

Quick Start Guide

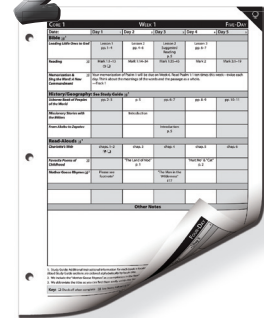
Core Instructor's Guide: Levels 3–Alt 7

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

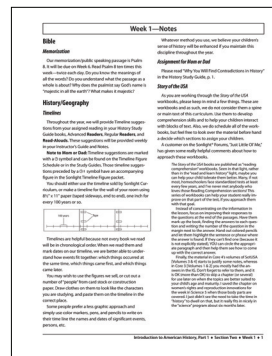


The weekly schedules help you plan. You can follow them closely, reorganize them, or merely use them as a springboard for your own plans. Please know you DO NOT have to do everything scheduled in your IG. Find a rhythm that works for you.

You can

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

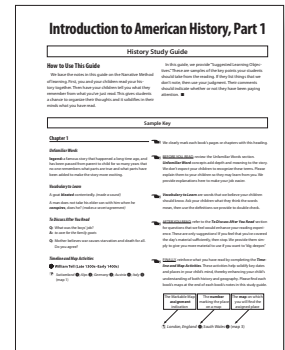
Find thought-provoking Notes for scheduled assignments directly behind your Schedule pages. Use these Notes to spark discussions with your children.



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 | | WEEK 1 | | | FIVE-DAY | |
|---|---|--|------------------------|--|--------------------|--|
| Date: | Day 1 ¹ | Day 2 ² | Day 3 ³ | Day 4 ⁴ | Day 5 ⁵ | |
| Bible | | | | | | |
| Reading | Luke 1:1–23 | Luke 1:24–38 | Luke 1:39–56 | Luke 1:57–80 | Luke 2:1–20 | |
| The Discoverer's Bible for Young Readers | Genesis 1:1–2:3 | Genesis 3 | Genesis 4:1–16 | Genesis 6:5–22 | Genesis 7 | |
| 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: Great in Counsel and Mighty in Deed  | Psalm 8 —Track 1 | | | | | |
| History/Geography: See Study Guide  ¹ | | | | | | |
| The Story of the USA, Book 1 ²  | | chap. 1 – Exercise 1A | Exercises 1B–E | chap. 2– Exercise 2A   | Exercises 2B–E | |
| North American Indians | pp. 5–11 | pp. 12–19 | pp. 20–27 | pp. 28–32 | | |
| Readers  ¹ | | | | | | |
| Regular: A Lion to Guard Us | chaps. 1–2   | chap. 3–4 | chaps. 5–6 | chap. 7–9 | chap. 10–11 | |
| Advanced: The Corn Grows Ripe  | chap. 1 | chaps. 2–3 | chap. 4 | chap. 5 | chaps. 6–7 | |
| Read-Alouds ¹ | | | | | | |
| Walk the World's Rim | Preface & chap. 1     | chap. 2 | pp. 28–34 | pp. 35–41 | chap. 4 | |
| A Child's Introduction to Poetry | | "Introducing Professor Driscoll" pp. 7–8 | | | | |
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| Other Notes | | | | | | |
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1. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud Study Guide sections are ordered alphabetically by book title.

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

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

| CORE 3 | | WEEK 1 | | | FOUR-DAY | |
|---|---|--|---|--------------------|--------------------|--|
| Date: | Day 1 ¹ | Day 2 ² | Day 3 ³ | Day 4 ⁴ | Day 5 ⁵ | |
| Bible | | | | | | |
| Reading | Luke 1:1–23 | Luke 1:24–38 | Luke 1:39–56 | Luke 1:57–80 | | |
| The Discoverer's Bible for Young Readers | Genesis 1:1–2:3 | Genesis 3 | Genesis 4:1–16 | Genesis 6:5–22 | | |
| American Indian Prayer Guide—Maya  | Days One & Two pp. 9–10 | Day Three pp. 10–11 | Day Four p. 11 | Day Five p. 12 | | |
| Memorization & Sing the Word: Great in Counsel and Mighty in Deed  | Psalm 8 —Track 1 | | | | | |
| History/Geography: See Study Guide  ¹ | | | | | | |
| The Story of the USA, Book 1 ²  | chap. 1 – Exercise 1A | Exercises 1B–E | chap. 2 – Exercise 2A   | Exercises 2B–E | | |
| North American Indians | pp. 5–11 | pp. 12–19 | pp. 20–27 | pp. 28–32 | | |
| Readers  ¹ | | | | | | |
| Regular: A Lion to Guard Us ³  | chaps. 1–2   | chaps. 3–5 | chaps. 6–8 | chaps. 9–11 | | |
| Advanced: The Corn Grow Ripe | chaps. 1–2 | chaps. 3–4 | chaps. 5–6 | chap. 7 | | |
| Read-Alouds ¹ | | | | | | |
| Walk the World's Rim | Preface & chap. 1     | chap. 2 | pp. 28–34 | pp. 35–41 | | |
| A Child's Introduction to Poetry | | "Introducing Professor Driscoll" pp. 7–8 | | | | |
| | | | | | | |
| 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 from *The Story of the USA* are found in the History Study Guide.

3. We offer you two schedules for each Reader book. If you use the 4-day schedule, your children will read at a faster pace than the 5-day plan. If your children would prefer a less robust pace, please follow the 5-day plan for each Reader.

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

Bible

Memorization

Our memorization/public speaking passage is Psalm 8. It will be due on Week 6. Read Psalm 8 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? Why does the psalmist say God's name is "majestic in all the earth"? What makes it majestic?

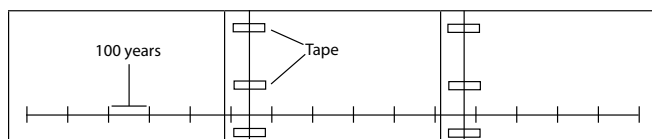
History/Geography

Timelines

Throughout the year, we will provide Timeline suggestions from your assigned reading in your History Study Guide books, Advanced **Readers**, Regular **Readers**, and **Read-Alouds**. These suggestions will be provided weekly in your Instructor's Guide and Notes.

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

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



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

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

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

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

Assignment for Mom or Dad

Please read "Why You Will Find Contradictions in History" in the History Study Guide, p. 1.

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.

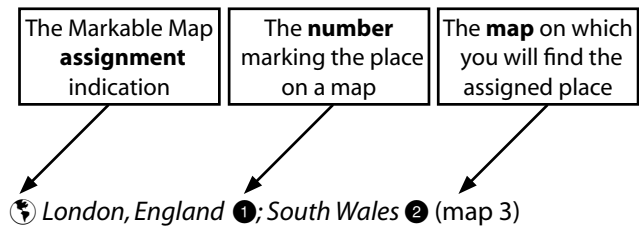
Finally, the material in Core 4's volumes of SotUSA [Volumes 3 & 4] starts to justify some notes, whereas in Core 3 [Volumes 1 & 2] you mostly had the answers in the IG. Don't forget to refer to them, and it is OK (more than OK) to skip a chapter (or several) for use later on when the topics are better 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.

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 reading 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.)



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.

Readers

Regular Readers: Refer only to the Regular assignments on the schedule page. You will not use all the listings in the Reader Study Guide. **Advanced Readers:** Follow the Advanced schedule only. The Advanced schedule includes the Regular Readers plus Advanced Readers and all books are scheduled appropriately in the Advanced schedule. (*A Lion to Guard Us*, for example, is scheduled for Week 5, whereas the Regular Readers read it in Week 1.) ■

| CORE 3 | | WEEK 2 | | | FIVE-DAY | |
|---|--|-------------------------------|---------------------------|--------------------|-----------------------|--|
| Date: | Day 1 ⁶ | Day 2 ⁷ | Day 3 ⁸ | Day 4 ⁹ | Day 5 ¹⁰ | |
| Bible | | | | | | |
| Reading | Luke 2:21–39 | Luke 2:40–52 | Luke 3:1–23 | Luke 4:1–30 | Luke 4:31–44 | |
| <i>The Discoverer's Bible for Young Readers</i> | Genesis 8 | Genesis 9:1–17 | Genesis 11:1–9, 27–32 | Genesis 12:1–9 | Genesis 18:1–15 | |
| <i>American Indian Prayer Guide—Taino & Arawak</i> | Day One p. 13 | Day Two pp. 13–14 | Day Three pp. 14–15 | Day Four p. 15 | Day Five pp. 15–16 | |
| Memorization & <i>Sing the Word: Great in Counsel and Mighty in Deed</i> | Read Psalm 8 ten more 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. Please apply these questions to all your memorization assignments. —Track 1 | | | | | |
| History/Geography: See Study Guide ¹ | | | | | | |
| <i>The Story of the USA, Book 1</i> | chap. 3–Exercise 3A | Exercises 3B–E | | | | |
| <i>Pedro's Journal</i> | | | Aug. 3–Aug. 27 🕒📅🗺 | Sept. 3–Sept. 21 | Sept. 25–Oct. 5 | |
| Readers ¹ | | | | | | |
| Regular: <i>A Lion to Guard Us</i> | chaps. 12–14 | chaps. 15–16 | chaps. 17–18 | chaps. 19–21 | chaps. 22–end | |
| Advanced: <i>The Corn Grows Ripe</i> | chap. 8 | chaps. 9–10 | chap. 11 | chaps. 12–13 | chaps. 14–15 | |
| Read-Alouds ¹ | | | | | | |
| <i>Walk the World's Rim</i> | chap. 5 | chap. 6 | pp. 81–87 (first para) | pp. 87–96 | chap. 8 | |
| <i>A Child's Introduction to Poetry</i> | | "Nursery Rhymes" pp. 10–13 | | | | |
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| Other Notes | | | | | | |
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Key: ☐ Check off when complete ☒ See Notes following Schedule 🗺 Map Assignment 🕒 📅 🗺 Timeline Figure in packet 🕒 📅 🗺 Timeline Suggestion

| CORE 3 | | WEEK 2 | | | FOUR-DAY | |
|---|--|-------------------------------|-----------------------|-----------------------|---------------------|--|
| Date: | Day 1 ⁶ | Day 2 ⁷ | Day 3 ⁸ | Day 4 ⁹ | Day 5 ¹⁰ | |
| Bible | | | | | | |
| Reading | Luke 2:1–20 | Luke 2:21–39 | Luke 2:40–52 | Luke 3:1–23 | | |
| <i>The Discoverer's Bible for Young Readers</i> | Genesis 7 | Genesis 8 | Genesis 9:1–17 | Genesis 11:1–9, 27–32 | | |
| <i>American Indian Prayer Guide—Taino & Arawak</i> | Day One p. 13 | Days Two & Three pp. 13–15 | Day Four p. 15 | Day Five pp. 15–16 | | |
| Memorization & <i>Sing the Word: Great in Counsel and Mighty in Deed</i> | Read Psalm 8 ten more times out loud. Are there words you find hard to pronounce? (Make sure you practice saying them correctly.) Which words should receive special emphasis? Any places you should pause or speed up for dramatic effect? Any places where your voice should become louder, softer, higher, or lower? Make notes of these things. Please apply these questions to all your memorization assignments. —Track 1 | | | | | |
| History/Geography: See Study Guide ¹ | | | | | | |
| <i>The Story of the USA, Book 1</i> | chap. 3–Exercise 3A | Exercises 3B–E | | | | |
| <i>Pedro's Journal</i> | | | Aug. 3–Aug. 27 🕒📅🗺 | Sept. 3–Sept. 21 | | |
| Readers ¹ | | | | | | |
| Regular: <i>A Lion to Guard Us</i> | chaps. 12–14 | chaps. 15–17 | chaps. 18–20 | chaps. 21–end | | |
| Advanced: <i>The Corn Grow Ripe</i> | chaps. 8–9 | chaps. 10–11 | chap. 12 | chaps. 13–end | | |
| Read-Alouds ¹ | | | | | | |
| <i>Walk the World's Rim</i> | chap. 4 | chap. 5 | chap. 6 | pp. 81–87 | | |
| <i>A Child's Introduction to Poetry</i> | | "Nursery Rhymes" pp. 10–13 | | | | |
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| Other Notes | | | | | | |
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Key: ☐ Check off when complete ☒ See Notes following Schedule 🗺 Map Assignment 🕒 📅 Timeline Figure in packet 🕒 Timeline Suggestion

| CORE 3 | | WEEK 3 | | | FIVE-DAY | |
|---|--|----------------------------|------------------|------------------|-----------------------------|--|
| Date: | Day 11 | Day 212 | Day 313 | Day 414 | Day 515 | |
| Bible | | | | | | |
| Reading | Luke 5:1–16 | Luke 5:17–39 | Luke 6:1–19 | Luke 6:20–38 | Luke 6:39–49 | |
| The Discoverer's Bible for Young Readers | Genesis 19:1, 12–29 | Genesis 21:1–21 | Genesis 22: 1–18 | Genesis 24:34–48 | Genesis 24:50–67 | |
| 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: Great in Counsel and Mighty in Deed | Read Psalm 8 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. —Track 1 | | | | | |
| History/Geography: See Study Guide¹ | | | | | | |
| Pedro's Journal | Oct. 7–Oct.11 | Oct. 12–Nov. 6 🌐📖 | Nov. 19–Dec. 13 | Dec. 16–Jan. 2 | Jan. 8–Jan. 16 | |
| Readers¹ | | | | | | |
| Regular: Pocahontas and the Strangers | chap. 1 🕒📖 | chap. 2 🌐📖 | chaps. 3–4 | chap. 5 | chap. 6 | |
| Advanced: Vostaas: White Buffalo's Story of Plains Indian Life | pp. 6–11 🌐📖 | pp. 12–19 (1st full para.) | pp. 19–24 | pp. 25–32 | pp. 33–39 (middle of p. 39) | |
| Read-Alouds¹ | | | | | | |
| Walk the World's Rim | chap. 9 | chap. 10 | chap. 11 | chap. 12 | chap. 13 🕒📖 | |
| A Child's Introduction to Poetry | | "Nonsense Verse" pp. 14–16 | | | | |
| | | | | | | |
| Other Notes | | | | | | |
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| CORE 3 | | WEEK 3 | | | FOUR-DAY | |
|---|--|----------------------------|------------------------|----------------------------|----------|--|
| Date: | Day 11 | Day 212 | Day 313 | Day 414 | Day 515 | |
| Bible | | | | | | |
| Reading | Luke 4:1–30 | Luke 4:31–44 | Luke 5:1–16 | Luke 5:17–39 | | |
| The Discoverer's Bible for Young Readers | Genesis 12:1–9 | Genesis 18:1–15 | Genesis 19:1, 12–29 | Genesis 21:1–21 | | |
| American Indian Prayer Guide—Powhatan | Day One p. 17 | Day Two pp. 17–18 | Day Three p. 18 | Days Four & Five pp. 19–20 | | |
| Memorization & Sing the Word: Great in Counsel and Mighty in Deed | Read Psalm 8 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. —Track 1 | | | | | |
| History/Geography: See Study Guide¹ | | | | | | |
| Pedro's Journal | Sept. 25–Oct. 5 | Oct 7–Oct. 11 | Oct. 12 – Nov. 6 🌐📅 | Nov. 19–Dec. 13 | | |
| Readers¹ | | | | | | |
| Regular: Pocahontas and the Strangers | chaps. 1–2 🕒📅🌐📅 | chap. 3 | chap. 4–5 | chap. 6 | | |
| Advanced: Vostaas: White Buffalo's Story of Plains Indian Life | pp. 6–16 🌐📅 | pp. 16–24 | pp. 25–32 | pp. 33–39 | | |
| Read-Alouds¹ | | | | | | |
| Walk the World's Rim | pp. 87–96 | chap. 8 | chap. 9 | chap. 10 | | |
| A Child's Introduction to Poetry | | "Nonsense Verse" pp. 14–16 | | | | |
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| | | | | | | |
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North American Indians

Suggested Learning Objectives

As each tribe is studied in the book, locate the tribe on the map located in the front of the book.

pp. 5–11

The Native Americans came from Asia, probably looking for food. Columbus called them “Indians,” since he thought he reached India.

The Algonkian lived in dome-shaped *wigwams* and made beads (also used as money) out of clam shells. They taught settlers how to grow squash and corn.

The Seminole (“runaway”) moved to the Florida swamps, where they lived in dwellings without walls. Osceola refused to give his land to Europeans.

The Iroquois lived by the Eastern Great Lakes in *long houses* made of elm tree bark on poles. They ate corn and game.

The western Great Lakes Algonkian traveled from place to place and smoked peace pipes.

pp. 12–19

The Great Plains Native Americans hunted buffalo, either on foot or on horseback. They made clothes, shoes, blankets, shields, and tipis out of the hides and weapons, tools, cups, and rattles out of the bones, horns, and hoofs. Some had snowshoes and sleds. Some lived in *earth lodges*, large shelters made of logs, dirt, and grass. Some lived in tipis, decorated with paintings from the hunts. Some ate *pemmican*, a mixture of dried buffalo meat, berries, and fat.

pp. 20–27

The Anazazi lived on the sides of steep cliffs. Their entrances were from the roof and if attacked, they’d pull the ladders up with them.

The Pueblo Native Americans lived in homes of adobe, a hardened mixture of clay and straw. They held secret meetings in underground *kivas*. They grew corn and cotton, and danced as part of religious ceremonies.

pp. 28–32

The Native Americans on the West Coast made *totem poles* that told the stories of their families. They hunted whales or salmon.

If the Native Americans could not understand each other’s languages, they used hand signs or smoke signals. ■

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

🕒 **Christopher Columbus (1451-1506) sails from Spain (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

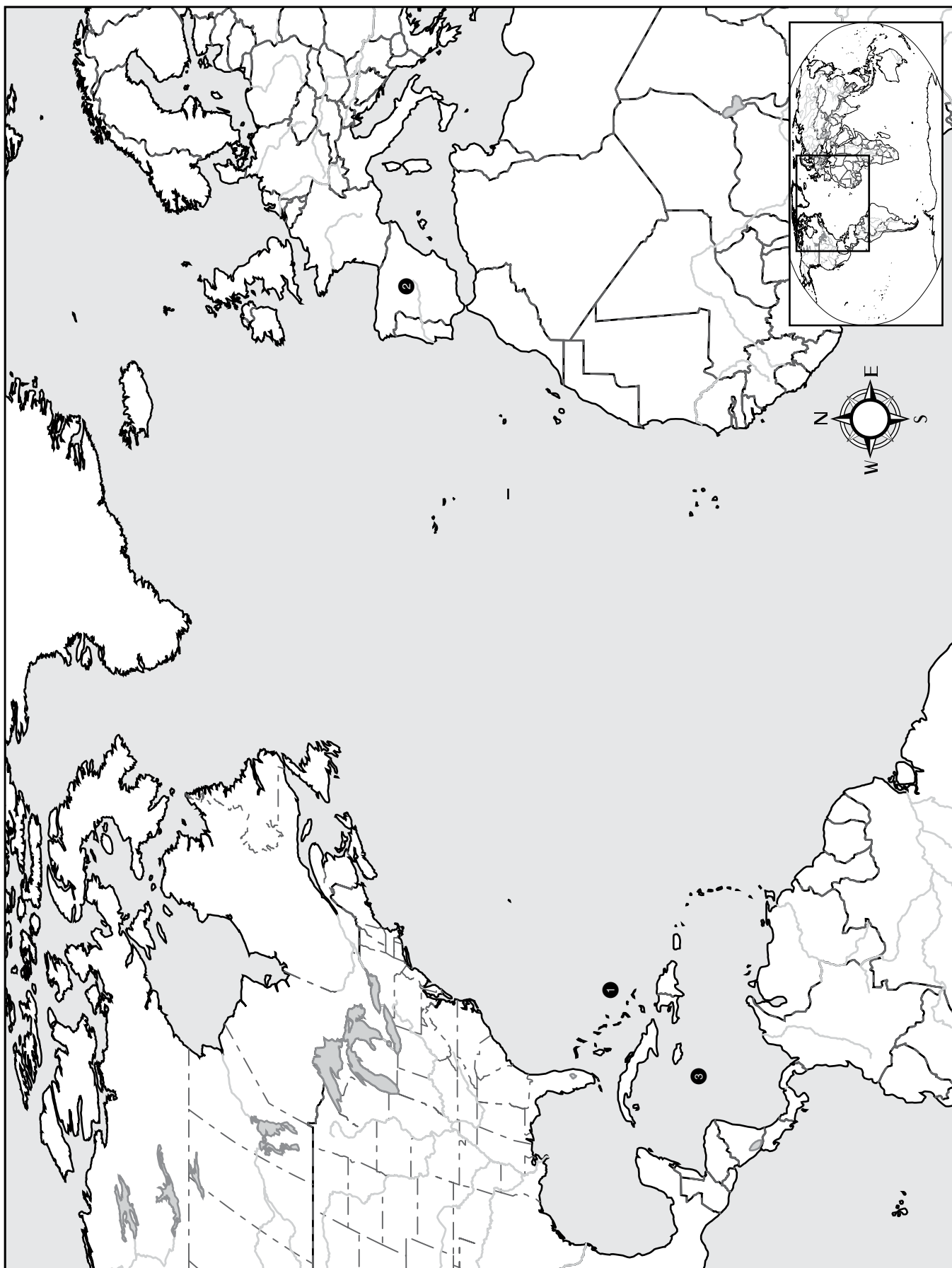
Columbus planned another voyage while still on his first one.

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 Corn Grows Ripe

Setting

Mayan village in Yucatan

Note to Mom or Dad: For unfamiliar words, please see the glossary at the back of the book.

Chapter 1

To Discuss After You Read

Q: Who were the members of Dionisio's family?

A: *mother, father, sister, great-grandmother, and himself [three brothers had died earlier]*

Q: Describe Dionisio's house.

A: *one room with a separate kitchen, the walls were tree trunks set upright and fastened with vines, with a dirt floor and thatched roof*

Q: Why was Dionisio called that and why was he nicknamed Tigre?

A: *his baptized name came from the saint day; his skin color resembled the Jaguar, and his personality was spirited, mischievous, curious, and lazy*

Q: What is Milpa?

A: *a cornfield*

Chapter 2

To Discuss After You Read

Q: Why did the Mayan create a new cornfield every few years?

A: *the soil did not become weak but remained rich, and the old soil contained many weeds to control; the land needed a rest*

Q: How many seasons did the Mayan have?

A: *2—months of sun then months of rain*

Q: How long did the farmers take to clear the land?

A: *one month*

Chapter 3

To Discuss After You Read

Q: Why does the great-grandmother believe Tigre should help his father in the field?

A: *to build his character—he needs to learn to finish his tasks*

Q: Why does Tigre travel to find the medicine man?

A: *the medicine man is also a bone setter and needs to set Father's broken leg*

Chapter 4

To Discuss After You Read

Q: Why does Tigre hesitate to go to the medicine man?

A: *the distance is far—17 kilometers, he will travel in the dark, and the bush contained evil winds, demons, monsters, and witches*

Q: Why does Tigre worry when he passes his village's santo?

A: *he passed beyond his saint's protection*

Chapter 5

To Discuss After You Read

Q: When Father's leg requires until harvest to heal, what decision does Tigre make?

A: *to plant the corn himself*

Q: How old is Tigre?

A: *12*

Q: Why did Tigre attend school at night?

A: *the government required all children to be literate—if a family did not school their children, their family could receive a stiff fine*

Q: How did Tigre plan to cover the family's extra financial burdens?

A: *he planned a larger field and planted beans, squash, and chili peppers*

Chapter 6

To Discuss After You Read

Q: Why did the Mayan cut the trees rather than burn trees that stood?

A: *the sun dried the sap out of the trees—fire could not fell living trees*

Q: How did Tigre stop the vampire bat?

A: *he carefully searched for answers*

Chapter 7

To Discuss After You Read

Q: Why does Tigre whistle in the milpa?

A: *to call the wind gods to spread the flames from the 3 fires he set*

Chapter 8

To Discuss After You Read

Q: What month do the Mayans burn the field?

A: *March*

Q: When do they plant? Why?

A: *May; the soft rains come in May*

Q: How did Tigre spend his time before the planting?

A: *at a celebration, making a rope, flying kites, visiting a bull fight*

Chapter 9

To Discuss After You Read

Q: Describe the Holy Cross celebration.

A: *the village was cleaned up, the villagers wore their best clothing, visitors came from all over, music and laughter filled the air, people shot skyrockets, they danced, the boys kept an all night vigil, a bullfight, and the ropes were judged*

Chapter 10

To Discuss After You Read

Q: What tool did Tigre use to plant?

A: *a sharp stick*

Chapter 11

To Discuss After You Read

Q: Describe the Hetz Mek.

A: *a ceremony performed at 4 months for baby boys and 3 months for baby girls; each child is introduced to the tools he/she will use in life; the god parents attend and all feast afterward*

Chapter 12

To Discuss After You Read

Q: How did the villagers deal with the drought?

A: *they lit candles, prayed, and made sacrifices to the village santos; after much prayer, the Mayan returned to their old gods and performed the Chac Chac ceremony*

Q: In olden times, what did the Mayan offer in Chichen Itza as sacrifice?

A: *boys, girls, jewels, chocolate, and treasure*

Chapter 14

To Discuss After You Read

Q: Is the Char a light, gentle rain?

A: *no; strong with thunder*

Chapter 15

To Discuss After You Read

Q: How did the Mayan store the corn?

A: *they roasted the ears in an earth oven ■*

A Lion to Guard Us

Setting

London to Bermuda to Virginia; 1609

Overview

After their mother dies in 1609, Amanda, Jemmy, and Meg decide to leave London and follow their father to America. Their ship sails into a fierce storm and they land in Bermuda, not Jamestown. The men build two ships and all eventually sail to Jamestown, where the children find their father.

Chapters 1–2

To Discuss After You Read

Q: Why can the children not see their father?

A: *he went on a long, hard trip*

Q: The cook thinks their father forgot about them because he hasn't seen them in three years. What do you think?

Q: What is wrong with Mother?

A: *sick, then fell down the stairs, now comatose*

Q: Why is America called “the New World”?

A: *Europe is the Old World, America represents a new way of life*

Q: What is the lion that guards the children?

A: *a brass door knocker the father gave the children when he left*

Timeline and Map Activities

📍 Jamestown ③; Bermuda ①; Chesapeake Bay ② (map 1)

Chapters 3–4

To Discuss After You Read

Q: Why does Amanda have to carry water?

A: *she works for Mistress Trippett while her mother is ill*

Q: What does this mean? “When you lose someone it’s like—like having to find your way again.”

Q: What is a currant bush?

A: *a shrub of the family Capparidaceae that bears small berries and serves as a browse plant*

Chapters 5–6

To Discuss After You Read

Q: Did Mistress Trippett steal Amanda’s money?

A: *yes: even though she paid the doctor, the medical fees would not equal the price of a house; also, Amanda works hard and that should pay for her shelter and food, but Mistress Trippett pretends the children are a hardship*

Q: Why must the three children leave Mistress Trippett’s house?

A: *Amanda asks for her money, Mistress Trippett faints, and her son turns the three children out*

Chapters 7–9

To Discuss After You Read

Q: Why does their father not write?

A: *never learned how to read or write*

Q: Why can Dr. Crider go to America, even though he is old?

A: *the people there need doctors*

Q: What does the doctor mean when he says, “Poor Mistress Trippett with her bags of money—let her keep it all. There’s a great world outside, and she’ll never know it”?

Chapters 10–11

To Discuss After You Read

Q: What is a packet?

A: *a small boat that carries people and mail along the coast*

Q: With whom do the children get to sail?

A: *the admiral*

Chapters 12–14

To Discuss After You Read

Q: What animals are on the ships? How could each of these animals help Jamestown?

A: *goats, oxen, pigs, chickens, and horses; oxen and horses could help plow and clear the land; goats could provide milk; pigs and chickens could serve as food; and chickens could provide eggs*

Q: What happens to the doctor?

A: *he falls overboard*

Q: What sin gets the children into trouble and how?

A: *Jemmy’s lie makes many people want to steal the door knocker*

Q: Who was Medusa?

A: *the devil doll [Medusa was one of the three Gorgons in Greek mythology, and the only mortal Gorgon. Medusa and her two sisters had writhing snakes for hair, staring eyes, hideous grins, and protruding fangs. They were so ugly that anyone who saw them turned to stone. Unlike her sisters, Medusa was beautiful in her youth, and was proud of her hair. She boasted of her beauty to Athena, who became jealous and changed her into a hideous person]*

Chapters 15–16

To Discuss After You Read

Q: How does John Rolfe try to help the ship?

A: *he pumps out water*

Q: How does Amanda calm her siblings?

A: *she tells them a story*

Q: Locate Bermuda on a map. How far is it from Virginia?

A: *about 1,000 miles*

Q: Find a picture of palmetto trees. Do you think their leaves would make a good roof?



Palmetto tree

Chapters 17–18

To Discuss After You Read

Q: Who started the devil story?

A: *Spanish sailors who wanted the island for themselves*

Q: Why can't the children laugh after the storm?

A: *they feel beaten and tired with the sound of the storm in their ears still*

Q: What is the plan for rescue?

A: *send a small boat to fetch a larger boat*

Chapter 19

To Discuss After You Read

Q: What does Meg learn to do while in Bermuda?

A: *play*

Q: Where is the knocker?

A: *vanished—someone took it; can you guess who?*

Q: What is the fire for and why do they let it go out?

A: *to guide the boat from Virginia; too much time passed and the boat must have sunk*

Chapters 20–21

To Discuss After You Read

Q: Why did the men quarrel?

A: *they did not want to build two ships, since some wanted to stay in Bermuda*

Q: Why does Jemmy vanish?

A: *to get the door knocker back from Robert Waters*

Chapters 22–23

To Discuss After You Read

Q: What helps Father recognize the children?

A: *Jemmy shows the lion's head door knocker*

Q: What happened to the people at Jamestown?

A: *the English were at war with Native Americans, some were ill, and some starved*

Q: What is another name for "a wall made of tree trunks" that surrounds a town?

A: *fort*

Q: What is Amanda's job in the beginning of the book?

A: *undercook at Mistress Trippett's house*

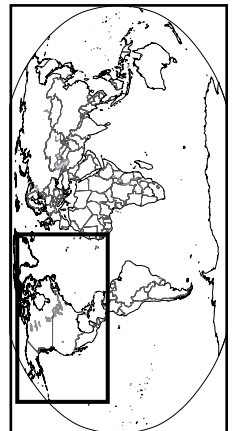
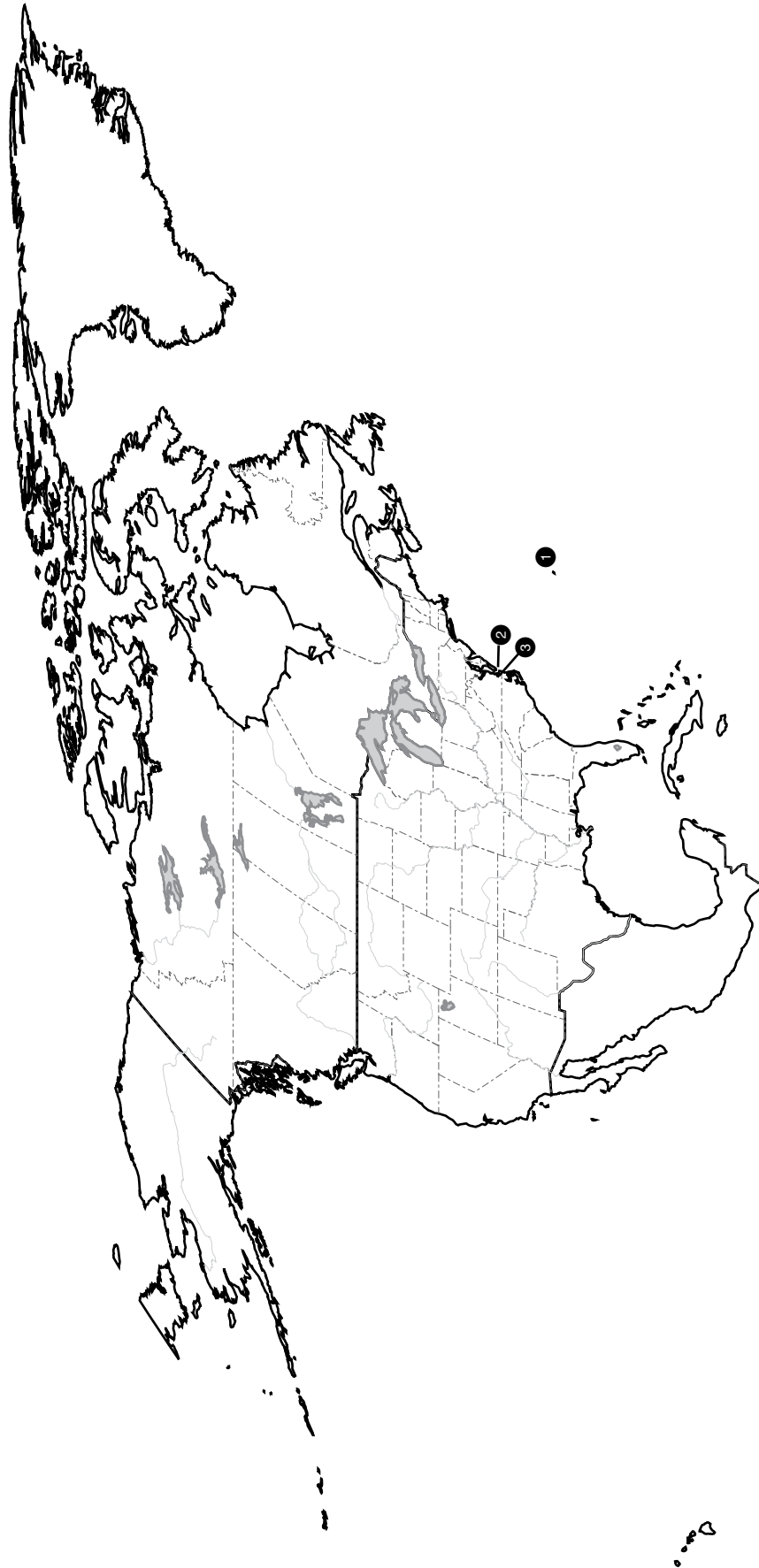
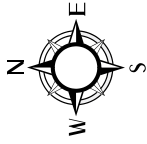
Q: How do the children get to sail to America?

A: *Dr. Crider buys their tickets and becomes their guardian*

Q: Where does their ship land first?

A: *Bermuda* ■

A Lion to Guard Us - Map 1



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 may or may not be accurate. Historians generally take one of these three positions on the story:¹

Fiction: Smith's first account of being saved or rescued was told 17 years after it was to have happened, in 1624. He had written several times before, about his expedition and meeting of Wahunsonacock, but described being comfortable and treated in a friendly fashion. It has been said that some of his fellow colonist describe him as, “an abrasive, ambitious, self-promoting mercenary soldier.”²

True Story: Smith claimed to have written about the event in 1616 in a letter to Queen Anne, wife of King James I; however, this letter has never been found.

Misunderstood Ceremony: 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 ... ”³

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.”⁴

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.”⁵ 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.”⁶

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]⁷

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

1 Taken from <http://womenshistory.about.com/od/mythsofwomenshistory/a/pocahontas.htm> in October 2009.

2 Taken from <http://www.powhatan.org/pocc.html> in October 2009.

3. 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.

4. Ibid., 103.

5. Ibid.

6. Ibid., 103–104.

7. Ibid., 105.

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."⁸

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"*

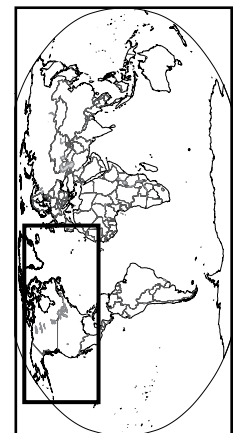
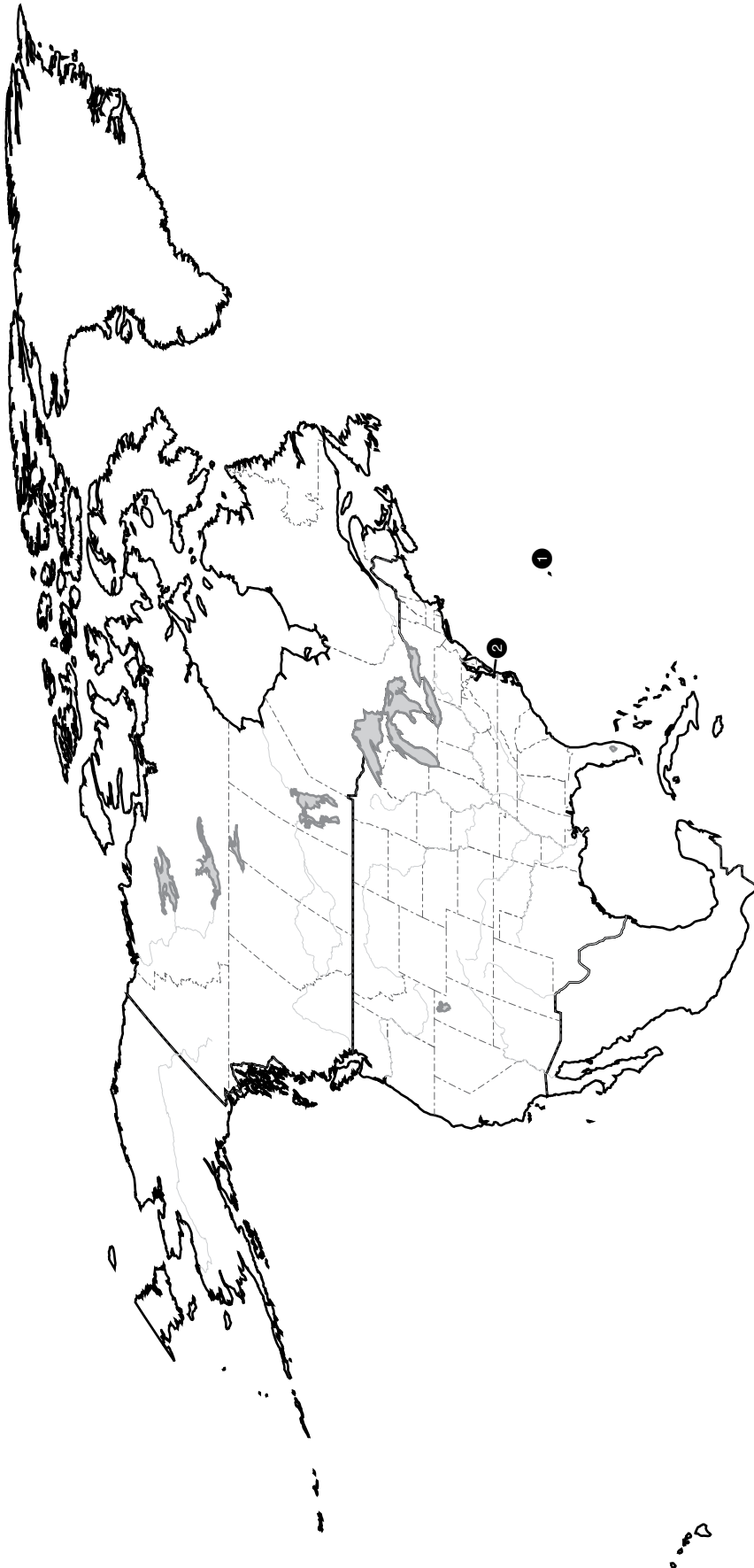
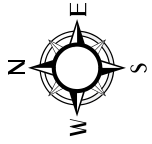
8. Ibid., 108.

Pocahontas and the Strangers - Map 1



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Pocahontas and the Strangers - Map 2



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Vostaas: White Buffalo's Story of Plains Indian Life

Setting

Montana; 1970

Overview

In 1970, William White Buffalo, a Northern Cheyenne Native American, told the story of the Plains Indians. When Columbus landed he thought he'd found India and so called America's inhabitants, "Indians." The Spanish introduced horses to the Native Americans in the 1500s, and the various groups used horses and traveled freely until the 1800s. At that time, the Native Americans were forced to live on reservations and change how they lived. Unfortunately, the small reservations could not support the number of people who lived there, and that created shortages of jobs, houses, and education. Gradually the various groups made a better home for themselves, and tried to combine the best of the Native American and the settler's ways.

pp. 6–11

To Discuss After You Read

Q: What does William White Buffalo tell about Native American's appearance?

A: *they don't all look the same. They had different colored hair and eyes, just like every culture*

Timeline and Map Activities

📍 Montana ① (map 1)

pp. 12–19

To Discuss After You Read

Q: Where did the name "Indian" come from?

A: *Columbus thought he discovered India, so he called the North Americans "Indians"*

Q: After 1500, what two animals did the Native Americans use and how?

A: *buffaloes for food, clothes, shelter; horses for hunting and travel*

Q: What happened at Little Big Horn?

A: *General Custer and 300 white men fought many Native Americans and died; this was the last Native American victory before the United States Army came to destroy their forces and put the people on reservations*

pp. 19–24

To Discuss After You Read

Q: How did Native Americans get their names?

A: *males would have different names for different stages of life, names that fit their physical features or their deeds; women would often just have one name; they had no family names; when the government tried to record the Native Americans, they gave family names to them all*

Q: What languages do most Native Americans know now?

A: *many learn only English; some learn their Native American language as well*

pp. 25–32

To Discuss After You Read

Q: Did the Blackfeet treat the white men worse than the Native Americans?

A: *they made war on any invaders, whether Native American or white*

Q: How does the future look for the Native Americans?

A: *better than it has for a long time*

pp. 33–39

To Discuss After You Read

Q: What were the first mobile homes?

A: *tipis, made of poles and buffalo skins*

Q: After the buffaloes were mostly gone, where did the Native Americans live?

A: *canvas tipis were too cold; tents worked for a while, but soon became filthy from the trampled dirt outside; some built tiny houses, but these allowed disease to spread quickly; now new homes, both prefabricated and larger log homes, stand on the reservations, complete with pipes, but not with gas or oil stoves*

pp. 39–45

To Discuss After You Read

Q: Where did the buffalo go?

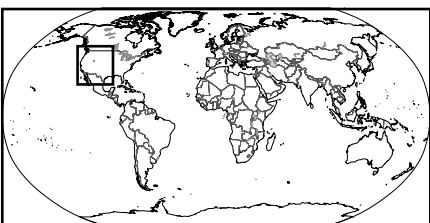
A: *white men shot them for their hides alone, and left the meat to rot*

Q: How did the Native Americans preserve the buffalo meat without refrigerators?

A: *dried it to jerky; they could mix berries with jerky and fat to make the calorie-rich pemmican*

Vostaas: White Buffalo's Story - Map 1

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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 is established in Florida (1566)**

🕒 **Monks arrive (1500s)**

📍 **Pensacola ④; Mississippi River ⑤; Galveston, Texas ⑥; New Mexico ①; Mexico ②** (map 1)

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.

“three round moons away”: three months.

caravel: small 15th and 16th century sailing vessel.

Vocabulary to Learn

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 banderilleros*)

To Discuss After You Read

Q: What does Esteban mean when he says, “we sit here with our stomachs hugging our backbones”?

A: *through hunger they had wasted away to the point where their stomachs were shrunken*

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 was little 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 ③** (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 allow you to read the entire story 📖.

Q: Why did the Spanish, who had 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? Is he correct in this?

A: he believes that God, Allah, Earth Maker, and Spirit of Good Things were just different names for the same being

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

... 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

seven golden cities of Antilia: 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. 

To Discuss After You Read

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: What is yucca fiber?

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

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

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

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

vespers: evening prayers

catclaw: 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 many promises they won't keep*

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: *as 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 choose 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 Cibola, 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 Cibola 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 Cibola?

A: *about a hundred*

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?

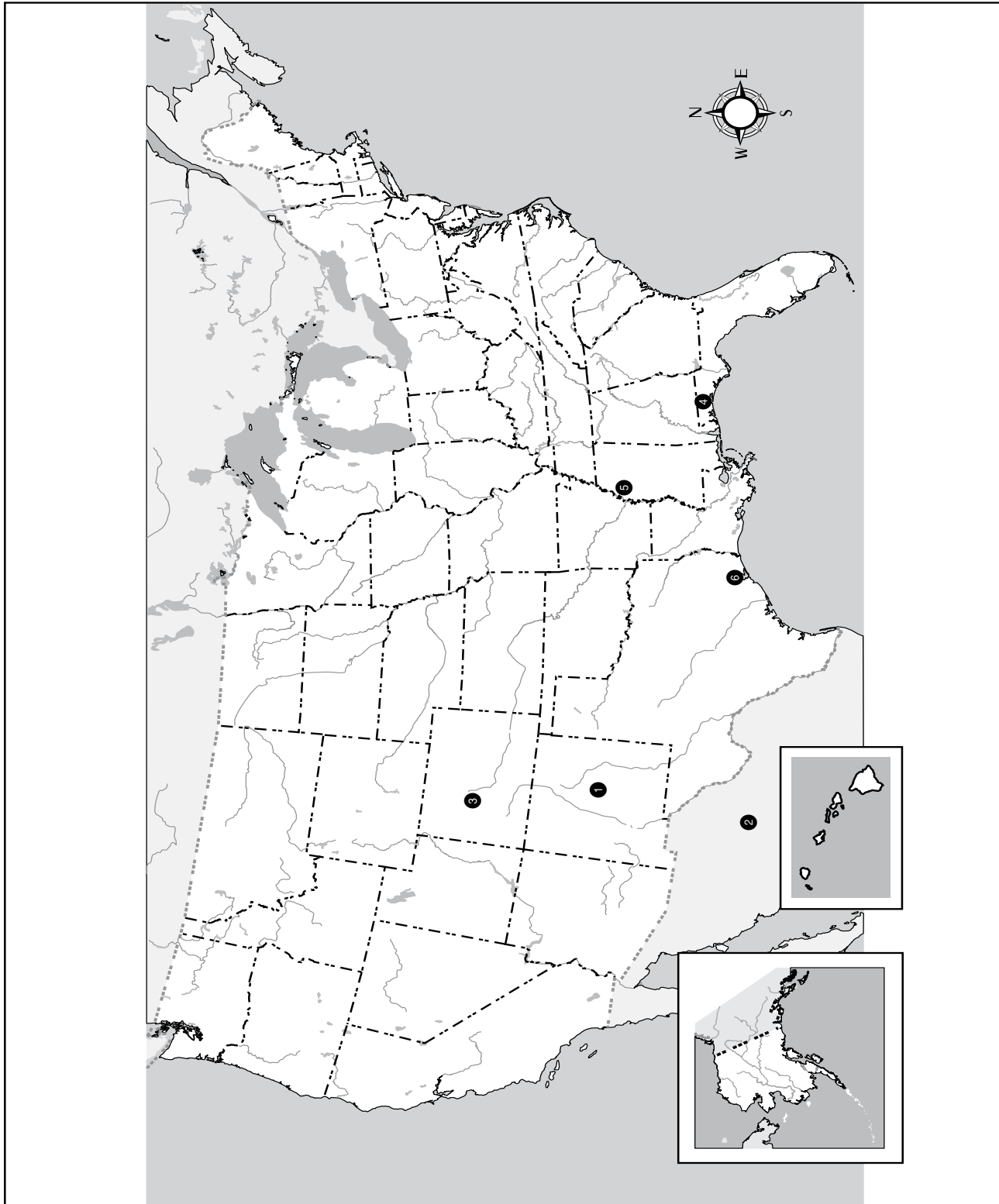
A: there is nothing for him to do there—in his village he can

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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