

Quick Start Guide

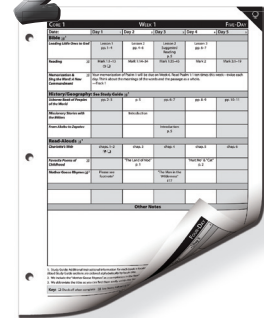
Core Instructor's Guide: Levels 3–Alt 7

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

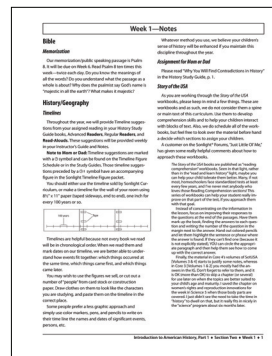


The weekly schedules help you plan. You can follow them closely, reorganize them, or merely use them as a springboard for your own plans. Please know you DO NOT have to do everything scheduled in your IG. Find a rhythm that works for you.

You can

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

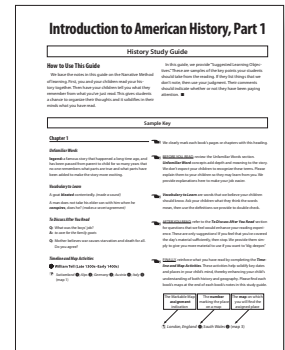
Find thought-provoking Notes for scheduled assignments directly behind your Schedule pages. Use these Notes to spark discussions with your children.



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 4		WEEK 1			FIVE-DAY	
Date:	Day 1 ¹	Day 2 ²	Day 3 ³	Day 4 ⁴	Day 5 ⁵	
Bible						
Reading	John 1:1–18	John 1:19–42	John 1:43–51	John 2:1–11	John 2:12–35	
Memorization & Sing the Word: The Heavens Declare	Our first memorization/public speaking passage is Psalm 103. It will be due on Week 6. Read Psalm 103:1–4 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						
South America	pp. 1–3  	p. 4  	pp. 5–6	p. 7	p. 8	
Simón Bolívar: The Liberator	p. 4–chap. 4  	chap. 5–end				
Shoes For Everyone			chap. 1–2    	chap. 3	chap. 4–end	
Wee Sing America	Days 1–5: (re–)learn “The Star Spangled Banner,” pp. 8–9.					
Readers  ¹						
By the Great Horn Spoon!	chap. 1    	chaps. 2–3  	chaps. 4–5  	chap. 6–mid p. 76  	p. 76–chap. 8  	
Read–Alouds  ¹						
Moccasin Trail	chap. 1  	chap. 2  	chap. 3  	chap. 4	chap. 5	
Oxford Illustrated Book of American Children’s Poems	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.

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

CORE 4		WEEK 1			FOUR-DAY	
Date:	Day 1 ¹	Day 2 ²	Day 3 ³	Day 4 ⁴	Day 5 ⁵	
Bible						
Reading	John 1:1–18	John 1:19–42	John 1:43–51	John 2:1–11		
Memorization & Sing the Word: The Heavens Declare	Our first memorization/public speaking passage is Psalm 103. It will be due on Week 6. Read Psalm 103:1–4 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						
William Wilberforce	chaps. 1–2  	chaps. 3–4	chaps. 5–6	chaps. 7–8		
Wee Sing America	Days 1–4: (re-)learn “The Star Spangled Banner,” pp. 8–9.					
Readers  ¹						
By the Great Horn Spoon!	chaps. 1–2    	chaps. 3–4  	chaps. 5–6  	chaps. 7–8  		
Read–Alouds  ¹						
Moccasin Trail	chap. 1  	chap. 2  	chap. 3  	chap. 4		
Oxford Illustrated Book of American Children’s Poems	p. 8	p. 9	p. 10			
Other Notes						

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History/Geography

Study Guides

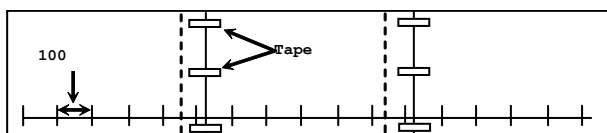
Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud. Study sections ordered alphabetically by book title.

Timelines

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

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

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



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

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

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

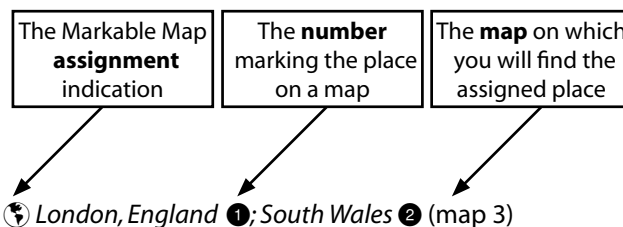
Whatever method you use, we believe your children's sense of history will be enhanced if you maintain this discipline throughout the year.

Assignment for Mom or Dad

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

Markable Map

Sonlight's geography program weaves throughout the year with assignments from almost every book you study. It is designed to demonstrate to your student the importance of map skills while enhancing the learning adventure. We provide map suggestions from the assigned reading in the History, 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! ■

CORE 4		WEEK 2			FIVE-DAY	
Date:	Day 16	Day 27	Day 38	Day 49	Day 510	
Bible						
Reading	John 3:1–21	John 3:22–36	John 4:1–26	John 4:27–38	John 4:39–54	
Memorization & Sing the Word: The Heavens Declare	Read Psalm 103:1–8 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 Guide ¹						
South America	p. 9	pp. 10–11	p. 12	p. 14	p. 15	
Project	Each day, Days 1–4 , do one of the Poster Activities listed on page 16 in <i>South America</i> .					
Wee Sing America	Days 1–5: “Sweet Betsy from Pike” (pioneer song 1849), pp. 34–35.					
Readers ¹						
By the Great Horn Spoon!	chaps. 9–10 🌐 □	chaps. 11–12	chaps. 13–14 🌐 □	chaps. 15–16	chaps. 17–18	
Read-Alouds ¹						
Moccasin Trail	chap. 6 🌐 □	chap. 7 🌐 □	chap. 8 🌐 □	chap. 9 🌐 □	chap. 10 🌐 □	
Oxford Illustrated Book of American Children's Poems		p. 11		pp. 12–13		
Other Notes						

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

CORE 4

WEEK 2

FOUR-DAY

Date:	Day 1 ⁶	Day 2 ⁷	Day 3 ⁸	Day 4 ⁹	Day 5 ¹⁰
Bible					
Reading	John 2:12–35	John 3:1–21	John 3:22–36	John 4:1–26	
Memorization & Sing the Word: The Heavens Declare	Read Psalm 103:1–8 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 Guide ¹					
William Wilberforce	chaps. 9–10	chaps. 11–12	chaps. 13–14	chap. 15	
Wee Sing America	Days 1–4: “Sweet Betsy from Pike” (pioneer song 1849), pp. 34–35.				
Readers ¹					
By the Great Horn Spoon!	chaps. 9–11 🌐📖	chaps. 12–13 🌐📖	chaps. 14–16	chaps. 17–18 🌐📖	
Read-Alouds ¹					
Moccasin Trail	chap. 5	chap. 6 🌐📖	chap. 7 🌐📖	chap. 8 🌐📖	
Oxford Illustrated Book of American Children’s Poems		p. 11		pp. 12–13	
Other Notes					

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

CORE 4

WEEK 3

FIVE-DAY

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
	11	12	13	14	15
Bible					
Reading	John 5:1–18	John 5:19–30	John 5:41–47	John 6:1–21	John 6:22–40
Memorization & Sing the Word: The Heavens Declare	Read Psalm 103:1–12 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 <i>moving back</i> 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					
American Adventures I	chap. 7 🕒📅📖				
William Wilberforce		chaps. 1–2 🕒📅📖	chaps. 3–4	chaps. 5–6	chaps. 7–8
Wee Sing America	Days 1–5: “Sacramento,” p. 56.				
Readers ¹					
Sing Down the Moon	chaps. 1–5	chaps. 6–10 🕒📅	chaps. 11–14	chaps. 15–19	chaps. 20–end
Read-Alouds ¹					
Moccasin Trail	chap. 11	pp. 149–162 🕒📅	pp. 162–165	chap. 13	chap. 14
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

CORE 4		WEEK 3			FOUR-DAY	
Date:	Day 11	Day 212	Day 313	Day 414	Day 515	
Bible						
Reading	John 4:27–38	John 4:39–54	John 5:1–18	John 5:19–30		
Memorization & Sing the Word: The Heavens Declare	Read Psalm 103:1–12 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 <i>moving back</i> 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 Guide¹						
William Wilberforce	chap. 16 and Postscript					
Landmark History of the American People, Vol. 1		chap. 23 🕒📖	chap. 24 🕒📖🌐📖	chap. 25 🕒📖🌐📖		
Wee Sing America	Days 1–4: “Sacramento,” p. 56.					
Readers¹						
Sing Down the Moon	chaps.1–6 🌐📖	chaps. 7–12	chaps. 13–18	chaps.19–end		
Read–Alouds¹						
Moccasin Trail	chap. 9 🌐📖	chap. 10 🌐📖	chap. 11	chap. 12 pp. 149–162 🌐📖		
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

Chapters 1–6

There are no notes for chapters 1–6, which were studied in “Introduction to American History, Part 1.”

Chapter 7

Elizabeth Blackwell became the first woman medical doctor in America in 1857. Born in 1821, she entered medical school in 1847. Despite great opposition from faculty, fellow students, and townspeople, she graduated at the top of her class in 1849. Barred from city hospitals, she founded the New York Infirmary for Indigent Women and Children. She founded a Women’s Medical College to train other women physicians. Before starting the infirmary, she lost an eye due to infection. She died in 1910.

To Discuss After You Read

- Q:** What character trait(s) do you particularly admire in Elizabeth Blackwell?
- Q:** What might you have done differently if you had been her?
- Q:** Do you think there is a need for women doctors, or was she going against the will of God by pursuing a medical degree? Why do you think as you do?
- A:** use these questions to promote discussion

Timeline and Map Activities

- 🕒 **Elizabeth Blackwell (1821–1910) becomes America’s first female medical doctor**

Chapter 8

In 1848, people found gold at Sutter’s Mill, which began the California Gold Rush of 1849.

Men who went to California to participate in the 1849 Gold Rush were called ‘49ers. Now San Francisco’s football team also uses the name.

Sacramento, California was the center of the Gold Rush. Today it is California’s capital.

The California Gold Rush brought a huge influx of American citizens to California.

Timeline and Map Activities

- 🕒 **Gold found at Sutter’s Mill (1848)**
- 🕒 **California Gold Rush (1849)**
- 📍 *Sacramento, California* 📍 (map 1)

Chapter 9

Charles Brace noticed thousands of homeless children on the streets of New York, so he asked farmers if they would like extra help in exchange for a new member of their family. Farmers across America wanted children, and the Orphan Trains (1854–late 1800s) carried about 70,000 young people from the streets to homes.

Timeline and Map Activities

- 🕒 **Orphan Trains (1854–late 1800s)**

Chapter 10

There are no notes for this chapter.

Chapter 11

Pony Express (April 1860–October 1861) provides 10-day mail service between St. Joseph, MO and Sacramento, CA. It was put out of business by the transcontinental telegraph.

Timeline and Map Activities

- 🕒 **Pony Express (1860–1861)**

Chapter 12

There are no notes for this chapter.

Chapter 13

The *Hunley* was the world’s first submarine (1864). Since it destroyed the Union’s *Housatonic* (February 1864) it was almost a success, but this explosion also sank the *Hunley*.

Timeline and Map Activities

- 🕒 **The *Hunley* was the world’s first submarine (1864)**

Chapter 14

There are no notes for this chapter.

Chapter 15

The transcontinental railroad was completed in 1869 at Promontory Point, Utah.

The men used picks, shovels, wheelbarrows, one-horse carts, gunpowder, and a little nitroglycerin (for blasting) to build the transcontinental railroad.

Eighty percent of the workers on the Central Pacific portion of the railroad (that came east from California, through the mountains to Utah) were Chinese.

Timeline and Map Activities

- 🕒 **Transcontinental railroad completed (1869) ■**

Shoes For Everyone

Setting

Suriname (Dutch Guiana) and Holland to Philadelphia to Lynn, Massachusetts; 1852–1889

Overview

Jan Matzeliger grew up in Suriname (Dutch Guiana), where he learned to be a machinist. He sailed for several years with the Dutch East Indies Company, then settled in America and eventually learned to make shoes. Machines did almost all the work, but people did the lasting by hand, which joined the upper part of the shoe to the inner sole. Jan worked for several years and finally developed a lasting machine, which made production greater and shoe prices drop.

Chapter 1

To Discuss After You Read

Q: What skilled work does Jan learn?

A: *machinist*

Q: Why does Jan leave Dutch Guiana?

A: *he loves the sea and wants to sail around the world*

Q: What is a dike?

A: *a manmade wall built in the sea. The water close to land is pumped out and farmers grow crops on the land taken from the sea*

Q: Find out about the Dutch East Indies Company.

A: *granted a charter in 1602 and handled trade in the Far East. Its headquarters were in Batavia (now Jakarta) Java. Trade included pepper and spices*

Timeline and Map Activities

🕒 **Jan Matzeliger (1852–1889)**

📍 *Suriname (Dutch Guiana)* ❶ (map 3)

📍 *Holland* ❶ (map 2)

📍 *Philadelphia* ❶ (map 1)

Chapter 2

To Discuss After You Read

Q: Where does Jan find comfort and a home in Philadelphia?

A: *the church*

Q: In the 1870s, why do many black people live in Philadelphia?

A: *when blacks were still slaves, if they could escape to Philadelphia, they were free; after the slaves were freed, families joined the blacks in Philadelphia, so the black population grew*

Q: How is the job market divided?

A: *Irish lay brick and build bridges, Italians are tailors and street vendors, Jews run neighborhood shops and garment industry*

Q: Who hires Jan and why?

A: *a shoe maker because Jan is interested and eager*

Timeline and Map Activities

📍 *Lynn, Massachusetts* ❷ (map 1)

Chapter 3

To Discuss After You Read

Q: What does Jan most want to buy?

A: *drawing instruments*

Q: In the 1870s, why are the lasters powerful in the shoe industry?

A: *they had a strong union which kept down the number of apprentices, frequently called for strikes*

Q: Out of what material does Jan make his first model?

A: *cigar boxes*

Chapter 4

To Discuss After You Read

Q: Why does Jan switch shoe companies?

A: *so he can use the new company's forge and lathe*

Q: Where does Jan find friends and entertainment?

A: *Christian Endeavor, a young people's group*

Q: Out of what material does Jan make his second model?

A: *scrap metal*

Chapter 5

To Discuss After You Read

Q: Why does Jan agree to own only one-third of the company which will make his machines?

A: *he has no money to build his invention, so he needs investors to back him—they take the other two-thirds of the company*

Q: How does Jan finally get a patent?

A: *since the patent office does not understand his complicated drawings, they send an examiner to watch the machine in action*

Q: How many more pairs of shoes can the machine produce in a ten hour day than the lasters?

A: *650 more pairs—the lasters could only do 50, the new machine can do 700*

Q: How does Jan fall mortally ill?

A: *he goes on a picnic which gets rained out, catches tuberculosis, and, with his body weakened by little food and long hours of work, he dies*

Q: Why does Jan have trouble in America finding a job or a church?

A: *the whites wanted the newly-freed blacks to know their place—not alongside the white, but subservient to them and segregated*

Q: What is lasting?

A: *joins the upper part of the shoe to the inner sole*

Q: Why does a lasting machine seem impossible to invent?

A: *the machine would need to have fingers to do such delicate work*

Q: How does Jan's machine change the shoe industry?

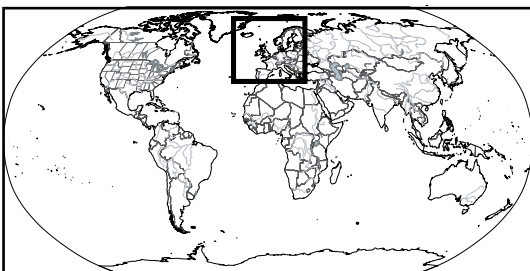
A: *shoe prices drop because manufacturers can make more for less ■*

Shoes for Everyone - Map 1



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Shoes for Everyone - Map 2



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Shoes for Everyone - Map 3



Simón Bolívar: The Liberator

Suggested Learning Objectives

Chapter 1—Wild Child

Venezuela was a colony of Spain.

Spain and Portugal controlled South America.

Simón Bolívar was born on July 24, 1783 in Venezuela.

Bolívar was Creole, born of Spanish descent in the Americas. Only men born in Spain could serve as high-ranking officials or in the military.

Native South American were treated worse than the Creoles.

Timeline and Map Activities

🕒 Simón Bolívar (1783–1830)

🌐 Venezuela ① (map 1)

🌐 Spain ① (map 2)

Chapter 2—Life Lessons

Bolívar parents died before he was nine, he then lived with an uncle. Monks taught him for a time, then he had a new teacher who taught about democracy, justice, liberty, and equality. He also taught about the injustice of slavery and against the Native Americans, the history of the Spanish conquest, and survival tips in the wilderness.

Chapter 3—Seeds of Revolt

Bolívar went to study in Spain, where he also married. His wife died six months later.

Bolívar voted to break the Spanish chains.

Bolívar liked the United States' system of democracy.

Timeline and Map Activities

🌐 Rome, Italy ②; France ③; South America ④ (map 2)

Chapter 4—Death March

France took over Spain. In 1816, the Creoles revolted then against their Spanish rulers. They declared independence, but their revolt failed.

Bolívar issued the “War to the Death” order. **(Note to Mom or Dad:** in which he condemned to death anyone who did not join the Patriot cause. This caused cruel bloodshed.)

Bolívar triumphantly entered Caracas in 1813.

Spain gradually drove Bolívar out of Venezuela by the end of 1814.

Timeline and Map Activities

🌐 Caracas ②; Colombia ③; Andes ④ (map 1)

🌐 Haiti ⑤ (map 2)

Chapter 5—Facing the Spanish

General Bolívar led 2,500 soldiers over flooded plains and the snow-covered Andes to capture the Spanish army in New Grenada by surprise. He brought independence in 1819.

Timeline and Map Activities

🌐 Carabobo, Venezuela ⑤; Quito, Ecuador ⑥; Junín, Peru ⑦; Bolivia ⑧; Bogotá ⑨ (map 1)

Chapter 6—Spaniards, Go Home!

Bolívar liberated Venezuela in 1821 and liberated Quito (present-day Ecuador) in 1822. They liberated Peru and Upper Peru (renamed Bolivia) in 1824.

Timeline and Map Activities

🕒 Columbia's independence (1819)

🕒 Venezuela's independence (1821)

🕒 Ecuador's independence (1822)

🕒 Peru's independence (1824)

🕒 Bolivia's independence (1824)

Chapter 7—End of a Dream

Bolívar was president of five countries (Venezuela, New Grenada, Ecuador, Peru, and Bolivia), but they did not join into a united federation as he had hoped.

Civil War broke out in various countries and men threatened Bolívar's life.

In 1830, Bolívar stepped down from office and went into exile. He soon died.

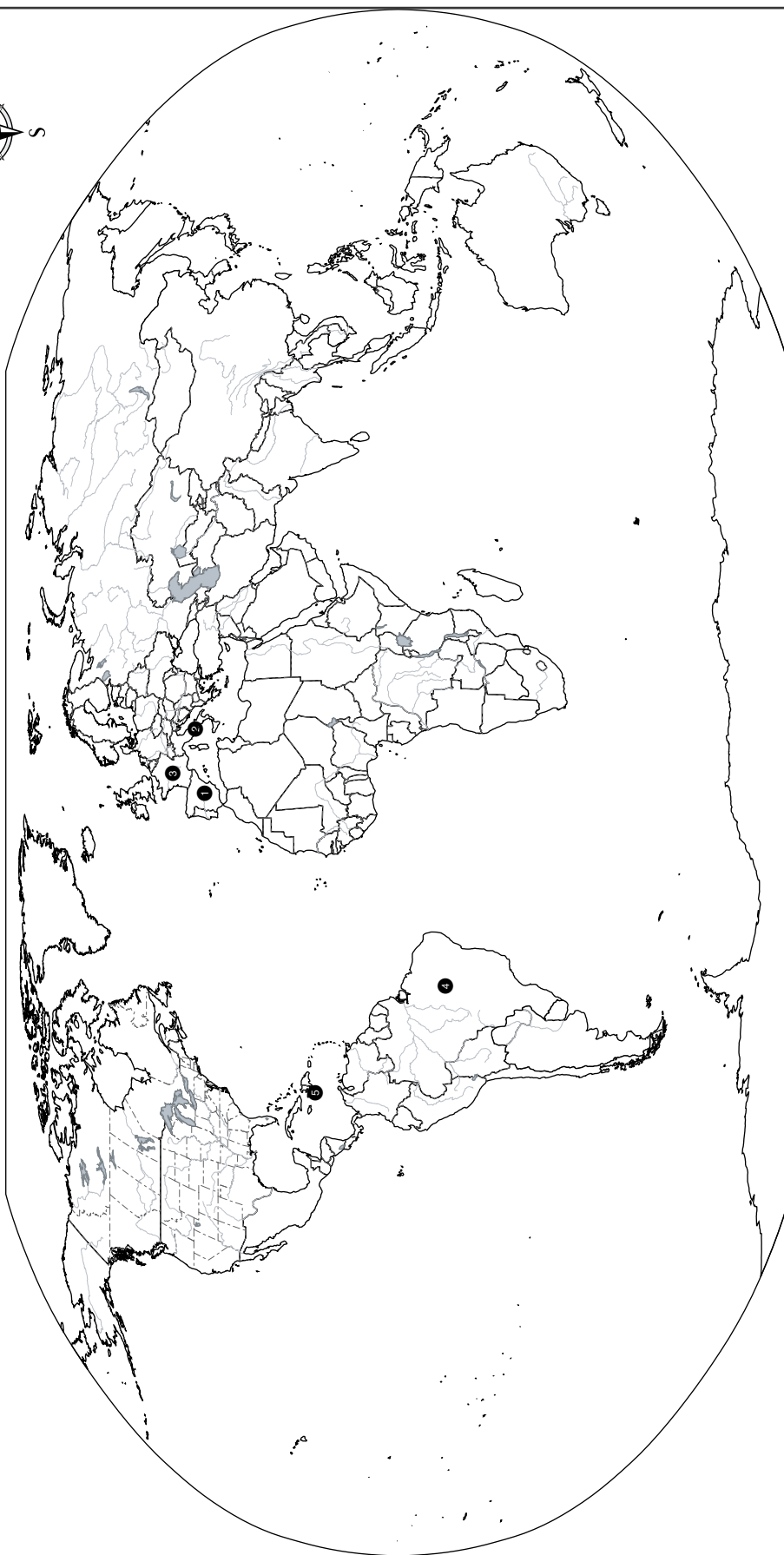
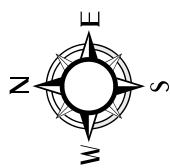
Simón Bolívar is known as the George Washington of South America—the “Liberator.” ■

Simon Bolivar - Map 1



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Simon Bolivar - Map 2



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South America

Suggested Learning Objectives

Map answer key for pp. 3–4:

Answer key for questions in the book can be found on the last two pages of the book. Make sure you *talk through the* activities!

Students should know key facts about South America. Virtually all the items mentioned in *South America* are worth knowing. Through repeated contact with the information—including verbal “quizzes,” students should be able, without looking, to answer questions you pose based on the fact-lists in the book. (**Note to Mom or Dad:** We will be studying the same things *next week* as well! If your students do not master these facts in one week, they still have time!) Students should be able to identify accurately, on an unmarked map, significant geographical features (see pp. 2–3 in *South America* book [**Hint:** Rio Tapajos is a river in Brazil. Rio Tapajos drains north into the Amazon River, downstream from the confluence of the Rio Negro-

Rio Branco system, like the Rio Xingu located further east, and Rio Madeira further west]).

The Amazon River is the world’s second largest river.

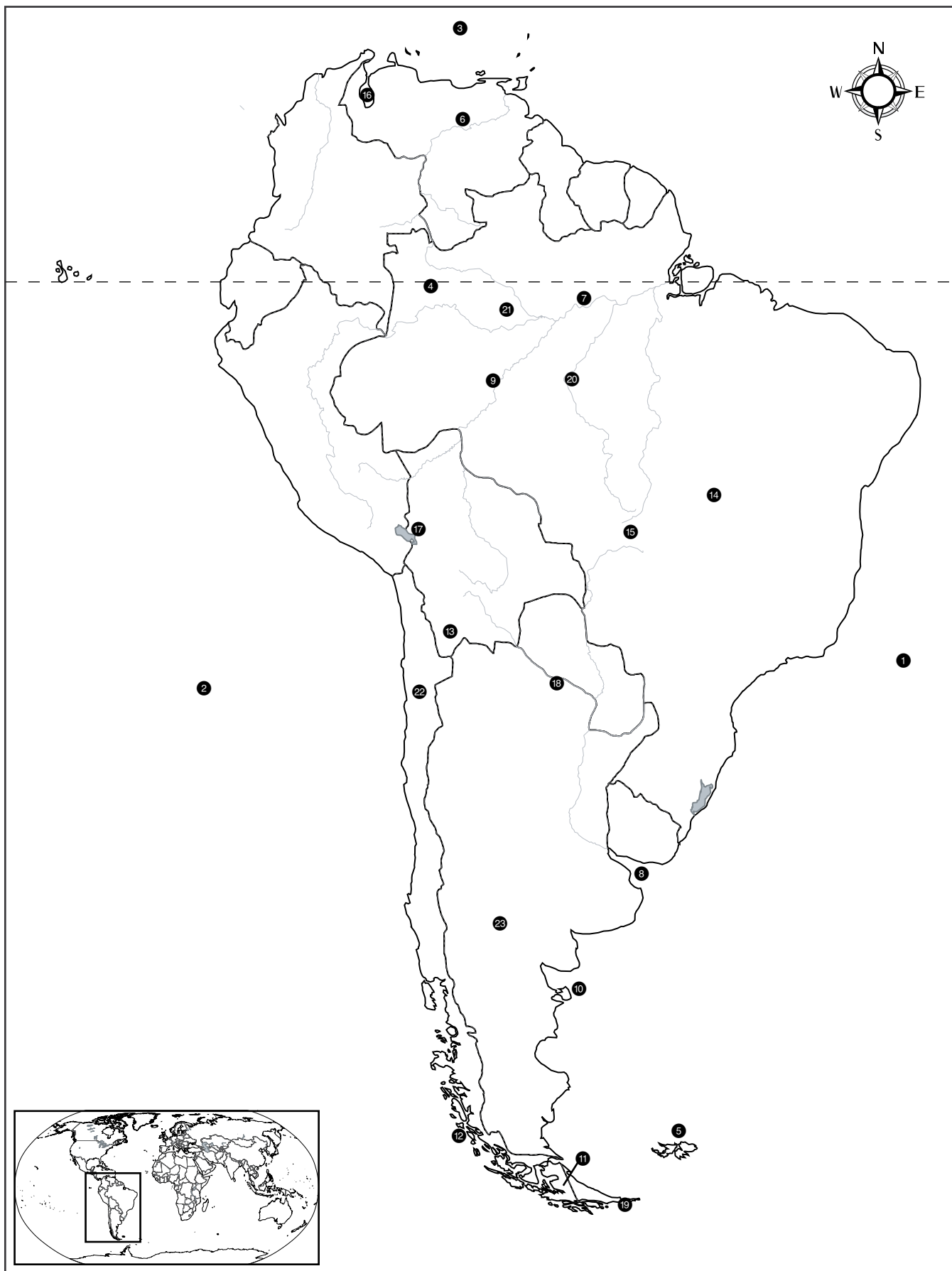
The Amazon River Basin holds the world’s largest tropical rainforest.

The world’s longest mountain range is the Andes, a continuation of the same mountain range that we know, in the north, as the Rockies. Demonstrate this on a map.

Timeline and Map Activities

🌐 Atlantic Ocean ❶; Pacific Ocean ❷; Caribbean Sea ❸; Equator ❹; Falkland Island ❺; Orinoco River ❻; Amazon River ❼; Rio de la Plata ❽; Rio Madeira ❾; Valdes Peninsula ❿; Tierra del Fuego ⓫; Straits of Magellan ⓬; Andes Mountains ⓭; Brazilian Highlands ⓮; Mato Grosso Plateau ⓯; Lake Maricaibo ⓰; Lake Titicaca ⓱; Gran Chaco ⓲; Cape Horn ⓳; Rio Tapajos ⓴; Rainforest ⓵; Atacama Desert ⓶; Pampas ⓷ (map 1) ■

South America - Map 1



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William Wilberforce

Suggested Learning Objectives

See the book for questions.

William Wilberforce was an evangelical Christian member of the British Parliament who, through diligent persistence, eventually saw all British slaves freed (1807) ... without war.

To Discuss After You Read

Q: What character trait(s) do you particularly admire in Wilberforce? Why?

Timeline and Map Activities

🕒 **William Wilberforce (1759–1833)**

🕒 **British slaves freed (1807) ■**

By the Great Horn Spoon!

Setting

Boston to California; 1849

Overview

When his Aunt Arabella is forced to sell her home, Jack and Praiseworthy the butler set out from Boston to California. They plan to strike it rich in the first few months at the California Gold Rush, then return home and save the family estate. Along the way they catch a thief, pass the fearsome Straits of Magellan, are becalmed in the Pacific, earn gold-dust from haircuts, get held up by highwaymen, make money from neckties, defeat a strong man, and finally strike it rich. Unfortunately, only a mile from San Francisco and passage home, their steamboat explodes and they lose their gold. They recoup some of their losses selling cats, but then Aunt Arabella and Jack's sisters arrive in California unexpectedly. Praiseworthy proposes, Aunt Arabella accepts, and the new family goes back to the diggings.

Chapter 1

To Discuss After You Read

- Q:** When, why and how are Praiseworthy and Jack going to California?
- A:** *when: 1849, during the Gold Rush; why: to make a quick fortune so they can save the family house back in Boston; how: stowing away in barrels on board a ship*
- Q:** What job must Jack and Praiseworthy do when they confess they are stowaways? Do they like their job? Why or why not?
- A:** *they shovel coal in the ship's boiler room, a job which thankfully keeps them warm*

Timeline and Map Activities

🕒 **California Gold Rush (1849–1851)**

- 📍 *Boston* ②; *California* ①; *San Francisco* ③ (map 1)
- 📍 *The Panama Canal (the route ships take today)* ① *Straits of Magellan* ② (map 2)

Chapters 2–3

To Discuss After You Read

- Q:** Find an illustration of the Southern Cross.
- Q:** Why do Jack and Praiseworthy go to California by boat, not overland?
- A:** *the trip is shorter—instead of a year, it will take several months*
- Q:** How do Jack and Praiseworthy catch the thief?
- A:** *Praiseworthy claims to have a pig that will squeal when*

a pickpocket touches him; with the lights out, each man touches the pig, the pig does not squeal; when the lights go on again, Praiseworthy explains that he dusted the pig with coal dust, so the innocent people have smudged fingers and the guilty does not

Q: What punishment does the captain give the thief?

A: *coal tender which, by now, is a very hot, job, since the ship has reached the equator*

Q: Do you think the captain does right to stop and pull the square-rigger? Why or why not? How many days does the ship lose by engaging in this act of kindness?

A: *YOU have to answer what YOU think is right, but look up Matthew 7:12 and Luke 10:25–37; the ship loses four days, besides the day they are already behind*

Timeline and Map Activities

📍 *Rio de Janeiro* ③ (map 2)

Chapters 4–5

To Discuss After You Read

- Q:** How does Good Luck the pig permanently escape the cook?
- A:** *when Cut-Eye Higgins escapes, he unknowingly rows the pig ashore as well*
- Q:** How does Praiseworthy figure out that their ship has passed through the deadly Straits of Magellan?
- A:** *no one saw the fire of Tierra del Fuego, therefore, the fires were not there to see*
- Q:** Find a picture of sperm whales.

Timeline and Map Activities

📍 *Patagonia* ④; *Tierra del Fuego* ⑤; *Straits of Magellan* ② (map 2)

Chapter 6—mid p. 76

To Discuss After You Read

- Q:** How do spoiled potatoes save the day for withered grapevines?
- A:** *they provide the moisture needed to preserve the vines*
- Q:** Why can the Lady Wilma pass the Sea Raven?
- A:** *the Sea Raven took all the coal in Callao, so it is very heavy in the water when winds come*

Timeline and Map Activities

📍 *Chile* ⑥; *Callao* ⑦; *Peru* ⑧ (map 2)

Chapter 8—mid p. 76

To Discuss After You Read

- Q:** Where does the Captain find fuel?
A: *his cargo includes building materials, so he buys enough timber to get to San Francisco*
- Q:** When Jack and Praiseworthy reach San Francisco, how far have they traveled and how much time have they spent aboard ship?
A: *they traveled about 15,000 miles in five months*
- Q:** What surprises Jack and Praiseworthy about San Francisco?
A: *a laundry ships shirts all the way to China and back because it is cheaper than washing them in San Francisco; a simple bath in water costs more than a bath in champagne; they can earn money simply by cutting the miners' hair for free and panning the cut hair for the gold dust to be found in it*

Chapters 9–10

To Discuss After You Read

- Q:** The Digger Indians are a danger to what insects ... and why?
A: *wasps and grasshoppers because they eat them*
- Q:** How did Cut-Eye Higgins get to California so quickly?
A: *traveled across the Isthmus of Panama on bongo boat and muleback, then sailed to California*
- Q:** Why does Praiseworthy get angry, and what is the outcome?
A: *a robber wants Miss Arabella's picture, so Praiseworthy punches him hard enough to knock him fifteen feet uphill*

Timeline and Map Activities

- 📍 Sacramento City ④ (map 1)

Chapters 11–12

To Discuss After You Read

- Q:** What does it mean to do “dry washing”?
A: *take some dry dirt, crumble it into a powder, then pour the powder from hand to hand, blowing gently on the dust; since gold is eight times heavier than dirt, the gold falls into the bottom hand and regular dust blows away; similar to threshing grain*
- Q:** Where does Praiseworthy's umbrella go?
A: *Pitch-pine Billy uses it to pan for gold*
- Q:** What are Praiseworthy and Jack's nicknames?
A: *Praiseworthy is “Bullwhip” and Jack is “Jamoka Jack”*

Chapters 13–14

To Discuss After You Read

- Q:** Why do neckties increase in value?
A: *when a woman comes, all the men want to look their best and are willing to pay plenty*
- Q:** Why is Praiseworthy unconcerned about his fight with the Mountain Ox?
A: *the larger man cannot read, so will probably fight from sheer strength; Praiseworthy read and almost memorized a book on boxing, so he feels confident he can win*

Timeline and Map Activities

- 📍 Sierra Nevada ⑤ (map 1)

Chapters 15–16

To Discuss After You Read

- Q:** What does the phrase “rocking the cradle” mean?
A: *dumping mud into a long, water-filled trough [the “cradle”], then rocking the trough back and forth to loosen the mud from any gold that might be locked within*
- Q:** How does Jack get Cut-Eye Higgins' coat?
A: *an ex-robber helps him out of a deep hole, then gives Jack the coat*
- Q:** What happened at Sutter's Mill?
A: *a carpenter found gold, which started the California Gold Rush*
- Q:** What tests can help you tell the difference between gold and fool's gold (iron pyrite)?
A: *when smashed, real gold will flatten and not splinter like fool's gold; when doused with acid, true gold is unharmed—iron pyrite corrodes*
- Q:** How does Cut-Eye Higgins help Jack and Praiseworthy?
A: *they dig his grave and strike gold*

Chapters 17–18

To Discuss After You Read

- Q:** How does Praiseworthy win the boxing match?
A: *he avoids the Mountain Ox's fists and keeps hitting his nose until he finally knocks him out with a blow to the jaw*
- Q:** What occupation does Praiseworthy decide to pursue?
A: *law and parenting*
- Q:** What does the phrase “by the Great Horn Spoon” mean?
A: *when a person traveled to California via Cape Horn, s/he “rounded the Great Horn Spoon”*
- Q:** Praiseworthy describes his job thus: “There's nothing a butler cannot do. I open doors. I close doors. I announce that dinner is served. I supervise the staff and captain the household—much as you do this ship, sir. A most exacting job, if I may say so.” Is this an

accurate description of Praiseworthy's abilities? Why or why not?

A: *Praiseworthy can do everything, as he says, but his list is ludicrous on this trip, as none of those abilities is needed; he can also shovel coal, catch a thief, cut hair, set up business, knock a highway robber uphill, pan for gold, beat up a strong man, even propose marriage*

Q: How do Praiseworthy and Jack several times earn money by accident?

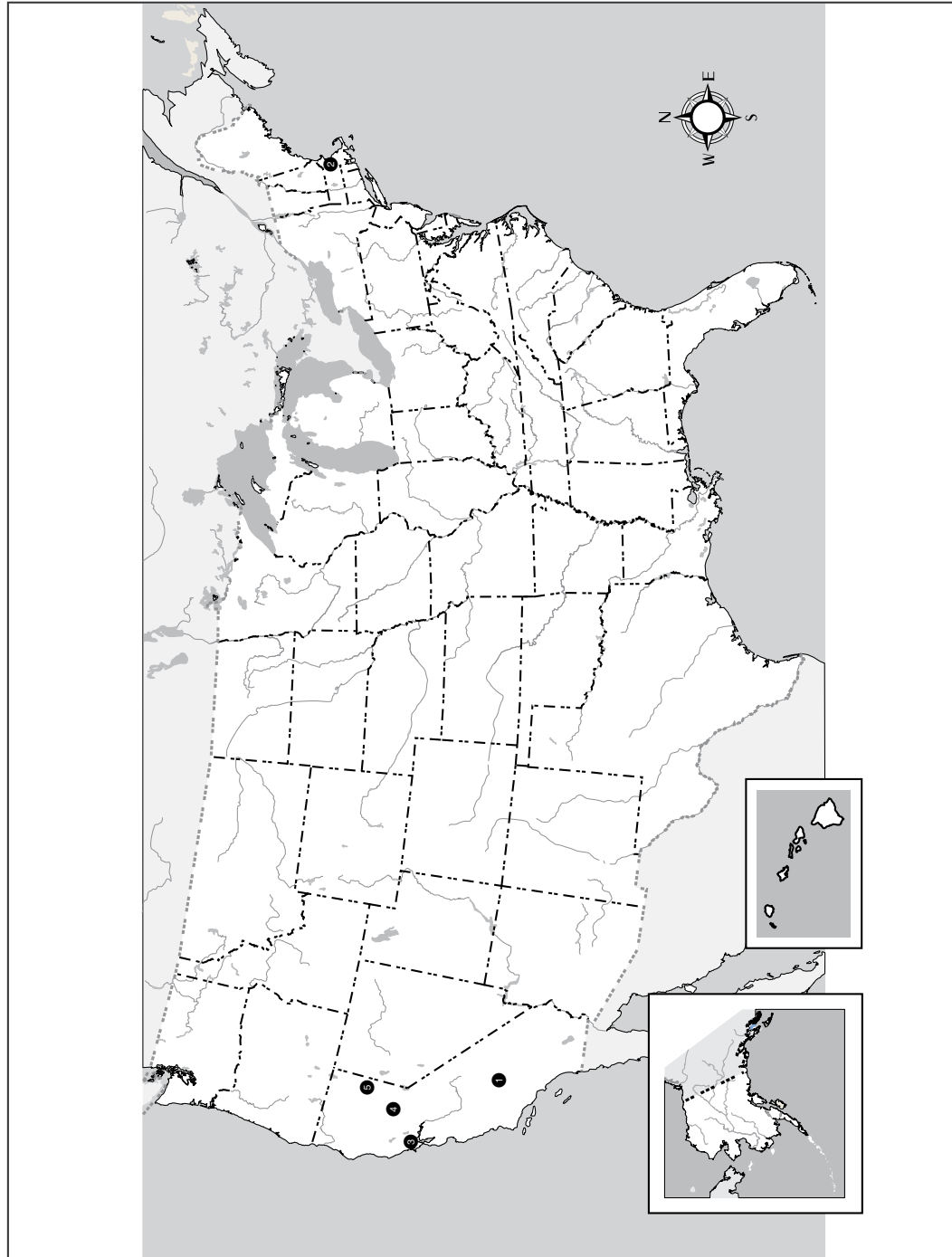
A: *they stowaway so they have information to save both the grape cuttings and spoiling potatoes, which gets them both a free pick and shovel, later sold for \$100 each;*

Praiseworthy cuts hair and they trap the gold caught in the miners' hair and beards; they accidentally purchase neckties, but when a woman comes to town, all the miners want one; they have to dig a grave for Cut-Eye Higgins, and they find gold in that unlikely place; Praiseworthy brought liver on the ship to make the captain a pie, and cats followed him, cats which later earned them money in California

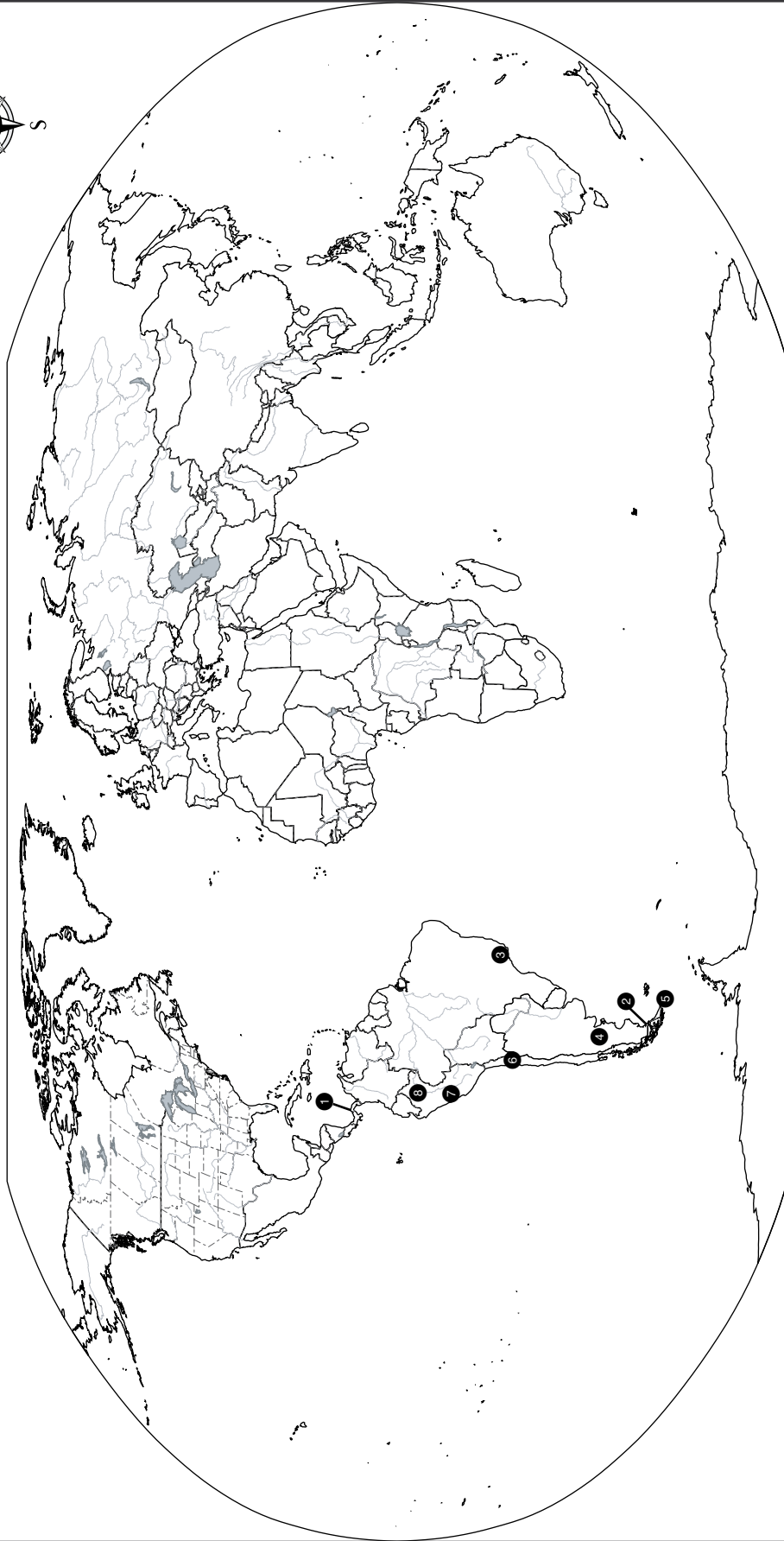
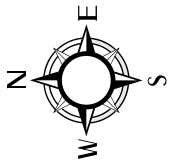
Q: Why is Praiseworthy and Jack's trip useless?

A: *because Aunt Arabella did not want the house they tried to save—she wanted Praiseworthy; besides, the gold-seekers lost all their gold on the way to San Francisco* ■

By the Great Horn Spoon! - Map 1



By the Great Horn Spoon! - Map 2



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Sing Down the Moon

Setting

Canyon de Chelly, Arizona; 1860s

Overview

In the mid-1860s, some Spaniards capture Bright Morning, a Navaho teenager. After some time as a forced laborer, she escapes and rejoins her Navaho community. Unfortunately, her troubles are not yet over. The Long Knives (white men with knives fastened to their gun barrels) come and destroy their land and crops and eventually capture the community and force them to march to Fort Sumner. Thousands of Navahos make this three-hundred mile trek, and when they arrive, they are prisoners until 1868. They are then released to live in the Four Corners area, where they have grown from less than 7,000 to over 100,000 people. The Navaho survive.

Chapters 1–5

To Discuss After You Read

Q: Why does the Indian girl stand quietly when she would rather sing?

A: *the gods do not like anyone to show happiness*

Q: Which Navahos own the sheep?

A: *the women*

Q: What do the Navahos call white soldiers?

A: *Long Knives—because they have bayonets attached to their rifles*

Q: Why do the soldiers come to Bright Morning's village?

A: *to burn it if they do not keep peace*

Q: How can Bright Morning tell which sheep she owns?

A: *they are marked with red dye*

Q: Why do the Spaniards come?

A: *to capture slaves*

Q: What do the Navaho think of wolves?

A: *they are sometimes witches who dress up as wolves and do people harm*

Chapters 6–10

To Discuss After You Read

Q: Why is Bright Morning allowed to keep her dog?

A: *happy girls bring better prices than unhappy*

Q: What does Bright Morning's work in the Spanish home consist of?

A: *set the table, light candles, serve food, clean and put away dishes, answer the door, household chores*

Q: Why does the main character not think the food tastes good?

A: *she is not eating with her community*

Q: How are runaway slaves punished?

A: *when caught, they were beaten with a long leather whip*

Q: Why does Rosita like being a slave?

A: *she comes from a poor tribe and family, so she likes the food, clothes, and bed in her new home*

Q: Which festival helps Bright Morning escape?

A: *Easter celebration, as the slave catcher dresses as Jesus*

Timeline and Map Activities

📍 Canyon de Chelly, Arizona ②; Locate Navajo country ① in the "Four Corners" area, where Arizona, New Mexico, Colorado, and Utah meet (map 1)

Chapters 11–14

To Discuss After You Read

Q: What does the Indian war cry sound like?

A: *a sound to freeze the blood; a sound as if an evil spirit has leaped out from the depths of the earth—not a human or animal sound made in pain or fright*

Q: What "medicines" does the medicine man use?

A: *two round, blue stones, a small object with an oval knot in it that looks like an eye, an eagle feather and a groaning stick, a piece of wood from a lightning-struck tree*

Q: How does the medicine man treat Tall Boy's gunshot wound?

A: *he washes it with river water and the juice of mottled berries and touches him with the blue stones and eye object*

Q: Describe the Womanhood Ceremony.

A: *dress nicely with fine jewelry and do whatever task is assigned to you—grind corn, collect wood, milk goat, etc. to make a woman industrious and obedient; run fast each day in every direction; do not eat sweets or salt or much water, do not scratch or sleep much to make her more comely; stay awake all night to prevent bad luck; be chased by the men of the village*

Q: What message do the Long Knives bring?

A: *take your goods and leave Canyon de Chelly*

Chapters 15–19

To Discuss After You Read

Q: What do the Long Knives do to the village?

A: *burn the hogans, chop down and peel off the bark of the peach trees, trample the corn, beans, and melon plants, and do not allow the Navaho people back to rebuild*

Q: Check the Postscript to see the years the entire Navaho nation was forced into captivity.

A: 1863 the destruction starts; 1864–1868 actually in Fort Sumner

Q: Describe the long march of the Navahos.

A: thousands of people are herded like cattle with inadequate clothing, few supplies, little food, and no weapons; many die and their bodies are covered with rocks to protect them from animals, because the ground is frozen so graves cannot be dug; pets are eaten for food

Q: Describe life at Bosque Redondo.

A: live with the Apache; farm wheat [which nobody likes] and corn; insufficient housing; little to do; crops fail; everyone is discouraged

Q: What is the Sand Creek Massacre?

A: a white preacher and his men attack an Indian village and murder and scalp everyone, including women and children

Chapters 20–end

To Discuss After You Read

Q: Describe a Navaho wedding.

A: the parents are involved in the “asking” process and make a marriage bargain, relatives come, the bride and groom

pour water over each other’s hands and eat corn gruel while facing the different directions; the bride’s father makes a cross with white corn pollen over the gruel and a circle around the cross, then everyone feasts

Q: Does Tall Boy have a trial when he and the Apache fight?

A: no

Q: What is his punishment?

A: he was locked in jail

Q: Why do Tall Boy and Bright Morning go home?

A: there are too many Long Knives about and Tall Boy is sick of Bright Morning’s talk of sheep

Q: Does Bright Morning have happiness or sadness in her life?

A: both, but she ends up with the man she loves and a son, in her homeland, although she must suffer much to reach that place

Q: Find out about Kit Carson.

A: a famous frontiersman, a skillful hunter, guide, and soldier; known as a man of integrity

Q: What is the Long Walk?

A: the forced, 300-mile Navajo march to Fort Sumner in 1864 ■



Setting

The west, 1844

Chapter 1

Unfamiliar Words

Digger Indians: the term Digger Indians was indiscriminately applied to many Native Americans of the central plateau region of W North America, including tribes in Oregon, Idaho, Utah, Arizona, Nevada, and central California. The name is supposedly derived from the fact that they dug roots for food. It has no ethnological significance and was a term of opprobrium (source: www.encyclopedia.com).

Blackfoot: Blackfoot Indians lived on the Great Plains of the United States and Canada. Before 1850, the Blackfeet claimed a broad area just east of the Rocky Mountains. This area extended southward from present-day Edmonton, Alberta, to Yellowstone National Park. In the early days, the Blackfeet hunted buffalo on foot. Later, they became skilled at stealing horses. Warriors quietly entered the enemy camps, cut loose the best horses, and led them away while their owners slept. The Blackfeet lived in buffalo-hide tepees (source: *2003 World Book Encyclopedia*).

Nez Perce Indians: [pronounced nehz PURS] are a tribe that lives in north-central Idaho. The name Nez Perce means pierced nose, but few of the Indians ever pierced their noses. In 1805, a French interpreter gave the name to the tribe after seeing some members wearing shells in their noses as decorations. The Indians kept the name, but they do not use the French form of the name [pronounced nay pehr SAY]. The Nez Perce originally lived in the region where the borders of Idaho, Oregon, and Washington meet. Prospectors overran the Nez Perce reservation after discovering gold there in the 1860s (source: *2003 World Book Encyclopedia*).

Vocabulary To Learn

He walked with an easy, almost careless **gait**, yet not a twig snapped under his moccasins, not a branch swayed or a pebble rolled to show he had passed. (*the manner of walking, running, or moving on foot*)

His eyes were not black, but so light a brown they looked almost golden against his bronzed skin; yet they had the Indian's wild, unsettled, **wary** look in them. (*marked by keen caution, cunning, and watchful prudence in detecting danger*)

Plenty of trappers had gone back east to the States, or taken to guiding wagon trains, or set up trading posts on the **Plains** somewhere to sell meal and powder and calico to **bourgeways** heading for Oregon. (**Plains:** the vast dry

grassland in central North America; **bourgeways:** as with some other ways words are "pronounced" in Moccasin Trail, *bourgeways* really refers to another word, *bourgeois*—of, relating to, or typical of the middle class)

He **cached** his rifle in a low branch and stooped to sink his trap ... (*placed or stored in safety or concealment*)

He smiled briefly, remembering the night he had once spent in a beaver lodge, listening to the footsteps and sullen grunts of three **Sioux** warriors prowling about outside, looking for him. (*a tribe of Indians in the northern plains of North America who were famous for their bravery, fighting ability, and political skills*)

Still, sometimes they did it, dragging the trap after them onto the bank, and you'd be minus the **plew** ... (*a beaver skin*)

... he arched a small willow shoot over the surface of the water just above the trap's trigger, fastened it, and smeared it with **castoreum**, that powerful medicine made from the glands of other beavers ... (*a creamy orange-brown substance with strong penetrating odor and bitter taste that consists of the dried perineal glands of the beaver and their secretion or an extract of this and is used by perfumers as a fixative and by professional trappers to scent bait*)

The strong, **pungent** smell of the stuff filled his nostrils as he straightened up, corking the horn. (*causing a sharp sensation*)

There were others under his shirt, sweeping down over his chest and belly in that same **vicious** curve. (*marked by violence or ferocity*)

He was only eleven then, and a **greenhorn**—it had been less than a year before that he'd run away from home to follow his uncle. (*an inexperienced or unsophisticated person*)

Jim's thoughts broke off abruptly as an alarm sounded, back in that always **vigilant** corner of his brain. (*alertly or watchfully awake*)

He stared for seconds at an irregular dark spot between two clumps of leaves before he realized he was looking directly into the mule's long-lashed and **inscrutable** eye. (*incapable of being investigated and understood*)

Moki's tail thumped **ingratiatingly**. (*pleasingly, flatteringly*)

... then walked over to rummage among his possibles for his other pair of moccasins, his **awl**, and a length of deer **sinew**. (**awl:** a pointed instrument for marking surfaces or piercing small holes [as in leather or wood], the blade being differently shaped and pointed for different uses; **sinew:** a tendon dressed for use as a cord or thread)

Filling the kettle at the creek, he set it simmering over the fire on an **improvised** tripod. (*constructed or fabricated out of what is conveniently at hand*)

As he worked his low, tuneless whistle mingled with the dog's snarling and **slavering** over the meat. (*drooling, slobbering*)

And something else, very pungent and strong, that he realized finally was the odor of the wet, sticky **poultice** somebody had bound around his naked chest and his arm. (*a soft mass [as of bread, bran, or medicated clay] usually heated and spread on cloth for application to sores, inflamed areas, or other lesions, to supply moist warmth, relieve pain, or act as a counterirritant or antiseptic*)

Revulsion swept him, and he jerked away from the woman, pressing his cheek into the rough hair of the buffalo hide under his head. (*a sense or mood of utter distaste or repugnance*)

He was glad the bear had died, glad he had killed him, **gloatingly** proud of that splayed hide and the **talons** dangling from his neck, and his own valor. (**gloatingly**: in a manner of great self-satisfaction; **talons**: claws)

During the **tranquil**, shadowy weeks of his **convalescence** the lodge became home to him. (**tranquil**: free from disturbance or turmoil; **convalescence**: gradual recovery of health and strength after disease)

He had soon learned her **guttural** language ... (*being or belonging to a speech sound or a language or speaker having sounds that do not occur in standard English and that are articulated in the throat*)

Scalp Necklace, the **graven**-faced old chief who was husband to Red Deer ... (*engraved, carved, sculptured*)

... they had found camping without gifts or **palaver** or permission in Absaroka country. (*an often prolonged parley usually between persons of different levels of culture or sophistication*)

Something happened inside the boy as he watched one of the warriors **curvetting** proudly on his beautiful cream-colored mare ... (*prancing, capering, gyrating*)

One lash of his **supple** body brought him to his feet; his wrist flicked and the firelight glinted on the flying steel blade as he melted into the bushes. (*characterized by ease and readiness in bending or other actions and often by grace and agility, not stiff and awkward*)

The fact that Tom was in his fifties and Jim barely nineteen had mattered to neither of them in these months they'd traveled together, though the **amiable** bickering about it was a nightly ritual. (*good-natured and well-intentioned*)

To Discuss After You Read

Q: What does it mean to work "switches" into hair to make it look more luxurious?

A: a switch is a heavy strand of usually long cut hair fastened at one end and used in addition to a person's own hair from some hairdresser's

Q: When and where did this story take place?

A: 1844, in the wilderness of the great Oregon territory

Q: What jobs were the former fur traders taking up?

A: they went east, guided wagon trains, or set up trading posts

Q: What did Jim's encounter with the grizzly bear do to change his life?

A: the bear's attack had put him in contact with Indians who had saved his life—the years with the Indians had divided his mind as to which people group Jim belonged to

Q: When had the grizzly attack happened?

A: seven years earlier when Jim was 11

Q: What was Jim's first step toward savagery?

A: when he was glad he had killed the bear and when he was proud of himself for doing so

Q: What made Jim a Crow?

A: when he first counted coup and had his medicine dream

Q: Why does Jim turn his back on his Indian life?

A: he sees a fellow warrior with a blond scalp on his coup stick, and that blond hair reminds Jim of his white mother

Q: Describe how Jim would prepare his flintlock rifle for firing.

Timeline and Map Activities

① Powder River ①; Taos ②; Absaroka (in Crow country) ③; Humboldt ④; Snake River ⑤; Green River ⑥; Pierre's Hole ⑦; Jackson's Hole ⑧; Wind River ⑨; Clearwater ⑩ (map 1)

Chapter 2

Unfamiliar Words

Comanches: Comanche Indians were a southern Plains tribe that hunted buffalo from Nebraska to northern Mexico. They won fame as the most skilled Indian horseback riders of the Southwest. In battle, many Comanche eluded arrows and bullets by hanging against the side of—or even under—their horses. The Comanche lived chiefly as hunters and followed buffalo herds. They hunted on foot until the 1700s, when the Spaniards brought horses to the Great Plains. Then the Comanche became master riders. For many years, the Comanche fiercely defended their land from other tribes and white ranchers.

Vocabulary To Learn

Bandy legged, grinning like skinned coyotes, stinking of the fish they lived on. (*bowed*)

When they had eaten most of its contents Big Bull produced a long pipe, stuffed it with **kinnikinnick** and lighted it, puffing smoke to north, south, east, and west before

handing it on to Jim. *(a mixture of the dried leaves and bark of certain plants [as sumac leaves and the inner bark of a dogwood, especially the silky cornel] and sometimes tobacco smoked by the Indians and pioneers of the Ohio valley and the region of the Great Lakes)*

Big Bull had caught the **gist** of his words, and was nodding excitedly. *(the main point or material part, as of a question or debate)*

He peered cautiously around the edge of the clearing into the darkness that **shrouded** the wood, feeling the little hairs rise on the back of his neck. *(cut off from view)*

He started **convulsively** as a log crackled, sending up a stream of sparks. *(resembling convulsion in being violent, sudden, frantic, or spasmodic)*

"He turned up missin' at **rendezvous** way back in '35 er '36, though." *(a meeting at an appointed place and time)*

Tall, hawk eyed, and **swaggering**, Adam Russell had seemed a being from another world ... *(conducting oneself in an arrogant or superciliously pompous manner)*

He took in every detail of Adam Russell's dress and speech, tingled to his **boisterous** laughter, drank in the wild smell of castoreum that clung to his buckskin shirt. *(full of exuberant, uninhibited, and often excessive animal spirits; completely unrestrained)*

And each time Jim had shouted words at it, words like an **incantation**, which seemed to spring into his head from nowhere ... *(words used in the manner of a formula without conscious concern as to their aptness or relevance to a particular situation)*

"You sure you **savvy** how to live amongst bourgeways?" *(understand)*

To Discuss After You Read

Q: What is the Indian belief about medicine dreams?

A: young boys before or at puberty are encouraged to enter into a period of fasting, meditation and physical challenge. He separates himself from the tribe and goes to a wilderness area. The goal is to receive a vision that will guide his development for the rest of his life (source: www.religioustolerance.org/nataspir.htm)

Q: Why were the Digger Indians despised by other Indians?

A: they lived on fish that they caught, rather than stealing or hunting for real food, they were skinny and bandy legged

Q: How does Jim get a letter?

A: a Digger Indian was paid by the wagon train guide to bring it to Jim

Q: Why were cattle called spotted buffalo?

A: they reminded the Indians of buffalo; the Indians didn't have a better name for them

Q: Why was Jim's Uncle Adam so attractive to Jim?

A: Adam was everything Jim's dad was not, free, carefree, full

of wanderlust, full of excitement—everything an 11 year-old could worship

Timeline and Map Activities

📍 Laramie 11; Fort Hall 12; The Dalles 13; Missouri 23 (map 1)

Chapter 3

Unfamiliar Words

Chinook: an Indian tribe that lived on the North shore at the mouth of the Columbia River.

apishamore: saddle blanket usually of buffalo hide.

Vocabulary To Learn

It was an anxious few minutes before he spotted the stick bobbing in a little **eddy** between two rocks, several yards downstream. *(a current of water running contrary to the main current, whirlpool)*

Bad Medicine had already emerged from the thicket and was standing with apparent **docility** beside the pack. *(the quality or state of being tractable or obedient)*

"Here, hoss, I'll blindfold that there **primer donner** for you this mornin', seein' as it's the last time I'll git to see the show." *(prima donna, a person who finds it difficult to work under direction or as part of a team, one who is impatient of restraint or criticism)*

They **feigned** indifference, both of them, until they descended the last slope and pulled up on the flat stretch beside the river. *(pretended)*

He stopped, as his sharp ears picked up the familiar **ominous** sound of Moki's snarl. *(indicative of future misfortune or calamity)*

To Discuss After You Read

Q: What is the difference between an emigrant and an immigrant?

A: an emigrant leaves his homeland for another place, while an immigrant moves away to a new land

Q: How far did wagon trains have to travel to reach the Columbia Gorge?

A: 2,000 exhausting miles

Timeline and Map Activities

📍 Blue Mountains 14; Columbia 15; Columbia Gorge 16; Cascade Mountains 17; Willamette River 18 (map 1)

Chapter 4

Unfamiliar Words

banjo: a musical instrument of the guitar family with a circular body with four or five strings that may be plucked or strummed.

Vocabulary To Learn

There was a curious **disheveled** air about the place.
(marked by disarray and disorder)

His fingers tightened on his rifle, his glance flashed over trees, sullen sky, mud, and trampled grass, then lit on Rutledge's **burly** figure half turning to wait for him a few steps ahead. (strongly built)

The voice was **lusty** and careless, interrupted now and again by little flurries of laughter ... (full of energy or activity)

For a moment they stood silent, **taut** as two bowstrings, staring at each other. (high-strung, tense)

Jonathan strode off to fetch his banjo, moving with that **brusque**, shoving gait of his. (markedly short and abrupt, tending to be brisk, sharp, and often somewhat harsh or lacking gentleness)

Jim nodded, his mind a **ferment** of unfamiliar emotions. (a state of unrest)

The thought took root and grew **disquietingly**, all but blotting out Jim's familiar world of sensation. (disturbingly, alarmingly)

Preoccupied, he forgot to warn Moki as they stepped around the last thicket. (lost in thought)

... and waiting until the dog's bristling died down and the **plummy** tail began to thump amiably. (resembling a large showy feather)

As they walked along in the gray half-light he let his eyes travel **covertly** over the threadbare shirt and jeans ... (in a surreptitious manner)

One of the footprints had a long, wiggly **indentation** across the heel ... (a usually small surface depression made by or as if by striking or pressing)

To Discuss After You Read

Q: How did Windlass Hill get its name?

A: the steep slope required emigrants to wind their way down the hill

Q: Both brothers were shocked at each other's appearance. Why?

A: Jonnie was shocked because he looked just like Jim's dead Uncle Adam, and Jim's strong Indian appearance was shocking to all the emigrants

Q: Why does Jim have a tough time with meeting Jonnie?

A: Jonnie reminds Jim of Dad by being able to make you feel bad with a look, Jonnie with the entire wagon train in love with him seems to be someone important, and the brothers seem to have a tough time communicating

Q: Why did Jim's family move west?

A: they lost the farm in Missouri, and free land was the only option they had to move ahead

Q: What is Jonnie's impression of Indians?

A: they are devils

Q: Why is Jonnie's impression of Jim important to Jim?

A: he's the older brother; Jonnie looked up to him in the past

Q: Why do you think the government offered free land to anyone who would take it

A: they wanted "their" people to settle it so the government could maintain control

Chapter 5

Vocabulary To Learn

One look at Sally, and all the bead-bedecked Crow girls in Absaroka seemed **gawky** and overgrown, homely as mud. (lacking grace or elegance often from being too large or awkwardly put together)

She stood alone and tense beneath the gloomy pines—a tiny, fair-haired figure, straight as a **ramrod**. (a rod used in ramming home the charge in a muzzle-loading firearm)

Her hair, like their mother's, framed her face in crisp, sun-bleached **tendrils**, then fell in a honey-colored cascade. (wispy curls)

Jim had filled the nest with its bits of **punk** from his pouch, and now was striking sparks into it with flint and steel. (wood that is so decayed as to be very dry, crumbly, and useful for tinder)

"I'd as soon you didn't!" cut in Sally's **emphatic** voice. (commanding attention by prominence, forcefulness, or insistence)

"Spuds. It's all we got." (potatoes)

... the set of her chin stubbornly at **variance** with the tender curve of her throat. (a degree of difference)

... producing strips of blanket and a curiously shaped root which he **pulverized** by pounding it between two stones. (reduced to very small particles)

Capturing one of Jonathan's swollen and **lacerated** feet, he peeled off the scrap of sock and began smearing on the thick paste he had **concocted**. (**lacerated:** jaggedly torn or cut; **concocted:** prepared by combining different ingredients)

To Discuss After You Read

Q: Why would Jonnie ask if Daniel had gone to Jericho to collect wood?

A: it was not only on the other side of the world but so far in the past, the implication being Daniel had gone very far

Chapter 6

Unfamiliar Words

cayuse: horse, an Indian pony.

pigeon-toed: having the feet or toes turned inward.

count coup: to do something risky enough to get killed doing it and live to tell about it.

Vocabulary To Learn

He'd **traversed** it once, last summer. (*traveled across or over*)

It **galled** him to spend good beaver just for food, but his meat was gone now and there was no time to hunt. (*annoyed, irritated*)

Jim grinned and stooping beside his sack, took out his knife to loosen the thongs that sewed the top of the **parfleche** together. (*an article made of rawhide soaked in lye to remove the hair and dried*)

"Pemmican." (*a concentrated food used by North American Indians consisting essentially of lean buffalo meat or venison cut in thin slices, dried in the sun, pounded fine, mixed with melted fat, and packed in sacks of hide*)

Jim wondered what anybody could want with all that **fooforaw**. (*frills and flashy finery*)

... and his son Ned, a **lanky**, freckle-faced boy with big hands and his father's warm smile. (*tall, spare, and usually loose-jointed*)

Immediately it was bobbing and twisting down the dark river, and a moment later had **careened** around a rocky point and vanished. (*lurched*)

They made camp that night in the **dubious** shelter of an overhanging rock ledge ... (*unlikely*)

"Cracky!" Dan'l shot upright, jaw **agape**. (*wide open*)

"You hit an enemy with a **quirt** of yer coupstick afore you've hurt him—while he's still armed to the teeth." (*a riding whip used especially in the western United States and consisting of a short handle to which is attached a rawhide lash*)

It ain't fair, it's too rough for her, he thought **incoherently**. (*lacking clarity or intelligibility usually by reason of some emotional stress*)

The river was still tossing them about with **malicious** force, and fresh rapids boiled up ahead. (*evil, dangerous*)

It was some other emigrant's cattle; Jonnie spotted the burly **drover** just as the whole scene vanished around a twist of the river. (*a cattle herder*)

To Discuss After Your Read

Q: Describe the raft voyage down the Cascades.

Timeline and Map Activities

📍 Mount Hood 19 (map 1)

Chapter 7

Vocabulary To Learn

They could be driven no farther on this side; the mountains were **impassable**. (*incapable of being passed*)

It was a **momentous** task to drag his own robe off Buckskin, to loosed her pack, to make his fingers move, to lift his arms. (*of consequence, weighty*)

After a long, still moment he reached for Dan'l's chunk of pemmican and **meticulously** divided it into equal parts. (*in a manner marked by extreme painstaking care in the consideration or treatment of details*)

Jim's eyes had not focused properly for hours; he swayed with Buckskin's every stumble, barely able to cling to her **emaciated** back. (*made lean from hunger*)

At that moment Jonnie **hurtled**, white faced, around the end of the wagon, a hammer in one hand and a wagon tire in the other. (*dashed headlong*)

There remained only five miles of **portage** before they were through with the gorge. (*the carrying of boats or goods overland from one river or lake to another or around rapids*)

... blacksmiths, coopers, Hudson's Bay clerks in black cloth coats, Indians, traders, gaily dressed **voyageurs**. (*men employed by a fur company to transport goods and men to and from remote stations in the Northwest principally by boat*)

To Discuss After You Read

Q: Why would rank ferns be considered a good thing by a farmer?

A: ferns growing so abundantly indicated good, rich, moist soil where other things would grow well, too

Q: Why does Daniel not want to eat his piece of the mink that Moki caught?

A: partially because of the way Jim had to fight to get the meat from the animal and mostly because it wasn't cooked

Q: Describe the Willamette Valley.

Q: Describe the plot of land Jim picked for his family.

Timeline and Map Activities

📍 Tualatin River 20; Fort Vancouver 21; Oregon 22 (map 1)

Chapter 8

Vocabulary To Learn

Moki hadn't suffered this indignity since he'd carried Red Deer's wood in Absaroka, and there was **lugubrious** self-pity in every line of his body. (*expressive of grief or sorrow*)

In the evenings he sprawled before the supper fire **ciphering** in the dirt with a stick to find out how many bushels to

the acre he'd have to get to pay their debt ... (*doing sums in arithmetic*)

Chattering vigorously, to anyone who would listen, of a future cozy with rose bushes, kitchen curtains, and quilted **counterpanes**, she dealt just as vigorously with the **drudgeries** of the present—scrubbing and mending ... (**counterpanes**: *bedspreads*; **drudgeries**: *work of an irksome or menial nature done through necessity*)

And she still found energy for determined little attacks on the more uncivilized of Jim's ways—his **erratic** notions of when it was time to eat ... (*characterized by lack of consistency, regularity, or uniformity*)

Even Jim had to grin, but he went back to his eating **unperturbed** by Sally's giggled "I'll believe all that when I see it." (*unaffected by worry, interruption, disturbance, or disarrangement*)

"Why, he's gonna give us a tune or two!" Rutledge spoke **reminiscently**. (*remembering*)

He had just splashed across the stream that bordered the Mills' claim when an **enticing**, oddly familiar odor drifted to his nostrils. (*alluring, attractive*)

"Why it's **hoecake**." (*a small cake made of cornmeal, water, and salt usually cooked before an open fire*)

Jim listened **dubiously**, envying the glow in his brother's dark face. (*in a manner expressive of doubt, hesitation, or suspicion*)

To Discuss After Your Read

Q: Describe a travois.

Q: Why would all the flesh and sinew need to be scrapped from a hide

A: *otherwise they would rot and spoil the hide*

Q: What by-products of Jim's hunting did Sally use for making candles and soap?

A: *animal fat, lanolin*

Q: What was croup and what were the normal remedies the pioneer women would have used?

A: *croup is an inflammation of the air passages of the throat and trachea. During an attack of croup, the mucous membranes in these areas become inflamed and swollen, restricting the flow of air. A victim of croup feels hoarse, breathes with great difficulty, and wheezes when inhaling. The patient also develops a hollow, barking cough (source: 2003 World Book Encyclopedia). A common treatment for croup was a poultice made of coal oil [kerosene], lard [animal fat] and sugar or honey (source: www.rootsweb.com/~kyhopkin/lore/cures.html)*

Q: Why did Jonnie have good medicine?

A: *he had a warm smile, could play an enticing banjo, and had candid, steady black eyes*

Q: What are the two brothers' ideas of home?

A: *Jonnie likes having a single wonderful place, whereas Jim thinks the whole outdoor is home*

Timeline and Map Activities

📍 Multnomah 24 (map 1)

Chapter 9

Vocabulary To Learn

He enjoyed his **reprieve** until he realized that Jonnie had something on his mind ... (*a respite or temporary escape*)

He looked at it **belligerently**. (*exhibiting assertiveness, hostility, or combativeness*)

As he crossed the clearing to head for the woods, Dan'l **cavorting** breathless with excitement at his heels, Jonathan looked up from the fire he was building. (*bounding, prancing, frisking about*)

He began the boy's training in walking silently, too, in the fine new moccasins—the **gaudiest** in Willamette Falls. (*ostentatiously fine*)

... then smiled as the boy **surreptitiously** rubbed a little casroeum onto himself as he baited the twig. (*secretly, clandestinely*)

Jim walked awhile in silence, then slowed his steps to a **loiter**. (*to delay an activity or an errand or a journey with aimless idle stops and pauses and purposeless distractions*)

... all the time he was frying fish for their **belated** supper, all the time they were eating. (*delayed beyond the usual time*)

He took the pen, felt his fingers close over it **convulsively**. (*resembling convulsion in being violent, sudden, frantic, or spasmodic*)

... in writing, with every one of Dan'l's flourishes preserved and **embellished**. (*enhanced or amplified by elaboration with inessential but decorative or fanciful details*)

In a burst of high resolve Jim plunged vigorously into the **tedious** labor of felling trees, trimming and notching the logs ... (*tiresome because of dullness*)

He began to drift away from the job whenever a **vagrant** thought beckoned. (*having a fleeting, wayward, or inconsistent quality*)

It took **brawn** and numbers to lift the heavy ridge poles into place and weight the loose-laid shakes of the roof with braced poles. (*manpower, muscular strength*)

Jim's face became **impassive**. (*giving no sign of feeling or emotion*)

To Discuss After You Read

Q: How far away was the Hudson Bay that the Frenchmen had come from to trap in this valley?

A: about 2,000 miles

Q: What was the surveyor's job?

A: to determine the boundaries of each claim

Q: What does it mean to be "called out" and why do you think the Indian tribes encouraged the behavior?

A: the boys would be summoned and forced to follow wherever the leader went; it helped toughen the boys, and gave them life skills that could help them survive in the wilderness

Q: How large was the tract that Keath's received?

A: a whole square mile

Q: Why did work become onerous to Jim?

A: Jonnie didn't praise Jim's efforts enough—Jonnie believed that what Jim was doing was the right thing to do

Q: Why was gambling not a big deal in the Indian tribes?

A: it was fun, and no one owned much, whatever was lost could be gotten again in another way

Q: Why did the Keath's carve pegs to hold down the shingles?

A: nails were unavailable—metal couldn't be brought easily overland

Q: Why in Jim's mind was a bow and arrow handier than a rifle at times?

A: a bow could be fired quicker, and was quiet

Q: What is Jonnie's opinion of Indians? Why can't Jim agree?

A: Indians are murdering, heathen savages; Jim has lived with them and knows that isn't true

Timeline and Map Activities

📍 Hudson Bay ① (map 2)

Chapter 10

Vocabulary To Learn

One noon as he leaped down with the others to see what Mrs. Rutledge and the girls had **concocted** for lunch ... (to prepare by mixing ingredients, as in cooking)

And Maggie, the **irrepressible**, giggled, "Looks like fun, though!" (impossible to repress, restrain, or control)

He had the makings of a good **wily** swimmer. (showing artful cunning)

Couple **punches**, too, first chance I get, and put Sally down a **puncheon** floor. (split log or heavy slab with the face smoothed)

But Jim still stood silent and tense, a curious expression in his **tawny** eyes—almost like fear. (a light brown color)

... the day that settlers from the outskirts kept riding in to the post at Willamette Falls on lathered ponies shouting warnings of an **imminent** Indian uprising. (ready to take place, near at hand)

... a lone warrior whose paint nobody recognized, with the golden eyes of a wolf and the scars of a **demigod's** battle, whose horse's mane was made of white flame and who was totally **impervious** to the hail of bullets that followed him out of the village. (**demigod**: one so preeminent in intellect, power, ability, beneficence, or appearance as to seem to approach the divine; **impervious**: incapable of being injured)

He sighed deeply, stopped a mile or so down the Tualatin to wash the stripes of **vermillion** off his face and chest lest Sally see them ... (a bright red pigment consisting of mercuric sulfide formerly obtained from the mineral cinnabar)

Eventually all were found tied to a tree at the edge of the **placid** village of Multnomah ... (marked by serenity)

To Discuss After You Read

Q: Why was the family clock so important?

A: in those days people didn't have watches and other quick and convenient ways of knowing the time. And not every family even had a clock. Theirs might be the only clock for miles around. A clock was a family heirloom as well as a time piece. It was a large, decorative piece that made the cabin seem like home

Q: Is Jim trying to get Jonnie's "goat" when Jim comments on how much work it is to build a cabin to merely get out of the rain?

A: Jim is asking a valid question, but to Jonnie, who has lost a home to debt, land, no debt and a home are all he seeks

Q: What revelation does Jonnie come to upon seeing Jim's bear scars?

A: he sees that the Indians both saved Jim's life as well as were good to him—Jonnie sees that Jim sticks up for his Indian family because they were good

Q: Why does Jonnie feel such possessive pride in the cabin he built?

A: his family has been homeless for at least three years—at 17 years old, to produce a sturdy and useable dwelling is quite an accomplishment

Q: Why was Jim appalled at Sally's suggestion that he cut off all symbols that tied him to the Crow?

A: by denying his ties to his Indian past, he was afraid he would enrage his "helpers" and his medicine wouldn't work anymore

Q: When Jonnie compares Pa's 1812 war medal to Jim's coup feather, is that an apt comparison? Why or why not?

Timeline and Map Activities

📍 Champoege 29 (map 1)

Chapter 11

Vocabulary To Learn

Jim began to wonder **incredulously** if he'd won his battle overnight. (*disbelievingly*)

Dan'l waved a **contemptuous** hand at the pile of newly made wooden forks on the grass between them. (*manifesting, feeling, or expressing contempt or disdain*)

The stumps and blackberry thickets began to disappear **laboriously**, one by one, from the western acres of the glades ... (*involving or characterized by hard or toilsome effort or by detailed elaboration*)

... you kept listening but not hearing anything except the wind in the trees, or the river whispering to you, or the nagging, **insistent** sound of Jonnie's ax. (*compelling attention, obtrusively conspicuous*)

Jonathan sailed over her head in a graceful curve, landed in a rolling scramble of legs and arms, and sat up, dazedly watching her **receding** heels. (*departing, moving away*)

To Discuss After You Read

Q: How does Jim teach Daniel to count coup?

A: *by touching Jonnie or Sally without them knowing it, and then taking some small article to be put back later*

Q: What does Jim's refusal to come into the cabin lead to?

A: *a break in the family—Jim didn't even try to get along with the family—he just lived and went his own way*

Q: Why did Jim feel so restless with all the land around him becoming more and more civilized?

A: *he felt lost without enemies to outwit, signs to read, distances to gauge, or routes to find—and no difficulties to surmount*

Q: Why does Daniel protest when Jim tells him to put stuff back?

A: *as an Indian Jim didn't have to put back what he stole—why should Daniel?*

Q: How do the brothers come to a truce?

A: *Jonnie spoke kindly and appreciatively of Jim's horse-back riding ability*

Chapter 12

Unfamiliar Words

Cayuse Indians: occupied parts of NE Oregon and SE Washington. They were closely associated with the Nez Perce. In 1836 Marcus Whitman established a mission among them. In 1847, the Cayuse, blaming the missionaries for an outbreak of smallpox, attacked the mission and killed the Whitmans and their helpers. The settlers then declared war and defeated the Cayuse. In 1855 they were placed on the Umatilla Reservation in Oregon, which they continue to share with the Wallawalla and Umatilla peoples; by 1990 they were among the smallest groups of

Native Americans, numbering 126. A small horse bred by them gave the name cayuse to all Native American horses (source: www.encyclopedia.com).

Molala: now extinct, were a small tribal group that lived in the Central Cascade mountains. It is believed that they originally lived in north-central Oregon, along the Deschutes River in the Tygh Valley, but were driven into the mountains by the Tenino. The Molalas were split into two groups. The Lower Molalas occupied the headwater region of the Umpqua and Rogue Rivers while the Upper Molalas stayed in the Willamette watershed area. The Molalas lived in semi-subterranean houses in the winter and traded extensively with the Klamath tribe to the south. The Portland Journal reported on July 3, 1957 that a man by the name of Fred Yelkis was the last of the Molala tribe (source: <http://logos.uoregon.edu/explore/Oregon/mhistory.html>).

Paiute: is the name of two tribal groups of the Western United States—the Northern Paiute and the Southern Paiute. The Northern Paiute once lived in the area extending from Owens Lake in California, through Nevada, to just south of the Columbia River in Oregon. The Southern Paiute ranged from California to Arizona and Utah. The Paiute lived in cone-shaped houses made of brush. Their religion centered on spirits of nature. During the 1800s, the Northern Paiute fought the white settlers who had come to the area. During the 1860s and the 1870s, the U.S. government established reservations for both groups of Paiute (source: *2003 World Book Encyclopedia*).

Arapaho: are Plains Indians. Their own name was Inunaina [our people], but they were referred to as “dog eaters” [for the obvious reason] by other Native Americans. There are three major divisions: the Atisina or Gros Ventre, who were allied with the Blackfoot and now live with the Assiniboin in Montana; the Southern Arapaho, now living with the Cheyenne in Oklahoma; and the Northern Arapaho, who retain all of the sacred tribal stone articles and are considered by tribal members to represent the parent group. Since 1876 they have lived with their former enemies, the Shoshone, on the Wind River Reservation, occupying some 2 million acres in Wyoming, near Yellowstone National Park. There were close to 7,000 Arapaho in the United States in 1990 (source: www.encyclopedia.com).

Vocabulary To Learn

“Well, I dunno,” said Clyde Burke **dubiously**. (*in a manner expressive of doubt, hesitation, or suspicion*)

Jonnie studied his brother's profile **speculatively**. (*marked by questioning curiosity*)

Jim had **reconnoitered** their villages in his solitary wanderings on Buckskin, and felt nothing but disgust for their squalid, spiritless ways. (*made an exploratory or preliminary survey, inspection, or examination of*)

He was up again instantly with one of his **lithe** movements, swinging atop Buckskin and pulling her to the left. (*agile and lissome*)

Hastily, you would cut the next horse you saw, turn silent but swift in escape, cut another in passing, grow reckless and swerve back to get a tall **roan** you remembered. (*having the base color muted and lightened by a liberal mixture of white hairs*)

At the sound of Jonathan's voice Jim gave such a start that Buckskin plunged and **curvetted**, momentarily out of control. (*leaped, bounded*)

To Discuss After You Read

Q: What made Jim so sure Indians had stolen the cattle?

A: *the foot wearing the boot print toed in, and managed to keep the trackers away using Indian stealth*

Q: Why does Jim suspect the Cayuse Indians?

A: *the two other tribes nearby, were too near and thus would have been suspect, plus the tribes were mired in poverty and were decimated by small pox and thus were not powerful enough to try to outwit the white men, and the Cayuse were thieves by nature*

Q: Why don't the settlers want to fight the Cayuse to get their cattle back?

A: *wars lead to more conflict and bloodshed and bad feelings*

Timeline and Map Activities

📍 Fort Walla Walla 25 (map 1)

Chapter 13

Vocabulary To Learn

He **eluded** a third group with the same ease a few minutes later and had almost gained the ridge ... (*escaped the notice of perception of*)

... then he looked at her one last time, glimmering there in the darkness like a **phantom** horse, proud and gentle and beautiful. (*something elusive or visionary*)

In a moment he saw it through the trees, faintly **luminous** from the cook fire inside. (*emitting a steady suffused light that is produced from within*)

Behind him the sounds of the pursuit were growing **vaguer** as the Cayuses thrashed through the forest he had just quitted. (*indistinct*)

Gradually the outer world faded from his consciousness, as for the first time in his life, one part of Jim Keith stood off and **scrutinized** the other. (*examined closely*)

To Discuss After You Read

Q: Why is Jim dismayed to find his medicine bag is not with him?

A: *he dreads going into danger without his spirit helpers*

Q: Why is Jim confused that Jonnie would reject the best gift Jim could give?

A: *Jonnie didn't want a horse stolen from the Cayuse—but, the horse didn't belong to the Cayuse, for they had stolen it from someone, and the Cayuse didn't even belong in this valley, therefore they had no rights*

Q: After Jim's narrow escape, what did he come to realize about himself?

A: *he didn't really want coups, he wanted people to respect him, and he didn't want enemies but friends*

Chapter 14

Vocabulary To Learn

... and his eyelids drooping with a drowsiness he could no longer **stave** off. (*to forestall or prevent*)

Two minutes later Jim sank into **oblivion** as into a sea of feathers. (*an act of forgetting*)

He did keep wondering when the subject of last night was going to come up, and could see by Jonnie's **bemused** face that he was wondering too. (*marked by confusion or bewilderment*)

... living a life of danger, **forays**, shrewd wits, and bold doings, "hunting wolves." (*raids*)

To Discuss After You Read

Q: Why does Meek, the most amazing mountain man, settle in the Valley?

A: *Meek is convinced the Valley will be a State with big things happening in it and he wants to be a part of it all*

Q: What does Jim finally decide Jonnie would like best as a gift?

A: *if Jim would move into the cabin and be part of the family*

Q: Describe Joe Meek.

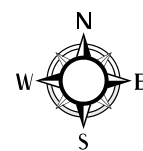
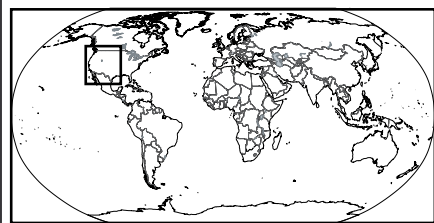
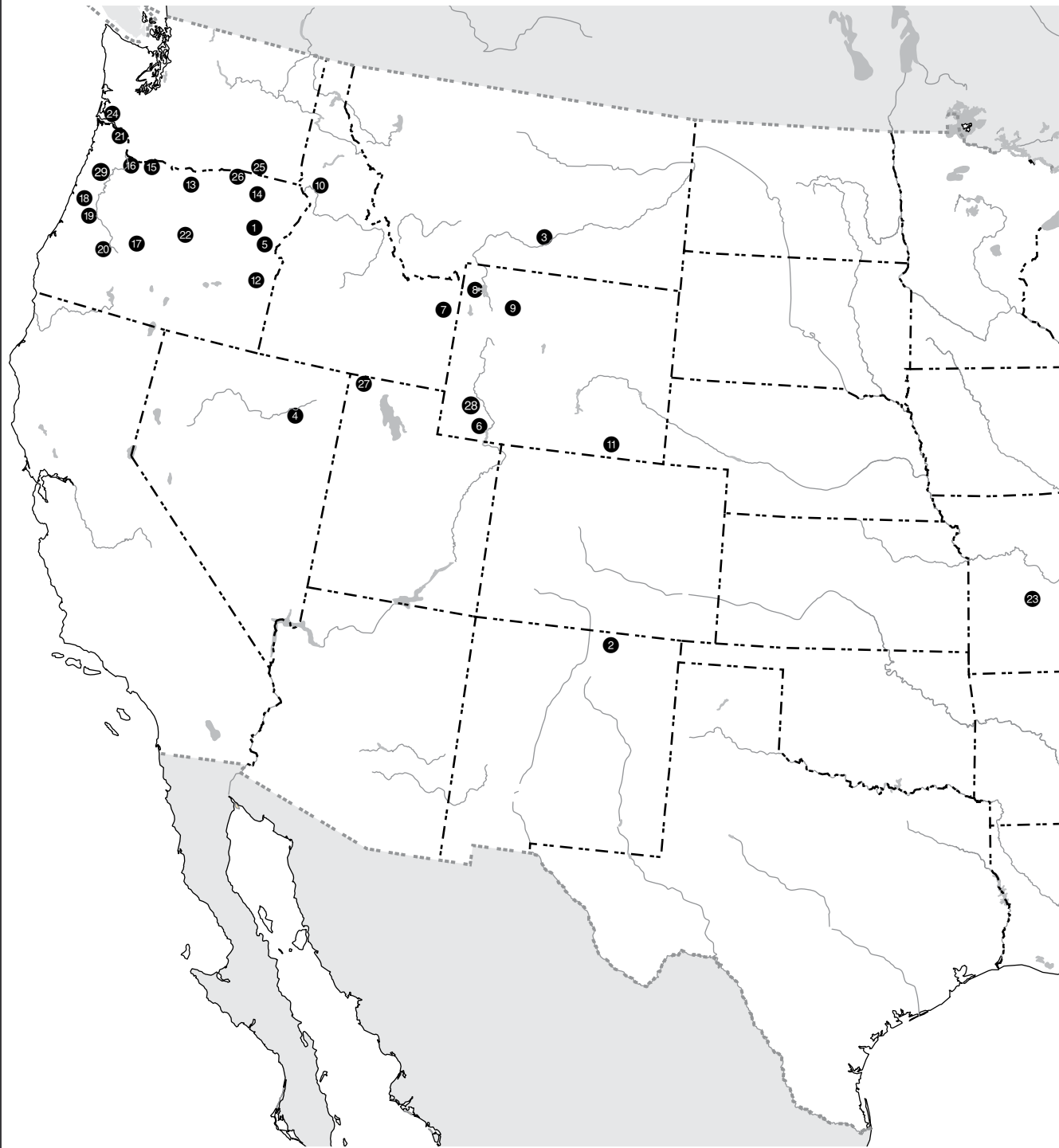
Chapter 15

Unfamiliar Words

Umpquas: the Cow Creek Umpquas lived in the Pacific Coast Range in Southwestern Oregon. They were generally peaceful and tried as best they could to get along with the non-Indians moving through and into their area. Closely related to the Cow Creek Umpqua, and immediately to the south were the Rogue Indians. The Rogues had a reputation for toughness, and it is the Rogues that participated in the most violent and long lasting confrontations with the encroaching non-Indian miners, trappers and settlers. The fighting in Rogue territory spilled over at times into Cow Creek Umpqua territory, involving them in the Indian Wars (source: www.cowcreek.com).

Meek's Nez Perce squaw: Meek's wife, probably common-law, who was a Nez Perce Indian.

Moccasin Trail - Map 1



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Moccasin Trail - Map 2

