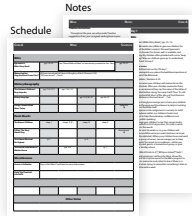


Instructor's Guide Quick Start

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?

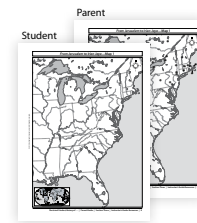


Easy to use

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 homes: 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").



Section Three
Instructor's Guide Resources

Section Four
New User Information

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 ¹	Day 2 ²	Day 3 ³	Day 4 ⁴	Day 5 ⁵
Literature					
<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	
Language Arts					
Creative Expression	Literary Analysis Overview & Two Perspectives				
Spelling					
Alternative Spelling	Pretest	Write	Write	Sentences	Posttest
Optional: <i>Wordly Wise 3000 Book 8</i>	Lesson 1A		Lesson 1B		Lesson 1C
Other Notes					

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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.

Setting

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

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.



Special Note to Mom or Dad



Map Point



Timeline Suggestion

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

... whose sad eyeholes gaped **vacuously** ...

... also as a **fetish** to ward off evil spirits

Into the pierced **septum** of his nose ...

... completed the main **hierarchy** of his earthly possessions.

... balancing perfectly on each **precarious** rung.

... the same kind of **existential** suspense that formed a key ingredient of the Sawi legends ...

With a mighty **guttural** shout ...

... bulging with **voracious** anticipation

... rock with laughter at each **oratorical** nuance the subject produced.

It was an old Sawi expression, **terse** ...

... the **elixir** of Sawi legends.

Deeply moved by her incessant repetition of this **plaintive** theme ...

Kautap's **dirge** filtered eastward ...

* * *

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? ➡
2. Why was a peace treaty desirable? ➡
3. What is the purpose of saravon? ➡
4. What is the Sawi ideal of marriage? ➡
5. How did Yao make restitution with his enemies? ➡
6. What was the highest ideal of Sawi culture? ➡
7. What was considered a major milestone of Sawi life? ➡
8. What is the answer to Kautap's beautiful dirge? ➡

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 (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?

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 ...

... the forefathers of the Sawi had developed **rapport** with the spirits ...

... continued to **expostulate** on the strange wonders ...

The first sight of a **flotilla** of Kayagar or Asmat war canoes ...

... **reverberating** through the entire forest ...

... Haenam emerging **furtively** from the bushes.

... in a most **ostentatious** manner ...

... he would explain very **condescendingly** ...

... these were **tangible** trophies of their encounter ...

To Discuss After You Read

9. Can you figure out what the Sawi words describe on p. 39? ➡
10. Why were the Sawi apprehensive about meeting a Tuan despite the obvious material benefits? ➡
11. What was the difference in work ability between the new steel axe and a hand-made stone axe? ➡
12. How had Hurip gotten his fine new axe? ➡
13. What are your thoughts on the Sawi dwellings? ➡
- 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? ➡
15. How did the Lord prepare the Sawi people for the coming missionaries’ arrival? ➡

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 ...

... an extremely **mettlesome** message.

To Discuss After You Read

16. How did men view their parents-in-law? ➡
17. Why was the parents-in-law relationship more highly valued than even that of spouse or children? ➡

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

Timeline and Map Activities

📍 Irian Jaya (Netherlands New Guinea) (map 1)

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.

... sweltering heat to sustain an **enervating** humidity.

... veined with **turgid** streams ...

I watched a fish cleave the **limpid** surface ...

Your Christian doctrine has never **scrupled** the conscience of my children.

... my **indolence** ...

... they had **rendezvoused** near the source ...

... an experience completely beyond his **ken** ...

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? ➡
19. What changes came to the Netherlands New Guinea as a result of the missionaries? ➡
20. Incredibly, how many of the "stone-agers" followed God in the first decades of evangelism? ➡

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? ➡
22. What little miracle did God do for Don? ➡

"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? ➡
24. What were the implications to Hadi of accepting the missionaries' invitation? ➡

Timeline and Map Activities

🕒 **Don Richardson (1935–present)**

🌐 *India; Nepal; Congo; Borneo; Peru* (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** ...

Still other canoes joined our **entourage** ...

Linguistic change had **obliterated** the original mother tongue ...

... quelling instantly the **tumult** of disquieted warriors.

... his black eyes pleading **inexorably**.

... warbling **denizens** in the teeming attics of the forest.

... brought forth a swelling opus of sound as **opulent** as the dawn-glow itself.

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

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 ⁶	Day 2 ⁷	Day 3 ⁸	Day 4 ⁹	Day 5 ¹⁰
Literature					
<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
Language Arts					
Creative Expression	A Tough Testimony				
Spelling					
Alternative Spelling	Pretest	Write	Write	Sentences	Posttest
Optional: <i>Wordly Wise 3000 Book 8</i>	Lesson 1D		Lesson 1E		Lesson 2A
Optional: <i>Analogies 1</i>				pp. 1–3	pp. 4–6
Other Notes					

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Day 1

Literature

Peace Child | Chapters 10–12

Vocabulary

... **impelling** our narrow craft across mile after sweltering mile ...

A **puckish** face looked up in awe ...

... a heavy **fusillade** of drumbeating ...

... erupted in a **paroxysm** of wild shouting ...

... an eerie **nimbus** of soft light ...

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

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? ➡
4. What did the Sawi gather for food? ➡
5. What are your thoughts about the foods Hato and family gather? ➡
6. Describe some of the differences between the two cultures. ➡

***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.

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.

I was **suffused** with joy.

... fearing he had unwittingly committed some dark **impropriety** ...

The **nirvana** of total communication looked a little closer.

... **transistorized** description is its goal.

... a race of pedantist-philosopher types obsessed with **fastidious** concern for handling masses of detail efficiently.

From **hoary** history ...

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? ➡
8. How did it come about that three entire villages took up residence surrounding the Richardsons? ➡
9. What were the advantages and disadvantages of three villages living in close proximity? ➡

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 mosquitoes 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? ➡
11. How did Don learn the language? ➡
12. What were the two presuppositions Don shared with the Sawi? ➡
13. Why did the Sawi think that Judas Iscariot was the true hero in the story of Jesus' crucifixion? ➡
14. Do you see anything wrong with the "schooling" method of sharing the gospel? ➡
15. Why did Don not want to resort to the "schooling" method? ➡
16. What is a redemptive analogy? ➡

***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.

* * *

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? ➡
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? ➡
19. In the Sawi culture what was the only way to guarantee peace? ➡
20. After the peace child was given what did the peace depend on? ➡

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 Discuss After You Read

21. What was the method of setting disputes after the peace child had been given? ➡

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

23. What cultural difference did Hato experience with the Kayagar? ➡

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

25. Are all traitors heroes to the Sawi? ➡

26. Besides the Gospel, what other teaching does Don hope to accomplish? ➡

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? ➡

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**.

To Discuss After You Read

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

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? ➡

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? ➡

31. What miracle encourages many to believe? ➡

Language Arts

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 ¹¹	Day 2 ¹²	Day 3 ¹³	Day 4 ¹⁴	Day 5 ¹⁵
Literature					
<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
Language Arts					
Creative Expression	A Place to Belong				
Spelling					
Alternative Spelling	Pretest	Write	Write	Sentences	Posttest
Optional: <i>Wordly Wise 3000 Book 8</i>	Lesson 2B		Lesson 2C		Lesson 2D
Optional: <i>Analogies 1</i>	pp. 7–8 word pairs 1–12				
Other Notes					

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Day 1

Literature

Peace Child | Chapters 23–24

Vocabulary

... to coerce an eventual **abrogation** of death itself?

To Discuss After You Read

1. What, according to the Sawi, did the ceremony “touching the stench” accomplish? ➡
2. Why was *gefam ason* no longer necessary for the Christian Sawi? ➡

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

A Treasury of Poetry for Young People | p. 25

Language Arts

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!

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

5. How can we respond when we are tempted to do evil? ➡
6. Why do the Sawi not need to exchange peace children anymore? ➡
7. 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

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

8. In the book, when Dutch boys turn six, what kind of party do their parents give and why? ➡
9. Where did Lizzy and the Separatists originally come from and why did they leave? ➡

10. Holland has a history of being a refuge for refugees. Is Holland such a place for the Separatists? ➡
11. Describe Leiden. ➡
12. What do fullers do? ➡
13. Do the folks from Scrooby do work in the Netherlands that is similar to what they did in England? Why or why not? ➡
14. Why did the Separatists follow William Brewster to Holland? ➡
15. What is special about the bread from the Blaeus' bakery? ➡

Timeline and Map Activities

- 📍 *Leiden, Netherlands; Scrooby, England* (map 1)
- 📍 *Jamestown; Amsterdam; Holland; Rhine River; The Indies; Brazil; Norway* (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

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

17. The Brewster children are named Love, Wrestling, Patience, and Fear. Why do you think they were given such names? ➡
18. Does Lizzy have many clothes? ➡
19. Do all the Separatists work? ➡
20. For what do the Dutch use windmills? ➡

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. ➡
22. How does the miller control the speed of the sails of the windmill? ➡
23. Describe the manor at Scrooby as Lizzy remembers it. ➡
24. Why did the Separatists think it is important for boys to be able to read and write? ➡
25. Why do the Separatists encourage their children to learn 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

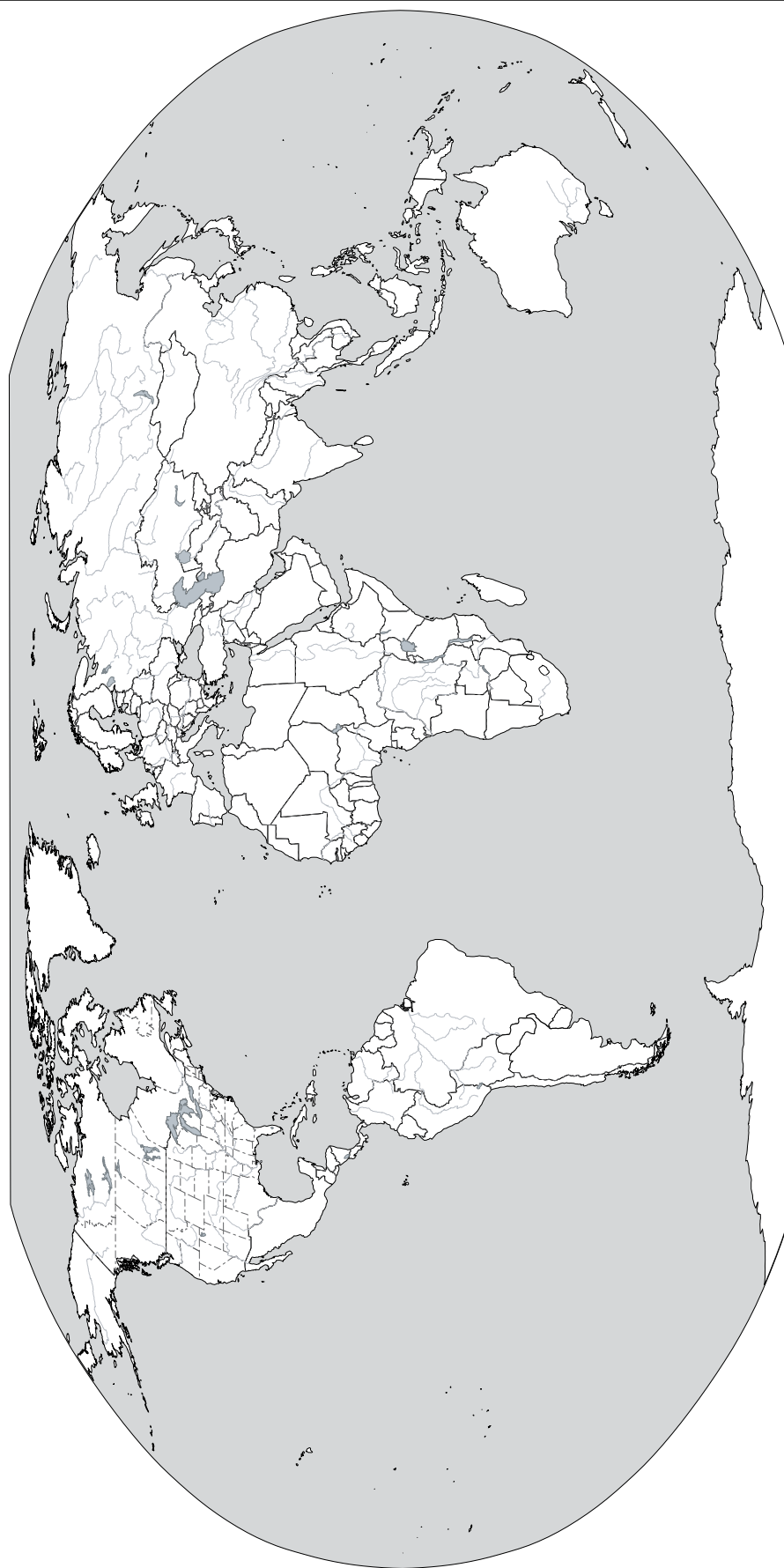
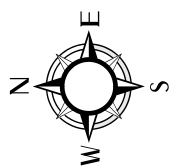
Optional: *Wordly Wise 3000 Book 8* | Lesson 2D ■

Peace Child—Map 1

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Peace Child—Map 2



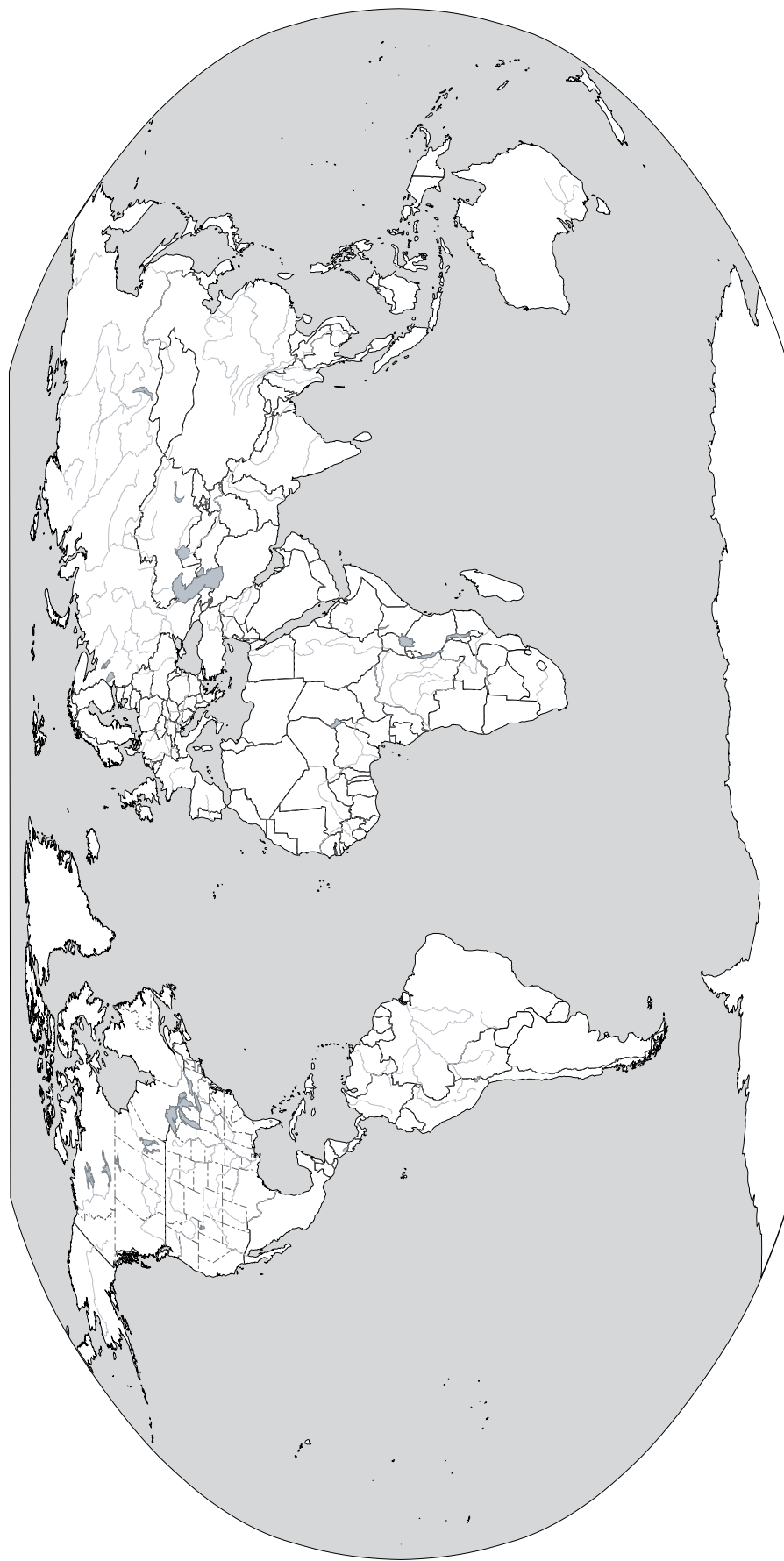
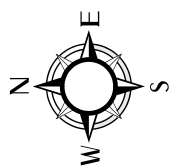
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Stink Alley—Map 1

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Stink Alley—Map 2



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“American Historical Literature”—Scope and Sequence: Schedule for Topics and Skills			
Weeks	Alternative Spelling	Creative Expression	Geography
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)

Weeks	Alternative Spelling	Creative Expression	Geography
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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“American Historical Literature”—Scope and Sequence: Schedule for Topics and Skills (continued)			
Weeks	Alternative Spelling	Creative Expression	Geography
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>