

# 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 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—i.e., brown bread and yellow cheese: can you think of four foods that are made more specific by describing their color?  
A suggestions: white and dark meat (chicken); green beans; yellow beans; yellow tomatoes; yellow squash; dark

## Vocabulary

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

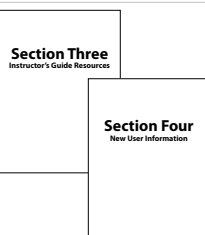
## Vocabulary

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 plain which creates good soil for rice planting. In 2010, 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 floods.



## 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 E & LA E		WEEK 1			SCHEDULE	
Date:	Day 1 <sup>1</sup>	Day 2 <sup>2</sup>	Day 3 <sup>3</sup>	Day 4 <sup>4</sup>	Day 5 <sup>5</sup>	
Bible						
Starting Strong	"One of a Kind" pp. 7–11 & chap. 1 (all week)					
Student Reading	Luke 5:1–11	Matthew 4:18–22	Matthew 1:14–20	John 1:35–51	John 6:35–69	
Parent Reading	Matthew 1	Matthew 2	Matthew 3	Matthew 4	Matthew 5:1–26	
Memorization	Matthew 4:4 (all week)					
History/Geography						
William Wilberforce	chaps. 1–2 🕒👤🌐	chaps. 3–4	chaps. 5–6	chaps. 7–8		
5-Day: Sounding Forth the Trumpet					"The Divine Watchmaker" pp. 7–11 📖	
Wee Sing America	Days 1–4: (re-)learn "The Star Spangled Banner" pp. 8–9.					
Read-Alouds						
Moccasin Trail	chap. 1 🌐	chap. 2 🌐	chap. 3 🌐	chap. 4 🌐		
Oxford Illustrated Book of American Children's Poems		p. 8		p. 9		
5-Day: American Tall Tales					"Sky-bright Axe/ Paul Bunyan" 🌐	
Readers						
By the Great Horn Spoon!	chap. 1 🕒🌐	chaps. 2–3 🌐	chaps. 4–5 🌐	chap. 6–mid p. 76 🌐	p. 76–chap. 8	
Other Subjects (Math, Science, etc)						



SCHEDULE CONTINUED		WEEK 1			LANGUAGE ARTS E	
Date:	Day 1 <sub>1</sub>	Day 2 <sub>2</sub>	Day 3 <sub>3</sub>	Day 4 <sub>4</sub>	Day 5 <sub>5</sub>	
Spelling						
Sequential Spelling						
Handwriting						
Optional: Handwriting						
Grammar/Mechanics						
Vocabulary Development						
Optional: Wordly Wise 3000, Book 4	Exercise 1A		Exercise 1B	Exercise 1C		
Creative Expression						
	A: Dictation Passage	B: Personification	C: Organization	A Gold Nugget's Tale	5-Day: Dictation	
Electives						
Other Notes						
All optional assignments are not included in the Core Package. Optional books are sold separately.						

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## Day 1

## Bible

Our goal by scheduling daily student readings in the Bible is to encourage the good discipline of a daily quiet time. We trust that as you, the student, get used to reading daily, you will build this good habit in your life.

**Parents Note:** When the schedule says “Parent Reading,” our desire is that you will read the scheduled passages together with your children. Read the Bible passage first and then your other Read-Alouds. Enjoy getting to know this great story!

**Students:** This week you’ll meet Peter, a fisherman called by Jesus, in *Starting Strong: One of a Kind*. You’ll also read about Jesus, calling other disciples, and how Christ is the “bread of life.”

**Parents:** We schedule Gospel readings each year to help families grow in the knowledge and love of Jesus and his story. As you and your children make your way through the Gospel of Matthew, we’ll offer insights here and there, emphasizing some of its many prophetic insights. Many scholars believe Matthew’s intention is to reach a primarily Jewish audience. Matthew quotes or alludes to the Old Testament more than any other Gospel writer. As a result, Matthew underscores what are known as messianic prophecies. These are passages in the Old Testament that anticipate the coming Messiah (Christ in the Greek).

Messianic prophecies are not always overt. In fact, in reading the Old Testament you won’t find passages that read along the lines of, “Pay attention, here comes an important messianic prophecy!” This doesn’t mean, however, that Old Testament prophecies of the coming Messiah are so vague that we can’t apply them sensibly. Some scholars believe there are some 300 or more Old Testament prophecies about Christ.

If you want to learn more about the messianic prophecies we recommend the book *Answering Jewish Objections to Jesus: Volume 3: Messianic Prophecy Objections* by Michael L. Brown (Baker Books, 2003). In particular, his appendix lists seven important points in reference to messianic prophecies. You may also be interested in material on Bible prophecies in general in *The New Evidence That Demands a Verdict* by Josh McDowell and a chapter in *20 Compelling Evidences That God Exists* by Kenneth Boa and Robert Bowman.

**Parents:** In Matthew 1 you and your children will read the genealogy of Jesus. To modern readers, this hardly seems like the most exiting way to begin a book! But to a primarily Jewish audience, knowing the lineage of Christ is key to accepting him as the Messiah. Some critics point out that Matthew and Luke have significant differences in their genealogies. A reasonable explanation explains that

Matthew traces the lineage of Jesus through Joseph, while Luke emphasizes on the line of Mary. The important point is that Matthew highlights the Davidic lineage of Christ.

Note Matthew 1:22-23, especially the key words, “All this took place to fulfill . . .” Matthew then goes on to reference Isaiah 7:14: “The virgin will be with child and will give birth to a son, and they will call him Immanuel” (NIV). Christians see the Isaiah passage as a clear prophecy of the anticipated virgin birth of Christ, while critics claim that in context the passage has nothing to do with Jesus. Some argue that the word translated “virgin” in the Isaiah passage can actually mean “young woman,” so there’s clearly no prophecy of Christ here. However, in context “virgin” in the passage makes more sense, otherwise there’s nothing really extraordinary about a young woman being pregnant by normal means, right? In context Isaiah is underscoring “a supernatural event of great importance to the house of David, apparently the birth of a royal child” (Brown, 4.3, p. 17). Consequently, it’s not a stretch to apply Isaiah 7:14 to Christ’s miraculous birth.

**Parents:** In your reading of Matthew 2, look for messianic references in 2:15, 2:17-18, and 2:23. In 2:15 Matthew writes about Joseph and Mary fleeing with Jesus to Egypt: “And so was fulfilled what the Lord had said through the prophet: ‘Out of Egypt I called my son.’” This refers to Hosea 11:1. In context the Hosea passage is about God guiding Israel out of Egypt during the time of Moses. Matthew appears to interpret and apply the history of Israel, broadly, to fulfillment in the life of Christ. Is this a stretch? Critics would say it is. Christians claim that Matthew, under divine inspiration, applied Hosea 11:1 correctly, thus underscoring Israel as a “type” of Christ in the Old Testament, anticipating his arrival.

Matthew 2:17-18 is another passage to pay attention to in reference to messianic prophecy: “Then was fulfilled what was spoken by the prophet Jeremiah: ‘A voice was heard in Ramah, weeping and loud lamentation, Rachel weeping for her children; she refused to be comforted, because they are no more’” (ESV). The passage Matthew cites is Jeremiah 31:15. *The ESV Study Bible* comments: “Jeremiah used personification to describe the mothers of Israel (Rachel) mourning for their children who had been removed from the land and carried off into exile, leaving Israel no longer a nation and considered dead . . . Like the exile, the attempt on Jesus’ life was intended to wipe out the chosen one of God.”

**Parents:** In Matthew 2:23 we read, “And he [Jesus] went and lived in a city called Nazareth, so that what was spoken by the prophets might be fulfilled, that he would be called a Nazarene” (ESV). Here’s a case where Matthew doesn’t appear to have any specific or single Old Testament verse in mind, but “a general theme in the OT [Old Testament] prophets [note the plural] held people of Nazareth in contempt . . . Thus Matthew is saying that the

OT prophets foretold that the Messiah would be despised (see Ps. 22:6; Isa. 49:7; 53:3; cf. Dan. 9:26), comparable to the way in which the town of Nazareth was despised in the time of Jesus” (ESV Study Bible). Other interpreters note that “Nazareth” sounds like the Hebrew word for “branch” (neser), which also served as a title or designation for the Messiah (see, for instance, Zechariah 3:8).

**Parents:** Matthew 4:13-16 offers another prophetic glimpse, this time referencing Isaiah 9:1-2. Most of the public ministry of Jesus took place “in the territory of Zebulun and Naphtali,” while the “light” refers to the Messiah. —*Robert Velarde*

**Starting Strong** | “One of a Kind” pp. 7–11 & Chapter 1

Read this assignment throughout the entire week.

**Student Reading** | Luke 5:1–11

**Parent Reading** | Matthew 1

**Memorization** | Matthew 4:4

Jesus answered, “It is written: ‘Man shall not live on bread alone, but on every word that comes from the mouth of God.’”

## History/Geography

**William Wilberforce** | Chapters 1–2

See the book for questions.

### Overview

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

Although we study American history this year, we pause to read Wilberforce’s biography to compare the two different ways nations ended slavery. See Britain’s way here. In a few weeks we’ll read how the U.S. ended slavery. We’ll see that Godly politicians can accomplish much.

**Note:** John and Charles Wesley were brothers credited with founding the Methodist movement. Beginning with open-air preaching, it was a highly successful evangelical movement in the United Kingdom which encouraged people to experience Jesus Christ personally.

### Timeline and Map Activities

While Wilberforce fought for freedom for slaves, in South America, Simon Bolivar fought for independence from Spain for his own people.

🕒 **Simon Bolivar (1783–1830)**

🕒 **William Wilberforce (1759–1833)**

📍 Hull, England (D2); Baltic Sea (C5) (map 4)

**Wee Sing America, Days 1–4** | (re-)learn “The Star Spangled Banner” pp. 8–9

## Read-Alouds

**Moccasin Trail** | Chapter 1

### Setting

The West, Oregon Territory 1844

### 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.

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

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

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

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

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

For perhaps a count of sixty he stood motionless, bringing every **faculty** of his mind to bear on the matter. (*power or ability*)

A quick glance told him that all was well, even before his **gaunt** wolflike dog, Moki who always slept with one eye open, came wriggling out from beneath a bush to greet him with a flurry of tail wagging and panting. (*thin and bony*)

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

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

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

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

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

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

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

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

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

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

\* \* \*

**Note:** Use the following words as you discuss today's reading to enhance your children's understanding of the story.

**flintlock:** a gunlock in which a piece of flint striking against steel produces sparks that ignite the priming.

**Plains:** the vast dry grassland in central North America.

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

**cached:** placed or stored in safety or concealment.

**Sioux:** a tribe of Indians in the northern plains of North America who were famous for their bravery, fighting ability, and political skills.

**plew:** a beaver skin.

**castoreum:** a creamy orange-brown substance with strong penetrating odor and bitter taste that consists of the dried perineal glands of the beaver and their secretion or an extract of this and is used by perfumers as a fixative and by professional trappers to scent bait.

**greenhorn:** an inexperienced or unsophisticated person.

**Digger Indians:** Native Americans of the central plateau region of W North America, including tribes in Oregon, Idaho, Utah, Arizona, Nevada, and central California. The name is supposedly derived from the fact that they dug roots for food. (source: [www.encyclopedia.com](http://www.encyclopedia.com)).

**awl:** a pointed instrument for marking surfaces or piercing small holes (as in leather or wood), the blade being differently shaped and pointed for different uses.

**sinew:** a tendon dressed for use as a cord or thread.

**poultice:** a soft mass (as of bread, bran, or medicated clay) usually heated and spread on cloth for application to sores, inflamed areas, or other lesions, to supply moist warmth, relieve pain, or act as a counterirritant or antiseptic.

**medicine dreams:** an Indian belief encouraging young boys before or at puberty to enter a period of fasting, meditation and physical challenge. He separates himself from the tribe and goes to a wilderness area. The goal is to receive a vision that will guide his development for the rest of his life (source: [www.religioustolerance.org/nataspir.htm](http://www.religioustolerance.org/nataspir.htm)).

**guttural:** being or belonging to a speech sound or a language or speaker having sounds that do not occur in standard English and that are articulated in the throat.

**switches:** heavy strand of usually long cut hair fastened at one end and used in addition to a person's own hair.

**graven:** engraved, carved, sculptured.

**palaver:** an often prolonged parley usually between persons of different levels of culture or sophistication.

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

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

**Nez Perce Indians:** [pronounced nehz PURS] are a tribe that lives in north-central Idaho. The name Nez Perce means pierced nose, but few of the Indians ever pierced their noses. In 1805, a French interpreter gave the name to the tribe after seeing some members wearing shells in their noses as decorations. The Indians kept the name. The Nez Perce originally lived in the region where the borders of Idaho, Oregon, and Washington meet. Prospectors overran the Nez Perce reservation after discovering gold there in the 1860s (source: *2003 World Book Encyclopedia*).

#### To Discuss After You Read

Q: What jobs were the former fur traders taking up and why does this unsettle Jim?

A: *they went east, guided wagon trains, or set up trading posts; he can't see himself doing so*



Q: What did Jim's encounter at age 11 with the grizzly bear do to change his life?

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

Q: What made Jim a Crow?

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

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

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

#### Timeline and Map Activities

📍 Powder River (C2); Taos (E4); Absaroka (in Crow country) (C4); Humboldt River (D2); Snake River (C3); Green River (D3); Pierre's Hole (C3); Jackson's Hole (C4); Wind River (C4); Clearwater (C3) (map 1)

## Readers

### By the Great Horn Spoon! | Chapter 1

#### Setting

Boston to California; 1849

#### Overview

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

#### To Discuss After You Read

Q: When, why and how are Praiseworthy and Jack going to California?

A: *when: 1849, during the Gold Rush; why: to make a quick fortune so they can save the family house back in Boston; how: stowing away in barrels on board a ship*

Q: What job must Jack and Praiseworthy do when they confess they are stowaways? Do they like their job? Why or why not?

A: *they shovel coal in the ship's boiler room, a job which thankfully keeps them warm*

#### Timeline and Map Activities

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

📍 Boston (B11) (map 2)

📍 The Horn (G3); The Panama Canal (the route ships take today) (D2); Straits of Magellan (G3) (map 3)

📍 San Francisco (E1); California (E1) (map 1)

## Language Arts

### Spelling

#### Sequential Spelling

To improve your children's spelling, complete daily spelling exercises. We recommend the *Sequential Spelling* program. For more information about this program, please visit [www.sonlight.com/sequential-spelling.html](http://www.sonlight.com/sequential-spelling.html). Use the "Spelling" line on your weekly schedule to record what you have done each week.

### Handwriting (Optional)

Consider handwriting instruction at this level optional—use a formal handwriting program only if your children need practice. Otherwise, use your children's dictation work to check their handwriting.

If you choose a handwriting program, then use the line in your weekly sheet to record what your children do.

If you would like help scheduling any of the programs we offer, please go online to [www.sonlight.com/handwriting-schedules.html](http://www.sonlight.com/handwriting-schedules.html) and download and print the appropriate file.

### Grammar/Mechanics

Do Sonlight's *Grammar Ace* for one year between 4th–7th grade. Choose the grade that works best for your children. If you want more practice with Grammar, do Sonlight's *Grammar 5* and then *Grammar 6* programs. Use the space on the Schedule page to record what you have done.

### Vocabulary Development

Our vocabulary development program is based on and ties in with the Read-Alouds. You will find all the words for Vocabulary Development in this guide in your daily Read-Aloud notes listed as "Vocabulary."

Use the blank "Vocabulary Development" line on your weekly schedule to record the names of the books from which you're taking your vocabulary words, then simply check off each day of the week.

**Optional: Wordly Wise 3000, Book 4 | Exercise 1A**

### Creative Expression

Our goal is to encourage your children to write daily. We realize, though, that there are some days when they will not feel like writing.

For your convenience, we provide an additional dictation passage each week. The next time you find yourself with a reluctant writer, just use one of these alternative

dictation passages as your writing assignment for the day. And encourage your children to get some extra rest so that they're ready to tackle their regular writing assignment the next day.

#### Preferred Dictation Method

**Rationale:** This dictation method involves two steps. First, on Day 1 ask your children to read through the dictation passage to familiarize themselves with it. They should note any words, capitalizations, or matters of punctuation that require special attention. This is also their opportunity to ask you to clarify anything they're unsure about. Once your children understand the passage, have them complete the "5-Minute Mechanics" activity on the Activity Sheet.

On Day 5, your children should take no more than five to ten minutes to prepare independently for the final dictation. Preparation may involve writing out unfamiliar words, practicing spelling them out loud or on paper, trying to remember how a word looks by "seeing" it in their minds, drawing a word in large letters written in mid-air with an imaginary pen, etc. When their time is up, give the dictation, clause by clause, reading each clause only twice (repeating it only once). Your children should write in the cursive style and, as you read the passage to them, you should not emphasize the different sounds in each word.

Before handing their papers to you, your children should check their work for errors. They should mark and correct any errors they find. Discuss with your children what you think they have done particularly well, as well as what they could do better.

If you see consistent spelling, punctuation, or handwriting problems (keep a record on the weekly schedule), review that area using the list of spelling rules included in **Section Three**.

#### A: Dictation Passage<sup>1</sup>

Read through the dictation passage with your children. Note any words, capitalizations, or matters of punctuation that require special attention. On Day 5 you will read the dictation as your children write it down.

It was not once upon a time—it was precisely the twenty-seventh day of January in the year 1849. Gold had been discovered in California some twelve months before and now, in a rush, the Gold Rush was on.

#### 5-Minute Mechanics

Today your children will learn about **common** and **proper nouns**, and the **gender of nouns**—*feminine, masculine, neuter* and *indefinite*. See **Week 1 Activity Sheet** for more information. If your children have trouble distinguishing all of the nouns from the passage, have them look up words they are uncertain about in the dictionary.

#### Answers:

1. **Common Nouns:** *time, day, year, gold, months, rush (in this context); Proper Nouns:* *January, California, Gold Rush.*

1. *By the Great Horn Spoon!*, p. 3.

2. *All of the nouns in the passage are neuter—they are all objects or ideas, which are neither male nor female.*

#### Optional: Dictation<sup>2</sup>

**Note:** For your convenience, we provide an additional dictation passage each week. If your children are having an "off" day, just use one of these alternative dictation passages as your writing assignment for the day. Feel free to take a break instead of trying to grind your way through the regular assignment.

The ship was bound for the gold fields with 183 passengers—not counting the stowaways. Hundreds of gold-seekers had been left at the dock clamoring for passage. The California fever was sweeping through the cities and towns and villages like a heady wind.

## Day 2

### Bible

**Starting Strong** | "One of a Kind" pp. 7–11 & Chapter 1

**Student Reading** | Matthew 4:18–22

**Parent Reading** | Matthew 2

**Memorization** | Matthew 4:4

### History/Geography

**William Wilberforce** | Chapters 3–4

### Read-Alouds

**Moccasin Trail** | Chapter 2

#### Vocabulary

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

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

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

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

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

2. *By the Great Horn Spoon!*, p. 3.



**Bandy:** bowed.

**kinnikinnick:** a mixture of the dried leaves and bark of certain plants (as sumac leaves and the inner bark of a dogwood, especially the silky cornel) and sometimes tobacco smoked by the Indians and pioneers of the Ohio valley and the region of the Great Lakes.

**jumpy as a treed painter:** nervous as a trapped cougar/puma/mountain lion.

**Dalles:** a city in northern Oregon on the Columbia River named for the rapids of a river that runs between the steep precipices of a gorge or narrow valley. The Dalles was an important stop on the Oregon Trail.

**rendezvous:** a meeting at an appointed place and time.

**Blackfeet tuck his hair:** took his scalp.

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

**incantation:** words used in the manner of a formula without conscious concern as to their aptness or relevance to a particular situation.

**savvy:** understand.

#### To Discuss After You Read

- Q: Why was Jim's Uncle Adam so attractive to Jim?
- A: *Adam was everything Jim's dad was not, free, carefree, full of wanderlust, full of excitement—everything an 11 year-old could worship*
- Q: Why does Jim decide to find out what the letter said?
- A: *Tom is leaving, the beavers are hunted out, he doesn't feel like he belongs with the Indians and the letter contains words of his "good medicine," a sign*

#### Timeline and Map Activities

- 📍 *Laramie (D4); Fort Hall (C3); The Dalles (H11); Missouri (E7); Taos (E4) (map 1)*

**Oxford Illustrated Book of American Children's Poems** | p. 8

## Readers

### By the Great Horn Spoon! | Chapters 2–3

#### To Discuss After You Read

- Q: Why do Jack and Praiseworthy go to California by boat, not overland? [chap. 2]
- A: *the trip is shorter—instead of a year, it will take several months*
- Q: How do Jack and Praiseworthy catch the thief? [chap. 2]
- A: *Praiseworthy claims to have a pig that will squeal when a pickpocket touches him; with the lights out, each man touches the pig, the pig does not squeal; when the lights go on again, Praiseworthy explains that he dusted the pig with coal dust, so the innocent people have smudged fingers and the guilty does not*
- Q: Do you think the captain does right to stop and pull the square-rigger? Why or why not? How many days does the ship lose by engaging in this act of kindness? [chap. 3]
- A: *YOU have to answer what YOU think is right, but look up Matthew 7:12 and Luke 10:25–37; the ship loses four days, besides the day they are already behind*

#### Timeline and Map Activities

- 📍 *Rio de Janeiro (F3) (map 3)*

## Language Arts

## Creative Expression

### B: Personification

#### Personification

Personification gives human qualities to animals or inanimate objects.

Ex. The **wind moaned** and **breathed, speaking** to all that winter is here.

The **sun smiled** on the park, **calling** children from all around to come and play.

The **fire snapped angrily** at the dry trees.

Additional examples include:

- The sun smiled down on our picnic.
- The leaves danced in the wind.
- Time is running out!
- The ancient car groaned into third gear.
- The cloud scattered rain throughout the city.

The wind may sound like it moans, but breathing and speaking are human characteristics. The sentence could have been written as follows: "There is a strong wind, which indicates to everyone that winter is here?" Do your

children see the difference? Which sentence do they prefer? Follow the directions for “B: Personification” on **Week 1 Activity Sheet**.

Answer Key:

1. ring, dancing
2. wind, pick her up; carry her along
3. mountains, stood
4. stagecoach, climbed
5. snow, breast
6. kittens, lost their mittens
7. throb, ran
8. visions of sugar plums, danced

## Day 3

### Bible

**Starting Strong** | “One of a Kind” pp. 7–11 & Chapter 1

**Student Reading** | Matthew 1:14–20

**Parent Reading** | Matthew 3

**Memorization** | Matthew 4:4

### History/Geography

**William Wilberforce** | Chapters 5–6

### Read-Alouds

**Moccasin Trail** | Chapter 3

#### Vocabulary

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

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

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

\* \* \*

**eddy**: a current of water running contrary to the main current, whirlpool.

**primer donner**: a person who finds it difficult to work under direction or as part of a team, one who is impatient of restraint or criticism.

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

#### To Discuss After You Read

- Q: What is the difference between an emigrant and an immigrant?
- A: *an emigrant leaves his home for another place, while an immigrant moves to a new land, the settlers were emigrants*
- Q: Why do Jonnie and Jim need one another?
- A: *Jonnie needs his elder brother to claim land, and Jim needs a valley and home*
- Q: If wagon trains traveled 2000 miles at a rate of 15 miles/day, how long did it take to reach the Columbia Gorge?
- A: *134 days*

#### Timeline and Map Activities

- 📍 *Blue Mountains (C2); Columbia River (B2); Powder River (C2); Columbia Gorge (H11); Cascade Mountains (C1); Willamette River (C1); Sweetwater River (D4) (map 1)*

### Readers

**By the Great Horn Spoon!** | Chapters 4–5

#### To Discuss After You Read

**Note:** When a person traveled to California via Cape Horn, s/he is said to have “rounded the Great Horn Spoon.”

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

#### Timeline and Map Activities

- 📍 *Straits of Magellan (G3); Patagonia (G3); Tierra del Fuego (G3) (map 3)*

### Language Arts

### Vocabulary Development

**Optional: Wordly Wise 3000, Book 4** | Exercise 1B

### Creative Expression

### C: Organization

#### Gold Rush Story from the Perspective of a Gold Nugget

You have been reading about the California Gold Rush in *By the Great Horn Spoon!* This week you will write a short story about the California Gold Rush. Write it from the perspective of a piece of gold.

Amateur photographers usually shoot pictures from eye level, wherever that may be. Whether they are taking a picture of a mountain off in the distance or a turtle at their feet, they shoot the picture standing up.

Before a professional photographer takes a picture, he or she studies the subject to see which angle will provide the greatest visual interest. Take the turtle for example. Have you seen turtles before? How do you normally view them? From the top, right? That's how you would see a photograph of a turtle shot from eye level when you were standing up.

But suppose you were to squat on the ground and set your camera in such a way that you could take a picture of a turtle from the turtle's eye level. Have you ever seen a turtle from that perspective? How about from under the turtle—looking up at it as it walked by? Would that be an interesting photograph? Possibly! Far more interesting, certainly, than the common view from up above.

It's the same with writing. Your writing will be more interesting if you can pick an unfamiliar view, a new angle, something that few people have done before. That's why this week's creative expression assignment is to be written from the perspective of a piece of gold. "Everybody" has heard the story from the perspective of a human being. Your challenge is to tell the story in a new and, hopefully, more interesting way by telling it from the perspective of a gold nugget.

As you tell the gold nugget's story, you will need to personify the nugget. Give your nugget a human name, human life, and human problems.

Writers often use pre-writing to organize their thoughts and to develop ideas. In addition to helping them overcome writer's block, pre-writing can help you to focus your ideas, to develop topics, and to organize the order of the content. We will learn about different types of pre-writing as the year progresses. Today for your pre-writing, fill in the chart "C: Organization" on **Week 1 Activity Sheet**. Use the five rows for the five senses that a human has. Remember the nugget "lives" in 1849 in San Francisco.

What does the nugget see? Hear? Taste? Smell? Touch?

## Day 4

### Bible

**Starting Strong** | "One of a Kind" pp. 7–11 & Chapter 1

**Student Reading** | John 1:35–51

**Parent Reading** | Matthew 4

**Memorization** | Matthew 4:4

### History/Geography

**William Wilberforce** | Chapters 7–8

### Read-Alouds

**Moccasin Trail** | Chapter 4

### Vocabulary

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

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

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

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

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

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

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

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

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

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

\* \* \*

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

**plumy**: resembling a large showy feather.

### To Discuss After You Read

- Q: Both brothers were shocked at each other's appearance. Why?
- A: *Jonnie looked just like Jim's dead Uncle Adam, and Jim's strong Indian appearance was shocking to all the emigrants*
- Q: Why does Jim have a tough time with meeting Jonnie?
- A: *Jonnie reminds Jim of Dad by being able to make you feel bad with a look, Jonnie with the entire wagon train in love with him seems to be someone important, and Jonnie seems angry at at Jim's abandoning the family*
- Q: What is Jonnie's impression of Indians? Why?
- A: *they are devils; he is unimpressed by their lifestyle, he doesn't know about their good qualities*
- Q: Why is Jonnie's impression of Jim important to Jim?
- A: *he's the older brother; Jonnie looked up to him in the past*

#### Timeline and Map Activities

- 🌐 *Windlass Hill* (D5); *Snake River* (C3); *Wind River* (C4) (map 1)
- 🌐 *Council Bluffs* (C1); *St. Louis* (D3); *Independence* (D2) (map 2)

#### **Oxford Illustrated Book of American Children's Poems** | p. 9

#### Readers

#### **By the Great Horn Spoon!** | Chapter 6—mid p. 76

#### To Discuss After You Read

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

#### Timeline and Map Activities

- 🌐 *Chile* (F2); *Callao* (E2); *Peru* (E2); *Andes Mountains* (E2); *Galapagos Islands* (E1) (map 3)

#### Language Arts

#### Vocabulary Development

#### **Optional: Wordly Wise 3000, Book 4** | Exercise 1C

#### Creative Expression

#### **A Gold Nugget's Tale**

Use your pre-writing chart with the five senses to pretend you are a piece of gold that was found by some prospector during the California Gold Rush. How did he (or was it a she?) find you? What did he do with you? Were you put in a bank? Were you sold? What happened then? Where are you today? Or, rather, what are you today? Do you know? Write your story on a separate piece of paper. Remember to have a beginning, middle, and end to your story. Be descriptive and have fun writing your story!

Your finished story should be 3–4 paragraphs long. Here's what a sample story might look like:

My name is Nate and I'm a wedding ring who belongs to a guy named Maurice. Sure, it might not sound like I lead an exciting life, but my life was not always so boring. In fact, I started out life as a gold nugget in a crystal-clear stream in California. Ah, those were the days ...

As a child, I hung around the stream bed, occasionally moving downstream with a particularly-strong current. Then one day, everything changed. A smelly man named Pete stomped into the stream and rudely dislodged me and several of my friends from the bottom. His stubby fingers soon grabbed me and held me close to his cold, evil eyes.

Inexplicably, he then bit me with his dull, yellow teeth, nodded approvingly, and dropped me into a

leather bag that smelled like sweat and minerals. The darkness nearly suffocated me. I resolved to persevere, however, and soon found myself tumbling out onto a cold, hard marble counter.

Another strange man Pete called "the jeweler" carefully studied all my sides and then placed me on a soft, warm cloth. Thankfully, Pete left after "the jeweler" gave him a wad of cash. Unfortunately, I would never return to my beautiful stream bed. "The jeweler," who happened to be named Maurice, carefully crafted me into the beautiful, shiny golden ring you now see wrapped around his finger. I miss the stream, but I have to admit that life with Maurice can be quite exciting.

#### Day 5

#### Bible

#### **Starting Strong** | "One of a Kind" pp. 7–11 & Chapter 1

#### **Student Reading** | John 6:35–69

#### **Parent Reading** | Matthew 5:1–26

#### **Memorization** | Matthew 4:4

#### History/Geography

#### **5-Day: Sounding Forth the Trumpets** | "The Divine Watchmaker" pp. 7–11

**Note to Mom or Dad:** Before beginning this assignment, please take time to read the article "General Comments for *Sounding Forth the Trumpet*" found in Section Three.

p. 8

**Suggested Revision: Delete** from *but there was more* in the last line of the next-to-last paragraph ... through to the end of the page. **Then comment** directly to your children—making clear that it is you who is speaking: "But the authors want to suggest that the *real* reason for the war was one thing and one thing only: *slavery*."

**Explanation:** The authors say, "By the early 1800s, owning slaves in the South had become a way of life. And by the time the Southern states seceded from the Union in 1861, some believed owning slaves was a right."

Both of these sentences are accurate as far as they go. The problem is, Marshall and Manuel fail to tell the whole truth ... which, if they were to mention it, would paint a very different picture than the one these two sentences by themselves create. For example, we could rewrite the first sentence in this manner and it would be equally true: "Already, by the 1630s, slave ownership was well entrenched in Puritan New England. And by the mid-1700s, it was a way of life throughout the United States." Indeed, as we note in our notes concerning *From Sea to Shining Sea*,

[W]hile, from our vantage point in history, slavery looks obviously like an evil institution, "the Quakers

... were the first organized group in history to demand the abolition of slavery. [And t]hey began their campaign [only] within their own membership in the late 1750's, and took their criticisms public in the 1770's. The world ignored them at first. The idea [of abolishing slavery] was considered preposterous."<sup>3</sup>

Quakers were considered radical revolutionaries. Indeed, they were despised and persecuted by Puritans.<sup>4</sup>

My point: As they do elsewhere, so here: Marshall and Manuel ignore the "inconvenient truths" in order to paint a pretty but, really, false picture.

U.S. *Constitution Online* notes, "In the census of 1790, there were slaves counted in nearly every state, with ... Massachusetts and the 'districts' of Vermont and Maine being the only exceptions."<sup>5</sup> (Note, however, that Vermont and Maine were not states! In truth, the only state that had no slaves was Massachusetts. So the sentence should actually read, "In the census of 1790, there were slaves in

3. Gary North, *Tools of Dominion* (Tyler, TX: Institute of Christian Economics, 1990), p. 181.

4. According to [www.powayusd.com/teachers/clewis/abolitionism\\_in\\_the\\_united\\_state.htm](http://www.powayusd.com/teachers/clewis/abolitionism_in_the_united_state.htm),

In the United States today human slavery is regarded not simply as wrong but as utterly indefensible and an affront to humanity. This powerful consensus makes it hard to appreciate the significance of taking an antislavery stance in the [1700s]. It was not easy to come to abolitionist principles. ... [A]bolitionists [in the 1700s and early 1800s] had to wrench themselves free of institutions and attitudes that had been accepted for centuries. The Bible, viewed by many as a compendium of social as well as religious truth, did not condemn slavery. The ancient Greek democracies and the Roman Republic, which provided political inspiration during the revolutionary era, practiced and accepted slavery.

Although it is hard to imagine, white society did not see slavery as a moral or philosophical problem until a small number of outspoken individuals made it a problem. Beginning in the 1750s members of the Society of Friends, or Quakers, took the lead in challenging the institution. The most important Quaker antislavery activists were New Jersey Friend John Woolman, the author of the pamphlet *Some Considerations on the Keeping of Negroes* (1754), and Philadelphia Friend Anthony Benezet. During the mid-18th century Woolman traveled widely in British North America, appealing to Friends to free their slaves.

Woolman and other antislavery Friends were unique in basing their opposition to slavery on their sympathy for enslaved African Americans. In the 19th century Friends would be at the vanguard of a wide range of reforms aimed at bettering American society. During the 18th century, however, they turned their attention inward, focusing on their own religious society. In 1775 Benezet and Woolman played a leading role in founding the first American antislavery organization, the Pennsylvania Society for the Abolition of Slavery. After long discussion and debate, the Society of Friends reached consensus on the issue and became the first institution in the United States to condemn slavery as a moral wrong.

By 1784 every yearly meeting in the United States had forbidden its members to own slaves. In 1797 the Philadelphia Yearly Meeting resolved that members should be admitted "without regard to colour." At the time, this was truly a radical stance. In 1790 the Society of Friends presented Congress with the first petition calling for emancipation. Friends remained active in their opposition to slavery. But American Protestantism as a whole did little to challenge the institution until well into the 19th century.

5. From [www.usconstitution.net/consttop\\_slav.html](http://www.usconstitution.net/consttop_slav.html) accessed 19 March 2012.

every state but one: Massachusetts.")

The article "Slavery in the United States" by Jenny Wahl, available at [eh.net](http://eh.net),<sup>6</sup> gives the specific numbers of slaves in the 13 original states based on the censuses of 1790, 1810 and 1860, and it confirms: only Massachusetts had no slaves in 1790. By 1810, two states were slave-free: Massachusetts and New Hampshire. By 1860, Connecticut, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania and Rhode Island were all slave-free. But even at that late date, two of the original "Northern" states (states that were to remain in the Union during the so-called Civil War)—specifically, Delaware and Maryland—still had slave populations. And Maryland's slave population was quite substantial. Over half of its black residents—over an eighth of all people in the state—were slaves. In 1860.

As for whether the so-called Civil War was fought over *slavery*: note Lincoln's own words about the subject. He wrote to Horace Greeley on August 22, 1862, well over a year after the war began:

I would save the Union. I would save it the shortest way under the Constitution. The sooner the national authority can be restored, the nearer the Union will be 'the Union as it was.' If there be those who would not save the Union unless they could at the same time save slavery, I do not agree with them. If there be those who would not save the Union unless they could at the same time *destroy* slavery, I do not agree with them. My paramount object in this struggle is to save the Union, and is *not* either to save or destroy slavery. If I could save the Union without freeing *any* slave, I would do it; and if I could save it by freeing *all* the slaves, I would do it; and if I could do it by freeing some and leaving others alone, I would also do that.<sup>7</sup>

There were many other—some would say, far bigger—issues that divided the two regions than the mere presence or absence of slaves.

One was an ongoing concern about federalism vs. states' rights—a concern expressed at different times by both North *and* South. Each side was concerned that the other was using the federal government to advance its own interests against those of the other section.<sup>8</sup> Another

6. <http://eh.net/encyclopedia/article/wahl.slavery.us>

7. From *The Annals of America*, Volume 9 (Encyclopaedia Britannica, Inc., 1968), pp. 347-348.

8. The South was incensed, in the late 1820s and early '30s, as the federal government repeatedly enacted tariffs designed primarily to protect Northern manufacturers. The very same tariffs, however, raised prices on many of the goods that people in the South wanted to purchase. Put another way, the tariffs enriched the North at the expense of the South.



was a major cultural difference between North and South.<sup>9</sup>  
A third was financial.<sup>10</sup>

Senator Thomas H. Benton of Missouri had said back in 1828: “Under Federal legislation, the exports of the south have been the basis of the Federal revenue . . . . Virginia, the two Carolinas, and Georgia, may be said to defray three-fourths, of the annual expense of supporting the Federal Government; and of the great sum, annually furnished by them, nothing or next to nothing is returned to them, in the shape of Government expenditures. That expenditure flows in an opposite direction—it flows northwardly, in one uniform, uninterrupted, and perennial stream.” (From *Memoirs of Service Afloat*, Raphael Semmes (The Blue and Gray Press, Secaucus, NJ: 1987), pp. 57-58; quoted in Kennedy and Kennedy, op. cit., p. 49.)

Twenty years later, however, Southern interests got to use the federal government for their purposes when, in 1850, they pushed through the Fugitive Slave Act that made it a federal crime not to return an escaped slave to its master.

As some participants in a brilliant discussion at <http://bit.ly/cwcauses> note—I think accurately, “Whites outside the slave states were okay with slavery existing in the South as long as they didn’t have to deal with it. However, the Fugitive Slave Act of 1850 threatened to put slavery right in their laps, turning them into slave catchers. The demand of the slave state politicians that free state politicians kowtow to the slave state viewpoints rankled. Rather than hearing shouts against slavery itself, one would hear shouts against the arrogance of the slave power. While there was little sympathy for the slave, there was tremendous anger at the slave owners and their demands to control laws in other states and people in other states.”

9. Dr. Grady McWhiney of Texas Christian University has written a fascinating account of *Cracker Culture: Celtic Ways in the Old South* (Tuscaloosa, AL: University of Alabama, 1988). He and his compatriot, Dr. Forrest McDonald, point out that “in each of the decennial censuses from 1790 through 1860, about half of the white population of the South was of Irish, Scottish, or Welsh extraction, and about half of the remainder [i.e., about a quarter of the total—JAH] had originated in the western and northern English uplands. Upwards of three-quarters of the population of New England was of English lowlands extraction and continued to be so until the massive influx of Irish immigrants after the Great Famine of the 1840s” (Forrest McDonald, op. cit., Prologue, p. xxi). These peoples brought to the New World attitudes, values and prejudices that they had maintained in the Old—attitudes, values and prejudices that had, for centuries, led to conflict. McWhiney concludes his book:

Nothing suggests that cultural differences “caused” the southern states to secede from the Union in the winter of 1860-61. Secession was a series of concrete responses by individual human beings to a set of events that most Southerners perceived as provocations. But the Southerners’ cultural heritage conditioned those responses and perceptions and made them all but certain. The nation had long been a house divided against itself, and it could no longer stand. . . .

Historian Bell I. Wiley . . . declared that no “people ever went to war with greater enthusiasm than did Confederates in 1861.” And for four years they fought and died with the same reckless abandon, using the same assault tactics, that had characterized their Celtic ancestors for centuries. Crackers . . . believed—as did all other Celts—that combat was the surest and the best way to protect their rights and their honor. “Turn peace away,” wrote a Welsh poet, who revered this deadly but valorous conviction, “for honour perishes with peace.”—Op. cit., pp. 270-271

10. We have already alluded to the South’s fury over the Tariff of Abominations.

By late 1860—just before Lincoln was elected—the Northern states were able to get Congress to enact another onerous tariff on imports that, once more, absolutely incensed the South.

Is it possible that this tariff had anything to do with secession?

Consider that the moment the first Southern states seceded and created their new Confederate States of America, they agreed to a much lower tariff than the United States government had just enacted.

As a result, look at what the *New York Times* wrote in March of 1861, just weeks before hostilities broke out:

The seceded States invite imports under [a tariff that is] at

A fourth (related to the third) was political.<sup>11</sup>

p. 9

**Suggested Revision:** Cut the entire page . . . except the very last sentence at the bottom (*Slavery is the practice of owning another person as property*).

**Explanation:** Marshall and Manuel again paint a picture, a gruesome picture. And, I have no doubt, it is an accurate picture . . . of *one* woman on *one* plantation. Of course, they could multiply this picture many times over using other examples of similar circumstances. No question. Many, many slaves were abused in horrible ways.

We must never forget that truth. Many, many slaves were abused. Indeed, many slaves are being abused even today . . . right here in the United States.<sup>12</sup>

But then, from the other side, let us not forget that if the abuse of slaves is to be a cornerstone of the argument against slavery, then the same argument can be used against the institution of marriage. Marriage is evil, isn’t it? Just look at all the abused wives! And parents ought to have no right to discipline their children, right? After all, look at all the instances of child abuse! And employer-

least ten per cent lower, than that which the Federal Government has just adopted. As a matter of course, foreign trade will seek Southern ports. . . . The new tariff is thus almost certain to drive commerce from our own ports, and our revenue must suffer in proportion.—“An Extra Session of Congress,” *The New York Times*, Saturday, March 23, 1861, p. 4

A week later, the *Times* continued its discussion:

With the loss of our foreign trade, what is to become of our public works? . . . Once at New Orleans, goods may be distributed over the whole country duty free. The process is perfectly simple. . . . The commercial bearing of the question has acted upon the North. . . . With us it is no longer an abstract question—one of Constitutional construction, or of the reserved or delegated power of the State or Federal Government, but of material existence and moral position both at home and abroad. . . . We were divided and confused till our pockets were touched. —“The Great Question,” *The New York Times*, Saturday, March 30, 1861, p. 4 (Both of the above passages are quoted in Kennedy and Kennedy, op. cit., p. 52.)

“We were divided and confused till our pockets were touched.”—Is it possible that financial interests, wholly unrelated to slavery, might have had something to do with the outbreak of hostilities?

11. This is only hinted at in *From Sea to Shining Sea*, page 118, when the authors say, “Admitting another slave state would upset the balance of power in the Senate. And northerners did not want that.” Clearly, there were sectional interests at work. Slavery was one such issue and interest, but there were others.

I have a sneaking suspicion that the word *slave states* became a pejorative Northern shorthand for *Southern states*: “They want slaves.”—It was a politically expedient means for Northern politicians to hide from their constituents (and, now, “us”) the offensive nature of the things they/“we” wanted: restrictive tariffs, infrastructure development in the North at the expense of the South, and so forth . . . . (See Kennedy and Kennedy for some hints in this direction, pp. 48–53.)

12. It is now called “human trafficking.” As the Wikipedia article on sexual slavery notes, “In 2003, the State Department . . . estimated that a total of 18,000 to 20,000 individuals were trafficked into the United States for either forced labor or sexual exploitation.”—From [bit.ly/modslave](http://bit.ly/modslave) accessed on 20 March 2012. Reference to [slate.me/reslave](http://slate.me/reslave). If you decide to follow the second link, I urge you to read the second page of the article, the original author’s response to Jack Shafer.



employee relationships? Forget it! Have you seen how many employers abuse their employees? ...

There are valid, biblical reasons to oppose slavery as it was practiced in the United States. (We deal with them in Core 400.) Abuse is not one of them.

While empathizing with the abused slaves, and while condemning the abusive masters, we need to discern the truth and make some distinctions.

I think it is fair to say:

- Stories like the one on page 9 were and are common. Whether this particular story is literally true (doubtful) or fictionalized (what I expect), I have no doubt: it reflects a reality that many, many slaves endured.
- Abolitionists certainly used these stories to form their own opinions about slavery and to argue publicly against slavery.
- AT THE SAME TIME, as I wrote in my notes for *From Sea to Shining Sea*, Chapter 16:

There can be no doubt: many slaves *were* unhappy in their lot, and for just cause. But even without “just cause,” some of us prefer—and some (many?) black slaves preferred—to live in an open, competitive environment rather than slavery. However, many others hold different values or simply see things from a different perspective. Many black slaves were well pleased with their station in life. They actually were safe. And they enjoyed their existence.<sup>13</sup>

13. It may be good to think about contemporary examples of situations in which people live in circumstances somewhat similar to the slaves'. Maybe you will want to discuss some of these examples with your children.

Consider, for example, citizens of Russia.

For years, we in the United States were taught to feel deep pity for the citizens of the Soviet Union. I'm going to assume that you are well aware of all of the reasons why we would hold such attitudes and opinions.

With that history, why is it that now, over 20 years after the Soviet Union fell apart, it appears that many Russians still pine for what used to be? Why is it that, in 2012, as *The Week* summarized news reports from around the world, Vladimir Putin probably would have won the Russian presidential election even without the widespread voting fraud his cronies engaged in to *ensure* his election. Why would this repressive, kleptocratic man likely have won even *without* fraud?

[B]ecause ... Many Russians still really do support Putin, said Stanislav Kucher in *Kommersant*. Some love him. Some value stability over all else. ... *The Week*, March 16, 2012, p. 12.]

“Some value stability over all else.”

In the United States itself, many people look with alarm at what they say is a growing totalitarianism: the TSA pat downs in airports, militarization of local sheriff and police departments ([bit.ly/policedhs](http://bit.ly/policedhs) and [bit.ly/polcemilitary](http://bit.ly/polcemilitary)), government snooping into every piece of private communication ([bit.ly/nsadata](http://bit.ly/nsadata) and [bit.ly/nsadenial](http://bit.ly/nsadenial)), violent encroachment into people's lives because of the food they want to eat ([bit.ly/foodstorm](http://bit.ly/foodstorm) and [bit.ly/rawesome12](http://bit.ly/rawesome12)), forced medical procedures ([bit.ly/cdcvaccines](http://bit.ly/cdcvaccines)), and so forth. Meanwhile, others say they are happy the government cares so much: “Where can you find anything nicer than what we have here in the good old U.S. of A.?” They think the people who complain about government encroachments are absolutely nuts.

The one group looks with wide-eyed terror at what the government is doing and refers to Martin Niemöller's warning based on his experience with the Nazis:

First they came for the Socialists, and I did not speak out —  
Because I was not a Socialist.

It is unfair and unrighteous for us to generalize from the abusive slave masters and the abused slaves to all slave masters and all slaves.<sup>14</sup> Neither the testimony of former slaves nor statistical measures will support such generalizations.<sup>15</sup>

In sum, then, I don't want to deny the story or minimize its impact. But I don't want to neglect to point out its obvious one-sidedness as well.<sup>16</sup>

p. 10

**“God's Plan”:** Suggested Revision: **rewrite** the first and third paragraphs of that section.

For the first paragraph, I recommend deleting the first three sentences. Revise the last sentence to read, *Our forefathers agreed in the Declaration of Independence ...* Then read the quoted portion of the Declaration. Then delete the following, two-sentence paragraph.

**Explanation:** Marshall and Manuel write, *[A]s all men are equal before God, each citizen was to be equal to any other.* Several points, here.

Then they came for the Trade Unionists, and I did not speak out —  
Because I was not a Trade Unionist.

Then they came for the Jews, and I did not speak out —  
Because I was not a Jew.

Then they came for me — and there was no one left to speak for me.

The others say the worrywarts are making mountains out of molehills.

So it was, I am sure, with the slaves. The ones who were well-treated saw no reason to complain. The ones who were physically brutalized couldn't understand how or why no one would come to their aid.

14. Just as it is unfair and unrighteous for modern social workers to generalize from abusive husbands and boyfriends to all men, from abusive parents to all parents, or from abusive employers to all employers.

15. Again, despite the common attempt to argue the merits of slavery on the basis of human happiness or pain, I am not at this point seeking to argue about the legitimacy of slavery. I am seeking merely to point out that true history is more complex than Marshall and Manuel lead us to believe.

16. We have neither the time nor space to present the pro-slavery argument *against* the abolitionists. But let me outline the themes they would address. Among other things, they would note the wretched—indeed, on average, *far* worse—conditions of the majority of “free” laborers, both black and white, in the North, how they lacked food, clothing, and medical care. They would point out how “free” workers were often abandoned by their employers if they were ever injured or sick. The employers felt no moral obligation to care for their employees under such circumstances. “Can't work [even though injured on the job]? Sorry! Look somewhere else for aid. I need an employee who can work.”

The majority of slaves, by contrast, were cared for by their masters from cradle to grave. Southern partisans would point out the terribly unjust laws against black people in virtually every Northern state. They would note how the Northern states were growing wealthy off of the South. [Similar to what we see in the United States today, where many people complain about the evil multinational companies that exploit foreign workers. They love to point fingers, but they also buy whatever goods are available at the lowest price in their local market without taking even one second to find out whether the item was made in the United States (with all of its protections for workers) or in China, Vietnam or some other country where workers have almost no protections at all.] ... And so on and so forth.

As we attempt to teach our children how to discern the truth, I believe it is important for us to show them the bigger picture so that they do not become inappropriately self-righteous and judgmental ... when they themselves may have need of repentance.

- What does equality before God mean? Philosophers or theologians would want to note that equality before God is a moral term. According to the Bible, at the Last Day, God will judge all people equally according to their deeds (Isaiah 59:18; Jeremiah 25:14; Matthew 16:27). In the same way, we are told, we humans are not to show favoritism in judgment based on social class or wealth (James 2:1–9).

On the other hand, obviously, God taught His people to make distinctions. Indeed, even He distinguished between people based on ethnicity (Deuteronomy 23:3). And He certainly *recognizes* the distinction between rich and poor and doesn't condemn the wealthy simply because they are wealthy (otherwise Abraham would have been condemned).

- Prior to July 9, 1868, and passage of the Fourteenth Amendment to the Constitution, many people living in the territory of the United States—people who were *born* in the territory of the United States—were not citizens of the United States. Black slaves were among them. So Marshall and Manuel appear to be playing some kind of minor game with their speech when they write the sentence as they do.

What do they really mean when they say *each citizen was to be equal*? Are they criticizing the practice of the United States in the early 1800s because they believe citizens were not being treated equally? Are they suggesting that, somehow, the Founding Fathers really “meant” to make black slaves citizens (even though the Constitution specifically excluded that possibility), so the Founding Fathers “meant” black people to be recognized as equal before the law? Are they suggesting that God had foreordained this outcome, so anyone who opposed the definition of citizenship as written in the Fourteenth Amendment—either before or after its passage—was defying God Himself? ...

I am concerned that one of the results of Marshall and Manuel's approach to U.S. history is to encourage sloppy thinking.

Don't get me wrong. I am thrilled that people of virtually every ethnic group and color can become citizens of the United States. Indeed, I wish the federal government was *more* open to immigration and increasing citizenship than it is. But I am not sure we help our children to think usefully or argue effectively if we sanctify “what is” simply on the basis *that* it is. (“Obviously, this is good; it has come about; therefore, God intended it.”)

If that kind of thinking were valid, then the Southern slaveholders would have been justified in saying that, because the Constitution and their state laws permitted slavery and permitted various

destructive practices, therefore slavery as they practiced it was good and God intended it. Similarly, we should be able to say the same today about so many government policies and practices: The federal government's criminalization of certain drugs (their use or, in many cases, even their medical prescription). The national healthcare act as passed by Congress in 2010. The proliferation of intrusive “security checks” at airports and elsewhere. These are all God's will. They wouldn't be here if God didn't intend them.

Is that what Marshall and Manuel want us to believe? If so, I disagree with them. And if not, I sure wish I knew what they meant by their sentence as written.

- Notice that, while it is generally understood that the Fourteenth Amendment granted citizenship to former black slaves, according to Article 2 of the amendment, “Indians not taxed” are still, somehow, not citizens. Yet doesn't the U.S. federal government consider even these Indians “persons born or naturalized in the United States and subject to the jurisdiction thereof” (Article 1)? How do Marshall and Manuel justify that distinction? They never address the topic.

Then, in the third sentence of the opening paragraph, Marshall and Manuel write, *From the beginning, the Pilgrims and Puritans had tried to live this [egalitarian] vision. Our forefathers wrote it into the Declaration of Independence...*

If only the Pilgrims and Puritans had been so pure! Clearly, that is not the case.

Again, quoting from notes I wrote for *The Light and the Glory*:

Roger Williams<sup>17</sup> wrote to Governor Winthrop from Providence in mid-1637:

It having ... pleased the Most High to put into your hands another miserable drove of Adams degenerate seede, ... I am bold ... to request the keeping & bringing up of one of the children. I have fixed mine eye on this little one with the red about his neck, ... but will rest in your having pleasure for him or any.<sup>18</sup>

Sounds as if Williams was concerned for the safety and care of the boy, doesn't it? Perhaps he wished to adopt him?

No. Williams was hoping to acquire a slave. (Yes, the Puritans had slaves—chattel slaves, slaves for life—a clear violation of Biblical law.)

George Henry Moore, who did a thorough study of slavery in Massachusetts, writes,

It is certain that in the Pequod War they [the Puritans of Massachusetts] took many prisoners. Some of these ... ran away, and

17. See *The Light and the Glory*, p. 89.

18. *Massachusetts Historical Society Collection*, vol. IV., vi., pp. 195–196; in George Henry Moore, *Notes on the History of Slavery in Massachusetts* (New York: D. Appleton & Co., 1866), pp. 2–3.

being brought in again were “branded in the shoulder.”<sup>19</sup>

In July, 1637, Winthrop says, “We had now slain and taken, in all, about seven hundred [Pequods]. We sent fifteen of the boys and two women to Bermuda ...” [Winthrop, I, p. 234]. The learned editor of Winthrop’s Journal, referring to the fact that this proceeding in that day was probably justified by reference to the practice or institution of [slavery among] the Jews, very quaintly observes, “Yet that cruel people [the Jews] never sent prisoners so far.”<sup>20</sup>

You may be wondering: Why would Winthrop want to send Indian captives to Bermuda? A letter written to Winthrop gives us a clue. The letter was written by Emanuel Downing, Winthrop’s brother-in-law.

If upon a Just war the Lord should deliver them [Indians] into our hands, we might easily have men, women and children enough to exchange for Moors [black Africans], which will be more gainful pillage for us than we conceive, for I do not see how we can thrive until we get into a stock of slaves sufficient to do all our business... And I suppose you know very well how we shall maintain 20 Moors cheaper than one English servant.<sup>21</sup>

Bermuda at that time was a major center of slave trade. The Puritans wanted to trade their Indian captives, whom they thought of as relatively poor-quality slaves, for the better-quality blacks...

p. 11

**Suggested Revision:** Cut from the middle of the page (beginning at, *Why? Because God’s call ...*) to the end ... except leave one sentence: the first sentence in the next-to-last paragraph: *This book presents the story of the years before war broke out between the North and the South—before 1861.*

**Explanation:** Marshall and Manuel come close but don’t quite say that to become one nation under God means “equality.” But isn’t that what they are saying?

The problem: What does *equality* mean? What *kind* of equality are Marshall and Manuel referring to? Clearly not *physical* equality. Every one of us has different physical characteristics. They’re not talking about *mental* equality. We all differ in that area every bit as much as we do in the physical realm. *Financially*: are we equal? I don’t think so! How about *legally*? Are non-citizen Hispanic immigrants—whether legal or illegal—legally equal in the United States to citizens? Obviously not. Do children have the same legal rights as to their parents? Employers and employees with respect to one another? ...

I could go on. It’s sloppy and, ultimately, really meaningless/useless speech. Marshall and Manuel seem to think they have a corner on understanding God’s plan and

purpose for the United States. They pretend to know what it means to be “one nation under God.” But I think they would be hard-pressed to prove their point from Scripture or any other source.

To Discuss After You Read

- Q: What does the author mean by the title, “The Divine Watchmaker?”
- A: *that God orchestrates and directs each nation, and that there is something unique about the United States*

## Read-Alouds

**5-Day: American Tall Tales** | “Sky-bright Axe/Paul Bunyan”

To Discuss After You Read

- Q: In a nutshell, what is Paul Bunyan known for?
- A: *his size, strength, and lumbering ability*
- Q: Re-tell one story of how Paul caused an American feature to form.

Timeline and Map Activities

- 🌐 *Maine (C12); Michigan (C9); Wisconsin (C8); Minnesota (B7); North Dakota (B6); Grand Canyon (E2); Oregon (C1); Washington (state) (B2); Cascade Mountains (C1); Big Onion River (C8); (map 1)*
- 🌐 *Moline, Illinois (C3); St. Croix River (A4); Mississippi River (F3); (map 2)*
- 🌐 *Pacific Ocean (F1); Alaska (B1); North Pole (A6); Sweden (B6) (map 3)*

## Readers

**By the Great Horn Spoon!** | p. 76–Chapter. 8

To Discuss After You Read

- Q: Where does the Captain find fuel?
- A: *his cargo includes building materials, so he buys enough timber to get to San Francisco*

**Note:** When Jack and Praiseworthy reach San Francisco, they have traveled about 15,000 miles in five months.

- Q: What surprises Jack and Praiseworthy about San Francisco?
- A: *a laundry ships shirts all the way to China and back because it is cheaper than washing them in San Francisco; a simple bath in water costs more than a bath in champagne; they can earn money simply by cutting the miners’ hair for free and panning the cut hair for the gold dust to be found in it*

19. From Moore, op. cit., p. 4. The item about branding, Moore says, comes from Winthrop’s Journal, I, p. 232.

20. From Moore, ibid. The editor’s quote from Winthrop’s Journal is from a note at Journal, I, p. 234.

21. *Massachusetts Historical Society Collection*, vol. IV., vi., p. 65; in Moore, pp. 9–10.

#### **5–Day: Dictation<sup>22</sup>**

Read through the dictation passage, and have your children record the passage on a separate piece of paper. Note any words, capitalizations, or matters of punctuation that require special attention.

It was not once upon a time—it was precisely the twenty-seventh day of January in the year 1849. Gold had been discovered in California some twelve months before and now, in a rush, the Gold Rush was on. ■

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<sup>22</sup>. *By the Great Horn Spoon!*, p. 3.

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## A: Dictation Passage<sup>1</sup>

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention.

It was not once upon a time—it was precisely the twenty-seventh day of January in the year 1849. Gold had been discovered in California some twelve months before and now, in a rush, the Gold Rush was on.

### 5-Minute Mechanics

What do a pizza, gym socks, your backyard and the President of the United States all have in common? They're all nouns! A **noun** is a word that names a person, place, thing or idea. A **proper noun** names a specific person, place, thing or idea, such as Pittsburgh, Mary, or Sonlight. Common nouns do not name something specific: tomato, pencil, park. Proper nouns are always capitalized, whereas common nouns are not.

Did you know that nouns can also denote **gender**? Nouns can be *feminine*, *masculine*, *neuter* or *indefinite*? For example:

	Example:
<b>Feminine:</b> (female)	mother, aunt, hen, waitress
<b>Masculine:</b> (male)	father, uncle, rooster, waiter
<b>Neuter:</b> (neither male nor female)	table, lamp, car
<b>Indefinite:</b> (either male or female)	teacher, children, horse

1. Take a moment to underline all of the nouns in the passage above. When you find a proper noun, underline it twice.

2. What are the gender of the nouns used in the passage? Are they all the same, or are there a few different types? How can you tell?

## B: Personification

**Personification** adds human characteristics to objects and animals. Just like special effects add excitement to a movie, personification adds interest and excitement to a written description. Below see some examples of personification from *By the Great Horn Spoon!* and from your poetry book. Discuss what they mean and the mental pictures that they create. For each sentence, name the object that is personified and the human quality that it has. Then write two sentences of your own that use personification.

1. "A sailor with a gold ring dancing in his ear was filling a lamp with whale oil."

Object:

Characteristic:

2. "The wind seemed to pick her up and carry her along like a feather."

Object:

Characteristic:

3. "As they walked along Jack kept gazing back at the mountains, the great Sierra Nevadas. They stood dark blue and purple against the hot morning sky."

Object:

Characteristic:

4. "The stagecoach climbed as if it were part mountain goat."

Object:

Characteristic:

1. *By the Great Horn Spoon*, p. 3.





## LA Week 1 Activity Sheet

5. "The moon, on the breast of the new fallen snow, gave the lustre of midday to objects below."

Object:

\_\_\_\_\_

Characteristic:

\_\_\_\_\_

6. "Three little kittens lost their mittens and they began to cry ..."

Object:

\_\_\_\_\_

Characteristic:

\_\_\_\_\_

7. "A deep throb ran through the ship—and then another."

Object:

\_\_\_\_\_

Characteristic:

\_\_\_\_\_

8. "... While visions of sugar plums danced in their heads ..."

Object:

\_\_\_\_\_

Characteristic:

\_\_\_\_\_

Write your own:

9. \_\_\_\_\_

\_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

### C: Organization

Setting: Gold Rush territory 1848

Main Character: Gold Nugget:

Name: \_\_\_\_\_

Add words that your nugget would experience in each of the rows on the chart.

Do the story from the first person perspective—use "I."

<i>Sight</i>	
<i>Hearing</i>	
<i>Taste</i>	
<i>Feel</i>	
<i>Smell</i>	

General Story Line

I started here ...

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

then this happened ...

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

and the story ends here ...

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



CORE E & LA E		WEEK 2			SCHEDULE
Date:	Day 1 <sup>6</sup>	Day 2 <sup>7</sup>	Day 3 <sup>8</sup>	Day 4 <sup>9</sup>	Day 5 <sup>10</sup>
Bible					
Starting Strong	"One of a Kind" chap. 2 (all week)				
Student Reading	Matthew 14:22–33	Mark 6:45–56	John 6:16–24	1 Peter 5:1–6	1 Peter 5:7–14
Parent Reading	Matthew 5:27–6:4	Matthew 6:5–34	Matthew 7	Matthew 8	Matthew 9
Memorization	Psalm 8:1 (all week)				
History/Geography					
William Wilberforce	chaps. 9–10	chaps. 11–12 🕒	chaps. 13–14	chap. 15	
5-Day: Sounding Forth the Trumpet					chap. 1 🌐
Wee Sing America	Days 1–4: "Sweet Betsy from Pike" (pioneer song 1849), pp. 34–35.				
Read-Alouds					
Moccasin Trail	chap. 5	chap. 6 🌐	chap. 7 🌐	chap. 8 🌐	
Oxford Illustrated Book of American Children's Poems		p. 10		p. 11	
5-Day: Thee, Hannah					pp. 9–29
Readers					
By the Great Horn Spoon!	chaps. 9–10 🌐	chaps. 11–12	chaps. 13–14	chaps. 15–16 🌐	chaps. 17–18
Other Subjects (Math, Science, etc)					

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Special Note to Mom or Dad



Map Point



Timeline Figure



Timeline Suggestion



SCHEDULE CONTINUED	WEEK 2				LANGUAGE ARTS E	
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Date:	Day 1 <small>6</small>	Day 2 <small>7</small>	Day 3 <small>8</small>	Day 4 <small>9</small>	Day 5 <small>10</small>
<b>Spelling</b>					
<i>Sequential Spelling</i>					
<b>Handwriting</b>					
Optional: Handwriting					
<b>Grammar/Mechanics</b>					
<b>Vocabulary Development</b>					
Optional: <i>Wordly Wise 3000, Book 4</i>	Exercise 1D		Exercise 1E	Exercise 2A	
<b>Creative Expression</b>					
	A: Dictation Passage	B: Five Parts of the Friendly Letter	C: Friendly Letter Notes	D: Write the Friendly Letter	5-Day: Dictation
<b>Electives</b>					
<b>Other Notes</b>					

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## Day 1

## Bible

**Students:** This week you'll read chapter two of *Starting Strong: One of a Kind*, where you'll encounter the miracle of Jesus walking on water. You'll also read different versions of this story in Matthew, Mark, and John, as well as two selections from 1 Peter. Why are there different Gospels? Each one helps us understand Jesus better—sometimes from different perspectives, but always giving us a true picture of what really happened

**Parents:** In Matthew 8:17 another messianic reference is made when Matthew cites Isaiah 53:4: "He took our illnesses and bore our diseases." Much of Isaiah 53 is, in fact, messianic including not only references to Jesus as a healer, but as a suffering servant (Isaiah 53 is scheduled in week 16). Some object that Isaiah 53 is about Israel, not a person, but in context the text is indeed speaking about a person—the coming Messiah. The passage does not mean that healing is guaranteed for all Christians at all times and on all occasions. Rather, it shows that the miraculous healings Jesus performed underscored his role as Messiah. Ultimate healing will indeed come as Christians look forward to eternal life in glorified bodies. —Robert Velarde

**Starting Strong** | "One of a Kind" Chapter 2

Read this assignment throughout the entire week.

**Student Reading** | Matthew 14:22–33**Parent Reading** | Matthew 5:27–6:4**Memorization** | Psalm 8:1

LORD, our Lord,  
how majestic is your name in all the earth!  
You have set your glory  
in the heavens.

## History/Geography

**William Wilberforce** | Chapters 9–10

**Wee Sing America, Days 1–4** | "Sweet Betsy from Pike," (pioneer song 1849) pp. 34–35

## Read-Alouds

**Moccasin Trail** | Chapter 5

## Vocabulary

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

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

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

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

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

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

\* \* \*

**punk**: wood that is so decayed as to be very dry, crumbly, and useful for tinder.

**Spuds**: potatoes.

**pulverized**: reduced to very small particles.

## To Discuss After You Read

- Q: How does Jim begin to break down the walls between himself and his family?  
A: *he provides fire and meat, describes how he killed a grizzly, heals Jonnies' feet, takes charge*

## Readers

**By the Great Horn Spoon!** | Chapters 9–10

## To Discuss After You Read

- Q: How did Cut-Eye Higgins get to California so quickly?  
A: *traveled across the Isthmus of Panama on bongo boat and muleback, then sailed to California*  
Q: Why does Praiseworthy get angry, and what is the outcome?  
A: *a robber wants Miss Arabella's picture, so Praiseworthy punches him hard enough to knock him fifteen feet uphill*

## Timeline and Map Activities

- 📍 Sacramento (E1); Sierra Nevadas (Mountains) (D1)  
(map 1)

**A: Dictation Passage<sup>1</sup>**

Read through the dictation passage with your children. Note any words, capitalizations, or matters of punctuation that require special attention. On Day 5 you will read the dictation as your children write it down.

A hilltop telegraph had signaled the arrival of a side-wheeler and now it seemed as if all of San Francisco had turned out. The wharf was alive with men, women and children—not to mention dogs, mules and chickens. Seagulls flocked in the air like confetti.

**5-Minute Mechanics**

Today your children will learn about four more **types of nouns**: concrete, abstract, compound and collective. See **Week 2 Activity Sheet** for more information.

**Answer Key:**

1. *Answers will vary.*
2. **telegraph**: concrete; **side-wheeler**: concrete, compound; **wharf**: concrete; **children**: concrete, collective.

**Optional: Dictation<sup>2</sup>**

Campfires along the river lit their way back to town. Carrying their shoes the two partners were stuffed full of sowbelly-and-beans and between them they were richer by a thimbleful of gold. Jack's feet ached from hours in the ice cold mountain stream, but he was too elated to care.

## Day 2

## Bible

**Starting Strong** | "One of a Kind" Chapter 2

**Student Reading** | Mark 6:45–56

**Parent Reading** | Matthew 6:5–34

**Memorization** | Psalm 8:1

## History/Geography

**William Wilberforce** | Chapters 11–12

## Timeline and Map Activities

🕒 **British slaves freed (1807)**

**Wee Sing America, Days 1–4** | "Sweet Betsy from Pike," (pioneer song 1849) pp. 34–35

1. *By the Great Horn Spoon!*, p. 83.
2. *By the Great Horn Spoon!*, p. 125.

**Moccasin Trail** | Chapter 6**Vocabulary**

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

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

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

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

One strong swing and Dan'l was on Bad Medicine's back atop the divided pack, before the beast had time to get **temperamental**. (*moody, irritable or unpredictable*)

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

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

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

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

\* \* \*

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

**parfleche**: an article made of rawhide soaked in lye to remove the hair and dried.

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

**fooferaw**: frills and flashy finery.

**quirt**: a riding whip used especially in the western United States and consisting of a short handle to which is attached a rawhide lash.

**drover**: a cattle herder.

**To Discuss After Your Read**

Q: Why did the family divide up?

A: *Jonnie and Sally took their goods down the wild river, while Jim and Daniel drove the animals over the mountains*

**Timeline and Map Activities**

📍 **Mount Hood (C11)** (map 1)

## Readers

### By the Great Horn Spoon! | Chapters 11–12

#### To Discuss After You Read

- Q: Praiseworthy's better clothing disappears over time. Where does it go?
- A: *he loses his hat while on board ship, highwaymen steal his jacket, and Pitch-pine Billy uses his umbrella to pan for gold*
- Q: What are Praiseworthy and Jack's nicknames? Why?
- A: *Praiseworthy is "Bullwhip" and Jack is "Jamoka Jack," because Praiseworthy's punches like a whip and Jack drinks black coffee*

## Language Arts

## Creative Expression

### B: Five Parts of the Friendly Letter

In chapter two and three of *By the Great Horn Spoon!*, reread Jack's letter to his Aunt Arabella and his sisters. Can you find all five parts of the friendly letter? What is missing? Does Jack's letter have a beginning, middle, and end? Notice how each paragraph has a main topic.

**Heading:** The heading gives your address and the date.

**Greeting:** The greeting tells who will receive the letter.

**Body:** The body contains your message. It has a beginning, middle, and end.

**Closing:** The closing is a sign-off from you.

**Signature:** The signature gives your name.

Complete "B: Five Parts of the Friendly Letter" on **Week 1 Activity Sheet**.

#### Answer Key

1. He misses the Heading, Closing, and Signature.
2. He has a good beginning and middle, but his ending could be stronger.

## Day 3

## Bible

**Starting Strong** | "One of a Kind" Chapter 2

**Student Reading** | John 6:16–24

**Parent Reading** | Matthew 7

**Memorization** | Psalm 8:1

## History/Geography

### William Wilberforce | Chapters 13–14

## Read-Alouds

### Moccasin Trail | Chapter 7

#### Vocabulary

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

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

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

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

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

\* \* \*

**portage:** the carrying of boats or goods overland from one river or lake to another or around rapids.

**voyageurs:** men employed by a fur company to transport goods and men to and from remote stations in the Northwest principally by boat.

#### To Discuss After You Read

- Q: Why does Daniel not want to eat his piece of the mink that Moki caught?
- A: *partially because of the way Jim had to fight to get the meat from the dog and mostly because it wasn't cooked*
- Q: Describe how the different family members viewed the new homestead.
- A: *Sally can see the house to come and the furnishings, Jonnie plans a garden, Daniel dreams of fishing, and Jim sees the valley as ruined by settlers*

#### Timeline and Map Activities

- 📍 Tualatin River (C1); Fort Vancouver (C1); Oregon (C1) (map 1)

## Readers

### By the Great Horn Spoon! | Chapters 13–14

#### To Discuss After You Read

- Q: Why do neckties increase in value?
- A: *when a woman comes, all the men want to look their best and are willing to pay plenty to do so*



- Q: Why is Praiseworthy unconcerned about his fight with the Mountain Ox?
- A: *the larger man cannot read, so will probably fight from sheer strength; Praiseworthy read and almost memorized a book on boxing, so he feels confident he can win*

## Language Arts

### Vocabulary Development

Optional: *Wordly Wise 3000, Book 4* | Exercise 1E

### Creative Expression

#### C: Friendly Letter Notes

In our modern world, people rarely handwrite friendly letters. They usually send a text or make a phone call. What is special about a handwritten friendly letter? How is it different than an e-mail or text message? On Day 4, you will write a friendly letter to someone.

Complete “C: Friendly Letter Notes” on **Week 2 Activity Sheet**.

## Day 4

### Bible

**Starting Strong** | “One of a Kind” Chapter 2

**Student Reading** | 1 Peter 5:1–6

**Parent Reading** | Matthew 8

**Memorization** | Psalm 8:1

### History/Geography

**William Wilberforce** | Chapter 15

### Read-Alouds

**Moccasin Trail** | Chapter 8

#### Vocabulary

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

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

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

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

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

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

\* \* \*

**Multnomah Indians:** a tribe of Chinookan people who lived in the area of Oregon through the early 19th century.

**ciphering:** doing sums in arithmetic.

**counterpanes:** bedspreads.

**drudgeries:** work of an irksome or menial nature done through necessity.

**in lieu:** instead.

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

**hoecak:** a small cake made of cornmeal, water, and salt usually cooked before an open fire.

#### To Discuss After Your Read

- Q: Why did Jonnie have good medicine?
- A: *he had a warm smile, could play an enticing banjo that could help people forget their troubles, and had candid, steady black eyes*
- Q: What are the two brothers’ ideas of home? How do their different ideas impact their work?
- A: *Jonnie likes having a single wonderful place, whereas Jim thinks the whole outdoor is home*

**Note:** Hudson Bay that the Frenchmen had come from to trap was about 2,000 miles away.

#### Timeline and Map Activities

📍 Hudson Bay (B2) (map 3)

**Oxford Illustrated Book of American Children’s Poems** | p. 11

Many of the Primer’s couplets allude to the Bible.

**Adam** is the first man created by God, he and his wife chose to sin and set the pattern for all mankind.

**Book** refers to the Bible, a guide for our life.

**Job** a Bible man who suffered much and trusted God.

**Our King** refers to Jesus who died for our sins.

**Peter** was a disciple who claimed he didn’t even know Jesus, his Lord.

**Queen Esther** refers to a Jewish queen who saved the Jews from annihilation.

**Rachel** refers to the woman of Bethlehem whose children King Herod killed in an effort to murder the Baby Jesus.

**Samuel** was an Old Testament prophet who anointed Israel's first king.

**Uriah** was one of King David's mighty men whom David killed to claim Uriah's wife.

**Xerxes** was a Persian king who controlled the Jews.

**Zaccheus** was a tax collector who, because he was short, climbed a tree to see Jesus.

## Readers

### **By the Great Horn Spoon!** | Chapters 15–16

#### To Discuss After You Read

Q: What does the phrase “rocking the cradle” mean?

A: *dumping mud into a long, water-filled trough (the “cradle”), then rocking the trough back and forth to loosen the mud from any gold that might be locked within*


Q: What happened at Sutter's Mill?

A: *a carpenter found gold, which started the California Gold Rush*

Q: What tests can help you tell the difference between gold and fool's gold (iron pyrite)?

A: *when smashed, real gold will flatten and not splinter like fool's gold; when doused with acid, true gold is unharmed—iron pyrite corrodes; gold weighs more than other metals*

#### Timeline and Map Activities

 *American River* (E1); *Coloma Valley* (E1) (American River feeds into Coloma Valley) (map 1)

## Language Arts

## Vocabulary Development

**Optional: Wordly Wise 3000, Book 4** | Exercise 2A

## Creative Expression

### **D: Write the Friendly Letter**

Write a friendly letter on a separate piece of paper. Review the examples in *By the Great Horn Spoon!* if you need help getting started.

After you have finished writing your letter, revise it before mailing it to its recipient. Refer to the checklist on **Week 2 Activity Sheet** to make sure you have produced your best work, and then use the following example to address the envelope.

#### Address an Envelope

Your name  
Your mailing address  
City, State Zip code

Recipient's name  
His or her mailing address  
City, State Zip code

## Day 5

## Bible

**Starting Strong** | “One of a Kind” Chapter 2

**Student Reading** | 1 Peter 5:7–14

**Parent Reading** | Matthew 9

**Memorization** | Psalm 8:1

## History/Geography

**5-Day: Sounding Forth the Trumpet** | Chapter 1

p. 19

**Comment:** Notice that the quoted phrase in the sentence *Slavery was a “great and foul stain upon the North American Union”* (next-to-last full paragraph) is from John Quincy Adams himself. Marshall and Manuel's moral and biblical tone is a good reflection of JQA's manner of writing and speech, based on all I have been able to read.

p. 20, top

**Suggested Revision: Cut** the sentence, *In the late 1700s, such leaders . . . as Thomas Jefferson and Patrick Henry had spoken out against slavery.*

**Explanation:** The quoted statement is correct, but, as elsewhere, conveys only half the truth. The fact is, of Thomas Jefferson and Patrick Henry owned slaves.

Why is this sentence problematic? Because, once more, as clearly as we think we see today, some 200 years after these events, the issues were not so clear-cut nor easy for the participants in the debates themselves.

pp. 20–21

**Suggested Revision: Cut** from *John Quincy Adams was a Puritan at heart . . .* through to the bottom of p. 21

**Explanation:** Yowzie!

There are many problems with this section.

It is true that *John Quincy Adams was a Puritan at heart and would, in fact, one day be called the Last Puritan*. That is true. But in the midst of all the rest of the material on these two pages, I am not sure how or why we would want to emphasize that particular fact.

Next sentence: *If the nation was deviating from the plan set forth by the Founding Fathers, then God's plan was in peril.*

Hmmmm.

Do you know what the Founding Fathers' plan is (or was) to which Marshall and Manuel are referring? I don't. I have no idea.

I have an idea what Marshall and Manuel may *think* the Founding Fathers' plan must have been. But I have no idea how they came to the conclusion that *their* idea is (or was) the Founding Fathers' idea.

And considering how Marshall and Manuel are looking on with 20/20 hindsight from over 150 years *after* the events they are retelling; and considering how they seem almost giddy with anticipation of a war that would not occur until some 20-plus years in the future compared to the events they are retelling; and, finally, considering how Great Britain, for example, *escaped* a war over slavery: one wonders what, indeed, they are referring to as "God's plan."

Next segment: *Adams took sin seriously ... through This was the Covenant Way.*

Such a hodgepodge of truth (concerning Adams' character and manner of thought) and error (about just how Godly-minded or truly Puritan most of the other founding fathers were)! [It seems highly unlikely that many of them would have been comfortable being associated with the Puritan religion, much less having their political and legal aspirations being associated with the kinds of Scriptures and/or Scriptural interpretations that Marshall and Manuel seem determined to place upon them.]

Once more—in the same way that, in *The Light and the Glory*, Marshall and Manuel confused church and state when they referred to America as "God's New Israel"—we come upon a similar confusion as Marshall and Manuel speak of the *United States*—the confederation of independent political entities—as, somehow, God's covenant people, covenanted together to live "the Covenant Way."

Christians, certainly, are called upon to live in this way. And, no question, God wants all people to come to the knowledge of His truth and to be taught to "obey all things" Jesus has taught us. But to suggest that "America" ("God's American experiment") is somehow "based on Christ's Great Commandment" (which one: to "[l]ove the Lord [our] God with all [our] heart[s] and soul[s] and mind[s] and strength" [which "is the first and greatest commandment"]? Or, to "love [our] neighbor[s] as [ourselves]" [which is "the second" and "like" the first]?)

Sorry! I know of no one in- or outside the Constitutional convention who ever spoke of the purpose of government to enforce or advance "love"!

Finally, in the last paragraph on p. 21, Marshall and Manuel return to their theme about equality: *The Puritan heritage taught that all men were created equal in the sight of God, regardless of color.*

We have already discussed the matter of equality in the sight of God. That is not the same as political, legal, financial, or any number of other types of equality. And, fundamentally, as we have also seen, the message of the

majority of this paragraph is inappropriately misleading. Marshall and Manuel seek to paint "the South" as evil while pretending the supposed "Puritan" North was good. Yet, once more, as we have already seen, the Puritans themselves held slaves.

I could go on, but I have probably already said more than enough.

p. 22

**Suggested Revision:** Replace the second word at the top of the page ("realized") with *sensed* or *believed* or *had come to the conclusion*.

**Explanation:** *Realized* implies a kind of omniscience—on the part of Marshall and Manuel *and* on the part of Adams—that "just" seems a bit unseemly. All of the suggested replacements sound—to my mind—more appropriately humble. The analogy of a black cloud, I'm sure, had some validity. But to what degree? Would everyone have agreed with Adams' evaluation? Clearly the black cloud analogy was Adams' *opinion*. I don't want to take that from him in the least. But to say Adams "realized" the black cloud analogy is to suggest the analogy was universally and absolutely true. One *realizes* truth. One forms *opinions* about things concerning which there may be a debatable *degree* of truth. To say Adams *realized* slavery was hanging over the country like a black cloud is to accord to him a God-like omniscience that ... well ... as I suggested above, it "just" seems a bit unseemly. [By the way, notice how Marshall and Manuel write about Benjamin Lundy in Chapter 2. They say (p. 26), "Lundy *felt* that slavery was more than an unfortunate social evil. He strongly *believed* it was a sin against God."—There is a measuredness in their words concerning Lundy that you don't find with respect to Adams. I think that measuredness is more appropriate.]

#### To Discuss After You Read

- Q: Why did Congress consider abolishing slavery in Washington D.C.? And why was such a proposal significant?
- A: *D.C. was surrounded by two slave states, Virginia and Maryland; if Congress could vote on slavery here, they could do so anywhere. In 1837, the Pinckney Resolution blocked the first Amendment right to petition Congress*
- Q: Why does John Quincy Adams oppose the Gag rule and why does he seek to have it repealed?
- A: *it prevents anyone from petitioning against slavery; the weak must have the right to entreat for justice*

#### Timeline and Map Activities

- 🌐 Alabama (F7); Virginia (E9); Georgia (F8); North & South Carolina (E9) (map 1)
- 🌐 Plymouth, Massachusetts (C1); Fredericksburg, VA (D8) (map 2)

## Read-Alouds

### 5-Day: *Thee, Hannah* | pp. 9–29

**Note:** Hannah is a Quaker or a Friend.

#### Vocabulary

**scrapple:** a mush made from cornmeal, buckwheat flour, spices, and pork scraps formed into a cake and fried in a pan.

**counterpane:** a bed spread stitched in squares or woven.

**delaine:** wool fabric made in a plain weave from Delaine sheep.

**vestibule:** a hall or area between the front door and the rest of the house.

#### To Discuss After You Read

- Q: What differences do you notice between Hannah and her friend Cecily's lives?
- A: *Hannah's clothes are plain, her church is simple with no music; Cecily's clothes are fashionable and decorated, and she goes to a beautiful church with organ music*
- Q: What does Mother's statement, "haste makes waste" mean?
- A: *often when we hurry, we end up ruining what we are working on*

## Readers

### *By the Great Horn Spoon!* | Chapters 17–18

#### To Discuss After You Read

- Q: How does Praiseworthy win the boxing match?
- A: *he avoids the Mountain Ox's fists and keeps hitting his nose until he finally knocks him out with a blow to the jaw*
- Q: What occupation does Praiseworthy decide to pursue?
- A: *law and parenting*
- Q: Praiseworthy describes his job thus: "There's nothing a butler cannot do. I open doors. I close doors. I announce that dinner is served. I supervise the staff and captain the household—much as you do this ship, sir. A most exacting job, if I may say so." Is this an accurate description of Praiseworthy's abilities? Why or why not?
- A: *Praiseworthy can do everything, as he says, but his list is ludicrous on this trip, as none of those abilities is needed; he can also shovel coal, catch a thief, cut hair, set up business, knock a highway robber uphill, pan for gold, beat up a strong man, even propose marriage*
- Q: How do Praiseworthy and Jack earn money almost by accident?
- A: *they stowaway so they have information to save both the grape cuttings and spoiling potatoes, which gets them both a free pick and shovel, later sold for \$100 each; Praiseworthy cuts hair and they trap the gold caught in*

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

## Language Arts

### Creative Expression

#### 5-Day: Dictation<sup>3</sup>

Read through the dictation passage, and have your children record the passage on a separate sheet of paper. Note any words, capitalizations, or matters of punctuation that require special attention.

A hilltop telegraph had signaled the arrival of a side-wheeler and now it seemed as if all of San Francisco had turned out. The wharf was alive with men, women and children—not to mention dogs, mules and chickens. Seagulls flocked in the air like confetti. ■

3. *By the Great Horn Spoon!*, p. 83.





## A: Dictation Passage<sup>1</sup>

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention.

A hilltop telegraph had signaled the arrival of a side-wheeler and now it seemed as if all of San Francisco had turned out. The wharf was alive with men, women and children—not to mention dogs, mules and chickens. Seagulls flocked in the air like confetti.

### 5-Minute Mechanics

Common nouns and proper nouns are only two of the types of nouns we use every day. Here are a few others:

**Concrete nouns** name something you can experience through one of your five senses. You can taste an *apple*, hear *cars* driving by in the street, and smell *cookies* in the oven. An *apple*, *cars* and *cookies* are all concrete nouns.

**Abstract nouns** name a thing you can think about but cannot hear, see or touch. A *surprise*, *Christianity* and *yesterday* are all examples of abstract nouns.

**Compound nouns** are nouns that are made up of two or more words. *Firetruck*, *great-grandmother*, and *fishing pole* are all examples of compound nouns.

**Collective nouns** name a certain kind of group.

Groups of people: class, family, team, troop

Groups of animals: herd, gaggle, flock

Groups of things: bunch, passel, cluster

1. Give an example of each type of noun below.

A concrete noun:

An abstract noun:

A compound noun:

A collective noun:

2. Identify each noun from the passage as concrete or abstract. If it is compound or collective, please note that as well.

telegraph:                      **concrete**                      **abstract**

side-wheeler:                      **concrete**                      **abstract**

wharf:                      **concrete**                      **abstract**

children:                      **concrete**                      **abstract**

a flock of seagulls:                      **concrete**                      **abstract**

## B: Five Parts of a Friendly Letter

1. Can you find all five parts of the friendly letter? See Chapters 2 and 3 of *By the Great Horn Spoon!* What is missing?

Heading:

Greeting:

Body:

Closing:

Signature:

1. *By the Great Horn Spoon!*, p. 83.



2. Does Jack's letter have a beginning, middle, and end?

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### C: Friendly Letter Notes

Write some notes for your friendly letter to someone.

1. To whom would you like to write?

---

2. Does this person live far away or close?

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3. What would you like to tell this person about yourself?

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4. Will you write about other people? Your friends? Your family?

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### D: Write the Friendly Letter

I wrote my friendly letter to:

---

I revised and mailed the letter:      **Yes**                      **No**

#### Revision Checklist

Refer to this list to check your work on your friendly letter.

\_\_\_\_\_ The format has all five of the requirements of the friendly letter.

\_\_\_\_\_ The ideas are clear. It is easy to understand the content.

\_\_\_\_\_ The sentences are complete thoughts.

\_\_\_\_\_ All proper nouns are capitalized. All words at the beginning of sentences are capitalized.

\_\_\_\_\_ All sentence endings have the correct punctuation.

\_\_\_\_\_ All paragraphs are organized and focused on one main idea.





CORE E & LA E		WEEK 3			SCHEDULE	
Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
Bible						
Starting Strong	"One of a Kind" chap. 3 (all week)					
Student Reading	Luke 22:54–62	Matthew 26:69–75	Mark 14:66–72	John 18:15–27	John 18:28–37	
Parent Reading	Matthew 10:1–23	Matthew 10:24–42	Matthew 11	Matthew 12	Matthew 13:1–23	
Memorization	Matthew 11:28–29 (all week)					
History/Geography						
William Wilberforce	chap. 16 and Postscript					
Landmark History of the American People, Vol. 1		chap. 23	chap. 24	chap. 25		
5-Day: Sounding Forth the Trumpet					chap. 2	
Wee Sing America	Days 1–4: "Sacramento" p. 56.					
Read-Alouds						
Moccasin Trail	chap. 9	chap. 10	chap. 11	chap. 12 pp. 149–162		
Oxford Illustrated Book of American Children's Poems		pp. 12–13		p. 14		
5-Day: Thee, Hannah					pp. 30–48	
Readers						
Freedom Train	"Little Girl, Little Girl!" & "Peck of Trouble"	"School Days" & "The Train Whistle Blows"	"Not Worth a Sixpence" & "Bound for the Promised Land"	"Following the Star" & "Riding on the Railroad"	"In a Strange Land" & "Why Not Every Man?"	
Other Subjects (Math, Science, etc)						

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Special Note to Mom or Dad



Map Point



Timeline Figure



Timeline Suggestion



SCHEDULE CONTINUED	WEEK 3				LANGUAGE ARTS E	
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Date:	Day 1 <small>11</small>	Day 2 <small>12</small>	Day 3 <small>13</small>	Day 4 <small>14</small>	Day 5 <small>15</small>
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<b>Spelling</b>					
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<i>Sequential Spelling</i>					
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<b>Handwriting</b>					
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Optional: Handwriting					
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<b>Grammar</b>					
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<b>Vocabulary Development</b>					
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Optional: <i>Wordly Wise 3000, Book 4</i>	Exercise 2B		Exercise 2C	Exercise 2D	
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<b>Creative Expression</b>					
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	A: Dictation Passage	B: The Outline	C: Outline an Experience	D: Spin Your Tale!	5-Day: Dictation
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<b>Electives</b>					
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<b>Other Notes</b>					
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## Day 1

## Bible

**Students:** This week your reading in *Starting Strong: One of a Kind* is about Jesus in the Garden of Gethsemane and Peter's reaction to what happens. You'll also read accounts of these events from the four Gospels. Pay attention to different details and descriptions of what happened as told in the different Gospels.

**Parents:** Matthew 12:17-21 cites Isaiah 42:1-4 as another fulfillment of messianic prophecy. Here Matthew references his longest Old Testament quotation. This is another of Isaiah's "servant" writings, which represent Israel as well as the suffering servant (the Messiah). God's Spirit will aid in the Messiah's mission of justice and hope.

**Parents:** Matthew 13:12-15 is an interesting messianic passage in that Christ personally cites Isaiah 6:9-10 as a prophetic fulfillment. The reference is about parables, as is the prophetic reference encountered in Matthew 13:35 (addressed next week). —Robert Velarde

### Starting Strong | "One of a Kind" Chapter 3

Read this assignment throughout the entire week.

**Student Reading** | Luke 22:54–62

**Parent Reading** | Matthew 10:1–23

**Memorization** | Matthew 11:28–29

Come to me, all you who are weary and burdened, and I will give you rest. Take my yoke upon you and learn from me, for I am gentle and humble in heart, and you will find rest for your souls.

## History/Geography

**William Wilberforce** | Chapter 16 and Postscript

**Wee Sing America, Days 1–4** | "Sacramento," p. 56

## Read-Alouds

**Moccasin Trail** | Chapter 9

## Vocabulary

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

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

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

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

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

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

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

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

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

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

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

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

\*\*\*

**surveyor:** someone who determines the boundaries of claims.

**vagrant:** having a fleeting, wayward, or inconstant quality.

## To Discuss After You Read

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

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

**Note:** Keath's received 640 acres, a square mile.

Q: Why did work become onerous to Jim?

A: *since he wasn't used to it and Jonnie didn't praise Jim's efforts enough—Jonnie believed that what Jim was doing was the right thing to do*

Q: Why was gambling not a big deal in the Indian tribes? How did Jonnie feel about it?

A: *it was fun, and no one owned much, whatever was lost could be gotten again in another way; it was sinful and foolish—people could lose what they have through it*

**Note:** Jonnie's carved pegs held down the shingles since nails were unavailable—metal couldn't be brought easily overland.

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

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

Q: What is Jonnie's opinion of Indians? And Jim's?

A: *Indians are murdering, heathen savages who gamble and don't work; Jim has lived with them and knows their kindness to him, though he also remembers times of savagery*

## Readers

### **Freedom Train** | "Little Girl, Little Girl!" and "Peck of Trouble"

#### Setting

Maryland to Pennsylvania; mid 1800s

#### Overview

Harriet Tubman takes the Underground Railroad to freedom in 1849. A year later she begins her trips South again as "Moses," and rescues her people. After numerous harrowing escapes and brilliant strategy, she frees over 300 people by the start of the Civil War, at which time she joins the Union Army. After the war, she opens her house to all who need her, and fights for women's rights and temperance until her death, at age 93, in 1913.

#### To Discuss After You Read

**Note:** The Deep South includes Alabama, Georgia, Louisiana, Mississippi, and South Carolina and were states dependent on cotton production; they tended to strongly hold to the master/slave dichotomy, and were further from freedom for slaves.

Q: What are some of Harriet's chores in the Big House?

A: *light fires, sweep, dust, rock the baby, prepare lunch, care for baby*

Q: Why is Harriet among the pigs, and what Bible character is she like when she fights the pigs for food?

A: *she almost stole some sugar and fled to avoid punishment; like the prodigal son*

Q: How is Harriet punished?

A: *whipped, sent to work in the fields*

#### Timeline and Map Activities

🕒 **Harriet Tubman (1820?–1913)**

📍 *Baltimore, Maryland (D9) (map 2)*

## Language Arts

### Vocabulary Development

**Optional: Wordly Wise 3000, Book 4** | Exercise 2B

### Creative Expression

#### **A: Dictation Passage<sup>1</sup>**

Read through the dictation passage with your children. Note any words, capitalizations, or matters of punctuation that require special attention. On Day 5 you will read the dictation as your children write it down.

Jack tried not to think about Boston. It would soon be time to start back and all they had to show for their labors was a worthless map. Poor Aunt Arabella, he thought. They would lose the house for sure. The entire trip to California was beginning to look like a wild-goose chase.

When they got the hole four feet deep they couldn't go any farther. They hit bedrock.

And struck gold.

#### 5-Minute Mechanics

Today your children will learn about **pronouns** and **antecedents**. They will also learn to recognize **subject pronouns**, and why the **gender** of pronouns is important. See the **Week 3 Activity Sheet** for more information.

#### Answer Key:

Antecedent to the pronoun *it*: the football

1. *it*<sup>2</sup>, *they*, *their*, *he*, *they*, *they*, *they*, *they*
2. *her*; *his*; *their*
3. *He*; *They*; *I*

#### **Optional: Dictation<sup>3</sup>**

The days were long and the tasks were hard. "We work from can to can't," the older women grumbled. But slave children grew up quickly in Maryland in the 1820's. The weak who dropped exhausted in the fields were comforted with the overseer's lash and the threat of sale to the cotton planters. Only the strong survived.

1. *By the Great Horn Spoon!*, p. 168.

2. **Note:** The word *it* is a pronoun, but in this context, it serves as an expletive. Sentences that begin with the word *there* or *it* followed by some form of the verb *to be* (such as "*It would soon be...*") are known as cleft sentences. Cleft sentences have delayed subjects, which means that the subject of the sentence is not *there* or *it*; the subject—if there is one—is whatever noun follows the verb. The word *it* is simply there to fulfill a structural function within the sentence. Please know that we consider cleft sentences and delayed subjects much more advanced grammar than we expect your children to try to learn this year. For now, simply congratulate your children if they found the word "*it*" and included it in their list of pronouns.

3. *Freedom Train*, p. 25.

## Day 2

### Bible

**Starting Strong** | “One of a Kind” Chapter 3

**Student Reading** | Matthew 26:69–75

**Parent Reading** | Matthew 10:24–42

**Memorization** | Matthew 11:28–29

### History/Geography

#### **Landmark History of the American People, Vol. 1** | Chapter 23

**Note:** Some people chafe under the name Civil War (1861–1865) for America’s Great War of 1861–1865.

##### **Was America’s Civil War a True Civil War?**

You may think the title of this note is rather odd.  
What is a civil war, anyway?

According to the *American Heritage Dictionary*, a civil war is “a war between factions or regions of the same country” or “a state of hostility or conflict between elements within an organization.”

We will be talking about this matter at much greater length in our “Civics/American Government” program especially, and in the “American History In Depth” program. Here, at the elementary level, let us simply note that the Southern states had seceded from the Union and formed their own government, completely separate from the Union. They had been running their government for several months before hostilities commenced. On its face, then, the Southern states were not part of “the same country” nor members of an organization.

Many historians have pointed out that one of the deepest questions the “Civil War” answered was this: whether a state, once joined to the Union, would be permitted peaceably to leave. The answer: no.

Interestingly, up until only months before the war broke out, many leaders in the North had urged that the *North-ern* states should secede from the *South*! As John Quincy Adams noted, the national government, controlled by the North, was refusing to fulfill its constitutional obligation concerning runaway slaves. On what grounds, then, could the Northern states expect their Southern brethren to uphold the Constitution themselves? Better, he said, that we (the Northerners) secede from the South and establish our own government that has no fugitive slave laws, than that we live a lie...

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

Q: Why was the South deeply attached to slavery?

A: *because cotton grew in the South, but not in the North, the hard labor required to grow cotton seemed well-suited to a slave system. Also, a larger influx of immigrants arrived in the North than the South, which forced social change at a faster pace than it occurred in the South*

**Note:** (p. 153) In the original draft of the Declaration of Independence, Thomas Jefferson protested King George’s actions when the King refused to let the Virginia House of Burgesses make the slave trade illegal. The king made much money from that trade and didn’t want to lose his profits.

**Note:** Eli Whitney’s cotton gin (1793) transformed the cotton industry: more cotton could be processed than before; one “gin”—short for “engine”—could do the work of 50 men, and do it better, as it separated cotton seeds from the cotton fibers.

**Note:** “King Cotton” refers to the cotton trade’s importance to Southern fortunes. It is hard to grasp that, prior to the “Civil War,” the South was by far the *richest* section of the United States. “The export of cotton alone from the South in 1859 was valued at \$161,434,923. The total export of all goods from the North in 1859 was a mere \$78,217,202.”<sup>4</sup>

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

🕒 **Civil War (1861–1865)**

🕒 **First blacks brought to North America (1619)**

🕒 **Eli Whitney (1765–1825) invents cotton gin (1793) and interchangeable parts for the gun (1801)**

### Read-Alouds

#### **Moccasin Trail** | Chapter 10

##### **Vocabulary**

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

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

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

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

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

\* \* \*

**Chinooks:** a formerly numerous North American Indian people originally inhabiting the territory of the northern shore of the mouth of the Columbia River.

**puncheon:** split log or heavy slab with the face smoothed.

**tawny:** a light brown color.

4. Kennedy & Kennedy, *op. cit.*, p. 49.

**demigod:** one so preeminent in intellect, power, ability, beneficence, or appearance as to seem to approach the divine.

**impervious:** incapable of being injured.

**vermilion:** a bright red pigment.

#### To Discuss After You Read

- Q: Is Jim trying to get Jonnie's "goat" when Jim comments on how much work it is to build a cabin to merely get out of the rain?
- A: *Jim is asking a valid question, but to Jonnie, who has lost a home to debt, land, no debt and a home are all he seeks*
- Q: Why was the family clock so important?
- A: *in those days people didn't have watches and other quick and convenient ways of knowing the time. And not every family even had a clock. Theirs might be the only clock for miles around. A clock was a family heirloom as well as a time piece. It was a large, decorative piece that made the cabin seem like home*
- Q: Why do you think Pa's "dreaded hickory switch" chased Jim away but built character and fortitude in Jonathan?
- A: *maybe Pa was stricter with his first born, maybe Jim's rebellious spirit provoked more discipline*
- Q: What revelation does Jonnie come to upon seeing Jim's bear scars?
- A: *he sees that the Indians both saved Jim's life as well as were good to him—Jonnie sees that Jim sticks up for his Indian family because they were good to him*
- Q: Why does Jonnie feel pride in the cabin he built?
- A: *his family has been homeless for at least three years—at 17 years old, to produce a sturdy and usable dwelling is quite an accomplishment*
- Q: Why was Jim appalled at Sally's suggestion that he cut off all symbols that tied him to the Crow?
- A: *by denying his ties to his Indian past, he was afraid he would enrage his "helpers" and his medicine wouldn't work anymore*
- Q: When Jonnie compares Pa's 1812 war medal to Jim's coup feather, is that an apt comparison? Why or why not?

#### Timeline and Map Activities

- 📍 Champoeg (H10) (map 1)

**Oxford Illustrated Book of American Children's Poems** | pp. 12–13

## Readers

### **Freedom Train** | "School Days" and "The Train Whistle Blows"

#### To Discuss After You Read

- Q: Although slavery was abolished in various parts of the world (Haiti, Mexico, and all British Colonies), why weren't the slaves in America freed?
- A: *slaves were too valuable to produce crops and "couldn't" be freed*
- Q: Why were slave laws strengthened? What were the unintended results?
- A: *to prevent a slave uprising like Nat Turner's; slaves learned to hide their feelings and navigate the woods, freedom became a strong pull*
- Q: What was the "underground railroad?"
- A: *people who willingly helped slaves travel to freedom*

## Language Arts

### Creative Expression

#### **B: The Outline**

Good writers use pre-writing to brainstorm and to organize their ideas. One form of pre-writing is an outline. The outline helps you put your ideas and supporting details into groups. Each group forms a paragraph. You start with a main idea and place the capital letter A next to it because it is your first idea. An outline for "The Three Little Kittens" by Eliza Lee Follen (page 14 of the *Oxford Illustrated Book of American Children's Poems*) would start like this:

A. Three little kittens

Then, you add supporting details to make a second level. You indent the second level and number it like this:

- A. Three little kittens
1. Lost their mittens
  2. Told their mother
  3. Upset mother

You can add a third level to add more support to your idea. You indent again and use lower case letters like this:

- A. Three little kittens
1. Lost their mittens
    - a. scared that mittens were lost
    - b. started to cry
  2. Told their mother
  3. Upset mother
    - a. scolded kittens
    - b. said they couldn't have any pie



One rule about using the outline is that you need to have at least two things per level. If you have a 1, then you need a 2. If you have an a, then you need a b. You don't have to have a third level for every number. Notice that #2 does not have a third level.

A paragraph using the outline above would look like this:

Once there were three little kittens. The kittens lost their mittens. They were afraid the mittens were gone, so they began to cry. When they told their mother, she scolded them. She said since they had lost their mittens that they couldn't have any pie.

Look at the poem "Three Little Kittens" in the *Oxford Illustrated Book of American Children's Poems*. To continue the outline for the whole story, you would add a capital letter for each main idea. You would write details for that idea with numbers and lower case letters.

Examine the poem and discuss what the next topic would be. Since the poem tells a story, it has a beginning, middle, and end. Another useful thing about the outline is that it keeps your paragraphs organized. Pre-writing gives a chance to write our ideas and to identify what is important to include in our writing and what is not important.

Complete the questions under "B: The Outline" on **Week 3 Activity Sheet**.

Answer Key:

1. Outline A shows better organization because it has more detail and the levels are balanced.
2. Yes
3. No
4. Outline B does not focus on the turtle. Discuss the differences between the two outlines. Answers will vary.

## Day 3

### Bible

**Starting Strong** | "One of a Kind" Chapter 3

**Student Reading** | Mark 14:66–72

**Parent Reading** | Matthew 11

**Memorization** | Matthew 11:28–29

### History/Geography

**Landmark History of the American People, Vol. 1** | Chapter 24

To Discuss After You Read

- Q: How did the abolitionist movement impact the slave states?
- A: *it forced Southerners to chose a side and they chose to justify slavery as a "peculiar institution"*

- Q: How did the abolitionist movement differ in the U.S. and England?
- A: *in England the focus was on the morality of slavery and impacted a relatively small but powerful group of people, the slave traders, whereas in the U.S. entire areas spoke propaganda over others*

Timeline and Map Activities

**Harriet Beecher Stowe (1811–1896) writes *Uncle Tom's Cabin* (1852)**

**Old South** (well-to-do-regions): *Delaware* (E10); *Maryland* (D10); *Virginia* (E9); *North* (E9) and *South Carolina* (F9); *Georgia* (F8) (map 1)

**New South** (also part of the West with their center of commerce being the Mississippi River): *Florida* (G8); *Kentucky* (E8); *Tennessee* (E7); *Louisiana* (F6); *Mississippi* (F7); *Alabama* (F7); *Missouri* (E7); *Arkansas* (F6); *Texas* (G5) (map 1)

**Mississippi River** (F3) (map 2)

### Read-Alouds

**Moccasin Trail** | Chapter 11

Vocabulary

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

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

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

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

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

To Discuss After You Read

- Q: Why did Jim feel so restless with all the land around him becoming more and more civilized?
- A: *he felt lost without enemies to outwit, signs to read, distances to gauge, or routes to find—and no difficulties to surmount*
- Q: Why does Daniel protest when Jim tells him to put stolen stuff back? How does Jim respond?
- A: *as an Indian, Jim didn't have to put back what he stole, even valuable horses—why should Daniel who steals a coveted item; we don't steal from our friends*
- Q: How do the brothers come to a truce?



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

## Readers

### **Freedom Train** | "Not Worth a Sixpence" and "Bound for the Promised Land"

#### To Discuss After You Read

Q: What type of freedom did John Tubman have? Talk about the pros and cons.

A: *his freedom: he could collect his own wages and spend them as he wanted; however, he couldn't own a dog, carry a gun or attend a church without a white minister. There were a hundred more rules as well. Pros and cons: YOU tell me!*

Q: Why do Harriet and her husband not get along?

A: *he is free and does not understand her urgent wish to be so also; he spends her hard-earned money and refuses to work*

Q: Why does Harriet decide to run?

A: *her master dies and she is sure she will be sold south and she gets aid from a Quaker friend*

**Note:** First Day is Sunday.

#### Timeline and Map Activities

🕒 **Harriet Tubman takes the Underground Railroad (1849–1851)**

## Language Arts

## Vocabulary Development

**Optional: Wordly Wise 3000, Book 4** | Exercise 2C

## Creative Expression

### **C: Outline an Experience**

Write a one-page outline at least three levels deep about a personal experience on "C: Outline an Experience" on **Week 3 Activity Sheet**. You should have at least three capital letters with groups. You will need a beginning, middle, and end. It can be very serious like Harriet Tubman's childhood or it can be about something like the best day you ever had with your family.

Look at the outline below. Follow its example.

#### Harriet Tubman's childhood

- A. Born into slavery
  - 1. Brought water to other slaves
  - 2. Carried messages
- B. Worked in Big House as child
  - 1. Cared for baby
  - 2. Lit fires

- 3. Swept, dusted, cleaned house
- 4. Helped cook lunch
- C. Forced to field work
  - 1. Too sullen an expression
  - 2. Took food
  - 3. Ran to escape beating
- D. Field work
  - 1. Worked hard
  - 2. Got Strong
  - 3. Sang spirituals

## Day 4

## Bible

**Starting Strong** | "One of a Kind" Chapter 3

**Student Reading** | John 18:15–27

**Parent Reading** | Matthew 12

**Memorization** | Matthew 11:28–29

## History/Geography

**Landmark History of the American People, Vol. 1** | Chapter 25

To review the Add-A-State Plan created by **The Northwest Ordinance** (1787), which defined how a territory could become a state and a member of the Union, see the paragraph spanning pp. 85–86 in the book for details.

**Note:** The United States purchased a huge tract of land from France (Napoleon), in a deal called the **Louisiana Purchase** (1803). This included the land from the Mississippi River to the Rocky Mountains and from the Gulf of Mexico to the Canadian border and encompassed land that is now all or part of 13 states: Louisiana, Arkansas, Oklahoma, Missouri, Kansas, Iowa, Nebraska, Minnesota, North and South Dakota, Montana, Colorado, and Wyoming.

#### To Discuss After You Read

Q: Define a "slave state" and a "free state."

A: *a "slave state" permitted slaveholding, a "free state" did not permit slaveholding*

Q: What did the Missouri Compromise of 1820 declare?

A: *if any new free states were added to the Union, a slave state had to be added at the same time*

Q: What did Clay's Compromise of 1850 allow?

A: *it let California be admitted to the Union as a free state, and made "the slave question" something that each future state could decide on its own when it applied to join the Union*

Q: What did the Kansas-Nebraska Act of 1854 decide?  
What was the result?

A: *it permitted popular vote to decide the status of slavery in the subject states; produced two Kansases and open hostility and bloodshed*

The *Landmark History* book gives one fascinating perspective on the United States' relations with Mexico in the mid-1800s. A Bob Jones textbook gives us another:

[In] 1844, a presidential election year, ... James K. Polk [was told] that he could win both the nomination and the presidency by promising "All of Oregon, All of Texas." This pledge lured both Northerners and Southerners into the Democratic fold, [and] made [Polk] president...

[Texas was] received as a state in the American Union on December 29, 1845. A few weeks later, ... Mexico broke off relations with the United States. President Polk sent General Zachary Taylor and fourteen hundred troops across the Gulf of Mexico to land at Corpus Christi in case war broke out.... He [also] sent John Slidell to Mexico City ... to offer to buy California and New Mexico, but the Mexicans refused to meet with Slidell.

Mexico held that the southern border of Texas was the Nueces River [immediately to the north of Corpus Christi, where the American troops had landed]. Therefore, Mexico held that the presence of American troops south of that river was an act of war. Polk and Taylor chose to believe the Rio Grande was the border....

On May 8, 1846, the Mexican general Mariano Arista slipped across the [Rio Grande river?] and launched a surprise attack on Taylor.... After staunch American resistance, the Mexicans withdrew....

When Taylor's reports reached Washington, President Polk asked Congress to declare war on Mexico. The declaration was signed May 13....

By September, Taylor had marched his troops into Mexico toward Monterrey....

While the Mexican War progressed, Polk saw opportunity for the dream of Manifest Destiny to be fulfilled. The Mexican provinces of California and New Mexico were tempting prizes that soon became a war objective. Polk made plans to seize both territories, and Americans already in those areas were ready to show the American government that they were loyal....

The United States army continued to press the Mexicans [until] Mexico City finally surrendered in September of 1847....

By the terms of the Treaty of Guadalupe Hidalgo, the fighting was ended; the Rio Grande became the boundary of Texas; California and a large area called the Mexican Cession became part of the United States. The United States agreed to pay Mexico \$15 million for the land and canceled all debts Mexico owed to the United States.<sup>5</sup>

An interesting point about the terms of this treaty: few nations beat their opponents on the battlefield and then agree to *pay* their enemies. [pp. 163–166]

5. Rachel C. Larson with Pamela B. Creason, *The American Republic for Christian Schools* (Greenville, SC: Bob Jones University Press, 1993), pp. 290–295.

#### Timeline and Map Activities

🕒 **Northwest Ordinance (1787)**

🕒 **Louisiana Purchase (1803)**

🕒 **Missouri Compromise (1820)**

🕒 **Texas became part of the Union (1845)**

🕒 **American Mexican War (1846–1848)**

🕒 **Henry Clay's "Compromise" (1850)**

🕒 **Kansas-Nebraska Act (1854)**

🕒 **Gold found at Sutter's Mill (1848)**

🕒 **California Gold Rush (1849)**

🗺️ *Louisiana (F6); Arkansas (E6); Oklahoma (E6); Missouri (E7); Kansas (E5); Iowa (D7); Nebraska (D6); Minnesota (B7); North and South Dakota (C6); Montana (C4); Colorado (E4); Wyoming (C4) (map 1)*

#### Read-Alouds

***Moccasin Trail*** | Chapter 12 pp. 149–162

#### Vocabulary

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

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

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

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

\* \* \*

**Cayuse Indians:** occupied parts of NE Oregon and SE Washington. They were closely associated with the Nez Perce. In 1836 Marcus Whitman established a mission among them. In 1847, the Cayuse, blaming the missionaries for an outbreak of smallpox, attacked the mission and killed the Whitmans and their helpers. The settlers then declared war and defeated the Cayuse. In 1855 they were placed on the Umatilla Reservation in Oregon, which they continue to share with the Wallawalla and Umatilla peoples; by 1990 they were among the smallest groups of Native Americans, numbering 126. A small horse bred by them gave the name cayuse to all Native American horses (source: [www.encyclopedia.com](http://www.encyclopedia.com)).

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

Fred Yelkis was the last of the Molala tribe (source: <http://logos.uoregon.edu/explore/Oregon/mhstory.html>).

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

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

**roan:** having the base color muted and lightened by a liberal mixture of white hairs.

**curvetted:** leaped, bounded.

#### To Discuss After You Read

- Q: Why does Jim suspect the Cayuse Indians of stealing?  
A: *the two other tribes nearby were too near and thus would have been suspect, plus the tribes were mired in poverty and were decimated by small pox and thus were not powerful enough to try to outwit the white men, and the Cayuse were thieves by nature*
- Q: Why don't the settlers want to fight the Cayuse to get their cattle back? Why does Jim want to fight?  
A: *was lead to more conflict and bloodshed and bad feelings; for the excitement*

#### Timeline and Map Activities

- 📍 Fort Walla Walla (C2) (map 1)

**Oxford Illustrated Book of American Children's Poems** | p. 14

## Readers

**Freedom Train** | “Following the Star” and “Riding on the Railroad”

#### To Discuss After You Read

- Q: How does Harriet avoid detection?  
A: *walks in water, stops when people approach, makes sure roads are empty when she passes, widely circles houses so dogs will not bark*
- Q: What close calls does Harriet have as she escapes?  
A: *slave trader is at house when she arrives, and she falls asleep and searchers are very nearby*

#### Timeline and Map Activities

- 📍 Choptank River (D9); Camden (D9); Smyrna (D9); Middleton (B11); Wilmington (D9); New Castle (D9) (map 2)

## Language Arts

### Vocabulary Development

**Optional: Wordly Wise 3000, Book 4** | Exercise 2D

### Creative Expression

#### D: Spin Your Tale!

Write a narrative (a personal story) on a separate piece of paper using the outline you created yesterday. You should have at least three paragraphs: beginning, middle, and end.

Mom or Dad: Check their outline to make sure that your children focused each group on one topic. Show them how to write one paragraph for each group starting with level one and continuing with the second and third levels.

Here's what a sample narrative paragraph might look like:

My family made my birthday this year the best day we've ever had together as a family. To start, we went out for breakfast. Since it was my birthday, I got to choose the restaurant, so I picked Waffle Hut, because they have the best waffles in town. We also had bacon and hash browns.

After breakfast, Dad let me choose the day's activity. Everyone jumped for joy when I said I wanted to play mini golf. We headed straight for Golfin' Gus' Gargantuan Golfplex, where we played three rounds of mini golf. Dad won the first round, my sister won the second round, and I won the last round.

To end the day, Mom shocked me with a surprise birthday party at Ballyhoo Bob's Boss Bowl-A-Rama. All my friends from church and the neighborhood were there. We had ice cream cake and then bowled for several hours. It was so much fun. I can't remember a better day with my family.

## Day 5

### Bible

**Starting Strong** | “One of a Kind” Chapter 3

**Student Reading** | John 18:28–37

**Parent Reading** | Matthew 13:1–23

**Memorization** | Matthew 11:28–29

### History/Geography

**5-Day: Sounding Forth the Trumpet** | Chapter 2

p. 26

Insert immediately before the word *had* in the last line of the next-to-last paragraph on the page: *for practical and, sometimes, legal reasons*,—and, at the end of the same line insert: *at least for a while*. So that brief line should read, *for practical and, sometimes, legal reasons, had to live with it, at least for a while*.

**Explanation:** No one “*had*” to live as a slave owner forever. But anyone with half a heart for his slaves had to be concerned about what was to become of these people. As numerous slave owners noted (and as Marshall and Manuel also note at the bottom of page 27 and the top of page 28), if they simply dumped their slaves out into the marketplace, those very same slaves (or, rather, ex-slaves) would become victims of others. They might be captured and re-enslaved. They would lack skills that would enable them to find high-paying jobs in the open marketplace. They would lack the kinds of resources necessary for them to survive until they could find jobs. And so on and so forth.

The fact is, some slave owners bought slaves specifically to save them from a worse fate. A number of free black people purchased black slaves ... as a kindness to the slaves they purchased! So, too, with a number of kind-hearted white people.

I have just mentioned some of the *practical* reasons a slave owner might not get rid of his slaves right away. By the mid-1800s, however, there were *legal* difficulties as well. Several of the Southern states had passed legislation that precluded the opportunity for slave owners to emancipate their slaves.

p. 27

**Comment:** Don’t miss the significance of what is said on this page, especially in the first two major paragraphs!

- **“Suppose the government did decide to compensate the slave owners.”** Try to think of comparable changes in the law that might take place today. For example, suppose you owned some unzoned rural property. Being un-zoned, you can sell it to whomever you would like for any purpose that the new owner would like to use it. But then,

suddenly, a nearby municipality comes along, annexes your property, and zones it: “Rural.”—Now, all of a sudden, that property that you had purchased for \$1500 an acre, hoping it would, indeed, soon be annexed by the municipality so that you could sell it to a developer for a profit ...—that property is now valued at less than \$1000 an acre. You think to yourself, “It’s very nice that the municipality wants to preserve this agricultural land, but who is having to pay for that privilege in behalf of the municipality? Its taxpayers? Or me?”

That’s not a perfect analogy, but I hope it is close enough so that you can understand some of the issues involved.

The Northern factory owners, many of whose ancestors had grown wealthy off of the slave trade, were happy to abolish slavery by government edict ... just as long as *they* didn’t have to pay anything for it. After all, they had given up on the business while the getting was good. Now the ones who were still involved: who cared about them? “Let them pay.”

- **“Up North, other factors fueled the debate.”**—Finally, Marshall and Manuel admit that the North was not quite as morally pure as they have implied. Indeed, as I wrote in my notes for Chapter 1 of *From Sea to Shining Sea*, “As late as 1858 there were twenty-four American [i.e., Northern—JAH] ships in the Zanzibar harbor as against three British. So many of the ships hailed from Salem [Massachusetts: the *North!*] that the Zanzibarians thought all white men came from this one New England town. English officers discovered to their indignation that Great Britain was considered to be a suburb of Salem. The Americans traded for slaves and ivory with a cheap calico turned out in vast quantities by the New England cotton mills.”<sup>6</sup> W.E.B. DuBois points out that “in the decade 1850–1860, ... the fitting out of slavers became a flourishing business in the United States and centred at New York City. ‘Few of our readers,’ writes a periodical of the day, ‘are aware of the extent to which this infernal trade is carried on, by vessels clearing from New York, and in close alliance with our legitimate trade.’”<sup>7</sup>

p. 28

**Suggested Revision: Rewrite**, as indicated, the third sentence of the next-to-last paragraph before the small break at the end of the page: *These moderates Moderate abolitionists like Lundy saw slavery for the sin it was as a sin and wanted it abolished but felt it must be done eliminated gradually.*

**Explanation:** As with my comments about John Quincy Adams “*realizing*” that slavery was “like a dark cloud,” so

6. Daniel P. Mannix, *Black Cargoes: A History of the Atlantic Slave Trade 1518–1865* (NY: The Viking Press, 1962), pp. 244–245.

7. W.E.B. DuBois, *The Suppression of the African Slave-Trade to the United States of America* (NY: Schocken Books, 1969), p. 178.



here. I think you'll find this revised sentence both easier for your child to understand as well as a little more honest.

p. 29

**Suggested Revision: Delete** the third sentence in the paragraph that spans pages 29 and 30 and **precede** the word *When* (with which the next sentence begins) with *But*. Thus: *By 1804 the ideals of the Revolution had dislodged slavery in every Northern state. ~~W~~ But when Missouri applied for statehood, ...*

**Explanation:** I want, simply, to reference once more what I wrote in my notes for the Preface of this book:

The article "Slavery in the United States" by Jenny Wahl, available at [eh.net](http://eh.net),<sup>8</sup> ... confirms: ... By 1810, [only] two states were slave-free: Massachusetts and New Hampshire.... [And] even [as late as 1860], two of the original "Northern" states (states that were to remain in the Union during the so-called Civil War)—specifically, Delaware and Maryland—still had slave populations.

So to what are Marshall and Manuel referring? They must be referencing the fact that in 1804 New Jersey enacted a law that provided for gradual abolition of slavery. When New Jersey did this, all but two of the "Northern" states that were to remain in the Union, had, in fact, made the same kinds of legal provisions.

Once more, however, it appears that, by simplifying their story, they have eliminated certain inconvenient truths. The fact is, several states that remained in the Union (commonly referred to as "the North")—including not only Delaware and Maryland, but Missouri and Kentucky as well—had significant slave populations and had not eliminated slavery. ... They had not eliminated it—or passed any laws to eliminate it—by 1804, the date Marshall and Manuel reference; nor by 1861, when the war started; nor even by January 1, 1863, when President Lincoln's Emancipation Proclamation went into effect.<sup>9</sup>

pp. 29–30

**Suggested Revision: Delete** the word *actually* in the sentence that spans pages 29 and 30: *Southern members of Congress in both the House and Senate had ~~actually~~ expressed the possibility of their states leaving the Union.*

**Explanation:** Marshall and Manuel make this proposal sound strange. The reality is, Garrison himself repeatedly urged the Northern states to secede from the South! Why? I have read two reasons:

1. To escape the "compact with Hell" that Garrison believed the U.S. Constitution had become when

8. <http://eh.net/encyclopedia/article/wahl.slavery.us>

9. This explains why the Proclamation, first announced on September 22, 1862, was written as it was to affect only those persons held as slaves "within any State, or designated part of a State, the people whereof shall [as of January 1, 1863] be in rebellion against the United States." In other words, the Proclamation never touched almost 800,000 slaves—almost 500,000 in the four states mentioned, plus an additional 300,000 in Tennessee, the 48 counties of Virginia that were in the process of becoming West Virginia, seven additional counties plus two cities in the Union-controlled Tidewater region of Virginia, plus New Orleans and 13 parishes of Louisiana—[former] Confederate areas that were now considered Union territory.

the Fugitive Slave Act was passed. Why should the Northern states be required to participate in any way with the immoral institution of slavery? Let us secede, he said. Why should we be bound by the strictures of the U.S. Constitution? Let us be done with it!

2. To provide a peaceful, principled way to destroy the institution of slavery. The Northern states, once free from the burdens of the U.S. Constitution, would become a haven for runaway slaves, a haven relatively near at hand to which slaves could escape without too much trouble. As more and more slaves to escape, the risks to the slave owners of paying for slaves only to have them run away would become too great. The slave system would become unsustainable.

#### To Discuss After You Read

Q: The book says, "(I)n 1830 the cutting edge in communications was the newspaper." What is it today?

Q: Benjamin Lundy wrestles with emancipation. What dilemma did he see?

A: *how to recompense both Northern and Southern slave owners who depended on slave labor, plus how to support freed slaves who lacked both education and a means of support, and who would protect them?*

Q: William Lloyd Garrison presented a different course. What was it?

A: *to abolish slavery now, through force if necessary*

Q: Why did the framers of the Consitution allow slavery?

A: *delegates from South Carolina and Georgia threatened to leave the Convention, and most delegates believe it would die out on it own*

Q: Was Garison's position widely accepted?

A: *no, both Northerners and Southerners disagreed with him*

#### Timeline and Map Activities

📍 *Baltimore, Maryland (D9); Boston, Massachusetts (B11) (map 2)*

#### Read-Alouds

**5-Day: Thee, Hannah** | pp. 30–48

#### Vocabulary

**Pepper pot:** a thick stew of beef tripe (stomach), vegetables, pepper and spices.

**Hominy:** dried corn without the hull or germ that is cooked with water to form a hot cereal (also called grits).

**Pot cheese:** soft, crumbly, unaged cheese.

**Furbelows:** ruffles, flounces or showy ornamentation.

**Salsify:** a root vegetable similar to a thin parsnip; a member of the sunflower family.

**Pomade:** grease used to style hair.

#### To Discuss After You Read

- Q: Was Hannah being prideful when she set off to skate alone? Why else could she have wanted to do so?
- A: *there is a pride in a job well done, plus she may have had some energy to burn off, or the fun of it caused her to relish it*
- Q: Hannah has a “stop” in her mind regarding the scarf. Have you ever had a similar experience?
- Q: When Hannah hides the ruined scarf, do you think it will be easier to explain later on? Do problems tend to go away if we ignore them? What should she have done?

### Readers

#### **Freedom Train** | “In a Strange Land” and “Why Not Every Man?”

#### To Discuss After You Read

- Q: Why is freedom so important to Harriet, since her tasks do not change much?
- A: *discuss this with your parents*
- Q: For whom are the words on the Liberty Bell in Philadelphia: “Proclaim liberty throughout all the land, to all the inhabitants thereof”?
- A: *all who see the bell*
- Q: Why is Harriet not afraid to go and rescue more of her people?
- A: *she wants either liberty or death, not just for herself but for others; she is lonely and has done the work of a man all her life*
- Q: How does Harriet find people willing to risk running?
- A: *she starts with people she knows and as she gains notoriety, people stop and plead with her for help*

#### Timeline and Map Activities

- 📍 Philadelphia, Pennsylvania (D9) (map 2)

## Language Arts

### Creative Expression

#### 5-Day: Dictation<sup>10</sup>

Read through the dictation passage, and have your children record the passage on a separate sheet of paper. Note any words, capitalizations, or matters of punctuation that require special attention.

Jack tried not to think about Boston. It would soon be time to start back and all they had to show for their labors was a worthless map. Poor Aunt Arabella, he thought. They would lose the house for sure. The entire trip to California was beginning to look like a wild-goose chase.

When they got the hole four feet deep they couldn't go any farther. They hit bedrock.

And struck gold. ■

10. By the Great Horn Spoon!, p. 168.

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## A: Dictation Passage<sup>1</sup>

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention.

Jack tried not to think about Boston. It would soon be time to start back and all they had to show for their labors was a worthless map. Poor Aunt Arabella, he thought. They would lose the house for sure. The entire trip to California was beginning to look like a wild-goose chase.

When they got the hole four feet deep they couldn't go any farther. They hit bedrock.

And struck gold.

### 5-Minute Mechanics

It would be quite awkward if, when we wrote, we were forced to use someone's or something's name every time we wanted to talk about him or her (or it). For example:

Peyton threw the football to Peyton's little brother, Eli.

"Good catch," said Peyton. "Now throw the football back to Peyton."

"No," replied Eli. "Eli wants to play with Peyton's football alone."

"If Eli wants to play alone, then go get Eli's ball. That football is Peyton's!" exclaimed Peyton.

What do you think? It sounds kind of weird, doesn't it? Why is that? It's because we didn't use any pronouns.

**Pronouns** are words—like *I, me, he, she, they, it, mine, yours*, etc.—that are used in place of common or proper nouns. Here's what the paragraph above might look like if it were rewritten using some pronouns:

Peyton threw the football to his little brother, Eli.

"Good catch," said Peyton. "Now throw it back to me."

"No," replied Eli. "I want to play with it alone."

"If you want to play alone, then go get your ball. That one is mine!" exclaimed Peyton.

Isn't that better? The noun a pronoun refers to is called its **antecedent**. For example, in the sentence:

"No," replied Eli. "I want to play with it alone."

...*Eli* is the antecedent to which the pronoun *I* refers. What is the antecedent to the pronoun *it*?

**Personal pronouns**, which are listed above, are the most common type of pronouns. If a pronoun serves as the subject of a sentence, we call it a **subject pronoun**:

**He** is a great friend.

**She** rode her bike to the park.

Keep in mind that as you write pronouns, they must agree with the **gender** of the subject. That means you shouldn't say *she* or *her* if the antecedent of the pronoun is male. Instead, write:

Anna lay **her** books on the table.

1. What pronouns do you see in this week's dictation passage? Circle them:
2. Complete the following with pronouns that agree with the given antecedents.

Doris wrote \_\_\_\_\_ parents a letter.

Dexter sold three magazines to \_\_\_\_\_ aunt.

Rodney and Harriet went to \_\_\_\_\_ son's game.

3. Complete the following with subject pronouns.
  - \_\_\_\_\_ climbed the tree and tore his pants.
  - \_\_\_\_\_ took pictures of their cousins.
  - \_\_\_\_\_ don't like my hair today.

## B: The Outline

The following two outlines describe the turtle. Read through both outlines and answer the questions that follow.

### Outline A: The Turtle Encounter

- A. Arrived in Mexico
  1. Stayed at resort
    - a. had a pool
    - b. had a view of the ocean
  2. Spent first day sight-seeing
    - a. visited the market
    - b. visited old buildings
- B. Went Snorkeling
  1. felt nervous at first
  2. started to see fish
  3. sea turtle pops up
    - a. looked turtle in the eye
    - b. turtle looked back
    - c. swam together
    - d. my dad joined us
  4. snorkeled some more
  5. snorkeling ended
- C. Left for home
  1. waited at airport
  2. slept on plane
- D. Arrived home

1. *The Great Horn Spoon!*, p. 168.



## C: Outline an Experience

- Write a one-page outline that is at least three levels deep. You should have at least 3 capital letters with groups.

2. Do all the details under each capital letter belong with the topic in Outline A?

**No**

3. Do all the details under each capital letter belong with the topic in Outline B?

**No**

## D: Spin Your Tale!

Write a narrative on a separate piece of paper using the outline that you created yesterday. You should have at least three paragraphs: beginning, middle, and end.

Spin Your Tale: Title \_\_\_\_\_

Core E—Scope and Sequence: Schedule for Topics and Skills					
Weeks	Memory Work	Bible Reading	History/ Social Studies	Geography	Biography
1	Matthew 4:4	Jesus calls his disciples; Gospel of Matthew: Genealogy of Jesus	Slavery	<i>Hull, England; Baltic Sea; 5-Day: United States</i>	William Wilberforce; 5-Day: Paul Bunyan
2	Psalms 8:1	Jesus walks on water; Gospel of Matthew: Jesus' healing miracles	Slavery	<i>England</i>	William Wilberforce
3	Matthew 11:28-29	Jesus in the Garden of Gethsemane; Gospel of Matthew: the suffering servant	Slavery; Civil War	<i>England; Africa; United States; East Coast States; Mississippi River; Texas; Kansas; Nebraska</i>	Thomas Jefferson; George III; Eli Whitney; Harriet Beecher Stowe; Harriet Tubman
4	John 20:28-29	Jesus' appearances after Resurrection; Gospel of Matthew: Jesus' parables	Westward Expansion; Gold Rush; Civil War	<i>California; Arizona; New Mexico; Texas; Nevada; Utah; Virginia; Kansas; Nebraska; Ft. Sumter</i>	James Polk; John Sutter; Abraham Lincoln; Stephen Douglas; Harriet Tubman
5	Ephesians 3:20-21	Acts: Early church: spreading the Good News; Gospel of Matthew: Jesus' entry into Jerusalem	Abraham Lincoln	<i>Illinois; Kentucky; Indiana; Mississippi River</i>	Abraham Lincoln
6	Matthew 28:19-20	Acts: Early church: John and Peter; Gospel of Matthew	Civil War; Abraham Lincoln	<i>Missouri; Mexico; Kansas; Nebraska; Eastern United States</i>	Abraham Lincoln
7	Psalms 103	Gospel of Mark; Gospel of Matthew	Civil War; Abraham Lincoln	<i>Antietam; Gettysburg; Appomattox, VA; 5-Day: Southwest United States</i>	Abraham Lincoln; 5-Day: Pecos Bill
8	Psalms 103	Gospel of Mark: Jesus' parables and healing; Gospel of Matthew	Civil War; Abraham Lincoln	<i>Eastern United States; 5-Day: Massachusetts; England</i>	Abraham Lincoln; John Brown; 5-Day: Stormalong
9	Psalms 103	Gospel of Mark: Jesus' miracles; 1 Chronicles: Kings of Judah	Civil War; Cowboys	<i>Eastern United States; Texas; Kansas; New Orleans; Charleston; Gettysburg; Appomattox; Great American Desert</i>	Abraham Lincoln; Robert E. Lee; Ulysses S. Grant; William Sherman; John D. Rockefeller

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

Weeks	Memory Work	Bible Reading	History/ Social Studies	Geography	Biography
10	Psalms 103	Gospel of Mark: Jesus' Transfiguration, teachings, and triumphal entry into Jerusalem; 1 Chronicles	Oil Boom; Sears Catalog	<i>Cleveland; Chicago</i>	John D. Rockefeller; Montgomery Ward; Richard Sears
11	Psalms 103	Gospel of Mark: Jesus' parables: Love God and love others; 1 Chronicles	Department Stores; Mass Production	<i>Philadelphia</i>	A. T. Stewart; Elias Howe; Frederick W. Taylor; Henry Ford; Thomas Edison
12	Psalms 103	Gospel of Mark: The Lord's Supper, Crucifixion, and Resurrection; 1 Chronicles	Reconstruction	<i>The South</i>	Andrew Johnson; Thaddeus Stevens
13	Famous Speech	Samuel: friendship in the Old Testament; 2 Chronicles	Discrimination; Homestead Act; Railroads; Crowded Cities	<i>The South; The West; Utah; New York</i>	Thomas Edison; Alexander Graham Bell; John D. Rockefeller; Andrew Carnegie
14	Famous Speech	Acts: Early Church: Paul and Barnabas, the church in Antioch; 2 Chronicles	Immigration; Labor Unions; Cowboys and Indians	<i>New York; Chicago; the Great Plains; Europe</i>	George Custer
15	Famous Speech	Daniel; 2 Chronicles	Reformers; Newspapers; Post Office; Railroads	<i>Chicago; Boston; New York</i>	Jane Addams; Samuel Morse
16	Famous Speech	Friendship; 2 Chronicles	Company Towns and Garden Cities; Bridges; Elevators and Skyscrapers	<i>St. Louis; New York; Chicago</i>	Andrew Carnegie; James Eads; John and Washington Roebling; Bogardus; Elisha Otis
17	Famous Speech	Job: remaining faithful through suffering; 2 Chronicles	Big Business		William Jennings Bryan; William McKinley; Theodore Roosevelt
18	Famous Speech	Samuel; 2 Chronicles	Spanish-American War; Panama Canal; World War I; League of Nations	<i>Cuba; Spain; United States; Panama; China; Russia; Japan; Germany; England; Venezuela</i>	Joseph Pulitzer; Theodore Roosevelt; Woodrow Wilson; Helen Keller
19	Lamentations 3:22-23	Ruth: devotion and kindness; Proverbs; 2 Chronicles	World War I	<i>Austria-Hungary; Bosnia; Serbia; Europe</i>	Archduke Franz Ferdinand; Kaiser Wilhelm II; George Washington Carver

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Core E—Scope and Sequence: Schedule for Topics and Skills (cont.)					
Weeks	Memory Work	Bible Reading	History/ Social Studies	Geography	Biography
20	Proverbs 18:10	Proverbs; Hosea: how God views our sin	World War I	<i>Europe; China; India; Chile; Falklands; Africa; Turkey; Middle East; 5-Day: Eastern United States</i>	George Washington Carver; 5-Day: Mike Fink
21	Proverbs 26:18-19	Proverbs; Hosea	World War I	<i>Europe; 5-Day: Southern United States</i>	The Wright Brothers; 5-Day: Dave Crockett
22	Proverbs 16:32	Proverbs; Amos: God's justice and righteousness	World War I	<i>Europe</i>	Woodrow Wilson; Nicholas II; The Wright Brothers
23	Hebrews 11:1, 6	Proverbs; Micah	World War I; League of Nations; Treaty of Versailles	<i>Europe; Middle East; Versailles</i>	Kaiser Wilhelm II; David Lloyd George; Georges Clemenceau; Woodrow Wilson
24	Romans 8:38-39	Proverbs; Ezekiel: God's sovereign power over his creation	League of Nations; Roaring 20's	<i>United States; Europe</i>	William E. Borah; Henry Cabot Lodge; Woodrow Wilson
25	John 15:1-8	Proverbs; Ezekiel	Great Depression; The New Deal; Discrimination		Herbert Hoover; Franklin Roosevelt; Eleanor Roosevelt; Amelia Earhart; Booker T. Washington; W.E.B. DuBois
26	Psalms 19:1-4	Jonah: God's patience and compassion; Ezekiel	World War II	<i>Germany; Poland; Europe; Russia; United States; Japan; Pearl Harbor; 5-Day: Indiana</i>	Franklin Roosevelt; Billy Mitchell; Charles Lindbergh; Adolf Hitler; Winston Churchill; Joseph Stalin; Yosuke Matsuoka; 5-Day: Johnny Appleseed
27	Psalms 19:1-6	God's prophet Samuel; Ezra	World War II	<i>Europe; Russia; Pearl Harbor; Asian-Pacific Seaboard; Africa; 5-Day: West Virginia</i>	Adolf Hitler; Joseph Stalin; 5-Day: John Henry
28	Psalms 19:1-8	Exodus: Moses and God's chosen people; Ezra	World War II; Holocaust	<i>Europe; Atlantic Ocean; Auschwitz-Birkenau; Stalingrad</i>	

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

Weeks	Memory Work	Bible Reading	History/ Social Studies	Geography	Biography
29	Psalms 19:1-10	Luke: Mary's devout faith and the birth of Jesus; Romans: Paul's powerful teachings	World War II; D-Day	<i>Europe; Japan; Southeast Asia; Pacific Islands; Italy; Normandy</i>	
30	Psalms 19:1-12	Daniel; Romans	D-Day; World War II	<i>Normandy; France; Germany; Berlin; Iwo Jima; Okinawa</i>	Adolf Hitler; Winston Churchill; Franklin Roosevelt; Joseph Stalin
31	Psalms 19:1-14	Genesis: Joseph; Romans	Atom Bomb; End of World War II		Joseph Stalin; Harry Truman; Winston Churchill; Dwight D. Eisenhower; Douglas MacArthur
32	Hebrews 12: 1–13	2 Kings: Elijah; Romans	Cold War; Korean War; Vietnam War	<i>United States; Soviet Union; East Germany; West Germany; Poland; Europe; China; Korea; Vietnam; Geneva</i>	Joseph Stalin; Harry Truman; Winston Churchill; Douglas MacArthur; Dwight Eisenhower; Joseph McCarthy; Jackie Robinson
33	Hebrews 12: 1–13	Book of Judges: Bible heroes; Galatians	Discrimination; Civil Rights Movement	<i>Montgomery, Alabama; Memphis</i>	John F. Kennedy; Martin Luther King Jr.; Rosa Parks; Lyndon B. Johnson; Thurgood Marshall; Jackie Robinson
34	Hebrews 12: 1–13	Book of Judges; Galatians	John F. Kennedy; Cuban Missile Crisis; Lyndon B. Johnson; Civil Rights	<i>United States; Cuba; Vietnam; Mexico; Puerto Rico; California</i>	John F. Kennedy; Khrushchev; Lyndon B. Johnson; Cesar Chavez; Jackie Robinson
35	Hebrews 12: 1–13	Book of Judges; Ephesians	Native Americans; Women's Rights; Space Race	<i>United States; Soviet Union</i>	Margaret Sanger; Robert Goddard; Yuri Gagarin; John Glenn; Neil Armstrong
36	Hebrews 12: 1–13	Book of Judges; Philippians	Communism; End of Cold War	<i>Vietnam; Nicaragua; Watergate; Persian Gulf; Middle East; Russia; 5-Day: Johnstown</i>	Richard Nixon; Ronald Reagan; Gorbachev; Boris Yeltsin; Dick Rutan; Jeana Yeager; 5-Day: Joe Magarac

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Language Arts E—Scope and Sequence: Schedule for Topics and Skills		
Weeks	5-Minute Mechanics	Creative Expression
1	nouns: common/proper; gender of nouns	Personification (Figurative Language) A Gold Nugget's Tale (Short Story/Narration)
2	nouns: concrete/abstract, compound, collective.	Five Parts of the Friendly Letter (Structure) Write the Friendly Letter (Organization)
3	pronouns—personal, subject; gender of pronouns	Outline an Experience (Organization/Writing Process) Spin Your Tale (Narration)
4	apostrophes	The Narrative Poem/Poetically Speak (Poetry/Narration)
5	commas	Adjectives (Writing Description) Character Description/Character Jack (Description)
6	types of adjectives: demonstrative, indefinite	Rules and Commands (Imperative Sentences) A Bill of Rights (Statements)
7	spelling improvement tips	The Journal (Personal Response)
8	Person of pronouns: first, second, third	The Hook (Structure) Write the News Article (Objective Writing)
9	quotation marks: placement of punctuation; Write Numbers	The Topic Sentence (Structure) Write & Revise a Formal Business Letter (Organization)
10	dialects; intensive, reflexive and indefinite pronouns	Metaphors (Figurative Language) Definition Poem/Limerick (Poetry)
11	action verbs, linking verbs, helping verbs; singular/plural	Transitions (Structure) Follow & Write Directions (Expository Writing)
12	verb tenses: simple (review); perfect tenses—present, past, and future perfect	Hyperbole (Figurative Language) A Tall Tale (Use of Exaggeration)
13	synonyms	The Interview (Expository Writing) The Biography Project (Expository Writing)
14	homographs; homonyms	The Venn Diagram (Compare/Contrast) Compare/Contrast Essay (Expository Writing)



## Language Arts E—Scope and Sequence: Schedule for Topics and Skills (cont.)

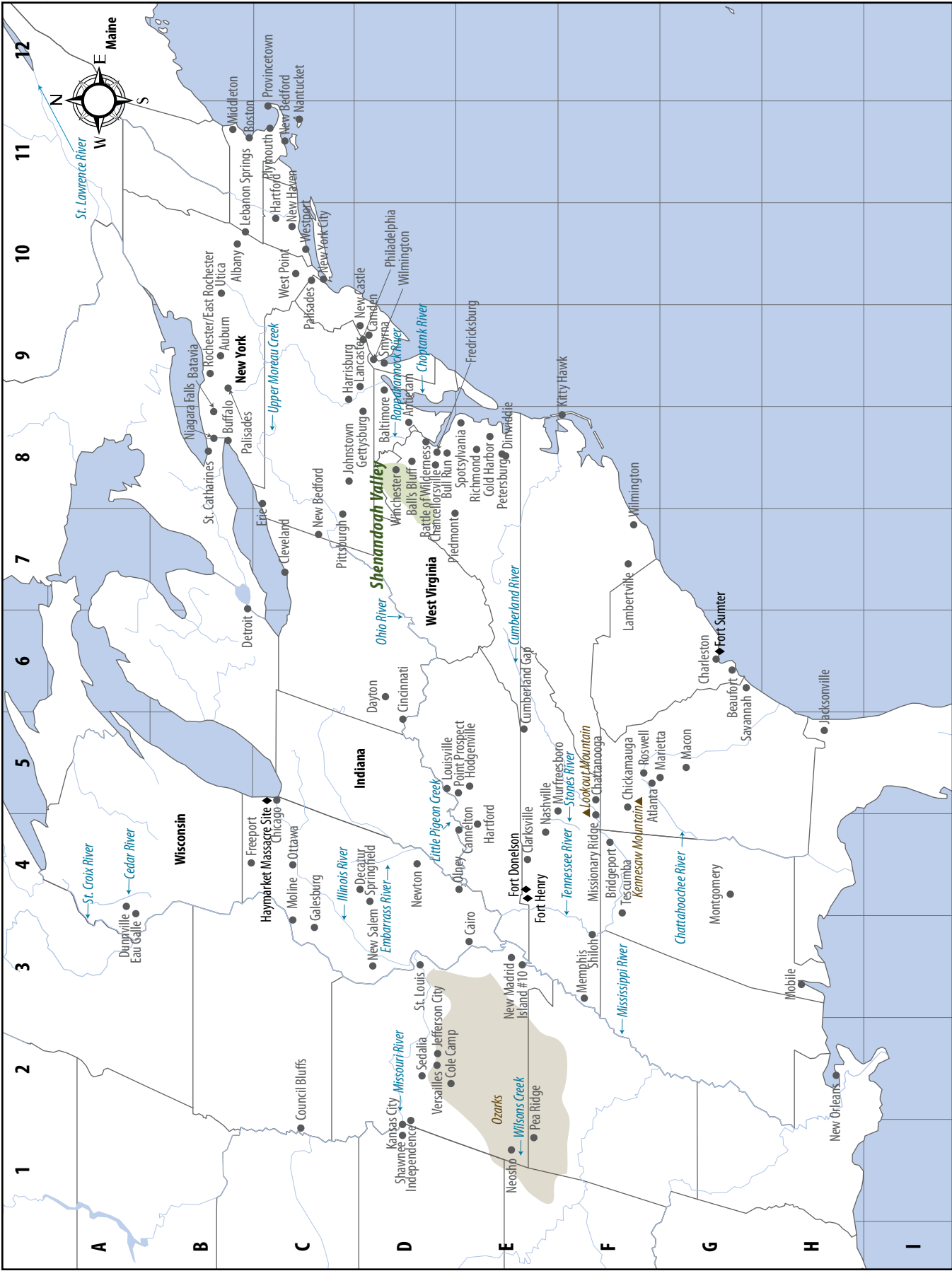
<b>Weeks</b>	<b>5-Minute Mechanics</b>	<b>Creative Expression</b>
15	phrases: noun phrases, verb phrase	Brainstorm an Invention/The Inventor's Log (Imagination) Fairy Tales (Imagination)
16	clauses & conjunctions: independent clause, coordinating conjunction; correlative conjunctions	Mind/Concept Mapping (Critical Thinking) Create and Write/Explain and Describe (Scientific and Expository Writing)
17	dependent clauses & subordinating conjunctions	Advertising Techniques (Critical Thinking) The Advertisement (Persuasive Writing)
18	ellipses	Supporting Details (Structure) The Book Review (Summarize/Personal Response)
19	verb forms: transitive verbs & direct objects, intransitive	Research (Process) The Thesis Statement (Organization)
20	plurals	Notes and Source Cards (Research Process)
21	how to write titles	The Outline and Note Cards (Research Process) Body Paragraphs/The Introduction and the Conclusion (Organization/Writing Process)
22	subject-verb agreement	Revise/Final Copy and Works Cited (Research Process) Decorate It (Artistic)
23	voice—active and passive	A Travel Brochure (Persuasive Writing/Artistic) Writing from Art (Imagination)
24	linking verbs; predicate adjectives	Combine Sentences, Part 1 (Sentence Fluency) Family Traditions Essay (Expository Writing)
25	capitalization	Combine Sentences, Part 2 (Sentence Fluency) Science Fiction Dialogue (Imaginative Writing)
26	prepositional phrases	Cause and Effect Rhyme & Paragraph (Critical Thinking and Organization)
27	complete sentences	Identifying & Using Symbols (Figurative Language) A Concrete Poem (Poetry)
28	adjectives—articles; similes	Brainstorm, Write, & Revise The Short Story (Imagination)
29	dashes	Retell (Summarize) Writing Prompt (Personal Response)
30	parentheses	Imaginary Pet (Imagination) Writing with Art (Imagination)
31	Agreement: noun/pronoun agreement	Fact and Opinion (Critical Thinking) What is a Hero/Hero Essay (Descriptive Writing)
32	hyphens, review dashes	The Book Review (Critical Thinking) Add Details (Description)

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Language Arts E—Scope and Sequence: Schedule for Topics and Skills (cont.)		
Weeks	5-Minute Mechanics	Creative Expression
33	adjective forms; superlative	Organize for a Speech/Speech Preparation (Process) Give a Speech (Public Speaking)
34	types of adverbs: of time, of place, of manner, of degree	Persuasive Techniques (Components of Persuasion) Persuasive Writing (Critical Thinking and Application)
35	types of pronouns: relative, interrogative, demonstrative	Write a Script for a Puppet Show (Imaginative Narrative)
36	colons; semicolons	Design an invitation (Artistic) Preparing the Puppets and Stage (Artistic) Performing the Puppet Show (Public Speaking)

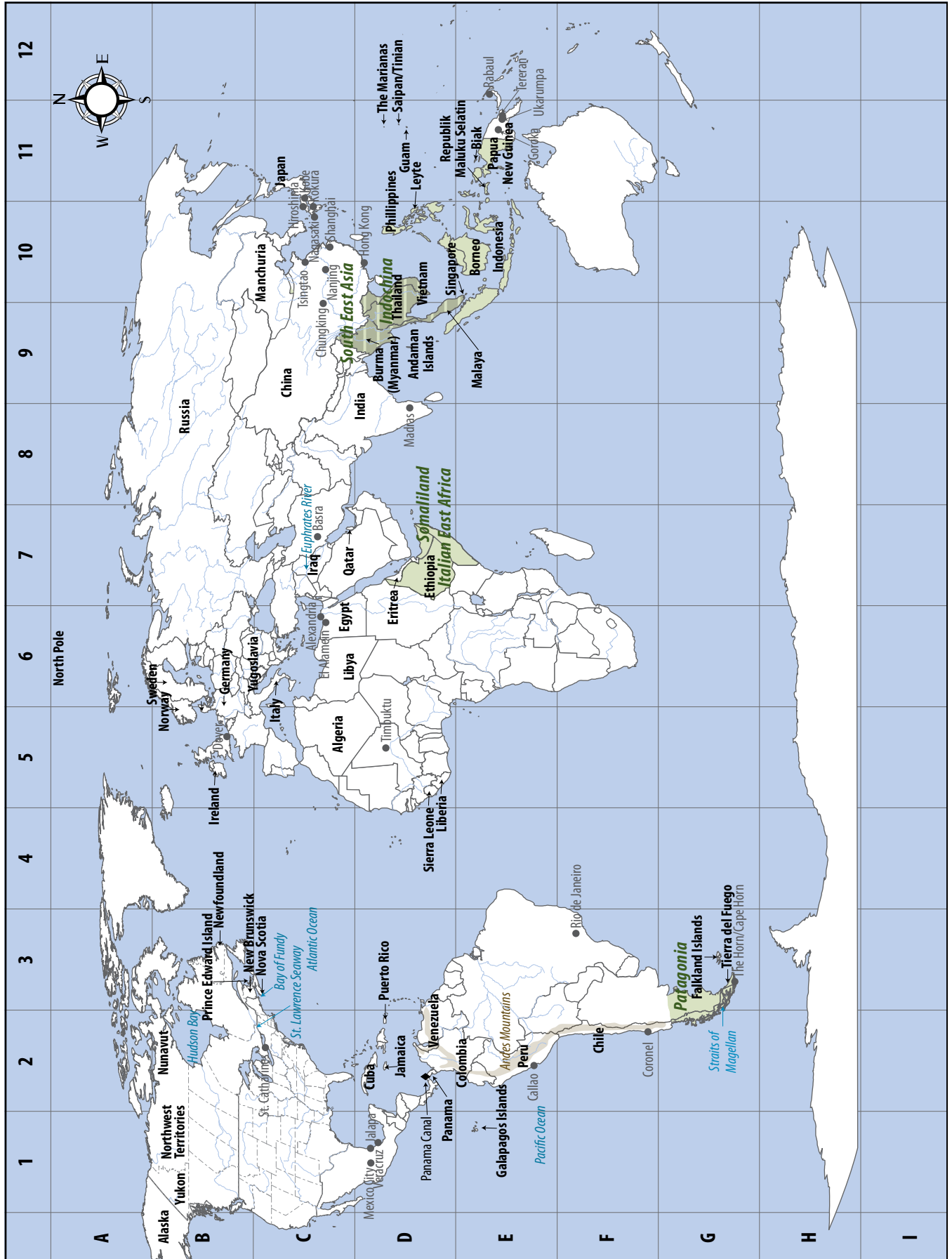


## ECG—Map 2



# ECG—Map 3

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# ECG—Map 4

