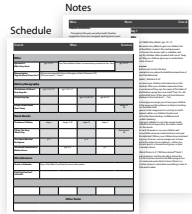


# Instructor's Guide Quick Start

The Sonlight Instructor's Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your children get the most out of the subjects covered. If you need help reading your schedule, see "How to Use the Schedule Page" just before Week 1 begins.

This IG includes an entire 36-week schedule, notes, assignments, readings, and other educational activities. For specific organizational tips, topics and skills addressed, the timeline figure schedule, and other suggestions for the parent/teacher see **Section Three**. What helpful features can you expect from the IG?



## Easy to use

Everything you need is located right after the schedule each week. If a note appears about a concept in a book, it's easy to find it right after the schedule based on the day the relevant reading is scheduled.

## 4 Colored Maps

Colorful maps, which double as bookmarks, will help you easily find relevant map locations. You will find the coordinates and the location name in your notes.



## 4-Day and 5-Day Schedule Options

The same schedule pages include both 4-Day and 5-Day options. If you're following the 4-Day schedule, simply skip Day 5 or take a look for some optional activities that appear on Day 5.

## To Discuss After You Read

These sections help you hone in on the basics of a book so you can easily know if your children comprehend the material.

**To Discuss After You Read**  
When Henry brings food home for his siblings, the author describes the food by its color—in, broken bread and yellow cheese can you think of how foods that we made more specific by describing their color?  
suggestions: white and dark meat (chicken) green beans yellow butter yellow tomatoes yellow squash dark

## Vocabulary

**orphan:** a child whose parents are dead.  
children's home: an orphanage

## Vocabulary

These sections include terms related to cultural literacy and general vocabulary words in one easy-to-find place.

## Notes

When relevant, you'll find notes about specific books to help you know why we've selected a particular resource and what we hope children will learn from reading it. Keep an eye on these notes to also provide you with insights on more difficult concepts or content (look for "Note to Mom or Dad").

**Note:** The Yangtze River is the third longest river in the world. The author talks about "the yellow waters of the Yangtze river." The river carries an enormous amount of silt from higher elevation in Western China. It drops the silt on the central plains which creates good soil for rice planting. In 2016, the Chinese government completed the Three Gorges Dam across the Yangtze, the world's largest dam. It generates electricity and will hopefully cut down on flooding.

**Section Three**  
Instructor's Guide Resources

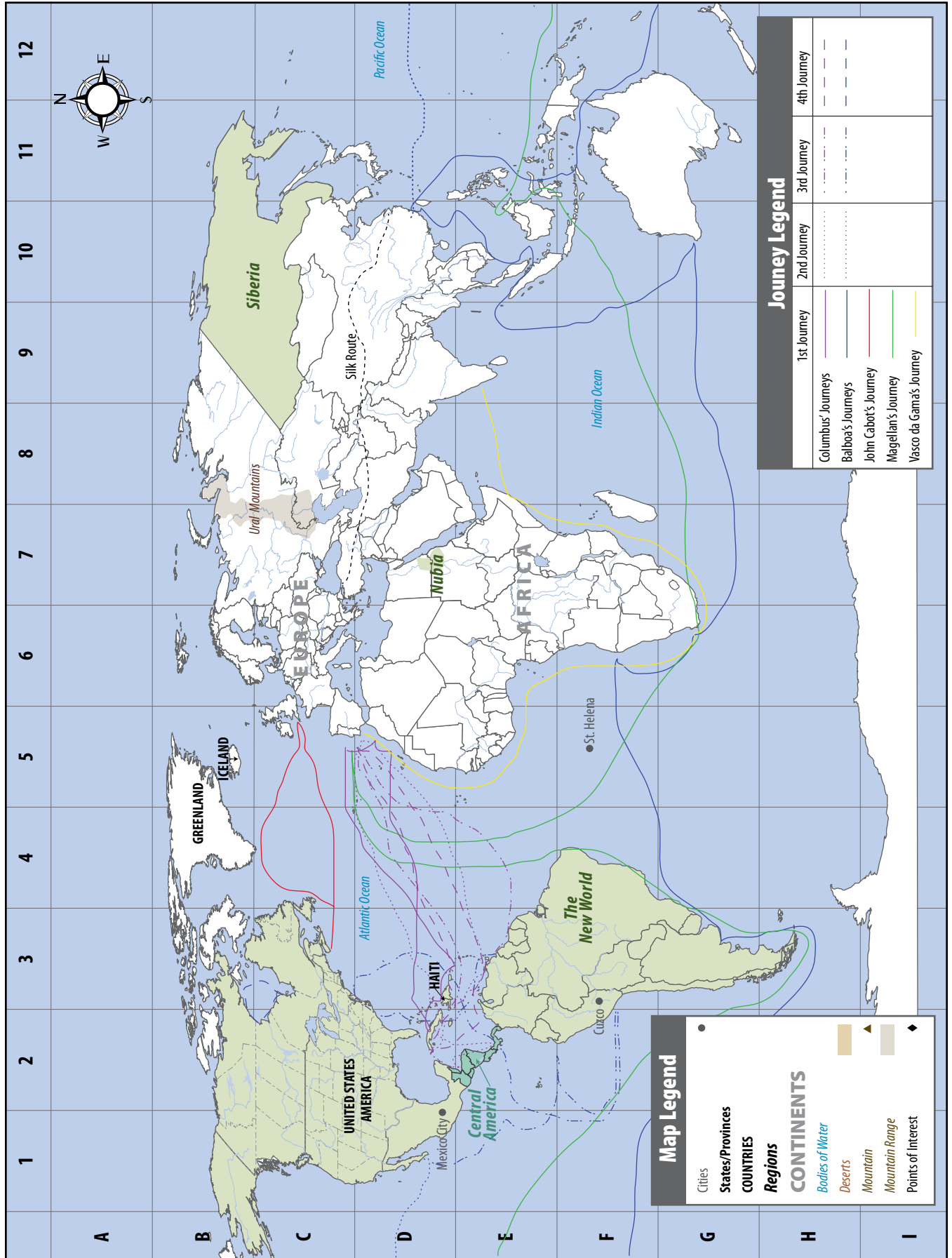
**Section Four**  
New User Information

## Instructor's Guide Resources and New User Information

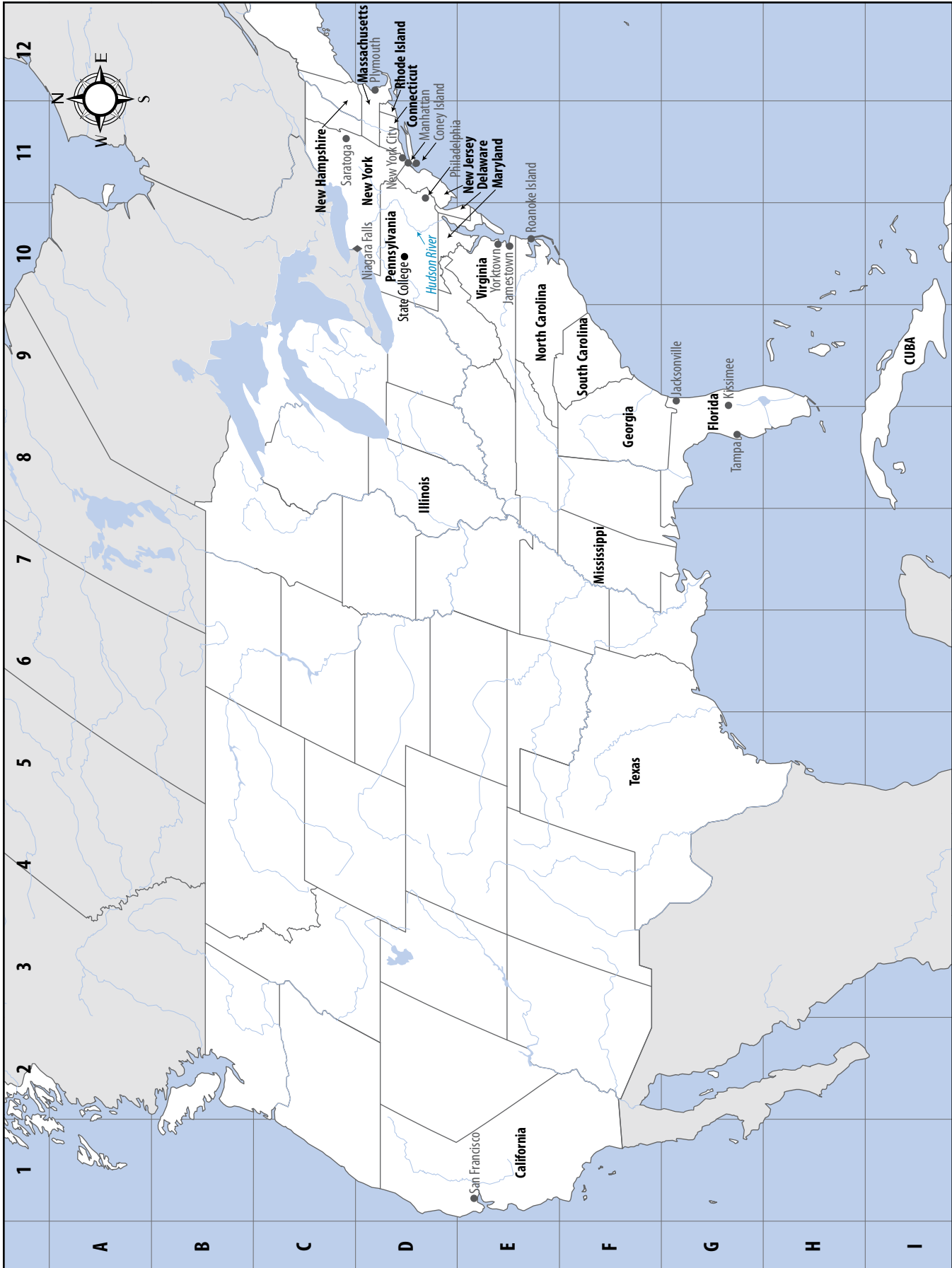
Don't forget to familiarize yourself with some of the great helps in **Section Three** and **Section Four** so you'll know what's there and can turn to it when needed.

# Core B+C—Map 1

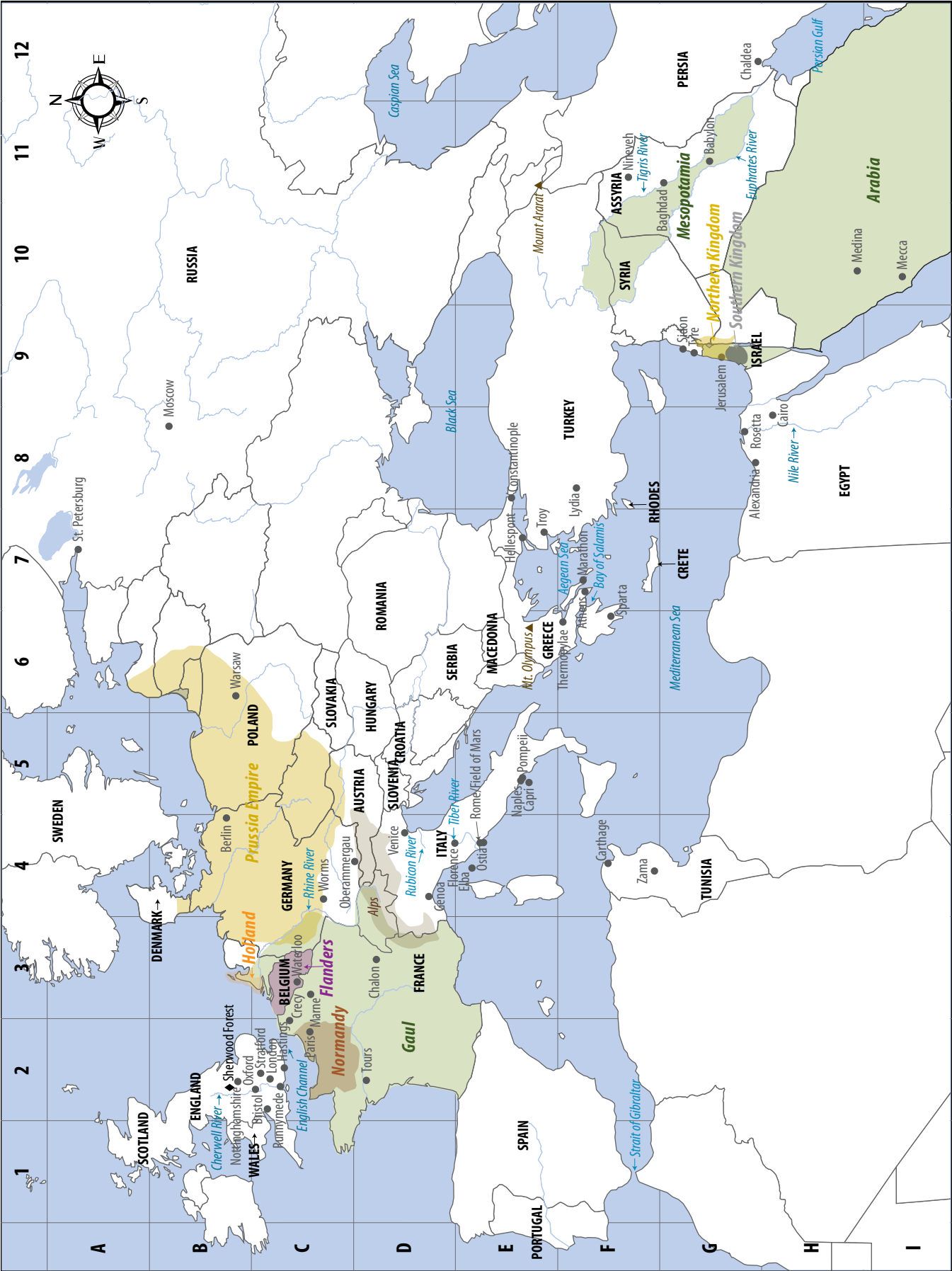
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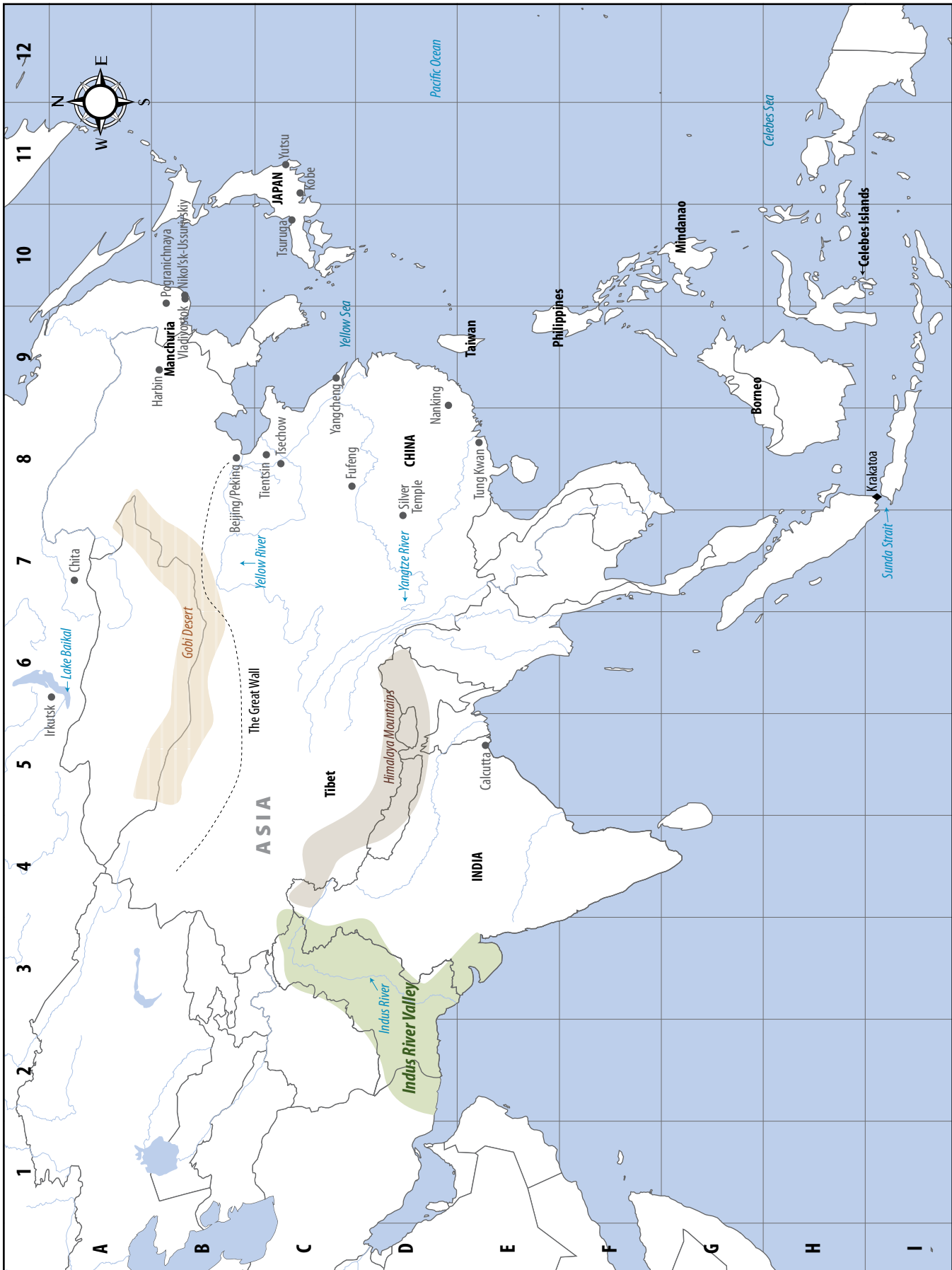
## Core B+C—Map 2



### Core B+C—Map 3



# Core B+C—Map 4





## CORE B+C

## WEEK 1

## SCHEDULE

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Bible					
Reading	Luke 2:1–20	Luke 2:21–40	Matthew 2:1–12	Matthew 2:13–18	Matthew 2:19–23, Luke 2:41–52
The Awesome Book of Bible Facts	“The Birth of Jesus” pp. 58–59 🕒↑				
Memorization & Sing the Word: God Our Provider	Revelation 3:20 —Track 6				
History/Geography					
A Child’s History of the World	Introduction			chap. 4 🕒🌐	
The Usborne Book of World History	pp. 2–3 📖	pp. 4–5 📖	pp. 6–7 🕒↑📖		
Window on the World	“Introduction” pp. 8–11	“Judaism” pp. 208–209	“Israel” pp. 90–91 🌐		
Geography Songs	“Continents and Oceans”Track 32		“Continents and Oceans”Track 32	“Continents and Oceans”Track 32	
5-Day: The Usborne Book of Peoples of the World					pp. 2–5 (not 4) 📖
Read-Alouds					
Red Sails to Capri	chap. 1 🌐	chap. 2	chap. 3	chap. 4	
The Aesop for Children	“Wolf and the Kid” p. 7		“The Tortoise & the Ducks” p. 8		
Cornstalks: A Bushel of Poems		pp. 6–7		pp. 8–11	
5-Day: Homer Price					chap. 1
5-Day: The Aesop for Children					“The Young Crab and His Mother” p. 9
Other Notes					

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## Day 1

## Bible

**Rationale:** You and your students will come to know God as Savior. We cannot save ourselves, only God can forgive our sins and enable us to become more like Jesus. Starting with Christ's birth and working back to the Old Testament, you will see how Christ is the savior of the world, providing the only way to have peace with God and each other. Your students will watch as God continues to reach out and save people throughout history.

You begin with Christ because He, being the author and finisher of our faith, is the perfect starting point of our study. The animals sacrificed in the Temple of the Old Testament act like signs pointing to Jesus' ultimate sacrifice on the Cross. And His Resurrection is a picture of what we look forward to as well. Jesus is our Savior. Without Him, we are lost.

**Week 1:** We begin with the Birth of Christ. Witness His humble beginnings heralded by the hosts of heaven and contemporary prophets. He is the Savior the Jewish people have been waiting for. Then we jump forward a couple of years to see how He fits into the political world of His day, honored by people far away and feared by the leaders nearby as the one true King.—*Luke Holzmänn*

**Reading** | Luke 2:1–20

**The Awesome Book of Bible Facts** | “The Birth of Jesus” pp. 58–59

## Timeline and Map Activities

🕒 **Jesus Christ (ca. 4 BC–AD 29)****Memorization** | Revelation 3:20

Jesus has come, and now He asks that You invite Him to be part of your life.

**Sing the Word: God Our Provider** | Track 6

The CD includes all of the verses your children will learn over the course of the year. Listen to this track the entire week.

## History/Geography

**A Child's History of the World** | Introduction

Hillyer's advice to children to retell what they've heard is helpful and something Sonlight recommends, too. This aids in comprehension, as well as in developing verbal skills.

There remain some die-hard skeptics who classify Christ in the realm of fairy-tales, despite overwhelming evidence of Christ's quite real existence in history. Even the vast majority of liberal scholars, for instance, accept that Christ

really lived in history. For evidence along these lines see, for instance, *The Evidence for Jesus* by R.T. France and *The Case for Christ* by Lee Stroble. [p. xi]

“Basal” is defined as bottom layer or base (also used on page xv). [p. xiv]

The phrase “Primitive Man” is not elaborated upon here, but is typical of how many contemporary scholars view the first people who lived long ago. Usually “primitive man” is thought to have been far less intelligent than modern man, for example. Is this really true? How would we know? Even the Staircase of Time concept used in the book presupposes that humanity continues to make unprecedented progress, leaving behind early man and their “primitive” qualities. While it is undeniable that humanity has made great strides technologically, medically, etc., are these the defining qualities of human progress? They do indicate our intelligence and ability to create, but what about morally? Have we really progressed morally, in virtue, for instance? Perhaps we're not as advanced as we think and “primitive man” was not so primitive!

While we heartily agree that it's important for children to understand historical contexts, we believe it's far more important that they understand concepts and ideas rather than simply regurgitate dates and times. Knowing concepts and dates is, of course, preferable, but it's far better for children to grasp ideas than it is to instantly recall specific historical dates. This does not mean that dates are not important. Children, for instance, should know that both World War I and World War II took place in the 20th century rather than in ancient history. However, isn't better yet that children know some reasons for why World War I and World War II started, what factors contributed to these wars, and what key nations and people were involved, rather than exact dates? [p. xv]

Baron Munchausen is a character in an 18th century German fantasy story by Rudolph Erich Raspe, released in 1988 as a motion picture called *The Adventures of Baron Munchausen*. [p. xv]

**Note to Mom or Dad:** If you are using our 4-day program with the 1997 edition of *A Child's History of the World* (CHOW), we have not scheduled all chapters. In order to maintain the pace for the 4-day schedule, we have not included the chapters that were added to the original 1924 text. You will study the entire book when we return to World History in a few years.

As you read the book this year, we encourage you to pay attention to the “Staircase of Time” that Hillyer outlines on pages xx–xxi. We believe Hillyer is correct that children can acquire a solid appreciation for the progress of history through regular and repeated contact with the “Staircase.”

Our timeline book is meant to achieve the same benefit on a more detailed level over the course of all the educational years to come.

## **The Usborne Book of World History** | pp. 2–3

Due to the extensive notes and helps we include for *A Child's History of the World* (coming up!), we have not added many notes for this book. Just enjoy Usborne's unique presentation. Have your children sit next to you to look at the pictures. If they are visual learners these types of books will help form their views of history and help it come alive.

**Note to Mom or Dad:** Please note the *Usborne Book of World History* contains pictures of people who are rather undressed by Western standards. It also includes battle illustrations. If your children are sensitive to this, we recommend you look through the book before you read it with your children or let them look at the book on their own.

### **To Discuss After You Read**

Q: Why are archeologists interested in how deep an item is found on an archeological site?

A: *cities often build on top of older civilizations so archeologists can uncover information about different periods of time*

## **Window on the World** | "Introduction" pp. 8–11

One of Sonlight's goals is to raise up children with a heart for the world. Please read through the description of peoples around the world and take a few moments to pray that God would make his name known there.

We worked to match most of the countries that we pray for in the *Window on the World* with the *Geography Songs* recording. Many of the people groups we pray for are scheduled in the lands they often immigrated to. Please pray for the people groups where they live, but recognise the man or woman you met in your homeland could come from one of these lands.

It is a great opportunity for your children to learn that people are not all like them—it's even a good reminder for us. If your children seem drawn to a people group, have them lead the prayer, talk about it over dinner, and even maybe contact a mission agency who works with them. Sonlight is closely connected with several agencies and would love to support you in that.

As this book was printed several years ago, some of the information has changed. If you have heard of some new update from a country, feel free to share it with your children. While some information may be out of date, this is still a wonderful resource to expose your children to many nations.

*Window on the World* contains a world map with the people groups shown. The map is on pages 112–113.

## **Geography Songs** | "Continents and Oceans" Track 32

The assignment for *Geography Songs* will be either a song or a fact.

## Read-Alouds

### **Red Sails to Capri** | Chapter 1

#### **Overview**

The German writer August Kopisch first revealed the existence of the Blue Grotto (Grotta Azzurra) when he described its extraordinary beauty in August, 1826. Since then the Blue Grotto has become the emblem of the island of Capri; but its history goes back much further. It was well known to the Romans, as proved by antique statues that were found submerged in it back in 1964. This discovery, plus the discovery of remains from an ancient landing place and work on an underground tunnel suggest that the cavern was once visited frequently.

The Capri locals knew about the grotto before Kopisch described it, but they avoided it because they thought witches and monsters inhabited it.

#### **Vocabulary**

**How to Teach Vocabulary:** Have your children read the words in context within the sentences where they are found. Then ask them to explain what they think each word means (based on the context and/or any other information they may have). If your children obviously understand the concept, move on. If not, or if you would like to stress dictionary skills, have your children look the words up in a dictionary.

**"The good saints keep us":** a phrase used by Catholics who believe Saints in heaven watch over people on earth and advocate on people's behalf.

**tam:** a hat with a tight head band and a wide flat circular crown.

**landlubber:** a person who lives and works on land, an inexperienced sailor.

**wry:** twisted to express emotion.

**"5 lire times forever":** if the guests continue to pay 5 lire per day to stay at the inn, the Paganos will be rich. In other words, the guests bring good fortune.

#### **To Discuss After You Read**

Q: What countries do the three strangers come from and what do they seek?

A: *England—to paint beauty; Denmark—to study; France—a writer, in search of adventure*

Q: Why are guests in the off-season so welcome?

A: *they bring in money and give workers something to do*

#### **Timeline and Map Activities**

**Note:** Find the laminated maps at the beginning of this guide. We print them back to back.

📍 Capri (E5); Naples (E5); Venice (D4); Rome (E4) (map 3)



## **The Aesop for Children** | “Wolf and the Kid” p. 7

**Rationale:** We include this book to make children aware of their cultural heritage—of famous stories. We also want them to be aware of stories told to teach a lesson; a moral tale. Please note that for the four-day program we do not schedule every story. Feel free to read the extra stories at your convenience, as bedtime stories or during vacation.

### Vocabulary

**kid:** a young goat.

### To Discuss After You Read

Q: How did the Kid avoid being eaten by the Wolf?

A: *he asked the Wolf to pipe him a tune; the shepherd dogs heard it and came back to rescue the Kid*

## Day 2

### Bible

**Reading** | Luke 2:21–40

**Memorization** | Revelation 3:20

**Sing the Word: God Our Provider** | Track 6

### History/Geography

**The Usborne Book of World History** | pp. 4–5

**Note to Mom or Dad:** These pages contain nudity. Please keep in mind that the people in these civilizations view themselves as clothed. Many of them have not met someone with a western view of dress. They do not wear their few clothes to excite; this is normal dress.

### To Discuss After You Read

Q: Why did people settle and farm?

A: *as people farmed and raised animals for food, they had time for other creative works*

**Window on the World** | “Judaism” pp. 208–209

**Rationale:** Why do we learn about Judaism here? Our progression begins in the Middle East where three significant religions began. We start with the oldest religion that worshipped one God; Judaism. Tomorrow we will pray for Israel.

### Read-Alouds

**Red Sails to Capri** | Chapter 2

### Vocabulary

The bell was being rung with both hands now. It **clamored** and clanked. (*made loud sustained noise*)

### To Discuss After You Read

Q: Why can't Michele go to Naples?

A: *there is too much work with the guests, and guests could mean money in the chest (or savings)*

Q: Why would the name Capri, or goat, be appropriate for a mountainous island?

A: *people need to be goat-like to walk the steep island*

**Cornstalks: A Bushel of Poems** | pp. 6–7

**Rationale:** Author and illustrator James Stevenson, while never a Caldecott or Newbery Medal winner, has won many significant though lesser awards over the years, such as the New York Times “Outstanding Children’s Book of the Year” and the “Children’s Choice Award.”

While we find this title delightful, it is quite different than what you might expect a “poetry” book to be.

For one thing, if you think of poetry as rhymes, with stanzas, this book really doesn’t fit. It has few rhymes. It has few words. There is no rollicking Dr. Seuss meter; no Shakespearean order and rhyme. (And there’s no literary nonsense poems like famous poet Edward Lear, which I appreciate!)

For another thing, it doesn’t deal much with a child’s experience: it doesn’t deal much with the weather, or pets, or parents, as sweet children’s poetry does. It doesn’t deal with horrible cafeteria food, the trauma of the first day of school, the joys of sleeping in on Saturday, or sibling spats, as most modern children’s poetry does. (I’m always amazed at how many poetry collections think it right to include witch poems, too, in children’s poetry books!)

Instead, Stevenson’s poems deal with subjects like a used car lot buried under snow, or strange pieces of equipment, or people walking on a city street. These aren’t unknown to children—most children have probably observed a used car lot as they drive around town, and most have walked down a city sidewalk—but they aren’t as expected as bedtime or Autumn. They are unusual for a children’s book.

So without standard appearance, standard rhyme, or standard subjects, this book may be a bit difficult to feel enthusiastic about, at least at first.

It’s a bit difficult to defend this book as poetry, if only because poetry is difficult to define. (I actually had a college professor admit, “There’s really nothing to define poetry other than that the lines don’t extend across the page.”)

My favorite poems make me look at the world a different way. They invite me, the reader, to see the world through the poet’s eyes.

I love these poems because I am constantly surprised. Stevenson doesn’t look at the world the way I do, and he conveys his experiences with such brevity, and such understated watercolors, this book delights both me and my children. We find them funny, quirky; a beautiful blend of words and art.

For example, “Surprises.”

I’ve been attacked by a rooster,  
Kicked by a horse, chased by hornets,  
And bitten by a seal.  
Each time  
I was surprised.”

If I were to finish this, I would say something like,  
“Animal-inflicted pain really comes unexpectedly.” Or,  
“Thankfully, I’ve had better surprises, too.”

But Stevenson ends with  
“You never know  
What’s on somebody else’s mind.”

That’s a profound statement. Until the other character acts, there may be no warning of vendetta. (From life: “Until the wife lashes in anger, there was no hint of unhappiness.”) And so interesting to have the title be “Surprises,” something usually associated with happy things, like birthdays and Christmas.

Is this too mature for young children? It may be. But I suspect most children have an inkling at least of hiding an emotion; of thinking a mean thought. So talk about it. Aren’t we thankful we don’t usually know everyone else’s mean thoughts?

Or take this one:

Why am I happy  
that I was born?  
Just one reason  
(in season):  
SWEET CORN!

This one, obviously, rhymes. And, in truth, Stevenson is probably exaggerating. (Or he has a fairly depressing life!) But have you ever had a really sweet bite of corn on the cob, at just the right time of year? It’s amazing! Such a treat.

But note how Stevenson conveys the happiness of that bite, the enthusiasm, the transitory pleasure (you can’t usually even get sweet corn out of season; it’s frozen kernels). In season: enjoy it while you can.

Sure, the same sentiment could be expressed with just, “Sweet corn tastes good!” But the enthusiasm, the catchy rhyme, the glee, is all lost.

Part of our hope at Sonlight, as you work through the Cores, is to introduce you to a wide variety of literature. So in our Cores we have high brow poetry, like Shakespeare, and structured, like Chaucer. We have children’s poetry, like Mother Goose, and classic poetry, like most of the books in the mid-level Cores (Frost, Keats, Blake, Wordsworth, and so on).

And we have a few titles that aren’t as high brow, like this title and *All the Small Poems* in our “Eastern Hemisphere” program. They probably won’t make it into many (any?) college courses.

They are more recently written, too. So much of the modern poetry I read at university was absolute garbage. Some made me feel dirty after I read it. Most was so studiously literary as to be incomprehensible.

Modern children’s poetry, too, tends to be full of negative statements about parents or siblings, or silly poems

with a lot of pointless sounds or needless repetition. Many other collections have too many poems about attending school or too many poems about Halloween (not a major holiday for many Sonlight customers).

I like that we offer the “Eastern Hemisphere” title and this one as a way to show that poetry isn’t all like that of Shakespeare’s day, or even of the Victorians. Our culture today, and the culture of our children, is different. We express ourselves differently.

My hope is that a Sonlight student finds pleasure in these simple, funny, rich poems, and will go on to create—to communicate!—something of beauty. I hope that Sonlight students can have a godly voice in their generation.

And I hope that this book of poetry encourages them, a bit, towards that end. —Amy Lykosh

## Day 3

### Bible

**Reading** | Matthew 2:1–12

**Memorization** | Revelation 3:20

**Sing the Word: God Our Provider** | Track 6

### History/Geography

**The Usborne Book of World History** | pp. 6–7

**Note to Mom or Dad:** These pages contain nudity.

#### To Discuss After You Read

Q: Why does the book highlight Jericho and Çatalhöyük?

A: *they are two of the oldest towns discovered*

#### Timeline and Map Activities

🕒📍 **Jericho destroyed by God (ca. 1400s BC)**

**Window on the World** | “Israel” pp. 90–91

#### Timeline and Map Activities

🕒📍 *Israel* (pp. 112–113 of your book)

**Geography Songs** | “Continents and Oceans” Track 32

### Read-Alouds

**Red Sails to Capri** | Chapter 3

#### Vocabulary

**kilometer:** 1,000 meters; a meter is about 39 inches; a kilometer is a little more than half a mile.

**semicircle:** a half circle.

**bellied:** bulged.

#### To Discuss After You Read

Q: According to Mamma, why does macaroni stick to the bottom of a pan? Is this a reasonable explanation?

A: *it's jealous and wants all your attention*

**The Aesop for Children** | "The Tortoise & the Ducks"  
p. 8

#### Vocabulary

**Jupiter:** the ruler of the gods in Roman mythology.

## Day 4

### Bible

**Reading** | Matthew 2:13–18

**Memorization** | Revelation 3:20

**Sing the Word: God Our Provider** | Track 6

### History/Geography

**A Child's History of the World** | Chapter 4

As you read the book this year, we encourage you to pay attention to the "Staircase of Time" that Hillyer outlines on pages xx–xxi. We believe Hillyer is correct that a child can acquire a solid appreciation for the progress of history through regular and repeated contact with the "Staircase."

Our timeline book provides the same benefit on a more detailed level over the course of all the educational years to come.

We begin with Chapter 4 because prior to that chapter, the book covers speculation and fanciful thinking. You may want to scan the pages and introduce your children to common thinking.

The Tigris and Euphrates rivers are mentioned in the Old Testament (see, for instance, Genesis 2:14). [p. 17]


#### To Discuss After You Read


Q: Why did people move around?

A: *they were forced to leave after the war; they wanted better land and they wanted to trade goods with others*

#### Timeline and Map Activities

##### **Mesopotamia (4000 BC)**

 *Nubia (modern-day Sudan) (D7) (map 1)*

 *Egypt (H8); the Nile River (H8); Mesopotamia (G10); Mediterranean Sea (G6); the Tigris River (F11); Euphrates River (G11); the Persian Gulf (H12) (map 3)*

**Geography Songs** | "Continents and Oceans" Track 32

## Read-Alouds

**Red Sails to Capri** | Chapter 4

#### Vocabulary

The voice, at least, was not **concealed**. (*hidden*)

\* \* \*

**Philosophy:** the study of human nature and conduct.

#### To Discuss After You Read

Q: How does Michele view the steps to Anacapri?

A: *at first he thinks they are ugly, but in Lord Derby's picture they are beautiful—like a stairway to heaven*

**Cornstalks: A Bushel of Poems** | pp. 8–11

## Day 5

### Bible

**Reading** | Matthew 2:19–23, Luke 2:41–52

**Memorization** | Revelation 3:20

**Sing the Word: God Our Provider** | Track 6

### History/Geography

**5-Day: The Usborne Book of Peoples of the World** | pp. 2–5 (not 4)

**Rationale:** We begin our year by looking at how people live around the world. We often think the world lives exactly like us. But to understand history and why people live as they do, we need to see the differences. Plus, it's interesting.

To make sure your children are listening as well as you'd like, after reading each day, have your children tell you what they thought was the most interesting thing they heard. For example, are they surprised at how many languages there are or would they like to start a coin collection?

**Note to Mom or Dad:** Please note the *Usborne Book of Peoples of the World* contains pictures of people who are rather undressed by Western standards, most specifically on pp. 4, 13, 16 and 19. If your children are sensitive to this, we recommend you look through the book and consider how you might want to handle these illustrations before you read it with your children or let them look at the book on their own.

**Also Note:** We do not schedule page 4. This presents an evolutionary view of how people have developed. Remind your children that we do not have fossils to prove this theory. Just because a book prints it, that doesn't make it true. Ask your children why the "monkey people" needed to hunt since monkeys nowadays don't hunt. They eat produce."

Remind your children that some people groups even today hunt and gather their food. And like the Native Americans, they choose to form their clothes from skins rather than spin cloth.

The book states that at one point, there were no people on Earth. Remind your children that God created this planet for people.

Although I disagree with the evolutionary premise of the book, I'm thankful we have the opportunity to talk through these issues with our children.

## Read-Alouds

### 5-Day: *Homer Price* | Chapter 1

#### Vocabulary

The Case of the **Sensational** Scent (chapter title). (*so unusual or amazing that it easily gets people's attention*)

He decided to name the skunk "**Aroma**." (*any odor*)

The after-shave lotion with the distinctive **invigorating** smell that keeps you on your toes. (*makes you feel alive*)

"The police are **baffled**," the news commentator said. (*confused with no idea how to solve a problem*)

"You must admit, though, that our present condition could be described as begin a **trifle** overcrowded," said the one with the college education. (*of no circumstance*)

#### To Discuss After You Read

Q: Describe how Homer gets Aroma up to his room.

**Note:** The sheriff mixes up the letters in his words and often makes new words that don't make any sense; mixed-up words like these are called spoonerisms.<sup>1</sup>

Q: What is wrong with the illustration on p. 25?

A: *there are 5 robbers in bed instead of 4! Whoops! Accidents happen even in finished books*

**5-Day: *The Aesop for Children* | "The Young Crab and His Mother" p. 9 ■**

1. The term *spoonerism* comes from the man who made these kinds of mix-ups most famous: the Reverend William Archibald Spooner. The Rev. Spooner once lifted a glass of wine in honor of Queen Victoria. He is reported to have exclaimed, "Three cheers for our queer old dean!" Some other spoonerisms: *ghost town* becomes *toast gown*; *toll booth* becomes *bowl tooth*; a *weeping lizard* becomes a *leaping wizard*... Can you think up some of your own?



CORE B+C		WEEK 2			SCHEDULE	
Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
Bible						
Reading	Luke 1:5–13	Matthew 3:1–6 & 13–17 cf. Luke 3:1–6	Luke 4:14–22 cf. Mark 6:1–6	Luke 4:23–37	Luke 5:1–11	
The Awesome Book of Bible Facts	“City on a Hill” pp. 60–61			“The Carpenter” pp. 80–81		
Memorization & Sing the Word: God Our Provider	Joshua 24:15 —Track 7					
History/Geography						
A Child’s History of the World				chap. 5		
The Usborne Book of World History	pp. 8–9	pp. 10–11	pp. 12–13			
Window on the World	“Islam” pp. 206–207	“Iraq” pp. 88–89	“Saudi Arabia” pp. 154–155			
Geography Songs	“Middle East” Track 7		“Middle East” Track 7	“Middle East” Track 7		
5-Day: The Usborne Book of Peoples of the World					pp. 6–7	
Read-Alouds						
Red Sails to Capri	chap. 5	chap. 6	chap. 7	chap. 8		
The Aesop for Children	“The Frogs and the Ox” p. 9		“Belling the Cat” p. 11			
Cornstalks: A Bushel of Poems		pp. 12–13		pp. 14–15		
5-Day: Homer Price					chap. 2	
5-Day: The Aesop for Children					“The Dog, the Cock and the Fox” p. 10	
Other Notes						

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## Day 1

## Bible

Your reading in *The Awesome Book of Bible Facts* gives you a glimpse into life around Jerusalem and Jesus' life as the son of a carpenter. We take a step back to look at a bigger picture. John the Baptist is making waves proclaiming the coming of the Messiah. People generally like Jesus, but the people who grew up in Jesus' hometown aren't that impressed with him. "He's only a carpenter's son." Still, people flock to hear Jesus and He starts gathering the 12 men He will specifically train, His disciples.

—Luke Holzmänn

**Reading** | Luke 1:5–13

**The Awesome Book of Bible Facts** | "City on a Hill"  
pp. 60–61

**Memorization** | Joshua 24:15

In the Old Testament, a man named Joshua—who you'll meet in a few weeks—said that his family would follow God. Jesus did, and His disciples followed Him when He called. Will you?

**Sing the Word: God Our Provider** | Track 7

Listen to this track the entire week.

## History/Geography

**The Usborne Book of World History** | pp. 8–9

The ziggurat of Ur was about 21 meters high or about 69 feet and between 6 or 7 stories high.

To Discuss After You Read

Q: Why did Sumer develop?

A: *the people had water and fertile land*

Timeline and Map Activities

🕒 **Sumer (ca. 3500–2500 BC)**

**Window on the World** | "Islam" pp. 206–207

**Geography Songs** | "Middle East" Track 7

Though Christianity pre-dates Islam, Muslims consider Jesus as one of the prophets and the Bible as one of their Holy books. We read about Islam because we read about it also in history this week.

The song "Middle East" (pages 15 and 16, track number 7) in Geography Songs includes Cyprus and North Yemen as part of the Middle East. This is not correct. Cyprus entered the European Union in May of 2004 (although this does not include the Turkish-held area of "Turkish Republic of Northern Cyprus") So it is important to note that while your book lists Cyprus in the Middle East, the Republic

should more properly be considered European. North Yemen should also be omitted from the song because North and South Yemen merged to become Yemen in 1990, the year that the song book was written.

## Read-Alouds

**Red Sails to Capri** | Chapter 5

Vocabulary

"I thought the boat would turn over with his **ravings**."  
(*irrational, incoherent utterings*)

"It's all my fault," said Michele **dolefully**. (*woefully: sadly*)

\* \* \*

**jackanapes**: monkeys, apes.

**sirocco**: a wind that is so full of dust that it sends everyone indoors.

To Discuss After You Read

Q: "Monsieur Jacques paced the floor like a caged animal." What does this sentence mean?

A: *he walked back and forth in an agitated manner like a restless caged animal that can't go anywhere*

Q: According to Signor Pagano what comes with the price of a fisherman's boat? Does he like his job?

A: *the fish he will catch, his love of the sea, the feel of the wind on his face, the excitement, the danger, and his pride in the haul; yes!*

Q: How does the cove relate to philosophy according to Herre Nordstrom?

A: *they will find the truth by gaining knowledge*

**The Aesop for Children** | "The Frogs and the Ox" p. 9

## Day 2

## Bible

**Reading** | Matthew 3:1–6 & 13–17, cf.<sup>1</sup> Luke 3:1–6

**Memorization** | Joshua 24:15

**Sing the Word: God Our Provider** | Track 7

## History/Geography

**The Usborne Book of World History** | pp. 10–11

To Discuss After You Read

Q: Why did the Sumerians invent writing (cuneiform)?

A: *for record keeping and trade*

1. Compare (used to direct the reader to another part of the text.)



## Window on the World | “Iraq” pp. 88–89

As you sing through the Songs of the Middle East, we read about some of the countries in the songs. We read them in the order we sing them.

### Timeline and Map Activities

🌐 *Iraq* (pp. 112–113 of your book)

## Read-Alouds

### Red Sails to Capri | Chapter 6

#### To Discuss After You Read

Q: What is Angelo’s opinion of a “smart fool”? Why?

A: *there is nothing in the world as dangerous; they will do anything*

Q: According to Angelo, why do the people of Capri not mention the cove?

A: *due to an old superstition, a solemn pledge to the church, and a great fear of the mysterious cave*

### Cornstalks: A Bushel of Poems | pp. 12–13

## Day 3

### Bible

**Reading** | Luke 4:14–22, cf. Mark 6:1–6

**Memorization** | Joshua 24:15

**Sing the Word: God Our Provider** | Track 7

### History/Geography

**The Usborne Book of World History** | pp. 12–13

**Note to Mom or Dad:** These pages contain nudity.

#### To Discuss After You Read

Q: State one thing you found interesting about life in Sumer.

### Window on the World | “Saudi Arabia” pp. 154–155

#### Timeline and Map Activities

🌐 *Saudi Arabia* (pp. 112–113 of your book)

**Geography Songs** | “Middle East” Track 7

## Read-Alouds

### Red Sails to Capri | Chapter 7

#### Vocabulary

“It has **tormented** me for many years.” (*caused suffering*)

\*\*\*

**curlicues:** fancifully curved figures.

**concoction:** crudely mixed together.

**imbeciles:** not smart.

#### To Discuss After You Read

Q: Why does Signora Pagano take to bed?

A: *she hopes that by refusing to work in the inn, the men will leave and not go to the cove*

Q: Why is it important for Signor Pagano to take Michele to the cove?

A: *Papa has a chance to give Michele something precious—an adventure to make him feel brave and important*

### The Aesop for Children | “Belling the Cat” p. 11

#### Vocabulary

**porter:** a doorkeeper.

#### To Discuss After You Read

Q: Why do you think none of the mice wanted to “bell the Cat”?

A: *because if they got near enough to put a bell on the cat, the cat could catch them*

## Day 4

### Bible

**Reading** | Luke 4:23–37

**The Awesome Book of Bible Facts** | “The Carpenter” pp. 80–81

**Memorization** | Joshua 24:15

**Sing the Word: God Our Provider** | Track 7

### History/Geography

### A Child’s History of the World | Chapter 5

The best way to study World History is to focus on key civilizations. Each chapter in Hillyer and each two-page spread in Usborne does that.

We choose to read the narrative text first, then follow with visual portrayal of the same events if available. We want our children to first “see” history in their minds’ eyes and then see an artist’s view.

Christ was not actually born in “Year 1” (and not on December 25, despite the celebration), but most likely sometime between 4 and 6 BC. The fact that much of the world marks its calendar with reference to Christ is an artifact of the influence the Christian movement had in the West, and the influence of the West in world cultures over the last few centuries.

Clearly, the Christian (BC/AD) calendar is *not* used everywhere in the world and many modern scholars have pushed for the use of CE (for “Common Era”) and BCE (for “Before [the] Common Era”) as a culturally/religiously more neutral expression, though, obviously, for anyone who thinks about it, still an oblique reference to or acknowledgement of the influence of Christianity and the West upon world culture. For more on Christian influences on the calendar, including holidays, see the final chapter in *How Christianity Changed the World* by Alvin Schmidt. [p. 21]

#### To Discuss After You Read

Q: What do BC and AD stand for?

A: *BC stands for “Before Christ”; AD stands for “Anno Domini” which is Latin for the “year of the Lord”—i.e. the time since the life of Christ*

Q: What do BCE and CE stand for?

A: *BCE stands for “Before [the] Common Era”; CE stands for “[the] Common Era*

#### Timeline and Map Activities

- 🌐 Central America (E2); Nubia (D7) (map 1)
- 🌐 Egypt (H8); Mesopotamia (G10); Crete (F7) (map 3)
- 🌐 Indus River (D3); Indus River Valley (D3); China (D8); Yellow River (B7) (map 4)

#### Geography Songs | “Middle East” Track 7

#### Read-Alouds

#### Red Sails to Capri | Chapter 8

##### Vocabulary

Signora Pagano looked particularly **jubilant**. (*expressing great joy*)

#### To Discuss After You Read

Q: What does Mamma mean by: “Sometimes it takes a brave man to run away?”

A: *sometimes it takes more courage to do what is right than to do what is expected of you*

Q: Why does Angelo decide to go at noon to the cove?

A: *at noon the men’s behavior would not be at all suspicious*

#### Cornstalks: A Bushel of Poems | pp. 14–15

## Day 5

### Bible

**Reading** | Luke 5:1–11

**Memorization** | Joshua 24:15

**Sing the Word: God Our Provider** | Track 7

### History/Geography

**5-Day: The Usborne Book of Peoples of the World** | pp. 6–7

**Note:** This book states that there are 4000 languages in the world. According to Summer Institute of Linguistics, there are actually 6909 languages, though the number is shrinking. One of the reasons the number is going down: about 2000 of the languages have fewer than 1000 people who speak them!

Why does it matter that we know an exact number?

In 1974, missiologist (someone who studies missions), Dr. Ralph Winter presented a paper at the Lausanne Conference with new thinking that encouraged mission leaders to focus on “unreached” or “hidden” peoples. In order to determine just where unreached peoples lived, he recommended they search out and count each unique people group and then purposefully target them with the Good News. Dr. Winter encouraged this thinking in response to Revelations 5:9.

To reach these peoples, Christians are trying to translate books of the Bible into some of the smallest languages (with as few as 250 speakers). Interestingly: Once there is a book in a language, the language will often gain popularity. So the translation may stop a language from going extinct!

#### To Discuss After You Read

Q: Which language group does your language come from?  
Do you know anyone who speaks a different language?

#### Read-Alouds

**5-Day: Homer Price** | Chapter 2

##### Vocabulary

“Golly,” said Freddy in a **quavery** voice, “do you suppose ... the electric ray? ... Whoo, Lucy, Whoo, Lucy! ... we better park here!” (*shaky or trembling*)

He made faces, just like anybody else, when it was **daubed** on. (*painted on in a rather sloppy way*)

\* \* \*

**chromium:** a silver metal used to stop corrosion.

**colossal:** incredibly huge in size or strength.

**defied:** stood up to something and resist it and said it's not going to have control.

#### To Discuss After You Read

Q: Why does Freddy believe Super-Duper is real?

A: *besides being in the comics, Freddy has seen him in the movies*

Q: Is seeing something in a movie a good reason for believing in it?

A: *no, very little in the movies is real*

Q: Why do the boys decide to not talk about meeting their hero?

A: *they were very disappointed because their hero wasn't what they thought he was. They didn't care about the comic books anymore. They just hoped that they could trade the comics for something that would have real value*

#### Timeline and Map Activities

📍 State College (Midtown, Pennsylvania) (D10) (map 2)

**5-Day: The Aesop for Children** | "The Dog, the Cock and the Fox" p. 10

#### Vocabulary

**cock:** a rooster. ■

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Bible					
Reading	Luke 6:12–16	Matthew 14:22–36	Matthew 9:9–13 & Luke 14:1–14	Luke 19:1–10	Mark 2:1–12
The Awesome Book of Bible Facts	“Career Day” pp. 78–79	“By the Beautiful Sea” pp. 62–63	“Home Sweet Home” pp. 88–89		
Memorization & Sing the Word: God Our Provider	Matthew 6:9 —Track 8				
History/Geography					
A Child’s History of the World	chap. 6 🕒 🌐	chap. 7 🕒 🌐			
The Usborne Book of World History			pp. 14–17 📖	pp. 18–21 📖	
Window on the World	“Oman” pp. 130–131 🌐	“Qatar” pp. 136–137 🌐	“United Arab Emirates” pp. 170–171 🌐		
Geography Songs	“Middle East” Track 7		“Middle East” Track 7	“Middle East” Track 7	
5-Day: The Usborne Book of Peoples of the World					pp. 8–9
Read-Alouds					
Memorization	Our memorization/public speaking assignment is your child’s favorite poem. Once your child has decided on a poem, have them read the poem ten times this week—twice each day.				
Red Sails to Capri	chap. 9	chap. 10			
The School Story			chaps. 1–3 🌐	chaps. 4–7 🌐	
The Aesop for Children	“The Eagle and the Jackdaw” & “The Boy and the Filberts” p. 12		“Hercules and the Wagoner” p. 13		
Cornstalks: A Bushel of Poems		pp. 16–19		pp. 20–21	
5-Day: Homer Price					chap. 3
5-Day: The Aesop for Children					“The Kid and the Wolf” p. 13
Other Notes					

## Day 1

## Bible

Jesus chooses uneducated fishermen, a political rebel (a Zealot), a hated government tax collector, and a traitor to be the ones He teaches to help others. If Jesus can use men like that to change the world, He can use us to bless people as well. This week we will also experience things inside some homes of Jesus' day. Meals, parties, big gatherings to listen to Jesus teach... all of this happens inside homes. Jesus heals sickness and inspires people to change their attitudes. Jesus taught normal people in their every day surroundings. He meets us where we are.

—Luke Holzmänn

## Reading | Luke 6:12–16

**The Awesome Book of Bible Facts** | "Career Day" pp. 78–79

## Memorization | Matthew 6:9

Jesus taught His disciples how to pray when they asked Him.

**Note:** Your children will memorize Matthew 6:9–16 over the next 6 weeks. They will learn a verse a week.

We also assign a poem memorization over the next 6 weeks (see Read-Alouds). Please choose one of these assignments for your children until Week 8.

## Sing the Word: God Our Provider | Track 8

Listen to this track the entire week.

## History/Geography

## A Child's History of the World | Chapter 6

Worship or belief in more than one god is known as *polytheism*. Christians hold to *monotheism* or belief in one God.

## To Discuss After You Read

Q: How were Hieroglyphics translated?

A: *The Rosetta Stone was a rock that had the same message carved into it in three languages, one of which was still recognizable*

## Timeline and Map Activities

🕒 **Menes, first Egyptian king (ca. 3100 BC)**

🕒 **Old and Middle Kingdoms of Egypt (ca. 2650–1500s BC)**

🌐 *Egypt (H8); Rosetta (G8); Nile River (H8) (map 3)*

## Window on the World | "Oman" pp. 130–131

## Timeline and Map Activities

🌐 *Oman (pp. 112–113 of your book)*

## Geography Songs | "Middle East" Track 7

The song "Middle East" (pages 15 and 16, track number 7) in *Geography Songs* includes Cyprus as part of the Middle East. This is not correct. Cyprus entered the European Union in May of 2004 (although this does not include the Turkish-held area of "Turkish Republic of Northern Cyprus") So it is important to note that while your book lists Cyprus in the Middle East, the Republic should more properly be considered European.

## Read-Alouds

## Memorization | Poem

Our memorization/public speaking assignment is your favorite poem. We recommend a poem at least 12 lines long, but no more than 70. Look for one that captures your attention—Robert Louis Stevenson writes some particularly good ones. Your poem will be due for presentation on Week 8. Read your poem ten times this week—twice each day. Think about the meanings of the words and the poem as a whole. Do you understand it completely?

## Red Sails to Capri | Chapter 9

## To Discuss After You Read

Q: We are told that "Michele felt as if he had been chasing tomorrows all his life." What does that mean?

A: *it seemed like he had been waiting for things to happen*

Q: Why does Michele ask if Pietro can come too?

A: *they are brothers of the heart; Pietro didn't go to Naples without him—bringing him along would only be fair*

**The Aesop for Children** | "The Eagle and the Jackdaw" & "The Boy and the Filberts" p. 12

## Vocabulary

**jackdaw:** a black bird similar to a crow.

**filberts:** hazelnuts.

## Day 2

## Bible

## Reading | Matthew 14:22–36

**The Awesome Book of Bible Facts** | "By the Beautiful Sea" pp. 62–63

## Memorization | Matthew 6:9

## Sing the Word: God Our Provider | Track 8

## History/Geography

### **A Child's History of the World** | Chapter 7

Egyptian religious beliefs may seem strange to us, but if we stop to think about them we can learn some important pieces of information about human beings in general. First, the human tendency is to be religious rather than non-religious. In other words, people all over the world have historically demonstrated an interest in god, gods, and religion. Second, even though there are many significant differences, there are some similarities between ancient Egyptian religion and religions such as Judaism and Christianity. All, for instance, believe in an immaterial aspect of human beings, usually called a soul. All believe in some sort of afterlife. And Christians believe in a future time when their souls will be reunited with their resurrected and glorified bodies.

We, as Christians, need not be concerned that Christianity “copied” its beliefs from other religions. After all, there is much that is startlingly unique about Christianity and, when carefully compared to contemporary beliefs and precursor one will find numerous Christian distinctives not at all like the superficial similarities found in other belief systems. Some Christian thinkers, such as C.S. Lewis and J.R.R. Tolkien, have suggested that God purposefully scattered various bits and pieces of the true religion in beliefs all over the world in order to better prepare humanity for the coming of Christ—a real historical person foreshadowed in some way in myths and stories of the world, but a true historical figure.

#### Vocabulary

**Nile:** a major north-flowing river in North Africa, regarded as the longest river in the world.

**derrick:** a machine to hoist and move heavy objects.

#### To Discuss After You Read

Q: How did the Egyptians prepare for death?

A: *they built tombs for the dead and filled the tomb with items a living person would need. They preserved the body from decay to keep it available for the soul*

Feel free to talk with your children about the hope we have in Christ about where we go after we die. Perhaps your children's grandparents have died, explain where they are and encourage your child that through trust in the Lord they will see them again. Aren't we grateful we don't have to prepare our earthly bodies for the after life?

#### Timeline and Map Activities

🕒 **Warrior Pharaohs rule Egypt (ca. 1500 BC)**

📍 *Egypt (H8); Cairo (H8) (map 3)*

**Window on the World** | “Qatar” pp. 136–137

#### Timeline and Map Activities

📍 *Qatar (pp. 112–113 of your book)*

## Read-Alouds

### **Memorization** | Poem

#### **Red Sails to Capri** | Chapter 10

##### Vocabulary

Even the air they breathed was blue. And their bodies, filled with it, felt light and **buoyant**. (*floating*)

Every ripple was edged with gleaming bubbles; every wave carried with it a trail of **spangles**. (*sparkling or glittering light effects*)

Three by three the boats continued to take their turns, and with every trip the **hilarity** mounted. (*intense laughter*)

#### To Discuss After You Read

Q: As they traveled to the cove “no one said a word. There was nothing to say. All the talking was over; only doing remained.” What does this mean?

A: *all the plans had been discussed, now they just needed to carry them out*

Q: All three men came to Capri for something. What did they each find in the cave?

A: *adventure, beauty, and truth*

Q: Of what was the journey just the beginning?

A: *a huge tourist industry: people have come by the hundreds and thousands from all over the globe to see one of the most beautiful places in all the world*

**Cornstalks: A Bushel of Poems** | pp. 16–19

## Day 3

### Bible

**Reading** | Matthew 9:9–13 & Luke 14:1–14

**The Awesome Book of Bible Facts** | “Home Sweet Home” pp. 88–89

**Memorization** | Matthew 6:9

**Sing the Word: God Our Provider** | Track 8

## History/Geography

**The Usborne Book of World History** | pp. 14–17

**Note to Mom or Dad:** These pages contain violence and nudity.

#### To Discuss After You Read

Q: Why was Egypt a fertile country?

A: *the inundation, or flooding of the farmland brought nutrients and water to an otherwise dry land*

Q: Describe one thing in Egyptian life that caught your attention.



**Window on the World** | “United Arab Emirates”  
pp. 170–171

Timeline and Map Activities

📍 *United Arab Emirates (UAE)* (pp. 112–113 of your book)

**Geography Songs** | “Middle East” Track 7

Read-Alouds

**Memorization** | Poem

**The School Story** | Chapters 1–3

Vocabulary

There was just a trace of **sarcasm**, but Zoe heard it loud and clear. (*use of caustic or stinging remarks*) [chap. 3]

Zoe shook her head and put on an air of **superiority**. (*surpassing in excellence or worth*) [chap. 3]

\* \* \*

**bodega**: a wine shop. [chap. 1]

To Discuss After You Read

Q: According to the author, all writers are first what? [chap. 2]

A: *readers*

Q: What did Natalie do to teach herself to write? [chap. 2]

A: *she would imitate her favorite authors*

Q: Why does Natalie think she couldn't get her book published? [chap. 3]

A: *there are too many writers with manuscripts already*

Timeline and Map Activities

📍 *Hudson River (D10); New York City (D11)* (map 2)  
[chap. 3]

**The Aesop for Children** | “Hercules and the Wagoner”  
p. 13

Vocabulary

**Hercules**: a hero of Roman mythology known for his great strength.

Day 4

Bible

**Reading** | Luke 19:1–10

**Memorization** | Matthew 6:9

**Sing the Word: God Our Provider** | Track 8

History/Geography

**The Usborne Book of World History** | pp. 18–21

**Note to Mom or Dad:** Reassure your children that these are false Gods—they cannot hurt them. There is one true

God who will judge us, but there is no monster. We are not judged on if we have been good or bad—if we follow Jesus Christ we will be saved. These people were confused and followed gods they carved themselves.

The height of Khufu's pyramid was 148 meters, or about 485 feet. The blocks used weighed on average 2,300 kilograms, or 5071 pounds each.

**Geography Songs** | “Middle East” Track 7

Read-Alouds

**Memorization** | Poem

**The School Story** | Chapters 4–7

Vocabulary

**morgue**: a place where bodies are kept until they are released for burial. [chap. 6]

**slush pile or unsolicited submissions**: unasked for manuscripts that an editor ignores. [chap. 7]

**characters**: people in a story. [chap. 7]

**plot**: the pattern of events in a book. [chap. 7]

**originality**: freshness. [chap. 7]

**style**: the manner of expressing thought. [chap. 7]

**literary agent**: promotes a new author or illustrator to a publishing house. [chap. 7]

**Lincoln Tunnel**: a tunnel under the Hudson River that runs between New York City and New Jersey [chap. 7] 🚇.

To Discuss After You Read

Q: List some of the ways Natalie traveled safely in the busy city of New York. [chap. 4]

A: *if she got in trouble she was to talk to a policeman or a woman with kids; she knew how to call collect and 911; she carried a whistle, extra money, and a cell phone; and she had extra people to call in case of an emergency*

Q: What resources does Natalie use to look up Ted Geisel? [chap. 4]

A: *a dictionary and an encyclopedia on the computer*

Q: What is a pseudonym? [chap. 5]

A: *sometimes called a pen name, a name an author makes up to keep his or her real name private*

Q: How many unasked for manuscripts does Hannah's office receive? [chap. 7]

A: *nine or ten each day and twice as many on Monday*

Timeline and Map Activities

📍 *Manhattan (D11)* [chap. 4]; *California (E1); Illinois (D8); Texas (F5); Florida (G8)* (map 2) [chap. 6]

**Cornstalks: A Bushel of Poems** | pp. 20–21

## Day 5

### Bible

**Reading** | Mark 2:1–12

**Memorization** | Matthew 6:9

**Sing the Word: God Our Provider** | Track 8

### History/Geography

**5-Day: The Usborne Book of Peoples of the World** | pp. 8–9

**Note:** Many European nations joined together to form the European Union, or EU. They have open borders and share the same money system called the Euro.

**To Discuss After You Read**

Q: Do you live in a rich country or a poor country? The Lord tells us to give to those in need. How can you use your money to help?

### Read-Alouds

**Memorization** | Poem

**5-Day: Homer Price** | Chapter 3

**Vocabulary**

By the time Uncle Ulysses and the sheriff arrived and pushed through the crowd the lunchroom was a **calamity** of doughnuts! (*a terrible situation due to something bad*)

\* \* \*

**box social:** a way to raise money for a worthy cause. Women make lunches or suppers for two people, put them in boxes, and take them to a gathering (the “social”). At the social, men bid on the boxes. The highest bidder gets to enjoy the meal inside the box with the woman who made it. The money paid for the meal then goes to whatever worthy cause the social was created for.

**The Red Cross:** is a worldwide organization whose members try to help people in times of crisis or disaster. The International Red Cross was started by Jean Henri Dunant [zhon on-REE doo-NAHng], a Swiss man. He was traveling in Italy in 1859 during the Austro-Sardinian War. He saw 40,000 people who had been killed or wounded in battle. He was so horrified at the suffering of the wounded people that he formed a group of volunteers to help people wounded in battle. In 1862, Dunant published a book called *Un Souvenir de Solferino* [Recollections of Solferino]. It ended with the plea, “Would it not be possible to found and organize in all civilized countries permanent societies of volunteers who in time of war would give help to the wounded without regard for their nationality?” There was a good response to Dunant’s plea. On Oct. 26, 1863, representatives from 16 nations, as well as several organizations that were already trying to help people in need, met in Geneva to discuss Dunant’s idea. This conference made it possible for the Red Cross movement to begin.

**“rides the rods”:** he sneaks rides on freight trains.

**fritter:** to waste, a little at a time.

**pinochle (PEE-nuckle):** a card game with 48 cards.

**Zeus:** according to Greek mythology, Zeus was the ruler of the gods. Zeus was a sky and weather god, especially associated with rain, thunder, and lightning. The Greeks believed he was all-knowing and all-seeing. The Greeks thought of Zeus as being like a father and a protector, especially of guests and strangers.

**To Discuss After You Read**

Q: How many labor saving devices does your family have?

A: *possible: toaster, fridge, phone, microwave, dishwasher, computer*

Q: Describe Homer’s plan to find the lost bracelet.

**5-Day: The Aesop for Children** | “The Kid and the Wolf” p. 13

**To Discuss After You Read**

Q: Why did the Kid feel free to speak unkindly to the Wolf?

A: *the Kid knew he was out of the Wolf’s reach—he wouldn’t say such things if he wasn’t in a safe place* ■

Core B+C—Scope and Sequence: Schedule for Topics and Skills					
Weeks	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
1	Revelation 3:20	Birth of Christ & His life in context	Archeology; Mesopotamia	<i>Middle East; Mesopotamia; the Tigris River; Euphrates River; the Persian Gulf</i>	
2	Joshua 24:15	Jesus' life; 12 Disciples	Ancient Civilizations	<i>Sumer; Central America; Egypt; Mesopotamia; Crete; China; Iraq; Saudi Arabia</i>	
3	Matthew 6:9	Jesus transforms people	Ancient Egypt	<i>Egypt; Rosetta; Nile River; Oman; Qatar; United Arab Emirates</i>	
4	Matthew 6:9-10	How Jesus wants us to live	Ancient Egypt; Ancient Crete; Ancient India	<i>Egypt; Crete; Indus Valley; India; Yemen; Turkey; Syria</i>	
5	Matthew 6:9-11	Jesus shares His message	Babylon; Anatolia; Jews; Ancient Egyptians	<i>Babylon; Mesopotamia; Egypt; Ur; Canaan; Iceland; Greenland</i>	Ramses the Great; Abraham; Moses; Joshua
6	Matthew 6:9-12	Jesus' miracles and parables	Ancient Egypt; Hittites; Greek gods	<i>Egypt; Anatolia; Greece; Senegal; Mali</i>	George Müller
7	Matthew 6:9-13	Jesus enters Jerusalem	Mycenaeans; Ancient Greece; Canaanites and Philistines	<i>Greece; Troy; Aegean Sea; Eastern Mediterranean; Pakistan; Ghana</i>	Homer; George Müller
8	Matthew 6:9-13	Crucifixion and resurrection	King David and Solomon; Phoenicians; Ancient Greece	<i>Jerusalem; Phoenicia; Mediterranean Sea; Tyre; Sidon; Carthage; Greece; Bulgaria; Spain</i>	King David; Solomon; George Müller
9	James 1:5	Ascension; Saul becomes Paul	Rome Founded; Assyrians	<i>Rome, Italy; Troy; Jerusalem; Babylon; Assyrian Empire (Mesopotamia; Phoenicia; Egypt); Albania 5-Day: Greece</i>	Sennacherib; Assur-bani-pal; George Müller
10	2 Timothy 3:16-17	The Bible; God uses children	Babylon; Medes/ Persians; Europe; China; India	<i>Babylon; Euphrates River; Lydia; Persian Empire; China; India; Russia; Uzbekistan; Kazakhstan 5-Day: Germany</i>	Nebuchadnezzar; Cyrus
11	2 Timothy 3:16-17	Genesis	India; China; Dark Ages of Greece	<i>India; China; Greece; Kyrgyzstan; Azerbaijan; Siberia</i>	
12	Psalms 24:1	Abraham	Rome; Persian Wars	<i>Rome, Italy; Greece; Persian Empire; Marathon; Thermopylae; Egypt; Morocco</i>	Darius I; Xerxes
13	Psalms 24:1-2	Reconciliation	The Golden Age of Greece	<i>Greece; Athen; Sparta; Chad; Sudan; Niger</i>	Socrates

## Core B+C—Scope and Sequence: Schedule for Topics and Skills (cont.)

Week	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
14	Psalm 24:1-3	Joseph	Alexander the Great; The Mongols; Early American Indians; Ancient Africa	<i>Macedonia; Greece; Egypt; Persia; North and South America; Africa</i>	Alexander the Great; Aristotle
15	Psalm 24:1-4	Passover and Moses	The Celts; Punic Wars; Roman Empire	<i>Northern Europe; Rome; Italy; Carthage; The Roman Empire; Ethiopia; Djibouti</i> 5-Day: <i>Syria</i>	Hannibal
16	Psalm 24:1-5	Escape from slavery & Ten Commandments	The Roman Empire	<i>Roman Empire; Gaul; Egypt; Spain; Britain; France; Guinea Bissau; Guinea; Gambia</i>	Julius Caesar; Virgil; Horace; Octavius (Augustus Caesar); Jesus; Stephen (first martyr)
17	Psalm 24:1-6	Wandering in the desert	The Roman Empire; Barbarians	<i>Rome; Pompeii; Constantinople; the Byzantine Empire; Gaul; Spain; Africa; Bissau; Niger; Burkina Faso</i>	Nero; Marcus Aurelius; Constantine I
18	Proverbs 16:3	Wandering in the desert	The Huns; The Byzantine Empire; Dark Ages	<i>Paris; Rome; Byzantine Empire; Constantinople; France; England; Persia; Lesotho; Madagascar; Zimbabwe</i>	Justinian; King Arthur
19	Romans 6:23	The Promise Land; Joshua; Judges	Monks; Mohammed	<i>Europe; Mecca; Arabia; Muslim Empire; China; Japan; North Korea</i>	Benedict; Mohammed
20	2 Chronicles 16:9	Samson; Gideon	Charlemagne; England; The Vikings	<i>Charlemagne's Empire; England; Iceland; Greenland; America; Atlantic Ocean; Europe; Tibet; Ostia; Mongolia</i>	Charlemagne; King Alfred
21	Isaiah 40:31	Deborah	The Middle Ages	<i>Europe; Normandy, France; Hastings, England; Indonesia; Vietnam; Bali</i>	William the Conqueror
22	Proverbs 18:9	King Saul; King David	Crusades	<i>Jerusalem; Europe; Middle East; Afganistan; Sri Lanka; Bangladesh</i>	Peter the Hermit; Richard the Lion-Hearted; Philip of France; Fredrick Barbarossa
23	Proverbs 16:24	David's life	Magna Carta; Genghis Khan	<i>Runnymede, England; Southeast Asia; Italy; India; Bhutan</i>	King John of England; Genghis Khan; Marco Polo

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<b>Core B+C—Scope and Sequence: Schedule for Topics and Skills (cont.)</b>					
<b>Week</b>	<b>Memory Work</b>	<b>Bible Reading</b>	<b>History/Social Studies</b>	<b>Geography</b>	<b>Biography</b>
24	Psalm 121:1	Solomon and God's Temple in Jerusalem	Hundred Years' War; India; Japan; Africa	<i>Europe; China; England; France; India; Japan; Africa; Fiji; Samoa; Qatar</i>	Joan of Arc
25	Psalm 121:1-2	Proverbs	American Indians; The Slav People; Muslim Empires	<i>North and South America; Europe; Constantinople; New Zealand; China</i>	Johann Gutenberg
26	Psalm 121:1-3	Proverbs: how to treat others	The Incas; Discovery of America; Explorers	<i>North and South America; Spain; Colombia; Venezuela; Uruguay</i>	Christopher Columbus; Vasco de Gama; John Cabot; Balboa; Magellan; Ponce de Leon; Cortes; Pizarro
27	Psalm 121:1-5	Prophets: Elijah and Elisha	Renaissance; Church of England; Reformation	<i>Europe; Rome; England; Central America</i>	Michelangelo; Raphael; Leonardo da Vinci; Henry VIII; Martin Luther
28	Psalm 121:1-8	Nineveh	The Age of Elizabeth; King James	<i>England; Spain; North America; Jamestown; Cuba; Trinidad; Haiti</i>	Sir Walter Raleigh; William Shakespeare; Queen Elizabeth
29	Psalm 121	Judah; Esther	European Settlers; Kings of England, France and Russia	<i>North America; England; France; Russia; Venezuela; Brazil; Peru</i>	Cromwell; King Charles; Louis XIV; Peter the Great
30	Psalm 121	Esther; Nehemiah	The Seven Years War; The Mogul Empire; Ming and Ch'ing Emperors; Japan	<i>Prussia; Austria; England; America; France; India; China; Japan; Namibia; Botswana</i>	Fredrick the Great
31	Romans 8:1	How God saves us through Jesus Christ	Merchants, Pirates and Trade; Agricultural Revolution; Industrial Revolution	<i>Holland; Europe; England; Nepal; Burma</i>	
32	Psalm 100	Live in Christ	New Towns; Transport and Travel; American Revolution; French Revolution	<i>North America; Europe; France; India; China</i>	Benjamin Franklin; Thomas Jefferson; George Washington; Louis XVI; Marie Antoinette; Gladys Aylward

## Core B+C—Scope and Sequence: Schedule for Topics and Skills (cont.)

<b>Week</b>	<b>Memory Work</b>	<b>Bible Reading</b>	<b>History/Social Studies</b>	<b>Geography</b>	<b>Biography</b>
33	Psalm 100	Death and life	Napoleon; Music; Explorers and Colonies	<i>Europe; France; Waterloo; Russia; Australia; New Zealand; Africa; Indonesia</i>	Napoleon Bonaparte; Handel; Bach; Mozart; Beethoven; Gladys Aylward
34	Psalm 100	God's salvation for everyone	Communism; India; Australia and New Zealand; Crimean War; Western Ideas in the East	<i>United States; Russia; Australia; New Zealand; England; France; Russia; Afghanistan; Middle East; Turkey</i>	Gladys Aylward
35	Psalm 100	Love each other	Slavery and the Civil War; Franco-Prussian War; New Ways of Governing; Moving West	<i>United States; France; Germany; Italy; Prussian Empire; South Africa; Indonesia</i>	Gladys Aylward
36	Psalm 100	Share the good news	The Wild West; South America; Inventions; WWI	<i>North and South America; Germany; England; France; Russia; Austria; Maldives</i>	James Watt; Alexander Graham Bell; Thomas Alva Edison; Wright brothers

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