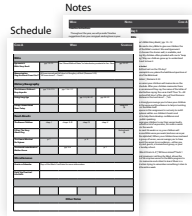


Instructor's Guide Quick Start

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.

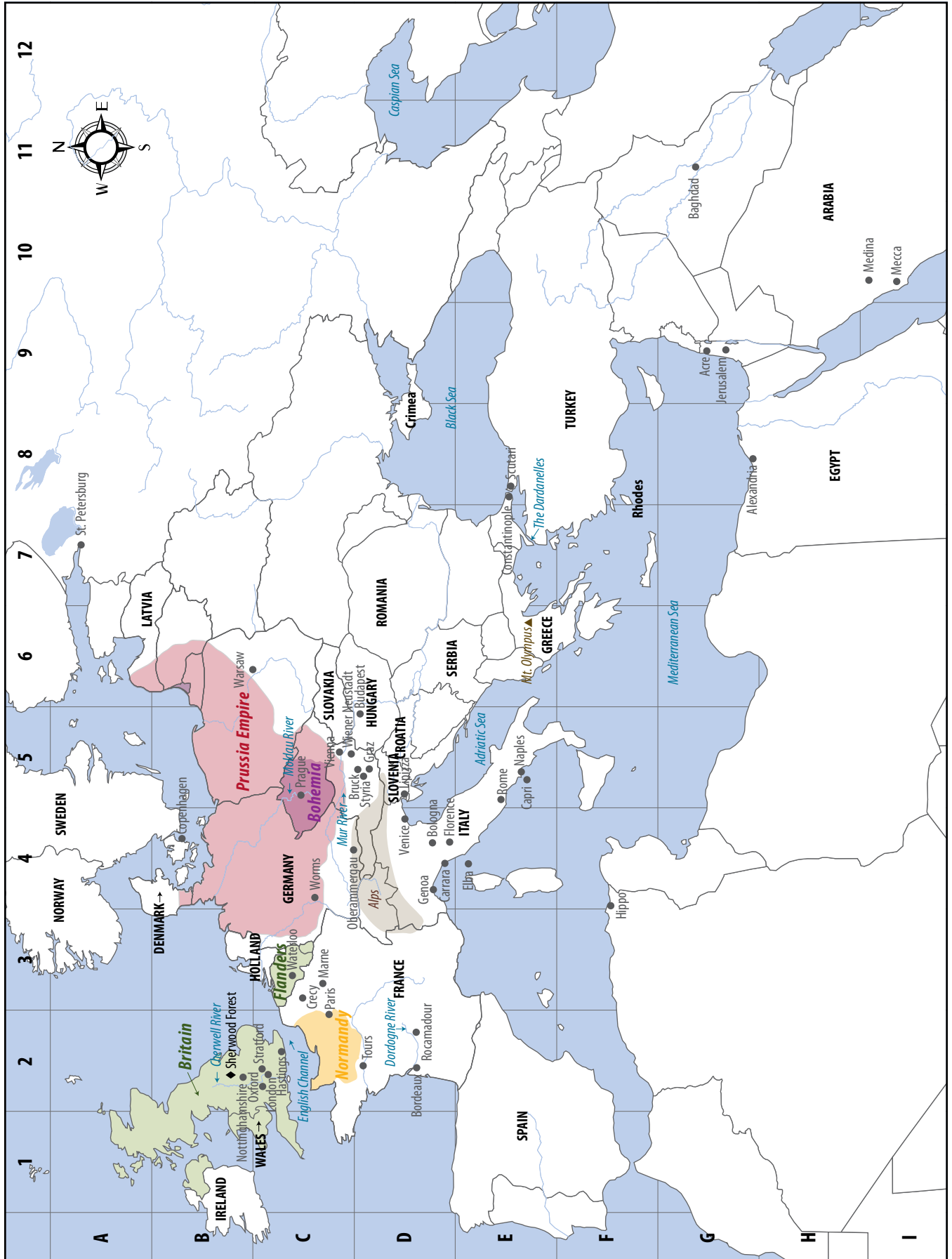
Section Three
Instructor's Guide Resources

Section Four
New User Information

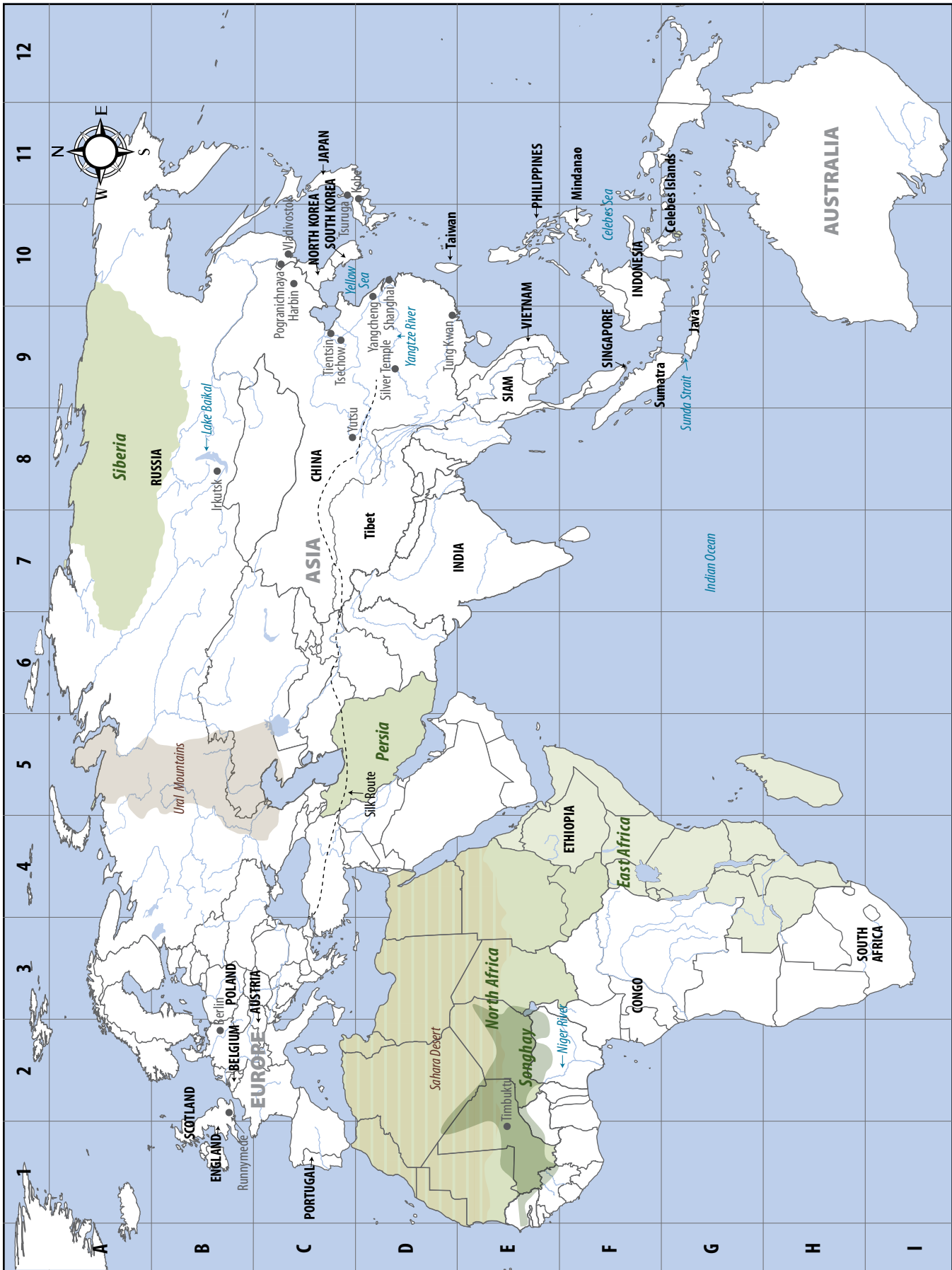
Instructor's Guide Resources and New User Information

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 C—Map 3

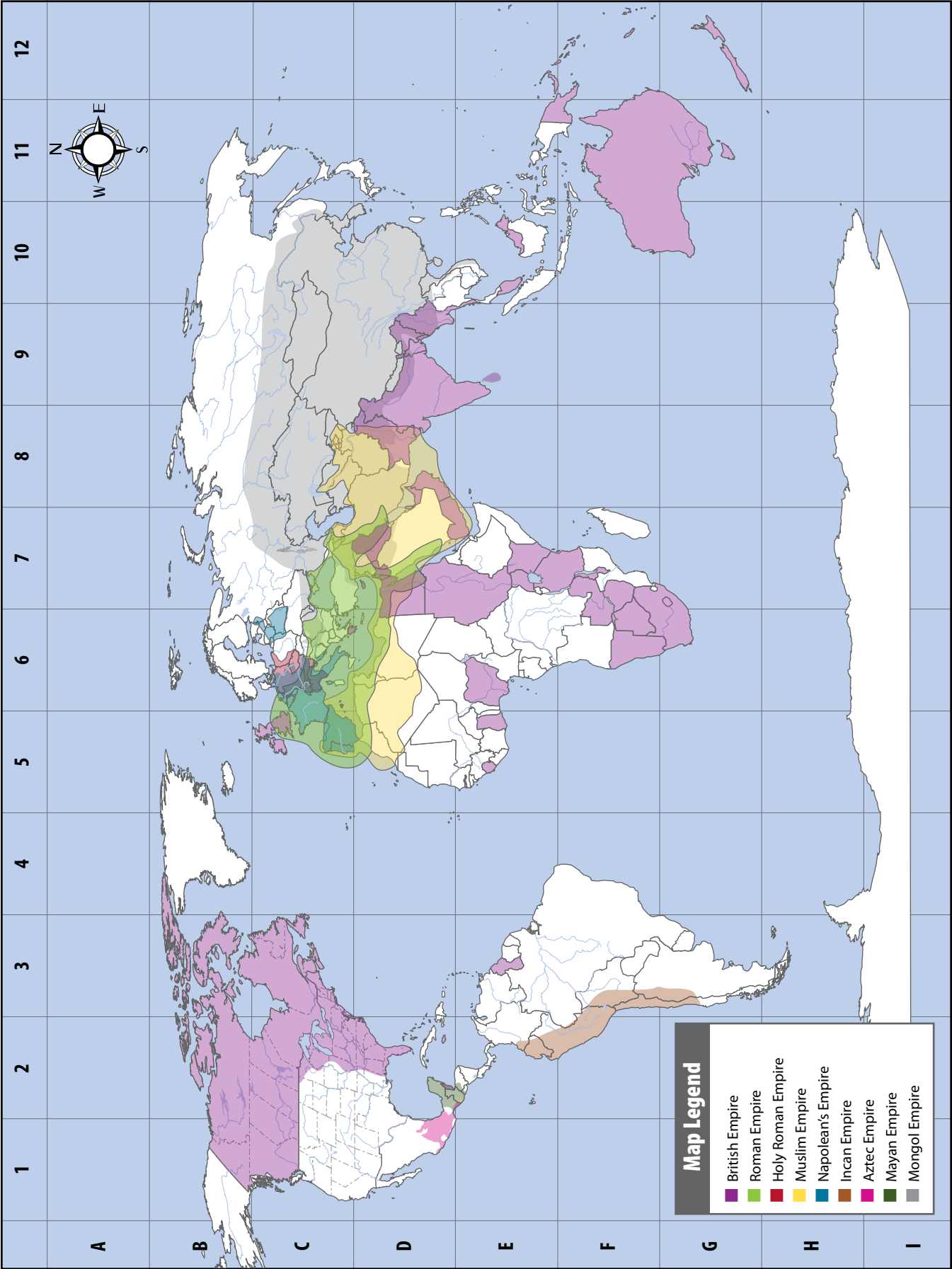


Core C—Map 4



Core C—Map 5

©2013 by Sonlight Curriculum, Ltd. All rights reserved.





CORE C		WEEK 1			SCHEDULE
Date:	Day 1 ¹	Day 2 ²	Day 3 ³	Day 4 ⁴	Day 5 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					
Usborne Book of World History	Review pp. 6–27 🕒👤📖	Review pp. 28–49 🕒👤	Review pp. 50–73 🕒👤	Review pp. 74–95	
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: Medicine News: The Germ of an Idea					pp. 3–4
Read-Alouds					
Red Sails to Capri	chap. 1 🌐	chap. 2	chap. 3	chap. 4	
The Aesop for Children	"The 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: The Aesop for Children					"The Young Crab and His Mother" p. 9
5-Day: Sir Lancelot the Great					chap. 1
Other Notes					

©2013 by Sonlight Curriculum, Ltd. All rights reserved.

This year we just jump right into a full schedule of work. If you feel overwhelmed keeping everyone on track and focused when memories of the summer are so close, you can try breaking up the day. For example, have your children do their seat work, then do the majority of the reading, skipping say Bible and the final “fun” book. Perhaps you can read the Bible portions as a family after dinner and the fun book as a treat before bed.

You can spread the joy of reading through the whole family if the opposite parent can read aloud as well.

Day 1

Bible

Rationale: You and your students can 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.

We 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. —Bible Notes by *Luke Holzmann*

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

To refresh on how to do the timelines and the Markable Map refer to notes found in **Section Four**. In addition, please read “Why You Will Find Contradictions in History” and “Notes on Biblical Dates” in **Section Three** as well.

Usborne Book of World History | pp. 6–27 (Review)

Note to Mom or Dad: This book, used in tandem with our other history texts, provides illustrations. Enjoy the extra tidbits in this book.

Remember, some pages of this book contain nudity and battle illustrations. If your children are sensitive to this, we recommend you look through the book before you read it with your child.

Because it’s likely been a while since your children have thought about Ancient history, we start the year with some review. You’ll cover centuries of time in just a few days so just look at the pictures and maybe make note of the things we’ve pulled out in the following notes. Don’t reread everything—this is just to remember where you’ve been.

The earliest civilizations developed on river-banks for farming was easier there, a steady supply of fish were available, and transportation was easy. Archeologists have discovered the following early civilizations:

The Sumerians | pp. 8–13

The Sumerians settled in the Tigris/Euphrates River area. This area is called Mesopotamia or between the rivers. Sumerians produced one of the earliest writing forms: cuneiform.

They had many small city-states each with their own rulers and laws.

They built with clay bricks.

They were the first to use the wheel.

They grew crops, rather than hunting and gathering their food.

Sumerians created ziggurats.

Timeline and Map Activities

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

🕒 **Sumer (ca. 3500–2500 BC)**

Ancient Egypt | pp. 14–23

The Nile inundation produces fertile land.

Canals stored water and enabled the Egyptians to grow crops easily.

The first king who ruled a kingdom: Menes ruled Egypt in 3400 BC.

The Egyptians used hieroglyphics to write.

The Egyptians had a strong sense of the afterlife and built elaborate tombs. The pyramids were tombs built for the pharaohs. The pyramids are one of the wonders of the world.

Crete | pp. 24–27

The Minoans built a beautiful palace with beautiful frescoes at Knossos.

No one has translated Minoan script.

Cretans enjoyed bull-leaping probably as part of their worship.

Window on the World | “Introduction” pp. 8–11

One of Sonlight’s goals is to raise up children with a heart for the world. When scheduled, 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. We choose to pray for peoples who immigrated to western lands. 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 unreached 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 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. Find the map on pages 112–113.

Geography Songs | “Continents and Oceans” Track 32

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

“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 (E5) (map 3)

The Aesop for Children | “The 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: 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*

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

Usborne Book of World History | pp. 28–49 (Review)**The Indus Valley** | pp. 28–29

Two main cities were Mohenjo-daro and Harappa.
 The cities had long, straight main streets with good drains.
 Brick walls surrounded the cities.

Babylon | pp. 30–31

Sargon united the city states of Mesopotamia and formed Babylon.
 Hammurabi wrote the first complete, strict law code.
 The first book found is *The Story of Gilgamesh*.

The New Kingdom of Egypt | pp. 33–39

A time of warrior kings, great wealth, and massive temple construction.
 Tutankhamen's tomb gives us a picture of the wealth of the time.
 The Hyksos ruled Egypt for about 100 years.
 The warrior kings conquered the Hyksos.
 Egypt controlled the largest empire of the time.
 Many nations paid tribute to Egypt.
 The easiest travel was on the Nile.
 Temples and tombs were made of stone.
 All homes were made of mud bricks.
 Egyptians kept records on papyrus rolls.
 The Egyptians invented a water clock, understood complicated mathematics, and were skilled doctors.

The Hittites | pp. 40–41

A tough warrior people, the Hittites conquered much of modern day Turkey and took land from Egyptian kings.
 The Hittites and the Egyptians signed the first international peace treaty.

The Mycenaeans | pp. 42–45

The Mycenaeans settled in Greece.
 The soldiers who fought in the Trojan War came from Mycenae. Homer wrote about the wars in the Iliad.
 The Mycenaeans buried their dead in brick lined dirt covered tombs.
 The Mycenaeans sailed and traded around the Mediterranean.
 The Mycenaeans built beautiful palaces and walled cities.

The Canaanites and Philistines | pp. 46–47

Both groups lived in the land with the Jews.
 The Canaanites were skilled craftsmen.
 The land of Canaan had many natural resources like cedar.
 The Philistines controlled the iron trade and were powerful warriors.

Timeline and Map Activities

🕒 🗺️ **Philistines rule eastern mediterranean****The Jews** | pp. 48–49

Abraham left Ur of Sumer and settled in modern day Israel.
 Joseph served the Egyptian pharaoh.
 Moses led the Jews from Egypt back to the Promised Land.
 David took land from the Canaanites and Philistines.
 David made Jerusalem his capital.
 Solomon built a beautiful temple.
 After Solomon, the kingdom split into Judah and Israel.
 The Assyrians took the people of Israel away from their land.
 The Babylonians took the people of Judah away in 587 BC.

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 world 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

Usborne Book of World History | pp. 50–73 (Review)

The Phoenicians | pp. 50–51

The Phoenicians dominated trade in the Mediterranean area.

The Phoenicians produced a rare purple dye.

The Phoenicians established colony cities.

Main Phoenician cities were Tyre, Sidon, and Carthage.

The Phoenicians were the first to sail around Africa.

The Phoenicians produced the first alphabet.

The Assyrians | pp. 52–57

The Assyrian Empire was in northern Mesopotamia. Key cities were the capital, Ashur, and Nineveh. Both were on the Tigris River.

The Assyrians formed the first library written on clay tablets.

The Assyrians had a strict code of law.

The Assyrians used a shaduf and aqueducts to water their fields.

The chief god was Ashur, and the king ruled in his name.

The Assyrian army kept the kingdom under control.

The army used foot soldiers, bow and arrows, cavalry, and siege engines.

Conquered people paid tribute.

The Assyrians treated conquered people cruelly.

Assyria fell in 612 BC.

Babylon | pp. 58–59

Nebuchadnezzar won an empire and built the rich city of Babylon on the Euphrates River.

Babylon had the famous Hanging Garden and the blue tiled Ishtar Gate.

In 539 BC the Persians conquered Babylon.

Northern Europe | pp. 60–61

Europe's damp climate destroyed old artifacts and texts. We know little about the lives of the people of Europe.

The existing artifacts show the craftsmen were skilled.

England's Stonehenge is a large circle of huge stones and was probably a temple and a calendar.

China | p. 62

China's oldest civilization lived near the Yellow River.

Shang kings ruled for 500 years; the Chou conquered them in 1057 BC.

Archeologists found ancient Chinese writing on animal bones.

The tombs of Shang kings contain chariots as well as other treasures.

America | p. 63

Farmers of Central and South America grew cotton since 3000 BC.

The Olmecs from 1200 BC carved statues from jade and built great mounds with no wheels or metal tools.

India | p. 63

In 1500 BC Aryan invaders conquered India.

They brought the Sanskrit language, the Hindu religion and the caste system.

The Greeks | p. 64

From 1100–700 BC were the Dark Ages in Greece.

Greece divided into city-states: Athens, Sparta and Corinth.

Homer wrote poems about the Trojan War and its heroes.

The Greeks adapted the Phoenician alphabet.

The Greeks started many colonies and traded around the Mediterranean.

The Greeks were the first to create coins of standard weight and metal.

Timeline and Map Activities

 **Greek Golden Age (ca. 479–431 BC)**

The Persians | pp. 65–66

The Medes conquered Assyria and the Persians conquered Babylon.

Cyrus controlled a huge empire.

Darius built an enormous palace at Persepolis in 518 BC.

Darius allowed the conquered people freedom in their customs and religion.

Darius utilized satraps to rule the provinces and built good roads for messages.

The Greeks | pp. 67–73

Darius I of Persia invaded Greece but was conquered at Marathon in 490 BC.

Darius' son, Xerxes crossed the Hellespont with an army to fight the Greeks.

Xerxes was defeated by the Athenian navy in the Battle of Salamis.

Pericles rebuilt Athens after the war.

Sparta fought Athens in the Peloponnesian War. Sparta defeated Athens in 404 BC.

Democracy where all citizens vote on important matters first happened in Athens.

The high land in Athens is the Acropolis and the market is the Agora.

Greek theatre used male actors and face masks.

Greeks could vote politicians out of town with ostraka.

The philosopher Socrates questioned everything.

Only boys went to school and studied reading, music, and sports.

Philip of Macedon united the warring Greek states.

When Philip died, his son, Alexander conquered the Persian Empire.

Alexander studied under the philosopher, Aristotle.

Alexander founded many cities. Alexandria in Egypt housed a library and a famous lighthouse. Many scholars came to Alexandria. Archimedes designed a screw that moved water, and Ptolemy studied the planets. Eratosthenes calculated the distance around the Earth.

The Greeks wrote their history, developed philosophy; studied scientific problems, wrote rules of geometry, wrote prescriptions for medicines, created beautiful works of art and architecture, and invented the Olympic Games.

Timeline and Map Activities

- 🕒 **In the Second Century AD, Ptolemy created the main map people used**
- 🕒 **Pythagoras (ca. 566 BC) predicted that the Earth is round**

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

Usborne Book of World History | pp. 74–95 (Review)

China | pp. 74–77

In 221 BC, an emperor united China into one nation. He founded the Ch'in dynasty.

During the Han dynasty, the Silk Route opened.

The peasants farmed rice; the emperor controlled all.

Peasants built The Great Wall to keep raiding tribes out of Chinese lands. It still stands today and is about 3,000 miles long.

The Chinese invented valuable silk cloth and used standardized money.

The Chinese used civil servants to help run the government.

Confucius wrote his instructions for life.

Chinese writing uses characters and each symbol represents a word.

The Chinese invented paper, the compass, an earthquake detection machine, and lacquer.

Scythians and Mongols | pp. 78–79

The Scythians and Mongols lived between the Mediterranean area and China.

Both were nomadic people who raised sheep and horses. The Scythians lived in log cabins during the winter months; the Mongols lived in yurts.

America | pp. 80–81

Some Indians hunted and gathered food; some built permanent homes.

The Hopewell Indians built huge earth mounds, some built huge statues, and others built pyramids.

The Indians grew tobacco and maize.

The Mayan Indians built large cities, played a unique ball game, created a complex calendar, coiled clay pots, and carved stone.

India | p. 83

The Aryans were Hindus. Hinduism taught the caste system.

Buddha was a prince who chose to teach others a kinder religion.

Emperor Ashoka became a Buddhist and wrote a legal code for India.

The Celts | pp. 84–85

The Celts were fierce fighters who lived in Gaul and England. Eventually the Romans conquered them.

The Celts wove wool in tartan patterns for clothes, created beautiful objects in bronze and gold, recited great poems from memory, and invented a reaping machine.

The Celtic priests were called Druids. Many Celts became Christians.

Rome | pp. 86–91

Rome began as a small village on seven hills.
Rome kicked out its kings and became a republic.
Rome fought against Carthage's Hannibal.
Rome's way of life spread through people who moved into conquered areas.
Rome had many slaves taken from conquered peoples.
Rome built great roads so soldiers could move quickly.
Julius Caesar attempted to gain control of Rome. People who wanted Rome to remain a republic murdered him on the Ides of March in 44 BC.
Octavian fought Mark Anthony and Cleopatra for the throne. He became the first emperor of Rome and is called Augustus.
Rome's powerful army conquered the world.
During Octavian's rule, peace reigned. Trade brought prosperity, and taxes paid for the army's protection.
In the amphitheatres, people watched fights between people and animals.
Mount Vesuvius, a volcano, erupted and buried Pompeii in ashes and lava. Archeologists have dug in Pompeii and discovered much about life in Rome.
After Emperor Marcus Aurelius, barbarians attacked parts of the empire.
Emperor Hadrian built a wall across much of England to keep out barbarians.
The emperors inflated the money supply to pay for the army. People became poorer.
People blamed the Christians for their troubles and persecuted them.
When the Jews rebelled, Rome destroyed Jerusalem in AD 70.
Jesus gathered many followers. Due to persecution, many met in secret.
Emperor Diocletian divided the empire into four parts to gain better control.
Constantine became a Christian and made Constantinople his capital.
The Huns led by Attila drove many people into Rome. Attila was called the "scourge of God".
Latin is the foundation of many modern languages such as French.
Barbarians conquered Rome in AD 476.

Byzantine | pp. 92–93

The Byzantine Empire was a split from the Roman Empire and lasted for more than 1,000 years.
Justinian controlled a large empire. Justinian wrote "just" laws.
Early Christian monks built monasteries in Egypt.

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: Medicine News: The Germ of an Idea | pp. 3–4

To Discuss After You Read

Q: What do archeologists postulate about why ancient people had holes cut in their skull?

A: *to release evil spirits or demons*

Q: Do you think this could have been an effective treatment? [p. 3]

A: *it must have "worked" occasionally or people wouldn't have continued to do so. Doctors do it today to relieve pressure from swelling of the brain; that might have happened in the past as well*

Q: According to the book, how does acupuncture work?

A: *by inserting needles into specific places on the body, doctors bring the body back into balance and wholeness*

Read-Alouds

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

5-Day: Sir Lancelot the Great | Chapter 1

To Discuss After You Read

Q: Do you think Sir Lancelot made a favorable impression on King Arthur?

A: *I don't think anyone noticed his muddy armor; everyone was very impressed with Lancelot's skill* ■



CORE C		WEEK 2			SCHEDULE	
Date:	Day 1 ⁶	Day 2 ⁷	Day 3 ⁸	Day 4 ⁹	Day 5 ¹⁰	
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. 43 🕒			chap. 44 🌐		
Usborne Book of World History		p. 97	pp. 108–109	p. 82, p. 123		
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: Medicine News: The Germ of an Idea					pp. 5–7	
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: The Aesop for Children					“The Dog, the Cock and the Fox” p. 10	
5-Day: Sir Lancelot the Great					chap. 2	
Other Notes						

©2013 by Sonlight Curriculum, Ltd. All rights reserved.

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

A Child's History of the World | Chapter 43

We are delighted to offer *A Child's History of the World*, not only because it is so well written, but because it covers exactly those times and places that we had always wanted to touch upon in the early elementary "Introduction to World History, Year 2 of 2" program. We believe Hillyer's book puts these disparate pieces of information into a more unified whole. We schedule it first to give your children the big story of history.

As you read the book this year, we encourage you to pay attention to the "Staircase to Time" that Hillyer outlines on pages xx–xxi. We believe Hillyer is correct that children can acquire mastery through regular and repeated contact with the "Staircase," and it certainly wouldn't hurt children to become familiar with such an outline.

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

We then add *The Usborne Book of World History* to give pictures to the story your children have heard. Enjoy the interesting insights, facts and compelling illustrations.

To Discuss After You Read

According to Indian historian, Vishal Mangalwadi, monks encouraged practical inventions such as the water wheel and the clock. The water wheel to gain time to pray and the clock to know when to pray (See *Truth and Transformation*).

Q: What work did monks and nuns do that were huge benefits to society?

A: *they salvaged poor land and made it workable; they chronicled history and copied ancient books; they provided for themselves and those in need, they cared for the sick and the travelers*

(p. 183) Christians who have withdrawn from the world, such as monks, do so not necessarily to be "good," but to draw closer to God. Such asceticism is not warranted in the New Testament, but this is not to say that retreats or periods of separation from the world are not helpful at times. Clearly, however, Jesus modeled active involvement with people in the world in order to reach them with the good news of the Gospel. Christianity is not an isolationist calling, but one that is active, moving through culture in order to make a positive difference.

(p. 184) As with any passage, it must be interpreted in context. Matthew 19:21 does not literally mean that all Christians at all times and in all circumstances must sell all they have and give it to the poor. Contextually, Jesus was dealing with a man who seemed to think he could just get a list of things to do in order to "have eternal life" (Matthew 19:16). Knowing that this man was rich and very dependent on wealth, Jesus hit on exactly the area of the man's life that would challenge him the most; namely, his possessions. By application, then, Matthew 19:21 is a call to search our lives for that which may be an idol or something we have a tendency to rely on more fully than our reliance on God. There's also a lesson here that whatever we "own" in this world is not going with us into eternity, so true value is in what will last into eternity, such as our moral character, not in possessions. Note, too, that the end of verse 21 contains what is likely the main point Jesus is wishing to communicate: "Come, follow me." This does not mean that nothing good came out of Benedict's interpretation of the passage, but it does mean that we must learn to properly interpret biblical texts.

(p. 185) You and your children may be interested in a fascinating animated film called *The Secret of Kells* (2009), which tells of life in a 7th century monastery including the copying and illumination of books. The story also offers much to consider in relation to whether or not Christians should wall themselves away from the world or engage it. There is some violence in the film so you may wish to pre-screen it first so you can skip over those brief segments that may bother younger children. —*by Robert Velarde*

🕒 **Benedict starts order of monks (ca. AD 480–547)****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.¹ Luke 3:1–6**Memorization** | Joshua 24:15**Sing the Word: God Our Provider** | Track 7**History/Geography****Usborne Book of World History** | p. 97

As we cover World History, we chose to begin with narrative or story text as found in *A Child’s History of the World*. We follow that with the bullets and pictures from the *Usborne Book of World History* to solidify in your child’s mind the story they have just heard. Thus, the schedule of the Usborne Book jumps around to match both the periods and empires.

When reading this book have your children sit around you to look at the pictures. These small snippets might not convey the over-arching history but they can add to history’s depth. We include only a few notes—mostly, allow this text to give face to what happened.

To Discuss After You Read

As mentioned in the book many wars were fought to convert people to Islam—they were given the option—to convert, pay higher taxes or die.

Q: How did Christianity survive the barbarian invasion?

A: *through faithful monks who lived as good examples and went and sought to “convert the heathen”*

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 about them in the order we sing them.

Note: *Window on the World* includes fascinating information about nations and peoples. However, as a result of its publication date (2001), it sometimes omits important relevant details that have since occurred in the world. One of those details has to do with the fate of Iraq’s dictator Saddam Hussein (1937–2006). In hiding near Tikrit, U.S. troops captured Hussein on December 13, 2003. In 2005, an Iraqi court found Hussein guilty of the 1982 massacre of some 140 Shiites. Iraqi authorities executed Hussein on December 30, 2006. In late 2005, Iraqis approved a new constitution and elected a council of representatives, which led to the approval of a new government in December 2010. Iraq is now considered a parliamentary democracy and, as of this writing, Jalal Talabani serves as Iraq’s sixth president.

Timeline and Map Activities🌐 *Iraq* (pp. 112–113 of your book)

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

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

Usborne Book of World History | pp. 108–109

To Discuss After You Read

Q: Why did the Church have a large influence in Europe in the Middle Ages?

A: *everyone attended it, monks copied the only books available, it encouraged people to travel on pilgrimages, and it provided hospitals and care for travelers*

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

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 44

To Discuss After You Read

Q: How did the Ethiopian Church get cut off after years of being connected to the European Christians?

A: *Arabs conquered all North Africa and had many converts, and cut off contact between the churches*

(p. 187) Hillyer says little of Augustine, but this is an oversight. Augustine is one of the most important figures in the history of Christianity. A deep thinker, Augustine recorded his thoughts in two key works every Christian should read: *Confessions* and *The City of God*.

Timeline and Map Activities

📍 **Hippo** (F4); **Alexandria** (G8); **Egypt** (H8) (map 3)

📍 **India** (E7); **Ethiopia** (F4); **South Africa** (I3) (map 4)

📍 **Roman Empire** (C6) (map 5)

To Discuss After You Read

- Q: Why was North Africa more well-to-do than South Africa?
- A: *as Islam took over North Africa, Arab traders followed; the Sahara Desert blocked easy trade from occurring in the South*

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: Medicine News: The Germ of an Idea | pp. 5–7

To Discuss After You Read

- Q: In 600 B.C., how did the Indian doctor, Susruta, repair noses? [p. 5]
- A: *he cut skin from the forehead and folded it over the nose; he used reeds to provide structure to the nose and allowed it to heal*
- Q: Why was Rome considered a healthy place to live? [pp. 6–7]
- A: *people had easy access to clean water; people bathed daily; sewage moved out through underground sewers*

Read-Alouds

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

Vocabulary

cock: a rooster.

porter: a doorkeeper.

5-Day: Sir Lancelot the Great | Chapter 2

To Discuss After You Read

- Q: How did Sir Lancelot overcome Sir Phelot?
- A: *Lancelot chose to not fight but out-wait his enemy, to frustrate him and ultimately disarm him* ■



CORE C		WEEK 3			SCHEDULE	
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. 45 🕒🌐📍	chap. 46		chap. 47 🕒🌐📍		
Usborne Book of World History	p. 98		pp. 112–113	p. 99		
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: Maps and Globes					pp. 1–9	
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				
Sticks Across the Chimney			chap. 1 pp. 9–24 (finish para) 🌐	chap. 1 pp. 24–34		
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: The Aesop for Children					“The Kid and the Wolf” p. 13	
5-Day: Sir Lancelot the Great					chap. 3	
Other Notes						

©2013 by Sonlight Curriculum, Ltd. All rights reserved.

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 Holzmann*

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 to memorize 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 45

Note to Mom or Dad: A few clarifying notes are in order on chapter 45, “Muhammad and the Early Years of Islam.” The author states on page 192, “He [Muhammad] believed in the same God that the Jews and Christians worshipped.” However, polytheism was the reigning belief system in the area at the time. This means that the people believed in many gods rather than one personal, creator God as believed by Jews and Christians. If Muhammad had believed “in the same God that the Jews and Christians worshipped,” then he would have been Jewish or Christian, but this was not the case. Muhammad certainly displayed courage in standing up to the polytheistic idolatry of his day, calling on people to worship God alone, but as we'll explain, Islam and Christianity have very different views of God even though both religions are monotheistic (believing in one God).

Unlike the Jewish scriptures (the Old Testament) and the Christian Bible (the Old and New Testament), Muslims believe the Qur'an is an exact transcript of a book in heaven, written by Allah himself and passed on directly to Muham-

mad. Both Jews and Christians believe their scriptures are divinely inspired, but God worked through human beings to record His words rather than having them take dictation or transcribe an existing text. Moreover, on page 193 the author refers to the Qur'an as “teachings from God.” While our purpose here is not to get into a detailed debate about Islam, it's important to point out that key teachings within Christianity and Islam are at odds with one another, meaning that they can't both be right in these areas since what they teach is contradictory. For instance, Christianity believes God is a Trinity, meaning that although there is only one God, he has revealed Himself in three persons (Father, Son, and Holy Spirit). Islam, though, is decidedly unitarian, resulting in the Islamic rejection of the Christian belief in the deity of Christ, being the second person of the Trinity. To say, then, that Christian and Muslim beliefs derive from the same God is to endorse confusion and contradiction since key teachings don't agree with one another.

On page 194 the author states, “When Muslims pray to Allah, they are praying to the same God that Christians and Jews worship.” If this were the case, then the beliefs and teachings about God would be in agreement among Jews, Christians, and Muslims, but that is not the case. We're not saying that God does not hear the prayers of Muslims. Instead, we're merely pointing out that there are clear differences in belief about God and other key areas of theology that separate different religions. To say that Jews, Christians, and Muslims worship “the same God” is incorrect since each of these religions teaches different things about God. In a broad sense, all three religions are monotheistic, believing in one, personal God. But in a more specific sense, there are many disagreements and differences between these religions when it comes to the nature of God, the nature of human beings, the nature and extent of sin, and more.

Another important point to keep in mind has to do with the means of salvation. In Christianity salvation is found in God's grace through faith, freely given, not in works (Ephesians 2:8-9). Islam, on the other hand, comes across as more of a works-based system. For instance, the so-called five pillars of Islam are reciting the shahadah, praying five times a day, fasting during Ramadan, giving a one-fortieth tithe of income, and a pilgrimage to Mecca. This seems like more of an obligatory list of things to do in order to earn God's favor rather than sincere repentance that accepts God's gracious offer of salvation. A related point here is the fact that in Islam there is little room for assurance of salvation. If one's good deeds outweigh the bad, Allah may choose to allow an individual to enter paradise or not.

For a brief introduction to Islam see the booklet *Are All Religions One?* by Douglas Groothuis (InterVarsity Press), *The Compact Guide to World Religions* edited by Dean Halverson (Bethany House), and the chapter on Islam in *Neighboring Faiths* by Winfried Corduan (InterVarsity Press)

— Robert Velarde

To Discuss After You Read

Q: How did Islam begin?

A: *Muslims believe the angel Gabriel appeared to a man named Mohammed and delivered a message from God; he shared what he knew with others*

Q: What is the Islamic holy book called and where do Muslims worship?

A: *Qur'an or Koran; mosque*

Timeline and Map Activities

🕒 **Mohammed (ca. AD 570–632)**

🕒 **The Hegira (AD 622)**

🕒 **Battle of Poitiers “Tours” (AD 732)**

🕒 **Islam begins (ca. AD 622)**

🌐 *Tours (D2); France (D3); Mecca (I10); Constantinople (E8); Medina (I10); Arabia (H10) (map 3)*

🌐 *Muslim Empire (map 5)*

Usborne Book of World History | p. 98

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

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 46

Who originated the clock, Muslims or Monks? The history of timekeeping would take more time than we have here (pun intended!). Many scholars trace the origins of modern timepieces to Christian monks who invented them in order to better schedule their times of worship. As far as libraries are concerned, they were not unique to Muslims. However, in tracing the roots of libraries, much is owed to Christians who valued knowledge so much, even from competitors, that they often amassed books they obtained or meticulously copied by hand. [p. 199]

To Discuss After You Read

This chapter feels the least critical of all we read. While we want never to bash a civilization, please read it with discernment.

Q: What did the Arabs invent or discover?

A: *our number system, coffee, cotton, calico, clocks with pendulums, a unique building style*

Q: The book says that Muslims believe it inmodest to show a woman's face. Does this seem reasonable?

Q: Can you think of any disadvantages of having four wives?

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

Usborne Book of World History | pp. 112–113

To Discuss After You Read

Q: During the Arab Golden Age, how did Muslims’ lives differ from people’s lives in Europe?

A: *after the Muslims conquered the Roman Empire, they acquired the learning of the ancient Greeks and Romans, so they were often more advanced than the Europeans at that time. For example, their palaces were comfortable, their public baths were like Roman baths, their trading dhows (ships) traveled swiftly, their numbers were easier to use, they followed Greek medicine, and they studied math, astronomy, geography, law, religion, and medicine*

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

Sticks Across the Chimney | Chapter 1, pp. 9–24 (finish paragraph)

Vocabulary

whitewashed: painted with an inexpensive paint.

Yule tree: Christmas tree.

rallied: draw together, to pull together.

maw: the throat, or jaws.

gaunt: thin, angular.

torrents: a sudden outpouring.

heath: area of land covered by lowgrowing plants that survive in poor soil.

To Discuss After You Read

Q: Where does the family live? Why?

A: *they lived in a small house built near a Viking burial mound; they could afford it because people believed the land was haunted; they needed an inexpensive place since their father had died and his business sold*

Q: Why didn’t the children tell their mother that their figurines hadn’t been chosen for the fair? Was this wise?

A: *they didn’t want her to be sad that her law of generosity and selfishness wasn’t true; probably not, mother could have comforted them and given them advice*

Timeline and Map Activities

🌐 *Denmark (B4)* (map 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

A Child’s History of the World | Chapter 47

The concept of the so-called Dark Ages is largely a myth. For more on how Christians in particular were quite active intellectually during this period see, for instance, *The Victory of Reason* by Rodney Stark. [p. 201]

The history of the clock is not a simple matter to sort out. Timepieces were invented as far back as 1500 B.C., though many were of dubious reliability. It is generally believed that more reliable clocks were developed by Christian monks in order to help them order their scheduled times of worship. [p. 204]

To Discuss After You Read

Notice that wisdom, knowledge and power are all just a generation away from being lost. How we choose to live, what we invest in is crucial to moving our children and their children along. A German Jew who lived during WWII stated that as the Jews have been persecuted through the generations, one thing they hold of great value is their minds, or what they know. It is something that cannot be stolen and something they can always rely on.

Q: Why is Charlemagne significant? What is he known for?


A: *he pulled the pieces of Europe together and formed a Roman Empire and he was crowned by the Pope; he encouraged education and ruled well*

Q: How did people determine if someone committed a crime during the Dark Ages in Europe?

A: *a trial by ordeal test is where they were subjected to bodily harm, if they were not affected or if they recovered quickly they were not guilty*

Timeline and Map Activities

 **Charlemagne (AD 742–814) forms a new Roman Empire**

 *France (D3); Spain (E1); Germany (C4); Italy (E4); Baghdad (G11) (map 3)*

Usborne Book of World History | p. 99

To Discuss After You Read

Q: What influence did religion have in Europe?

A: *Christians fought to keep Muslims from invading and the head of the church (the Pope) quarreled with the king for power*

Geography Songs | “Middle East” Track 7

Read-Alouds

Memorization | Poem

Sticks Across the Chimney | Chapter 1, pp. 24–34

Vocabulary

min Herre: Sir, or Lord in Danish.

barnacles: sea creatures that live in shallow water and cling to boats and rocks.

To Discuss After You Read

Q: What did the children buy with the money they earned? How many of the gifts were for them?

A: *10 chicks, 1 duck and a dozen seed cakes and cinnamon buns; all of the gifts were for their mother*

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: Maps and Globes | pp. 1–9

We read various titles as they align with the other topics we study. We use *Maps and Globes* to fill in since it doesn't link specifically to a time period.

To Discuss After You Read

Q: What did mapmakers use to make maps?

A: *local materials like clay, silk, or reeds and shells*

Q: What was Columbus seeking?

A: *the Spice Islands near India*

Q: What did he find?

A: *he found two unmapped continents*

Q: What do physical maps demonstrate?

A: *the works of nature*

Read-Alouds

Memorization | Poem

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

5-Day: Sir Lancelot the Great | Chapter 3

To Discuss After You Read

Q: Why did Lancelot fight Sir Turguin the Rotten?

A: *to free many imprisoned knights, and because Turguin was angry that Lancelot had defeated his brother* ■

Core C—Scope and Sequence: Schedule for Topics and Skills					
Week	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
1	Revelation 3:20	Birth of Christ & His life in context	Review	<i>Egypt; Mesopotamia; Middle East; Europe; Asia; Africa; America</i>	
2	Joshua 24:15	Jesus' life; 12 Disciples	Benedict; Monks/ Nuns; Ancient Africa; Kingdoms, traders, and Tribes in Africa	<i>Western Europe; Ireland; Roman Empire; Africa; Iraq; Saudi Arabia</i>	Benedict
3	Matthew 6:9	Jesus transforms people	Islam; Charlemagne	<i>Mecca; Arabia; Persia; Northern Africa; Western Europe; Oman; Qatar; United Arab Emirates; 5-Day: America</i>	Mohammed; Charlemagne; Harun al-Rashid; 5-Day: Columbus
4	Matthew 6:9-10	How Jesus wants us to live	England; Year 1000; Vikings	<i>England; America; Iceland; Greenland; Atlantic Ocean; Yemen; Turkey; Syria</i>	King Alfred; Leif Ericson
5	Matthew 6:9-11	Jesus shares His message	Vikings	<i>Iceland; Greenland; Scandinavia; Norway; Ireland</i>	
6	Matthew 6:9-12	Jesus' miracles and parables	Vikings	<i>Iceland; Greenland; Scandinavia; Norway; British Isles; Senegal; Mali; 5-Day: North America</i>	
7	Matthew 6:9-13	Jesus enters Jerusalem	Vikings	<i>Norway; Middle East; Sweden; Iceland; France; Greenland; America; Pakistan; Ghana; 5-Day: Europe</i>	
8	Matthew 6:9-13	Crucifixion and resurrection	Vikings; Castles & Knights	<i>Denmark; Norway; Sweden; France; Iceland; Greenland; America; Bulgaria; Greece; Spain; 5-Day: England</i>	
9	James 1:5	Ascension; Saul becomes Paul	Kings, Knights & Castles; William the Conqueror	<i>Europe; England; Romania; Albania</i>	William the Conqueror
10	2 Timothy 3:16-17	The Bible; God uses children	Knights & Castles	<i>Europe; Russia; Uzbekistan; Kazakhstan</i>	
11	2 Timothy 3:16-17	Genesis	Knights & Castles	<i>Europe; Kyrgyzstan; Azerbaijan; Siberia</i>	
12	Psalms 24:1	Abraham	Knights & Castles; Crusades	<i>Europe; Jerusalem; Egypt; Morocco</i>	Peter the Hermit; Richard the Lion-Hearted; Philip of France; Fredrick Barbarossa
13	Psalms 24:1-2	Reconciliation	Wars between religions; Knights & Castles; Middle Ages	<i>Constantinople; Europe; Roman Empire; Byzantine Empire; The Holy Land; Chad; Sudan; Niger</i>	

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

Week	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
14	Psalms 24:1-3	Joseph	Europe and Africa in the Middle Ages	<i>Europe; Africa; England;</i>	King John of England
15	Psalms 24:1-4	Passover and Moses	Mongols; China; India and the East	<i>Empire of Genghis Khan; China; India; Ethiopia; Djibouti</i>	Genghis Khan; Marco Polo
16	Psalms 24:1-5	Escape from slavery & Ten Commandments	The Compass and Gunpowder; Hundred Years' War; Japan; the Americas	<i>Europe; China; England; France; Japan; North and South America; Guinea Bissau; Guinea; Gambia</i>	Marco Polo; Joan of Arc; 5-Day: Magellan
17	Psalms 24:1-6	Wandering in the desert	The Aztecs; The Slav People; Printing Press; Muslim Empires; War and Weapons;	<i>Central America; Western Russia; Eastern Europe; Middle East; Persia; Europe; Bissau; Niger; Burkina Faso</i>	Gutenberg
18	Proverbs 16:3	Wandering in the desert	The Incas; Discovery of America; Explorers	<i>North and South America; Europe; Cape of Good Hope; Lesotho; Madagascar; Zimbabwe</i>	Christopher Columbus; Vasco da Gama; John Cabot; Balboa; Magellan; Ponce de Leon; Cortes; Pizarro
19	Romans 6:23	The Promise Land; Joshua; Judges	Africa; Renaissance	<i>Africa; Europe; China; Japan; North Korea</i>	Michelangelo; Raphael; Leonardo da Vinci
20	2 Chronicles 16:9	Samson; Gideon	Renaissance; Science and Inventions	<i>Europe; Asia; Tibet; Mongolia</i>	Michelangelo; 5-Day: William Harvey
21	Isaiah 40:31	Deborah	Reformation; Church of England	<i>Europe; England; Indonesia; Vietnam; Bali; 5-Day: United States; Central America</i>	Martin Luther; Henry VIII; Queen Elizabeth; 5-Day: Joy Ridderhof
22	Proverbs 18:9	King Saul; King David	The Age of Elizabeth;	<i>England; Afghanistan; Sri Lanka; Bangladesh; 5-Day: Mexico</i>	Queen Elizabeth; Shakespeare; 5-Day: Joy Ridderhof
23	Proverbs 16:24	David's life	European Settlers; Kings of England; Kings of France; Thirty Years War	<i>England; America; France; Bhutan; India; 5-Day: Alaska</i>	James I, Charles I, Oliver Cromwell; Louis XIV; Joy Ridderhof (5-Day)
24	Psalms 121:1	Solomon and God's Temple in Jerusalem	The Habsburgs; The Tsars; Peter the Great	<i>Spain; Austria; Russian; St. Petersburg; Fiji; Samoa; Papua New Guinea; 5-Day: Philippines</i>	Peter the Great; 5-Day: Joy Ridderhof

©2013 by Sonlight Curriculum, Ltd. All rights reserved.

Core C—Scope and Sequence: Schedule for Topics and Skills (cont.)					
Week	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
25	Psalms 121:1-2	Proverbs	The Seven Years War; The Mogul Empire; Ming and Ch'ing Emperors; Japan	<i>Prussia; Austria; England; America; France; India; China; Japan; New Zealand; 5-Day: Philippines</i>	Fredrick the Great; 5-Day: Joy Ridderhof
26	Psalms 121:1-3	Proverbs: how to treat others	Trade; Kings and Parliaments; Agricultural Revolution; The American Revolution	<i>Europe; England; America; Venezuela; Colombia; Uruguay</i>	George Washington; King George III; Benjamin Franklin; Thomas Jefferson; 5-Day: Joy Ridderhof
27	Psalms 121:1-5	Prophets: Elijah and Elisha	French Revolution; Napoleon; Latin America and the Caribbean Islands; Music	<i>France; Napoleon's Empire; Russia; Waterloo; Central and South America; Caribbean; Europe</i>	Napoleon; Simon Bolivar; 5-Day: Joy Ridderhof
28	Psalms 121:1-8	Nineveh	Explorers; Africa; Indians, Settlers & the Wild West; Australia and New Zealand; The Crimean War	<i>America; Africa; Australia; New Zealand; Russia; Crimea; Turkish Empire; Cuba; Haiti</i>	Queen Victoria; Florence Nightingale
29	Psalms 121	Judah; Esther	Western Ideas in the East; American Civil War; Franco-Prussian War; New Nations and Ways of Governing	<i>Japan; China; America; England; France; Prussia; Venezuela; Brazil; Peru</i>	Abraham Lincoln
30	Psalms 121	Esther; Nehemiah	The Industrial Revolution	<i>America; England; Namibia; Botswana; 5-Day: Scutari, Turkey</i>	James Watt; Alexander Graham Bell; Thomas Alva Edison; Wright brothers; 5-Day: Florence Nightingale
31	Romans 8:1	How God saves us through Jesus Christ	The Industrial Revolution	<i>England; Germany; Poland; China; Russia; Nepal; Burma</i>	Gladys Aylward; 5-Day: Louis Pasteur
32	Psalms 100	Live in Christ		<i>Japan; China; India</i>	Gladys Aylward; 5-Day: Joseph Lister
33	Psalms 100	Death and life		<i>China; Japan; Indonesia</i>	Gladys Aylward
34	Psalms 100	God's salvation for everyone		<i>China; Japan; Taiwan; Turkey; Middle East; Afghanistan</i>	Gladys Aylward

Core C—Scope and Sequence: Schedule for Topics and Skills (cont.)					
Week	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
35	Psalm 100	Love each other	World War I; The Great Depression; World War II	<i>Serbia; Austria; Germany; Europe; United States; Switzerland; Africa; Asia; Australia</i>	Franklin Roosevelt; Mussolini; Hitler; 5-Day: Alexander Fleming
36	Psalm 100	Share the good news	United Nations; Colonies fight for Independence; Russian Revolution; Communism; Korean War; Vietnam War; Cold War	<i>Europe; India; The British Empire; Russia; Korea; Vietnam; China; United States</i>	Mohandas Gandhi