

Quick Start Guide

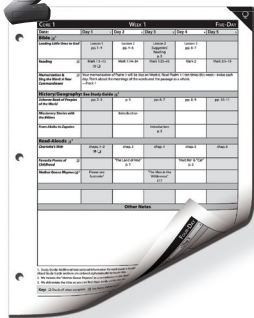
Core Instructor's Guide: Levels 3–Alt 7

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.

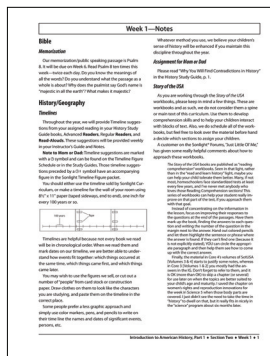
2 Plan Your Schedule and Use Your Notes



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.

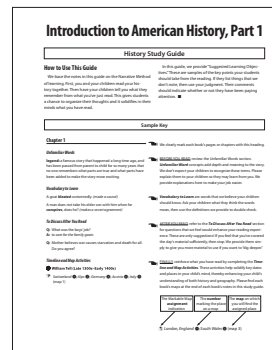
Find thought-provoking Notes for scheduled assignments directly behind your Schedule pages. Use these Notes to spark discussions with your children.



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 5 | | WEEK 1 | | | FIVE-DAY |
|--|--|--------------------|--------------------|---------------------------|--------------------|
| Date: | Day 1 ¹ | Day 2 ² | Day 3 ³ | Day 4 ⁴ | Day 5 ⁵ |
| Bible | | | | | |
| Reading | Matthew 1 | Matthew 2 | Matthew 3 | Matthew 4 | Matthew 5:1–26 |
| Remembering God's Awesome Acts TM=Teacher's Manual NB=Notebook | Unit 1: Discussion TM 66; (prep required!) History: NB 5 | Bible NB 6–7 | Discernment NB 10 | Creative Writing NB 11–12 | History NB 14–20 |
| Memorization & All Nations Shall Worship-CD | Our first Memorization passage is Psalm 91. It will be due on Week 8. Read Psalm 91: 1, 2 aloud twice each day this week. —Track 11 | | | | |
| History/Geography: See Study Guide ¹ | | | | | |
| Eastern Hemisphere Explorer PACIFIC ISLANDS Notes: | Search Smartly | Island Study | Mapping | Just the Facts | Notable Names |
| | Day 1: Select a "Choose Your Adventure" project to complete by the end of next week. | | | | |
| Ships, Sailors, and the Seas | pp. 2–5 | pp. 6–7 🌐📄 | pp. 8–11 | pp. 12–13 🌐📄 | pp. 14–15 |
| Torches of Joy | Intro & chap. 1 🕒📄🌐📄 | chap. 2 | chaps. 3–4 | chap. 5 | chap. 6 |
| 100 Gateway Cities | pp. 11–14 | pp. 15–18 | pp. 19–22 | pp. 23–26 | pp. 27–28 |
| Current Events | | | | | |
| Mini-Report | Day 3: Write a mini-report on clipper ships. | | | | |
| Readers ¹ | | | | | |
| Henry Reed, Inc. | pp. 7–39 | pp. 40–62 | pp. 63–85 | pp. 86–99 | pp. 100–119 |
| Read-Alouds ¹ | | | | | |
| Seabird | chaps. 1–6 🌐📄 | chaps. 7–11 | chaps. 12–17 | chaps. 18–22 🌐📄 | chaps. 23–27 |
| All the Small Poems | "porches" | | "cow" | | "zinnias" |
| | | | | | |
| | | | | | |
| 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 5 | | WEEK 1 | | | FOUR-DAY | |
|--|--|--|---|--|----------|--|
| Date: | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | |
| Bible | | | | | | |
| Reading | Matthew 1 | Matthew 2 | Matthew 3 | Matthew 4 | | |
| Remembering God's Awesome Acts TM=Teacher's Manual NB=Notebook | Unit 1: Discussion TM 66; (prep required!) History: NB 5 | Discernment NB 10 | History NB 14–20 | Discernment NB 21 | | |
| Memorization & All Nations Shall Worship-CD | Our first Memorization passage is Psalm 91. It will be due on Week 8. Read Psalm 91: 1, 2 aloud twice each day this week. —Track 11 | | | | | |
| History/Geography: See Study Guide | | | | | | |
| Eastern Hemisphere Explorer PACIFIC ISLANDS | Search Smartly | Island Study | Mapping; Just the Facts | Notable Names | | |
| Notes: | Day 1: Select a "Choose Your Adventure" project to complete by the end of next week. | | | | | |
| Torches of Joy | Intro & chap. 1 🕒📖🌐📖 | chap. 2 | chaps. 3–4 | chap. 5 | | |
| 100 Gateway Cities | pp. 11–14 | pp. 15–18 | pp. 19–22 | pp. 23–26 | | |
| Current Events | | | | | | |
| Mini-Report | Day 3: Write a mini-report on clipper ships. | | | | | |
| Readers | | | | | | |
| Henry Reed, Inc. | Sunday, June 23 (morning & night) | Monday, June 24 through Tuesday, June 25 | Friday, June 28 through Wednesday, July 3 | Thursday, July 4 through Thursday, July 11 | | |
| Read-Alouds | | | | | | |
| Island of the Blue Dolphins | chaps. 1–2 🌐📖 | chaps. 3–4 | chaps. 5–6 | chaps. 7–8 | | |
| All the Small Poems | "porches" | | "cow" | "zinnias" | | |
| | | | | | | |
| | | | | | | |
| 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.

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Bible

Remembering God's Awesome Acts

Introduction—Languages and Peoples

This week we begin a series of brief but, we hope, enlightening studies of several countries. You will notice that in many ways, you are already “beyond” what Mrs. Mortimer is trying to convey here. (You have already learned to distinguish “country” from “people.”) Still, this kind of study is wonderful. We hope you enjoy the more in-depth study that Mrs. Mortimer challenges you to engage in.

Note to Mom or Dad: Don’t just read the “Introduction” on p. 17 in the Teacher’s Manual. You will want to *pre-read* it to see if you really intend to do everything Mrs. Mortimer suggests.

We have *not* scheduled the “Art lessons.” If you want to use them, that’s great. But if you are following our schedule and do *not* plan to use them, you can skip reading the majority of the second paragraph of the Introduction (from the second sentence on).

Instead of Patrick Johnstone’s book, use the data found in the Answer Pages section of the Teacher’s Manual following p. 92.

General Instructions

You will notice that, beginning on page 9 in the *Remembering God's Awesome Acts* Teacher’s Manual (TM), you can find specific Bible readings plus comments and questions for you to discuss with your children for each day’s lesson. Please *pay attention* to these instructions. They are the foundation and focus for the lessons. I am mentioning that fact to you here and now; I will not repeat it. Find page 9 in the TM, bookmark it, and “follow along” as we work through the program. When we reference a title and page for the Notebook (NB), you will want first to look at what Mrs. Mortimer has to say about that lesson in the “Lesson Plans” section of the TM!

Our normal method of working through this program is to begin each day’s lesson by reading the appropriate Bible passage. Then follow through as Mrs. Mortimer guides you first through her lesson plans (TM p. 9ff) and then (usually) in the tiny-print instructions found on most of the NB student worksheets themselves.

Note that you can find answer keys for all student worksheets beginning on TM page 94 (about two-thirds of the way through the TM).

Special Notes

We have made all the Art lessons and most of the Creative Writing and Speech/Drama lessons *optional*. If you are using the *Draw Today* program, we recommend absolutely that you *do not* follow Mrs. Mortimer’s directions. They are wholly inappropriate for (and counterproductive to) the kind of art instruction you are receiving.

In line with what I have just said, then, Notebook (NB) pages 8, 9, and 13 are *completely optional* and unscheduled this week.

If you decide to do the Speech/Drama project (TM pp. 67–68), please follow the instructions on TM page 10 and note Mrs. Mortimer’s comment: “I will be presenting a lesson for you [student(s)], *not for your entertainment, but for you to learn how to teach the lesson yourself.*” Mrs. Mortimer’s purpose in these lessons, as she says, is to train students so that they have better skills at sharing their faith with others. (See her comments under “Speech/Drama” on TM page 7.)

Memorization

Memorizing can be a nerve-wracking prospect. We have compiled some helpful suggestions and tips to achieve a successful presentation.

Do you know the meanings of all the words? Do you understand what the passage as a whole is about? Are there words you find hard to pronounce? (Make sure you practice saying them correctly.) Which words should receive special emphasis as you read? 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.

Make sure you read the words with as much dramatic import as possible. **Note to Mom or Dad:** Don’t be afraid of drama. You will find it easier to start out going overboard with drama and *moving back* to some form of normalcy than to slowly inch forward from a mouse-like, fearful mumble toward appropriate dramatic intonation. Read loudly, boldly, with lots of expression—as if you were standing before an audience. As you read, think of hand or body motions that would fit with the words you are reading.

Keep working on the vocal dramatic devices. Also think about where hand gestures or body motions would help dramatize your passage’s meaning. In elocutionary contests, participants are given hand motions for almost every phrase—“he will save you from the fowler’s snare” would

merit a motion or two (your hands possibly reaching out to extricate the victim from the fowler's snare); "he will cover you with his feathers" would have another motion, etc. Make notes about these motions. Practice doing them as you say the words. Talk with your mom or dad to see if they can give you any suggestions or recommendations for improvement.

We want you to make your presentation as naturally dramatic as possible. It should not be overly dramatic, but it should be lively and interesting.

Because they are usually nervous, beginning speakers often fail in this area. They speak in tiny voices, with little dynamism (inflection, emphasis, or change in volume from one section to another), and stand stiffly. If they make any motions, the motions look unnatural and choppy.

Even good speakers have a natural tendency to "tighten up" and speak with less dynamism or drama than they ought, especially when they first begin speaking. Therefore, before making public presentations, the really good speakers will "loosen up."

There are two things public speakers need to loosen: their vocal chords and their bodies. You should practice the following exercises each week so you can do them easily before going "onstage."

1. In order to loosen your vocal chords, try "singing" your passage. Begin "singing" it at the lowest note you can reach, and then let your voice rise through its full range—to the highest note you can sing. Keep "singing" your passage, letting your voice rise and fall from its bottom note to its top and back down to its bottom.
2. Another loosening exercise for your voice: Don't sing the passage; just say it, without expression, but beginning in a whisper and building volume until you are shouting. Keep saying your speech, but let your voice grow softer until it is just a whisper. Continue oscillating from whispers to shouts until you have finished your speech, or until you feel relaxed at both ends of your vocal spectrum.
3. How about working your voice (and face) through various emotions? Start with a belly laugh: "Ho! Ho! Ho! Ha! Ha! Ha! Hee! Hee! Hee!" (etc.). Then pretend you're angry. Embarrassed. Excited. Sad. Can you think of any other emotions to pretend? Show those emotions on your face and in your body movements as you recite.

4. In order to loosen your body: try swinging and shaking your arms, rolling your head in circles on your shoulders, shaking your legs, doing jumping jacks, etc. Another exercise: try saying your speech with exaggerated motions: make the motions far broader, faster, more dramatic than you would ever plan to do them before an audience.

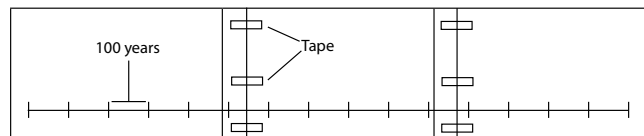
Study Guides

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.

Timeline Instructions

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.

When there is a range of dates (e.g., 1865–1890), we recommend that you use the ending date when placing the figure on your Timeline. We have taken our dates from various authorities. Because even the best authorities do not agree on specific dates, especially for biblical references, you may find discrepancies among the dates we suggest. However, to avoid confusion, when there is a timeline figure that corresponds to a certain timeline suggestion in our materials, we have aligned our dates to those used in the packet. Feel free to adapt as you see best.



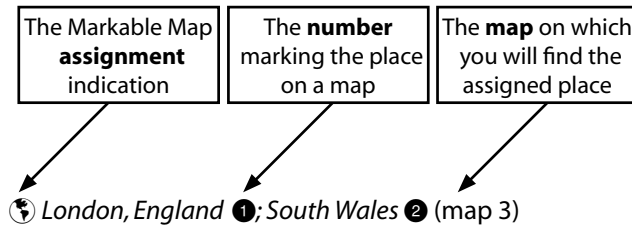
Assignment for Mom or Dad

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, "Josa" posted on our forums that rubbing alcohol can remove those errant marks.)



History/Geography

Too Much, Too Fast?

Does it seem as though the early weeks of our schedule are a bit intense? Don't worry! We do cover quite a bit of content initially that may seem daunting to you, but this pace is not kept up throughout the curriculum. Variations in the workload are expected, so you'll find some weeks where you might think there is a whole lot to do and other weeks where the pace is more relaxed. Remember, too, that our schedules are not intended to rule over you and your comfort level with tasks. So if you need to slow things down a bit feel free to do so.

For example, the introductory content in *100 Gateway Cities* is important and necessary information to have at the beginning of the curriculum, but if you feel bogged down by it try and spread out your readings or mix them up with other activities you are doing. You might even think about doing some readings from *100 Gateway Cities* while you take some breaks to look over the first part of the *Unreached People Groups* DVD "Light the Window" (Track 1) even if it's not officially scheduled yet (yes, deviating from our schedule a bit is perfectly acceptable!). You are in control of your schedule, so don't let the schedule control you.

Eastern Hemisphere Explorer and the World Book Encyclopedia

The "Eastern Hemisphere Explorer" is designed to bring your children to the threshold of the fascinating features and topics that are characteristic of each region they study this year, and will allow them to jump in and explore those places on their own, rather than taking them by the hand and providing them with a guided tour, as many other activity guides do. Therefore, rather than completing a

reading assignment and answering assigned questions each day, your children will start with the questions and activities, and use their *World Book Encyclopedia* as a tool for digging up the information they need. Yes, they will have the opportunity to learn and practice research skills almost every day this year!

The first assignment of the year, "**Search Smartly**," is designed to teach your children skills they will need to navigate to relevant information in the *World Book* quickly. It will introduce them to some of the search tools in the DVD ROM and teach them how to identify critical information in the questions that they can use as search terms to find answers. *We recommend that you work through this page with your children so that you become familiar with how to find information in the World Book Encyclopedia as well. This will better equip you to help your children search when they need it.* For the answers to this assignment, see the information that follows titled "Search Smartly Answer Key".

We've included the name of the country or region of study in bold capital letters on your schedule each week (**PACIFIC ISLANDS**) to help you and your children know an article title that would be a good place to start their search for information. *However, please keep in mind that they will often need to search outside of these articles in order to answer all of the questions.* If you can't find an article you're looking for, use the "Search by Word" feature of the search tool and select "Article" in the check boxes found at the top of the search window. You may also want to search online

Your children may need a little help in these first few weeks to find information as they begin to hone their research skills to find the information they seek, but we fully expect that they will learn these skills quickly and will be independent before long. As always, be patient, and feel free to lend a hand as needed.

Search Smartly Answer Key

How did a clipper ship get its name? (*Clipper ships were fast and slender ships, and the name "clipper" came from the way the ships "clipped off" the miles.*)

Ships built by trading companies for trips to the East Indies were called: (*East Indiamen*)

In 1809, The Phoenix became the first steamship to make an ocean voyage. Name the engineer who built it. (*John Stevens*)

Which type of ship was designed with more sails, a Spanish galleon, or the packet ship, The Flying Cloud? (*The Flying Cloud*)

Revisions in World Book

In recent years, *World Book* has made some very interesting changes to its encyclopedia. For instance, the 2004 *World Book* states:

From 1949 to 1952, the new government firmly established its control over China and promoted the recovery of the nation's economy. It seized farmland from landlords and redistributed the land among peasants. This process of land redistribution was a bloody one. Estimates of the number of landlords killed range from 50,000 to several million.

In this passage, the subject of the first sentence, the Chinese government, does not change in the rest of the paragraph. Therefore, it would be logical to assume that the Communist government killed landlords in order to redistribute land.

World Book changed the passage in 2005 to read:

The new Communist government seized farmland from landlords and redistributed it among the peasants. Angry mobs, resentful of the way landlords had mistreated them, killed many of the landlords.

This new revision has subtle changes that make a big difference. The article now says that the government redistributed the land, but had nothing to do with the killings!

Elsewhere in the article on China, *World Book* changed previously negative comments about Communism to make them less judgmental and changed China's view of religion from "restrictive" to "tolerated."

The 2005 version says a lot of positive things about modern life in China under Moderate Communism, and many of these things are true. But that is not the way it has always been. As a form of government, Communism talks about ideas of caring for the poor and helping people.

But historically, being a member of a Communist society has not been as wonderful as the idealists suggested it would be. In practice, Communism has promoted terror, repression, murder, and horrible living conditions.

One source reports that under the Chinese government, "People were tortured to death ... [and] interrogations were systematically accompanied by torture with red-hot irons. The families of people who were executed were tortured and the tombs of their ancestors robbed and destroyed."¹ That is a very different story than the one *World Book* is telling in the 2005 encyclopedia!

Unfortunately, we've noticed subtle yet impacting revisions like these in more and more articles as we review the *World Book* each year. When you read, whether it be in *World Book* or any other book, you must evaluate and

decide for yourself if the authors present an accurate, objective story. Take time to consider what you are reading and read carefully and critically. Don't just take what you read at face value! Do some research on your own to find out the real story and see which side (if either) is telling it.

Current Events

We believe that by approximately age 10 students need to begin learning that world affairs—matters of social, political, economic and cultural concern—are appropriate for their interest: they should be informed about these matters, and they ought to be forming biblically-appropriate opinions about them. As citizens of God's Kingdom, they are called upon to be gracious (and, therefore, informed) ambassadors to the peoples and kingdoms of this world.

The "textbook" for your children's study of current events should be articles found in current newspapers and magazines.²

Beginning in seventh grade, we believe students ought to begin to add a statement of their own position on the issues of the day and to explain why they believe and feel as they do. In fifth and sixth grades, we don't require students to state a position or to argue for a position on any issue; they must simply prove that they are informed by telling you about an article they have read in a newspaper or magazine. **Once each week**, by Day 4 (Four-Day) or Day 5 (Five-Day), **fifth and sixth graders must report** on some matter of significant local, regional, national, or international concern that they have read about during the previous week. They must state who the main characters are in the case and what makes the matter significant. What are the potential effects of the matter turning out one way or another? What are the two (or more) sides arguing about (issues as well as side issues)? **In seventh grade**, students should make **two such reports each week**. In **eighth and ninth grades**, **three reports**.

Please note: these reports do *not* need to be written unless you want them to be. In our family, we simply expect some kind of *verbal* report. (On the other hand, our daughter when she was a sophomore in high school was required to write a one-page science news article summary each week for her honors biology class.)

1. *The Black Book of Communism*, (Cambridge: Harvard, 1999), p. 479.

2. Many people wonder what magazines or newspapers we might suggest that could provide a broader, more well-rounded perspective on current events than those to which they are currently subscribing. See Appendix 1 (Section Three of this guide) for a brief listing.

How to “Teach” Current Events

I must confess: I had not thought to require any current events reports from Amy, our eldest, before she entered eighth grade. In eighth grade, however, I told her what I wanted: Three reports per week, two of international significance, and one of broad or narrow significance as she saw fit.

I was appalled with her response.

For ten weeks we seemed to play a cat-and-mouse game of her telling me about such things as a murder that had been reported in our local newspaper or the final score of some major sporting event. If I pushed her, she would describe something of interest she had read in *Focus on the Family* *Citizen* magazine or some mild human interest story from *Reader's Digest*. But when it came to matters of international significance—the war in the Balkans, civil unrest in India, the progress of affairs in South Africa, Kuwait, Somalia, the former Soviet Union—she would conveniently “forget” the assignment (“Oh, I haven’t read one recently ...”) or fail to have an adequate source (“But we only get the newspaper on the weekends, and ...”) or ...

Finally I told her, “Amy, I don’t care how you do it—I’m willing, even, to read the article with you, but you must give me a report concerning something of international significance.”

With great reluctance she agreed to let me read an article to her. She would then summarize what we had read.

As I began to read this first article about something of significance to people in another country (South Africa), I soon realized why Amy had so steadfastly refused to read such articles or give me reports about international events. In that one article, there were at least 10 or 15 names and events about which Amy knew nothing. “Apartheid” was mentioned; Nelson Mandela and the African National Congress (ANC) figured prominently; Mandela’s wife, Winnie, received a passing mention (though not by name); Mangosuthu Buthelezi and the Zulu-dominated Inkatha Freedom Party were part of the article; so was South Africa’s president at the time, F.W. deKlerk.

As I read, it became clear to me that Amy knew virtually nothing about any of these names, groups, concepts or practices. How could she possibly read the article with understanding? She couldn’t. It seemed as if every other word throughout the article referred to something about which she knew nothing.

Think about it. Do your children recognize the name Charles deGaulle? How about François Mitterrand? Tiananmen Square? European Economic Union? Do they

know the significance of the year 2002 to Europe? Do they know about EMU? Do they know what the Yen is? Do they understand the meaning of “balance of payments” or Gross Domestic Product? How about the significance of those terms?

If your children are unfamiliar with such names, dates, events and terms, are they likely to enjoy reading international news? I would guess not.

Before we started, I thought Amy and I could whip through that first article on South Africa. It was only one regular-sized magazine page long. But it took us close to 40 minutes to read that page: there was that much background information I needed to give her!

After that first experience, Amy and I maintained a similar practice: we browsed through a current news magazine (my favorite is *The Economist* because of its depth and breadth of coverage as well as its amazing use of the English language); we chose an appropriate-looking article, then started reading. *I READ THE ARTICLE OUT LOUD* ... to Amy, my eighth grader. (I make a point of Amy’s age and the fact that I read because I think there ought to be no shame in this. If our children need our help—and Amy clearly needed mine—then we ought to give it to them.) By helping them now, we reduce the need for us to help them later (at a time when it may be even more embarrassing to offer such aid).

As I read, I often asked Amy whether she understood what the author was talking about. (Sadly, often, she did not.) If I came across an uncommon or unfamiliar term, I explained it. I tried to give her whatever historical, cultural, and other background I could as well as to talk about what appeared to me to be parallel situations with which she might have been familiar from her studies of history or other cultures.

This “reading” process was rather slow, but it enabled Amy to understand what she would have otherwise never understood, it gave her a wealth of information she would otherwise know nothing about, and—praise God—from my perspective, it enabled me to pass on to my daughter a perspective on the world and world events that no one else could possibly give her.

After we finished reading, I had Amy try to summarize what we read/what she had heard.

Occasionally, toward the end of the year, Amy came to me with an article she had already read. She then summarized the story.

Personally, I have found that the best time to hold current event discussions is either over the dinner table or, for older students, during our daily student-teacher time.

There is no reason you must follow our example; this is simply what we have found helpful for our family and in our schedule.

A Rationale for Studying Current Events

Why study current events? There are many reasons. One is to help children become familiar with the names and events that are in the news. When kids become familiar with these names and events, they are better able in the future to read articles about the same people or the same or related events.

“Great,” says your son or daughter. “Just what I need. An assignment to read the newspaper so I can read the newspaper in the future!”

That’s right!

“But why do I need to know about Europe and 2002? What do I care about the GATT?” —These are the kinds of questions my daughter asked me when we began requiring current events reports from her. “Look,” she said, “the news about President Clinton and about the murder that took place yesterday down in Denver, or the fact that the Rockies won: that’s interesting. But this other stuff ... !”

Perhaps we could extend this reasoning. Who cares that a murder took place in Denver (or wherever)? Or what does it matter that a certain baseball (football, basketball, or other) team won a game? Who cares about anything? Why should we be concerned about anything besides our local community ... or our own family, for that matter? These are fair questions.

Before answering them directly, I want to acknowledge that it is at least theoretically possible to become over-informed. I can imagine there are a few people in this world who spend so much time listening to the news and “being informed” that they never have time to do anything useful.

But most of us are in another position. We are neither informed nor are we engaged in so many useful activities that we cannot possibly afford the time to become informed. We are simply selfish. We prefer to be entertained rather than to be informed and to act on what we know.

God hasn’t placed us in this world for the purpose of being entertained. God has placed us here to act as His ambassadors of light in “a crooked and depraved generation.” (Phil. 2:15) He wants us to bring every people group and every area of life under His control.

Now, none of us can possibly do this job by him- or herself. This is something God has given all of us to do together. In other words, we need each other.

In turn, this means that, on the one hand, none of us needs to know about everything that happens in the world: God knows that. Even if it were possible for us to know everything, it would be impossible for us effectively to use so much information. At the same time, however, since God hears our prayers, if we pray for our brothers and sisters elsewhere in the world and if they pray for us, and since God answers our prayers, we (and they) can help each other do our respective tasks by praying.

But how will we pray—and especially, how will we pray effectively—if we don’t know anything about our brothers and sisters elsewhere in the world? Reading the news can help us know what they are going through, what they are experiencing, and what they might appreciate us praying about.

So our first reason for keeping up on current events is so we can pray knowledgeably and effectively for our brothers and sisters elsewhere around the world.

Also, by reading news from other parts of the world, we get to see our local situation in a broader context. It’s similar to what we gain by studying history. We see, for instance, that we are not alone in some of our experiences. A study of current events may help us see that we enjoy certain blessings that others don’t. Perhaps we will learn to keep our mouths shut when we think things in our lives are horrible. Then again, we see that some people enjoy certain blessings that we do not. As the Apostle Paul said concerning the Jews as they looked at the Christians, perhaps we will be stirred to a righteous envy. (Rom. 11:14) Finally, a study of current events—as a study of history in general—can give us the opportunity to learn from other people’s mistakes.

Besides the direct benefits we and our brothers and sisters around the world enjoy because we keep up on current events, by reading the newspaper we give God the opportunity to lead us in new directions.

Imagine. Are you likely to go someplace or serve a people group you’ve never heard of? Hardly! Nor are you likely to try a new idea if you’ve never heard of anyone else doing the same thing before.

By becoming informed about other people in other places, we broaden our horizons and open our minds to all manner of options we would otherwise never consider.

Mini-Report

Mini-reports are just what their name implies: short, quickly written reports about a narrow subject. Our purpose in making these assignments is to provide students with regular opportunities to do a little research and

then to express themselves about subjects of their own choosing.

We believe these assignments provide several benefits.

1) Students learn to read carefully for important and specific information, 2) They learn to focus on the most important points and to overlook unimportant matters, 3) They learn how to express their thoughts in writing, 4) They learn how to construct complete and well-formed sentences, and 5) They have the opportunity to learn a little (more) about a subject that might otherwise be ignored in the history or science program.

In our family, we use the following method to create mini-reports. 1) After the students choose their topic, they look it up in the encyclopedia.³ We have the student read the article, close the encyclopedia, then write a brief (one- or two-paragraph) summary of what they learned about the subject.

When the students have finished writing and editing their articles, we then go through the article and evaluate it. We use the same criteria we use for dictation assignments: are all the words spelled correctly? Is punctuation in place? Are words capitalized correctly? Is paragraphing and sentence structure all right?

We also evaluate the overall content and structure of the report: Has the student included a hook? Is all the most important information present? Has the student been able to avoid insignificant details? (These last two questions together ask: Has the student been able to accurately evaluate his or her information to determine if it is something of great significance?) Does the report follow a basic beginning-middle-end structure?

You may find that your children will have a lot of difficulties with the initial mini-reports. With practice, however, both content and structure will improve. We have found that our own children's writing has improved dramatically since we began giving them these assignments.

3. By the way: you should most definitely own a good dictionary and, if at all possible, a quality encyclopedia. If you ask most librarians, *World Book* is the encyclopedia of choice for children; it is easy to read, thorough, and well-illustrated. For topics likely to be of interest to younger children—"Dogs," let's say, or "Animals"—*World Book* articles begin at the most elementary reading level. After the basics have been covered, the article moves on to more advanced vocabulary and sentence structure, and, eventually, it may move to a very highly advanced (though still quite readable) vocabulary and sentence structure. Subjects likely to be of interest only to more advanced students—the "Theory of Relativity," for instance, or "Genetics"—are written in the language most appropriate to students who will be interested in those subjects.

As an adult, I have never found *World Book* to "talk down" to me or skimp on significant information.

All longer articles are outlined. Many subjects include bibliographies and suggestions for additional study.

Enrichment Recommendations

General History

I somehow lost the name of the person who made the following post about museums in or near Washington, DC. Perhaps you will be inspired to consider opportunities closer to home (as well as in DC if you make the visit!):

I usually think of American history when I think of DC, but there's lots more here to absorb as well.

We have visited the Natural History Smithsonian several times and seen all their displays on the cultures we're studying in the [Major Non-Western Cultures] program (from the Aborigines and people of Micronesia to the Asian civilizations).

I just realized last week that there are two Smithsonian museums dedicated to Asian art, the Sackler Gallery and the Freer Gallery, so I took the kids there today on a field trip.

We saw household Hindu shrines, bronze and pottery from many of the Chinese dynasties, 5th century calligraphy from a Koran, statues of the Hindu gods Vishnu and Shiva, Japanese ink art, and statues of Buddha.

It was so amazing to watch as my kids recognized things from our study this year. My 9-year-old daughter said, "Hey, mom, look—Chinese tomb guardians. I didn't realize they were so big. They looked smaller in the book."

Wow! I don't even remember Chinese tomb guardians. My kids are remembering things I don't!

Anyway, the tie-in to our study was great fun.

Maggie wrote:

Great series to supplement for younger kids: *Count Your Way Through [country name]* (there is also one called *Count Your Way Through the Arab World*). Some of the countries are the ones covered in Sonlight 5. They look like informative and interesting books.

Susan in California made a stronger affirmation:

We just read the one for the Arab world this week. I found it to be well written and solid information!

Laura in Connecticut wrote:

Starting with New Zealand, I checked out a book called *New Zealand* and part of the *Enchantment of the World* series published by Children's Press. For New Zealand we read the *World Book* and skimmed this library book for interesting stuff and pictures; then for Antarctica we just read the *Enchantment of the World* volume on Antarctica. Yesterday we started Japan, again with the Children's Press book of the same name.

I'm pretty confident the content is basically the same as in *World Book*. (For Antarctica, we were even reading about the same topics each day as we would have in *World Book*, which made me wonder if they



















Beyond the stylistic value of the *World Book*, there is the general conservative, Christian-friendly, scholarly nature of the encyclopedia we appreciate as well. Unlike others we have seen, it does not tend to participate in the fad "political correctness" of the day.

For computer users, we offer the current edition of the *World Book Multimedia Encyclopedia* in our catalog.

shared outlines somehow!) There are lots of pictures, and the writing, without being jazzy, is just enough more engaging than the *World Book* to make a big difference.

I think the volume of reading may be a bit more, but we've really enjoyed it. (The race to the pole sections were great—what exciting stories! Amazing courage.)

Our library seems to have plenty of these *Enchantment of the World* books, so I'm hoping we can just use these as our basic text most of the way through, using *World Book* as necessary. ■

| CORE 5 | | WEEK 2 | | | FIVE-DAY | |
|--|--|--|------------------------|---|--|--|
| Date: | Day 16 | Day 27 | Day 38 | Day 49 | Day 510 | |
| Bible | | | | | | |
| Reading | Matthew 5:27–48 | Matthew 6:1–15 | Matthew 6:16–34 | Matthew 7 | Matthew 8:1–17 | |
| Remembering God's Awesome Acts | Discernment NB 21 | Creative Writing NB 23 | Creative Writing NB 24 | Bible NB 27  | | |
| Memorization & All Nations Shall Worship-CD | Psalm 91:1–4 Read ten more times this week <u>out loud</u> —twice each day. See notes after Week 1 for helpful suggestions. —Track 11 | | | | | |
| History/Geography: See Study Guide ¹ | | | | | | |
| Eastern Hemisphere Explorer PACIFIC ISLANDS Notes: | Journey Jots | Local Lingo | Key Religion | Monumental Moments | Book Box  | |
| | Day 1: “Choose Your Adventure” checkpoint! Meet with Mom or Dad to give them a project update. | | | | “Choose Your Adventure” project due! | |
| Ships, Sailors, and the Seas | pp. 16–17     | pp. 18–19 | pp. 20–21 | pp. 22–25   | pp. 26–27 | |
| Torches of Joy | chaps. 7–8 | chap. 9 | chap. 10 | chap. 11 | chap. 12 | |
| Exploring Planet Earth | chap. 1     | | | | | |
| 100 Gateway Cities | | Mecca p. 55   | | Riyadh p. 56   | | |
| Current Events | | | | | | |
| Readers ¹ | | | | | | |
| Henry Reed, Inc. | pp. 120–143 | pp. 144–164 | pp. 165–185 | pp. 186–212 | pp. 213–239 | |
| Read-Alouds ¹ | | | | | | |
| Island of the Blue Dolphins | chaps. 1–2   | chaps. 3–4 | chaps. 5–6 | chaps. 7–8 | chap. 9 | |
| All the Small Poems | "chairs" | | "sun" | | "coins" | |
| | | | | | | |
| | | | | | | |
| 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 5 | | WEEK 2 | | | FOUR-DAY | |
|--|--|--|--|--------------------------------------|---------------------|--|
| Date: | Day 1 ⁶ | Day 2 ⁷ | Day 3 ⁸ | Day 4 ⁹ | Day 5 ¹⁰ | |
| Bible | | | | | | |
| Reading | Matthew 5:1–26 | Matthew 5:27–48 | Matthew 6:1–15 | Matthew 6:16–34 | | |
| Remembering God's Awesome Acts | Read NB 23 Do NB 24 | Bible NB 27 | | Bible NB 28, #1–2 | | |
| Memorization & All Nations Shall Worship-CD | Psalm 91:1–4 Read ten more times this week <u>out loud</u> —twice each day. See notes after Week 1 for helpful suggestions. —Track 11 | | | | | |
| History/Geography: See Study Guide ¹ | | | | | | |
| Eastern Hemisphere Explorer PACIFIC ISLANDS Notes: | Journey Jots | Key Religion | Monumental Moments | Local Lingo; Book Box | | |
| | Day 1: “Choose Your Adventure” checkpoint! Meet with Mom or Dad to give them a project update. | | | “Choose Your Adventure” project due! | | |
| Torches of Joy | chap. 6 | chaps. 7–8 | chap. 9 | chap. 10 | | |
| 100 Gateway Cities | pp. 27–28 | Mecca p. 55 | | Riyadh p. 56 | | |
| Current Events | | | | | | |
| Readers ¹ | | | | | | |
| Henry Reed, Inc. | Tuesday, July 16 through Tuesday, July 30 | Thursday, August 1 through Tuesday, August 6 | Wednesday, August 7 through Wednesday, August 21 | Thursday, August 22 to end | | |
| Read-Alouds ¹ | | | | | | |
| Island of the Blue Dolphins | chap. 9 | chap. 10 | chaps. 11–12 | chaps. 13–14 | | |
| All the Small Poems | "chairs" | | "sun" | "coins" | | |
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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

Week 2—Notes

Bible

5-Day

Remembering God's Awesome Acts

NB p. 27 Notice that a list of “correct” answers (though not in order!) is at the bottom of the page. **Note to Mom or Dad:** use the NIV Bible for answers. **Part 1:** Work the answers for Psalm 119:73–Exodus 33:22. **Part 2:** Work the answers for Genesis 5:29–Galatians 6:11.

4-Day

Remembering God's Awesome Acts

NB p. 27 Notice that a list of “correct” answers (though not in order!) is at the bottom of the page. **Note to Mom or Dad:** use the NIV Bible for answers. **Part 1:** Work the answers for Psalm 119:73–Exodus 33:22. **Part 2:** Work the answers for Genesis 5:29–Galatians 6:11.

NB pp. 28–29 The kind of exercise that Mrs. Mortimer has you doing on page 28 is referred to by a number of different names. I will call it Idea Webbing. Idea Webbing is often useful to “prime the pumps” when you’re just starting to think about a new topic about which you want to write. The basic instructions for Idea Webbing are contained in items #1 and #2 on page 28. If you want your children to write a paper as Mrs. Mortimer suggests (p. 28 items #3–5), that is perfectly acceptable. For older students, especially, it may be a great idea. I did not think it was fair to devote the kind of time to such an assignment that Mrs. Mortimer seeks. We have our own Creative Writing program that more than adequately covers the remainder of the things she seeks in her Creative Writing program here.

History/Geography

4- and 5-Day

Eastern Hemisphere Explorer—Book Box

Here is a list of suggested book titles we recommend that your children use complete the Book Box activities for each area they study. However, we do understand that these books may not be scheduled in the same week as the Book Box assignment. Therefore, you may prefer to simply have your children choose a book they’ve read recently to complete the Book Box activity on the day we’ve scheduled it. If you would like your children to use the books we’ve recommended below, simply have your children complete the Book Box activity after they’ve completed each book.

Keep in mind: the provided answers for the Book Box activities in the *Eastern Hemisphere Explorer* reflect the books we’ve recommended in the following list.

| Country / Region | Recommended Titles |
|------------------|--|
| Pacific Islands | <i>Call it Courage</i> |
| Australia | <i>Red Sand, Blue Sky</i> |
| New Zealand | <i>The Hobbit</i> |
| Japan | <i>The Master Puppeteer</i> |
| Korea | <i>The Kite Fighters</i> |
| China | <i>Young Fu of the Upper Yangtze</i> |
| Mongolia | <i>Genghis Khan & the Mongol Horde</i> |
| Russia | <i>Burying the Sun</i> by Gloria Whelan |
| Central Asia | <i>Daughter of the Mountains</i> |
| Southeast Asia | <i>The Land I Lost</i> |
| India | <i>William Carey</i> |
| Middle East | <i>Seven Daughters and Seven Sons</i> |
| Africa | <i>David Livingstone</i> |

Note to Mom or Dad: *Burying the Sun* is the only book not currently scheduled in this Instructor’s Guide. *The Hobbit* is scheduled as a 5-Day only book. If you would prefer an alternative to *The Hobbit*, try *The Drovers Road Collection* by Joyce West or *The Whale Rider* by Witi Ihimaera. ■

| CORE 5 | | WEEK 3 | | | FIVE-DAY | |
|---|--|---------------|--------------------|-------------------|--|--|
| Date: | Day 11 | Day 212 | Day 313 | Day 414 | Day 515 | |
| Bible | | | | | | |
| Reading | Matthew 8:18–34 | Matthew 9 | Matthew 10:1–23 | Matthew 10:24–42 | Matthew 11 | |
| Remembering God's Awesome Acts | Bible NB 28, #1–2 ¹ | Bible NB 31 | Bible NB 32 | Discernment NB 33 | | |
| Memorization & All Nations Shall Worship-CD | Psalm 91:1–6. Read it ten more times <u>out loud</u> —two times every day. Any more insights into how the passage should be read and/or understood? Continue to note your insights. —Track 11 | | | | | |
| History/Geography: See Study Guide ² | | | | | | |
| Eastern Hemisphere Explorer AUSTRALIA; AUSTRALIA, HISTORY OF Notes: | Great Barrier Reef | Mapping | Just the Facts | Notable Names | Animal Sighting | |
| | Day 1: Select a “Choose Your Adventure” project to complete by the end of next week. | | | | | |
| Ships, Sailors, and the Seas | pp. 28–33 | pp. 34–37 | pp. 38–41 | pp. 42–47 | | |
| Torches of Joy | chap. 13 | chap. 14 | chap. 15 | chap. 16 | chap. 17, Epilogue, Missiological Principles | |
| Exploring Planet Earth | | | | | chap. 2 🕒📅🌐🗺 | |
| 100 Gateway Cities | Sanaa p. 57 🌐📅 | | Muscat p. 58 🌐📅 | | Abu Dhabi p. 59 🌐📅 | |
| Current Events | | | | | | |
| Readers ² | | | | | | |
| Call it Courage | chap. 1 🌐📅 | chap. 2 🌐📅 | chap. 3 | chap. 4 | chap. 5 | |
| Read-Alouds ² | | | | | | |
| Island of the Blue Dolphins | chap. 10 | chaps. 11–12 | chaps. 13–14 | chaps. 15–16 | chaps. 17–18 | |
| All the Small Poems | "aquarium" | | "pig" | | "jewels" | |
| | | | | | | |
| | | | | | | |
| Other Notes | | | | | | |
| | | | | | | |

1. **NB pp. 28–29** The kind of exercise that Mrs. Mortimer has you doing on page 28 is referred to by a number of different names. I will call it Idea Webbing. Idea Webbing is often useful to “prime the pumps” when you’re just starting to think about a new topic about which you want to write. The basic instructions for Idea Webbing are contained in items #1 and #2 on page 28. If you want your children to write a paper as Mrs. Mortimer suggests (p. 28 items #3–5), that is perfectly acceptable. For older students, especially, it may be a great idea. I did not think it was fair to devote the kind of time to such an assignment that Mrs. Mortimer seeks. We have our own Creative Writing program that more than adequately covers the remainder of the things she seeks in her Creative Writing program here.

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

| CORE 5 | | WEEK 3 | | | FOUR-DAY | |
|--|--|---------------------------------------|--|--------------------------------------|----------|--|
| Date: | Day 11 | Day 212 | Day 313 | Day 414 | Day 515 | |
| Bible | | | | | | |
| Reading | Matthew 7 | Matthew 8 | Matthew 9 | Matthew 10:1–23 | | |
| Remembering God's Awesome Acts | Social Studies NB 116 Australia | Social Studies NB 117 (Do in one day) | Linguistics NB 118–121 | | | |
| Memorization & All Nations Shall Worship-CD | Psalm 91:1–6. Read it ten more times <u>out loud</u> —two times every day. Any more insights into how the passage should be read and/or understood? Continue to note your insights. —Track 11 | | | | | |
| History/Geography: See Study Guide ¹ | | | | | | |
| Eastern Hemisphere Explorer ² AUSTRALIA; AUSTRALIA, HISTORY OF Notes: | Great Barrier Reef; Mapping | Just the Facts; Notable Names | Animal Sighting; Journey Jots | Monumental Moments; Book Box | | |
| | Select a “Choose Your Adventure” project to complete by the end of this week. | | “Choose Your Adventure” check-point! Meet with Mom or Dad to give them a project update. | “Choose Your Adventure” project due! | | |
| Torches of Joy | chap. 11 | chap. 12 | chap. 13 | chap. 14 | | |
| 100 Gateway Cities | Sanaa p. 57 🌐📖 | | Muscat p. 58 🌐📖 | | | |
| Current Events | | | | | | |
| Readers ¹ | | | | | | |
| Call it Courage | chaps. 1–2 🌐📖 | chap. 3 | chap. 4 | chap. 5 | | |
| Read-Alouds ¹ | | | | | | |
| Island of the Blue Dolphins | chaps. 15–16 | chaps. 17–18 | chaps. 19–20 | chaps. 21–22 | | |
| All the Small Poems | "aquarium" | | "pig" | "jewels" | | |
| | | | | | | |
| | | | | | | |
| 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. Because this week's *Eastern Hemisphere Explorer* assignments are heavier than usual, you may want to plan some extra time to help your children get through the readings, either by reading together, saving some of the work for evening reading times, or simply giving your children an extra day to finish the assignments.

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

Introductory Comments

Kristie in British Columbia wrote:

My daughter is finding this book pretty tedious. I am wondering if anyone has suggestions for using it? Or have others just shelved it? I read a post about substituting *You Can Change the World*, but we have already read those books ...

Judy in Texas had a different response:

We used it as part of our family devotions. We read at dinnertime about three times a week and discussed then prayed as a family. We each picked an item to pray about which we found interesting. We sometimes prayed around the table and other times one person led in prayer. It has been very meaningful!!! We don't use any one method for family devotions for very long so *100 Gateway Cities* is on the shelf just now. It will come out again later. Hope this helps.

Kathy A wrote:

We did [Eastern Hemisphere] last year and found this book difficult to use as well; I either skipped it or read it myself and summarized for the kids. We also signed up for a student publication from Voice of the Martyrs called *LINK* that covers many of the countries in the 10/40 window. You can contact Voice of the Martyrs at (918) 337-8015 or thevoice@vom-usa.org.

One note. When you sign up for *LINK* for students you also get a newsletter for parents called *The Voice of the Martyrs* which I found very challenging for my own understanding of the persecuted church. It is rather graphic, not in a sensational way, but I wouldn't want my kids to read most of it; that's why they have a publication for kids! Both publications are free.

Finally, Sarita (yes, *the* Sarita!) commented:

We have to be aware that Satan really does *not* want us to pray, so I wonder if some of the struggles people have with this book is the fact that it has to do with true spiritual warfare!

Markable Map Suggestions

Each city has a map in the book, showing you the location within the country. For your geography assignment, have your children locate each city on the markable map as you read the description. Use *100 Gateway Cities* as your answer key.

Northern Africa

📍 Casablanca (p. 31); Laayoune (p. 32); Nouakchott (p. 33); Dakar (p. 34); Banjul (p. 35); Bissau (p. 36); Conakry (p. 37); Bamako (p. 38); Ouagadougou (p. 39); Algiers (p. 40); Tunis (p. 41); Tripoli (p. 42); Cotonou (p. 43); Niamey (p. 44); Kano (p. 45); N'Djamena (p. 46); Khartoum (p. 47); Djibouti (p. 43); Addis Ababa (p. 49); Asmara (p. 50); Mogadishu (p. 51)

Middle East

📍 Mecca (p. 55); Riyadh (p. 56); Sanaa (p. 57); Muscat (p. 58); Abu Dhabi (p. 59); Doha (p. 60); Manama (p. 61); Kuwait City (p. 62); Beirut (p. 63); Tirana (p. 64); Cairo (p. 65); Amman (p. 66); Damascus (p. 67); Gaza (p. 68); Jerusalem (p. 69); Tel Aviv (p. 70); Istanbul (p. 71); Ankara (p. 72); Izmir (p. 73); Baghdad (p. 74); Tehran (p. 75); Mashhad (p. 76)

Central Asia

📍 Baku (p. 79); Ashgabat (p. 80); Tashkent (p. 81); Dushanbe (p. 82); Bishkek (p. 83); Almaty (p. 84); Kabul (p. 85); Karachi (p. 86); Lahore (p. 87); Male (p. 88); Ahmedabad (p. 89); Jaipur (p. 90); Amritsar (p. 91); Delhi (p. 92); Pune (p. 93); Hyderabad (p. 94); Kolkata (p. 95); Kanpur (p. 96); Varanasi (p. 97); Lucknow (p. 98); Patna (p. 99); Kathmandu (p. 100); Thimphu (p. 101); Colombo (p. 102)

Eastern Asia

📍 Taipei (p. 105); Shenyang (p. 106); Changchun (p. 107); Urumqi (p. 108); Lhasa (p. 109); Lanzhou (p. 110); Beijing (p. 111); Hohhot (p. 112); Tianjin (p. 113); Taiyuan (p. 114); Jinan (p. 115); Nanjing (p. 116); Xi'an (p. 117); Chengdu (p. 118); Chongqing (p. 119); Shanghai (p. 120); Wuhan (p. 121); Guangzhou (p. 122); Hanoi (p. 123); Vientiane (p. 124); Phnom Penh (p. 125); Bangkok (p. 126); Yangon (p. 127); Dhaka (p. 128); Kuala Lumpur (p. 129); Jakarta (p. 130); Bandar Seri Begawan (p. 131); Ulaanbaatar (p. 132); Pyongyang (p. 133); Sapporo (p. 134); Tokyo-Yokohama (p. 135); Osaka-Kobe-Kyoto (p. 136); Fukuoka-Kita-Kyushu (p. 137) ■

Exploring Planet Earth

Chapter 1

Eratosthenes (ca. 276–194 BC) calculated circumference of earth about 200 years before Christ.

1. A 2. B 3. A 4. B 5. A

6. No. Knowledge is what you know; intelligence is the ability to understand what you know.

7. Yes.

8. He reasoned out the circumference of the earth based on what he saw.

Timeline and Map Activities

🕒 **Eratosthenes calculates the earth's circumference (ca. 275–195 BC)**

📍 Greece ①; Alexandria ②; Egypt ③ (map 2)

Chapter 2

1. The Phoenicians

2. “big bear”, Ursa Major

3. Tin, cedar, purple cloth, papyrus, ivory, ebony, silk, and spices.

4. He claimed the sun was on the northern horizon—at the equator that is true. Plus, a pot containing coins common to Hanno's time was found in the Azores.

5. Mediterranean Sea; Paul's ship.

6. The citizens of lands on the Mediterranean Sea felt they were the most civilized and thus couldn't imagine goods of value from other lands.

Timeline and Map Activities

🕒 **Phoenicians (1000–322 BC)**

🕒 **Hanno sails beyond the Mediterranean Sea (ca. 530 BC)**

📍 Mediterranean Sea ④; Tyre ⑤; Sidon ⑥; Carthage ⑦ (map 2)

Chapter 3

1. B 2. B 3. B 4. A 5. A 6. B 7. B

8. Asbestos does not burn; coal burns better than wood and creates a lot of heat.

9. He shared millions of facts and described the wonders of China to be in the millions.

10. Spices were used to preserve food and to add variety to the boring foods served.

Timeline and Map Activities

🕒 **Marco Polo (1254–1324) travels to China**

Chapter 4

1. A 2. A 3. A 4. A

5. They had to go farther to get them.

6. A legendary Christian leader who started a community in northeast Africa or southwest Asia.

7. To build the port and get away from palace distractions.

8. His men found out so much, and without his guidance, much about sailing would not have been discovered.

Timeline and Map Activities

🕒 **Prince Henry the Navigator (1394–1460)**

Chapter 5

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

7. Because Ptolemy, a Greek astronomer, miscalculated the size of the world in his book about the geography of the world. His measurement was actually much smaller than the actual distance.

8. They thought the world was flat and believed that Columbus and his crew would fall off the edge of the earth.

Timeline and Map Activities

🕒 **Columbus discovers America (1492)**

Chapter 6

1. B 2. A 3. A 4. A 5. B 6. A 7. B

8. Their discovery was an accident; they didn't write it down.

9. Modern equipment.

Timeline and Map Activities

🕒 **Leif Erikson spends winter in Vinland (AD 1000)**

🕒 **Magellan (ca. 1480–1521) leads circumnavigation of the globe (1519–1522)**

Chapter 7

1. A 2. D 3. C 4. G 5. B 6. E 7. F

8. B 9. A

Exploring Planet Earth - Map 2



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Ships, Sailors and the Seas

Suggested Learning Objectives

A boat displaces water. This displaced water pushes back with the force upthrust. This upthrust keeps the boat afloat.

Boats move with hand paddling, oars and paddles, wind in the sails, or engines with propellers.

Man made early boats out of animal skins filled with air, floating logs, log canoes, skin stretched over a wood frame, and bundled reeds.

Egyptian (Egypt) trading ships, often made of cedar, sailed on the Mediterranean and Red Seas. They brought gold, timber, and spices and more to their Pharaohs.

The Greek (Greece) galleys were warships. They had several tiers of oarsmen, a metal-tipped prow to ram enemy ships, and soldiers on deck who were ready to fight. The galleys, built out of quick-rotting pine, were pulled ashore whenever the men disembarked, which they had to do daily for food and rest.

Roman (Rome) ships carried merchants and goods.

The Vikings sailed to find better homes for themselves. Eric the Red discovered Greenland in AD 985, and his son, Leif, landed in North America in AD 1000.

The front of a ship is the bow, the back is the stern, the right side is starboard (since the Vikings always had their steering oar on the right, the starboard side), the left side is the port (since Vikings always tied the left side to the dock).

Chinese sailors invented the compass and the map, three-masted ships, watertight compartments, and the rudder. They sailed to Africa, Arabia, and India.

Polynesian sailors made maps out of sticks and shells, stabilized their canoes with floats called "outriggers," and knew how to find land based on the sun and stars, where birds flew, and cloud patterns.

Medieval ships took passengers aboard. They slept on the deck with little room, and after the fruits and vegetables went bad, ate dried or salted food only. Many passengers fell sick.

The fronts and backs of the ships had fighting platforms, the forecastle and aftercastle. The look-out post was the crow's nest.

Christopher Columbus (1451–1506), wanted to reach the East by sailing west. In 1492, he and three ships set out, funded by Queen Isabella of Spain. Columbus reached the Bahamas, Cuba, and Haiti.

Vasco de Gama reached India through the Indian Ocean in 1498.

Sir Francis Drake (1543–1596) sailed around the world from 1577 to 1580.

Wooden ships were made with simple hand tools and no drawn plans. Shipbuilders liked strong oak for the keel and ribs, and straight pine for the masts.

Pirates have stolen cargo from the beginning of sailing trade. Many pirates roamed the seas in the 1600s and 1700s, as many ships carried valuable cargo. They sailed next to a ship, hooked their ship to the merchant's, shot cannon and pistols, and took captured loot.

France and Britain built large men-of-war ships in the 1700s. Some had over 100 cannons.

When a cannon fires, the men pull it back, clean and cool it with a wet sponge, load gunpowder, a cannonball, a rope as a stopper, then roll it back into position. The gunner lights the powder, the ball shoots out, and it is ready for the same process.

During a war, seamen practiced impressment, when they captured men to work on board ships. This did not stop until 1850. Sailors had poor food, poor pay, and poor hours. Their day consisted of six watches of four hours each. If they were punished, they could be whipped with the cat o' nine tails.

After the steam engine was invented in 1715, some ships used steam for power. The first boats had two large paddlewheels on the sides, but soon propellers, smaller, underwater, and more efficient, took over.

The first ships without sails were built in the 1880s.

The British sent 74,000 criminals to Australia between 1787 and 1840, to ease their over-crowded jails.

Five million Europeans emigrated from Europe between 1819 and 1859, most in poor sailing conditions.

The Suez Canal opened in 1869. The sailing clippers could not use this passage because of lack of wind, so steam ships took over cargo shipping.

As weapon technology advanced, wooden ships could easily sink, so ships began to have metal plating all around. The *Monitor*, *Merrimac*, and *Dreadnought* were three very famous warships.

Large ocean liners crossed the Atlantic, some in only four days (the R.M.S. *Mauretania* in 1909). These floating cities provided fine dining for the wealthy passengers, as well as entertainment.

Steam turbines, first used in 1897, soon went on both battleships and ocean liners.

Submarines, built as early as 1776 and 1798, really came into their own in the 1950s, when submarines received a device that cleans the air as well as nuclear power, so the ships do not need to surface for two to three years.

The *Nautilus* submarine traveled under Arctic Ice to the North Pole in 1958.

Large ships still carry cargo. The largest, supertankers, cannot fit into harbors, but pick up and unload oil miles offshore.

The less a ship touches the water, the faster it travels. Hovercraft stay above the water on air cushions, and hydrofoils stay above on underwater foils.

Yachts, cruise ships, kayaks, and speed boats are all modern pleasure boats.

Timeline and Map Activities

🕒 **Christopher Columbus (1451–1506)**

🕒 **The British sent 74,000 criminals to Australia (1787–1840)**

🕒 **Suez Canal opens (1869)**

🌐 *Mediterranean ①; Red Sea ②; Arabia ③; Africa ④; India ⑤; the Bahamas ⑥; Cuba ⑦; Haiti ⑧; France ⑨; Britain ⑩ (map 1) ■*

Ships, Sailors and the Sea - Map 1



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Introductory Comments

Cheryl in South Carolina wrote:

Torches of Joy, while an excellent book on missions and the culture of the Dani people in Irian Jaya, was a tough read. It took us longer than the allotted time, for there was so much to discuss.

Candis replied:

I have to comment here. I did this last year with my two boys (8 and 10). They loved [*Torches of Joy*]. A whole year later when I ask what their favorite book was they both quickly respond *Torches of Joy*!!! Since reading that book they both have expressed a strong interest in missions (which neither of them had done before). I highly recommend this book.

My recommendation: Take the time you need. If you “fall behind” a few days, you will catch up soon enough!

Visit our IG links web page for a link that will allow you to learn more about a 1995 report by an anthropologist who had been among the Dani during the initial move of God in the early 60s. He returned 30 years later to find, much to his surprise, that the Christian movement had not died out. It was difficult for him to explain it! 📖

Suggested Learning Objectives

Chapter 1

Timeline and Map Activities

🕒 **John Dekker (1929–Present) missionary to the Danis (1960)**

🕒 **Dani missionaries are being send out (by 1968)**

🌐 *Papua New Guinea* ❶; *Indonesia* ❷; *Netherlands; (Holland)* ❸; *Canada* ❹; (map 1)

Chapter 2

Dutch men and boys must always be in control and not show their emotions.

Chapter 3

In 1955, Regions Beyond Missionary Union (RBMU) had a new mission field, the Stone Age Dani people of New Guinea. They were hidden until a plane went down and a rescue mission went to find the pilot.

God told both John and Helen that they were to get married, before they had ever spoken together alone.

Chapter 4

The Danis used salt, steel axes, bush knives, and cowrie shells as currency.

If someone accepts a gift from a Dani, the giver is entitled to whatever they please, out of proportion to the size of the gift.

The Dekkers taught the Danis various medical care: first the patients had to bathe, then Dani clinical helpers treated tropical ulcers, gave intramuscular injections, dispensed medicine, and pulled teeth.

Chapter 5

Helen struggled more than John did: she had no female friends, she had few resources with which to cook, the bark house could not get clean, the village was filthy with manure, and people stole their clothes off the clothesline.

When the Dani men gave up warfare, they had too much time on their hands, so John started public works projects.

Chapter 6

The Dani were deeply impressed that they and John had common ancestors.

Chapter 7

From the beginning, John stressed stewardship of truth, time, strength, and possessions.

As the Dani turned to Christ, they became more considerate, patient, loving, gentle, and less self-occupied.

For the Dani, “believe” meant hearing and doing.

Chapter 8

The Dekker’s house burned down, and the Danis were surprised that John and Helen were not devastated. The Danis learned that the Dekkers had problems, too, and that they did not think material possessions were very important.

Chapter 9

The Danis decided that pride was their worst root of sin, so they cut their hair, their main symbol of pride. When asked why, they said, “God has made us in His likeness that we might show forth his character—not draw attention to ourselves.”

The Danis wanted to clean their villages and their bodies. They also began to love their wives, instead of treating them as possessions.

Chapter 10

There are no notes for this chapter.

Chapter 11

The Danis gave up their social times, most of which were sinful, so they introduced other activities for fellowship, such as sports.

The Dani Christians realized that we need to be involved in other people's welfare because we express God's love by doing what pleases him.

Chapter 13

The Dani Christians sent out numerous missionaries who combined indigenous and Western skills. The Danis were more readily accepted and adjusted more easily, and their Western counterparts helped with language analysis, translation, medicine, airplanes, supplies, and doctrine.

The people suffered malnutrition and protein deficiencies, so John introduced peanuts, a product that both replenished the depleted soil and improved their diet. Peanut exports financed the church's missionary outreach.

Some of our clients have written to us to express concern about the author's attitude toward and descriptions of Catholics in *Torches of Joy*, including statements found in this chapter. For example, Mrs. Parkes comments:

Page 141 [of *Torches of Joy*] states: "One of the Christians sent word to Bitbet that the Catholics had started to put up a church there. When Bitbet and two other believers arrived, they hacked through the vines with their bush knives to take apart the building. The villagers who did not want to follow the Lord took sticks and began to beat Bitbet and his companions."

The building they were destroying was the Catholic Church and the reader would assume that those defending it were Catholics. Therefore, the author's clear implication is that Catholics do not want to follow the Lord.

We very much understand what Mrs. Parkes is saying, and think it deserves to be commented on.

Clearly, there are Catholics who do and Catholics who do not follow the Lord, in the same way that there are Protestants who do and Protestants who do not follow the Lord. Just because you associate yourself with any certain denomination does not make you a follower of the Lord. And just because another person may call himself something else does not mean that he does not follow the Lord.

From Scripture we know that the Lord demands our authentic, personal, entire worship, and is not impressed simply because someone practices a certain kind of religion. We read that Jesus himself said that the greatest commandment is to "Love the Lord your God with all your heart and with all your soul and with all your mind" (Matthew 22:37). Many passages throughout the Bible display that God is much more concerned about the real condition of our hearts than He is about our outward appearances.

"If you confess with your mouth, 'Jesus is Lord,' and believe in your heart God raised Him from the dead, you will be saved." (Romans 10:9)

That being said, we do not know the specific Catholics in question in this book. It very well may be that the Catholics to whom Mr. Dekker refers were not following the Lord. (When we asked him about this section of his book, that is what Mr. Dekker said was true: the people in the "Catholic Church" to which he was referring may have been Catholic in name, but they were not at all following the LORD.)

On the other hand, it is possible that Mr. Dekker is misrepresenting the situation. We do not know, and, at least in this life, probably never will.

But whether the Catholics were true followers of Christ or not, I think we need to ask ourselves: was it right (good, just, *righteous*) for Bitbet and his followers to destroy the Catholic church building? Should he have done something else (or done nothing at all)? What do you think? How should we understand and judge Bitbet's behavior?

If you don't agree with someone's religious convictions, do you have the right to desecrate or destroy their place of worship? That's going way too far, isn't it?

This is a significant problem.

Look, for instance, at 2 Kings 18 and 2 Chronicles 31:1. In these passages we find that King Hezekiah and his people destroyed the altars, high places, Asherah poles (wooden representations of the goddess Asherah) and sacred stones throughout the territories of Judah, Benjamin, Ephraim and Manasseh.

And what was God's response to all of this destruction? According to the Bible, "[Hezekiah] did what was right in the eyes of the LORD ... [T]he LORD was with him; he was successful in whatever he undertook."

2 Kings 23 tells of how King Josiah renewed his covenant with the Yahweh by removing items from the temple and burning them, burning the Asherah poles, desecrating the altars of Topheth, burning chariots dedicated to the Sun, pulling down altars and smashing them into pieces, burning the high place and grinding them into powder, defiling all of the shrines, and *slaughtering* all of the false priests!

Did God punish him for his violent deeds? No! In fact he said: "I will gather you to your fathers, and you will be buried in peace."

So God *rewarded* Josiah for his actions, and had mercy on him!

Elijah, one of the greatest figures of faith in the Bible, who was equated with John the Baptist (Matthew 17:9–12), ordered all of the false prophets be taken to a valley and slaughtered (1 Kings 18:40).

Even Jesus acted violently against the money changers at the temple: "He made a whip out of cords and drove all from the temple area ... [H]e scattered the coins of the money changers and overturned their tables" (John 2:15).

So do these examples mean that Bitbet and his companions were *right*? And by *not* acting out and destroying what they believed were false places of worship, would

they have been *disobedient* to God? Western European Christians in the 16th and 17th centuries—Protestants and Catholics—not only destroyed each other’s places of worship, but they tried, as much as possible, to kill each other! —Were their actions more in line with God’s will than the more accommodating actions of 21st century Christians?

I will confess that I am actually very torn about how to answer all of these questions. Put another way: I don’t know.

I am convinced there are some times when it is *right*—absolutely—for Christians to take a firm—and even violent—stand against evil. If a violent man is in power and he is doing violence against innocent people, then there is a need for a man of God—or many men of God—to stand up against his wickedness and throw him out of power. As many Christians—Protestant and Catholic—have noted, there is such a thing as a just war, a righteous war.

But then there are other times where I have a very much harder time.

I understand why Catholics and Protestants were killing each other back in the 16th and 17th centuries: They honestly believed that their rivals were teaching such false doctrine that it presented grave risk to people’s eternal salvation. And so: should one risk another person’s eternal salvation for the sake of keeping the peace in this present age? Christians back in the 16th and 17th centuries said no. Most of us today would say, “We think there’s a better way.”

What is the “better way” (or what we *think* is a better way)? —“Make it an open market for people’s opinions and beliefs. The truth will eventually rise to the surface. And when someone is convinced through logic and good arguments, he will believe and act far more from the *heart* than if he is “convinced” at the tip of a spear or the point of a gun.”

In sum, then: Were Bitbet and his followers right to do what they did? Honestly, my estimation: no. But I wasn’t there. And I know that I have been raised in a very different culture than that in which Bitbet grew up. I live in a culture very different from that in which Jesus and Elijah, Josiah and Hezekiah all operated.

I have been raised generally to ask, not, “How can I stop those people from doing [whatever it is that bothers me]?” Rather, I’ve been raised to ask, “How can my actions as a Christian make a positive impact on those who are following false gods? What do I believe is the best thing I could do to help them turn from their false worship and embrace Christianity? Would burning a mosque or desecrating a Buddhist temple accomplish that goal? Would killing a leader of a false religion bring people to Christ?”

In Acts 17, Paul visited Athens and saw that the city was “full of idols.” The people of Athens were worshipping false gods and living in a way that did not honor God. So how did the Apostle Paul, one of the great founders of the Christian church and author of more than one-third of the New Testament, respond? Did he go through the city burning and desecrating the idols, murdering the leaders on a wild rampage?

No. Paul “reasoned in the synagogue with the Jews and the God-fearing Greeks, as well as in the marketplace day by day with those who happened to be there.” He also spoke at the meeting of the Areopagus (Mars Hill), the council who had authority in areas of religion and morality.

Paul went to the people, studied their culture, spoke and reasoned with both the common people and officials and presented the Gospel boldly to them. Because of his actions, men believed and left their sinful lives in Athens to follow Paul on his missionary journey.

I am sure Mr. Dekker had to talk about some of these same things with Bitbet and his followers. I have no idea how they responded. As I said before: their culture is very different from ours, and Mr. Dekker, I’m sure, had much to teach them.

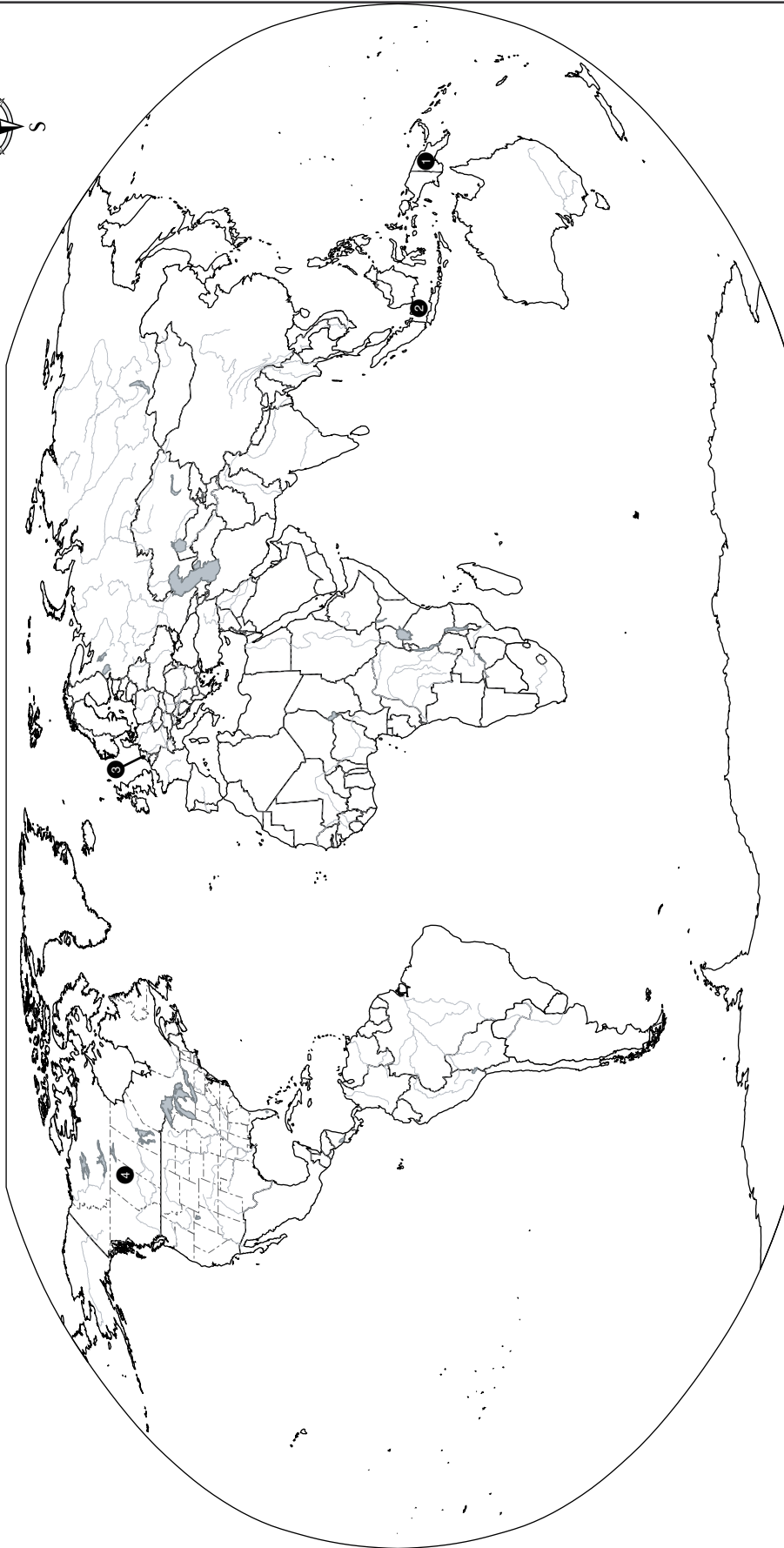
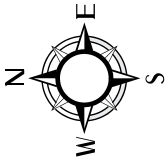
I will let you discuss this with your own parents what you believe God would want you to do in a similar circumstance.

—Note by Michael Ballard

Chapter 17

Culture shock shows up in two ways: either the missionary overidentifies with the people and dresses and eats as they do, or they isolate themselves from the distressing customs around them. ■

Torches of Joy - Map 1



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Call it Courage

Setting

Polynesian Islands

Overview

Mafatu, a Polynesian island boy, feared the sea. His culture praises courage, so Mafatu is mocked and isolated. Mafatu sails to another island to fight his fear. With his pet dog and albatross, Mafatu conquers the animals of the sea world and overcomes his loneliness. His story of courage is told around campfires to this day.

Flight

To Discuss After Your Read

Q: Why did Mafatu fear the sea? Did he have a good reason?

Q: Why would hunting Bonitos be good practice for hunting swordfish and tiger sharks?

A: *they came at regular intervals; there are many to practice on; they are not as dangerous as the latter creatures*

Q: How does Mafatu decide to deal with his fear?

A: *to face the ocean by going to another island*

Timeline and Map Activities

📍 Polynesian Islands ❶ (map 1)

The Sea

To Discuss After Your Read

Q: Mafatu's island was near Tahiti. Find Tahiti on a map.

Q: Describe Mafatu's canoe.

A: *an outrigger made from a tree trunk; had a sail, but could be paddled*

Timeline and Map Activities

📍 Tahiti ❷ (map 1)

The Island

To Discuss After Your Read

Q: How was Mafatu's island formed?

A: *by a volcano*

Q: What was some of the food on the island?

A: *coconuts, limes, breadfruit, bananas, oranges, guavas, mangoes, pigs, goats, seafood*

Q: Mafatu's island is surrounded by a coral barrier reef. It has two openings for boats to come safely through. How were those openings formed?

A: *rivers flow down from the mountains on the island and pour into the ocean at those two points; the polyps from which the coral is formed cannot abide fresh water*

Drums

To Discuss After Your Read

Q: How did Mafatu make his canoe?

A: *cleared brush away from the tree he wanted, started a fire at its base, then climbed it and jumped on it until it fell over, he then burned out the interior of the log [to create the place for him to sit], then used an adze of basalt to smooth the hull; caulked it with artu gum; made a mast from a certain kind of tree, and a sail from pandanus leaves woven together; and, of course, rigging ...*

Q: Out of what did he make his clothing?

A: *the inside of the bark of a mulberry tree; he pounded it and pounded it, layer upon layer until he had a yard of "cloth"*

Q: What does Mafatu figure is breaking into his trap?

A: *a shark or octopus; no other fish is strong enough to break the bamboo trap*

Q: What is a feké?

A: *an octopus*

General

Unfamiliar Words

atoll: a ring-shaped coral island.

sennit: a flat, braided material.

adze: an axe-like tool for trimming and smoothing wood; it has a curved blade at right angles to the handle.

Ara Moana: paths of the sea; currents in the Pacific.

manta: a ray (also called **devilfish**).

tamanu: a type of tree.

cachalot: sperm whale.

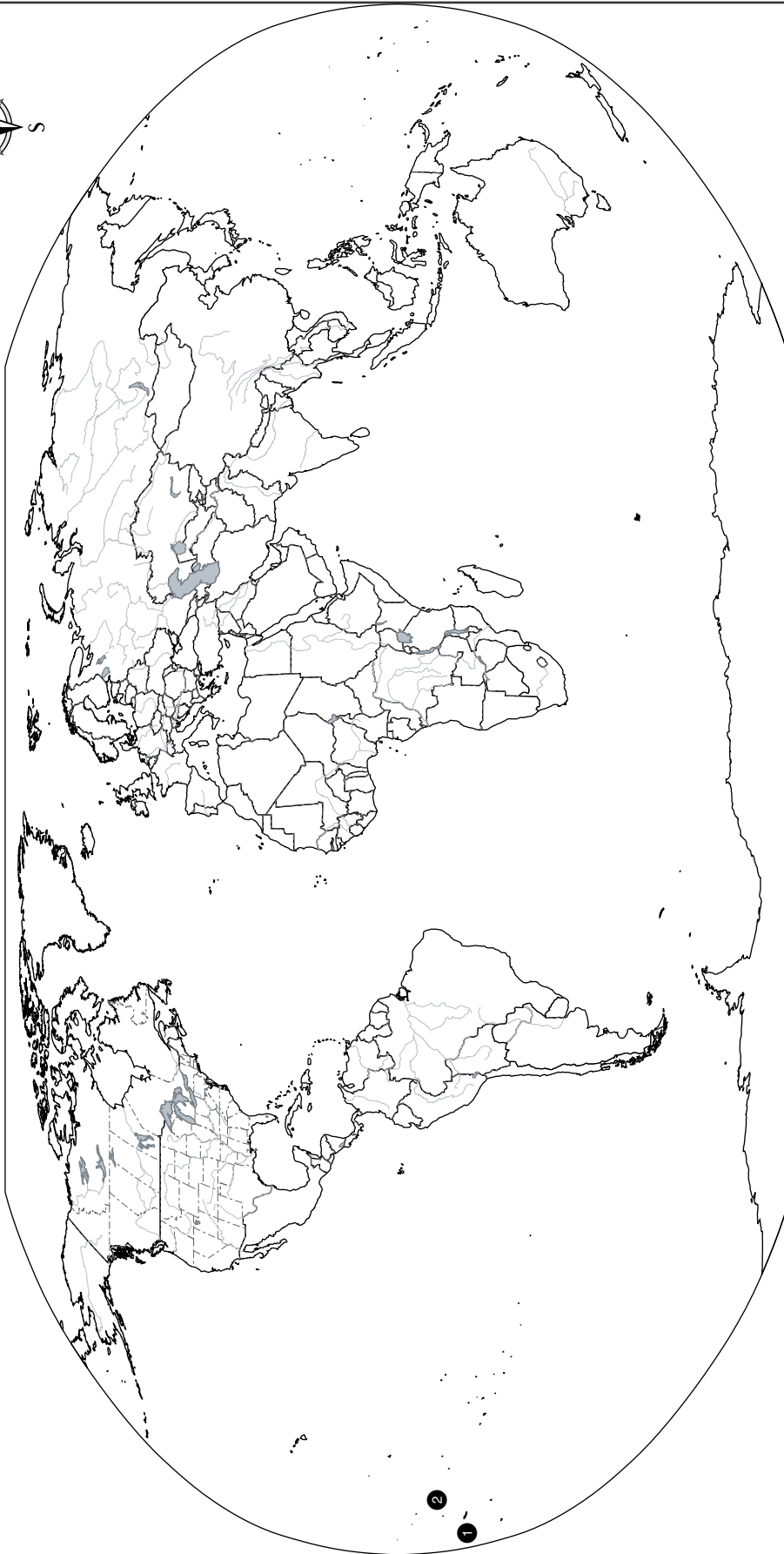
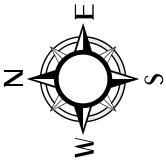
pandanus: a tree that has sharp, dagger-like leaves (also called **screw pine**).

To Discuss After Your Read

Q: What is your favorite among Mafatu's adventures?

Q: What is the definition of courage? ■

Call it Courage - Map 1



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Henry Reed, Inc.

Overview

Henry visits his aunt and uncle in the small town of Grover's Corner for the summer. He starts a variety of enterprises: research, pigeon and earthworm sales, and truffle and mushroom hunting. Henry collects turtles, rabbits and a dog. Strange experiences follow his every step. This book is a fun slice of Americana.

Sunday morning, June 23rd—pp. 7–26

To Discuss After You Read

Q: Why does Henry keep a journal?

A: *to get out of two book reports he is required to do for school*

Q: Why do you think Hank called his dog Agony?

A: *he had such a mournful howl; he sounded as if he were in pain*

Sunday night, June 23rd—pp. 27–39

To Discuss After You Read

Q: What character quality does Hank think diplomats have?

A: *they can talk longer than anyone without getting to the point*

Monday, June 24th—pp. 41–62

To Discuss After You Read

Q: What is the difference between pure and applied research?

A: *in pure research you try to find out answers because you're curious; in applied research you're trying to find the answer to some practical question*

Tuesday, June 25th—pp. 63–67

To Discuss After You Read

Q: How did Uncle Al get around Mr. Apple's complaint about Hank's business?

A: *his business was selling agricultural and biological research supplies; as a farmer, he could sell the produce from the land, and he could put out any sign he needed*

Thursday, July 4th—pp. 91–99

To Discuss After You Read

Q: How did the 4th of July celebrations change from when Hank's parents lived in this area to the time when he did?

A: *they got to set off firecrackers all day long rather than go and see fireworks set off by someone else*

Tuesday, July 9th—pp. 100–109

To Discuss After You Read

Q: Why are dousers supposed to be unable to locate oil?

A: *because oil is normally found deeper in the earth than water is*

Tuesday, August 6th

To Discuss After You Read

Q: What is a truffle and what does Henry try to become?

A: *a truffle is an underground fungus; Henry tries to become the first to discover one in America*

Q: What is a kibitzer?

A: *a giver of unwanted advice; a meddler*

Saturday, August 17th

To Discuss After You Read

Q: What did Henry learn about balloons at the fair?

A: *hydrogen is the lightest gas and was used to fill balloons and dirigibles until the Graf Zeppelin exploded. Hydrogen is very flammable. Now people use helium which is not as light, but is far safer. Regular inflated balloons [in Henry's day] were filled with carbon monoxide which is somewhat lighter than air¹*

Q: Do a mini-report on the Graf Zeppelin.²

Q: Retell your favorite from among Henry's adventures. ■

1. Nowadays balloons are filled with helium. Carbon monoxide is a deadly gas.

2. A mini-report is either verbal or written (as decided by the parent-teacher). It requires a minimal amount of research: often no more than reading a single article in an encyclopedia. If written, a mini-report should be only a paragraph or two in length at the most.

The Island of the Blue Dolphins

Chapter 1

Unfamiliar Words

Aleut: pronounced AL ee ootz or uh LOOTZ, are people who have traditionally lived on the harsh, windswept Aleutian Islands, which lie off the mainland of Alaska. The Aleuts call themselves Unangan, meaning we the people. They descended from Inuit [also called Eskimos] who settled on the islands thousands of years ago. But the Aleut language differs from that of the Inuit. The early Aleuts lived off the rich sea environment. Aleut hunters harpooned whales, seals, and other sea mammals from seagoing kayaks. They caught fish with spears and on fishhooks and also hunted birds. The Aleuts wore parkas made of furs, bird skins, or other parts of animals. Several Aleut families lived together in large homes sunk 3 to 4 feet into the ground. The frames consisted of drift logs or whale bones. The homes were covered with a layer of dry grass or skins and a layer of sod. Russian explorers discovered the Aleutian Islands in 1741. Russian traders and fur hunters later practically enslaved the Aleuts and killed many of them. Many other Aleuts died from diseases brought by the Russians. The Aleut population once numbered between 12,000 and 15,000 people. But by the mid-1800s less than 2,000 remained. In 1867, the United States bought the islands, along with the rest of Alaska. Japanese forces attacked the islands during World War II [1939–1945]. They captured the Aleut villagers of Attu and later sent them to a prison camp in Japan. There, about half the Aleuts died of tuberculosis and malnutrition. The United States government evacuated other Aleuts to Alaska. The Aleuts returned to the islands in 1945. In 1971, the United States Congress passed the Alaska Native Claims Settlement Act, and the Aleuts regained control of much of their homeland. There are about 12,000 Aleuts in Alaska. They follow a modern way of life, but many still hunt and fish for food.

Vocabulary To Learn

I remember the day the **Aleut** ship came to our island. (*people from the Aleutian Islands—see Unfamiliar Words section above*)

My brother and I had gone to the head of a canyon that winds down to a little harbor which is called **Coral** Cove. (*a horny skeletal deposit produced by invertebrate marine animals*)

By the time I filled the basket, the Aleut ship had sailed around the wide **kelp** bed that encloses our island and between the two rocks that guard Coral Cove. (*any of various large brown seaweeds*)

Our women were gathering at the edge of the **mesa**. (*an isolated relatively flat-topped natural elevation usually more extensive than a butte and less extensive than a plateau*)

“I come in peace and wish to **parley**,” he said to the men on the shore. (*a conference with an enemy*)

To Discuss After You Read

Q: Where was Karana’s island in relation to Santa Barbara?

A: *twenty leagues away*

Q: How old is the narrator?

A: *twelve years old with a six year old brother*

Q: What tool did Karana use to dig roots and what does that tell you about her tribes resources?

A: *she used a pointed stick—the tribe had no metal tools*

Q: Did the island people get many visitors?

A: *no, in the girl’s twelve years she had never seen a boat*

Q: Why did the islanders have two names?

A: *a real one which was secret to keep its power and a common one*

Q: Why did the Russian want sea otter pelt?

A: *for clothing—hats, coats, etc.*

Timeline and Map Activities

📍 Santa Barbara, California ❶; Russia ❷ (map 1)

Chapter 2

To Discuss After You Read

Q: How long is a league and how large was the island?

A: *a league is about 3 miles so the island was about 6 miles long and 3 miles wide*

Q: Why was the island called Island of the Blue Dolphins?

A: *either because of its dolphin shape or because dolphins swim in the waters nearby*

Q: Why were the Sea Bass considered good fortune?

A: *normally fishing was poor in the spring because of the rough seas—the Bass were an unlooked for boon*

Chapter 3

To Discuss After You Read

Q: Where would the occasional logs that drifted to the island come from?

A: *from the mainland*

Q: What were some of the signs that the Aleut were close to leaving?

A: *the captain shaved his beard, the woman washed her apron, the spear sharpeners spent all their time skinning the otters, and the otters were all almost gone*

Q: Describe the Sea Otter. How does it differ from the fresh water otter?

Chapter 4

To Discuss After You Read

- Q:** Why did Karana think her father had lost his fight against the Aleuts, and was this logical reasoning?
A: *because he gave the Russian his true name—in reality the tribesmen probably lost because the Aleuts had superior numbers and better weapons*

Chapter 5

To Discuss After You Read

- Q:** In which direction did the island of Santa Catalina lie?
A: *far off to the East*
- Q:** How many men from the tribe died?
A: *42-15=27*
- Q:** Were the islanders hunter/gathers or farming flock?
A: *hunter/gather*
- Q:** Why did Kimki leave?
A: *to find a new home for the sad villagers*

Chapter 6

Unfamiliar Words

number of days in one moon: a lunar month is about 29½ days, the length of time it takes the moon to revolve around the earth.

To Discuss After You Read

- Q:** Why was a dry winter worrisome?
A: *the people feared the spring would run dry*
- Q:** What news does the ship with the white sails bring?
A: *white men have come to bring all the islanders to a new island*

Chapter 7

To Discuss After You Read

- Q:** Why was the captain concerned about the weather?
A: *this story must be set before the days of steam powered ships—a ship with sail power only was more dependent on the weather*
- Q:** Why could the ship not wait for Ramo?
A: *the sailors were afraid they would drift onto the rocks*
- Q:** Does this seem likely?
A: *no, if the rocks were a problem why not sail a little way away and come back in a few days*

Chapter 8

To Discuss After You Read

- Q:** Why were the rites of manhood for the village so cruel?
A: *to produce the tough men needed to live in a tough world*
- Q:** Why did the wild dogs kill Ramo?
A: *he was defenseless and they were stronger*

Chapter 9

To Discuss After You Read

- Q:** Why does Karana burn the huts in the village?
A: *custom required it*
- Q:** Why does Karana put all her energy into making weapons?
A: *she figures a ship is coming and therefore doesn't need food stores and she wants to take revenge on the dogs*
- Q:** Why do you think the laws of the village didn't allow women to make weapons?

Chapter 10

To Discuss After You Read

- Q:** Why did Karana decide to leave the island?
A: *when the ship didn't return, the loneliness was more than she could bear*
- Q:** Describe how Karana moved the canoe that was heavier than she could lift.

Chapter 11

Unfamiliar Words

tide pools: pools of water left behind when the tide goes out.

Vocabulary To Learn

The spring was better than the one near the headland, being less **brackish** and having a steadier flow of water. (*somewhat salty, not appealing to the taste*)

To Discuss After You Read

- Q:** Why does Karana decide to build her house where she does?
A: *the one site had better water and was easier to get to, but was nearer the wild dogs and the noisy sea elephants; she decided to go with quiet and make the headland her home*

Chapter 12

Vocabulary To Learn

After the basket had dried in the sun, I gathered lumps of **pitch** on the shore, softened them over the fire, and rubbed them on the inside of the basket so that it would hold water. (*a black or dark viscous substance obtained as a residue in the distillation of organic materials and especially tars*)

To Discuss After You Read

Q: Describe how Karana makes her fence and house.

Chapter 13

Unfamiliar Words

sea elephants: also known as elephant seals. The male has a trunk-like snout.

To Discuss After You Read

Q: Why would Karana's father tell her her bow would break if she went hunting?

A: *to keep her from breaking taboos*

Chapter 14

To Discuss After You Read

Q: Why did Karana make the cave inhabitable? Did she need two homes?

Chapter 15

To Discuss After You Read

Q: Describe how Karana befriended the dog with the yellow eyes. Why did she name him Rontu?

Chapter 16

Unfamiliar Words

black stone that was good for cutting wood: flint is a hard rock that ranges in color from brown to dark gray to black. Flint sometimes forms from microscopic organisms that live in water and have shells that contain silica. Most flint is so even grained that it can be chipped into smooth, curved flakes. In prehistoric times, people fashioned flint into sharp tools and weapons, such as knives, spears, and arrowheads (source: 2003 *World Book Encyclopedia*).

devil fish: an octopus.

Chapter 17

To Discuss After You Read

Q: Why do you think the dog pack divided into two after Rontu fought the two leaders?

Chapter 18

Vocabulary To Learn

There were many **hummers** which can stand still in the air and look like bits of polished stone and have long tongues to sip honey with. (*hummingbirds*)

I had **singed** mine, too, with a **faggot**, but now it had grown long again and came to my waist. (**singed:** *burned superficially or lightly*; **faggot:** *a bundle of sticks*)

Chapter 19

To Discuss After You Read

Q: What types of things did Karana harvest and how did she keep them for the winter months?

Chapter 20

Unfamiliar Words

low and high tide: in many coastal areas, water slowly rises along the shoreline for about six hours every day. Then it slowly falls back for about six hours (source: 2003 *World Book Encyclopedia*).

To Discuss After You Read

Q: How did Karana keep the gulls away?

A: *she hung up abalone shell scarecrows*

Q: List some tasks that Karana developed new ways of doing more simply.

Chapter 21

To Discuss After You Read

Q: Why would the Aleut girl chew seal sinew?

A: *to soften it*

Chapter 22

To Discuss After You Read

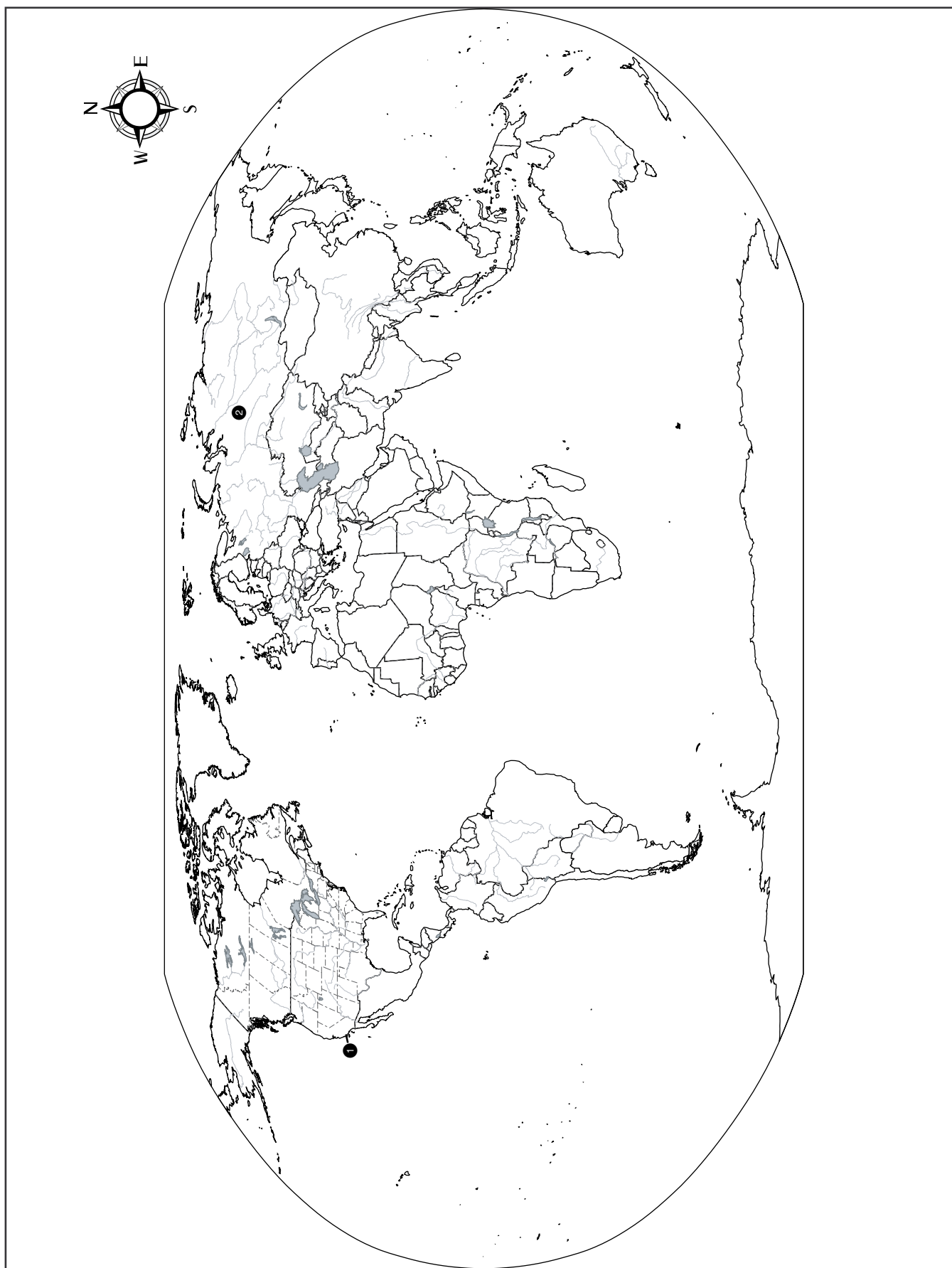
Q: Why do you think Tutok sought out Karana?

A: *she was probably lonely too, and interested in a new way of living*

Q: Why do you think Karana gave Tutok her real name? Do you think Tutok appreciated the gift? Defend your answer.

A: *sample answer: Karana gave her name as a symbol of trust—I think Tutok knew what she was given for her eyes widened—but I don't think she appreciated it for she did nothing to reciprocate*

Island of the Blue Dolphins - Map 1



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Seabird

Customer Comments

Donna wrote:

My son, 11, who initially didn't want to read *Seabird*, became enthralled with the whaling. Of course I seized the moment and ran to the video store and rented (free from Hollywood Video) *Moby Dick*. We watched the whole 2-hour movie. The whaling in the movie was *exactly* like we read in *Seabird*. And ... the seabirds in *Moby-Dick* also alerted the men about the whales, like the seabird. It also inspired a chat about good and evil, how revenge can destroy you, your soul, etc.

And BJ suggested:

If your daughter liked the book about whaling, try *Hitty, Her First Hundred Years*. It is about a wooden doll that is passed from person to person for a hundred years. One of her "owners" is on a whaling ship. You might also read *Pagoo* by the same author as *Seabird*. It fits in nicely with the South Pacific islands because it is about a hermit crab that lives in tidal pools. My daughters are 11 and 13 and they have enjoyed all of these books as well as *Seabird*.

Chapter 1

Vocabulary To Learn

The air throbbed with a **clamor** of seabirds calling. (*a loud continuous noise*)

The Ivory Gull looked like its name—a piece of carved **ivory** soaring in magic flight. (*the hard creamy-white modified dentine that composes the tusks of a tusked mammal*)

The flying gull crossed frozen rivers of **glaciers**—gigantic icicles laid along the valleys. (*large bodies of ice moving slowly down a slope or valley or spreading outward on a land surface*)

Chapter 2

To Discuss After You Read

Q: Why would Greenland experience summer snowstorms and have icebergs floating nearby?

A: *it is far north on the globe, so there is ice there all year*

Q: Describe how Ezra knew an iceberg lay ahead.

Timeline and Map Activities

📍 New Bedford ❶; Greenland ❷ (map 1)

Trace the route the whaling ship would have taken from New Bedford to Greenland.

Chapter 3

Vocabulary To Learn

It seemed to Ezra that the Ivory Gull had swept it away—as though this snow-**sprite**, wrapped in a mystic veil, had vanished ... (*an elfish person*)

But one day while they were passing a rocky headland, an Eskimo's sealskin **kayak** put out, and raced to the ship with double paddle flashing. (*an Eskimo canoe made of a frame covered with skins except for a small opening in the center and propelled by a double-bladed paddle*)

To Discuss After You Read

Q: What did the Eskimo and the whalers trade with one another?

A: *kayak full of fox and polar bear skins and two Walrus tusks for a roll of cotton cloth, glass beads, ten iron fish hooks, and a little pump drill*

Chapter 4

There are no notes for this chapter.

Chapter 5

Vocabulary To Learn

'The Whale plows the surface, mouth wide open, **brit** snags against his whalebone feathers; the water drains out, and old Whale gulps a bushel of brit at a time.' (*minute marine animals on which whales feed*)

To Discuss After You Read

Q: Describe what you learned about whales.

Chapter 6

To Discuss After You Read

Q: What is a Nantucket sleigh-ride?

A: *a fast ride with the whale as power rather than a horse*

Chapter 7

To Discuss After You Read

Q: How do the whalers keep the whaleline from catching fire?

A: *they douse it with sea water*

Chapter 8

Vocabulary To Learn

'Both boats struck the whale! He's **sounding**!' (*diving down suddenly*)

'**Breacin**!' he shrieked. (*leaping out of the water*)

Chapter 9

Vocabulary To Learn

The silent Seabird soared aloof while the others dove for scraps around the **derelict** Whale. (*abandoned*)

To Discuss After You Read

Q: Why did the whaler's seek the whale?

A: *whale blubber when melted to oil was used in lamps worldwide*

Chapter 10

To Discuss After You Read

Q: How much oil was generated from one whale?

A: *two hundred barrels*

Chapter 11

To Discuss After You Read

Q: Why does the captain think whaling days are numbered?

A: *some cities are already using gas lamps*

Q: Was the captain right?

A: *yes, no one uses whale oil for lamps*

Q: How long would a whaler be out to sea?

A: *as long as it took to fill the hold—could be up to four years*

Chapter 12

Vocabulary To Learn

In the South Pacific he looked down on palm-fringed **atolls** like ivory rings set with emeralds. (*coral islands consisting of a reef surrounding a lagoon*)

The vessels **hove** to for a full day of visiting—a Swan and a Duck, bowing politely across the swells. (*moved a ship in a specified direction or manner*)

One morning the Whaler hailed a **Clipper Ship**, out bound for China. (*a large sailing ship built and rigged for speed*)

To Discuss After You Read

Q: How were islands formed?

A: *they were rings of coral, volcano formed, or undersea mountain tops that broke the surface of the water*

Timeline and Map Activities

Map the trip the whaling ship took around the Horn off the tip of South America into the South Pacific.

Chapter 13

Unfamiliar Words

Why barnacles don't cling to copper: copper ions in combination with sea water are toxic to marine organisms (source: www.lostatsea.ca/bottom.htm).

Chapter 14

Vocabulary To Learn

A lazy tide licked at mossy **piling** all lumpy with barnacles. (*a structure of long slender columns usually of timber, steel, or reinforced concrete driven into the ground to carry a vertical load*)

It, too, had a spine holding everything together—the **keel**. (*the chief structural member of a boat or ship that extends longitudinally along the center of its bottom and that often projects from the bottom*)

Chapter 15

Vocabulary To Learn

At the capstan (a windlass on end) or while hauling on line, sailors sang a '**chantey**' to hold a rhythm in their work; choosing one to fit the right beat, whether it made sense or not. (*a song sung by sailors in rhythm with their work*)

Luckily he left Seabird behind as he streaked for the **shrouds**. (*one of the ropes leading usually in pairs from a ship's mastheads to give lateral support to the masts*)

Chapter 16

Vocabulary To Learn

The Whaler's bows, blunt as a **maul**, had battered slowly through the rolling logs of waves. (*a heavy often wooden-headed hammer used especially for driving wedges*)

Chapter 17

Unfamiliar Words

King Neptune: the god of the sea in Roman mythology. He had power over the sea and seafaring; as new sailors cross the Equator for the first time, one sailor would dress up as Neptune and initiate the new sailors.

Vocabulary To Learn

On this 'Equator' his jaws were tarred and 'shaved,' and he was **soused** in sea water. (*plunged in liquid*)

He **capered** with the others. (*leaped or pranced about in a playful manner*)

Chapter 18

Timeline and Map Activities

🌐 San Francisco ③ (map 1)

Map the voyage to San Francisco.

Chapter 19

To Discuss After You Read

Q: If fifteen fathoms is ninety feet, how long is a fathom?

Chapter 20

To Discuss After You Read

Q: Why was Captain Cook unable to change the name of the Hawaiian Islands to the Sandwich Islands?

A: *when Captain James Cook of Great Britain arrived in the islands in 1778, he named them for his friend and supporter, John Montague, the Earl of Sandwich [the Sandwich Islands], but the name didn't really catch on among the residents and the name remained Hawaii*

Chapter 21

Vocabulary To Learn

China toiled on barren hills—China slaved on the plains—China swirled on the waters in **Sampans** and high **Junks**. (**Sampans:** flat-bottomed Chinese skiffs usually propelled by two short oars; **Junks:** any of various ships of Chinese waters with bluff lines, a high poop and overhanging stem, little or no keel, high pole masts, and a deep rudder)

Chapter 22

To Discuss After You Read

Q: What were the responsibilities of a captain?

A: *to know the ports of the world, to handle a ship and its men, and to know the value of trading items and where each item should be placed in the hold*

Q: Why were Clipper Ships abandoned?

A: *they were not as effective as steam ships*

Chapter 23

Vocabulary To Learn

From his wide **veranda** overlooking the bay, Ezra watched the ship's funnel vanish from sight. (*a usually roofed open gallery or portico attached to the exterior of a building*)

Chapter 24

To Discuss After You Read

Q: Where were ships first built? Why do you think that is?

A: *in the Mediterranean; mankind began in that region*

Chapter 26

To Discuss After You Read

Q: According to Great-Grandfather, what is the ship of the future? Is he right?

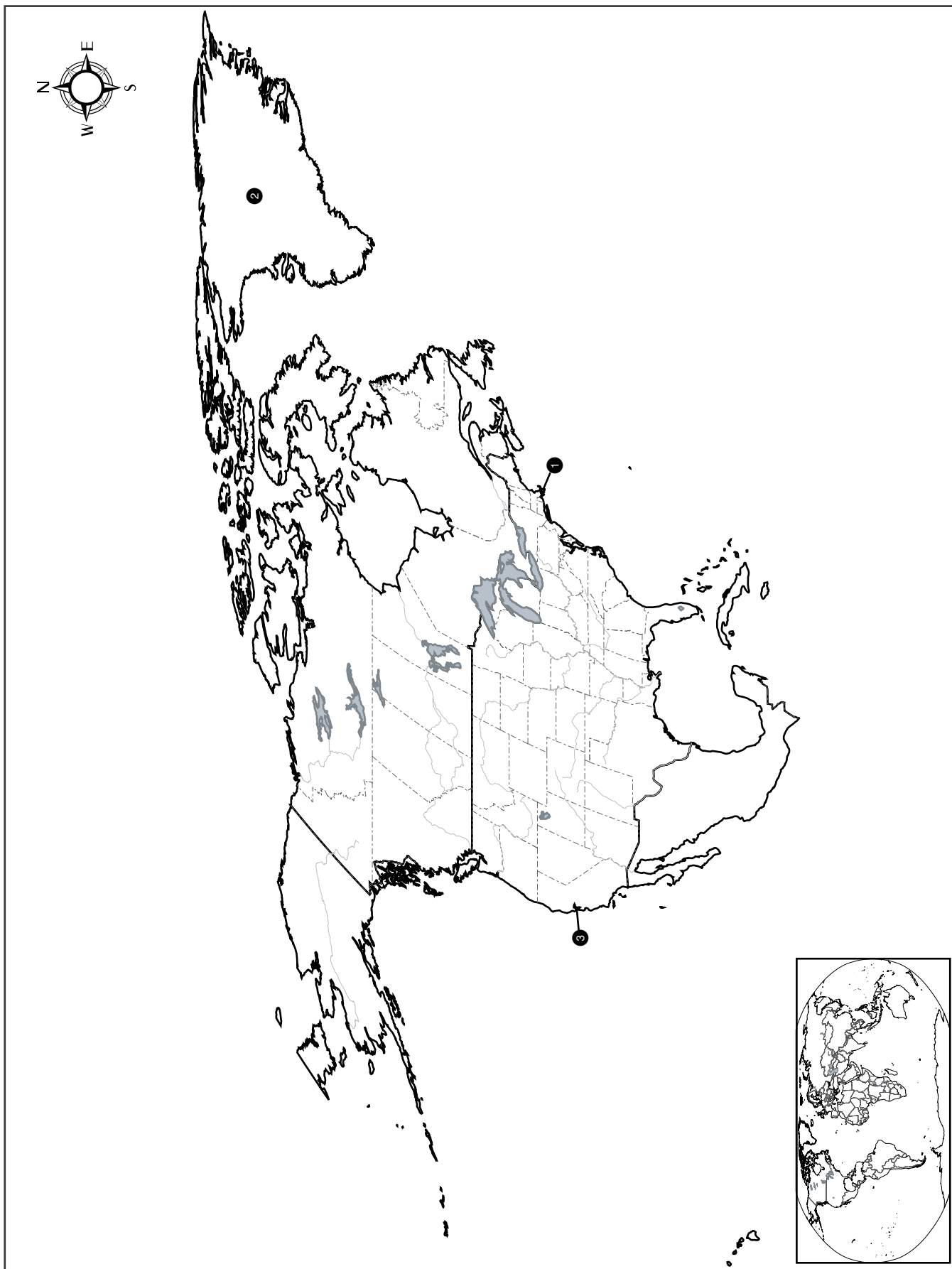
A: *the airplane; people mostly travel by air, but the world's goods still travel by sea*

Chapter 27

Vocabulary To Learn

Years came, years flew away, yet her **pert** look of curiosity never changed. (*piquantly stimulating*) ■

Seabird - Map 1



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