’t they?”), synonymous, technical, technique, personal (“That’s a rather personal question, isn’t it?”), personnel (“We need more personnel if we’re going to get this job done.”), straighten, vitamin, wealthiest, comprehension, stopping, beautiful, comfortably, vaudeville	Character analysis	<i>Alabama; Philadelphia; Jamaica; Mobile, Alabama; Saint Stephens; Montgomery; Boston; Maycomb; Meridian, Mississippi; Tuscaloosa; Pensacola; Cornwall, England; Nashville</i>
25	proprietor, overwhelming, psychology, vengeance, together, tomorrow, uneasiness, neither, niece, moral (“She was a woman of great moral fiber.”), morale (“That company suffers from low morale.”), across, possessions, whose, cheerfulness	SAT Practice	

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<b>"American Historical Literature"—Scope and Sequence: Schedule for Topics and Skills (continued)</b>			
<b>Weeks</b>	<b>Alternative Spelling</b>	<b>Creative Expression</b>	<b>Geography</b>
26	acquaint, doesn't, basically, fourteen, fourth, mechanics, privilege, stenographer, vegetable, Wednesday, your, you're, politician, necessary, argue	Response Paper	
27	altar (Abram made an altar of stone.), alter ("If you alter that structure, it is likely to crumble."), criticism, situation, aggravate, relieve, answer, characteristic, applied, approach, competence, harass, shepherd, concede, similar	Character study	<i>Flint, MI; Chicago, IL; Detroit; Orlando; Oklahoma City; Lancaster, PA; Grand Rapids; Mecosta, Michigan</i>
28	tremendous, several, passed ("He passed her in a flash."), past ("That's all in the past."), concern, influence, disease, efficient, physical, eligible, almost, enthusiasm, aroused, equally, presence	News article	<i>Wisconsin; St. Louis; Peoria; Shiloh; Detroit; Palmyra; Bement; Tuscola; Argenta; Farmer City; Joliet</i>
29	specimen, escape, healthy, pronounce, helpful, except ("Except for that one error, everything is correct!"), accept ("I accept your offer."), hoping, immense, individual, innocence, interest, jewelry, laboratory, councilor ("A councilor is a member of a council."), counselor ("My counselor gives good counsel.")	Narrative writing	<i>Chicago, Illinois; Mattoon, Illinois; Champaign, IL; Seattle</i>
30	antidote, specifically, detriment, ridiculous, possible, tragedy, reminisce, amateur, prepare, hindrance, monotonous, irresistible, muscle ("A muscle requires exercise if it is to be strong."), mussel ("A mussel makes good eating."), neighbor, particularly	Position paper	<i>Brooklyn, NY; Korea; Japan; Long Island; San Francisco</i>
31	strength, ninth, column, permanent, permit, courageous, temporarily, really, phase, philosophy, apology, article, scene, renowned	Summary	<i>Pennsylvania; Schuylkill River; Bridgeport; Hollidaysburg; Bluefield, West Virginia; Conshohocken; East Norriton; West Norriton; Jeffersonville; Plymouth; Worcester; Pennsylvania</i>
32	valuable, unmanageable, scheme, noticeable, varieties, opinion, ingenious, advise ("Will you please advise me about this project?"), advice ("My advice? Do it quickly!"), embarrass, paralyze, secretary, until, whenever, prescription	Journal writing and formal letter	<i>New York; Hudson River; Catskill Mountains; Appalachian Mountains; Pacific Grove</i>
33	seize, successful, important, curiosity, delinquent, antiseptic, environment, device ("It's a wonderful device!"), devise ("Will you help me devise a good plan?"), challenge, anxiety, democracy, inadequate, sentence, thought, tenement	Sequel	<i>Chicago; Dallas; Wisconsin; Illinois; Missouri; Little Rock, Shreveport; Oklahoma/Texas border; Texas; Illinois River; Guadalupe River; Mississippi River; Nebraska; Kansas; Oklahoma City; Fort Smith; Amarillo</i>
34	questionnaire, suddenness, difference ("What difference does that make?"), deference ("He treated her with great deference."), dilemma, sufficient, weather, whether ("Who knows whether the weather will be good or bad?"), recommend, height, naturally, dissatisfied, dining room, island, January	Poetry	<i>Albany, NY; Epiphany, NY; Florida; Rochester; Homer, NY; Seneca Falls</i>
35	weird, funeral, surprise, equipped, quiet, adjacent, recognize, unforgettable, excess ("Would you like the excess paper?"), access ("Only authorized persons can gain access."), village, trespass, persistent, fulfill, happening	Creative writing	<i>Nicaragua</i>
36	oppose, parallel, useful, disciple, primitive, symmetrical, temperature, lengthening, awhile, a while ("A while is a noun; it is a period of time. Awhile is an adverb; it tells how long someone did something."), changeable, basis, medicine, perceive	Foreshadowing	<i>Detroit</i>