

Quick Start Guide

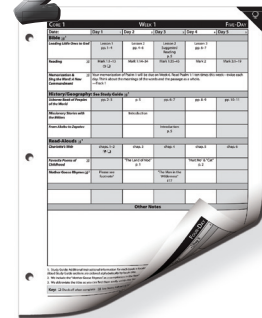
Core Instructor's Guide: Levels 3–Alt 7

1 Get to Know Your Instructor's Guide

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

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

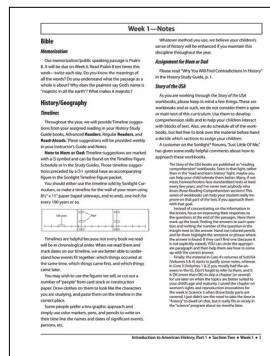
2 Plan Your Schedule and Use Your Notes



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

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

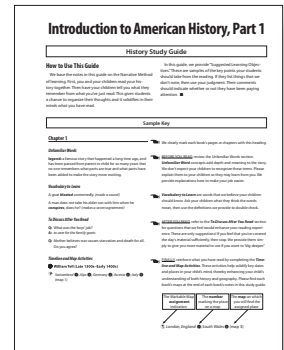
Find thought-provoking Notes for scheduled assignments directly behind your Schedule pages. Use these Notes to spark discussions with your children.



3 Find Help with Study Guides & Appendices

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

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



4 Start Your Journey

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











Subjects for Levels 3–Alt. 7

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

CORE 3+4

WEEK 1

SCHEDULE

| Date: | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|--|--|------------------------|--|-------------------|
| Bible | | | | | |
| Reading | John 1:1–18 | John 1:19–42 | John 1:43–51 | John 2:1–11 | John 2:12–25 |
| American Indian Prayer Guide—Maya | Day One p. 9 | Day Two p. 9 | Day Three pp. 10–11 | Day Four p. 11 | Day Five p. 12 |
| Memorization & Sing the Word: The Heavens Declare | Our first memorization/public speaking passage is Psalm 103. It will be due in Week 6. Read Psalm 103:1–3 ten times this week—twice each day. Do you know the meanings of all the words? Do you understand what the passage as a whole is about? —Track 1 | | | | |
| History/Geography: See Study Guide  1 | | | | | |
| Story of the USA, Book 1 ² (Explorers & Settlers)  | chap. 1 | chap. 2   | chap. 3 | | |
| Pedro's Journal | | | | Aug 3–Sept 17   | Sep 18–Oct 10 |
| Wee Sing America | Days 1–5: “The Stars and Stripes Forever,” p. 12. | | | | |
| Reader ¹ | | | | | |
| Om-kas-toe | Preface & chap. 1 | chap. 2 | chaps. 3–4 | chap. 5 | chap. 6 |
| Read-Alouds ¹ | | | | | |
| Walk the World's Rim | Preface & chap. 1     | chaps. 2–3 | chap. 4 | chap. 5 | chap. 6 |
| Oxford Illustrated Book of American Children's Poems | p. 7 | p. 8 | p. 9 | | p. 10 |
| | | | | | |
| Other Notes | | | | | |
| | | | | | |

1. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud Study Guide sections are ordered alphabetically by book title.

2. The answers to the questions in *The Story of the USA* are in the History Study Guide.

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

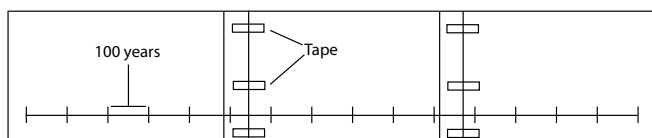
History/Geography

Timelines

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

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

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



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

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

Some people prefer a less graphic approach and simply use color markers, pens, and pencils to write on their timeline the names and dates of significant events, persons, etc.

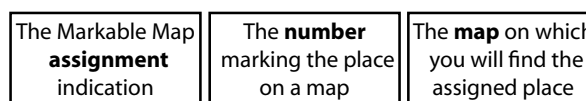
Whatever method you use, we believe your sense of history will be enhanced if you maintain this discipline throughout the year.

Markable Map

Sonlight's geography program weaves throughout the year with assignments from almost every book you study. It is designed to demonstrate to your students the importance of map skills while enhancing the learning adventure. We provide map suggestions from the assigned read-

ing in the History, Readers, and Read-Aloud Guides. Look for the ☉ symbol on the schedule page. This will alert you to a map assignment at the beginning of that day's Study Guide notes. Use the key in the Study Guide (see sample below) to find each location on the map(s) following each book's Study Guide. Then your children can note each location on your Markable Map using a washable pen. (We recommend Vis-a-Vis® pens. If you should accidentally use a non-washable marker, rubbing alcohol can remove those errant marks.)

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



☉ London, England ①; South Wales ② (map 3)

Story of the USA

As you are working through the *Story of the USA* workbooks, please keep in mind a few things. These are workbooks and as such, we do not consider them a spine or main text of this curriculum. Use them to develop comprehension skills and to help your children interact with blocks of text. Also, we do schedule all of the workbooks, but feel free to look over the material before hand a decide which sections to assign your children.

A customer on the Sonlight Forums, "Just Little Ol' Me," has given some really helpful comments about how to approach these workbooks.

The Story of the USA books are published as "reading comprehension" workbooks. Seen in that light, rather than in the "read and learn history" light, maybe you can help your child tolerate them better. Many, if not most, homeschoolers face standardized tests at least every few years, and I've never met anybody who loves those Reading Comprehension sections! This series of workbooks can help your student really improve on that part of the test, if you approach them with that goal.

Instead of concentrating on the information in the lesson, focus on improving their responses to the questions at the end of the passages. Have them mark up the book, finding the answers to each question and writing the number of the question in the

margin next to the answer. Hand out colored pencils and let them highlight the sentence or phrase where the answer is found. If they can't find one (because it is not explicitly stated), YOU can circle the appropriate paragraph and then help them see how to come up with the correct answer.

Finally, the material in Core 4's volumes of SotUSA [Volumes 3 & 4] starts to justify some notes, whereas in Core 3 [Volumes 1 & 2] you mostly had the answers in the IG. Don't forget to refer to them, and it is OK (more than OK) to skip a chapter (or several) for use later on when the topics are better suited to your child's age and maturity. I saved the chapter on women's rights and reproduction innovations for the week in Science 5 when those body parts are covered. I just didn't see the need to take the time in "history" to dwell on that, but it really fits in nicely in the "science" program about six months later.

Study Guides

Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud. Study sections ordered alphabetically by book title.

Prayer for the Native Americans

Mark the locations of the North American Indian tribes on the U.S. side of the map.

The Prayers for Native Americans section is divided into one tribe, civilization, or cluster of tribes per week. These could be good family reading at meals or bedtime. Check off each day as you read and pray.

Assignment for Mom or Dad

Please read "Why You Will Find Contradictions in History" and "Concerning My Apparent Preoccupation with Slavery and the Civil War in the United States" in the History Study Guide. ■

| Date: | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|--|----------------------|------------------------|-------------------|-------------------------------|
| Bible | | | | | |
| Reading | John 3:1–21 | John 3:22–36 | John 4:1–26 | John 4:27–37 | John 4:38–54 |
| American Indian Prayer Guide—Taino & Arawak | Day One p. 13 | Day Two pp. 13–14 | Day Three pp. 14–15 | Day Four p. 15 | Day Five pp. 15–16 |
| Memorization & Sing the Word: The Heavens Declare | Read Psalm 103:1–7 ten times <u>out loud</u> . Are there words you find hard to pronounce? (Make sure you practice saying them correctly.) Which words should receive special emphasis? Any places you should pause or speed up for dramatic effect? Any places where your voice should become louder, softer, higher, or lower? Make notes of these things. —Track 1 | | | | |
| History/Geography: See Study Guide¹ | | | | | |
| Story of the USA, Book 1² | | | | chap. 4² | chap. 5 🕒⬆️📖 |
| Pedro’s Journal | Oct 11–Nov 19 🌐📖 | Nov 25–Jan 2 | Jan 8–End 🌐📖 | | |
| Wee Sing America | Days 1–5: “America,” p. 14. | | | | |
| Reader¹ | | | | | |
| Om-kas-toe | chap. 7 | chaps. 8–9 | chap. 10 | chaps. 11–12 | chaps. 13–14 & Epilogue 🕒📖 |
| Read-Alouds¹ | | | | | |
| Walk the World’s Rim | chap. 7 | chap. 8 | chaps. 9–10 | chap. 11 | chaps. 12–13 🕒⬆️📖 |
| Oxford Illustrated Book of American Children’s Poems | | p. 11 | | pp. 12–13 | |
| | | | | | |
| Other Notes | | | | | |
| | | | | | |

1. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud Study Guide sections are ordered alphabetically by book title.

2. See History Study Guide, pp. v–vii, for “North America Before the White Man” article.

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

| Date: | Day 11 | Day 212 | Day 313 | Day 414 | Day 515 |
|---|---|------------------------------------|--|---|-----------------------------|
| Bible | | | | | |
| Reading | John 5:1–18 | John 5:19–29 | John 5:30–47 | John 6:1–21 | John 6:22–40 |
| American Indian Prayer Guide—Powhatan | Day One p. 17 | Day Two pp. 17–18 | Day Three p. 18 | Day Four p. 19 | Day Five p. 20 |
| Memorization & Sing the Word: The Heavens Declare | Read Psalm 103:1–11 out loud ten times. Use the dramatic devices you decided on last week. Do you still think they sound right? Should you change any of them? Are there any other special effects—speed, pitch, volume—you should use? Make sure you talk about these things with your mom or dad. Note to Mom or Dad: don't be afraid of drama. Your children will find it easier to start out going overboard with drama and moving back to some form of normalcy than to slowly inch forward from a mouse-like, fearful mumble toward appropriate dramatic intonation. Encourage your children to read loudly, boldly, with lots of expression. —Track 1 | | | | |
| History/Geography: See Study Guide ¹ | | | | | |
| Story of the USA, Book 1 | chap. 6 | chap. 7 | Review | chap. 8 🕒📖🌐📖 | chap. 9 🕒📖🌐📖 |
| Wee Sing America | Days 1–5: "There are Many Flags," p. 13. | | | | |
| Reader ¹ | | | | | |
| Pocahontas and the Strangers | "The Eagle" and "Old Hapsis" 🕒📖🌐📖 | "Village Talk" and "The Strangers" | "The Hunters" and "Captain John Smith" | "The Council House" and "Son and Brother" | "Jamestown" and "A Quarrel" |
| Read-Alouds ¹ | | | | | |
| The Witch of Blackbird Pond | chap. 1 🕒📖🌐📖 | chaps. 2–3 🌐📖 | chaps. 4–5 | chaps. 6–7 | chap. 8 |
| Oxford Illustrated Book of American Children's Poems | | p. 14 | | p. 15 | |
| | | | | | |
| Other Notes | | | | | |
| | | | | | |

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

Suggested Learning Objectives

August 3–August 27

The ships' names were the *Niña*, *Pinta*, and *Santa María*.

Columbus' plan was to sail west to the Indies.

Timeline and Map Activities

🕒 **Columbus (1451–1506) discovers the new world (1492)** (In 1492, Columbus sailed the ocean blue.)

September 3–September 21

The ships took provisions for twenty-eight days.

The ships lost sight of land.

The ships ran into thick seaweed; they must push through it.

September 25–October 5

Columbus stifled mutiny in several ways: he threatened some men, bribed others, and boasted that they had been out of sight of land for three weeks—a new record!

October 7–October 11

When they had been out of sight of land for 30 days (double the former record). Columbus promised that if they saw no land within a day and a night, the sailors could cut off his head and sail home.

After seeing signs of nearby land all day (flocks of birds, reeds and plants, manmade carvings), Columbus spotted fire in the night—land!

October 12–November 6

Columbus claimed the land for Spain and called it San Salvador.

The friendly island people thought the sailors were angels from God.

Columbus saw a gold plug in a man's nose with Japanese writing on it.

The crew tried *tobaccos*.

Timeline and Map Activities

📍 *San Salvador* ❶ (map 1)

November 19–December 13

Natives are kidnapped to bring to Spain.

The *Pinta* sailed away.

Columbus demonstrated the power of his weapons to the island people.

The crew grumbled because the trip was a failure—they did not reach the Indies—and they would only bring back to Spain “rough cotton thread, a few rustic spears,” and some captives.

December 16–January 2

The *Santa María* sank, punctured by a coral reef.

Columbus left several men to start a settlement, named La Navidad, meaning “Christmas.”

January 8–January 16

The *Pinta* returned and Columbus had another ship with which to sail home.

Columbus and men drew swords on unfriendly islanders and then hurriedly left for Spain in leaky ships.

January 28–end

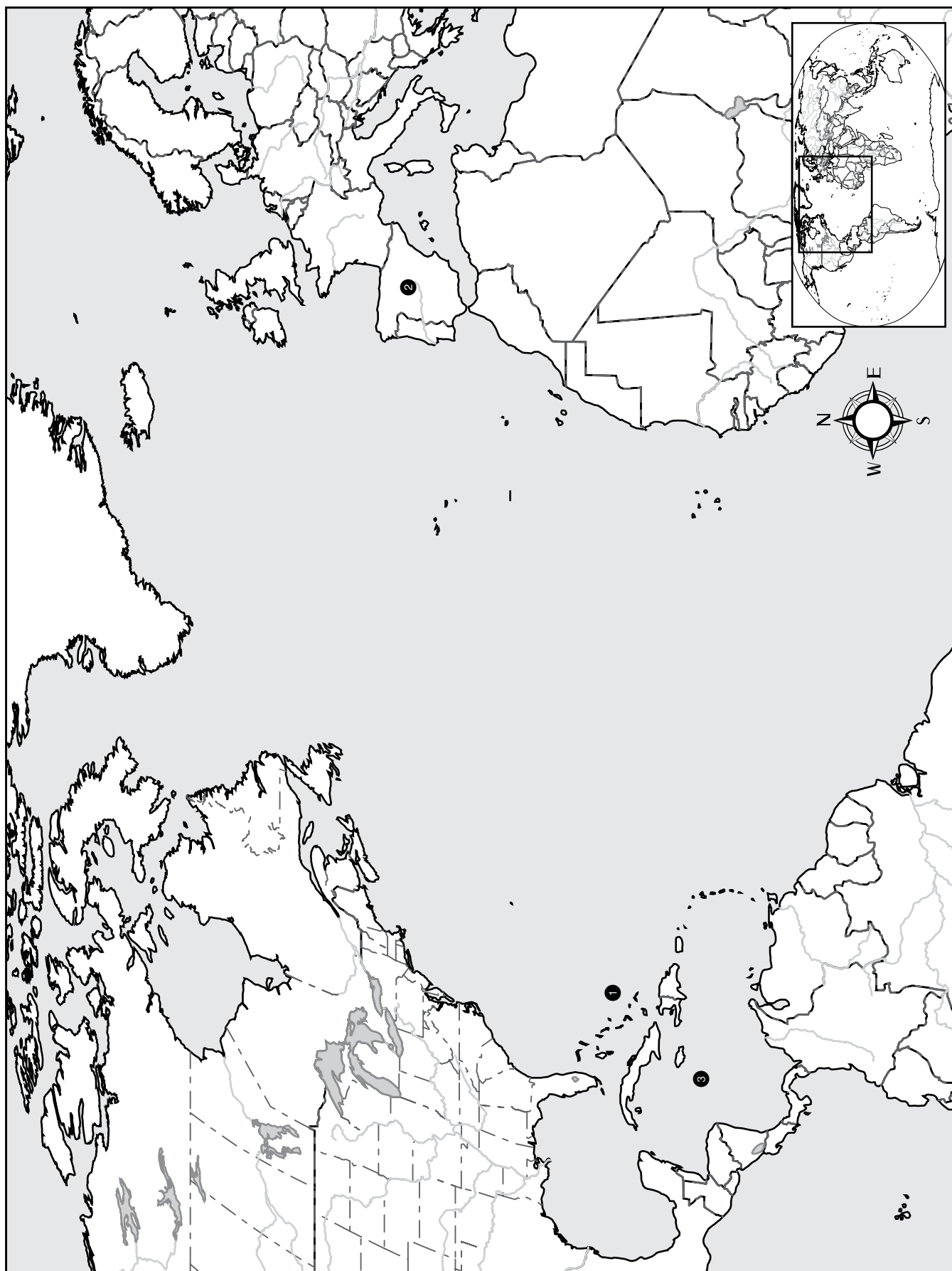
Columbus planned another voyage while still on his first one.

Trace Columbus' route from Spain to the Caribbean.

Timeline and Map Activities

📍 *Spain* ❷, *Caribbean* ❸ (map 1) ■

Pedro's Journal - Map 1



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The Story of the USA, Book 1

To maximize the value you (and your children) receive from this book, Penny Kay described what she does with her children:

My children take turns reading it aloud and then we discuss it, answering the questions orally. *Then*, during their independent work time later, they fill in the answers to the questions.

Answers to Questions in Chapter 1

A. 1. According to the text, the first Americans were hunters from Asia. Over the years, these peoples came to be called Indians or Native Americans. According to the text, these peoples came from Asia. The text suggests they arrived about 40,000 years ago. The Native Americans settled the entire length of the continent all the way down to the tip of South America.

2. We can learn about the past from studying artifacts.

3. They invented the bow and arrow. They made animal furs into clothes. Native Americans began to raise corn and other crops for food.

B. 1.F 2.F 3.T 4.F 5.T 6.F 7.F

C. 1.b 2.c 3.b 4.a 5.c 6.a

D. 1. artifacts **2.** strait **3.** native **4.** century **5.** ancient **6.** ancestors

E. Stones are artifacts only if they have been molded by human hands in some way.

We would not expect to find artifacts on other planets since there are no humans living there.

Answers to Questions in Chapter 2

A. 1. The Eskimos lived the farthest north.

2. The Iroquois were famous for their strength and courage.

3. The Pueblos built high-rise apartment buildings. They grew corn, beans, squash, and cotton.

4. The Aztecs, the Incans, and the Mayans lived in Latin America.

The Mayans learned to tell time and invented the calendar by studying the sky.

The Incans lived in Peru.

5. A. They respected nature. **B.** They believed in sharing and not owning things. **C.** They had no wheel.

B. 1.F 2.F 3.T 4.T 5.F

C. 1.a 2.b 3.a 4.c 5.b 6.c

D. 1. mathematics **2.** council **3.** Latin America **4.** continent **5.** sacrifice **6.** civilization

E. We wouldn't be able to travel as quickly, and the pace of life would be slower.

We could walk, use a boat, or ride a horse.

Answers will vary.

Timeline and Map Activities

🕒 **Mayans (ca. AD 250 –900)**

🕒 **Incan Civilization begins (ca. 1220)**

🕒 **Aztec Civilization (late 1400s–1521)**

Answers to Questions in Chapter 3

A. 1. Columbus' ships arrived in the Americas on October 12th, 1492.

The king and queen of Spain paid for his trip.

2. No.

Columbus was looking for Asia.

He figured the best way to get to Asia was to sail west.

3. Columbus promised to bring precious jewels, gold, and spices to the royalty of Spain.

No.

B. 1.F 2.T 3.T 4.F 5.T 6.T

C. 1.c 2.a 3.b 4.c 5.a 6.a 7.c

D. 1. colony **2.** voyage **3.** precious **4.** stubborn

E. Columbus may have showed more courage since he traveled with less information. The men who do space travel have to deal with a very hostile environment.

Answers will vary.

Answers to Questions in Chapter 4

A. 1. The Portuguese traded guns with the African rulers for slaves.

2. Slaves were needed to work on the large plantations.

3. Most slave ships landed in the West Indies.

4. The Blacks brought their own art, music, folk tales, and dance to the New World.

B. 1.T 2.T 3.F 4.F 5.T 6.F 7.F

C. 1.a 2.c 3.b 4.a 5.b

D. 1. citizen **2.** revenge **3.** brand **4.** plantation **5.** prosperous

- E. The Portuguese thought that Africa was a backward, uncivilized land.

The blacks were obvious because of their skin color. Each runaway would be under immediate suspicion. The Native Americans were also aware of survival techniques, being native to the land.

Answers to Questions in Chapter 5

- A. 1. Ponce de Leon landed in Florida.
2. Balboa was wrecked off of Panama.
3. Magellan said (correctly) that Asia was beyond the waters to the west of the Americas.
4. Magellan's voyage proved that the earth is round, showed how large the Earth is, showed where the oceans and continents are, and proved that the Americas are separate from Asia.
- B. 1. F 2. F 3. F 4. T 5. T 6. F
- C. 1. b 2. a 3. c 4. c 5. a
- D. 1. 1513 2. 1519, 1522
- E. 1. desert 2. treasure 3. Central America
- F. (Answer may vary.) Our opinion: Yes. They are attempting to appear young.

Both explorers were trying to find Asia. Magellan was the only one who succeeded.

We do know more about the moon, for man had been there and prior to that machines had gone and taken samples to give information. Men in Columbus' day had no concept of how large the world was. They had no idea that so much of the world was covered with water. They did not know that there was a continent, the Americas.

Timeline and Map Activities

- 🕒 **Juan Ponce de Leon (1460–1521) seeks the Fountain of Youth**
- 🕒 **Vasco Nuñez de Balboa (1475–1517) discovers the Pacific Ocean**
- 🕒 **Magellan (ca. 1480–1521) leads circumnavigation of the globe (1519–1522)**

Answers to Questions in Chapter 6

- A. 1. The Spaniards' two goals were to take the Christian religion to the peoples of the New World and to take from the New World all the treasure they could find.
2. The Aztecs feared the Spanish cannons and horses and were unsure as to whether or not the white men were gods.
3. The Aztec nation was the most powerful.

The capital city was built on an island and had high stone building and temples. There were canals and flower gardens. It was very beautiful.

4. He wondered if they were gods.

5. Cortes became the governor of Mexico.

- B. 1. T 2. F 3. T 4. F 5. F

- C. 1. c 2. b 3. a 4. b

- D. 1. capital 2. violence 3. conquer 4. desperate
5. persuade

- E. Greedy people are never satisfied.

Answers to Questions in Chapter 7

- A. 1. Esteban was a black slave who was an explorer and a scout.
2. Esteban was asked to find the seven golden cities of Cibola.
3. He was killed by the Pueblo Indians.
4. By exploring the lands of the Southwest and California, he helped Spain claim new lands.

- B. 1. F 2. T 3. F 4. T 5. F

- C. 1. b 2. c 3. a 4. c

- D. 1. fearless 2. suppose 3. ordinary 4. party 5. claim

- E. The native peoples were hoping the Spanish would go elsewhere.

Perhaps Esteban was killed as a warning to explorers coming.

The Spanish assumed they could take the land because they were stronger militarily. They also felt that they were more civilized than the native peoples.

Answers to Questions in Review Test

- I. 1. strait 2. Latin America 3. conquer 4. violence
5. citizen 6. ancient 7. council 8. continents
9. capital 10. civilization

- II. 1. a 2. c 3. b 4. a 5. c 6. a 7. c
8. b 9. c

- III. Peru—d 1492—g Cortes—h Artifact—e West Indies—i Esteban—f Magellan—a Montezuma—b Pizarro—c

Answers to Questions in Chapter 8

- A. 1. Coronado and De Soto discovered new land in North America and the Mississippi River.
2. Juan Cabrillo claimed California for Spain.
3. Spanish settlers started the oldest city in the United States in Florida. Its name is St. Augustine.

4. Mexico to Peru, California, and Florida were all lands claimed by Spain.

The Spanish gave a lot of power to the king and little freedom to the ordinary people.

5. Portugal, England, and France sent explorers to the New World.

John Cabot was an explorer for England and Cartier was an explorer for France.

Both explorers explored far north of where Columbus had been; they explored Canada.

B. 1. F 2. T 3. F 4. T 5. T 6. F

- C. 1497:** Cabot discovers a piece of Canada
1534: Cartier discovers a part of Canada
1541: De Soto discovers the Mississippi River and Coronado explores near Kansas
1542: Cabrillo explores California
1565: Spanish settle in Florida

D. 1. jealous 2. expedition 3. minister 4. strictly

- E.** The Spanish did not find gold or jewels and thus did not value the land.

The Spanish tore down temples in hopes that the native peoples would come to worship their God.

Some samples: *tortilla, salsa, lasso, siesta, plaza,* and *fiesta*

Answers will vary.

Timeline and Map Activities

- 🕒 **John Cabot “finds” Canada (1497)**
- 🕒 **Portuguese claim Brazil (1500)**
- 🕒 **Francisco Vasquez de Coronado (1510–1554) explores the West to Kansas**
- 🕒 **Hernando De Soto (1496–1542) locates Mississippi River**
- 🕒 **Juan Cabrillo (d. 1543) claims California for Spain (1542)**
- 🕒 **St. Augustine (Florida) founded (1565)**
- 📍 **Kansas ①; Mississippi River ④; California ②; St. Augustine, Florida ③ (map 1)**
- 📍 **Brazil ①; Canada ② (map 2)**

Answers to Questions in Chapter 9

- A. 1.** The English queen was Queen Elizabeth.

The English wanted colonies to stop Spain from getting all the wealth. The English hoped to acquire fish, lumber, and furs from the colonists.

- 2.** The English started colonies on Roanoke Island off the coast of North Carolina and in Jamestown, Virginia. Both were north of the Spanish settlement.

The first colonists hoped to find gold.

The Roanoke colony simply disappeared.

- 3.** The first permanent colony was called Jamestown in Virginia.

John Smith was a soldier and strong leader who forced the settlers to work to keep from starving.

- 4.** The English loved freedom far more than the Spanish.

The English had their own council in Jamestown.

B. 1. F 2. F 3. T 4. F 5. F 6. T 7. F

- C. 1.** pirate **2.** permanent **3.** challenge **4.** democracy
5. merchant

- D.** One theory is that the settlers were absorbed into the nearby Indian tribes.

Ideas include: tools, livestock, fabric, food stores, seeds, and arms. Skilled workers would be a plus.

Timeline and Map Activities

- 🕒 **First English settlement in North America (1585)**
- 🕒 **British Navy destroys the Spanish Armada (1588)**
- 🕒 **Jamestown, Virginia settled (1607)**
- 🕒 **First slaves brought to Virginia (1619)**
- 🕒 **Pilgrims arrive at Plymouth (1620)**
- 🕒 **First American Thanksgiving (1621)**
- 📍 **Roanoke Island, NC ①; Jamestown ② (map 3)**

Answers to Questions in Chapter 10

- A. 1.** The Pilgrims left England for freedom to worship their own way.

2. The Pilgrims paid for their trip by promising to send fish and furs that they had trapped.

3. The Mayflower landed at Plymouth, Massachusetts.

4. One-half of the Pilgrims died that first winter, 50 people in all.

5. The Pilgrims held a feast to give thanks for their success.

6. Miles Standish was a soldier who trained the Pilgrims how to defend themselves.

B. 1. T 2. T 3. F 4. T 5. T

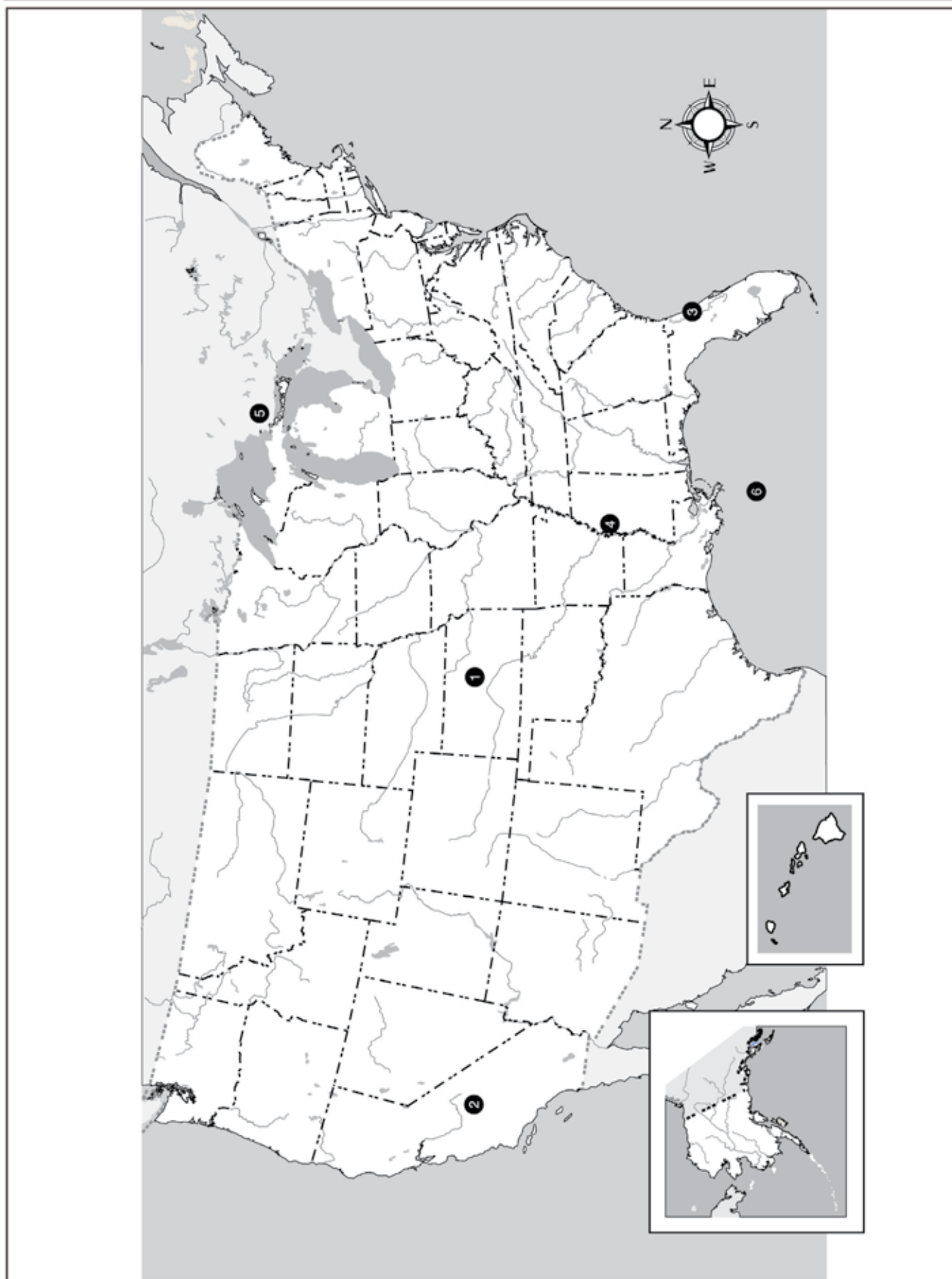
C. 1. b 2. c 3. b 4. a 5. a 6. a 7. a

D. 1. formal **2.** worship **3.** Pilgrims **4.** compact **5.** equal

E. Sample answers would include: turkey, mashed potatoes, pies, sweet potatoes, vegetables, Jell-O®.

There would probably have been more fights among the people and the colony might have failed.

Story of the USA, Book 1 - Map 1



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Story of the USA, Book 1 - Map 2



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Story of the USA, Book 1 - Map 3



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Om-kas-toe

Setting

Northwest states; early 1700s

Overview

In the early 1700s, Om-kas-toe (whose name means “raven”) finds an injured raven that he rescues and brings back to health. This raven saves the Blackfeet repeatedly: it finds a lost baby, locates food when needed, rescues Om from the enemy, and guides Om’s family to him when he lies nearby close to death. Om has other adventures as well. He sees the elkdogs—horses—for the first time, and the Blackfeet find one and steal others. Finally Om steals the elkdog of his dreams and ends up back in the camp with his family, his raven, and his elkdog.

Preface & Chapter 1

To Discuss After You Read

- Q:** What does Om learn from the wolves?
A: *that they work together—each has a job, and each enjoys the food*
- Q:** Why is Twin Sister almost killed?
A: *Blackfeet think twins are bad because women will not be able to do all their work and a girl will take milk from the boy, who needs it more to become strong*
- Q:** Why is Twin Sister not killed?
A: *Tall Woman promises to do all her work and Old Man says she should be allowed to try since she is the best woman he has ever seen*
- Q:** What does Om find?
A: *a raven with a hurt wing*

Chapter 2

To Discuss After You Read

- Q:** Why do the Blackfeet move from site to site?
A: *for new game, to a warmer climate, for more and better shelter*
- Q:** When they move, what jobs must different people do?
A: *dogs, women, and children carry all possessions; men carry weapons only so they can instantly run to kill animals if they see any*
- Q:** Are the dogs well behaved?
A: *no—they fight and chase animals*
- Q:** Why is the baby hard to find?
A: *he fell off the travois early in the journey so the Blackfeet were looking in the wrong place*

Q: What is a travois?

A: *two long, wooden poles slipped into hide loops that held the poles together and supported the weight they carried; the poles were strapped around dogs’ stomachs and across their chests; the other ends of the poles dragged on the ground*

Chapter 3

To Discuss After You Read

- Q:** Why are buffalo dangerous to hunt?
A: *they are very large, with sharp horns that gore and huge hoofs that kick*
- Q:** How do the Blackfeet hunt buffalo?
A: *they build up V-shaped walls that end in a corral with pointed stakes sticking inward that would stop the buffalo: the warriors make the buffalo run, the women and children frighten the buffalo so they won’t escape through the walls, and the warriors kill the buffalo in the corral*
- Q:** How is Om hurt?
A: *a buffalo charges him, knocks him down, and almost steps on him*
- Q:** What do the Blackfeet do with the dead buffaloes?
A: *dry the meat, scrape hides for teepees and clothes, cut off and clean the horns, save bones and tendons for needles and sewing*

Chapter 4

To Discuss After You Read

- Q:** What does Otterman want Om to do?
A: *carry his scout report back to the Blackfeet*
- Q:** How do the Blackfeet and Snake fight?
A: *they stand in a line—if one side outnumbers the other, they attack immediately, otherwise, they fight at a distance, hold their ground, and go separate ways after dark*
- Q:** What amazes Om?
A: *elkdogs—they look like elk but carry people, they are docile, and they have long tails like dogs*

Chapter 5

To Discuss After You Read

- Q:** Why are the Blackfeet hungry?
A: *they moved winter camps to avoid any enemy on elkdogs; the camp seemed okay but then a hard winter struck and they were hungry and could not get any food*

- Q:** Why does Om follow Wise Bird, and what does he find?
A: *Wise Bird acts like he's found something special, as he did when he found the baby, but he shows only a half-eaten rabbit*

Chapter 6

To Discuss After You Read

- Q:** Why does the elk not escape?
A: *its antlers were trapped in tree branches*
- Q:** How does Om kill the animal?
A: *he cuts off a branch and sharpens it, then plunges the stake into the animal's neck*
- Q:** Where does Om stay the night and how does he guard against the cold?
A: *near a hot spring; he uses the elk-skin to make a tent and the warm water and steam to heat the shelter and keep him warm*
- Q:** How will the hot spring help the Blackfeet?
A: *as a medicinal soak and a sweatbath*

Chapter 7

To Discuss After You Read

- Q:** What task does Om learn?
A: *hunting*
- Q:** What task excites Om initially, then grows dull quickly?
A: *standing guard*
- Q:** Why does Twin Girl want Om to be quiet?
A: *she finds an elkdog*

Chapter 8

To Discuss After You Read

- Q:** How does Twin Girl capture the elkdog?
A: *she walks toward it without looking at it, sings softly, then holds its rope*
- Q:** Where does the elkdog come from?
A: *an enemy died during a buffalo hunt and his horse ran away*
- Q:** Why is the elkdog's rope so long?
A: *the rider holds the extra; then, if the rider falls off, he can grab the rope and the horse will not escape*
- Q:** What happens to the elkdog when the twins bring it to the band?
A: *men cautiously walk around it, then put a stronger rope around its neck and guard it well*

Chapter 9

To Discuss After You Read

- Q:** How can the Blackfeet get more elkdogs?
A: *send warriors to capture some from their enemies*
- Q:** At first, what do the Blackfeet need to learn about the elkdogs?
A: *how to ride, how much time the elkdogs need to eat and rest, and how to use them to hunt*
- Q:** What do the women do when two warriors die trying to steal elkdogs?
A: *mourn and cut their hair*
- Q:** What does the length of one's hair show?
A: *long hair is a symbol of a good soul full of love, joy, and pride; short hair shows respect and love for a person who has died*

Chapter 10

To Discuss After You Read

- Q:** Why does the elkdog diet delight the Blackfeet?
A: *they just need grass and water, not meat*
- Q:** What treasure does Om find?
A: *eagle tail feather*
- Q:** How is Om like the deer with the wolves at the beginning of the story?
A: *he is surrounded by the enemy and has no where to go*
- Q:** Why do the warriors leave Om behind?
A: *Wise Bird does such amazing tricks they think Om has powerful medicine and do not want to hurt this great spirit*

Chapter 11

To Discuss After You Read

- Q:** How does Om hide his footprints?
A: *pulls off a tree branch and uses the needles to wipe away his footprints; also he walks in water*
- Q:** Where do the warriors pass?
A: *right next to the bush where Om sits silently*
- Q:** Where does Om find the warriors, and what do they do for him?
A: *by the hot spring; they listen and feed him and make him sit in the hot water until his muscles feel better*

Chapter 12

To Discuss After You Read

- Q:** Why does Otterman need to know the location of the enemy's camp?
A: *to know how many warriors they have, where they are going, and, ultimately, to protect their families*

Q: What part does Om play in the hunt for the enemy?

A: *he leads the warriors to the bush where he hid, then follows with the men and stays with his father*

Q: What does Om's father tell him to do?

A: *intercept the warriors and direct them along the river so their trip will take less time*

Q: Why is Om reluctant to obey?

A: *he might miss the warriors and have to return home—then he will not see the black elkdog again and will miss out on the fun*

Chapter 13

Q: What is the Blackfeet plan?

A: *the warriors will attack the enemy and drive the elkdogs to Om, Om and the other warriors will each capture an elkdog, then they will drive the extras in front of them and return home several days later*

Q: Who comes to Om?

A: *the black elkdog*

Q: What scary thing happens when Om reaches the black elkdog?

A: *the enemy sees him*

Q: How does Om escape?

A: *the black elkdog runs quickly and well, and goes through a buffalo herd [which does nothing to the elkdog but stampedes the enemy]*

Chapter 14

Q: How does Om keep from freezing?

A: *he dozes off through the night but frequently gets up to walk around*

Q: What sight scares Om very much?

A: *Mammoth Hot Springs with dead trees around it*

Q: Why does Om fall unconscious?

A: *lack of food and sleep*

Q: Who thinks Om is still alive?

A: *Twin Girl and Tall Woman*

Epilogue

To Discuss After You Read

Q: Look at the map on page eleven and locate that area of the United States on a larger map.

Q: How does the raven save lives?

A: *finds the baby, finds a trapped elk for food, does tricks with Om so the enemy leaves Om alone, guides Om's family to where he lies*

Q: Why do the Blackfeet want elkdogs?

A: *the men can hunt buffalo more easily if they don't have to run; the elkdogs can carry much more weight than dogs, women, and children; they can fight their enemies better*

Q: What does Om dream about?

A: *daydreams that he will be a warrior; dreams of a black horse with star on forehead*

Q: What changes came to the Blackfeet because of the elkdogs?

A: *hunting is easier so more time is available for "art, dancing, music, jewelry making, games, and practicing religion"*

Timeline and Map Activities

🕒 **Horses come to America (early 1500s) ■**

Pocahontas and the Strangers

Note to Mom or Dad: Before your children begin reading this book, you may want to point out that it—as, really, every book about Pocahontas—is a work of fiction. Very little is known about Pocahontas. Very little.

A few things we do know.

The name of the man referred to as Powhatan in *Pocahontas and the Strangers* (and almost every book ever written about Pocahontas) was really not Powhatan. Powhatan was the name of a Pamunkey (Indian) village. The name of the man referred to as Powhatan was Wahunsonacock. Wahunsonacock was the Pamunkey tribal chief. He and his family lived in Powhatan. A master of diplomacy, he had negotiated a treaty among 30 Indian tribes so that they had formed what was known as the Algonquian Confederacy. Wahunsonacock was the head of the Confederacy. He was also the father of 20 children, one of whom was Pocahontas.

Pocahontas, it seems, had inherited many of her father's traits. She was a daughter in whom Wahunsonacock confided and placed special trust.

The story about John Smith being “saved” by Pocahontas is almost certainly not accurate. The story as we know it was the way Smith told it. It was a story told by a self-serving braggart.

Beth Brant suggests that, rather than salvation by an enraptured Pocahontas, “John Smith’s so-called rescue was ... a mock execution—a traditional ritual often held after capture of enemies”¹

Pocahontas, of course, played a part in the ritual. She chose to adopt Smith as her brother. Based on subsequent events, it appears that Pocahontas and her father hoped that Pocahontas’ adoption of Smith would cement a treaty between the Algonquian Confederacy and the British, a treaty that would enhance the fortunes of all the Indian tribes.

Brant suggests that when John Smith left the Jamestown Colony and returned to England, Pocahontas and her father were greatly angered. Why? “By adopting Smith, ... Pocahontas was, in effect, opening her home and family to him. Smith violated this most basic precept of Indian values by leaving Jamestown without even a good-bye or thank you. To be impolite to an Indian is humiliation to the whole family, clan, and Nation.”²

After Smith left, we find that “Pocahontas was sent on varying missions to other Nations by her father. Serving as a spokeswoman for the Algonquian Confederacy, she arranged new trade agreements, cemented old friendships, built new ones. Of this there can be no doubt—Pocahontas was a skilled orator and a politician.”³ Later, when she and her father were taken prisoner by the residents of Jamestown, we find Pocahontas again seemingly enamored of white ways. Brant explains her behavior from an Indian perspective: “Bargaining with the British, Pocahontas arranged for her father to be sent home and she would stay to learn more about the [C]hristian way. The accounts given at the time show Pocahontas to be an eager convert. I submit that her conversion to [C]hristianity was only half-hearted, but her conversion to literacy was carried out with powerful zeal.” Indeed, “Pocahontas had her own manifest destiny to fulfill. That of keeping her people alive.”⁴

Brant makes two additional comments that should cause us pause as we interpret Pocahontas’ life. “The legend of Pocahontas makes us believe that after marrying Rolfe, she quickly became a lady of leisure, even acquiring the title of Lady Rebecca. I find this choice of names especially intriguing. Did she choose it for herself? In her quest for literacy, the Bible was the only tool she had at that time. Did she read the story of another ... Rebecca when she was told, ‘Be thou the mother of thousands of millions, and let thy seed possess the gate of those which hate them’?” [Genesis 24:60]⁵

Pocahontas Rebecca had a son, a boy who combined the blood of the British and the Pamunkey, a son who, in Pocahontas Rebecca’s eyes, might have been a symbol of hope for future generations of peace between the two peoples. On her dying bed, her last reported words were, “It is enough the child liveth.”

Alas, it was not enough that Thomas Rolfe survived. As Brant concludes, “The Pamunkey people and ... other southeastern Nations were on the path to extinction.”⁶

1. Beth Brant, “Grandmothers of a New World,” in Beverly Slapin and Doris Seale, *Through Indian Eyes: The Native Experience in Books for Children* (Philadelphia, PA: New Society Publishers, 1992), p. 102.

2. Ibid., 103.

3. Ibid.

4. Ibid., 103–104.

5. Ibid., 105.

6. Ibid., 108.

Setting

New England to England; early 1600s

Overview

Pocahontas, daughter of a Native American king, lives in the early 1600s. When the English land near her home, her father distrusts them, but Pocahontas wants to help. She saves the life of Captain John Smith twice, and brings food to the starving settlement at Jamestown. After rumors of wars and much distrust, the English capture Pocahontas, who goes to live in Jamestown. She learns to act like an Englishwoman and marries an Englishman, John Rolfe, a tobacco-grower. Together with their son they leave for England, where Pocahontas dies.

Chapter 1

To Discuss After You Read

Q: What character traits does Pocahontas show when she sets the eagle free?

A: *compassion*

Timeline and Map Activities

🕒 **Pocahontas (1595?–1617)**

📍 **Jamestown, Virginia established (May 1607)**

Chapter 2

To Discuss After You Read

Q: What are “great canoes”?

A: *boats*

Q: Why does Hapsis say there was war between the English and the Native Americans?

A: *the English angered the Native Americans when they tried to take their food, so the Native Americans fought*

Q: What is Powhatan’s plan? Is this wise?

A: *wait to see what the English will do*

Timeline and Map Activities

📍 *England* ① (map 1)

📍 *Jamestown, Virginia* ② (map 2)

Chapters 3–4

To Discuss After You Read

Q: The land where the palefaces build is both good and bad. Why?

A: *good because the water is deep and the ships can come close; bad because it is low and wet and has flies and mosquitoes*

Q: What new things does Pocahontas see on her trip?

A: *palefaces, clothes, axes, saws, new houses, boats, and guns*

Chapter 5

To Discuss After You Read

Q: Where do the hunters go?

A: *to fight the palefaces*

Q: Why do they go secretly?

A: *so later Powhatan can pretend he knows nothing*

Q: Is Powhatan afraid?

Chapter 6

To Discuss After You Read

Q: What do the two peoples trade?

A: *hoses, axes, beads for deer, and turkey*

Q: How does Powhatan reassure himself that he is better than Captain John Smith?

A: *he tells himself that he is taller, older, and wiser*

Chapter 7

To Discuss After You Read

Q: Why do the Indian men think Captain John Smith is their enemy?

A: *the English infringe on their land*

Q: Does Pocahontas really want Captain John Smith just so he can make toys for her (or is he like the eagle in the first chapter)?

Q: Describe how Pocahontas saves Captain John Smith’s life.

Chapter 8

To Discuss After You Read

Q: Who is Captain John Smith’s new family?

A: *Powhatan is his father, Pocahontas is his sister*

Chapter 9

To Discuss After You Read

Q: Why are the warriors angry?

A: *they saved Captain John Smith but he gave them “gifts” that were too heavy, and very little they could carry; then their people laughed at them*

Q: How does Pocahontas help the English?

A: *she brings food*

Chapter 10

To Discuss After You Read

Q: How do the palefaces show their distrust of the Indians?

A: *bring their firesticks to dinner*

Pocahontas and the Strangers - Map 1

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Pocahontas and the Strangers - Map 2



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Walk the World's Rim

This book is based on a true story.

The Years Before

To Discuss After You Read

Q: When, where, and why did the story begin?

A: *in the summer of 1527, five Spanish ships sailed from Cuba to Florida; they came to convert the heathen, to explore, and to find wealth*

Q: How did the four men survive?

A: *they assumed the role of medicine men*

Q: How much time had passed in the New Land before the story begins?

A: *for seven years the men had been held captive by the local Indians*

Timeline and Map Activities

🕒 **The oldest Spanish mission in North America established in Florida (1566)**

🕒 **Monks arrive (1500s)**

📍 **Pensacola ①; Mississippi River ②** (map 1)

📍 **Galveston, Texas ③; New Mexico ④** (map 1)

📍 **Mexico ①; Central America ②** (map 2)

Chapter 1

Unfamiliar Words

Cheyenne and the Avavares: tribes of North American Indians.

teepee: an American Indian conical tent, usually consisting of animal skins spread over a frame.

"we sit here with our stomachs hugging our back-bones": through hunger they had wasted away to the point where their stomachs were shrunken.

"three round moons away": three months.

Vocabulary To Learn

Familiar Indians or new-come Spaniards; teepee or **cara-vel**; it made no difference to the north wind. (*a small 15th and 16th century sailing vessel*)

Misfortune had read his thoughts, Chakoh spat twice over his left shoulder to honor and **appease** the **malicious** god. (**appease:** satisfy; **malicious:** marked by intent to do harm or evil)

"I shall go to the **bullfight**. Ay, yi! What a sight that is." (*a Spanish, Portuguese, and Latin American spectacle in which a bull is ceremonially fought and usually killed in an arena by a matador assisted by picadors and banderillero. Visit our IG links web page to learn more.* 🌐)

To Discuss After You Read

Q: Are a bull and a buffalo the same?

A: *no, a buffalo is a kind of large wild ox; a bull is a male cow*

Q: Where did the winter winds come from?

A: *from the arctic all the way to Texas*

Q: Were the Indian tribes in that part of the world successful at survival? Defend your answer.

A: *no, half of the people of a tribe would die of starvation each year—they planted no crops, and had no domesticated animals—there were few game animals available—life was hard*

Q: What food was available to the Avavares?

A: *cactus fruit, occasional fish schools, or rare game*

Q: What does Esteban dream of doing when he gets back to Mexico?

A: *he dreams of having so much food that he can waste the excess by throwing it to the dogs—the ultimate luxury*

Q: Why does Chakoh's father believe the tribe must stay where it is and not go off and learn new ways from other tribes?

A: *the gods gave us this land, here we can be free*

Q: What is the color of the man's beard that is described as "the color of grass when there'd been no rain for many hot suns"?

A: *tan, light brown*

Q: Describe how the Indians from Chakoh's tribe survived.

Timeline and Map Activities

📍 **Rocky Mountains ⑤** (map 1)

Chapter 2

To Discuss After You Read

Discuss Cortez and the conquest of the Aztecs. Visit our IG Links web page for a link that will provide more information. 🌐

Q: Why did the Spanish, who did have a perfectly good land, want another?

A: *because they were greedy and wanted gold and land to make them wealthy, famous, and powerful*

Q: Was that behavior the Indian way?

A: *the customs and culture of Native American Indians varied from tribe to tribe. Just as not all Spaniards were greedy and corrupt, not all Native American Indians were as free from greed as Chakoh's people*

Q: How did Chakoh and Esteban catch the quick lizards?

A: *they waited until the cold-blooded animals were stiff with the cold*

Q: Where do the Señors and Esteban come from?

A: *the Señors wanted to return to the hub of their people which was Mexico; Esteban came from the land where the sun rises—Africa?—for Esteban says he was brought to Spain which was near his land*

Q: Who is Esteban referring to when he says, “by the beard of the Prophet”?

A: *Mohammed*

Q: What does such an oath demonstrate about Esteban?

A: *he is not Catholic like the Señors, but rather a Muslim*

Q: Is a priest the same as a medicine man?

A: *they have similar roles in their various cultures, but serve very different gods*

Q: Why does Chakoh reason the Señor’s God is so powerless to save his servants?

A: *he reasons that the Señor’s God truly dwells in the church in Mexico and that his power doesn’t travel as far as the Señors had come*

Q: What are the houses of Chakoh’s people made from?

A: *woven mats*

Q: What arguments does Chakoh use to go with the Señors to Mexico?

A: *he wants to see the place of origin for his people, and seeks to learn of a god to help overcome the spirit of misfortune that plagues his village*

Q: Why did the Señors decide to go north to get to Mexico which was south?

A: *they wanted to avoid the cruel coastal tribes, and food promised to be more plentiful in the north*

Q: What is Esteban’s opinion of the Señor’s God?

A: *he believes that God, Allah, Earth Maker, and Spirit of Good Things were just different names for the same being*
Is he correct in this?

Q: At first Esteban thinks Chakoh should stay with his own people; what changes his mind?

A: *when he looks at the extreme poverty of the village, he figures it is in Chakoh’s best interests to leave*

Chapter 3

Vocabulary To Learn

His pouch bulged, but when they reached a campfire he would **parch** the leaves and crush them. (*toast: dry to extremity*)

To Discuss After You Read

Q: How does Esteban describe the world?

A: *it is round like a basket, and we are like ants that walk on the rim*

Q: Why does Chakoh despise slaves?

A: *they are men of no honor—rather than dying, they allowed their freedom to be taken—in a tribe where there is little else of worth, honor must be guarded carefully*

Q: How does Esteban believe a slave can receive honor?

A: *by obeying his master for that takes courage as well*

Q: Why does Chakoh need a medicine bag?

A: *he needs strong medicine as he is gone from home—he needs to gather the ingredients*

Q: How long did the ritual of fasting in the tribe of the People Who Were Different last?

A: *five days*

Q: How does Esteban save the Señors when Chakoh is accused of poisoning the tea?

A: *he drinks more than anyone, proving that the tea was all right*

Q: How did Cabeza de Vaca decide the group could finally head south?

A: *he thought the rivers were flowing to the Pacific and no longer the Gulf of Mexico—they were sure to be away from the coastal tribes—see map in front of book*

Q: How many buildings did the Buffalo People have in their village?

A: *more than 80*

Q: Why were the Buffalo People to be feared?

A: *they tortured their own flesh to gain power over the buffalo, and their moods changed with the wind—they were not to be trusted*

Chapter 4

Unfamiliar Words

Toledo blade: a finely tempered sword or knife blade made in Toledo, Spain.

To Discuss After You Read

Q: What food in plenty did the Buffalo People have?

A: *dried meat, dried berries mixed with fat, and stew made of both*

Q: Why are the Señors worried about staying with the Buffalo People?

A: *the Buffalo People kept their distance, withheld friendship, and seemed to be waiting for an excuse to declare the strangers enemies*

Q: Why did it seem hopeless to leave?

A: *Castillo was very ill and needed to rest and the Señors would be traveling without a guide into unknown territory*

Q: Why did Esteban pretend to be bitten by a rattlesnake?

A: *so the Señors would be believed to be great medicine men again*

Q: What does Chakoh believe is the problem with Esteban’s plan?

A: *the medicine man of the tribe had so much power and so much to lose, that the Spaniards were in a different sort of danger*

Q: Describe how Esteban saves them all in the Buffalo People's village.

Chapter 5

Vocabulary To Learn

As the **pantomime** continued Chakoh found himself cheering with the Indians each time the "buffalo" **eluded** the deadly swipe of the knife. (**pantomime**: a drama played out primarily with motions of the body; **eluded**: avoided slyly and adroitly)

Castillo had recovered his strength and though Dorantes grumbled and scowled **incessantly**, especially at Esteban, they rationed their food for a week's travel. (*continually*)

"Cornmeal," they exclaimed, letting the coarse meal run through their fingers. (*coarse flour made from ground corn*)

To Discuss After You Read

Q: When did horses come to the Americas?

A: they were brought by Spaniards in the 16th century [source: American Heritage Encyclopedia of American History]

Q: What type of cactus could be described as "weird-armed"?

A: a Saguaro cactus

Q: What did the Buffalo People use to serve their stew on?

A: a bark container

Q: What does Chakoh give the medicine man to convince him to share power with the Spanish?

A: he gives him his shell from his own father and much flattery

Q: What according to Esteban is necessary to make a trade?

A: each must have something the other wants or needs

Q: What does Esteban have of value?

A: the gift of laughter that can make one a companion of kings

Q: Why does the medicine man give Esteban the precious rattle?

A: Esteban's actions had refreshed the man and made him feel young again

Q: Why were the Spaniards excited by the rattle?

A: it was fashioned from a gourd—they must be getting close to a farming group of Indians

Q: Why did Chakoh think the Pima were the People of the Earth Medicine?

A: they planted seeds and received for their work corn, beans, squash, and cotton

Chapter 6

Unfamiliar Words

yucca fiber: the Indians made rope, sandals, mats, and baskets from the fibers of yucca plant leaves.

To Discuss After You Read

Q: What are the seven golden cities of Antilia?

A: one of the myths that propelled Spaniards into New World. For details of this story, visit our IG Links web page for a link that will allow you to read the entire story. 📖

Q: What is the Viceroy's task?

A: to govern the new territories as the king's representative and to supply the king with the wealth found in the New World

Q: Why did Chakoh not want to leave the Pima village?

A: they were similar to his people but knew so much more

Q: Why was Aunt Maria called that?

A: she wouldn't give the Spaniards her true name so that is what they called her

Q: Why does Esteban want Chakoh to keep his turquoise stones for him?

A: Esteban doesn't want the Spanish to know there is anything of value in the country, for gold and turquoise will change their hearts to greediness

Q: What did Dorantes find?

A: turquoise and emeralds

Q: How did the Indians value turquoise? Enough to fight for?

A: they were a trading item—useful in trading for parrot feathers; no

Q: Why is Chakoh tempted to stay with Aunt Maria?

A: he desires to learn the songs and charms needed to grow crops, and then how to save the crops once grown; plus, there was spinning and weaving

Q: What is the strange charm found on an Indian's neck?

A: a buckle from a Spanish sword belt with a horseshoe nail fastened to it

Q: Why are the hair-faces considered evil?

A: they bring death, and slavery, and they take everything they see

Q: What is a sign that the travelers are coming close to Mexico?

A: a burned and destroyed village—the work of the slave traders

Q: What does Chakoh find even more strange than the fields of crops?

A: the horses, sheep, and cattle

- Q:** Describe the shelter in Aunt Maria's village.
A: *a roof with long thin sticks propped on four poles with open walls that provided protection from the desert sun but allowed in any available breeze*
- Q:** Describe how Esteban acquires the new loincloth for Chakoh.
- Q:** Describe Cíbola as seen through the eyes of Aunt Maria's husband.

Chapter 7

Unfamiliar Words

Mercederian abbey: founded by members the Order of Our Lady of Mercy.

Coronado: Spanish conquistador and explorer [source: *Cambridge Biographical Dictionary*].

Cortez: a Spanish conquistador and conqueror of the Aztec nation (Mexico) [source: *Cambridge Biographical Dictionary*].

Vocabulary To Learn

"He's hardly eaten enough to last him through **vespers**."
(evening prayers)

At night in the snug warmth of his curtained bed, Chakoh assembled piece by piece a picture of mountains, canyon, cactus, and **catclaw** thickets. *(any of several prickly shrubs)*

To Discuss After You Read

- Q:** What types of things would a priest like Fray Marcos have done that were great in Peru with Pizarro?
A: *nothing since Pizarro, as a conquistador, conquered, subdued, and lied to the Incan people*
- Q:** Why does Chakoh believe the rosary was the key to successful planting of crops?
A: *the crops must have medicine to grow—and Brother Solano said everything in the garden belonged to God*
- Q:** Why does Brother Solano believe it is important to eat?
A: *he is in charge of the kitchen and firmly believes that an empty stomach can keep one from successfully contemplating God's word*
- Q:** Why is Chakoh impressed with the Spanish church?
A: *its soaring vastness was overwhelming, the flickering candles a wonder, and only a god could have formed the many statues and ornate carved pillars*
- Q:** Who was building the new cathedral and using what materials?
A: *conquered Aztec slaves were using blocks from their old temple to build the new cathedral*
- Q:** What worries Chakoh about the Aztecs?
A: *how they were conquered when they were such a fierce people*

- Q:** Did Chakoh wear the same clothing as the brothers he lived with?
A: *no, he wore clothes provided by the Viceroy*
- Q:** Why did Chakoh not acquire more Catholic teaching than he did?
A: *it was so different than what he was used to, it would drain from his mind soon after he had heard it*
- Q:** What rumors were spread regarding Cíbola?
A: *it was larger than Mexico and more wealthy than Peru*
- Q:** Why is Chakoh lonely in Mexico?
A: *there is no one to discuss his life and plans with and no one to laugh with—he doesn't have a single friend*
- Q:** Describe Mexico.
- Q:** Describe how Chakoh's life changed when he took the ceremony that gave him the name Juan.
- Q:** Describe Chakoh's clothing.

Chapter 8

Unfamiliar Words

Montezuma: Montezuma II was the Aztec emperor who died during Cortez's conquest of the Aztecs [source: *Cambridge Biographical Dictionary*].

Vocabulary To Learn

"What have they promised you?" The voice was flat and **menacing**. *(showing intention to harm, threatening)*

Curled in his bed Chakoh wondered at the **placid** man's unusual anger. *(quiet, tranquil)*

To Discuss After You Read

- Q:** Is Esteban impressed with what Chakoh has learned?
A: *Esteban believes Chakoh could have learned much more practical things, with life skills from the Buffalo People*
- Q:** What does Esteban warn Chakoh of the promises of the Spanish?
A: *they will make a great many promises and keep none of them*
- Q:** What does Chakoh discover about the beggars in Mexico?
A: *there are many of them, and they don't know the secret of hunting in Mexico*
- Q:** Why is Esteban skeptical of Brother Solano's belief in God's bounty?
A: *Esteban has been in plenty of places where there was very little food*
- Q:** Where do the slaves the Spanish acquire come from?
A: *the conquered Aztecs and from surrounding Indian villages*
- Q:** Why does Chakoh have a hard time believing Esteban was a slave?

A: *he has been wise, courageous, and honorable—and no slave held those descriptions*

Q: Why does the Viceroy send two priests and a boy to find Cíbola?

A: *he doesn't want to empty the King's treasury chasing mirages—then he will send Coronado and an army*

Q: Do you think Esteban received the honors he expected and was promised?

Chapter 9

Vocabulary To Learn

The last sentence was a bitter **mimicry** of Dorantes' rasping voice. (*imitation*)

A heavy mist clung to the **causeway** and beaded Chakoh's hair with moisture. (*a raised road across marshland or water*)

To Discuss After You Read

Q: Why did the Spaniards capture slaves?

A: *they revolted against the King's command, some refused to give up their pagan gods and become Christians, and the slave raiders broke the law and collected slaves* Do you think these are valid and/or true reasons?

Q: How did Esteban become a slave?

A: *his exceedingly poor parents sold him to save the rest of their children*

Q: As Esteban walked the world's rim, which countries had he been in?

A: *Spain, Hispaniola, Cuba, Florida, and now Mexico*

Q: Who left Mexico for the trip north?

A: *Coronado's soldiers went up to Culiacan, along with the two priests, Chakoh and Esteban, and Indian porters who carried supplies*

Q: How does Esteban view Spanish food?

A: *a bait for a trap*

Q: What does Esteban miss about his life before he became a slave?

A: *the freedom to pass each day as he pleased*

Chapter 10

Vocabulary To Learn

With his ready laugh and a few **bantering** words Esteban had even the idlers hurrying for firewood and filling water gourds. (*playfully teasing*)

To Discuss After You Read

Q: What does Esteban mean when he tells Chakoh, "I have far to go, little one"?

A: *he sees a difficult road ahead of him with difficult choices and danger yet to face*

Q: Did Esteban have trouble with the Indians he met?

A: *never, many followed him in joy*

Q: Why does Esteban stay far from Fray Marcos?

A: *so he can do what he wants; he follows the last commands given him, but doesn't want to receive any more*

Q: Does Chakoh still follow the path his father sent him on?

A: *no, he has been mesmerized by the Spanish*

Q: What does Esteban believe the Spanish can teach?

A: *fancy manners, fake behavior done to manipulate, and how to lie or be a traitor to your friends*

Q: What life would Esteban rather chose for Chakoh?

A: *better a warrior in a mat hut than a beggar in the Spanish plaza*

Q: Do you think Fray Oronato became ill from germs?

A: *I wonder if Esteban gave him temporary food poisoning*

Chapter 11

To Discuss After You Read

Q: How does Esteban maintain his honor and his freedom?

A: *he leads the priests to Cíbola, he goes ahead of the priests to make sure they are well cared for in the Indian villages; but once the trip is done, he plans to take his freedom that was promised to him earlier*

Q: Why does Esteban not want Chakoh to remain in Mexico?

A: *he doesn't believe the Spanish would be right for, or good to, Chakoh*

Q: What does Esteban think Chakoh needs to be welcome in Mexico?

A: *he must either bear arms for the king or have something to trade*

Chapter 12

Vocabulary To Learn

The men of the **pueblo** had discovered their presence and were waiting at the foot of the **mesa**. (**pueblo:** *the communal dwelling of an Indian Village of the southwestern United States; mesa:* *an isolated hill or mountain with steeply sloping sides*)

To Discuss After You Read

Q: Why was the reaction of the Cíbola Indians so surprising?

A: *Esteban has been well received by all Indians thus far—to be taken prisoner was a shock*

Q: Why are the Indians angry?

A: *because of the slave traders who steal Indians*

Q: Did Esteban have a chance to escape?

A: *not really, he was sent running and the warriors shot at him*

Q: How many died at Cíbola?

A: *about 100*

Chapter 13

To Discuss After You Read

Q: Why is Mexico a sad place for Chakoh?

A: *there are many people but not one of them is a friend; he worries about the soul of Esteban—who will mourn him?*

Q: What in Chakoh's mind is the proper death rite?

A: *to light a funeral pyre and chant the death song*

Q: Why does Chakoh decide to leave Mexico?

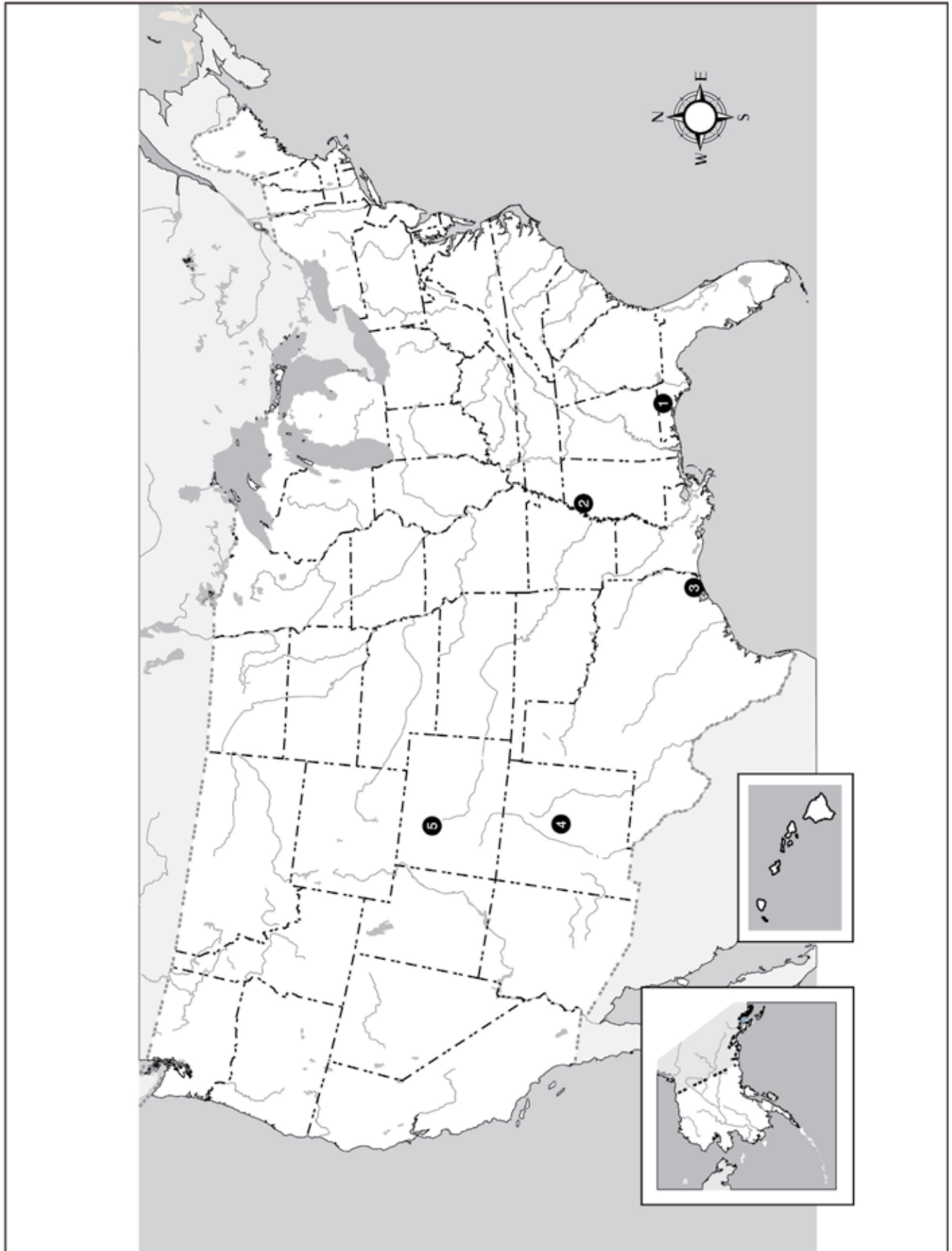
A: *there is nothing for him to do there—in his village he can be headman and a warrior, and if he brings seeds, there will be no hunger either*

Timeline and Map Activities

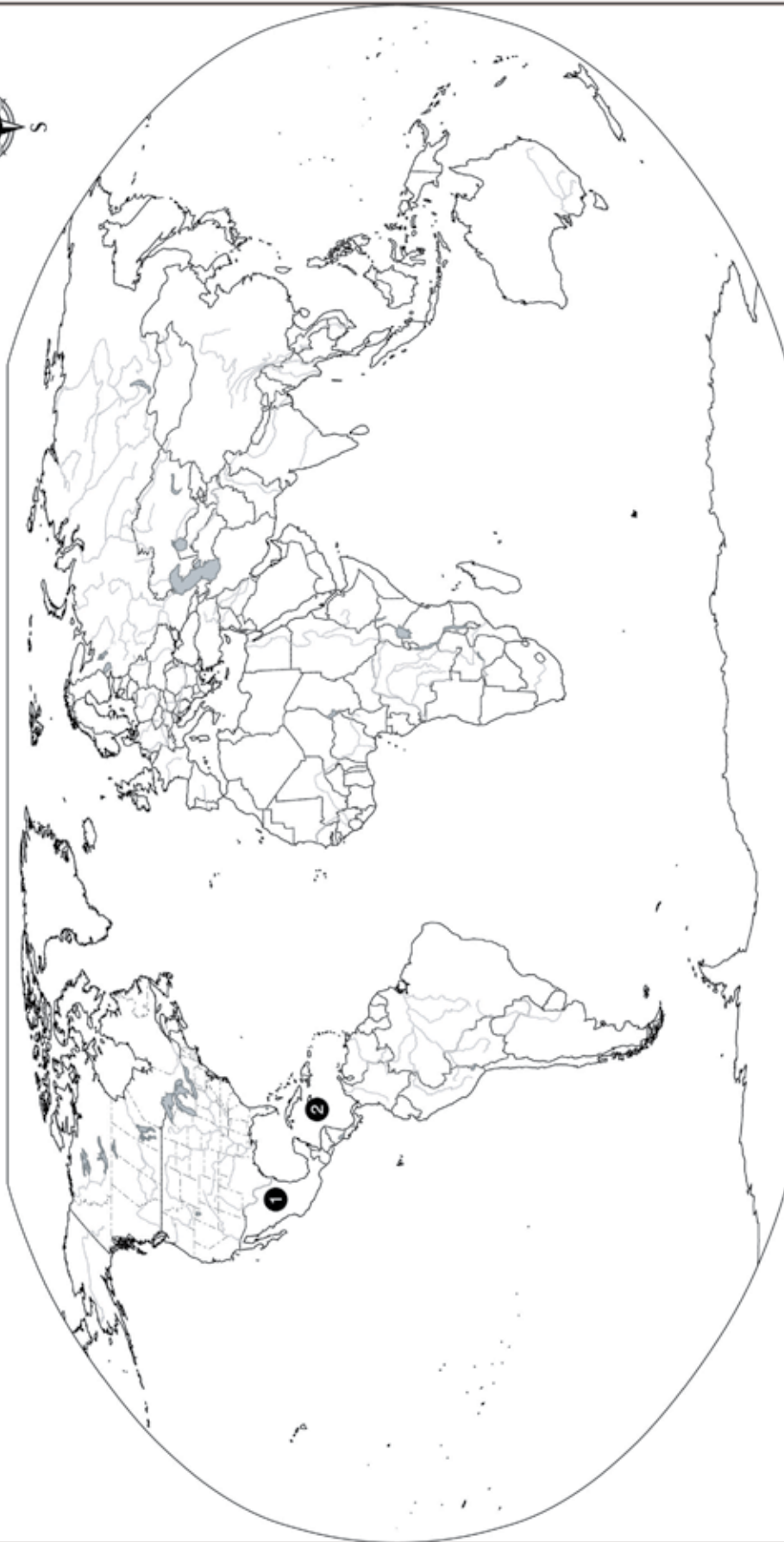
🕒 **Esteban's wanderings (1528–1536)** ■

Walk the World's Rim - Map 1

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Walk the World's Rim - Map 2



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The Witch of Blackbird Pond

Chapter 1

Vocabulary To Learn

On a morning in mid-April, 1687, the **brigantine** Dolphin left the open sea, sailed briskly across the Sound to the wide mouth of the Connecticut River and into Saybrook harbor. (*a light swift seagoing vessel equipped for both rowing and sailing*)

"Just the little **pinnaces** in the islands. I've sailed on those all my life." (*a light sailing ship that is often schooner-rigged but sometimes is propelled by oars*)

"That's what I minded most about the storm," she added, "four days shut down there with the **deadlights** up." (*heavy pieces of glass set in a ship's deck or hull to admit light*)

As the prow scraped the landing piles, Nat leaped ashore and caught the **hawser**. (*a large rope for towing, mooring, or securing a ship to a dock*)

Four new passengers were embarking for the trip up the river, a shabby, **dour**-looking man and wife and their scrawny little girl ... (*harsh and forbidding*)

"You must be **daft**," the woman hissed. (*silly, foolish, crazy*)

She had made them both laugh, but underneath her **nonchalance**, Kit felt uneasy. (*an attitude reflecting a lack of concern*)

To Discuss After You Read

Q: Who were the Roundheads, and when did they murder King Charles?

A: a Puritan or member of the Parliamentary party in England at the time of Charles I and Oliver Cromwell. Charles I was executed January 30, 1649

Q: Were Puritans the same as Roundheads?

A: the term 'round-head' originated as a term of disparagement, referring to the Puritans' disapproval of the long hair favored by royalists

Q: When does this story take place?

A: 1687

Q: When did the Pilgrims arrive in America?

A: 1620

Q: How long did the trip from Barbados to Connecticut take? About how far was this journey?

A: five weeks; calculate if you can

Q: How did the New Englanders respond to Kit's swimming adventure?

A: with shock, horror, and anger

Q: Why would Kit's grandfather teach her to swim as soon as she could walk?

A: probably to keep her safe—in a place surrounded by water, he wouldn't want her to drown

Q: What is Mistress Wood's relationship to Kit?

A: she is Kit's mother's sister—Kit's aunt

Q: Where had Kit's mother been raised?

A: in England

Q: Is swimming done for sport in New England?

A: no, all people are afraid of the water, plus the water is too cold for recreational swimming

Q: How does John Holbrook view Barbados? How does Kit view it?

A: a heathen island in the West Indies; for Kit it was as civilized as England, with shops, fine streets, a famous town [Bridgetown]

Q: What had Kit's grandfather's occupation been?

A: he owned a plantation

Q: What was the water trial?

A: a test used to uncover witches [only witches could float, the innocent would sink]

Timeline and Map Activities

🕒 **Pilgrims arrive in Plymouth (1620)**

📍 Connecticut River ②; Wethersfield ③; Saybrook ④ (map 1)

📍 Barbados ① (map 2)

Chapter 2

Unfamiliar Words

Accidence: a sea manual published by Captain John Smith [source: www.bartleby.com/214/0510.html].

Vocabulary To Learn

"Call this long?" the sailor replied, swinging far out to **daub** the curving tail of the dolphin. (*touch or lightly pat*)

"How can you stand it?" she **fumed** to a redheaded sailor who was taking advantage of the windless hours to give the carved dolphin at the **prow** a fresh coat of paint. (**fumed:** in a state of excited irritation or anger; **prow:** the bow of a ship)

And how could she force herself to endure another meal at the same board with Goodwife Cruff and her **cowed** shadow of a husband? (*intimidated*)

And it spoiled her appetite just to watch that miserable little **wraith** of a child Prudence ... (*shadow or insubstantial copy of*)

Captain Eaton treated her with a **punctilious** caution. (*marked by precise exact attention to details*)

He's the only one on this ship who doesn't seem to **begudge** my existence. (*yield or concede with displeasure*)

"You warned me never to do it again," Kit replied **incatiously**. (*in a careless, rash manner*)

To Discuss After You Read

Q: How early did slaves begin coming to America?

A: *the Dutch brought slaves to Jamestown, Virginia in 1619 [source: The American Heritage Encyclopedia of American History]*

Q: How long did it take to travel the 43 mile journey up the river

A: *nine days*

Q: Why did John Holbrook want to go to Harvard?

A: *Harvard was built as a school to train pastors*

Q: Why did John want to study with Dr. Bulkeley?

A: *as the son of a tanner, Harvard cost too much; Dr. Bulkeley took John on as an apprentice to train him to be a clergyman*

Q: What were the requirements to get into Harvard?

A: *to know enough Latin*

Q: How had Kit's aunt ended up in Wethersfield?

A: *she fell in love with a Puritan and ran away with him to America*

Q: How did slaves travel to America?

A: *chained together tightly in dark holds of ships*

Q: What surprises John about Kit's reading?

A: *first, that she could read, and second, the books she had read: history, poetry, and plays*

Q: What does John believe people should read?

A: *books that help improve the sinful nature of man, and that help make God's Word more clear*

Q: Describe what Kit's childhood had been like.

Timeline and Map Activities

📍 Boston ⑤ (map 1)

📍 New Orleans ① (map 1)

📍 Jamaica ②; Antigua ③ (map 2)\

Chapter 3

Vocabulary To Learn

"How lovely," breathed Mercy, her voice as **arresting** as her eyes ... (*seizing and holding in the focus of attention*)

The three other women were all wearing some **nonde-script** sort of coarse gray stuff. (*lacking in distinguishing marks or character*)

To Discuss After You Read

Q: What is the difference between a town and a settlement?

A: *a town is older and more established than a settlement*

Q: Why had Kit's aunt changed so much?

A: *life in a settlement is hard work and takes a toll on the body*

Q: What did the Wood family have for breakfast?

A: *water, cornbread, and butter*

Q: What had happened to Kit's grandfather's wealth?

A: *an overseer that he trusted had robbed him of an entire year's crops—and grandfather had built up a lot of debts as a result*

Q: Why does Kit think the Puritans must be King's men like her grandfather had been?

A: *just as Barbados was a British colony, started by the sanction of the King, so the Americans must be loyal to King James*

Q: Describe Uncle Matthew's house. If possible, draw on a piece of paper the layout of the inside of the house.

Chapter 4

Unfamiliar Words

carding wool: combing the wool to align the fibers in preparation for spinning it into yarn.

Vocabulary To Learn

"Try it on," suggested Kit, seeing that Judith could scarcely take her eyes from a bright peacock blur **paduasoy**. (*a rich heavy corded silk fabric*)

Kit hesitated, **chagrined**. (*distress brought on by humiliation, hurt pride, disappointment, or consciousness of failure or error*)

At her brilliant eyes and **tremulous** smile her two daughters stared in unbelief. (*affected with fear or timidity; wavering*)

"Can a man not come back for an axe **helve** without finding his house a shambles?" (*the handle of a tool or weapon: haft*)

"'Tis not **gaudy**, and 'twill keep off the draft there by the chimney." (*making a pretentious show of excellence, elegance, beauty, or worth*)

Matthew's glance moved from the shawl to his daughter's quiet eyes, and barely **perceptibly** the grim line of his jaw relaxed. (*visibly*)

To Discuss After You Read

Q: What do the Scriptures say about caring for the poor and the widows?

A: *Exodus 22:22 "Do not take advantage of a widow or an orphan. If you do and they cry out to me, I will certainly hear their cry." NIV*

Q: Why do you think the minister preached against five slits in dress sleeves?

- A:** *because in his opinion it showed excessive attention to worldly vanities*
- Q:** From what Mercy says about never getting out, for she doesn't go to Meeting, is there a large social schedule in town?
- A:** *no, Meeting is the only activity she mentions not going to—there isn't much going on in town*
- Q:** Why does Uncle Matthew not want his women to accept gifts from Kit?
- A:** *they don't need such fancy stuff, they don't require charity from anyone, nor does he want his daughters' heads turned to Kit's vanity*
- Q:** On what conditions will Uncle Matthew allow Kit to stay?
- A:** *if she doesn't distract his household and if she can prove herself useful*
- Q:** Why would a boy cousin have been preferred?
- A:** *to help Uncle Matthew with the work—the housework can get done, but the farm work could have used extra help*
- Q:** Was the clothing Kit gave unseemly?

Chapter 5

Unfamiliar Words

pillory/stocks: a means of publicly humiliating offenders by securing their hands and/or feet in a frame to immobilize them for a period of time. 'Pillory' is also a synonym for public humiliation.

whipping post: a post to which an offender is tied in order to be whipped.

dove-colored: a light bluish gray [source: www.modempool.com/mrsabe/images/petemar61.JPG].

Vocabulary To Learn

The modish bonnet with curling white feathers seemed to her uncle a crowning **affront**. (*disrespectful insult*)

... since she was now a member of his household she would forget her **popish** ideas and attend Meeting like a God-fearing woman. (*disparaging term for Roman Catholic*)

Rachel laid a **placating** hand on her husband's sleeve. (*soothing; appeasing*)

This first venture outside her new home was not starting out **auspiciously** for Kit but as they set out along the road she could not **repress** her curiosity and bouncing spirits. (*auspiciously: fortunately; repress: control, keep down*)

... and the solid ranks **undulated** with the constant jerking of restless elbows straining under tight woolen jackets. (*moved in waves*)

In the shadow of his teacher an extra **staidness** had fallen over the young **divinity** student, and his smile was

lukewarm with dignity. (**staidness:** seriousness; steadiness; **divinity:** the science that deals with God, his laws and moral government, and the way of salvation)

A little distance away she glimpsed Goodwife Cruft, surrounded by a close huddle of whispering women, all darting **venomous** glances in Kit's direction. (*poisonous*)

Kit was **nonplussed**. (*perplexed; baffled*)

"Dr. Bulkeley's sermons are always inspired," she said **demurely**, "especially when he preaches about the final judgment." (*modestly, primly*)

Dr. Bulkeley glowed **indulgently**. (*in a permissive manner*)

Mistress Ashby's dove-colored **damask** with its gilt-edged lace must have come straight from England. (*lustrous fabric into which a pattern has been woven*)

To Discuss After You Read

- Q:** What are some differences between the Church of England (Anglican Church) and the Puritan church?
- A:** *the Anglican Church tended to allow traditional practices provided they were not contrary to Scripture and seemed helpful overall to faith. The Puritan tradition disallowed any religious practice that was not specifically called for by Scripture. Puritans wanted to do away with Bishops; they emphasized preaching instead of ritual in their services, and wanted fewer prescribed prayers in favor of personal ones [sources: John F. Wilson, "Puritans," World Book Online America's Edition, www.aolsvc.worldbook.aol.com/ar?/na/ar/co/ar452140.htm, March 2, 2003, Peter W. Williams, "Anglicans," World Book Online Americas Edition, www.aolsvc.worldbook.aol.com/ar?/na/ar/co/ar022020.htm, March 2, 2003]*
- Q:** Why was the Meeting House plainly decorated?
- A:** *they were plain in order to avoid what was considered the idolatrous practice of the Catholic and Anglican churches of decorating their churches with statuary and other religious art*
- Q:** Did families sit together in the Meeting House?
- A:** *no, men sat on one side and women on the other*
- Q:** How long did the sermon last?
- A:** *a good two hours*
- Q:** Do you agree with Uncle Matthew's opinion that fancy clothes mock the Lord's assembly?
- Q:** Do you think William is wise to like a girl because of her dress?

Chapter 6

Unfamiliar Words

selectman: one of a board of officers chosen usually in staggered three-year terms in New England towns to transact and administer the general public business of the town.

Vocabulary To Learn

Grudgingly Matthew Wood lifted the heavy Bible and placed it in John Holbrook's hand ... (*unwillingly; reluctantly*)

"I would suggest Proverbs, 24th Chapter, 21st verse," said the old master, with a **canny** gleam in his eye which Kit understood as John began to read. (*clever, cunning*)

John's voice was low-pitched but very clear, and the words fell with a musical **cadence** that was a delight. (*rhythm*)

Her uncle's **terse** petitions were hard enough to endure; this prayer, she knew, would be a lengthy masterpiece. (*concise*)

As the husky voice scraped **inexorably** on, she ventured to lift her head a little, and was gratified to see that Judith too was peeking. (*relentlessly*)

She was studying, with deliberate **appraisal**, John Holbrook's bent head and the delicate chiseled line of his profile against the firelight. (*act of estimating the value or worth of something*)

How Mercy must be shriveling at the **fulsome** words. (*offensive*)

She coaxed her father out of his bitter moods, upheld her **timorous** and anxious mother ... (*showing fear or apprehension*)

"You mean call on Katherine?" Aunt Rachel's voice was **incredulous**. (*unbelieving*)

A **constrained** trio lingered after Rachel had climbed the stairs behind her husband. (*restrained from free and easy expression*)

A small wrinkle of concern **marred** her usually **placid** forehead. (**marred**: detracted from the good condition or beauty of; **placid**: quiet, tranquil)

To Discuss After You Read

Q: Why is Uncle Matthew angry with King James?

A: *the king has appointed a governor without any input from people much removed from England; the king is removing rights granted by the charter given when the settlers first came to America*

Q: Does the American Revolution that Dr. Bulkeley predicts happen? If so, in what year?

A: *yes; 1776*

Q: How many years from this book is that?

A: *1776-1687, less than 100 years*

Q: Why does the author refer to the verses from the book of Proverbs as "ancient Hebrew verses"?

A: *because the Old Testament was originally written in ancient Hebrew*

Q: Uncle Matthew believes Dr. Bulkeley is a hypocrite and a whited sepulcher—do you agree?

Q: What does it mean that Kit's grandfather, Sir Francis Tyler, had been knighted for loyalty by King Charles?

A: *that he had been ceremonially inducted as a knight [one of the ranks of nobility] for meritorious service to the king*

Chapter 7

Unfamiliar Words

courting: the formally supervised process that led to engagement and marriage.

Vocabulary To Learn

Judith blossomed suddenly in the firelight, and her laughter was **infectious**. (*catching; capable of spreading from one person to another*)

With new respect, she moved to pass him the wooden bowl of popcorn, and to it she added a smile that caused him to **lapse** again into scarlet-faced silence. (*to sink or slip involuntarily*)

At least they kept her hands occupied and gave her an excuse for not meeting that **implacable** gaze. (*incapable of being changed or swayed*)

The most eligible bachelor in Wethersfield and handsome, actually, in his **substantial** way. (*sturdy, solid*)

A shearing had brought a **veritable** mountain of gray wool to be washed and bleached and dyed, enough to keep Mercy carding and spinning and weaving for the next twelve months. (*being actually that which is named: being real and not imaginary*)

To Discuss After You Read

Q: What do you think the role of "Viewer of Fences" that William has been assigned required?

A: *make sure property rights are maintained*

Q: Why is there a push in the community to claim all available land in Hartford County in a hurry?

A: *the colonists don't want to leave any land for the king's governor to grant to his favorites*

Q: Where had the Charter come from and what rights did it guarantee?

A: *King Charles had given it to Connecticut 25 years earlier, and guarantees the freedom to write their own laws and grants them the land they live on*

Q: What does Judith believe the responsibility of a husband should be?

A: *to provide a home; he does not need to keep his wife amused as well*

Q: What does Kit like about William and what does she dislike?

A: *she likes that he admires her, could provide her a nice home with servants, has opinions of his own, and that he was the most eligible bachelor in the area; what she dislikes is his inability to carry on a conversation, and his*

sureness of his ownership—he has never asked her what she would like

Chapter 8

Unfamiliar Words

grammar school: elementary school.

Vocabulary To Learn

It was coarsewoven and simply made, without so much as a single bow for trimming, but it was certainly far more suited to the **menial** work she had to do in it. (*generally unskilled, lacking dignity and status*)

Judith, so proud and **uppity**, so vain of the curls that fell just so on her shoulder, so **finicky** about the snowy linen collar that was the only vanity allowed her ... (**uppity:** marked by airs of superiority: arrogant; **finicky:** excessively dainty: fussy)

The long rows of onions looked endless, their sharp green shoots already half hidden by **encroaching** weeds. (*intruding: advancing beyond desirable limits*)

"I don't know much about children," said Kit **dubiously**. (*doubtfully*)

To Discuss After You Read

Q: What is the Great Meadow and what was it used for?

A: a low lying field that would occasionally become covered with river flood waters; the soil was rich and was used by the settlement landowners for pastures or gardens

Q: What was a dame school and what was taught there?

A: the letters, how to read, and how to write their names

Q: Describe the appearance of the Great Meadow.

Chapter 9

Unfamiliar Words

mumps: a contagious viral disease marked by fever and swelling of the glands.

Quakers: they rejected clergymen and churches because they believed that every person had the Light of Christ within. They dressed plainly, refused to take oaths, and often refused to bear arms [source: American Heritage Encyclopedia of American History].

Vocabulary To Learn

If two or three of the heavier boys could band together at one end, they could make **precarious** sitting for the unlucky female on the other end. (*uncertain: dangerous*)

While Kit resorted to **ingenious** tricks, Mercy possessed the patience. (*marked by cleverness and originality*)

Mercy worried about this **indulgence**, which had begun by accident on the second day, and proved such a success that she had weakly allowed it to continue. (*gratification*

of a kind usually forbidden or to a degree usually considered excessive)

Years ago, her grandfather had taken her to see a **masque** in Bridgetown, in which a troupe of players from England had acted out the ancient Christmas story. (*a dramatic performance*)

Jonathon Ashby stood **stolidly** beside Mercy, waiting for his chance to be the rescuer. (*in a strong and sturdy manner*)

By chance she had chosen the three most **obstreperous** pupils in the school to be her thieves and robbers. (*aggressively noisy and boisterous*)

Such an opportunity, **sanctioned** by authority, had never been known before. (*allowed*)

"We come to inspect your school, Mistress Wood, and we find **bedlam**." (*wild mad uproar*)

In a panic she fled, out the door and down the roadway, running, blind to reason or **decorum**, past the Meeting House ... (*standards of appropriateness*)

She scarcely knew where to begin, but all at once she was finding eager, **incoherent** words for the happy days on the island, the plantation ... (*clumsy and fumbling*)

Outside the house, against a sheltered wall to the south, a stalk of green thrust upwards, with slender **rapierlike** leaves and one huge scarlet blossom. (*like a straight two-edged sword*)

In one short hour she had **conjured** away the rebellion that had been **seething** in the girl's mind for weeks. (**conjured:** to bring about as if by magic; **seething:** the state of being agitated or excited)

To Discuss After You Read

Q: Does each student in the dame school have his or her own textbook?

A: no, the six students share three dog-eared primers

Q: Why did Kit like teaching school?

A: she enjoyed the children who were also the only people who seemed to appreciate her novelty, and it was a creative outlet—Kit was a gifted teacher

Q: Why did Kit instinctively like Hannah Tupper?

A: Hannah accepted Kit without question or suspicion, and trusted that Kit would accept her the same way

Q: Why did Kit think Hannah's very plain house was pretty?

A: it was a house of peace

Q: What was the odd-shaped mark on Hannah's forehead?

A: a brand

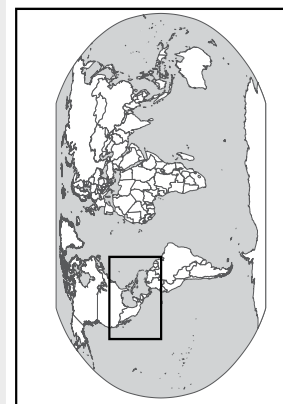
Q: Describe how the beginning readers learned the sounds of letters.

The Witch of Blackbird Pond - Map 1



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The Witch of Blackbird Pond – Map 2



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