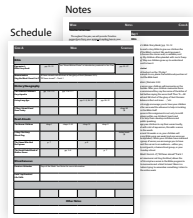


## Instructor's Guide Quick Start

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

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



### Easy to use

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

### 4 Colored Maps

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



### 4-Day and 5-Day Schedule Options

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

### To Discuss After You Read

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

**To Discuss After You Read**  
① When Henry brings food home for his siblings, the author describes the food by its color—in, brown bread and yellow cheese: can you think of how foods that are made more specific by describing their color?  
② suggestions: white and dark meat (chicken) green beans yellow butter yellow tomatoes yellow squash dark

### Vocabulary

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

### Vocabulary

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

### Notes

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

**Note:** The Yangtze River is the third longest river in the world. The author talks about "the yellow waters of the Yangtze river." The river carries an enormous amount of silt from higher elevation in Western China. It drops the silt on the central plain which creates good soil for 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 flooding. See <http://www.theguardian.com/world/2010/jun/02/yangtze-river>

**Section Three**  
Instructor's Guide Resources

**Section Four**  
New User Information

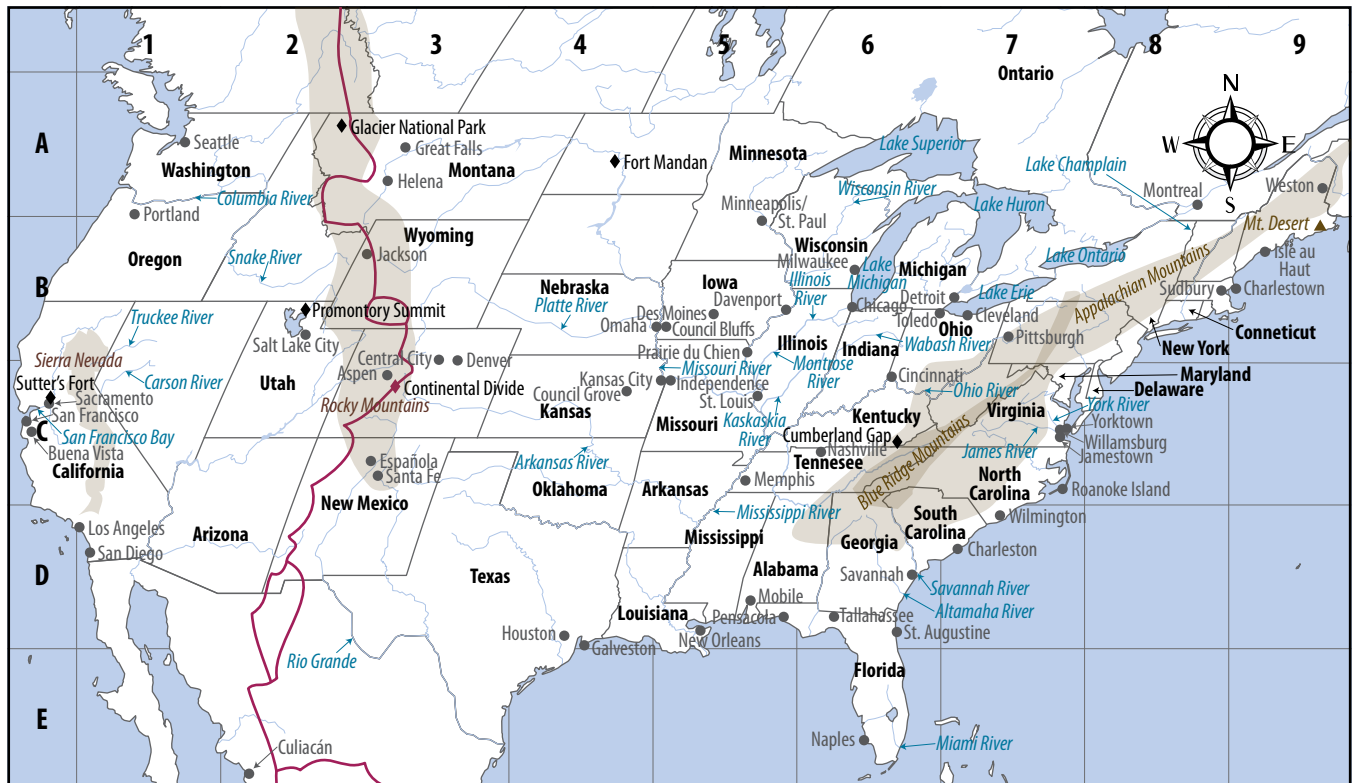
### Instructor's Guide Resources and New User Information

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

## Core D—Map 1



## Core D—Map 2



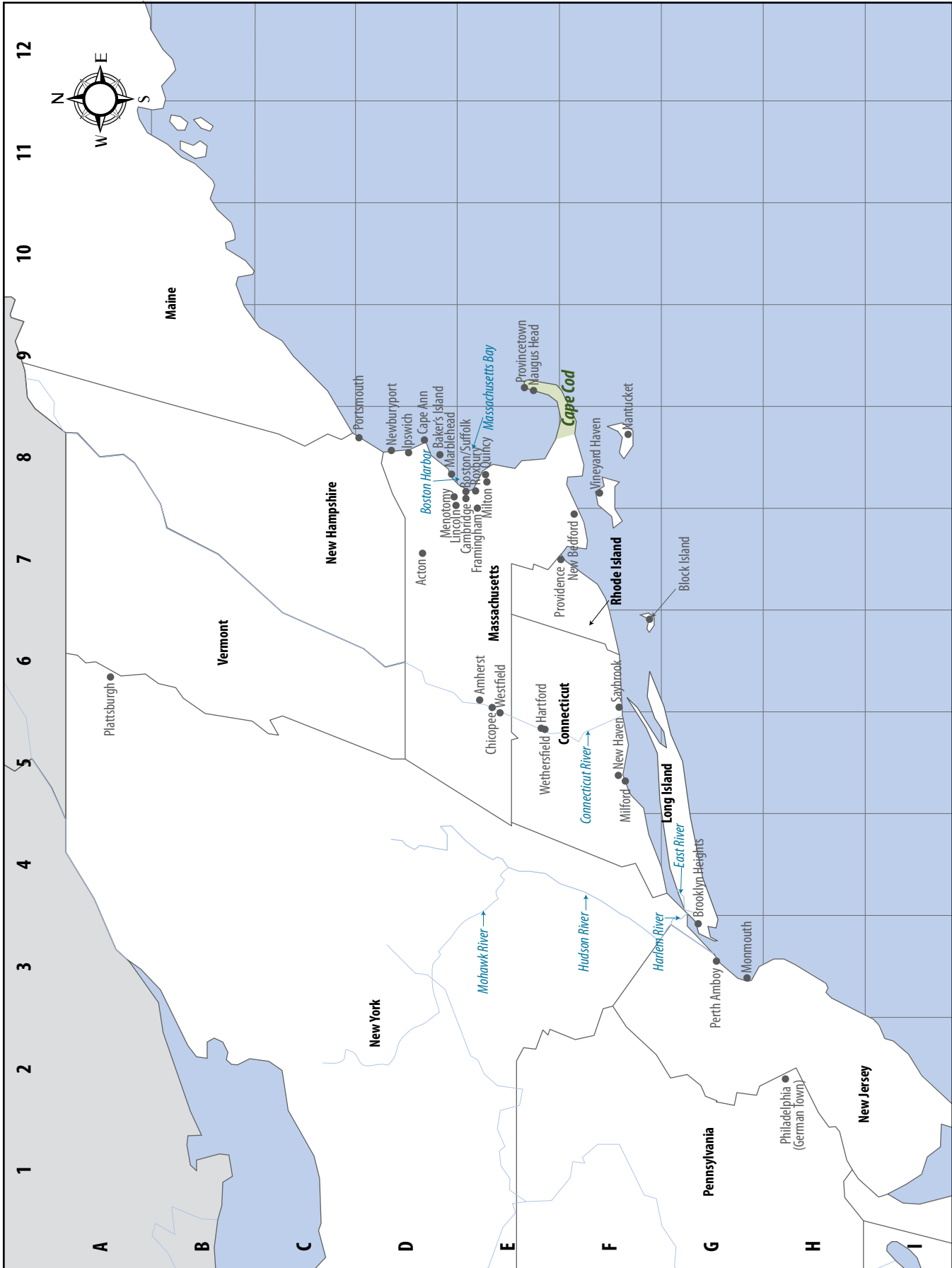
<b>Core D—Map 3</b>
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# Core D—Map 4



# Core D—Map 5





CORE D & LA D		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					
Parent Reading	Luke 1:1–25	Luke 1:26–38	Luke 1:39–56	Luke 1:57–80	Luke 2:1–20
Student Reading: <i>Discoverer's Bible</i>	Genesis 1:1–2:3	Genesis 3	Genesis 4:1–16	Genesis 6:5–22	Genesis 7
American Indian <i>Prayer Guide—Maya</i>	Day 1 p. 9	Day 2 pp. 9–10	Day 3 pp. 10–11	Day 4 p. 11	Day 5 p. 12
Memorization & <i>Sing the Word: Great in Counsel and Mighty in Deed</i>	Psalm 8 —Track 1				
History/Geography					
<i>Pedro's Journal</i>	Aug. 3–Sept.10 🕒📍🌐	Sept. 13–Sept. 30	Oct. 5–Oct. 12 📍	Oct. 16–Nov. 25	
5-Day: <i>The Light and the Glory</i>					chap. 1 🕒📍📖
Read-Alouds					
<i>A Child's Introduction to Poetry</i>		"Introducing Professor Driscoll" pp. 7–8			
<i>Walk the World's Rim</i>	Preface & chap. 1 🕒📍	chap. 2	chap. 3	chap. 4	
5-Day: <i>Lawn Boy</i>					Foreword–chap. 3
Readers					
Regular: <i>A Lion to Guard Us</i>	chaps. 1–2 📍	chaps. 3–4	chaps. 5–6	chaps. 7–9	chaps. 10–11
Advanced: <i>The Corn Grows Ripe</i>	chap. 1	chaps. 2–3	chap. 4	chap. 5	chaps. 6–7
Other Subjects (Math, Science, etc)					

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Special Note to Mom or Dad   Map Point   Timeline Figure   Timeline Suggestion



SCHEDULE CONTINUED		WEEK 1			LANGUAGE ARTS D	
Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
Spelling						
Sequential Spelling						
Handwriting						
Optional: Handwriting						
Vocabulary Development						
Optional: Wordly Wise 3000, Book 3	Lesson 1A		Lesson 1B			
Creative Expression						
	A: Dictation Passage	B: Dictation Application	C: Five Senses	D: See It, Describe It	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

At the start of this year, you will read to your children the story of Christ's birth, while your children will read about the creation of the world. Both of these are fitting ways to begin a study of God's story. Right away we meet people whom God called to be part of His story: John the Baptist prepares the way for the Messiah, and Noah builds an ark.

For the next several weeks, your children will memorize a Psalm praising God for His creation and marveling that He invites us to be part of His story. —*Luke Holzmänn*

**Parent Reading** | Luke 1:1–25

Read together with your children.

**Student Reading: *Discoverer's Bible*** | Genesis 1:1–2:3

Have your children read this.

***American Indian Prayer Guide*** | Maya, Day 1 p. 9

See the map for the location of each tribe on page v. of the book.

We divide the Prayers for Native Americans into one tribe, civilization, or cluster of tribes per week. Use these at the beginning of your history time or at meal time or bedtime. Check off each day as you read and pray.

**Memorization** | Psalm 8

Psalm 8 will be due on Week 6. Read Psalm 8 ten times this week—twice each day. Do you know the meanings of all the words? Do you understand what the passage as a whole is about? Why does the psalmist say God's name is "majestic in all the earth"? What makes it majestic?

***Sing the Word: Great in Counsel and Mighty in Deed*** | Track 1

Listen to this track the entire week.

## History/Geography

***Pedro's Journal*** | Aug. 3–Sept. 10

**Note:** Marco Polo served Kublai Khan in China, not India.

**To Discuss After You Read**

Q: What are the three famous ships' names? [Aug. 3]

A: *the Niña, Pinta and Santa Maria*

Q: Was everyone excited by this new adventure? [Aug. 3]

A: *most people thought it wouldn't work*

**Timeline and Map Activities**

🕒 **Christopher Columbus (1451–1506) sails from Spain (1492) (In 1492, Columbus sailed the ocean blue.)**

📍 *Canary Islands (D5); India (D9) (map 3)*

📍 *Palos, Spain (H2) (map 4)*

## Read-Alouds

***Walk the World's Rim*** | Preface & Chapter 1

**Note:** This book is based on a true story. Spanish explorers sailed from Cuba to Florida in 1527.

**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.

Misfortune had read his thoughts, Chakoh spat twice over his left shoulder to honor and **appease** the **malicious** god. (**appease:** *satisfy*; **malicious:** *marked by intent to do harm or evil*) [chap. 1]

\* \* \*

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

**Franciscan:** member of a Roman Catholic religious order. [preface]

**Cheyenne and Avavares:** North American tribes. [chap. 1]

**teepee:** an American Indian conical tent, usually consisting of animal skins spread over a frame. [chap. 1]

**caravel:** small 15th and 16th century sailing vessel. [chap. 1]

**fiestas:** the Spanish word that means party, feast or festival. [chap. 1]

**bullfight:** a Spanish, Portuguese, and Latin American spectacle in which a bull is ceremonially fought and usually killed in an arena by a matador assisted by picadors and banderilleros. [chap. 1]

**"three round moons away":** three months. [chap. 1]

**To Discuss After You Read**

**Note:** Men-from-the-sun: With their fair skin and the fact that the Spaniards came from the East, Indians believed the white men came from the Sun, a god they worshiped.



- Q: Why did the Spanish come to the New Land? [preface]  
 A: *to convert the heathen, to explore, and to find wealth*
- Q: Why did the Spaniards choose the role of medicine men? [preface]  
 A: *through blessings and prayers many Indians were healed and this kept Spaniards alive*
- Q: What was the downside of the medicine man role? [preface]  
 A: *they were held captive for seven years*
- Q: What is the color of the man's beard that is described as "the color of grass when there'd been no rain for many hot suns"? [chap. 1]  
 A: *tan, light brown*
- Q: What does Esteban dream of doing when he gets back to Mexico? [chap. 1]  
 A: *he dreams of having so much food that he can waste the excess by throwing it to the dogs—the ultimate luxury*
- Q: What does Esteban mean when he says, "we sit here with our stomachs hugging our backbones"? [chap. 1]  
 A: *through hunger they had wasted away to the point where their stomachs were shrunken*
- Q: Why does Chakoh's father believe the tribe must stay where it is and not go off and learn new ways from other tribes? [chap. 1]  
 A: *the gods gave us this land, here we can be free*
- Q: Were the Indian tribes in that part of the world successful at survival? Defend your answer. [chap. 1]  
 A: *no, half of the people of a tribe would die of starvation each year—they planted no crops, and had no domesticated animals—there were few game animals available—life was hard*

#### Timeline and Map Activities

- 🕒 **Franciscan friars sail from Cuba to Florida, hoping to convert Indians (1527)** [preface]
- 📍 *Pensacola (D5); Mississippi River (D5); Galveston, Texas (D4); Florida (E6); Rocky Mountains (C3) (map 2)*
- 📍 *Cuba (D3); Mexico (D2) (map 3)*

### Readers

#### Regular: *A Lion to Guard Us* | Chapters 1–2

**Regular Readers:** Follow the Regular schedule only. Simply use the notes labeled **Regular**.

#### Setting

London to Bermuda to Virginia; 1609.

#### Overview

After their mother dies in 1609, Amanda, Jemmy, and Meg decide to leave London and follow their father to America. Their ship sails into a fierce storm and they land

in Bermuda, not Jamestown. The men build two ships and all eventually sail to Jamestown, where the children find their father.

#### To Discuss After You Read

- Q: The cook thinks their father forgot about them because he hasn't seen them in three years. What do you think? [chap. 1]

**Note:** America is called "the New World" in comparison to Europe (Old World); America represents a new way of life.

- Q: Use some descriptive words to describe Amanda.  
 A: *example: hard-working, compassionate, careful of her siblings, an encourager*

#### Timeline and Map Activities

- 📍 *Jamestown (C7) (map 2)*

#### Advanced: *The Corn Grows Ripe* | Chapter 1

**Advanced Readers:** Follow the Advanced schedule only. The Advanced schedule includes the Regular Readers plus Advanced Readers and all books are scheduled appropriately in the Advanced schedule. Simply use the notes labeled **Advanced**.

#### Setting

Mayan village in Yucatan, Mexico.

**Note:** For unfamiliar words, please see the glossary at the back of the book.

#### To Discuss After You Read

- Q: Who were the members of Dionisio's family?  
 A: *mother, father, sister, great-grandmother, and himself [three brothers had died earlier]*
- Q: Why was Dionisio called that and why was he nicknamed Tigre?  
 A: *his baptized name came from the saint day; his skin color resembled the Jaguar, and his personality was spirited, mischievous, curious, and lazy*

### Language Arts

#### Spelling

#### Sequential Spelling

Complete daily spelling exercises. We recommend the *Sequential Spelling* program. Use the "Spelling" line on your weekly schedule to record what you have done each week.

## Handwriting

Choose the handwriting program you prefer, then record on this line what your children have done.

Please go online to [www.sonlight.com/handwritingschedules.html](http://www.sonlight.com/handwritingschedules.html) and download and print the appropriate file.

## Vocabulary Development

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

If you’d like more practice, we recommend the *Wordly Wise* program. We schedule this optional workbook for you.

**Optional: *Wordly Wise 3000, Book 3* | Lesson 1A**

## Creative Expression

Our goal is to have your children writing all week long. We realize, though, that there are some days when your children will just not feel like writing. All children will have “dry” days when it seems like getting blood from a stone would be easier than getting one paragraph from them.

So what should you do on those “dry” days? Mercilessly browbeat them into submission? Not if you value your own sanity! Just skip writing that day? Not if you want your children to learn to love and excel at writing ... Instead, we recommend another solution: more dictation.

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.

### General Dictation Instructions

Unlike other levels, which feature dictation passages taken from children’s readers, Language Arts D uses Bible verses, famous quotes, and poetry for dictation passages. Because many of the regular and advanced readers read the same books, but at different speeds, we found scheduling a challenge. Rather than struggling to accommodate the many intricacies of these varying schedules, we decided instead to use a variety of winsome sources for dictation. We believe that you and your children will be delighted with this new approach.

Dictation gives students practice in handling the sentence. It directs their attention to structure, grammar, spelling, punctuation, and capitalization. It increases vocabulary and familiarizes the students with words they already know. Dictation also links spoken language with written language.

Language Arts D is a transitional program for many children. At the beginning of the program, some children are not quite ready to “take” dictation. If this is the case with your children, just use the dictation passages as copywork. Rather than reading the passage to your children, just let them see it and copy it. For your convenience, we include the dictation passages at the top of the activity sheets plus in the Notes here.

Within a few weeks, most children will be ready to transition to regular dictation. As their parent, you will be the best judge of when your children are ready to move from copywork to full dictation. Feel free to make this transition whenever you feel it is best. When your children are ready for dictation, have them write their work on the space provided on the Activity Sheet.

If you have not already done so, please read Dr. Ruth Beechick’s comments about dictation on pages 41–50 of *The Three R’s*. Based upon Dr. Beechick’s thoughts, we recommend using the following method of dictation over the course of the year:

### Preferred Dictation Method

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. Sometimes on Day 1 we assign a “5-Minute Mechanics” activity that uses the passage to introduce a grammatical or writing mechanics topic. Once your children understand the passage, have them work on the “5-Minute Mechanics” activity on the Activity Sheet. If there is no “5-Minute Mechanics” activity on Day 1, they are done for the day and will complete a similar grammatical/mechanical “Dictation Application” activity on Day 2.

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.

## Activity Sheets

Find student writing exercises on the weekly Activity Sheets directly after these Notes. If you prefer, feel free to put all the Activity Sheets in a separate binder for your children to use.

### 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.

Joy is found in giving the right answer. And how good is a word spoken at the right time! The path of life leads up for those who are wise.

### Optional: Dictation | Regular Readers<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.

“He was well enough, for all I could see. He’d built a house in Jamestown. That’s the only town there. When my ship sailed, he asked if I’d stop for a word with his family in London.”

### Optional: Dictation | Advanced Readers<sup>3</sup>

Al! Tigre was ready. He crammed down another tortilla, grabbed his hat and hunting bag and slingshot, and hurried after Father. Dog, his little yellow tail curled happily over his back, ran after Tigre.

## Day 2

### Bible

**Parent Reading** | Luke 1:26–38

**Student Reading: *Discoverer’s Bible*** | Genesis 3

***American Indian Prayer Guide*** | Maya, Day 2 pp. 9–10

**Memorization** | Psalm 8

***Sing the Word: Great in Counsel and Mighty in Deed*** | Track 1

1. Proverbs 15:23–24 (NIV®).

2. *A Lion to Guard Us*, p. 3.

3. *Corn Grows Ripe*, p. 20.

## History/Geography

### ***Pedro’s Journal*** | Sept. 13–Sept. 30

#### To Discuss After You Read


- Q: How does Columbus encourage the fearful soldiers? [Sept. 17]
- A: *he shames them, promises them riches and fame, declares that the first man to see land will receive a reward or 10,000 maravedis, he records the distances as less than they are, makes strong statements like, “the North Star moved,” a falling meteor always portends great blessings*
- Q: How did Columbus stifle mutiny? [Sept. 30]
- A: *he threatened some men, bribed others, and boasted that they had been out of sight of land for three weeks—a new record!*

## Read-Alouds

***A Child’s Introduction to Poetry*** | “Introducing Professor Driscoll” pp. 7–8

***Walk the World’s Rim*** | Chapter 2

#### To Discuss After You Read

**Note:** Discuss Cortez and the conquest of the Aztecs. Visit our IG links web page for a link that will help your discussion .

**Note:** When Esteban says, “by the beard of the Prophet,” he is referring to Mohammed. This oath demonstrates that Esteban is not Catholic like the Señors, but rather a Muslim.

- Q: Is a priest the same as a medicine man?
- A: *they have similar roles in their various cultures, but serve very different gods*
- Q: Why does Chakoh reason the Señors’ God is so powerless to save his servants?
- A: *he reasons that the Señors’ God truly dwells in the church in Mexico and that his power doesn’t travel as far as the Señors had come*
- Q: What arguments does Chakoh use to go with the Señors to Mexico?
- A: *he wants to see the place of origin for his people, and seeks to learn of a god to help overcome the spirit of misfortune that plagues his village*
- Q: Why did the Señors decide to go north to get to Mexico which was south?
- A: *they wanted to avoid the cruel coastal tribes, and food promised to be more plentiful in the north*
- Q: What is Esteban’s opinion of the Señor’s God? Is he correct in this?
- A: *he believes that God, Allah, Earth Maker, and Spirit of Good Things were just different names for the same being; no, Chakoh’s understanding of a god of misfortune is not the same as the Christian God*

Q: At first Esteban thinks Chakoh should stay with his own people; what changes his mind?

A: *when he looks at the extreme poverty of the village, he figures it is in Chakoh's best interests to leave*

## Readers

### Regular: *A Lion to Guard Us* | Chapters 3–4

#### To Discuss After You Read

Q: What does this mean? “When you lose someone it’s like—like having to find your way again.” [chap. 4]

Q: What does Amanda plan to do after her mother dies? [chap. 4]

A: *find the children's father in America*

### Advanced: *The Corn Grows Ripe* | Chapters 2–3

#### To Discuss After You Read

Q: Why did the Mayan create a new cornfield every few years? [chap. 2]

A: *while the soil remained rich, it contained many weeds to control; the land needed a rest*

**Note:** The Mayan had two seasons—months of the sun then months of rain.

Q: Why does the great-grandmother believe Tigre should help his father in the field? [chap. 3]

A: *to build his character—to learn to finish his tasks*

Q: Why does Tigre travel to find the medicine man? [chap. 3]

A: *the medicine man is also a bone setter and needs to set Father's broken leg*

## Language Arts

### Creative Expression

#### B: Dictation Application

It's a new homeschool year, and we hope that you're excited to be at the helm of your children's education. It's truly a blessing to be able to take such an active role in shaping your children's future (*Proverbs 22:6*).

Today, we review some basic ideas that we'll build upon in the coming weeks. While we don't think it necessary to study grammar in depth at this level, we do want to focus on concepts that are closely related to writing. In this way, your children will learn the grammar they really need to know at this level in the context of how they can use it (*apply* it) to become better writers.

Use yesterday's dictation and review with your children the **basic rules of sentences**:

1. Sentences begin with a capital letter; and
2. Sentences end with a punctuation mark (either a period, question mark, or exclamation point).

Ask your children what punctuation marks are used in the dictation passage. (*period; exclamation point; period*) Discuss with them why those particular punctuation marks were used. (*The first and last sentences are statements, and the middle sentence conveys strong emotion or excitement.*)

Explain to your children that **nouns** are people, places, and things (including ideas). Take a look around your room. Talk with them about the nouns they see. (*Possibilities: door, carpet, television, window, book, Mom, children, curtains, dog, recliner, lamp, etc.*) What nouns can your children identify in the first two sentences of the dictation passage? (*Joy, answer, word, time*)

On their own, nouns are not necessarily all that interesting. Take the noun *car*, for example. From just the word *car*, what do you know about the car? Not much. What color is it? Is it brand new or a classic antique or a pile of metal destined for the junk heap? You have no idea.

So how do writers make nouns more interesting? By adding descriptive words—called **adjectives**—to them. For example:

The car raced around the track.

The shiny new Indy car raced around the cold, wet track.

Which sentence is better? Do your children see how adding *shiny, new, Indy, cold, and wet* made the second sentence much more interesting?

*The, a, and an* are special types of adjectives called **articles**. However, there's no need to worry about advanced concepts like articles now. Just focus on getting your children to think in descriptive terms.

Explain to your children that good writers use adjectives *carefully*. Ever heard of too much of a good thing? Well, that phrase definitely applies to the use of adjectives.

How many adjectives are too many? It varies. How will you know when you've used too many adjectives? The sentence just won't sound right. For example:

The shiny new Indy car raced around the cold, wet track.

The shiny, fast, new, blue Indy car raced around the black, cold, wet, slippery, round track.

What do your children think of the second example? Awkward, right? It's *too* descriptive. The second example sentence crosses the line from descriptive to distracting.

Using the lines on “B: Dictation Application” on **Week 1 Activity Sheet**, ask your children to rewrite this passage that we adapted from *A Lion to Guard Us* and add some descriptive adjectives to make it more interesting. Here is an example of what a passage enhanced with additional adjectives might look like:

On a cold morning in 1609, a heavy man made his way over London Bridge. He wore a cloth jacket and a beaver-skin cap. His homemade clothes were caked with mud, and black mud



sucked at his leather shoes. He could hardly see for the driving rain in his face.

## Day 3

### Bible

**Parent Reading** | Luke 1:39–56

**Student Reading: *Discoverer's Bible*** | Genesis 4:1–16

***American Indian Prayer Guide*** | Maya, Day 3 pp. 10–11

**Memorization** | Psalm 8

***Sing the Word: Great in Counsel and Mighty in Deed*** | Track 1

### History/Geography

***Pedro's Journal*** | Oct. 5–Oct. 12

To Discuss After You Read

- Q: Why do the sailors decide to keep sailing west? [Oct. 11]  
A: *they see signs of nearby land all day (flocks of birds, reeds and plants, manmade carvings)*

Timeline and Map Activities

- 📍 *San Salvador (D2) (map 3)*

### Read-Alouds

***Walk the World's Rim*** | Chapter 3

Vocabulary

... but when they reached a campfire he would **parch** the leaves and crush them. (*toast; dry to extremity*)

To Discuss After You Read

- Q: How does Esteban describe the world?  
A: *it is round like a basket, and we are like ants that walk on the rim*
- Q: Why does Chakoh despise slaves?  
A: *they are men of no honor—rather than dying, they allowed their freedom to be taken—in a tribe where there is little else of worth, freedom must be guarded carefully*
- Q: How does Esteban believe a slave can receive honor?  
A: *by obeying his master, for that takes courage as well*

**Note:** In the animist faith, charms and sacrifices help control the spirits. Chakoh constantly seeks “good medicine” to better his life from the god of misfortune.

- Q: How did Cabeza de Vaca decide the group could finally head south?  
A: *he thought the rivers were flowing to the Pacific and no longer the Gulf of Mexico—they were sure to be away from the coastal tribes—see map in front of book*

Q: Why were the Buffalo People to be feared?

A: *they tortured their own flesh to gain power over the buffalo, and their moods changed with the wind—they were not to be trusted*

### Readers

**Regular: *A Lion to Guard Us*** | Chapters 5–6

To Discuss After You Read

- Q: Do you think Mistress Trippett stole Amanda's money? [chap. 6]  
A: *yes: even though she paid the doctor, the medical fees would not equal the price of a house; also, Amanda works hard and that should pay for her shelter and food, but Mistress Trippett pretends the children are a hardship*
- Q: Why must the children leave Mistress Trippett's house? [chap. 6]  
A: *Amanda asks for her money, Mistress Trippett faints, and her son turns the three children out*

**Advanced: *The Corn Grows Ripe*** | Chapter 4

To Discuss After You Read

- Q: Why does Tigre hesitate to go to the medicine man?  
A: *the distance is far—17 kilometers, he will travel in the dark, and the bush contained evil winds, demons, monsters, and witches*

### Language Arts

### Vocabulary Development

**Optional: *Wordly Wise 3000, Book 3*** | Lesson 1B

### Creative Expression

#### C: Five Senses

Most children will struggle with learning to write well, because our everyday spoken language is so forgiving. When we talk with each other, the quick interplay of our speech allows us to work out what we want to say as we say it. The written word, on the other hand, needs to be concise and clear. No one likes to read a confused, rambling essay. We need to do our thinking before we put pen to paper (or fingers to keyboards).

Children need to be taught how to think through their writing assignments. We wouldn't give our children wrenches and tell them to fix leaky faucets, yet too often we feel fine handing them pencils and telling them to write essays.

Today's activity will help you take those first steps together with your children. When writers seek to describe nouns with adjectives, they often think in terms of their five senses. What does it look like? What does it sound like? What does it smell, feel, and taste like? In this way, they are able to bring nouns to life with vivid descriptions.

Talk with your children about the five senses (sight, hearing, smell, feeling, and taste), and then guide them through the brainstorming activity on “C: Five Senses” **Week 1 Activity Sheet**. Help them think of adjectives that are inspired by each of their five senses, and then ask them to write the adjectives they think of on the lines provided. Have them think of different nouns to describe.

Here are some possible answers:

SIGHT: blue, bright, shiny, beautiful, glowing

HEARING: loud, noisy, rhythmic, annoying, musical

SMELL: stinky, inviting, flowery, aromatic, strong

FEELING: rough, smooth, silky, soft, supple

TASTE: salty, spicy, delicious, tangy, sweet

## Day 4

### Bible

**Parent Reading** | Luke 1:57–80

**Student Reading: *Discoverer's Bible*** | Genesis 6:5–22

**American Indian Prayer Guide** | Maya, Day 4 p. 11

**Memorization** | Psalm 8

**Sing the Word: Great in Counsel and Mighty in Deed** | Track 1

### History/Geography

**Pedro's Journal** | Oct. 16–Nov. 25

**To Discuss After You Read**

Q: Describe the New Land. [Oct. 23]

A: *clear water, no animals, gentle people, beautiful birds and fish*

Q: Do you think Columbus treated the native peoples well? Explain. [Nov. 19]

A: *no, he took some of them captive against their will and mocked their gentle spirits*

### Read-Alouds

**Walk the World's Rim** | Chapter 4

**Vocabulary**

**Toledo blade:** a finely tempered sword or knife blade made in Toledo, Spain.

**To Discuss After You Read**

Q: What food in plenty did the Buffalo People have?

A: *dried meat, dried berries mixed with fat, and stew made of both, all produced from the buffalo*

Q: Why are the Señors worried about staying with the Buffalo People?

A: *the Buffalo People kept their distance, withheld friendship, and seemed to be waiting for an excuse to declare the strangers enemies*

Q: What does Chakoh believe is the problem with Esteban's plan?

A: *the medicine man of the tribe had so much power and so much to lose, that the Spaniards were in a different sort of danger*

### Readers

**Regular: *A Lion to Guard Us*** | Chapters 7–9

**To Discuss After You Read**

Q: Why does the children's father not write? [chap. 8]

A: *never learned how to read or write*

Q: What does the doctor mean when he says, “Poor Mistress Trippett with her bags of money—let her keep it all. There's a great world outside, and she'll never know it”? [chap. 9]

**Advanced: *The Corn Grows Ripe*** | Chapter 5

**To Discuss After You Read**

Q: Why did Tigre attend school at night?

A: *the government required all children to be literate—if a family did not school their children, their family could receive a stiff fine*

Q: How did Tigre plan to cover the family's extra financial burdens?

A: *he planned a larger field and planted beans, squash, and chili peppers*

### Language Arts

### Creative Expression

#### D: See It, Describe It

Your children's assignment today is to write a short paragraph that describes something they can see. It can be an object or an animal or something they see in their imagination.

Remind your children to think in terms of their five senses. What does it look like? Sound like? Smell, feel, and taste like? The more descriptive adjectives your children use, the better their descriptions will be. Feel free to give them as much help as they need.

Don't worry too much about mechanics (proper spelling, punctuation, etc.) right now. There will be plenty of time in the future to work on those things when they learn to edit and revise their drafts.

For now, focus on clearly transferring their thoughts to paper on “D: See It, Describe It” **Week 1 Activity Sheet**. Did they use good descriptive words? Were they able to

apply what they learned this week? Encourage them to be as imaginative and creative as they can be in their descriptions.

Here's what a sample paragraph might look like:

My mother collects elephants made of wood, stone and glass. My favorite one is made out of cut crystal glass that breaks the light into brilliant rainbows when the sun shines through it. It shimmers in the light. It is surprisingly heavy. The cut surface feels rough like an elephant's hide might feel. With its thick trunk up in the air I can almost hear it call! While this shiny animal has no smell, its nose is certainly long enough.

Day 5

Bible

**Parent Reading** | Luke 2:1–20  
**Student Reading: *Discoverer's Bible*** | Genesis 7  
***American Indian Prayer Guide*** | Maya, Day 5 p. 12  
**Memorization** | Psalm 8  
***Sing the Word: Great in Counsel and Mighty in Deed*** | Track 1

History/Geography

5-Day: *The Light and the Glory* | Chapter 1

**Note to Mom or Dad:** Before beginning this assignment, please take time to read the article “General Comments for *The Light and the Glory* and *From Sea to Shining Sea*” found in **Section Three**.

Proposed/Recommended Editorial Revisions

**Note to Mom or Dad:** I have provided you a number of notes to spur your thinking and to offer points from which you might want to discuss some of the matters that you read about in *The Light and the Glory* and *From Sea to Shining Sea*.

Most of my comments are just that: comments about the text as written. In those cases, I am not recommending that you alter any of the text. However, there are a few cases where I think you will do yourself and your children some good by making revisions to the text as written. It is your choice, of course, whether you make the changes. But assuming you agree with my reasoning, I recommend that, for these few passages, you make the following four changes now in your copy of *The Light and the Glory* in anticipation of your reading later on.

If you wonder why I am making these suggestions—and I imagine you will wonder!—please read the relevant commentary in the general comments section in Section Three.

p. 120—Third paragraph after the break in the middle of the page: delete the second sentence (~~Unlike the French-~~

~~and Spanish, they did not come to seek gold or silver.)~~

p. 131—Delete the last sentence on the page (~~The answer lies hidden in the battles that were coming.)~~

p. 164—Keep the first sentence, but delete the second and third sentences of the paragraph that begins in the middle of the page, then begin the next paragraph with the word He instead of Washington. (~~Washington stepped into his study and sat down at his desk. As he gazed out the window, he prayed: Lord, help us become one. Help us trust You. Help us live out the Covenant Way of our forefathers....~~ Washington He pulled a sheet of paper from the drawer....)

p. 166— Alter the answer to the question Why does it work so well? that appears as the third sentence in the long paragraph that begins in the middle of the page. (~~One reason is that it was divinely inspired. A second is that it is the product of nearly two hundred years of Puritan political thought.~~ Because the founders of the United States understood human selfishness, ... )

**Vocabulary**  
**Moors:** Muslim conquerors.

**To Discuss After You Read**  
Q: Why did Columbus strongly desire to sail west?  
A: *he believed God had given him the idea, to discover a new trade route, to undertake this in the name of Jesus and carry the Gospel to distant lands*  
Q: Did Columbus stay true to his original plan?  
A: *no, he got distracted by gold, fortune, and fame*

**Timeline and Map Activities**  
Trace Marco Polo's journey from Italy overland and sea to China, India and Japan. Note the distance around the tip of Africa to Asia.

- 🌐 **Jamestown, Virginia established (May 1607)**
- 🌐 *Santa Fe* (C3); *Española* (C3) (map 2)
- 🌐 *Canary Islands* (D5); *San Salvador* (D2) (map 3)
- 🌐 *Genoa, Italy* (F5); *Lisbon, Portugal* (H1); *England* (E3); *Spain* (G2) (map 4)

Read-Alouds

5-Day: *Lawn Boy* | Foreword–Chapter 3

**Notes:** How does *Lawn Boy* fit in early American History? It doesn't. But it is a fascinating look at economics, capitalism, money management wrapped up in a (mostly) believable compelling story. Read along and learn economic terms and principles early.

Chapter 2 describes how the lawn jobs became available—the man who previously did the job, ran off with a customer's wife. You may edit this to say “the man had run off...” if you would like to avoid this topic with your children at this point.



## Vocabulary

**economic expansion:** an increase in the goods and/or services available in the market place. [chap. 1]

**capitalism:** an economic system where private individuals or companies own goods and price, produce and distribute those goods based on the competition in a free (or non-controlled market). [chap. 2]

**expanding market economy:** in a market economy, owners set the price of goods and services rather than commanded by the state (government), in an expanding market economy, more goods and services are available. [chap. 2]

**increasing product demand:** when customers want more of the goods or services than are available, product demand is high and the provider of the goods or services can charge more. [chap. 3]

**flat production capacity:** production capacity is the amount of goods or services that can be generated by the business, to be flat means unable to add additional capacity. [chap. 3]

**cash flow:** the amount of money that comes into a company from customers or investments balanced against the money that flows out in wages, expenses, taxes, rent, equipment, and more. [chap. 3]

**stockbroker:** someone who invests in the stock market on behalf of an individual or a company. [chap. 3]

**stock:** a portion of ownership in a company. [chap. 3]

**shares:** a unit of ownership in a company that enables the holder to receive a portion of a company's profits in the form of a dividend. [chap. 3]

### To Discuss After You Read

Q: What do you think of the opening? Does it cause you to wonder about the story? [Foreword]

Q: The chapter closes with "And that was how it started." What do you predict happens? [chap. 1]

Q: Why does the narrator find so many jobs so easily? [chap. 2]

A: *as a young boy he isn't a threat to the neighbors, there is a need to fill, and he is cheap*

Q: What does the narrator give up by mowing lawns? [chap. 3]

A: *vacation time, fun, freedom, bike trips, time*

Q: How does the narrator get involved in the stock market? [chap. 3]

A: *one of his customers offers to invest in the market instead of paying him directly*

## Readers

### Regular: *A Lion to Guard Us* | Chapters 10–11

#### To Discuss After You Read

Q: How does the children's dream come true? [chap. 10]

A: *Dr. Crider finds them, feeds them and buys the children their tickets and supplies*

### Advanced: *The Corn Grows Ripe* | Chapters 6–7

#### To Discuss After You Read

Q: How did Tigre's search of the chicken coop problem differ from his family's thinking? [chap. 6]

A: *he carefully searched for answers, whereas his family accepted the dead chickens as fate*

Q: Why does Tigre whistle in the milpa? [chap. 7]

A: *to call the wind gods to spread the flames from the 3 fires he set*

## Language Arts

## Creative Expression

### 5-Day: Dictation<sup>4</sup>

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

Joy is found in giving the right answer. And how good is a word spoken at the right time! The path of life leads up for those who are wise. ■

4. Proverbs 15:23–24 (NIRV®).

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

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

Joy is found in giving the right answer. And how good is a word spoken at the right time! The path of life leads up for those who are wise.

**B: Dictation Application**

Rewrite the following passage, adding some descriptive adjectives to make it more interesting:

On a morning in 1609, a man made his way over a bridge. He wore a jacket and a cap. His clothes were splashed with mud, and mud sucked at his shoes. He could hardly see for the rain in his face.

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**C: Five Senses**

1. Sight

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2. Hearing

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1. Proverbs 15:23–24 (NirV®).



## LA Week 1 Activity Sheet

3. Smell

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4. Feeling

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5. Taste

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**D: See It, Describe It**

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CORE D & LA D		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					
Parent Reading	Luke 2:21–40	Luke 2:41–52	Luke 3:1–23	Luke 4:1–30	Luke 4:31–44
Student Reading: <i>Discoverer's Bible</i>	Genesis 8	Genesis 9:1–17	Genesis 11:1–9, 27–32	Genesis 12:1–9	Genesis 18:1–15
American Indian <i>Prayer Guide—Taino &amp; Arawak</i>	Day 1 p. 13	Day 2 pp. 13–14	Day 3 pp. 14–15	Day 4 p. 15	Day 5 pp. 15–16
Memorization &  <i>Sing the Word: Great in Counsel and Mighty in Deed</i>	Read Psalm 8 ten more times <u>out loud</u> . Are there words you find hard to pronounce? (Make sure you practice saying them correctly.) Which words should receive special emphasis? Any places you should pause or speed up for dramatic effect? Any places where your voice should become louder, softer, higher, or lower? Make notes of these things. Please apply these questions to all your memorization assignments. —Track 1				
History/Geography					
Article	"North America Before the White Man" 				
Pedro's Journal	Dec. 3–Dec. 25	Dec. 27–Jan. 16	Jan. 28–end 		
Children's Encyclopedia of American History			pp. 6–11	pp. 12–13 	
5-Day: <i>The Light and the Glory</i>					chap. 2 
Read-Alouds					
A Child's Introduction to Poetry		"Nursery Rhymes" pp. 10–13			
Walk the World's Rim	chap. 5	chap. 6 	chap. 7	chap. 8	
5-Day: <i>Lawn Boy</i>					chaps. 4–8
Readers					
Regular: <i>A Lion to Guard Us</i>	chaps. 12–14	chaps. 15–16 	chaps. 17–18	chaps. 19–21	chap. 22–end 
Advanced: <i>The Corn Grows Ripe</i>	chap. 8	chaps. 9–10	chap. 11	chaps. 12–13 	chaps. 14–15
Other Subjects (Math, Science, etc)					



Schedule Continued		Week 2			Language Arts D	
Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
Spelling						
Sequential Spelling						
Handwriting						
Optional: Handwriting						
Vocabulary Development						
Optional: Wordly Wise 3000, Book 3	Lesson 1C		Lesson 1D			
Creative Expression						
	A: Dictation Passage	B: Dictation Application	C: How Do You Do That?	D: I Couldn't Believe My Eyes!	5-Day: Dictation	
Electives						
Other Notes						

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## Day 1

## Bible

It doesn't matter if you are young or old; God wants you to be part of what He is doing in the world. This week you will meet several people who waited for a long, long time to see God do what He said He would do. May we be willing to follow when God calls us, and remember to keep our eyes on Him and not try to "make a name for ourselves." —*Luke Holzmenn*

**Parent Reading** | Luke 2:21–40

**Student Reading: *Discoverer's Bible*** | Genesis 8

***American Indian Prayer Guide*** | Taino & Arawak, Day 1 p. 13

**Memorization** | Psalm 8

Read Psalm 8 ten more times out loud. Are there words you find hard to pronounce? (Make sure you practice saying them correctly.) Which words should receive special emphasis? Any places you should pause or speed up for dramatic effect? Any places where your voice should become louder, softer, higher, or lower? Make notes of these things. Please apply these questions to all your memorization assignments.

***Sing the Word: Great in Counsel and Mighty in Deed*** | Track 1

Listen to this track the entire week.

## History/Geography

***"North America Before the White Man"***

**Note to Mom or Dad:** Please read the following article for an overview of the time period we are studying this year. Also, take a look at the article "Some Representative Dates and Events in Ancient and Medieval American History" following this week's notes.

**Introduction**

This year we are studying American history. Most textbooks start their discussion of American history with Columbus and the European discovery of the New World.

Clearly, people had been in America long before Columbus arrived, but because most historians are of European descent, history before Columbus seems to have little interest for them.

We, however, are citizens of God's Kingdom. We want to know about all the cultures and peoples for whom Jesus died and whom God wants to become part of His Kingdom. Therefore, we want to discover everything we can about *all* the peoples of the world. "All the peoples" includes the different groups who were on the North and

South American continents before Columbus came.

So, do we know anything about this time-before-Columbus?

**America Before the White Man**

Until the middle 1800s—about a hundred to a hundred and fifty years ago—most scholars believed the major American Indian tribes (both North and South) came to the Americas from the Middle East—from Phoenicia, Egypt, and elsewhere around the Mediterranean Sea. The evidence seemed overwhelming. The Egyptians built pyramids; so did the American Indians. The Egyptians worshipped the Sun; so did many of the larger American Indian tribes. The tribes' beliefs concerning the dead were very similar to what you found in Egypt. The Incans' practice of embalming their leaders was almost exactly like the practice of the Egyptians. . . . There were so many cultural similarities, scholars figured the American Indians must have come from Egypt or one of the cultures nearby.

But then, as the idea of evolution took hold, and the idea gained credence that the earth must be hundreds of millions if not billions of years old, someone had the idea that the American Indians must have migrated from Asia across a land bridge that at one time connected east Asia to what we now know as Alaska. (Look at a map to see how narrow the Bering Strait is.)

Perhaps, some scholars suggested, it wasn't even a land bridge but, rather, an ice bridge that connected the two continents. According to this second theory, some Asian hunters chased some animals across the bridge onto the North American continent. They weren't necessarily planning to stay in America, but when the last ice age ended, the ice bridge melted and the hunters were trapped. They inadvertently became the first permanent human residents of the North American continent.

That's the modern story.

We really don't know how the first residents of the Americas came here.<sup>1</sup>

Thor Heyerdahl, a twentieth-century Norwegian ethnologist (a person who studies different peoples or ethnic groups), set out to prove that ancient Egyptians could have crossed the Atlantic in their reed boats to arrive in the Americas. He actually built such a boat and made the crossing from Africa to the Caribbean in 1970. Did some ancient travelers make the trip who-knows-how-many centuries ago?<sup>2</sup>

1. It is interesting to note that the earliest artifactual evidence of human habitation—pottery shards, textile remnants, etc.—are to be found in the Central American area, not in North America and definitely not in the Arctic or Canadian forest areas. (From "Diagram of Early American Chronology" (A. Curtis Wilgus, *Historical Atlas of Latin America* [New York, NY: Cooper Square Publishers, Inc., 1967 {1943}], p. 22).

2. In 1947, Heyerdahl sailed a balsa-wood raft from Peru to the Tuamotu Islands in eastern Polynesia to prove that American Indians could have settled the islands of Polynesia.

However they first came to the Americas, there is fairly good evidence that human beings have lived here for thousands of years.

#### The White Man Comes

But then we come to the non-“Indian,” i.e., European inhabitants. For hundreds of years after Christopher Columbus made his famous voyage, European settlers thought Columbus was the one who discovered the lands we now know as the Americas. No one else we knew of had arrived earlier.

Then, in the 1960s, several scientists (archaeologists) digging in the south of Greenland confirmed what had prior to that point been thought of as mere legend: a Viking explorer, Leif Ericson, made a journey to the northeast coast of North America sometime about the year AD 1000. Today, Leif Ericson is hailed as the (European) discoverer of North America. Of course, his discovery didn’t lead to any widespread settlement of the “new” continent, but we have good evidence that he arrived on its shores.

Leif Ericson and his voyage in AD 1002 is as far back as popular history goes.

But there is a small group of scholars, led by Dr. Barry Fell, a former professor of biology at Harvard University, who takes the story back much further. Fell, in his books, *America B.C.*,<sup>3</sup> *Saga America*,<sup>4</sup> and *Bronze Age America*,<sup>5</sup> and The Epigraphic Society, in its *Occasional Publications*, have documented that there was significant commerce between the Mediterranean basin and the Americas as far back as 1000 or 1500 BC. That’s the time of King David in the Old Testament!

Fell summarizes the story of one ancient visitor to America in his book *Bronze Age America*:

Some seventeen centuries before the time of Christ a Nordic king named Woden-lithi sailed across the Atlantic and entered the St. Lawrence River. He reached the neighborhood of where Toronto now stands, and established a trading colony with a religious and commercial center at the place that is now known as Petroglyphs Park, at Peterborough. His homeland was Norway, his capital at Ringerike, west of the head of Oslo Fjord. He remained in Canada for five months, from April to September, trading his cargo of woven material for copper ingots obtained from the local Algonquians....

He left behind an inscription that records his visit, his religious beliefs, a standard of measures for cloth and cordage, and an astronomical observatory for determining the Nordic calendar year.... Having provided his colonists with these essentials, he sailed back to Scandinavia and thereafter disappears into the limbo of unwritten Bronze Age history. The king’s inscription gives his Scandinavian title only and makes no claim to the discovery of the Americas nor to conquest of territory. Clearly he was not the first visitor to the Americas from Europe, for he found that the Ojibwa Algonquians were already acquainted

with the ancient Basque syllabary [language, form of writing], and when Woden-lithi set sail for home, an Ojibwa scribe cut a short comment into the rock at the site using the ancient Basque script and a form of Algonquian still comprehensible today, despite the lapse of time.<sup>6</sup>

In The Epigraphic Society *Occasional Publications*, Vol. 10, No. 239 (October 1982), Jay Stonebraker gives “A Decipherment of the Los Lunas Decalogue Inscription.” Put in English: he tells how he interpreted some writing found on an 80-ton boulder discovered years ago at Los Lunas, near Albuquerque, New Mexico. When he figured out what he was looking at, Stonebraker realized the letters were “Phoenician, of the 10th century BC.” It was “in the script used in the Phoenician port of Tyre ... in the time-frame of King David and King Hiram of Tyre.”<sup>7</sup>

And what does this inscription say?

I am Yahweh your God that brought you out of the lands of Egypt.

You shall not have any other gods besides me.

You shall not make for yourself any graven image.

You shall not take the name of Yahweh in vain.

Remember the day of the Sabbath, to keep it holy.

Honor your father and your mother, so that your days may be long on the land which Yahweh your God is giving to you.

You shall not murder.

You shall not commit adultery.

You shall not steal.

You shall not testify against your neighbor as a false witness.

You shall not covet your neighbor’s wife, nor anything of your neighbor’s.<sup>8</sup>

—Any idea where that inscription may have come from? (Hint: look at Exodus 20:2–17.)

It’s exciting to realize that God’s people may have actually been seeking to make His name and glory known in all the earth—even in America—way back at the time of David!

In *America B.C.*, Fell shows that there were Basque (from Southern France/Northern Spain) and Celtic (from Ireland) influences among the Algonquian people in the Great Lakes region. There were also Iberian (Spanish/Portuguese) influences among the Pima Indians, Libyan influences among the Zunis, and more.

If Mr. Fell is right, that there were widespread trans-Atlantic influences in North America from even 1,700 years before Christ, do we have a good reason to assume that similar influences were not being felt in South America? I find that a difficult assumption to make. I think such influence is quite probable. But no matter what the foreign

3. Barry Fell, *America B.C.* New York, NY: Quadrangle/The New York Times Book Co., 1979.

4. Barry Fell, *Saga America*. New York, NY: Times Books, 1980.

5. Barry Fell, *Bronze Age America*. Boston, MA: Little, Brown, 1982.

6. Op. cit., p. 37.

7. Ibid., p. 74.

8. Ibid., pp. 80–81.



influences in South and Central America, we know that a number of astonishing civilizations were rising and falling during this time period.

In order to give you a brief glimpse of some of these civilizations, we have written the book *Incans, Aztecs & Mayans* that you will this year. —John Holzmann

**Pedro's Journal** | Dec. 3–Dec. 25

## Read-Alouds

### **Walk the World's Rim** | Chapter 5

#### Vocabulary

As the **pantomime** continued Chakoh found himself cheering with the Indians each time the “buffalo” **eluded** the deadly swipe of the knife. (**pantomime**: a drama played out primarily with motions of the body; **eluded**: avoided slyly and adroitly)

Castillo had recovered his strength and though Dorantes grumbled and scowled **incessantly**, especially at Esteban, they rationed their food for a week's travel. (*continually*)

\* \* \*

**cornmeal**: coarse flour made from ground corn.

#### To Discuss After You Read

**Notes:** Esteban pantomimes a bull fight where a matador fights a bull—since a bull is similar to a buffalo, the Indians enjoyed the show.

Horses came to the Americas in the 16th century. They were brought by Spaniards. (Source: *American Heritage Encyclopedia of American History*)

A cactus that could be described as “weird-armed” is a Sanguaro cactus.

Q: What does Esteban have of value to offer as a trade, which requires the exchange of things of value?

A: *the gift of laughter that can make one a companion of kings*

Q: Why are the Spaniards excited by the rattle?

A: *it was fashioned from a gourd—they must be getting close to a farming group of Indians*

Q: Why is “People of the Earth Medicine” a descriptive term for people who planted crops?

A: *if you come from a culture with no seeds, the crops and life that come from a seed is a marvelous mystery*

## Readers

### **Regular: A Lion to Guard Us** | Chapters 12–14

#### Vocabulary

**Medusa**: the devil doll; Medusa was one of the three Gorgons in Greek mythology, and the only mortal Gorgon. Medusa and her two sisters had writhing snakes for hair,

staring eyes, hideous grins, and protruding fangs. They were so ugly that anyone who saw them turned to stone. Unlike her sisters, Medusa was beautiful in her youth, and was proud of her hair. She boasted of her beauty to Athena, who became jealous and changed her into a hideous person.

#### To Discuss After You Read

Q: What animals are on the ships? How could each of these animals help Jamestown? [chap. 12]

A: *oxen and horses could help plow and clear the land; goats could provide milk; pigs and chickens could serve as food; and chickens could provide eggs*

Q: What sin gets the children into trouble and how? [chap. 14]

A: *Jemmy's lie makes many people want to steal the door knocker*

### **Advanced: The Corn Grows Ripe** | Chapter 8

#### To Discuss After You Read

Q: How did Tigre spend his time before the planting?

A: *making a rope for the celebration, flying kites, playing ball, hunting a small deer*

## Language Arts

## Vocabulary Development

### **Optional: Wordly Wise 3000, Book 3** | Lesson 1C

## Creative Expression

### **A: Dictation Passage<sup>9</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.

You who are godly, sing with joy to the Lord. It is right for honest people to praise him. Sing a new song to him. Play with skill, and shout with joy. What the Lord says is right and true. He is faithful in everything he does.

### **Optional: Dictation** | Regular Readers<sup>10</sup>

The hold was the long room below the deck. They lived there with more than a hundred and fifty others. When they all lay down to sleep, they were crowded together like salt fish in a barrel.

### **Optional: Dictation** | Advanced Readers<sup>11</sup>

After lunch Tigre went out to the chicken-house. Again he went carefully over the coop,

9. Psalm 33:1, 3–4 (NIRV®).

10. *A Lion to Guard Us*, p. 55.

11. *Corn Grows Ripe*, p. 46.

feeling it inch by inch with his fingers. There was no crack. He opened the door and crawled inside. A little later he came out. "Come here!" he called.

## Day 2

### Bible

**Parent Reading** | Luke 2:41–52

**Student Reading: *Discoverer's Bible*** | Genesis 9:1–17

***American Indian Prayer Guide*** | Taino & Arawak, Day 2 pp. 13–14

**Memorization** | Psalm 8

***Sing the Word: Great in Counsel and Mighty in Deed*** | Track 1

### History/Geography

***Pedro's Journal*** | Dec. 27–Jan. 16

**To Discuss After You Read**


- Q: How does Columbus deal with the sinking of the Santa Maria? [Jan. 2]
- A: *he takes many sailors aboard the remaining ship, the Niña and leaves 39 men to found a new settlement called La Navidad*
- Q: As the Natives become less friendly, how do Columbus and his men react? [Jan. 16]
- A: *they drew swords on unfriendly islanders and then hurriedly left for Spain in leaky ships*

### Read-Alouds

***A Child's Introduction to Poetry*** | "Nursery Rhymes" pp. 10–13

***Walk the World's Rim*** | Chapter 6

**Vocabulary**

**seven golden cities of Antilia or Cibola:** one of the myths that propelled Spaniards into New World. For details of this story, visit our IG links web page .

**To Discuss After You Read**

A yucca fiber is a desert plant the Indians used to make rope, sandals, mats, and baskets.

The Viceroy's task is to govern the new territories as the king's representative and to supply the king with the wealth found in the New World.

- Q: Why did Chakoh not want to leave the Pima village?
- A: *they were similar to his people but knew so much more*
- Q: Describe how Esteban acquires the new loincloth for Chakoh.

A: *he creates a scarecrow to keep the birds from stealing seeds; it saved the boy's work*

Q: Why does Esteban want Chakoh to keep his turquoise stones for him?

A: *Esteban doesn't want the Spanish to know there is anything of value in the country, for gold and turquoise will change their hearts to greediness*

Q: How did the Indians value turquoise? Enough to fight for?

A: *they were a trading item—useful in trading for parrot feathers; no*

Q: Why are the hair-faces considered evil?

A: *they bring death and slavery, and they take everything they see*

**Timeline and Map Activities**

 Culiacán, Mexico (E2) (map 2)

### Readers


**Regular: *A Lion to Guard Us*** | Chapters 15–16

**To Discuss After You Read**

- Q: How does Amanda calm her siblings in the storm? [chap. 15]
- A: *she tells them a story*

Q: Locate Bermuda on a map. It is about 1000 miles from Virginia.

**Timeline and Map Activities**

 Bermuda (D3) (map 3)

**Advanced: *The Corn Grows Ripe*** | Chapters 9–10

**To Discuss After You Read**

- Q: Describe the Holy Cross celebration.
- A: *the village was cleaned up, the villagers wore their best clothing, visitors came from all over, music and laughter filled the air, people shot skyrockets, they danced, the boys kept an all night vigil, a bullfight, and the ropes were judged*

### Language Arts

### Creative Expression

#### B: Dictation Application

Last week, you and your children discussed how adding descriptive words can enliven their writing. This week, you're going to explore the similar relationship that exists between verbs and the words that modify them—**adverbs**.

Verbs express actions or states of being. While nouns are the people, places, and things in a sentence, verbs tell what those people, places, and things *do* or *are*. Quickly review verbs with your children by analyzing the third

and fourth sentences in yesterday's dictation passage. What verbs can you and your children find together? (*Sing, Play, shout*)

Just as good writers use adjectives to describe nouns, good writers also make their writing more interesting by adding interesting words—called adverbs—to describe their verbs. Adverbs often end with *-ly*. For example, consider these two sentences:

The badger grabbed the sleeping bag and dragged it into the woods.

The badger cunningly grabbed the sleeping bag and gleefully dragged it into the woods.

Do your children see how the adverbs *cunningly* and *gleefully* add meaning and interest to the sentence? The badger in the first sentence could be any old run-of-the-mill badger who accidentally stumbles across an abandoned sleeping bag near the woods.

The badger in the second sentence, however, is obviously up to something. Why did he need to be cunning? Why was he so full of glee? What is he going to do with that sleeping bag? Isn't it amazing how two little adverbs turned a plain sentence into one that makes readers want to know what's going to happen next?

Using their own sheet of paper, ask your children to rewrite this passage adapted from *A Lion to Guard Us*, adding some descriptive adverbs to make the verbs more interesting. Here is an example of what a passage enhanced with additional adverbs might look like:

She hesitantly took a step after him, but Cook's voice shrilly called her back. "A-man-da." She slowly and carefully closed the door. Then, she dejectedly walked down the long, cold hall and into the kitchen.

## Day 3

### Bible

**Parent Reading** | Luke 3:1–23

**Student Reading: *Discoverer's Bible*** | Genesis 11:1–9, 27–32

***American Indian Prayer Guide*** | Taino & Arawak, Day 3 pp. 14–15

**Memorization** | Psalm 8

***Sing the Word: Great in Counsel and Mighty in Deed*** | Track 1

### History/Geography

***Pedro's Journal*** | Jan. 28–end

To Discuss After You Read

Q: Was Columbus content to end with this voyage? [Feb. 2]

A: *no, Columbus planned another voyage while still on his first one*

Q: Trace Columbus' route from Spain to the Caribbean.

#### Timeline and Map Activities

🌐 *Caribbean* (D3) (map 3)

🌐 *Spain* (G2) (map 4)

***Children's Encyclopedia of American History*** | pp. 6–11

#### To Discuss After You Read

**Notes:** Note the key word "overview" in the first paragraph. In other words, the encyclopedia does not attempt to delve into very specific details on every single issue of American history. Still, there's a lot of information in its pages, so take some time to familiarize yourself with how the author has presented the contents. This will help you get a quick grasp on the material and also help you as you assist your children with the material. In particular, keep an eye on the time period covered in the spread, quickly identified by the colored tabs on the top left of pages. You'll also want to help your children understand the maps and any accompanying map key. Don't get too bogged down on details and specific dates to memorize—at this stage it's far better if your children can grasp the big picture and, even better, can understand some of the key reasons behind historical events.

The caption to the painting highlights some important points to keep in mind about historical artwork. First, it's not always correct. Artists sometimes get details wrong and, like anyone, can make mistakes. Second, sometimes such artwork is "idealized," as the author mentions. To "idealize" something means to make it seem better or more ideal than it was in reality. Still, artwork like this can capture our attention and draw us into the topic more. It also can display technical proficiency and artistic beauty, even if some of the details are off.

#### Timeline and Map Activities

🌐 *U.S.* (C2); *Europe* (C6) (map 3)

🌐 *North America* (see below)



## Read-Alouds

### **Walk the World's Rim** | Chapter 7

#### Vocabulary

**Mercederian abbey:** an abbey founded by members of the Order of Our Lady of Mercy.

**Coronado:** a Spanish conquistador and explorer [source: Cambridge Biographical Dictionary].

**Cortez:** a Spanish conquistador and conqueror of the Aztec nation [Mexico] [source: Cambridge Biographical Dictionary].

**vespers:** evening prayers.

**catclaw:** prickly shrubs.

#### To Discuss After You Read

Fray Marcos with Pizarro as a conquistador, conquered, subdued, and lied to the Incan people in Peru; no great medicine as Chakoh thinks.

Q: Why does Brother Solano believe it is important to eat?

A: *he is in charge of the kitchen and firmly believes that an empty stomach can keep one from successfully contemplating God's word*

Q: Why does Chakoh believe the rosary was the key to successful planting of crops?

A: *the crops must have medicine to grow—and Brother Solano said everything in the garden belonged to God*

Q: Who was building the new cathedral and using what materials?

A: *conquered Aztec slaves were using blocks from their old temple to build the new cathedral*

Q: Why did Chakoh not acquire more Catholic teaching than he did?

A: *it was so different than what he was used to, it would drain from his mind soon after he had heard it*

Q: Describe how Chakoh's life changed when he took the ceremony that gave him the name Juan.

A: *he had a room with furniture, regular meals, regular worship services, times of instruction, but no family or friends*

## Readers

### **Regular: A Lion to Guard Us** | Chapters 17–18

#### To Discuss After You Read

Q: Why can't the children laugh after the storm? [chap. 17]

A: *they feel beaten and tired with the sound of the storm in their ears still; they have been through a lot*

Q: What is the plan for rescue? Does it seem reasonable? [chap. 18]

A: *send a small boat to fetch a larger boat from Virginia*

### **Advanced: The Corn Grows Ripe** | Chapter 11

#### To Discuss After You Read

Q: Describe the Hetz Mek.

A: *a ceremony performed at 4 months for baby boys and 3 months for baby girls; each child is introduced to the tools he/she will use in life; the god parents attend and all feast afterward*

## Language Arts

### Vocabulary Development

#### **Optional: Wordly Wise 3000, Book 3** | Lesson 1D

### Creative Expression

#### **C: How Do You Do That?**

To help your children think more imaginatively about some common verbs they may use often, guide them through the *How Do You Do That?* activity on "C: How Do You Do That?" **Week 2 Activity Sheet**. For each of the verbs listed, ask your children to write as many adverbs as they can think of that could describe that verb.

If they get stuck, feel free to give them a hand. Help them understand that using adverbs with these verbs will make their writing come alive.

Some possible answers:

RUN: quickly, slowly, steadily, determinedly

JUMP: high, joyfully, excitedly, carefully

LAUGH: loudly, heartily, nervously, uncontrollably

SMILE: beautifully, wickedly, sadly, happily

TALK: quietly, rapidly, rudely, secretly

## Day 4

### Bible

#### **Parent Reading** | Luke 4:1–30

**Student Reading: Discoverer's Bible** | Genesis 12:1–9

**American Indian Prayer Guide** | Taino & Arawak, Day 4 p. 15

#### **Memorization** | Psalm 8

**Sing the Word: Great in Counsel and Mighty in Deed** | Track 1

## History/Geography

### **Children's Encyclopedia of American History** | pp. 12–13

#### To Discuss After You Read

Q: What two worlds met as based on the chapter title?

A: *the New World of the Americas and the Old World of the Europeans*

#### Timeline and Map Activities

🌐 Canada (B2); Greenland (B5); China (C10); Spice Islands (E11); Atlantic Coast (C3) (map 3)

## Read-Alouds

### **Walk the World's Rim** | Chapter 8

#### Vocabulary

"What have they promised you?" The voice was flat and **menacing**. (*showing intention to harm; threatening*)

Curled in his bed Chakoh wondered at the **placid** man's unusual anger. (*quiet; tranquil*)

\* \* \*

**Montezuma:** Montezuma II was the Aztec emperor who died during Cortez's conquest of the Aztecs [source: *Cambridge Biographical Dictionary*].

#### To Discuss After You Read

Q: Is Esteban impressed with what Chakoh has learned?

A: *Esteban believes Chakoh could have learned much more practical things, with life skills from the Buffalo People*

Q: What does Chakoh discover about the beggars in the midst of the riches of Mexico?

A: *there are many of them, and they don't know the secret of hunting in Mexico; or how to acquire what they need*

Q: Where do the slaves the Spanish acquire come from?

A: *the conquered Aztecs and surrounding Indian villages*

Q: Why does Chakoh have a hard time believing Esteban was a slave?

A: *he has been wise, courageous, and honorable—and no slave held those descriptions*

Q: Why does the Viceroy send two priests and a boy to find Cíbola?

A: *he doesn't want to empty the King's treasury chasing mirages—then he will send Coronado and an army*

## Readers

### **Regular: A Lion to Guard Us** | Chapters 19–21

#### To Discuss After You Read

Q: What does Meg learn to do while in Bermuda? [chap. 19]

A: *play*

Q: What is the fire for and why do the survivors let it go out? [chap. 19]

A: *to guide the boat from Virginia; too much time passed and the boat must have sunk*

Q: Why did the men quarrel? [chap. 20]

A: *they did not want to build two ships, since some wanted to stay in Bermuda*

### **Advanced: The Corn Grows Ripe** | Chapters 12–13

In the desire to please the gods, the medicine man (not a priest) builds an altar and the people offer sacrifices of "sacred water," "sacred bread," wild animals, a ceremonial drink and a hen from each family. People that worship and fear the spirits work hard to please the spirits.

#### To Discuss After You Read

Q: How did the villagers deal with the drought? [chap. 12]

A: *they lit candles, prayed, and made sacrifices to the village santos; after much prayer, the Mayan returned to their old gods and performed the Chac Chac ceremony*

#### Timeline and Map Activities

🌐 Chichén Itzá (D2) (map 3)

## Language Arts

## Creative Expression

### **D: I Couldn't Believe My Eyes!**

Last week, your children wrote a description of something they could see. This week, their task is to write an exciting story about what they described. Beginning with the words "I couldn't believe my eyes!", your children should spin a short yarn about the amazing things their item did. Feel free to use your imagination.

Did it attack the city at dawn? Maybe it dared to use the express lane at the grocery store—with more than 10 items! Or perhaps it came off the bench to hit a home run and win your little league championship game ... The possibilities here are endless. Encourage your children to be wildly creative.

On this assignment, ask your children to focus on telling a story. A good story has a clear beginning, middle, and end. As your children think of ideas, ask them to consider the order in which events likely occurred. Then, when they begin to write, make sure that they tell their story in a logical order.

Also, ask your children to incorporate what they learned about adverbs this week into their assignment. When they're done with their first draft of their story, discuss their choice of verbs with them. Are they interesting? Or could some of them use a little spice? If so, have them go back and add some interesting adverbs to their story.

Like last week, focus more on your children's creativity and ideas than their spelling and mechanics. Early on in



any language arts course, it can be difficult for children to get “into the groove” of writing. Feel free to point out any errors that you see, but get excited and praise them for their wonderful imaginations. A little positive reinforcement now will do wonders for their confidence.

Have your children record their work on “D: I Couldn’t Believe My Eyes!” on **Week 2 Activity Sheet**.

Here’s what a sample story might look like:

Last night I caught my mother’s crystal elephant by the kitchen sink. Puzzled, I got my glass of water and started back to bed. As soon as I left the kitchen, I crept back to see if I could uncover the mystery. To my surprise, the glass elephant was alive and using the facet to wash off. I had wondered how it managed to sparkle so brightly!

## Day 5

### Bible

**Parent Reading** | Luke 4:31–44

**Student Reading: *Discoverer’s Bible*** | Genesis 18:1–15

***American Indian Prayer Guide*** | Taino & Arawak, Day 5 pp. 15–16

**Memorization** | Psalm 8

***Sing the Word: Great in Counsel and Mighty in Deed*** | Track 1

### History/Geography

**5-Day: *The Light and the Glory*** | Chapter 2

“Columbus and the Indians”

Sometimes words—even brutal words—can hide the truth.

Today, on page 26 of *The Light and the Glory*, we read that “Columbus ... made the Indians pay a tax in gold. If they could not pay, the Spanish punished them and treated them like slaves.”

Beverly Slapin and Doris Seale fill in some enlightening details:

People over 14 years of age were forced to pay enough gold to fill a hawk’s bell measure every three months—or be killed by having their hands cut off. In despair, with no gold left, the people fled their homes for the mountains, leaving their crops unplanted, preferring to starve to death. Most of those trying to get to the mountains were hunted down with dogs and killed, as an example to the others. One by one, all of the indigenous leaders were tortured, impaled, hanged, burned at the stake. Then the mass suicides began, as Arawak people killed themselves with casava poison.<sup>12</sup>

Truly, as Marshall and Manuel conclude, “It was a massacre.”

#### To Discuss After You Read

Q: Although we celebrate Columbus as an explorer and discoverer, why do we consider him a poor governor? [chap. 2]

A: *he was proud and demanding, he spoke harshly and angered easily, people did not respect him and he refused to take responsibility*

Q: What do you think are characteristics of a good leader? [chap. 2]

A: *while able to set direction, to do so humbly and kindly, always willing to take responsibility for a leader is ultimately in charge, to encourage workers, pay them fairly, to not let money become your god*

#### Timeline and Map Activities

📍 Azores (C5); Honduras (D2); Nicaragua (D2); Costa Rica (D2) (map 3)

📍 Palos, Spain (H2); Barcelona (G3); River of Lisbon (Tagus River) (H2) (map 4)

### Read-Alouds

**5-Day: *Lawn Boy*** | Chapters 4–8

Remember, in the story we started last week, the hero received a riding lawn mower from his grandmother. He has been inundated with jobs and is making a lot of money. A stock broker, the Arnold, has offered to trade stocks for him.

#### Vocabulary

**product expansion:** to add additional goods or services to a business. [chap. 4]

**supply and demand:** supply is the amount of a good or service available; demand is the desire people have to acquire the good or service; pricing comes from this relationship; if too many goods are available, the price drops; if supply is lower than demand, the seller can charge more. [chap. 4]

**entrepreneur:** someone who organizes and operates a business and takes on financial risk to do so. [chap. 4]

**entrepreneurship:** how individuals go through creating a business. [chap. 4]

**Note:** Labor acquisition and its effect on capital growth—labor acquisition adds employees and can either increase capital by adding value to the company or can be a negative impact on a firm when the employees costs more than the value they add. [chap. 5]

Beverly Slapin and Doris Seale, *Through Indian Eyes: The Native Experience in Books for Children* (Philadelphia, PA: New Society Publishers, 1992), p. 7.

**portfolio diversification:** buying several kinds of stocks so that if one goes down, another may go up to prevent a drastic loss. [chap. 6]

**overutilization of labor:** overuse of employees. [chap. 7]

**unpredicted capital growth:** profits from investments like stocks or bonds. [chap. 7]

**free market industry:** businesses in a market economy based on supply and demand with little government control. [chap. 7]

**bonus:** money added beyond what is expected. [chap. 7]

**gross income:** total income before expenses taken out; the money left over is called net income. [chap. 7]

**sliding scale:** amounts that differ for different people—used in wages, taxes and prices. [chap. 7]

**net income:** money left after all expenses and costs come out of gross income. [chap. 7]

**net worth:** the total assets minus the total liabilities (or debt). [chap. 8]

**commissions:** a fee charged by a broker for his service. [chap. 8]

#### To Discuss After You Read

- Q: Why does the narrator need to meet with Pasqual? [chap. 4]  
 A: *he has too much work and no helpers, Pasqual could help with the workload*
- Q: Why does Pasqual consider half of the money for each job fair? [chap. 5]  
 A: *because the narrator finds the jobs and coordinates everything, without him there would be no jobs*
- Q: What is Pasqual's advice concerning the work load? [chap. 6]  
 A: *do not turn down jobs; they will figure out how to get the jobs done because the opportunity to work won't always be there*
- Q: How does the narrator need to care for his employees? [chap. 7]  
 A: *he is responsible for them and needs to make sure each is cared for*
- Q: What does Arnold share with the narrator? [chap. 8]  
 A: *that he has earned a lot of money, because he invested wisely, he made considerably more than if he had stored his cash under his bed*

## Readers

### Regular: *A Lion to Guard Us* | Chapter 22–end

#### To Discuss After You Read

- Q: What happened to the people at Jamestown? [chap. 22]  
 A: *the English were at war with Native Americans, some were ill, and some starved; many died*
- Q: What is another name for “a wall made of tree trunks” that surrounds a town? [chap. 23]  
 A: *fort*

#### Timeline and Map Activities

- 📍 *Chesapeake Bay* (E3) (map 1)
- 📍 *James River* (C7) (map 2)

### Advanced: *The Corn Grows Ripe* | Chapters 14–15

#### To Discuss After You Read

- Q: Is the Chac a light, gentle rain? [chap. 14]  
 A: *no; strong with thunder*
- Q: How did the Mayan store the corn? [chap. 15]  
 A: *they roasted the ears in an earth oven*

## Language Arts

## Creative Expression

### 5-Day: Dictation<sup>13</sup>

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

You who are godly, sing with joy to the Lord.  
 It is right for honest people to praise him. Sing a new song to him. Play with skill, and shout with joy. What the Lord says is right and true. He is faithful in everything he does. ■

13. Psalm 33:1, 3–4 (NIRV®).



## Some Representative Dates and Events in Ancient and Medieval American History<sup>1</sup>

Time Scale	Europe and Mediterranean	America
325–250 BC	Carthage and Rome dominate western Mediterranean, come into confrontation.	Carthaginian trade. Imports: Phoenician manufacturers. Exports: lumber, gold, and furs.
264–241 BC	First Punic War. Fleets of Carthage destroyed.	Carthaginian trade ceases. Libyan Greeks integrate.
250–100 BC	218–201 BC; Second Punic War. Hannibal.	Token coins issued to relieve currency shortage. North America mapped.
100 BC–AD 400	31 BC; Battle of Actium. Rome dominates world.	Roman traders, mainly Iberian, active in America.
	27 BC–AD 476 Roman Empire	Roman currency adopted.
AD 69	Destruction of Jerusalem.	Jews settle Kentucky and Tennessee.
AD 132	Second Revolt of Jews.	Second wave of Hebrew refugees.
AD 425	Some stone chambers in Europe known still to be in use at this time.	Stone chamber in Vermont carbon dated to this time.
AD 450	Barbarian incursions into Europe and North Africa.	Flight of North African Christians to America to escape Vandals.
AD 500	Byzantine power in North Africa. Islam invades Libya (AD 646)	Libyan science and mathematics flourishes in west North America.
AD 700 onwards	Islam dominates Mediterranean. Arabs cross Pacific to reach west coast of America.	Islamic inscriptions in western states. Christian Celts in West.
	Islam and Byzantium in confrontation.	Byzantine inscriptions. Americans explore Pacific. Hawaii mapped.
AD 1000	Iceland becomes Christian, but Viking raids continue.	First Norse visits northeast America.
1341	1347 Norse refugees from Labrador reach Iceland and sail on to Norway.	Vinland Norsemen revert to paganism. Reversions to barbarism.
ca. 1350		Vinland cathedral church built in Rhode Island.
1355–1362	1362; Norway gives up Vinland and Greenland colonies as lost without trace.	Norwegian expedition seeks lost Vinland Norse settlers.
1398		Last Norse-Celtic voyage to North America.
1492ff	Europe reawakened as to potential of American trade.	Columbus reaches Caribbean.
1524		Verrazano finds blond-haired people in Rhode Island.

1. This chart has been adapted from a chart found on the inside cover of Fell's *Saga America*. "The dating," says Fell, "is based on coins, inscriptions, and tree-ring analysis." Remember, these are "representative" dates. For example, in AD 69 it is hard to prove or disprove Fell's claim that Jews settled Kentucky and Tennessee. Other dates are fairly well-established.

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

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

You who are godly, sing with joy to the Lord. It is right for honest people to praise him. Sing a new song to him. Play with skill, and shout with joy. What the Lord says is right and true. He is faithful in everything he does.

**B: Dictation Application**

Rewrite the following passage, adding some descriptive adverbs to make the verbs more interesting:

She took a step after him, but Cook's voice called her back.  
"A-man-da." She closed the door. She walked down the long, cold hall and into the kitchen.

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1. Psalm 33:1, 3–4 (NirV®).



## LA Week 2 Activity Sheet

### C: How Do You Do That?

1. Run

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2. Jump

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3. Laugh

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4. Smile

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5. Talk

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### D: I Couldn't Believe My Eyes!

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CORE D & LA D		WEEK 3			SCHEDULE
Date:	Day 11	Day 212	Day 313	Day 414	Day 515
Bible					
Parent Reading	Luke 5:1–16	Luke 5:17–39	Luke 6:1–19	Luke 6:20–38	Luke 6:39–49
Student Reading: Discoverer's Bible	Genesis 19:1, 12–29	Genesis 21:1–21	Genesis 22:1–18	Genesis 24:34–48	Genesis 24:50–67
American Indian Prayer Guide—Powhatan	Day 1 p. 17	Day 2 pp. 17–18	Day 3 p. 18	Day 4 p. 19	Day 5 p. 20
Memorization &  Sing the Word: Great in Counsel and Mighty in Deed	Read Psalm 8 out loud ten times. Use the dramatic devices you decided on last week. Do you still think they sound right? Should you change any of them? Are there any other special effects—speed, pitch, volume—you should use? Make sure you talk about these things with your Mom or Dad. —Track 1				
History/Geography					
Children's Encyclopedia of American History	pp. 14–15 🕒🌐	pp. 16–17 🕒🌐			
North American Indians			pp. 5–17	pp. 18–32	
5-Day: The Very First Americans					pp. 2–11
Read-Alouds					
A Child's Introduction to Poetry		"Nonsense Verse" pp. 14–16			
Walk the World's Rim	chap. 9	chap. 10	chap. 11	chaps. 12–13 🕒🌐	
5-Day: Lawn Boy					chaps. 9–11
Readers					
Regular: Pocahontas and the Strangers	chap. 1 🕒🌐📖	chap. 2 🌐	chaps. 3–4	chap. 5	chap. 6
Advanced: Vostaas: White Buffalo's Story	pp. 6–11 🌐	pp. 12–19 to "Names"	pp. 19–24	pp. 25–32	pp. 33–39 to "Foods"
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 D	
Date:	Day 11	Day 212	Day 313	Day 414	Day 515	
Spelling						
Sequential Spelling						
Handwriting						
Optional: Handwriting						
Vocabulary Development						
Optional: Wordly Wise 3000, Book 3	Lesson 1E		Lesson 2A			
Creative Expression						
	A: Dictation Passage	B: Dictation Application	C: Simile Showdown	D: Describe It ... Revisited	5-Day: Dictation	
Electives						
Other Notes						

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## Day 1

## Bible

Whether it's healing people or teaching, Jesus didn't do it alone. He invited people to follow Him and learn from Him. The ones He spent the most time teaching were called disciples. Your children will read an account of God destroying a wicked city, but also providing in love. God looks out for the outcasts, provides for us when we follow His directions, and can even lead us to the people we need to meet. —Luke Holzmann

**Parent Reading** | Luke 5:1–16

**Student Reading: *Discoverer's Bible*** | Genesis 19:1, 12–29

***American Indian Prayer Guide*** | Powhatan, Day 1 p. 17

**Memorization** | Psalm 8

Read Psalm 8 out loud ten times. Use the dramatic devices you decided on last week. Do you still think they sound right? Should you change any of them? Are there any other special effects—speed, pitch, volume—you should use? Make sure you talk about these things with your Mom or Dad.

***Sing the Word: Great in Counsel and Mighty in Deed*** | Track 1

Listen to this track the entire week.

## History/Geography

***Children's Encyclopedia of American History*** | pp. 14–15

## To Discuss After You Read

- Q: By sailing west, what did Columbus hope to accomplish?  
 A: *he hoped to find a shorter trade route to Asian trading centers*
- Q: What function did an astrolabe serve?  
 A: *it helped mariners navigate*
- Q: Why did Portugal lead Europe in exploration?  
 A: *the Caravel's design (triangular and square sails allowed it to sail into the wind or with the wind, making it more maneuverable than other ships); Prince Henry encouraged exploration; the new astrolabe; opportunity for riches encouraged more risk*
- Q: What was the purpose of the Treaty of Tordesillas? What did it do?  
 A: *to prevent territory disputes between Portugal and Spain; it split the Atlantic Ocean with an imaginary north-south*

*line (Spain could claim land west of the line, while Portugal could claim land east of it)*

## Timeline and Map Activities

- 🕒 **Bartholomeu Dias sails around the Cape of Good Hope (1488)**
- 🕒 **Columbus sails west from Spain (1492)**
- 🕒 **Columbus lands in West Indies (1493)**
- 🕒 **Hernando Cortes conquers the Aztec empire (1519–1521)**
- 🕒 **Francisco Pizarro conquers the Inca empire (1532)**
- 🌐 *Mediterranean (C7); Brazil (E3); Asia (C9); Africa (E7); Cape of Good Hope (G7); Indian Ocean (F9); India (D9); East Indies (E11); Atlantic Ocean (E4); Caribbean Islands (D3); Mexico (D2); Andes Mountains (F3) (map 3)*
- 🌐 *Portugal (G2); Spain (G2) (map 4)*
- 🌐 *Americas (see below)*



## Read-Alouds

***Walk the World's Rim*** | Chapter 9

## Vocabulary

The last sentence was a bitter **mimicry** of Dorantes' raspy voice. (*imitation*)

A heavy mist clung to the **causeway** and beaded Chakoh's hair with moisture. (*a raised road across marshland or water*)

## To Discuss After You Read

- Q: Why did the Spaniards capture slaves? Do you think these are valid and/or true reasons?  
 A: *they revolted against the King's command, some refused to give up their pagan gods and become Christians, and the slave raiders broke the law and collected slaves*
- Q: How did Esteban become a slave?  
 A: *his exceedingly poor parents sold him to save the rest of their children*
- Q: How does Esteban view Spanish food?  
 A: *as bait for a trap, just as all traps use food for bait*

Q: Do you think the villages Chakoh's sees as poor and rough have changed?

A: *no, he compares them to the finest goods in Mexico*

Q: What does Esteban miss about his life before he became a slave?

A: *the freedom to pass each day as he pleased*

## Readers

### Regular: *Pocahontas and the Strangers* | Chapter 1

**Note to Mom or Dad:** Before your children begin reading this book, you may want to point out that it—as, really, every book about Pocahontas—is a work of fiction. Very little is known about Pocahontas. Very little.

A few things we do know.

The name of the man referred to as Powhatan in *Pocahontas and the Strangers* (and almost every book ever written about Pocahontas) was really not Powhatan. Powhatan was the name of a Pamunkey (Indian) village. The name of the man referred to as Powhatan was Wahunsonacock. Wahunsonacock was the Pamunkey tribal chief. He and his family lived in Powhatan. A master of diplomacy, he had negotiated a treaty among 30 Indian tribes so that they had formed what was known as the Algonquian Confederacy. Wahunsonacock was the head of the Confederacy. He was also the father of 20 children, one of whom was Pocahontas.

Pocahontas, it seems, had inherited many of her father's traits. She was a daughter in whom Wahunsonacock confided and placed special trust.

The story about John Smith being "saved" by Pocahontas may or may not be accurate. Historians generally take one of these three positions on the story:<sup>1</sup>

**Fiction:** Smith's first account of being saved or rescued was told 17 years after it was to have happened, in 1624. He had written several times before, about his expedition and meeting of Wahunsonacock, but described being comfortable and treated in a friendly fashion. It has been said that some of his fellow colonist describe him as, "an abrasive, ambitious, self-promoting mercenary soldier."<sup>2</sup>

**True Story:** Smith claimed to have written about the event in 1616 in a letter to Queen Anne, wife of King James I; however, this letter has never been found.

**Misunderstood Ceremony:** Beth Brant suggests that, rather than salvation by an enraptured Pocahontas, "John Smith's so-called rescue was ... a mock execution—a traditional ritual often held after capture of enemies..."<sup>3</sup>

Pocahontas, of course, played a part in the ritual. She chose to adopt Smith as her brother. Based on subsequent events, it appears that Pocahontas and her father hoped that Pocahontas' adoption of Smith would cement a treaty

between the Algonquian Confederacy and the British, a treaty that would enhance the fortunes of all the Indian tribes.

Brant suggests that when John Smith left the Jamestown Colony and returned to England, Pocahontas and her father were greatly angered. Why? "By adopting Smith, ... Pocahontas was, in effect, opening her home and family to him. Smith violated this most basic precept of Indian values by leaving Jamestown without even a goodbye or thank you. To be impolite to an Indian is humiliation to the whole family, clan, and Nation."<sup>4</sup>

After Smith left, we find that "Pocahontas was sent on varying missions to other Nations by her father. Serving as a spokeswoman for the Algonquian Confederacy, she arranged new trade agreements, cemented old friendships, built new ones. Of this there can be no doubt—Pocahontas was a skilled orator and a politician."<sup>5</sup> Later, when she and her father were taken prisoner by the residents of Jamestown, we find Pocahontas again seemingly enamored of white ways. Brant explains her behavior from an Indian perspective: "Bargaining with the British, Pocahontas arranged for her father to be sent home and she would stay to learn more about the [C]hristian way. The accounts given at the time show Pocahontas to be an eager convert. I submit that her conversion to [C]hristianity was only half-hearted, but her conversion to literacy was carried out with powerful zeal." Indeed, "Pocahontas had her own manifest destiny to fulfill. That of keeping her people alive."<sup>6</sup>

Brant makes two additional comments that should cause us pause as we interpret Pocahontas' life. "The legend of Pocahontas makes us believe that after marrying Rolfe, she quickly became a lady of leisure, even acquiring the title of Lady Rebecca. I find this choice of names especially intriguing. Did she choose it for herself? In her quest for literacy, the Bible was the only tool she had at that time. Did she read the story of another ... Rebecca when she was told, 'Be thou the mother of thousands of millions, and let thy seed possess the gate of those which hate them'?" [Genesis 24:60]<sup>7</sup>

Pocahontas Rebecca had a son, a boy who combined the blood of the British and the Pamunkey, a son who, in Pocahontas Rebecca's eyes, might have been a symbol of hope for future generations of peace between the two peoples. On her dying bed, her last reported words were, "It is enough the child liveth."

Alas, it was not enough that Thomas Rolfe survived. As Brant concludes, "The Pamunkey people and ... other southeastern Nations were on the path to extinction."<sup>8</sup>

—John Holzmann

1. Taken from <http://womenshistory.about.com/od/mythsofwomenshistory/a/pocahontas.htm> in October 2009.

2. Taken from <http://www.powhatan.org/pocc.html> in October 2009.

3. Beth Brant, "Grandmothers of a New World," in Beverly Slapin and Doris Seale, *Through Indian Eyes: The Native Experience in Books for Children* (Philadelphia, PA: New Society Publishers, 1992), p. 102.

4. Ibid., 103.

5. Ibid.

6. Ibid., 103–104.

7. Ibid., 105.

8. Ibid., 108.



## Setting

New England to England; early 1600s.

## Overview

Pocahontas, daughter of a Native American king, lives in the early 1600s. When the English land near her home, her father distrusts them, but Pocahontas wants to help. She saves the life of Captain John Smith twice, and brings food to the starving settlement at Jamestown. After rumors of wars and much distrust, the English capture Pocahontas, who goes to live in Jamestown. She learns to act like an Englishwoman and marries an Englishman, John Rolfe, a tobacco-grower. Together with their son they leave for England, where Pocahontas dies.

## To Discuss After You Read

Q: What character traits does Pocahontas show when she sets the eagle free?

A: *compassion*

Q: What are “great canoes with wings”?

A: *boats with sails*

## Timeline and Map Activities

🕒 **Pocahontas (1595?–1617)**

🕒 **Jamestown, Virginia settled (1607)**

**Advanced: Vostaas: White Buffalo’s Story of Plains Indian Life** | pp. 6–11

## To Discuss After You Read

Q: What does William White Buffalo say about various Native American’s appearance?

A: *they don’t all look the same*

## Timeline and Map Activities

🕒 *Montana (A3) (map 2)*

## Language Arts

## Vocabulary Development

**Optional: Wordly Wise 3000, Book 3** | Lesson 1E

## Creative Expression

## A: Dictation Passage<sup>9</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.

Blessed are those who are free of pride. They will be given the earth. Blessed are those who are hungry and thirsty for what is right. They will be filled.

9. Matthew 5:5–6 (NIRV®).

## Optional: Dictation | Regular Readers<sup>10</sup>

“I’ll tell you, then,” he said. “We are going to wait. Before we do anything, we are going to see what the palefaces do. There, I have told you. Now go and play.”

## Optional: Dictation | Advanced Readers<sup>11</sup>

The names of hundreds of towns and rivers are Indian names. Many other things are also known by their Indian names. Squash, cucumber, pumpkin, and tomato are Indian names for foods that were first grown by the Indians and were unknown to the rest of the world until the first Europeans came to America.

## Day 2

## Bible

**Parent Reading** | Luke 5:17–39

**Student Reading: Discoverer’s Bible** | Genesis 21:1–21

**American Indian Prayer Guide** | Powhatan, Day 2 pp. 17–18

**Memorization** | Psalm 8

**Sing the Word: Great in Counsel and Mighty in Deed** | Track 1

## History/Geography

**Children’s Encyclopedia of American History** | pp. 16–17

## To Discuss After You Read

**Note:** The Great Lakes are mentioned, but not defined. There are five North American fresh water lakes—Erie, Huron, Michigan, Ontario, and Superior—that are interconnected.

Q: Why were explorers interested in finding a Northwest Passage? Did they ever find one?

A: *they believed they could find a faster sea route to Asia; no, they had no idea that such a large continent was in the way*

## Timeline and Map Activities

🕒 **Ponce de Leon claims Florida for Spain (1513)**

🕒 **Spanish Armada attacks England and loses (1588)**

🕒 *New York Bay (C6) (map 1)*

10. *Pocahontas and the Strangers*, p. 18.

11. *Vostaas*, p. 23.

- 📍 St. Augustine (Florida) (D6); Santa Fe (C3); Mississippi River (D5); Louisiana (D5); Great Lakes [Lake Superior; Lake Huron; Lake Ontario; Lake Erie; Lake Michigan] (A6–B7) (map 2)
- 📍 Hudson Bay (B3); Gulf of Mexico (D2); West Indies (D3); Quebec (C3); Mexico City (D2); Pacific Ocean (E1); St. Lawrence River (C3); Gulf of St. Lawrence (C4) (map 3)
- 📍 Netherlands (E4); England (E3); France (F3); Italy (F5) (map 4)
- 📍 Hudson River (F3) (map 5)
- 📍 Caribbean Sea; Puerto Rico (see below)



## Read-Alouds

**A Child's Introduction to Poetry** | "Nonsense Verse"  
pp. 14–16

**Walk the World's Rim** | Chapter 10

### Vocabulary

With his ready laugh and a few **bantering** words Esteban had even the idlers hurrying for firewood and filling water gourds. (*playfully teasing*)

### To Discuss After You Read

- Q: What does Esteban mean when he tells Chakoh, "I have far to go, little one"?
- A: *he sees a difficult road ahead of him with difficult choices and danger yet to face*
- Q: Did Esteban have trouble with the Indians he met?
- A: *never, many followed him in joy*
- Q: Why does Esteban stay far from Fray Marcos?
- A: *so he can do what he wants; he follows the last commands given him, but doesn't want to receive any more*
- Q: Does Chakoh follow the path of his father?
- A: *no, he has been mesmerized by the Spanish*
- Q: What does Esteban believe the Spanish can teach?
- A: *fancy manners, fake behavior done to manipulate, and how to lie or be a traitor to your friends*

## Readers

**Regular: Pocahontas and the Strangers** | Chapter 2

### To Discuss After You Read

- Q: Why does Hapsis say there was war between the English and the Native Americans?
- A: *the English angered the Native Americans when they tried to take their food, so the Native Americans fought*
- Q: What is Powhatan's plan? Is this wise?
- A: *wait to see what the English will do*

### Timeline and Map Activities

- 📍 England (E3) (map 4)
- 📍 Jamestown, Virginia (C7) (map 2)

**Advanced: Vostaas: White Buffalo's Story of Plains Indian Life** | pp. 12–19 to "Names"

### To Discuss After You Read

- Q: After 1500, what two animals did the Native Americans use and how?
- A: *buffaloes for food, clothes, shelter; horses for hunting and travel*
- Q: What happened at Little Big Horn?
- A: *General Custer and 300 white men fought many Native Americans and died; this was the last Native American victory before the United States Army came to destroy their forces and put the people on reservations*

## Language Arts

## Creative Expression

### B: Dictation Application

Last week, you and your children discussed how to improve their writing by using adverbs to describe verbs in greater detail. But guess what? That's not all the amazing adverb can do!

**Adverbs** can also modify or describe adjectives or other adverbs. For example:

The extremely proud badger displayed his loot for all his woodland friends to see.

Two curious squirrels examined the strange object very carefully.

In the first sentence, the adverb *extremely* describes the adjective *proud*. In the second sentence, the adverb *very* describes the adverb *carefully*. Discuss with your children how these words make the sentences more interesting by further describing the adjectives and adverbs they modify.

One note of caution: Like adjectives, adverbs that modify adjectives or other adverbs should be used sparingly. These words can lose their impact if used too often or stressed too greatly.

Using the lines on “B: Dictation Application” on **Week 3 Activity Sheet**, ask your children to rewrite the example sentences above with different adverbs. Your children should feel free to be as crazy as they want to be. Changing the meaning of the sentences is fine, as long as they use adverbs appropriately. Here are some examples of how these sentences might be changed:

The very proud badger displayed his loot for all his woodland friends to see.

Two curious squirrels examined the really strange object quite recklessly.

## Day 3

### Bible

**Parent Reading** | Luke 6:1–19

**Student Reading: *Discoverer’s Bible*** | Genesis 22:1–18

***American Indian Prayer Guide*** | Powhatan, Day 3 p. 18

**Memorization** | Psalm 8

***Sing the Word: Great in Counsel and Mighty in Deed*** | Track 1

### History/Geography

***North American Indians*** | pp. 5–17

**Note:** Since the pages are not numbered, add numbers to the pages. Start with page 5 on the first page with text.

#### To Discuss After You Read

As each tribe is studied in the book, locate the tribe on the map located in the front of the book.

Q: How did Native Americans come to be called Indians?

A: *Columbus called them “Indians,” since he thought he reached India*

Q: How did the houses of various Indian peoples differ?

A: *they used materials at hand and built houses to suit the weather*

Q: Did all the Indian peoples eat the same food?

A: *no, they ate what was available and grew crops that thrived in their area*

Q: What was the main food of the Plains Indians? How did they use it?

A: *buffalo; they made clothes, shoes, blankets, shields, and tepees out of the hides and weapons, tools, cups, and rattles out of the bones, horns and hoofs*

## Read-Alouds

***Walk the World’s Rim*** | Chapter 11

#### To Discuss After You Read

Q: How does Esteban maintain his honor and his freedom?

A: *he leads the priests to Cibola, he goes ahead of the priests to make sure they are well cared for in the Indian villages; but once the trip is done, he plans to take his freedom that was promised to him earlier*

Q: Why does Esteban not want Chakoh in Mexico?

A: *he doesn’t believe the Spanish would be right for, or good to, Chakoh and Esteban worries that Chakoh will starve since he has nothing the Spanish want*

Q: Chakoh thinks about honor and realizes that he bent his honor by not telling Fray Marcus the full truth about why he wanted to see Esteban. He decides it is okay to bend honor but not break it as Dorantes did when he broke his promise of freedom to Esteban. What do you think about this idea?

## Readers

**Regular: *Pocahontas and the Strangers*** | Chapters 3–4

#### To Discuss After You Read

Q: The land where the palefaces build is both good and bad. Why? [chap. 3]

A: *good because the water is deep and the ships can come close; bad because it is low and wet and has flies and mosquitoes*

Q: What new things does Pocahontas see on her trip? [chap. 4]

A: *palefaces, clothes, axes, saws, new houses, boats, and guns*

**Advanced: *Vostaas: White Buffalo’s Story of Plains Indian Life*** | pp. 19–24

#### To Discuss After You Read

Q: How did Native Americans get their names?

A: *males would have different names for different stages of life, names that fit their physical features or their deeds; women would often just have one name; they had no family names; when the government tried to record the Native Americans, they gave family names to them all*

## Language Arts

## Vocabulary Development

**Optional: *Wordly Wise 3000, Book 3*** | Lesson 2A

## Creative Expression

### C: Simile Showdown

During the last two weeks, your children have been adding descriptive words to nouns and verbs to make their writing more interesting. Rather than merely using single descriptive words, however, good writers will also use similes—short phrases that compare two or more things that are otherwise not similar—to enrich their writing. Similes will usually contain the words *like* or *as*. Here are a few examples of similes:

slippery as an eel  
fast like lightning  
black as night  
gentle like a lamb

Similes help readers form mental pictures in their minds. Writers use them in place of adjectives and adverbs to make their descriptions even more interesting.

Guide your children through “C: Simile Showdown” on **Week 3 Activity Sheet**. Challenge them to think of creative similes to replace the descriptive words we have listed. Here are some possible answers:

FAST: quick like a bunny  
BEAUTIFUL: pretty as a picture  
SKINNY: thin like a rail  
INTELLIGENT: smart as a whip  
UNFRIENDLY: mean as a snake

## Day 4

### Bible

**Parent Reading** | Luke 6:20–38

**Student Reading: *Discoverer's Bible*** | Genesis 24:34–48

***American Indian Prayer Guide*** | Powhatan, Day 4 p. 19

**Memorization** | Psalm 8

***Sing the Word: Great in Counsel and Mighty in Deed*** | Track 1

### History/Geography

***North American Indians*** | pp. 18–32

Q: Why did the Pueblo Indians dance?

A: *to encourage the gods to act on their behalf—bring rain, grow crops, cure sickness*

Q: How did Indians who spoke different languages communicate?

A: *they used sign language*

Deaf people also use sign language to communicate.

### Read-Alouds

***Walk the World's Rim*** | Chapters 12–13

#### Vocabulary

**pueblo:** the communal dwelling of an Indian Village of the southwestern United States.

**mesa:** an isolated hill or mountain with steeply sloping sides.

**cavorted:** jump or dance around.

#### To Discuss After You Read

Q: Why was the reaction of the Cibola Indians so surprising? [chap. 12]

A: *Esteban has been well received by all Indians thus far—to be taken prisoner was a shock*

Q: Why are the Indians angry? [chap. 13]

A: *because of the slave traders who steal Indians*

Q: Why is Mexico a sad place for Chakoh? [chap. 13]

A: *there are many people but not one of them is a friend; he worries about the soul of Esteban—who will mourn him and light a funeral pyre and chant the death song?*

Q: Why does Chakoh decide to leave Mexico? [chap. 13]

A: *there is nothing for him to do there—in his village he can be headman hunter and a warrior, and if he brings seeds, there will be no hunger either*

#### Timeline and Map Activities

🕒 📍 **Esteban's wanderings (1528–1536)** (see map in book)

### Readers

**Regular: *Pocahontas and the Strangers*** | Chapter 5

#### To Discuss After You Read

Q: Where do the hunters go and why do they go secretly?

A: *to fight the palefaces; so Powhatan can pretend he knows nothing*

**Advanced: *Vostaas: White Buffalo's Story of Plains Indian Life*** | pp. 25–32

#### To Discuss After You Read

Q: How did the Blackfeet treat the invaders?

A: *they made war on any invaders, whether Native American or white*

Q: How does the future look for the Native Americans?

A: *better than it has for a long time*

**D: Describe It ... Revisited**

So far, your children have described and told an exciting story about something they could see. This week, we want them to revisit their previous assignments, combining them into one cohesive story full of descriptive detail. While they're at it, we'd like for them to apply what they learned yesterday about similes and convert a few of their descriptive details into imaginative similes.

Your children may think this sounds like an easy assignment, since they get to use a lot of their work from the past two weeks. They might be surprised, though, to discover what a challenge it can be to edit and combine their previous work in a way that flows well as a new story.

They should continue to tell the story in a logical order. Along the way, they should add in descriptive details so that readers will be able to see a vivid image of their item in their minds. On top of all that, they'll also need to work in a creative simile or two.

Give them all the help they need to think of similes that will make their descriptions informative and fun to read. What is their item like? It's as tall as what? It's as green as what? It feels slimy like what? Encourage them to build upon their previous descriptions, bringing their item to life in new and inventive ways.

Let your children know that you have confidence in their abilities and that you can't wait to read their new and improved story. After they've finished a rough draft, feel free to work with them on basic mechanics, such as capitalization, punctuation, spelling, etc.

Have your children record their work on "D: Describe It... Revisited" on **Week 3 Activity Sheet**.

Here's what a sample revised story might look like:

Last night, as I wandered into the kitchen for a glass of cool water, I caught my mother's crystal elephant by the sink. Puzzled, I collected my glass of water and started back to bed. As soon as I left the kitchen, I crept back as quietly as a mouse and carefully looked in. I was determined to uncover the mystery. To my enormous surprise, the glass elephant was alive! It used its trunk to pull water from the faucet to wash. No wonder it glistened as brightly as a rainbow!

**Day 5****Bible**

**Parent Reading** | Luke 6:39–49

**Student Reading: *Discoverer's Bible*** | Genesis 24:50–67

***American Indian Prayer Guide*** | Powhatan, Day 5 p. 20

**Memorization** | Psalm 8

***Sing the Word: Great in Counsel and Mighty in Deed*** | Track 1

**History/Geography**

**5-Day: *The Very First Americans*** | pp. 2–11

To Discuss After You Read

Q: Why did people first come to America?

A: *they followed animals from the North that they needed for food*

Q: What did the people in the Northwest primarily eat?

A: *salmon and whale*

Q: How did they decorate their homes?

A: *with wood carvings*

Q: What function did totem poles have?

A: *they record family stories and backgrounds*

Q: How did the peaceful Hopi protect themselves?

A: *instead of doors, they had holes in their roofs with ladders that they could pull inside; they also lived high on the mesas to be harder to reach*

**Read-Alouds**

**5-Day: *Lawn Boy*** | Chapters 9–11

Our story so far: Our hero has expanded his business and hired an assistant, Pasqual, and a number of other workers. The type of work he handles has expanded, too. Besides lawns, his team trims shrubs, cleans pools and cleans garages.

The money he earns plus his earnings from the stock market have made him quite rich.

To Discuss After You Read

Q: How does the narrator view the money Arnold has earned for him? [chap. 9]

A: *he understands that the original \$40 was risked and he could have lost it all or made what he did*

Q: How does the narrator deal with crooks who try to steal from his employees? [chap. 10]

A: *his heavyweight boxer scares the crooks away*

Q: Why does the narrator's yard look well? [chap. 11]

A: *Pasqual comes at night to make the boss's lawn look better*

**Readers**

**Regular: *Pocahontas and the Strangers*** | Chapter 6

To Discuss After You Read

Q: What do the two peoples trade?

A: *hoses, axes, beads for deer, and turkey*

Q: Why wouldn't the palefaces trade a gun?

A: *guns kept the palefaces safe*

Q: Why would Powhatan kill his captive Captain John Smith?

A: *without a leader it is easier to drive away the others*

**Advanced: Vostaas: White Buffalo's Story of Plains Indian Life** | pp. 33–39 to "Foods"

**To Discuss After You Read**

Q: What were the first mobile homes?

A: *tipis, made of poles and buffalo skins*

Q: After moving to the reservation, what houses did the Native Americans use?

A: *canvas tipis were too cold; tents worked for a while, but soon became filthy from the trampled dirt outside; some built tiny houses, but these allowed disease to spread quickly; now new homes, both prefabricated and larger log homes, stand on the reservations, complete with pipes, but not with gas or oil stoves*

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## Language Arts

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### Creative Expression

#### 5-Day: Dictation<sup>12</sup>

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

Blessed are those who are free of pride. They will be given the earth. Blessed are those who are hungry and thirsty for what is right. They will be filled. ■

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12. Matthew 5:5–6 (NirV®).



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

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

Blessed are those who are free of pride. They will be given the earth. Blessed are those who are hungry and thirsty for what is right. They will be filled.

**B: Dictation Application**

Rewrite the following sentences with different adverbs:

The extremely proud badger displayed his loot for all his woodland friends to see.

Two curious squirrels examined the strange object very carefully.

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**C: Simile Showdown**

Write similes, short phrases that compare two or more things that are not similar. Use **like** or **as**.

1. Fast

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2. Beautiful

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1. Matthew 5:5–6 (NIRV®).



## LA Week 3 Activity Sheet

3. Skinny

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4. Intelligent

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5. Unfriendly

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### D: Describe It ... Revisited

Revise your descriptive paragraph with interesting adjectives, adverbs and similes. Tell your story with a beginning, middle and end.

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Core D—Scope and Sequence: Schedule for Topics and Skills					
Week	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
1	Psalm 8	Maya	Christopher Columbus	<i>Canary Islands; Spain; India; San Salvador; 5-Day: Italy; Portugal; England</i>	Christopher Columbus
2	Psalm 8	Taino & Arawak	Introduction to Children's Encyclopedia of American History; Two Worlds Meet: 1000-1067: Christopher Columbus	<i>Spain; Caribbean; U.S.; Europe; North America; Canada; Greenland; China; Spice Islands; Atlantic coast</i>	Christopher Columbus
3	Psalm 8	Powhatan	Exploration and Conquest; Exploring the New World; North American Indians	<i>North and South America; Portugal; Europe; Asia; Africa; Caribbean Islands; Mexico; St. Lawrence River; Mississippi River; Florida</i>	Christopher Columbus; Bartholomeu Dias; Hernando Cortes; Francisco Pizarro; Ponce de Leon; Esteban; Pocahontas (Reg.)
4	Psalm 8	Aztec	The First Americans; Incans	<i>South America; Mexico; Mexico City/Tenochtitlan</i>	Pocahontas (Reg.)
5	Psalm 8	Wampanoag	Incans; Aztecs	<i>Mexico City/Tenochtitlan; North America</i>	Montezuma II; Pocahontas (Reg.)
6	Psalm 8	Seminole	Aztecs	<i>Mexico; 5-Day: Florida; Saint Lawrence River; Mississippi River; New Mexico</i>	Pocahontas; 5-Day: Ponce de Leon; James Cartier
7	Romans 12:14	Inuit	Aztecs; Mayans	<i>Central America; 5-Day: Chesapeake Bay; Roanoke Island</i>	Pocahontas (Reg.); Squanto (Adv.); 5-Day: Sir Walter Raleigh
8	Romans 12:15	Delaware	Colonial America: 1607-1763; The Atlantic Colonies; The Gulf Coast and the West; Mayans	<i>Central America; Roanoke Island; Jamestown; Canada; New York; Gulf of Mexico; Florida; New Mexico; California</i>	Hernando De Soto; Squanto
9	Romans 12:16	Lumbee	An Assortment of Plantations; Massachusetts--The Puritans	<i>Plymouth; Salem; Massachusetts; Virginia; Europe; India; Asia; Africa; Australia; China; England; New England; Jerusalem</i>	King James I; John Eliot; Squanto (Adv.)
10	Micah 6:8	Natchez	England's Colonies; Pennsylvania---The Quakers Refuse to Fight; Georgia--The Woes of a Charity Colony	<i>New England; Pennsylvania; Georgia; 5-Day: Plymouth</i>	George Fox; William Penn; George Washington; Edward Braddock; James Oglethorpe; Thomas Lombe

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

Week	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
11	Romans 8:28	Choctaw	Mercantilism and the Crown of England; Colonial Life; Slavery Emerges; Georgia---The Woes of a Charity Colony	<i>New York; New Jersey; Pennsylvania; North and South Carolina; Georgia; Nigeria; West Indies; 5-Day: Massachusetts; Maine</i>	William Penn; General Edward Braddock; James Oglethorpe
12	Phillipians 4:6	Ojibwa/Chippewa	New York---How the British Laws Made Smugglers and Pirates; A Scrambling Place---for Refuge and for Profit; The Virginia Dynasty---How a Few Gentlemen Came to Rule	<i>Plymouth; Manhattan Island; West Indies; Africa; Netherlands/Holland; Hudson River; Asia; Indian Ocean; Virginia</i>	Captain Kidd; George Washington; John Adams; Thomas Jefferson; James Madison; James Monroe
13	Phillipians 4:7	Cree	The Virginia Dynasty---How a Few Gentlemen Came to Rule; The Thirteen Colonies Become States; How the Ocean Tied Some Americans to England; How the Ocean Led Others Out to the World	<i>Virginia; Italy; Boston; London; England; Massachusetts; Russia; Africa; Pacific Ocean</i>	Paul Revere (Adv.)
14	John 1:1	Iroquois	How the Ocean Led Others Out to the World; Benjamin Franklin	<i>England; Massachusetts; Austria; Italy; Germany; France; Philadelphia; Boston</i>	Benjamin Franklin; George Washington
15	John 1:2	Oneida	A Clash of Empires; The British Take a Collision Course; Benjamin Franklin	<i>London; France; New England; Canada; Appalachian Mountains; Mississippi River; Louisiana; Nova Scotia; Boston Harbor</i>	Ben Franklin; George Washington
16	John 1:3	Huron & Ottawa	Paul Revere	<i>Boston; Lexington; Concord; New York City; England; Philadelphia</i>	Paul Revere
17	John 1:4	Potawatomi	DCreating a New Nation: 1763-1800; Road to Rebellion; From Protest to War; Americans Declare Their Independence	<i>New York; Boston; England; 13 Colonies; Lexington; Concord</i>	George Washington
18	Proverbs 27:17	Miami & Shawnee	Declaring Independence; Dark Days of War; The Road to Yorktown; Why the British Lost the War	<i>New York; Lake Champlain; Maine Quebec; Boston; Saratoga; Trenton; Princeton; Delaware River; Yorktown; Valley Forge</i>	Charles Cornwallis; George Washington

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Core D—Scope and Sequence: Schedule for Topics and Skills (cont.)					
Week	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
19	James 4:17	Cherokee	The Confederation Era; Why the British Lost the War	<i>Boston; Philadelphia; New York; Charleston; Paris; Great Lakes; Northwest Territory</i>	Benjamin Franklin (Adv.)
20	Proverbs 16:7	Chickasaw	The Constitution; New States or a New Nation?	<i>Annapolis; Maryland; France; Rhode Island; Philadelphia; Massachusetts</i>	Benjamin Franklin (Adv.)
21	poem	Osage	The Constitution	<i>Philadelphia</i>	George Washington; Benjamin Franklin; Alexander Hamilton; John Adams; James Madison
22	poem	Crow	The Constitution; The Federalist Years; America Grows: 1800-1850; American Ways of Growing; The Add-a-State Plan	<i>Philadelphia; New York; Missouri; Maine; Texas; Mexico; Oregon; Seneca Falls; California; Appalachian Mountains; Western United States</i>	George Washington; Benjamin Franklin; John Adams; James Madison
23	poem	Sioux	Jefferson and The West; The Add-a-State Plan; An Empire for Liberty	<i>District of Columbia; Great Lakes; Illinois; Kentucky; Ohio; Missouri; Indiana; Tennessee; Alabama; Mississippi; Florida; Wisconsin; Minnesota; Michigan; Louisiana Territory</i>	Thomas Jefferson; Napoleon Bonaparte; Toussaint Louverture; Lewis and Clark
24	poem	Blackfeet	The Lewis and Clark Expedition	<i>St. Louis; Missouri River; Fort Mandan; Rocky Mountains;</i>	Lewis and Clark; Sacagawea
25	poem	Cheyenne	The Lewis and Clark Expedition	<i>Continental Divide</i>	Lewis and Clark; Justin Morgan; Thomas Jefferson (Adv.)
26	poem	Pawnee	The Lewis and Clark Expedition	<i>Columbia River; Oregon; Washington</i>	Lewis and Clark; Justin Morgan; Sarah Whitcher (Adv.)
27	Romans 1:16	Paiute & Ute	The War of 1812; The Lewis and Clark Expedition; Adoniram Judson	<i>Great Britain; France; Canada; Belgium; New Orleans</i>	James Madison; Andrew Jackson; Lewis and Clark; Adoniram Judson; Thomas Jefferson (Reg.); Sarah Whitcher (Adv.)

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

Week	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
28	Psalm 42:1,2	Pueblo	Adoniram Judson	<i>Mauritius</i>	Adoniram Judson; Thomas Jefferson (Reg.); Sarah Whitcher (Adv.)
29	Psalm 42:3	Apache	Adoniram Judson	<i>Salem; Orissa; Bay of Bengal; Calcutta; Serampore; Ceylon; Penang; Straits of Malacca; Madras; Bangoon, Burma</i>	Adoniram Judson; Sarah Whitcher (Reg.)
30	Psalm 42:4	Navajo	Adoniram Judson	<i>Chittagong; Masulipatnam; Ava; Amarapura; Irrawaddy River</i>	Adoniram Judson; Sarah Whitcher (Reg.); Robert Fulton (Adv.)
31	Psalm 42:5	California Indians	Adoniram Judson	<i>Amherst</i>	Adoniram Judson; Robert Fulton
32	Psalm 42:6,7	Shoshone	America's Leading Import: People; Instant Cities	<i>Europe; Erie Canal; Lake Erie; Hudson River; Ireland; Germany; New York; United States</i>	Robert Fulton (Reg.); Eli Whitney (Adv.)
33	Psalm 42:8	Nez Perce	Shaping a New Nation; Every Man His Own Carpenter; Thinking Like Americans; American Know-how	<i>California; Pacific Ocean; Panama; South America; Cape Horn; China; Denver; Egypt; Syria; India; Milan; Savannah; New Haven; Erie Canal</i>	Napoleon Bonaparte; Robert Fulton (Reg.); Eli Whitney (Adv.)
34	Psalm 42:9	Northwest Coastal Indians	1820-1850: The Age of Reform; Do-It-Yourself Doctors; Wagon-Towns Move West	<i>London; Oxford; Cambridge; Seneca Falls; Council Grove; United States</i>	Eli Whitney; Robert Fulton (Reg.)
35	Psalm 42:10	Chipewyan	Blazing Trails; Wagon-Towns Move West; Haste Makes Democracy	<i>North Platte Valley; Windlass Hill; Sutter's Fort; Sierra Nevada Mountains; California; Oregon; Utah; Texas; Council Bluffs, IA; Promontory Summit</i>	John Bloomfield Jervis
36	Psalm 42:11	Hawaiians	Manifest Destiny; Haste Makes Democracy; Political Parties for All	<i>Allegheny (Pittsburg); Baltimore; United States; Texas; Oregon; California; Mexico</i>	Andrew Jackson; William Henry Harrison

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Language Arts D—Schedule for Topics and Skills		
Weeks	Copywork Application	Activity Sheet/Creative Expression
1	Basic rules of sentences, Nouns; Adjectives Sentence Fluency	Using the Five Senses/Adjectives Descriptive Paragraph
2	Adverbs; modify verbs	Verbs & Adverbs; exciting story about thing described in Week 1
3	Adverbs; modify adjectives and other adverbs	Similes; convert writing from Week 1 & 2 into a story, add similes.
4	Word choice (use specific nouns), synonyms	Story-Starter Picture-short story; five senses
5	Adverbs of time and place; colons; poetry; rhyme, rhyming pattern; quatrain	Limerick; Free Verse Poem
6	Helping verbs; verb tense; outlines; draw a map, write directions	Analyze character—Pocahontas; write character sketch
7	Subject—understood you; outlines	Outline—Why settlers made Jamestown their home; explanatory paragraph
8	Writing numbers; literary hooks	Recollection paragraphs; add a hook
9	Verb usage: singular has an -s, plurals do not; imagery; simile	Providence; Retell Thanksgiving Story
10	Pronouns & Antecedents	Story-Starter
11	Comma review: series, numbers, city/state, etc.; theme on courage	Turn Outline into rough draft; final draft
12	Hyphens to split words; research report; informative animal report: brainstorm list of animals, select topic	Internet Research; Library Visit
13	Subject/object/personal & possessive pronouns; make note cards for report	Organize note cards into an outline; working outline
14	Combine short sentences; turn outline into rough draft; write hooks; read rough draft out loud	Edit rough draft & work on bibliography; final draft
15	GG—similes and metaphors; voice—active & passive	Character sketch of Master Christopher ( <i>The Skippack School</i> ); brainstorm; write character sketch
16	Subjects & predicates (complete, compound, simple) Interpret proverbs	Ben Franklin biography; research; write biography rough draft

## Language Arts D—Schedule for Topics and Skills (cont.)

<b>Weeks</b>	<b>Copywork Application</b>	<b>Activity Sheet/Creative Expression</b>
17	Comparative adjectives; write names backwards; palindromes	Research person they admire; write biography of admired person
18	Adverbs; describe a room with 5 senses	Gen. G. Washington Than You speech to Phoebe (outline, draft speech, read to audience)
19	Quotations; dialog; commas to set off speaker's words	Boston Massacre research; oral report
20	Plural nouns: -s, -es, -ies; imagery	Story Starter; brainstorm; write story
21	Linking verbs; definition of faith	Book commercial; look at samples and select a book; write commercial
22	Rev: compound predicate; commas; vary sentence types; write preamble to family bylaws;	Research creation of US Constitution; write explanation oh how Constitution was created
23	Prepositions, objects of the preposition, prepositional phrases; write a short journal entry	Description of someone familiar and write paragraph; write story from prompt
24	Abbreviations—states/ addresses; Homophones	Grateful; write a Thank You Note
25	Contractions; voice—active voice	Persuasion; persuasive paragraph
26	Irregular verbs; voice—eliminate “be” verbs	Write down words of wisdom; storytelling
27	Compound adjectives; free verse poem	Limerick; cinquain
28	Capitalization review; Lewis & Clark newspaper article	Human interest article for newspaper; editorial for newspaper
29	Possessives (‘s, s’); creative comparisons	Pros and cons of taking a Sabbath to rest; comparison/contrast paper to argue taking a Sabbath to rest
30	Roots, prefixes and suffixes; personification	Themes
31	Common abbreviations; add picturesque details	Story-Starter—write the back cover copy for the example book cover; brainstorm; write
32	Common abbreviations; add picturesque details	Heart of a learner; paper on why Robert Fulton had a heart of a learner

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Language Arts D—Schedule for Topics and Skills (cont.)		
Weeks	Copywork Application	Activity Sheet/Creative Expression
33	Acronyms/initialisms; write dialog	Character traits; 5 paragraph essay
34	Commas: after introductory words, with noun of direct address; persuasive paragraph	Book review
35	Simple sentences, independent clauses, compound sentences, coordinating conjunctions; adjectives	Re-tell a favorite story, Retell a story from a character's perspective
36	Season description	Color as a theme