

# Quick Start Guide

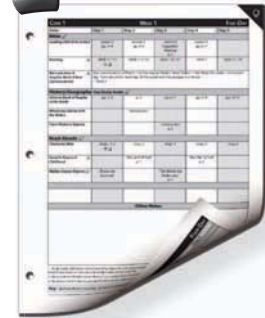
## Core Instructor's Guide: D–W

### 1 Get to Know Your Instructor's Guide

Your Instructor's Guide (IG) gives you the structure and flexibility to teach your children with confidence. Before you dive into your new Sonlight materials, familiarize yourself with this vital tool. Remember that you are in control of your homeschool; the wealth of information in your IG is here to help you. Only you can decide the right pace for your family. Your IG is a tool to make your life easier as you shape your children's education.

Now let's take a look at your IG's contents, including the Schedule Pages, Notes, Study Guides, and Appendices.

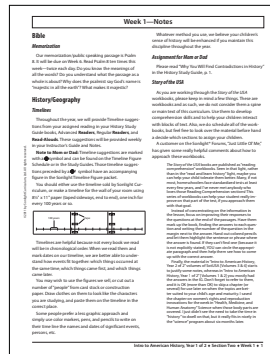
### 2 Plan Your Schedule and Use Your Notes



The weekly schedules help you plan. You can follow them closely, reorganize them, or merely use them as a springboard for your own plans. Please know you DO NOT have to do everything scheduled in your IG. Find a rhythm that works for you. You can

study every subject every day or focus on one subject at a time.

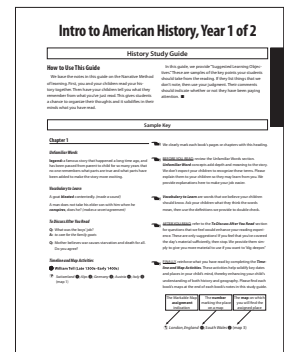
Find thought-provoking Notes for scheduled assignments directly behind your Schedule pages. Use these Notes to spark discussions with your children.



### 3 Find Help with Study Guides & Appendices

You have helpful Study Guides for most of the books you read. Find them after the large section of Schedule pages. The Study Guides feature vocabulary words, extra historical tidbits, and map and timeline activities to help solidify what your children are learning. The guides contain learning objectives and comprehension questions (with answers), so you can be sure your children understand what they read. They allow you to discuss the books your children read, even if you're unable to pre-read all of them. Especially if you're teaching more than one child, the Study Guides are indispensable.

Appendices have extra helps and resources (like field trip pages and phonics charts) to make your job easier.



### 4 Start Your Journey

Ready? Set? Go! Your Core IG lets you to teach well from the very first day. As you progress, adapt the curriculum to meet your needs. Need to go faster or slower? Need to use more/less than what we offer? Sonlight puts you in control of your homeschool journey and enables you to customize your children's educational experience. Our goal is to make your job easier, help you overcome obstacles, and protect your family's interests. Please contact us if we can help. Visit us at [www.sonlight.com/help](http://www.sonlight.com/help) or call (303) 730-6292.

## Subjects for Levels D–W

- **History & Geography:** Each Sonlight® Core centers on History. As children enjoy historical fiction and fascinating biographies, they learn about the key events and people that shaped our world. In particular, Sonlight features historical figures whose character and achievements we want children to emulate. Geography weaves naturally into the curriculum, giving context to the people and places you discover. As children study the past, they begin to shape their future.
- **Read Alouds and Readers:** The books you read aloud with your children and many of the books they read on their own intertwine with the History you're studying. As you build precious memories with your children and give them gripping books to read, they develop a true love of learning.
- **Bible:** Sonlight's Bible program combines daily scripture readings with supplemental materials that offer additional insight into the people, places, and events of the Bible. (Supplemental materials optional in D–F.)

World History, Year 2 of 2—Five-Day Schedule for Topics and Skills					
Weeks	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
1	Joshua 1:8–9	What a Book	Holy Roman Empire; Riches of Spain; the Dutch Revolt; Queen Without a Country; James and His Enemies; King James' Town; Exploring the World; Catholics and Protestants; the Rise of the Dutch; Early Settlers in the Americas; Elizabethan England	<i>Netherlands (Holland), Spain, Germany, Europe, South America, Scotland, England, Jamestown, North and Central America, Mexico, New York</i>	Charles V, Christopher Columbus, William the Silent, Mary Queen of Scots, James VI (Scotland), I (England), John Smith, Elizabeth I
2	Philippians 2:3–4	God's Love Letter to Man; a Library Between the Covers; At a Glance; OTk	French in the New World; Henry Hudson's Quest; Hideyoshi, Japan's Great Leader; the First Tokugawa Ruler; Strangers and Saints in Plymouth; the Dutch in the New World; Early Settlers in the Americas; Changes in Japan; Settlers in North America	<i>Canada, China, India, North Pole, Russia, Hudson Bay, Japan, Korea, England, Holland, the Americas, Plymouth, New York, Mexico</i>	Samuel Champlain, Henry Hudson, Hideyoshi, Ieyasu, William Bradford, Peter Stuyvesant
3	2 Chronicles 7:14; John 15:16	NT; Feed ... Learning to Observe; How to Read the Bible Devotionally	Tobacco—And Unwilling Colonists; Queen Nzinga of Angola; the Persian Puzzle; the Ottoman Turks; the Thirty Years' War; Japan's Isolation; "Foreign Conquest" of China; the Slave Trade; the Thirty Years' War; Changes in Japan; the Ming and the Ch'ing	<i>Virginia, Central and South America, Africa, Portugal, Persia (Iran), Ottoman Empire, Germany, Japan, China, Europe, Massachusetts Bay, New York</i>	John Rolfe, Nzinga, Murad, Ferdinand II, Gustavus II, Iemitsu, K'ang-hsi
4	Joel 2:28; 1 John 3:9	How to Study the Bible; Book Study	World Seizer, King of the World and Conqueror of the World; Aurangzeb's Three Decisions; Charles Loses His Head; Cromwell's Protectorate; the Sun King of France; a War Against the Colonies (King Philip and Louis XIV); the Mogul Empire; Kings, Cavaliers and Roundheads; France and the Sun King	<i>India, England, France, Versailles, New England, New France, London, Massachusetts Bay</i>	Jahangir, Shah Jahan, Aurangzeb, King Charles I, Oliver Cromwell, Louis XIV, Metacom ("King Philip"), Babar, Akbar, King Charles II
5	Ephesians 6:10–12	How to Study the Bible; Character Study	William Penn's Holy Experiment; Universal Laws of Newton and Locke; Scientific Farming; Peter the Great; Peter's Port to the West; the Ottomans Look West—Twice; the Age of Ideas; Changes in Farming; Changes in Russia; the Ottoman Empire	<i>Pennsylvania, England, Russia, Sweden, Ottoman Empire, Europe, Canada (New France), Newfoundland</i>	William Penn, Isaac Newton, John Locke, Peter the Great, Ahmet III, Ivan the Terrible
6	Romans 10:12–13	Heed ... Learning to Meditate; Methods of Memorization; Psalm 1	A Boy of Virginia; Daniel Boone, a Boy of the Back Woods; John Adams Farmer Boy; John Hancock, a Boy of Boston; Abigail, a Girl Who Liked Ideas; Pontiac, a Boy of the Ottawa; Benjamin West; the Friendly Printer; the Asante of Africa Unite; England vs. Spain in the New World; Frederick, Soldier King of Prussia; Frederick, the First Prussian King; Russians and Prussians	<i>Virginia, Mount Vernon, Philadelphia, North Carolina, Braintree, Boston, Detroit, Africa, Mexico, New Mexico, Prussia, German Kingdom, Canada, Newfoundland</i>	George Washington, Daniel Boone, John Adams, John Hancock, Abigail Adams, Pontiac, Benjamin West, Benjamin Franklin, Frederick the Great, Johann Sebastian Bach

## World History, Year 2 of 2—Five-Day Schedule for Topics and Skills (cont.)

<b>Weeks</b>	<b>Memory Work</b>	<b>Bible Reading</b>	<b>History/Social Studies</b>	<b>Geography</b>	<b>Biography</b>
7	Mark 16:15; 1 Peter 2:9	The Double Challenge; Deed ... Learning to Apply; Psalm 23	Catherine: Her Journey to Russia; the King of France and His Subjects; Pierre Caron, Born a Bourgeois; the Great Voltaire; James Cook Goes to Sea; James Watt, a Clever Lad of Scotland; a King But Not a Ruler; Benjamin Franklin Looks and Learns; Fray Junipero Serra; "Qianlong and the Barbarians"; India and the European Traders; Emperor Chi'en-lung's Library; the Land of the Dragon; the Indian Empire Falls Apart; the Shopkeeper's Invasion; the British in India	<i>Russia, France, Scotland, England, Mexico City, China, India, Southeast Asia, Japan, Newfoundland</i>	Catherine the Great, Louis XV, Pierre Caron, Voltaire, James Cook, James Watt, King George, Benjamin Franklin, Junipero Serra, Qianlong, Robert Clive, Chi'en-lung
8	Psalm 32:1–2	Deed ... Learning to Apply; the Staircase; Isaiah 53:1–7	Three Pointless Wars; the Seven-Year War; France and England in America; French and Indian War Begins; Seven Years' War Begins; the Empire Builder; "Leave Our Land"; George III; a Young Poet Named Phillis; George and Martha Washington; Thomas Jefferson and His Mountain; the End of the Seven Years' War; the Power of the Hapsburgs; Settlers in North America	<i>France, Netherlands, Austria, England, New England, Canada, Spain, North America, Virginia, Japan, Senegambia</i>	Louis XV, George Washington, Edward Braddock, Frederick of Prussia, William Pitt, George III, Phillis Wheatley, Martha Washington, Thomas Jefferson, Maria Theresa
9	1 Thess. 4:3–4	Matthew 5: 1–10	Goethe Sees Both Sides; Catherine: Empress of the Russians; Voltaire and His Pen; To the South Seas with Captain Cook; Lavoisier and Oxygen; the Steam Engine; His Majesty George III; Frederick the Miser and Louis the Waster; Marie Antoinette, the Little Austrian Princess; Lafayette, a Young French Nobleman; Captain Cook Reaches Botany Bay; Steam and Coal in Britain; Discontent in the British Colonies; Enter Napoleon Buonaparte; Exploring the South Seas	<i>Germany, Russia, New Zealand, Australia, Hawaii, England, Austria, France, South Pacific Ocean, Atlantic Ocean, Brazil, Cape Horn, Pacific Ocean, Society Islands, Australia, New York, New Rochelle</i>	Johann Goethe, Catherine the Great, Voltaire, James Cook, Antoine Lavoisier, James Watt, George III, Benjamin West, Frederick the Great, Louis XV, Marie Antoinette, Marquis de Lafayette, Napoleon Buonaparte
10	1 Corinthians 10:13; 1 John 3:16	Matthew 5: 11–16	Italy: the Land of Beauty; a King and a Painter of Spain; the Corsairs of Algiers; the Turkish Empire and Its Sultan; Poland; the Empress and the Sultan; Home to China; Japan and the "Passing World"; Alexander Hamilton, Boy of the West Indies; John Paul Jones; Olaudah Equiano Writes About Being a Slave; Spain's New Colony; Over the Mountain With Boone; Rebellion in Massachusetts; the First Congress; the Battle of Bunker Hill; John Adams Selects a Commander; Declaration of Independence	<i>Italy, Spain, Algiers, Turkish Empire, Poland, China, Japan, Jamaica, San Diego, Allegheny Mountains, Boston, Philadelphia, Australia (New Holland), New Zealand, Benin, Virginia, England, West Indies, Philadelphia, New York</i>	Francisco Goya, Catherine of Russia, Alexander Hamilton, John Paul Jones, Olaudah Equiano, Junipero Serra, Daniel Boone, John Adams, George Washington, Thomas Jefferson, Olaudah Equiano

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World History, Year 2 of 2—Five-Day Schedule for Topics and Skills (cont.)					
Weeks	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
11	Jeremiah 29:13; Ecclesiastes 12:1	1 Corinthians 13:4–8	Echoes in Europe; Benjamin Franklin in France; Marie Antoinette and Louis XVI; Lafayette Sails for America; the Old Fox Retreats; Misadventures of 1777; “To Carry the News!”; Valley Forge; the French Alliance; George Rogers Clark; “A Hero in Two Worlds”; the Bon Homme Richard; Spain Besieges Gibraltar; Holland Defends Her Trade; Napoleon Buonaparte; Benedict Arnold, Traitor; Cornwallis Surrenders; the American Revolution; the American Revolution	<i>France, New York, Canada, Valley Forge, Gibraltar, Holland, New England, New Rochelle, Australia, East Indies, Batavia, Cape of Good Hope, England, Paris</i>	Benjamin Franklin, Marie Antoinette, Louis XVI, Lafayette, George Washington, General Howe, George Rogers Clark, John Paul Jones, Napoleon Buonaparte, Benedict Arnold, Lord Cornwallis
12	Psalms 18:2; Jeremiah 15:16	Galatians 5:16–26	Washington Refuses Absolute Power; Money; the Peace Treaty; Empires Old and New; Stars and Stripes in China; Back to His Good Land; Lonely Thomas Jefferson at Monticello; Aviation is Born; “the Marriage of Figaro”; Three Americans Meet in France; Rousseau and Silver Sheep Shears; John Adams and George III; Hisses for Marie Antoinette; Old Frederick’s Last Review; Catherine’s Turkish Fairy Tale; the Assembly of the Notables; the Convict Settlement	<i>North America, China, Mount Vernon, Monticello, Russia, Australia, Paris, New York</i>	George Washington, Robert Morris, Thomas Jefferson, Rousseau, John Adams, George III, Marie Antoinette, Frederick the Great, Catherine the Great, Arthur Phillip
13	Psalms 37:4–5	Ephesians 6:10–18	The Not-Yet-United States; the Constitution; Mr. President; Victory for the Third Estate; “To the Bastille”; Off with “The Baker” to Paris; America and the Key to the Bastille; the American Constitution; the First American President; the Storming of the Bastille; the French Revolution	<i>North America, Paris, France, New York</i>	James Madison, George Washington, Alexander Hamilton, Thomas Jefferson
14	1 John 4:7–8	Philippians 2:3–11	New Machines and New Factories; Were All Men Created Equal?; Beware the Tyrants; Liberty!; a New Republic for Haiti; the United States Proclaimed Neutral; Dr. Jenner and the Smallpox Germ; Daughters of the New Republic; Noah Webster’s Blue-Backed Speller; the Reign of Terror; Cotton and Guns in America; the Haitian Revolt; the Reign of Terror; the Slave Trade; the French Revolution	<i>United States, France, Haiti, Denmark, Montreal, Grand Portage, London</i>	Eli Whitney, Toussaint L’Ouverture, Edward Jenner, Maria Jay, Noah Webster, Maximilian de Robespierre
15	Isaiah 41:10; Hebrews 4:12	2 Peter 1:5–11	Princess Catherine Comes to Russia; Napoleon Comes to Power; the Emperor Napoleon; the Kingdom at the Center of the World; the Rise of the Opium Trade; Catherine: the Grandmother; Napoleon Bonaparte; to Italy; to Egypt; the Rosetta Stone: Key to an Ancient Riddle; Quainlong’s Reply to George III; Home to Mount Vernon; Russians and Prussians; the Empire of Napoleon	<i>Russia, France, Italy, Egypt, China, Mount Vernon, Montreal, Grand Portage</i>	Catherine the Great, Napoleon Bonaparte, Chi’en-lung, George Macartney, George Washington

## World History, Year 2 of 2—Five-Day Schedule for Topics and Skills (cont.)

Weeks	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
16	Psalm 84:11; 1 Timothy 6:12	1 John 2:15–17	The World of the Factories; the Ludites; Tecumseh's Resistance; Napoleon; the Next Emperor; From the Mississippi to the Rockies; Because of England and Napoleon; Young Creoles of Venezuela; Ships, Trips, and Businessmen; "Unite in Resisting the White Man"; Sam Houston Becomes "The Raven"; a Boy and a Fish; Andrew Jackson the Indian Fighter; the Industrial Revolution; Life in the New Towns	<i>England, United States, France, Louisiana Territory, Mississippi River, Rocky Mountains, Venezuela, St. Helena</i>	Tecumseh, Abraham Lincoln, Napoleon Bonaparte, William Clark, Meriwether Lewis, Sacajawea, Simon Bolivar, Samuel Houston, Andrew Jackson, Edward Jenner
17	The Bridge to Life	Colossians 3:12–17	1812: War in North America; 1812 in South America; to Moscow and Back; "Don't Give Up the Ship"; Napoleon Defeated; the Very Young William Gladstone; Just Before and After the End; Back to the Kings Again; Trails to the West; Abe Goes to Indiana; Napoleon's Wars (and 1812 Too); Waterloo; Lewis and Clark Map the West; the Empire of Napoleon; the Growth of the USA	<i>North and South America, Moscow, Washington D.C., Baltimore, Vienna, Indiana, Louisiana Territory, Mississippi River, Llanfihangel, Bala</i>	Henry Clay, Simon Bolivar, Jose de San Martin, Oliver Perry, Napoleon Bonaparte, William Gladstone, Ludwig van Beethoven, Abraham Lincoln, Meriwether Lewis, William Clark
18	The Bridge to Life	Philippians 3: 7–16	Robert Lee of Virginia; Harriet Beecher, the Preacher's Child; Frederick Douglass, Born a Slave; What About Missouri?; Seminoles, Escaped Slaves, and Florida; Steamboats and the Law; "Kit" Rides to Santa Fe; Benito Juarez, a Boy of Mexico; "Toda America Es Mi Patria"; Citizens of the World; Mrs. Hale, the Lady Editor; Shaka Creates a Zulu Nation; Victoria is Born; Hard Times and Bad Kings; Victoria—Who Was She?; The Cry of Dolores; the Republic of Mexico; Simon Bolivar: the Liberator; Freedom, But Not Unity; Revolutions in South America	<i>Virginia, Connecticut, Missouri, Florida, Santa Fe, Mexico, Africa, England, France, Venezuela, South America, India, Kent</i>	Robert E. Lee, Harriet Beecher, Frederick Douglass, James Monroe, Kit Carson, Benito Juarez, Simon Bolivar, Jose de San Martin, Lafayette, Sara Hale, Shaka, Queen Victoria, Don Miguel
19	Psalm 67:1–3	Book Study	Charles Dickens—or David Copperfield; Wild Turkeys and Waste Time; Bugs, Birds, Tortoises, and Mr. Darwin; the Drama of Greece; Ulysses Grant, Named and Renamed; Railroads are Here!; a Three-Day Revolution; Young Patriots of Italy; a Bloodless Revolution; "Union and Liberty"; Time Makes an Old Idea New; the Sultan's Guest; the Trail of Tears; the Work of the Abolitionists; the Growth of the USA	<i>South America, Galapagos Islands, Greece, France, Belgium, Italy, England, United States, Oklahoma, Georgia, Arkansas, Kent</i>	Charles Dickens, John Audubon, Charles Darwin, Ulysses S. Grant, Charles X, Mazzini, Giuseppe Giribaldi, Andrew Jackson, Ferdinand de Lesseps, Benjamin Disraeli
20	Psalm 67:4–5	Chapter Study	The Zulu Kingdom; Nat Turner's Revolt; Remember the Alamo; the Mexican-American War; India; Li Hongzhang, a Boy of China; Wandering Through Africa; Slavery—What To Do About It?; Frederick Douglass Begins to Speak Out; Abe Lincoln of New Salem; the Growth of the USA	<i>Africa, Virginia, Texas, India, China, Kentucky, Ohio, New Salem, Mexico, Ireland, Kent</i>	Shaka, Nat Turner, Santa Anna, Sam Houston, Li Hongzhang, David Livingstone, William Gladstone, Harriet Beecher Stowe, Frederick Douglass, Abraham Lincoln

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World History, Year 2 of 2—Five-Day Schedule for Topics and Skills (cont.)					
Weeks	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
21	Psalms 67:6–7	Verse Study	Remember the Alamo; On to Oregon; “R” Stands for Regina; Corn and Potatoes; the First Opium War; the Boers and the British; the Treaty of Waitangi; the New Zealand Wars; Victoria’s England; Changes in China; the Scramble for Africa	<i>Texas, Oregon, England, Ireland, China, New Zealand, Africa, Siam, Kent</i>	Sam Houston, Santa Anna, Stephen Austin, Marcus and Narcissa Whitman, Queen Victoria
22	Titus 3:5–7	Character Study	Rebellion in Canada; Steam Across the Atlantic; Mr. Babbage and His Thinking Machine; Behind Japan’s Closed Door; Young Lion vs. Ancient Dragon; Wedding Bells; Authors and Visitors; David Livingstone in Africa; Telegraph and Photograph; On to the West; Utah is Settled by the Mormons; Fremont Heads for California; “To the Halls of Montezuma”; Gold!; Canada; “All Men and Women are Created Equal”; Potatoes, Immigration and Reform; the Year 1848; Karl Marx and His Prediction; the Gold Rush; a World of Unrest; Ireland’s Troubles; Changes in Japan; the Year of Revolutions	<i>Canada, Atlantic Ocean, Japan, Utah, California, England, China, Africa, Oregon, Ireland, Austria, Italy, Prussia, Paris, Siam, Kent</i>	Charles Babbage, Ada Lovelace, Naosuke II, Karl Marx, Queen Victoria, Abraham and Mary Lincoln, David Livingstone, Samuel Morse, Brigham Young, Joseph Smith, James Marshall, Elizabeth Cady Stanton
23	1 Thess. 5:16–18	Topical Study	A Beautiful Uniform or a Spiked Helmet; the Peace Festival; Napoleon III; Der Tolle Bismarck; At Home in Springfield; Free Soil and Slave; North to Freedom; Mrs. Stowe’s Powerful Book; New Nations; the Crimean War; Italy’s “Reconstruction”	<i>Austria, Prussia, France, Springfield, Greece, Italy, Germany, Crimean Peninsula, Russia, Hungarian plains, Swiss Alps</i>	Franz Josef, Prince Wilhelm of Prussia, Napoleon III, Otto von Bismarck, Abraham Lincoln, Harriet Beecher Stowe
24	Galatians 6:2; Philippians 4:13	Book Study	Land of Nobles and Serfs; Florence Nightengale’s Lamp; Royal Families and Friends; “Viva l’Italia!”; The Devil’s Wind; Rebellion in China; Shanghai and the Foreigners; the King of Siam; Shrinking the World; the Sepoy Mutiny; the Taiping Rebellion; the Suez Canal; Japan Re-Opens; Changes in China; Changes in Japan	<i>Russia, Italy, China, Thailand, India, Suez Canal, Japan, Hungarian plains, Swiss Alps</i>	Leo Tolstoy, Florence Nightengale, Matthew Perry, Said Pasha, Li Hungzhang
25	Colossians 3:16–17	Chapter Study	The Great Game; Wandering Through Africa; Rails, Zones, and Bulbs; Japan’s Meiji Restoration; Bloody Kansas; Stephen Douglas and Abraham Lincoln Debate; Perry Opens Japan; “Good Old Abe, the Rail Splitter”; the Man and the Hour; 1861: the Torn Map; What About England?; An “Empire” for Mexico; Russia’s Serfs are Freed; 1862: the Monitor and the Merrimack; the Scramble for Africa	<i>Afghanistan, Africa, Promontory Summit, Japan, Kansas, Illinois, South Carolina, Arkansas, Tennessee, North Carolina, Virginia, England, Mexico, Russia, Africa, Swiss Alps</i>	Dost Mohammad, David Livingstone, Thomas Edison, Stephen Douglas, Abraham Lincoln, Commodore Matthew Perry, Prince Albert, Benito Juarez

## World History, Year 2 of 2—Five-Day Schedule for Topics and Skills (cont.)

<b>Weeks</b>	<b>Memory Work</b>	<b>Bible Reading</b>	<b>History/Social Studies</b>	<b>Geography</b>	<b>Biography</b>
26	Matthew 11:28–30	Verse Study	Henceforth and Forever Free; Prussia Marches to War; 1863: Vicksburg and Gettysburg; Red Cross; Pasteur, Germs, and Dr. Lister; the Last Year of the War; Looking to the Future; Victory and Defeat; Day of Light and Shadow; South Against North; After the Civil War; Paraguay and the Triple Alliance; the Dominion of Canada; the American Civil War	<i>Prussia, Vicksburg, Gettysburg, Canada, United States, Paraguay, Russia, Hungarian plains</i>	Abraham Lincoln, George McClellan, Robert E. Lee, Ulysses S. Grant, John Wilkes Booth, Francisco Solano Lopez, Otto von Bismarck, Clara Barton, Louis Pasteur, Joseph Lister
27	Luke 12:22–23	Character Study	Two Empires and Three Republics; the Second Reich; the Dutch East Indies; the Sick Man of Europe; the War of the Pacific; the Iron Outlaw; Carving Up Africa; the Boers and the British; Changes in Japan	<i>France, Prussia, Dutch East Indies, Russia, Ottoman Empire, South America, Australia, Africa, South Africa, Japan, Korea, Hungarian plains</i>	Otto von Bismarck, Ned Kelly, Leopold II
28	Luke 12:24–26	Topical Study	Brazil's Republic; Abdulhamid the Red; the Next-to-Last Czar of Russia; Ethiopia and Italy; the Korean Battleground; the Spanish-American War; Moving West; Stocks, Philanthropists, and Outlaws	<i>Brazil, Ottoman Empire, Armenia, Russia, Ethiopia, Italy, Korea, Philippine Islands, Cuba, United States, Oregon, Korea, Hungarian plains, Denmark</i>	Pedro I and II, Abdulhamid II, Alexander III, Yohannes, Menelik, Queen Min, Jose Rizal, Andrew Carnegie
29	Luke 12:27–28	Book Study	The Boxer Rebellion; the Czar and the Admiral; Persia, Its Enemies and Its "Friends"; the Balkan Mess; the Last Emperor; the Vietnamese Restoration Society; Changes in China; Changes in Japan	<i>China, Persia, Balkan Peninsula, Indochina, Vietnam, Japan, Norway, Denmark</i>	Henry Puyi, Phan Boi Chau
30	Luke 12:29–31	Chapter Study	The Mexican Revolution; World War I; the Russian Revolution; the End of World War I; Easter Uprising; Indian Nationalism; the First World War; Rights for All	<i>Mexico, Europe, Russia, Great Britain, India, France, Germany, Austria-Hungary, Sarajevo, Warsaw, Switzerland, Poland</i>	Porfirio Diaz, Pancho Villa, Tsar Nicholas II, Rasputin, Vladimir Lenin, Mohandas Gandhi
31	Galatians 6:9–10	Verse Study	The Peace of Versailles; the Rise of Joseph Stalin; the First King of Egypt; Fascism in Italy; Japan, China, and a Pretend Emperor; the Long March; Stalin's Soviet Union; the People's Republic	<i>Russia, Egypt, Italy, Japan, China, Warsaw, Switzerland, Poland</i>	Joseph Stalin, Abbas II, Ahmad Fu'ad, Benito Mussolini, Hirohito, Chaing Kai-shek
32	1 John 4:20; 2 Corinthians 5:7	Character Study	Black Tuesday and a New Deal; Hitler's Rise to Power; Red Spain, Black Spain, a King, and a General; Rebuilding the "Fatherland"; the Three-War War; the Holocaust; the War That Stretched Across the World; Good Times, Bad Times; the Rise of Fascism; Europe at War; the World at War	<i>New York, Germany, Spain, Europe, Pearl Harbor, Japan, France, United States, Salonika, Denmark, Poland</i>	Franklin D. Roosevelt, Adolf Hitler, Alfonso XIII, Francisco Franco, Benito Mussolini
33	2 Corinthians 9:6–7	Topical Study	The Atom Bomb; the Suez Crisis; the Marshall Plan; One Country, Two Different Worlds; Two Republics of China; the World at War; From Colonies to Countries; War in the Middle East	<i>Hiroshima, Japan, Egypt, Suez Canal, Germany, India, Pakistan, Middle East, Italy, Denmark, Holland, England</i>	Gamal Abdel Nasser, George Marshall, Mao Zedong, Adolf Hitler, Brother Andrew

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World History, Year 2 of 2—Five-Day Schedule for Topics and Skills (cont.)					
Weeks	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
34	Daniel 3:17–18	Book Study	Ho Chi Minh and the Viet Minh; the Korean War; Argentina's President and His Wife; Freedom in the Belgian Congo; the Space Race; Thirteen Days in October; From Colonies to Countries; the Cold War; Sound and Pictures; the Computer Revolution	<i>Vietnam, Korea, Argentina, Belgian Congo, Russia, United States, Cuba, Africa, Soviet Union, Eastern Europe, Germany, Peru, Warsaw, Czechoslovakia, Holland, Yugoslavia, Macedonia, Hungary</i>	Chaing Kai-shek, Ho Chi Minh, Ramon Castillo, Juan and Eva Peron, Fidel Castro, Nikita Khurshchev, Ron Snell, Brother Andrew
35	James 1:2–4	Chapter Study	The Death of John F. Kennedy; Civil Rights; the Vietnam War; Trouble in the Middle East; Soviet Invasions; Terrorism; Rights for All; the Cold War; War in the Middle East	<i>Dallas, Vietnam, Middle East, Israel, Afghanistan, Soviet Union, Munich, United States, Korea, Palestine, Iran, Iraq, Kuwait, Peru, Germany, Bulgaria, Romania, Yugoslavia</i>	John F. Kennedy, Rosa Parks, Martin Luther King Jr., Ho Chi Minh, Saddam Hussein, Ron Snell, Brother Andrew
36	Jude 24–25	Verse Study	India After Partition; Iraq and Iran; Chernobyl and Nuclear Power; the End of the Cold War; Democracy in China?; Communism Crumbles; the First Persian Gulf War; Africa, Independent; War in the Middle East; Our Polluted Planet; the Cold War; the Fall of Communism; the End of the Century	<i>India, Iran, Iraq, Chernobyl, China, Germany, Russia, Kuwait, South Africa, Africa, Afghanistan, Eastern Europe, Russia, Germany, Yugoslavia, Ukraine</i>	Mikhail Gorbachev, Saddam Hussein, Nelson Mandela, Brother Andrew



Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Bible					
The BBC Manual	pp. 6–7	pp. 8–9	pp. 9–mid 10	pp. mid 10–11	
But Don't All Religions Lead to God?					Intro–chap. 3
Reading	Job 1	Job 2	Job 38	Job 42	Psalms 1
Memorization	Joshua 1:8–9				
History: See Study Guide					
The Story of the World: Early Modern Times See History Study Guide for "Why You Will Find Contradictions in History"	Intro–chap. 1: Holy Roman Empire <sup>2, 3</sup> ⌚📖🌐📖	chap. 1: Riches of Spain	chap. 2: The Dutch Revolt ⌚📖🌐📖	chap. 2: Queen Without a Country	chap. 3 ⌚📖🌐📖
The Usborne Encyclopedia of World History	p. 308, 1st column	pp. 296–297, 320	pp. 302–303, 310–311	pp. 304–305	p. 306, 1st para
Current Events	📖 Please read the notes for <b>Current Events</b> in Section One of this guide. Make sure your mom and/or dad reads it, too.				
Readers <sup>1</sup>					
The King's Fifth	chaps. 1–3 🌐📖	chaps. 4–7 🌐📖	chaps. 8–10 🌐📖	chaps. 11–12	chaps. 13–16
Read-Alouds <sup>1</sup>					
A Murder for Her Majesty	chaps. 1–2 🌐📖	chap. 3	chap. 4	chap. 5	chap. 6
Classic Poetry		"All the World's a Stage" pp. 12–13		"Be Not Afeard; the Isle Is Full of Noises" p. 14	
Language Arts					
Spelling					
Creative Expression	What a Character!			Rough Draft	Final Draft
Optional: Wordly Wise 3000 Book 7	Exercise 1A		Exercise 1B		Exercise 1C
Other Notes					

1. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud Study Guide sections are ordered alphabetically by book title.

2. Please use the maps within *The Story of the World* books.

3. We list a title next to the chapter number, please read that section. If there is no title next to the chapter, then please read the entire chapter.

**Key:** See Notes following Schedule

Map Assignment

Timeline Figure in packet

Timeline Suggestion







CORE H		WEEK 1			FOUR-DAY	
Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
Bible						
The BBC Manual	pp. 6–7	pp. 8–mid 10	pp. mid 10–11			
But Don't All Religions Lead to God?				Intro–chap. 3		
Reading	Eccles. 3	Lamentations 3	Ezekiel 1	Ezekiel 2		
Memorization	Joshua 1:8–9					
History: See Study Guide						
The Story of the World: Early Modern Times See History Study Guide for "Why You Will Find Contradictions in History"	Intro–chap. 1: Holy Roman Empire <sup>2, 3</sup>	chap. 1: Riches of Spain	chap. 2: The Dutch Revolt	chap. 2: Queen Without a Country		
The Usborne Encyclopedia of World History	p. 308, 1st column	pp. 296–297, 320	pp. 302–303, 310–311	pp. 304–305		
Current Events	Please read the notes for Current Events in Section One of this guide. Make sure your mom and/or dad reads it, too.					
Readers						
The King's Fifth	Introduction, chaps. 1–4	chaps. 5–8	chaps. 9–11	chaps. 12–16		
Read-Alouds						
A Murder for Her Majesty	chaps. 1–2	chap. 3	chap. 4	chap. 5		
Classic Poetry		"All the World's a Stage" pp. 12–13		"Be Not Afeard; the Isle Is Full of Noises" p. 14		
Language Arts						
Spelling						
Creative Expression	What a Character!		Rough Draft	Final Draft		
Optional: Wordly Wise 3000 Book 7	Exercise 1A		Exercise 1B	Exercise 1C		
Other Notes						

1. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud Study Guide sections are ordered alphabetically by book title.

2. Please use the maps within *The Story of the World* books.

3. We list a title next to the chapter number, please read that section. If there is no title next to the chapter, then please read the entire chapter.

**Key:**  See Notes following Schedule     Map Assignment     Timeline Figure in packet     Timeline Suggestion

## Bible

### Memorization

Each week, read through your passage(s) at least ten times. Some students say it works best to recite the passage two times a day. Make sure you use all your gestures and the full range of vocal effects.

**Note to Mom or Dad:** We want your children to make the presentation of their memorization as naturally dramatic as possible. It should not be overly dramatic, but it should be lively and interesting.

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

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

There are two things public speakers need to loosen: their vocal chords and their bodies. Help your children practice the following exercises this week so they can do them easily next week before going "onstage."

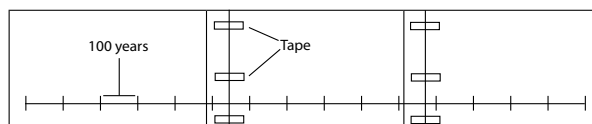
1. In order to loosen your vocal chords, try "singing" your passage. Begin "singing" it at the lowest note you can reach, and then let your voice rise through its full range—to the highest note you can sing. Keep "singing" your passage, letting your voice rise and fall from its bottom note to its top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

etc. Another exercise: try saying your speech with exaggerated motions: make the motions far broader, faster, more dramatic than you would ever plan to do them before an audience.

## History

### Timeline Instructions

You should either use the timeline sold by Sonlight Curriculum, or make a timeline for the wall of your room using 8½" x 11" paper (taped sideways, end to end), one inch for every 100 years or so.



Timelines are helpful because not every book we read will be in chronological order. When we read them and mark dates on our time line, we are better able to understand how events fit together: which things occurred at the same time; which things came first, and which things came later.

You may wish to use the figures we sell, or cut out a number of "people" from card stock or construction paper. Draw clothes on them to look like the characters you are studying, and paste them on the time line in the right place.

Some people prefer a less graphic approach and simply use color markers, pens, and pencils to write on their time line the names and dates of significant events, persons, etc.

Whatever method you use, we believe your sense of history will be enhanced if you maintain this discipline throughout the year.

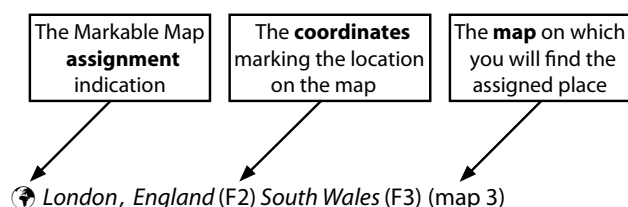
You will find all Timeline Figure assignments in the Front Matter, the Schedule pages, as well as in the Study Guide.

### Markable Map

Sonlight's geography program weaves throughout the year with assignments from almost every book you read. As you read about a location in a book, we encourage you to find the spot on your Markable Map. We list map locations in the History, Reader and Read-Aloud Guides. Look for the 🌐 symbol on the schedule page. This will alert you to a map assignment at the beginning of that day's Study Guide notes. Use the key in the Study Guide (see sample below) to find each location on the map(s) following each

book's Study Guide. Then your children can note each location on your Markable Map using a washable pen. (We recommend Vis-a-Vis® pens. If you should accidentally use a non-washable marker, rubbing alcohol can remove those errant marks.)

If you want your children to receive even more practice with maps, consider this idea shared by one of our Sonlight Forums users: Replace your tablecloth with a map! Cover it with a sheet of clear vinyl (available at fabric stores). Then, while your children are eating, watch in wonder as they look at the map over and over again, reading all the words, asking questions, and learning all about the map. As a bonus, spills wipe up easily from the vinyl!



## Introductory Comments about The Story of the World

We want to acknowledge from the start that *The Story of the World* includes numerous minor errors of fact. So you can get some idea of what I'm talking about, let me note the kinds of things I (John Holzmann) noticed as I reviewed Volume 4.

- On page 8, Mrs. Wise Bauer suggests that the sun rises and sets each day *because of the earth's orbit* instead of its spin.
- On page 165, she erroneously refers to "Hearst and Randolph" instead of "Hearst and Pulitzer." (The two publishers' names were William Randolph Hearst and Joseph Pulitzer.)
- On pages 176–177, she completely confuses the concepts of capital and profit on the one hand and profit and salary on the other.
- On page 204, she confuses a relatively small group of Chinese for "the people of China" as a whole.
- On page 287, she places Germany's hyperinflation in the 1930s—a good decade after the fact.
- And so on.

Several customers have commented that the frequency of these errors causes them to question the validity of Wise Bauer's work as a whole.

We understand the concern. And if we knew of a better history title that covered the same ground at approxi-

mately the same level of detail and with the same winsome voice, we would be glad to adopt it. Sadly, we are unaware of such a work. Meanwhile, however, we have decided that we can "work with" Mrs. Wise Bauer's books if we keep in mind her emphasis on the idea that the books tell the story of world history. They are neither complete nor perfectly accurate. But they give you (and your children, of course!) the general *contours* of world history. They are useful for helping you learn how to "navigate the territory," even if they miss many of the minor details.

Before I finish commenting, let me make a minor detour.

Just recently, I have been reading Chip and Dan Heath's *Made to Stick* (Random House, 2007), a book about what makes some ideas memorable. Being somewhat of a details person myself, I have felt myself (gently) chastised by the Heaths' comments about "the Course of Knowledge":

Becoming an expert in something means that we become more and more fascinated by nuance and complexity ... and we start to forget what it's like not to know what we know. (p. 46)

For instance, physicists now know that electrons don't orbit the nucleus [of an atom] the way that planets do. In reality, electrons move in "probability clouds." So what do you tell a sixth grader? Do you talk about the motion of planets, which is easy to understand and nudges you closer to the truth? Or do you talk about "probability clouds," which are impossible to understand but accurate? ... (56)

People are tempted to tell you everything, with perfect accuracy, right up front, when they should be giving you just enough info to be useful, then a little more, then a little more. (57)

I quote the Heaths not to make an excuse for Wise Bauer. I believe she needs to "pay the price"—whatever that may be—for her mistakes. No. I quote the Heaths in order to beg your forbearance a bit, in how you approach our notes (or lack thereof) and how you decide to work with your children.

You may have heard of the multi-hundred-page-thick Instructor's Guides we wrote for some of the high school programs to counterbalance and correct what we see as errors and imbalances in some of the key texts we carry for those courses. Perhaps you think we should write similar notes for this program.

I would like to suggest that such a course of action would be ill-advised. For the reasons the Heaths outline. Students at the upper-elementary/middle school level are still trying to understand the general contours of history. I beg you to let them. They'll have plenty of time to improve their understanding later on.

Meanwhile, if and as you see errors in Wise Bauer's text, please bring them to our attention. We bring them to Mrs. Wise Bauer's attention, and, until she includes corrections

in future editions, we intend to include our own corrections in our Instructor's Guides.

So: If—and as—you see errors, please email them to [IGCorrections@sonlight.com](mailto:IGCorrections@sonlight.com) or, if you prefer, simply, [main@sonlight.com](mailto:main@sonlight.com).

At this time, we have only read with a fine eye for detail Volume 4 in the series. One of our customers, Carol Cowan of New Zealand, graciously provided a detailed commentary on chapters 41 and 42 of Volume 3. We have edited her notes and included them in the appropriate Sonlight Curriculum Instructor's Guides....

## Spelling

See our introductory comments in Section One.

## Read-Alouds

### *Classic Poetry*

There is no study guide for the book *Classic Poetry*. Read through the poems with you children and create a positive experience interacting with the words, thoughts, and ideas presented. In the back of the book, on page 154, there are notes about some of the poems.

## Creative Expression

### 5-Day/4-Day

#### *What a Character!*

This week, your assignment is to write a one-page character sketch of your favorite character in *A Murder for Her Majesty*. To get your feet wet, we'll let you rely heavily on the author's work this week. In the future, though, you'll have to learn to flex your own creative muscle!

Before you begin, we want you to think about one of the more useful techniques of conveying information about a person: description. To start, read the following passage:

A well-dressed old woman who is very rich and self-centered leaves a store and gets into her car.

Are you able to picture her? Probably not! The problem is that this sentence summarizes the observer's *judgments* about her; it doesn't really *describe* her. And it certainly doesn't permit us to form our own opinions.

Compare what you've just read to the following:

Impatiently waiting for her chauffeur to escort her to her limousine, Mrs. Rockefeller straightens the jeweled collar on the Pekingese tucked under her arm. With her hand-carved cane she motions aside a street vendor about to cross her path.

From this introduction you don't have to be told that Mrs. Rockefeller is elderly, wealthy, and self-centered; the description of her actions and appearance *demonstrates* that she is. The details help us picture the character in our minds and develop our own impressions of her.

Your goal should be to write a character sketch as descriptive as the second example above. Don't just summarize what you think about the character. Use description to show the reader what kind of person the character is.

So go ahead and choose your favorite character from *A Murder for Her Majesty*. Then review the book to refresh your memory about how the author describes this character. Which of the author's descriptive elements are your favorites?

Ready to write? With your favorite character in mind, use the author's descriptions to create your own character sketch. For example, is there a particular event in the story that you feel really captures the essence of your chosen character? If so, feel free to use it as the basis of your sketch. Embellish it with whatever additional details will help your reader understand what you want to say about the character.

Or perhaps there's a specific scene that involves your character that you really like. Use it as part of your sketch, but expand upon it. Tell what happened before or after the scene as written by the author.

If you're still having a hard time getting started, feel free to try the following step-by-step approach:

- Start by deciding what kind of personality the character has. Is the person nice or mean? Good or bad? Friendly or aloof? Here is a list of some personality types:
 

mean	protective	generous	a leader
friendly	lucky	stingy	a follower
gentle	down & out	moody	optimistic
honest	successful	crazy	pessimistic
kind	hardworking	saintly	dishonest
loving	lazy	ambitious	hateful
- List all of the physical characteristics of the character. Not just short or tall, fat or thin, old or young, but note the way he dresses, moves, gestures, carries himself, and changes expression. Carefully observe the character—do you see any nervous habits, mannerisms, repeated gestures? Go over your list and select only those physical characteristics that help prove the personality of the character.



3. Think of things the character has said and done in his relationships with others. How does he treat people? What decisions is he responsible for? Make a list of the deeds that will prove your portrait.

For example, what does the following paragraph tell you about the person described?

Gary slammed the phone into its receiver. "I can't believe this! They told me it would be done today." "I can give you a ride if you need one," offered Greg. "That's not the point," thundered Gary. "When someone tells me something is going to be done, I expect it to be done!"

4. Select a persona—a voice from which to observe the target. What person should you be as the observer? Can you use your own voice, or would it be more convincing to pretend to be someone else? This is important, because different observers will notice different things about the same target.

The previous examples are written from the **third person omniscient** viewpoint, i.e., from the perspective of an outsider who knows all of the facts ("With her hand-carved cane she motions aside a street vendor about to cross her path."). However, you could choose to write from the **first person** point of view, i.e., a more personal perspective, using "I" instead of "he," "she," etc. ("As I pushed my hot dog cart into the street, some rich lady swung her cane and almost knocked me down."). Here is an example:

I saw her stop to gaze into the window. At first, I thought she was just window shopping. It was, after all, one of the finer dress shops in the city. I was amused, though, to see her eventually pull out her lipstick. The window was apparently nothing more than the nearest mirror big enough to capture her reflection.

5. Finally, blend the observations of looks and deeds into a paragraph description that will convince your audience that the character really is of the particular personality type you believe he is.


**Remember:** A good writer almost always writes, *rewrites*, and *rewrites* once more before he is satisfied. You should do the same. Work on a rough draft first, and then polish your paper into a final draft that shines!

For inspiration, here is one last example before you begin your assignment:

In his chamber the doctor sat up in his high bed. He had on his dressing gown of red watered silk that had come from Paris, a little tight over the chest now if it was buttoned. On his lap was a silver tray with a silver chocolate pot and a tiny cup of eggshell china, so delicate that it looked silly when he lifted it with his big hand, lifted it with the tips of thumb and forefinger and spread the other three fingers wide to get them out of the way. His eyes rested in puffy little hammocks of flesh and his mouth drooped with discontent. He was growing very stout, and his voice was hoarse with the fat that pressed on his throat. Beside him on a table were a small Oriental gong and a bowl of cigarettes. The furnishings of the room were heavy and dark and gloomy.

—from *The Pearl* by John Steinbeck ■



CORE H		WEEK 2			FIVE-DAY	
Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
Bible						
The BBC Manual	pp. 12–13	pp. 14–15	pp. 16–mid 17	pp. 17–mid 18		
But Don't All Religions Lead to God?					chap. 4	
Reading	Psalm 2	Psalm 5	Psalm 19	Psalm 23	Psalm 27	
Memorization	Philippians 2:3–4					
History: See Study Guide <sup>1</sup>						
The Story of the World: Early Modern Times	chap. 4: French in the New World 🕒📖🌐📖	chap. 4: Henry Hudson's Quest	chap. 5 🌐📖	chap. 6: Strangers and Saints 🕒📖🌐📖	chap. 6: The Dutch in the New World	
The Usborne Encyclopedia of World History	p. 321		p. 356–Edo Period	p. 322		
Current Events	📖					
Readers <sup>1</sup>						
The King's Fifth	chaps. 17–19	chaps. 20–21	chaps. 22–25	chap. 26–p. 235	pp. 236–end	
Read-Alouds <sup>1</sup>						
A Murder for Her Majesty	chaps. 7–8	chap. 9	chap. 10	chap. 11	chap. 12	
Classic Poetry		"Tomorrow, and Tomorrow, and Tomorrow" p. 15	"Nurse's Song" p. 16	"The Tyger" pp. 17–19		
Language Arts						
Spelling						
Creative Expression 	Time Travel			Rough Draft	Final Draft	
Optional: Wordly Wise 3000 Book 7	Exercise 1D		Exercise 1E		Exercise 2A	
Other Notes						

1. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud. Study Guide sections are ordered alphabetically by book title.


**Key:** See Notes following Schedule

Map Assignment

Timeline Figure in packet

Timeline Suggestion



CORE H		WEEK 2			FOUR-DAY	
Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
Bible						
The BBC Manual	pp. 12–13	pp. 14–15	pp. 16–19			
But Don't All Religions Lead to God?				chap. 4		
Reading	Ezekiel 3	Ezekiel 37	Daniel 1	Daniel 3		
Memorization	Philippians 2:3–4					
History: See Study Guide <sup>1</sup>						
The Story of the World: Early Modern Times	chap. 3 🕒📖🌐📖	chap. 4: French in the New World 🕒📖🌐📖	chap. 4: Henry Hudson's Quest	chap. 5 🌐📖		
The Usborne Encyclopedia of World History	p. 306, 1st para	p. 321		p. 356–Edo Period		
Current Events	📖					
Readers <sup>1</sup>						
The King's Fifth	chaps. 17–19	chaps. 20–23	chaps. 24–27	chaps. 28–end		
Read-Alouds <sup>1</sup>						
A Murder for Her Majesty	chaps. 6	chaps. 7–8	chap. 9	chap. 10		
Classic Poetry		"Tomorrow, and Tomorrow, and Tomorrow" p. 15	"Nurse's Song" p. 16	"The Tyger" pp. 17–19		
Language Arts						
Spelling						
Creative Expression 	Time Travel		Rough Draft	Final Draft		
Optional: Wordly Wise 3000 Book 7	Exercise 1D	Exercise 1E	Exercise 2A			
Other Notes						

1. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud. Study Guide sections are ordered alphabetically by book title.

**Key:** 📖 See Notes following Schedule

🌐 Map Assignment

🕒📖 Timeline Figure in packet

🕒📖 Timeline Suggestion

### Creative Expression

#### 5-Day/4-Day

##### *Time Travel*

As you read *The King's Fifth*, pay particular attention to the construction of the story. You'll notice that the author uses flashbacks to tell the main part of the story. **Flashbacks** are a popular literary device that you're probably already familiar with. If you're unfamiliar with the term, it refers to an interruption of the chronological sequence of a work (book, movie, etc.) by the inclusion of events that occurred earlier in time.

Your assignment this week is to write your own short story (1–2 pages) in which the reader knows the "end" before the story really "begins." How can you do that? You guessed it: flashbacks.

Before you get started, it will benefit you to take a closer look at *The King's Fifth* and consider the author's use of flashbacks. How does the story begin? Why did the author begin the story the way he did? Why does the author use flashbacks to tell the main part of the story? What is the benefit? Are there any drawbacks?

Use *The King's Fifth* as inspiration for the structure of your own short story. Be creative! You can write about anything you want, as long as you use flashbacks to create a story in which the "end" comes at the "beginning" of the story.

If you're having trouble dreaming up your own original story idea, feel free to use *The King's Fifth* as a model. Put the characters in the story into a different situation or draft a "sequel" or "forgotten scene" that would fit into the story. ■




CORE H		WEEK 3			FIVE-DAY	
Date:	Day 11	Day 212	Day 313	Day 414	Day 515	
Bible						
The BBC Manual	pp. mid 18–19	pp. 20–23	pp. 24–mid 26	pp. 26–28		
But Don't All Religions Lead to God?					chaps. 5–6	
Reading	Psalm 34	Psalm 51	Psalm 61	Psalm 63	Psalm 84	
Memorization	2 Chronicles 7:14; John 15:16					
History: See Study Guide <sup>1</sup>						
The Story of the World: Early Modern Times	chap. 7 🕒📖🌐📖	chap. 8 🕒📖🌐📖	chap. 9 🕒📖🌐📖	chap. 10: Japan's Isolation 🕒📖🌐📖	chap. 10: The "Foreign Conquest" of China	
The Usborne Encyclopedia of World History	pp. 324–325, 1st column	p. 298	p. 308, 2nd column	p. 356, last 2 paras	pp. 352–353	
Current Events	📖					
Readers <sup>1</sup>						
The Iron Peacock	chaps. 1–2 🌐📖	chaps. 3–4	chaps. 5–6 🌐📖	chaps. 7–9	chaps. 10–11	
Read-Alouds <sup>1</sup>						
A Murder for Her Majesty	chaps. 13–14 🌐📖	chap. 15	chap. 16	chaps. 17–18	chaps. 19–20 🌐📖	
Classic Poetry		"Skating" pp. 20–21		"Sonnet composed upon Westminster Bridge" p. 22		
Language Arts						
Spelling						
Creative Expression 📖	The Plot Thickens			Rough Draft	Final Draft	
Optional: Wordly Wise 3000 Book 7	Exercise 2B		Exercise 2C		Exercise 2D	
Other Notes						

1. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud. Study Guide sections are ordered alphabetically by book title.

**Key:** 📖 See Notes following Schedule    🌐 Map Assignment    🕒📖 Timeline Figure in packet    🕒📖 Timeline Suggestion



CORE H		WEEK 3			FOUR-DAY	
Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
Bible						
The BBC Manual	pp. 20–23	pp. 24–mid 26	pp. mid 26–28			
But Don't All Religions Lead to God?				chaps. 5–6		
Reading	Daniel 5	Daniel 6	Hosea 11	Joel 2		
Memorization	2 Chronicles 7:14; John 15:16					
History: See Study Guide¹						
The Story of the World: Early Modern Times	chap. 6: Strangers and Saints 🕒📖🌐📖	chap. 6: The Dutch in the New World	chap. 7 🕒📖🌐📖	chap. 8 🕒📖🌐📖		
The Usborne Encyclopedia of World History	p. 322		pp. 324–325, 1st column	p. 298		
Current Events	📖					
Readers¹						
The Iron Peacock	chaps. 1–3 🌐📖	chaps. 4–6 🌐📖	chaps. 7–8	chaps. 9–11		
Read-Alouds¹						
A Murder for Her Majesty	chap. 11	chap. 12	chaps. 13–14 🌐📖	chap. 15		
Classic Poetry		"Skating" pp. 20–21		"Sonnet composed upon Westminster Bridge" p. 22		
Language Arts						
Spelling						
Creative Expression 	Where and When		Rough Draft	Final Draft		
Optional: Wordly Wise 3000 Book 7	Exercise 2B	Exercise 2C		Exercise 2D		
Other Notes						

1. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud. Study Guide sections are ordered alphabetically by book title.

**Key:** 📖 See Notes following Schedule    🌐 Map Assignment    🕒📖 Timeline Figure in packet    🕒📖 Timeline Suggestion

## Creative Expression

### 5-Day

#### *The Plot Thickens*

The **plot** of a story is the framework of *what happens*. A story's plot is motivated by a deep-felt desire on the part of the **protagonist**, or main character, to achieve some goal. On the way toward that goal, the protagonist will face a number of obstacles. Those obstacles may be people, events, the environment in which he finds himself...

The fact that those obstacles appear in the book creates **conflict**: conflict between the protagonist and the obstacles as the protagonist seeks to achieve his purpose and goal. As the protagonist encounters various obstacles on his way toward his goal, the plot *twists*. These twists in the plot are called **complications**.

Complications contribute to reader interest and excitement. They threaten to prevent the protagonist from achieving his desired goal. They keep you reading, keep you turning the page, keep you going for "just one more chapter."

Each plot twist in a story follows—and creates—a certain standard emotional pattern for the reader. Well-written plot twists always involve a slow build-up of interest and excitement (the **rising action**) to a peak (the **climax**). Suddenly, at the climax, the difficulty gives way to some kind of **resolution**—the problem is solved: the guy caught in the belly of the whale is suddenly discharged, the unjustly accused prisoner is set free...

And the moment the protagonist overcomes one obstacle (or has an obstacle removed), the author had better provide another obstacle very soon, or the book had better end quickly. Drag a book on for too long without a complication or plot twist, and readers grow bored.

This week, your assignment is to create a plot line for *A Murder for Her Majesty*. A plot line is a chart (or series of charts) of the plot twists that shows the rising curve of interest and excitement as the author presents new conflicts. Your plot line should note where the conflict hits its climax; then show where and/or how it is resolved.

As you analyze the plot of this book, don't get bogged down in every tiny plot twist. Just hit the big events, the big turns. What is the resolution to these conflicts or twists? What is the general conflict of the story? What is the overall climax of the story?

We hope you find this assignment interesting. It should certainly make you more aware of when, where and how an author attracts and keeps your interest in a book. How often—and in what ways—does he add significant plot twists? Are there smaller twists *and* bigger ones, or do most twists seem to come in a pretty standard size?

If you want a challenge, also plot out any changes you would make to the plot. Does some part of the story drag on too long? Should a certain conflict be resolved sooner? Later? Fix the problems you see!

### 4-Day

#### *Where and When*

The **setting** of a story is the particular time and place in which the story takes place. For most stories, the setting is a key element that provides a backdrop for the events of the story, as well as a framework for understanding elements of the story that may not be explicitly stated. For example, if a story is set in Europe in 1943, the background of World War II will come to mind, regardless of what other specific details the author gives.

Your assignment this week is to write a one-page paper that discusses the author's use of setting in *A Murder for Her Majesty*. Does the author use the setting of the story effectively? Why or why not? What "facts" do you know merely because of the setting? In other words, are there any "facts" not explicitly stated by the author that you "know" anyway simply as a result of the particular setting? What would you change about the setting if you could? Why?

Remember to support your opinions with specific examples from the story. And try to approach this topic from a fresh perspective. Don't bore your reader with a dry discussion—make him think about the story's setting in a new light. ■

# The Story of the World: Early Modern Times

## Introduction

**Note to Mom or Dad:** Please see *The Story of the World* books for maps.

Five oceans (Pacific, Atlantic, Indian, Southern, and Arctic) cover  $\frac{3}{4}$  of the earth's surface.

Earth's dry land is made up of seven continents: North America, South America, Australia, Asia, Europe, Africa, and Antarctica.

### Introductory comments about *The Story of the World*

We want to acknowledge from the start that *The Story of the World* includes numerous minor errors of fact. So you can get some idea of what I'm talking about, let me note the kinds of things I, (John Holzmann), noticed as I reviewed Volume 4.

- On page 8, Mrs. Wise Bauer suggests that the sun rises and sets each day because of the earth's orbit instead of its spin.
- On page 165, she erroneously refers to "Hearst and Randolph" instead of "Hearst and Pulitzer" (The two publishers' names were William Randolph Hearst and Joseph Pulitzer.)
- On pages 176–177, she completely confuses the concepts of capital and profit on the one hand and profit and salary on the other.
- On page 204, she confuses a relatively small group of Chinese for "the people of China" as a whole.
- On page 287, she places Germany's hyperinflation in the 1930s—a good decade after the fact.
- And so on.

Several customers have commented that the frequency of these errors causes them to question the validity of Wise Bauer's work as a whole.

We understand the concern. And if we knew of a better history title that covered the same ground at approximately the same level of detail and with the same winsome voice, we would be glad to adopt it. Sadly, we are unaware of such a work. Meanwhile, however, we have decided that we can "work with" Mrs. Wise Bauer's books if we keep in mind her emphasis on the idea that the books tell the story of world history. They are neither complete nor perfectly accurate. But they give you (and your children, of course!) the general contours of world history. They are useful for helping you learn how to "navigate the territory," even if they miss many of the minor details.

Before I finish commenting, let me make a minor detour.

Just recently, I have been reading Chip and Dan Heath's *Made to Stick* (Random House, 2007), a book about what makes some ideas memorable. Being somewhat of a

details person myself, I have felt myself (gently) chastised by the Heaths' comments about "the Course of Knowledge":

Becoming an expert in something means that we become more and more fascinated by nuance and complexity ... and we start to forget what it's like not to know what we know. (p. 46)

For instance, physicists now know that electrons don't orbit the nucleus [of an atom] the way that planets do. In reality, electrons move in "probability clouds." So what do you tell a sixth grader? Do you talk about the motion of planets, which is easy to understand and nudges you closer to the truth? Or do you talk about "probability clouds," which are impossible to understand but accurate? ... (56)

People are tempted to tell you everything, with perfect accuracy, right up front, when they should be giving you just enough info to be useful, then a little more, then a little more. (57)

I quote the Heaths not to make an excuse for Wise Bauer. I believe she needs to "pay the price"—whatever that may be—for her mistakes. No. I quote the Heaths in order to beg your forbearance a bit, in how you approach our notes (or lack thereof) and how you decide to work with your children.

You may have heard of the multi-hundred-page-thick Instructor's Guides we wrote for some of the high school programs to counterbalance and correct what we see as errors and imbalances in some of the key texts we carry for those courses. Perhaps you think we should write similar notes for this program.

I would like to suggest that such a course of action would be ill-advised. For the reasons the Heaths outline. Students at the upper-elementary/middle school level are still trying to understand the general contours of history. I beg you to let them. They'll have plenty of time to improve their understanding later on.

Meanwhile, if and as you see errors in Wise Bauer's text, please bring them to our attention. We bring them to Mrs. Wise Bauer's attention, and, until she includes corrections in future editions, we intend to include our own corrections in our Instructor's Guides.

So: If and as you see errors, please e-mail them to [IGCorrections@sonlight.com](mailto:IGCorrections@sonlight.com) or, if you prefer, simply, [main@sonlight.com](mailto:main@sonlight.com).

At this time, we have only read with a fine eye for detail Volume 4 in the series. One of our customers, Carol Cowan of New Zealand, graciously provided a detailed commentary on chapters 41 and 42 of Volume 3. We have edited her notes and included them in the appropriate Sonlight Curriculum Instructor's Guides....

## Timeline and Map Activities

🌐 *Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, North America, South America, Australia, Asia, Europe, Africa, Antarctica*

### Chapter One: Holy Roman Empire

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The first “Holy Roman Emperor,” named Charlemagne (SHAR le main) (crowned AD 800), kept the peace over much of Europe (as did the Roman Empire earlier) and spread Christianity throughout the world (hence the “Holy” title).

In the early 1500s, Charles V ruled the Netherlands, Spain, and Germany. He also wanted to be called “Holy Roman Emperor.”

Charles sent some German Protestants to fight against the Pope in Rome. The “German Fury” eventually troubled the Pope so much that the Pope gave Charles the title he wanted.

Charles V did not have an easy rule, as Catholics and Protestants fought each other. After 24 years as Holy Roman Emperor, in 1555 he resigned to go and live in a monastery.

Charles’ son, Philip II of Spain, then took control of Spain, the Netherlands, and part of Italy.

In 1556 Charles’ brother, Ferdinand I, took over the rest of Charles’ empire.

## Timeline and Map Activities

🕒 **Philip II (1527–1598) rules wealthy Spain**

🌐 *Europe, Netherlands, Spain, Germany, Rome, Spain, Netherlands, Italy, India, New World, South America, Africa*

### Chapter One: Riches of Spain

---

Columbus thought he had reached India. Spanish explorers later realized he had found a new land. These conquistadores looked for gold in the New World.

Philip II gave the conquistadores *encomiendas*, or contracts, to take all the gold in the New World.

The conquistadores took gold from the natives; they panned for gold in the streams; and they forced natives to work in mines for gold as well. They took billions of dollars of gold from South America.

The South Americans, and the African slaves that the conquistadores brought to South America, died by the thousands, from overwork, malnutrition, and Spanish diseases.

### Chapter Two: The Dutch Revolt

---

William the Silent lived in Philip’s Catholic court, though he was raised as a Protestant.

When Philip planned to kill all the Protestants in the Netherlands, William found out about it and began a revolt.

After a decade of fighting, the Dutch declared independence, and they kept their independence even after William’s assassination. One of William’s descendants is still on the throne.

## Timeline and Map Activities

🕒 **William I of Orange (William the Silent) (1533–1584) fights Spain for Dutch independence (1568–1584)**

🌐 *Netherlands, Scotland, England*

### Chapter Two: Queen Without a Country

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In Scotland, Catholic ruler Mary, Queen of Scots, took the throne at age eighteen.

After some time, Mary, Queen of Scots, became less popular. Mary’s son James (fathered by her Protestant husband), became king when he was 13 months old.

Mary, Queen of Scots, lived as a prisoner of her cousin Elizabeth, Queen of England, for nineteen years before Mary was beheaded (from 1567 to 1587).

### Chapter Three

---

James VI, King of Scotland, believed that a king ruled by divine right—that is, that a king’s power comes directly from God, and the king should not be answerable to his subjects.

When Elizabeth of England died in 1603, James VI of Scotland became King James I of England.

Catholic Guy Fawkes and some of his friends wanted to get rid of James and Parliament. They brought many barrels of gunpowder into Parliament in London, but just hours before they blew up the building, Guy Fawkes was caught, and the plan failed.

James was not a popular ruler. He angered the Puritans because he would not make the Anglican church more Protestant; he angered the Catholics because he ordered Catholic priests to leave the country; he angered Parliament because he disbanded their session and ruled the country alone.

James agreed to make a new English translation of the Bible. He appointed 54 translators, and they finished the King James Version in 1611.

James wanted American gold. He sent settlers to the New World in 1607.

The Jamestown colonists wanted gold more than they wanted food and shelter. Because they landed in time of drought, and because of their poor planning, half the settlers died within a few months.

American Indians captured settler John Smith. John Smith and Powhatan, the chief, were able to live in peace, and Powhatan's daughter, Pocahontas, even married another settler, John Rolfe (1614).

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

🕒 **James VI of Scotland and I of England (1566–1625); pursues Divine Right of Kings**

🕒 **Guy Fawkes (1570–1606) plans Gunpowder Plot to rid England of James I and Protestants**

🕒 **Colonists establish Jamestown (1607)**

🕒 **James I commissions new English version of the Bible (published 1611)**

🌐 *Scotland, England, London, America, New World, Jamestown*

## **Chapter Four: French in the New World**

Explorers wanted to find a Northwest Passage, a river that would lead through North America so ships could reach India and China more easily.

Samuel Champlain, a French explorer, reached Canada (1603).

Champlain tried to make settlements at St. Croix Island, Port Royal, and Kebec now Quebec (which was settled in 1608). Champlain had difficulty keeping settlers on the land, but Quebec did become a permanent settlement, and Champlain earned the title "Father of New France."

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

🕒 **Samuel Champlain (1567–1635) establishes Quebec in New France**

🌐 *India, China, Canada, St. Croix Island, Port Royal, Quebec, Hudson Bay*

## **Chapter Four: Henry Hudson's Quest**

Henry Hudson tried several creative ways to reach the East. None of them worked, though he did discover Hudson Bay. His mutinous crew set him adrift in 1611.

## **Chapter Five**

The Land of the Rising Sun, or Japan, endured civil war. Each daimyo, or nobleman, hired samurai warriors to fight for them. At last Toyotomi Hideyoshi, a peddler gifted in strategy, united Japan. He forced his enemies to swear loyalty to him.

Hideyoshi tried to conquer China (1592), but died trying.

Hideyoshi's friend Tokugawa Ieyasu gradually gained control of Japan. He took the title *shogun*, or military ruler of Japan, in 1603.

Ieyasu established the capital of Japan at Edo, now called Tokyo.

In order to maintain power, Ieyasu gave the samurai jobs such as bookkeeping and tax collecting. He also urged them to study literature, art, music and poetry. Ieyasu encouraged sumo wrestling in order to keep the samurai from fighting with swords.

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

🌐 *Japan, China, Tokyo*

## **Chapter Six: Strangers and Saints**

Puritans in England wanted the Anglican Church purified of all Roman Catholicism. Separatists were Puritans who did not think the Anglican Church would ever change.

Separatists had to pay high taxes, could not meet in church buildings, and could be imprisoned at any time.

Some Separatists moved to Holland, but later decided to go to North America.

These Separatists, along with some other settlers, became the Pilgrims. The Pilgrims sailed to the New World on the *Mayflower* (1620). They landed at Plymouth Plantation, in what is today Massachusetts.

Life in the New World was difficult, but American Indians Massasoit and Squanto helped the Pilgrims.

After their first harvest, the Pilgrims and the American Indians celebrated together with the first Thanksgiving feast.

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

🕒 **Pilgrims arrive in Plymouth (1620)**

🌐 *England, Holland, North America, New World, Plymouth Plantation, Massachusetts, Manhattan Island, New York*

## **Chapter Six: The Dutch in the New World**

In 1624, the Dutch decided to settle in Manhattan Island, which had a good port.

They gave the Lenape people gifts worth about \$24, and thus "bought" the island.

Manhattan filled with pubs, where the settlers and traders drank happily. However, the town was falling into disrepair.

Peter Stuyvesant arrived in 1647. He put the town to rights again, just in time for the English to come and conquer. They renamed the island "New York."

## **Chapter Seven**

King James did not gain gold from his North American settlers. Instead, the settlers raised labor-intensive tobacco.

In order to raise enough tobacco, the settlers began to buy slaves in 1619.

By 1719, almost half of the colonists in Virginia were slaves.



The first slaves taken from Africa were prisoners of war from wars within Africa. Later, when the prisoners were not enough, Europeans went and captured slaves.

Queen Nzinga of Ndombamba (1583–1663) fought against the Portuguese invaders. In her lifetime she successfully resisted them, but after her death, the Portuguese took over her country. Called *ngola*, or “war chief,” by her people, the Portuguese gave the name “Angola” to her land.

### Timeline and Map Activities

🕒 **Slavery begins in America (1619)**

🕒 **Queen Nzinga resists invaders (1583–1663)**

🌐 *Virginia, Africa, Angola*

## Chapter Eight

Persia had ten ruling empires before the Safavid.

The greatest Safavid shah (or ruler of Iran) was named Abbas I. He ruled from 1588 to 1629. When he came to power, he made peace with the Turkish Ottomans. Then he hired an English soldier to help train his men for war. This trained Persian army defeated the Ottoman Turks.

Abbas then made Iran a trading nation. He drove the Portuguese out of the best port in Persia (Bandar Abbas) and made it an important trading port (which it continues to be to this day).

The Ottoman Turks captured most of Arabia, and then crossed the Bosphorus Strait. They invaded European land.

The Ottoman Empire, after it expanded so much, gradually disintegrated, through corruption and overspending. The cruel ruler Murad stopped the decline in his five years of rule (1623–1628).

### Timeline and Map Activities

🕒 **Shah Abbas I of Safavid (1571–1629) rules a strong and prosperous Persia (1588–1629)**

🕒 **Murad IV (1612–1640), a strong and cruel ruler, regains Ottoman Empire’s power (1623–1640)**

🌐 *Persia, Iran, Bandar Abbas, Arabia, Bosphorus Strait*

## Chapter Nine

Ferdinand II, a devout Catholic, wanted to eliminate Protestant worship from all the German kingdoms.

The Protestants, especially those in Bohemia, protested the Catholic laws.

These Protestants threw Ferdinand’s officials out of a window, in what is known as the Defenestration of Prague (1618).

Ferdinand crushed the Bohemian rebellion, but his actions worried the Protestants in other nations nearby. They decided to fight Ferdinand.

Denmark fought Ferdinand and the Germans won. Gustavus II of Sweden (and his army, the first army which all wore the same uniform) fought Ferdinand and Ferdinand almost lost—but not quite.

After 17 years of fighting, the German kingdoms made peace with the same agreement they had before the war began.

Cardinal Richelieu of France then wanted to gain German ground while Germany was weak. This war didn’t end until 30 years after the Defenestration of Prague, in 1648—and, thus, it is called the Thirty Years War.

### Timeline and Map Activities

🕒 **In the Thirty Years War (1618–1648), Protestant and Catholic nations fight for power**

🌐 *Germany, Bohemia, Prague, Denmark, Sweden, France*

## Chapter Ten: Japan’s Isolation

Jesuit missionaries reached Japan and converted some to Christianity.

The first shogun, Ieyasu, asked his western advisor if the Jesuits should stay. The Protestant advisor did not want Catholics in Japan, so he advised against them.

When shogun Iemitsu came to power (1623), Christianity had spread so that there were more Christians in Nagasaki than Buddhists. So Iemitsu closed Japan altogether (the ports closed in 1633; European traders were forbidden to enter Japan in 1641). One Dutch ship per year was allowed to dock on a manmade island in Nagasaki harbor.

Since the Japanese were cut off from Christianity, Buddhism, and especially Zen Buddhism, flourished.

Zen Buddhists believed that wisdom came from inside, so they meditated for wisdom.

### Timeline and Map Activities

🕒 **Shogun Tokugawa Iemitsu (1604–1651) closes Japan and prohibits Christianity (1633–1639)**

🕒 **Manchu conquer China; create large and wealthy nation (1644–1680)**

🌐 *Japan, Nagasaki, China*

## Chapter Ten: The “Foreign Conquest”

The Ming dynasty had ruled China for centuries (since 1368). The Ming came from south China, where the Han Chinese lived.

The warlike Manchu hated the Ming rulers.

The Han Chinese faced famine.<sup>1</sup> The Manchu took over easily.

1. There is a completely false statement on p. 102: “There were now 160 million people in China, and there was not enough farm land to grow enough food for them all.” This is ridiculous. There was not enough food for them, but that is not because there was not enough land to grow the food! Too much war is, I think, more the problem than lack of land.

The Manchu initially forced the Han to shave their foreheads, which the Han thought was disrespectful and barbaric.

The second Manchu emperor realized that the Han outnumbered the Manchu. In order to maintain power, and not be overrun by the Han, he claimed the Manchu had liberated the Han from the Ming dynasty. He cut taxes, and China prospered.

## Chapter Eleven

The Moghul dynasty descended from the Mongols.

The Indian King Jahangir (World Seizer) came to power in 1605. He signed a trade treaty with England.

Jahangir's son Shah Jahan (King of the World) began to rule in 1628. He ruled with his wife, Mumtaz Mahal. When Mumtaz Mahal died, Shah Jahan grieved deeply. He built the gorgeous Taj Mahal in her memory.

Shah Jahan's son Aurangzeb (Conqueror of the World) ruled from 1658 to 1707. He tried to force the Hindus to convert to Islam. He also tried to conquer all of southern India.

While Aurangzeb was gone from his capital, he allowed the English to build a city—named Calcutta—in India (1690).

### Timeline and Map Activities

🕒 **Indian Moghul, Nurudding Jahangir (1569–1627), establishes trade with England (1605–1627)**

🕒 **Shah Jahan (1592–1666) builds Taj Mahal to honor his wife (1630–1653)**

📍 *India, England, Calcutta*

## Chapter Twelve: Charles Loses His Head

Charles I, king of England and Scotland (1625–1649) dismissed Parliament when it wouldn't give him the money he wanted.

When Parliament reconvened 11 years later, it met for eight years straight. Impatient Charles tried to use force to rid Parliament of its Puritan leaders, but the Englishmen disliked Charles' willingness to use force against his own Englishmen.

Charles' supporters, the Cavaliers, fought against Parliament's supporters, the Roundheads. After six years, the leader of the Roundheads, Oliver Cromwell, defeated Charles' army.

Charles was executed as a traitor. England was no longer a monarchy, ruled by a king.

### Timeline and Map Activities

🕒 **Oliver Cromwell (1599–1658) beheads Charles I; ending the Divine Right of Kings in England (1649)**

📍 *England, Scotland, London*

## Chapter Twelve: Cromwell's Protectorate

England was now supposed to be a commonwealth, a country where people rule by electing leaders to represent them.

After four years without any representation, Cromwell disbanded Parliament (1653). He became "Lord Protector of England"—not "King Cromwell," though he certainly acted like a king.

Cromwell's army destroyed everything that seemed Catholic: stained glass, statues, carvings, ornaments. This made him unpopular.

After Cromwell's death (1658), the people asked Charles II, son of the beheaded Charles I, to return to England and rule (1660).

Parliament passed laws that would limit the king's power, though—the king now had to answer to Parliament.

The Black Death killed 40% of London's population in 1665.

Nine months later, in 1666, a fire burned 80% of London.

## Chapter Thirteen

Louis XIV became king of France at age four. When he came of age, he ruled without advisors.

He built a palace at Versailles, and made his noblemen move there. The nobles spent their time trying to please the king, which kept them too busy to plan a revolt.

Louis XIV made expensive habits the fashion. He encouraged his nobles to spend too much money. When they were deeply in debt, they had to rely on Louis to survive.

The common people of France had to pay heavy taxes to support his expensive habits.

### Timeline and Map Activities

🕒 **Sun King Louis XIV (1638–1715) is absolute ruler of France (1661–1715)**

📍 *France, Versailles*

## Chapter Fourteen

Prince Frederick ruled Prussia and the German state of Brandenburg.

He crowned himself King of Prussia, and acted so much like a king—even though the Holy Roman Emperor still ruled Brandenburg—that he eventually became king of the first Reich, or kingdom, of Germany.

### Timeline and Map Activities

🕒 **Frederick I (1657–1713) forms new nation of Prussia; begins nationalism or loyalty to state**

📍 *Prussia, Germany, Brandenburg*

## Note to Mom or Dad

We do not include Timeline or Markable Map suggestions for *The Usborne Encyclopedia of World History* because this book covers times and places that you will find in your other books. If you do notice additional map points, people, or events of interest in this book, feel free to look them up on a map or mark them on your timeline.

## pp. 296–297

Explorers sought treasure in the New World and new routes to China and India.

Frenchman, Jacques Cartier, canoed up the St. Lawrence River and claimed Montreal (1534–1536).

In 1576, Englishman Martin Frobisher found a bay in Canada.

In 1596, Dutchman Willem Barents sought a northern route past Norway.

Portuguese, Ferdinand Magellan, was the first to sail around the world (1519–1522).

Spanish conquistadors defeated the Aztec (1519–1521) and Incan empires (1532–1534) and won much gold.

In 1542, Spaniard Francisco de Orellana sailed up the Amazon River.

Englishman, Sir Francis Drake, sailed around the world (1577–1580) and stole from Spanish ships.

## pp. 298–299

The Ottomans were Muslim Turks. Ottomans ruled the Middle East, North Africa, Russia and Hungary.

In 1529, Christians stopped the Ottomans at Vienna and prevented Ottoman conquest of Europe.

By the 1550s, the Ottoman navy controlled the Mediterranean.

Strong sultans lived lives of luxury.

The most famous sultan was Suleiman the Magnificent, a powerful ruler and warrior. He ruled 1520–1566.

The Ottomans enslaved boys from Christian nations and trained them as janissaries or government officials.

The Ottomans and Persians fought for land. The Persians were Shi'ite Muslims.

In 1683, the Ottomans attacked Vienna again. Their defeat led to a weakened nation.

The Ottoman Empire collapsed at the end of World War I (1918).

## pp. 300–301

The Muslim Moguls ruled Afghanistan and India. They were warriors who loved poetry, and art.

In 1526, Babar defeated the sultan at Delhi and took control of northern India (1526–1530).

Babar's grandson, Akbar conquered large sections of India. He married a Hindu princess and allowed the Hindus freedom to worship. He ruled well from (1556–1605) and brought artists to Agra.

Moguls built beautiful mosques, forts and palaces.

Akbar's grandson, Shah Jahan (ruled 1628–1658) built the Taj Mahal.

Aurangzeb held the largest territory but was a cruel and disliked ruler (1658–1707).

By 1750, weak Mogul emperors lost control of their empire. India divided into small states ruled by princes and European traders grew more powerful. The British East India Company took power from Mogul rulers and ruled India.

## pp. 302–303

Protestants broke from the Catholic Church after they attempted to reform it. They felt the leaders were only interested in wealth and power and that the priests were uneducated and lazy.

In 1517, Martin Luther developed a list of 95 ways the Catholic Church could be reformed. This started the Reformation. The Pope banished Luther from the Church.

Luther believed church services should be simpler and people should read the Bible themselves. He translated the Bible from Latin into German.

In 1541, John Calvin began the Calvinist church with a strict form of Protestantism. Many people in Germany, Scotland, and Switzerland became Lutherans or Calvinists.

In 1531, King Henry VIII of England broke from the Catholic Church and became head of the Anglican Church.

The Counter-Reformation (1545) led to colleges for priests, beautiful church construction, and trained Jesuits and introduced the Inquisition to punish non Catholics.

Protestants and Catholics fought during the 16th century.

During the Bartholomew's Day Massacre (1572), French Catholics murdered Huguenots.

## pp. 304–305

Queen Elizabeth ruled England (1558–1603).

Elizabeth encouraged writers like William Shakespeare (1564–1616).

In 1563, the first Poor Law passed; officials could raise money to help the poor.

English captains like Sir Francis Drake and Sir Walter Raleigh stole from Spanish ships.

Catholic King Philip II of Spain sent the Armada against England in 1588 to protest raiders and the Protestant queen.

The defeat of Spain's Armada gave England naval power worldwide.

### pp. 306–307

James I (1603–1625) and Charles I (1625–1649) believed in the Divine Right of Kings.

The English Civil War (1642–1648) raged between Royalists and Roundheads. Oliver Cromwell defeated Charles' troops. In 1649, Cromwell beheaded Charles I.

Cromwell, a Puritan, became Lord Protector (1653–1658).

After Cromwell's death, people crowned Charles II king during the Restoration (1660).

The Great Plague killed thousands (1665) and the Great Fire destroyed London (1666).

### pp. 308–309

The Hapsburg family ruled Europe from the late 13th century until 1918.

Charles V ruled much of Europe plus American colonies (1519–1556).

In 1556, Charles divided the empire into two: Philip II ruled Spain and Ferdinand ruled Austria.

In the Thirty Years' War (1618–1648), Protestants fought Catholics and decreased the power of the Hapsburgs.

Maria Theresa strongly ruled Austria (1740–1780) and encouraged the arts.

Wolfgang Amadeus Mozart (1756–1791).

### pp. 310–311

Philip II of Spain ruled Holland, Belgium and Luxembourg. As a Catholic, he sought to wipe out the Protestant Dutch.

William of Orange led the Dutch Revolt for independence (1568). Dutch declare independence (1581); Spain agrees (1648).

Amsterdam becomes the busiest port in Europe.

Many great artists, inventors and scientists lived in Holland during the 17th century.

The Dutch had trading bases in Asia, South Africa, America, Japan, Indonesia, and Malaysia.

Dutch engineers learned to drain the land covered by seawater; farmers grew valuable tulips.

William of Orange married Mary of England and they ruled Holland and England together (1689–1702).

### pp. 312–313

Louis XIV, the Sun King ruled France absolutely for over 50 years (1643–1715) without council from a parliament or nobles.

Louis chose talented but loyal to him advisors. One advisor reorganized the laws and taxes, set up new businesses, increased trade and built roads, canals, and bridges.

Louis built the elaborate Palace of Versailles and required nobles to live there to keep an eye on them.

Louis filled the palace with drama, music and art.

Louis fought wars (1667–1713) but wasted money and gained little land.

In 1685, Louis removed French Protestants' right to worship and many left. The middle class and peasants resented the high taxes.

### pp. 314–315

The Age of Enlightenment (18th century).

Scientists observed the world and performed experiments (1600–1800).

Johannes Kepler studied planetary movement (1620s), and Galileo Galilei used the telescope to prove the Earth circles the sun (1630s). Isaac Newton explains the laws of gravity (1660s). Doctors studied the human body. In 1628, William Harvey described blood flow in the body.

People produced books that recorded new discoveries. Carl Linnaeus placed all plants into species.

Ideas spread through books, pamphlets, and newspapers, and through discussions. Rulers supported scientists.

Jean Jacques Rousseau (1712–1778) claimed all people are equal: Voltaire (1694–1778) attacked the French king. Thomas Paine writes *The Rights of Man* (1791–1792).

### pp. 316–317

Powerful tsars ruled Russia an isolated land with bitter cold and poor peasants.

Ivan the Terrible (1547–1584) encouraged trade, built up the army, and gained land. He stole land from boyars, and created serfs with no rights.

After Ivan, Russia had civil war as various tsars sought control.

The Romanov family rules Russia (1613–1917).

Peter the Great (1682–1725) learned from the west. He reduced the nobles' power, built canals, ships, factories and an iron industry, and fought and gained land from Sweden (1700–1721) and the Ottomans (1695–1706). He built St. Petersburg (1712).

**pp. 318–319**

Catherine the Great ruled Russia absolutely (1762–1796), and encouraged trade, established universities, and encouraged writers. She gained land in Poland and several ports. She ignored the plight of the peasants.

Frederick the Great ruled Prussia absolutely (1740–1786). He educated boys, encouraged scientific thought, built up farming and trade, and granted freedom of religion. He took land from France and Austria in the Seven Years' War (1756–1763).

**pp. 320–321**

By 1550, Spanish and Portuguese settlers moved to the West Indies and South America. French settlers moved to Canada. Spanish soldiers and priests built forts and churches in Florida and California.

Spanish settlers sent gold and silver by the shiploads to Spain.

Portuguese settlers in Brazil grew sugar on plantations.

French settlers settled on river banks and hunted and trapped. In 1699, they claimed the land around the Mississippi River.

The French and British fight to gain control of the land (the French and Indian War 1754–1763). Britain won and gained Canadian land.

**pp. 322–323**

English settlers settle Jamestown in 1607.

In 1620, Pilgrims settle Plymouth for religious freedom. They celebrate Thanksgiving for God's aid.

Catholics and Puritans settle for religious freedom; others seek land and adventure.

In 1624, Dutch settle New Amsterdam. In 1664, the British take it and call it New York.

By 1733, Britain rules 13 colonies in America. Map them.

Some colonists live peacefully with Native Americans; others fight for the land.

**pp. 324–325**

People have held slaves throughout history. In the 1580s, the slave trade increased dramatically to work on plantations.

The slave triangle used ships from Europe that brought guns and cloth to Africa that they traded for slaves for the New Land.

Many slaves died on the journey from Africa because the conditions were appalling.

In 1791, former slave, Toussaint L'Ouverture, revolted and ruled Haiti.

The peak dates of the slave trade: 1680–1780.

Denmark ends slave trade in 1792. In 1804, slavery became illegal in the Northern U.S. and became illegal throughout the country in 1865 (after the Civil War). All slavery ends throughout the Americas in 1888.

**pp. 326–327**

In 1606, Dutch explorers came to the north coast of Australia.

In 1642, Able Tasman, a Dutchman, discovered New Zealand and Tasmania.

From 1768–1779, Captain James Cook explored the South Pacific. He drew detailed maps of New Zealand and claimed Australia for Britain (1770).

Many Australian Aboriginals were killed by Europeans or died of new diseases.

In 1840, Maoris gave Britain control of New Zealand. They fought wars to regain control.

From 1788, Britain sent convicts to Australia; farmers came too.

**pp. 328–329**

During the 1500s, traders came to India for silk, cotton, tea, and spices.

In 1757, Robert Clive defeated the Prince of Bengal and forced his people to pay taxes to the East India Company.

The East India Company used British and Indian soldiers to defeat local princes.

From 1857–1858, Indian soldiers mutinied because they felt the British did not respect their religion. Britain won, and India became a part of the British Empire.

The British built roads, railways and schools and taught English and Christianity.

The British Raj ruled India from 1858–1947.

**pp. 330–331**

The British ruled the 13 American colonies and forced the people to pay heavy taxes.

In 1773, patriots threw out tea in protest during the Boston Tea Party.

The British sent troops to enforce stricter laws; the troops fought colonists.

In 1776, colonists signed the Declaration of Independence.

In 1777, the French came to aid the losing colonists. In 1781, the British surrendered at Yorktown.

In 1787, Thomas Jefferson drafted the Constitution. In 1789, George Washington became the first President.



## pp. 332–333

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In France, the peasants and workers paid high taxes to support the king and his nobles.

In 1789, the king ran out of money and called the Estates General; the middle class people demanded that everyone should pay taxes.

In 1789, people stormed the Bastille; this led to the revolution.

In 1793, revolutionaries executed the king.

During the Reign of Terror (1793–1794), revolutionaries guillotined thousands of nobles.

Many European kings feared the revolution and fought the revolutionaries (1793–1795).

## pp. 334–335

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Napoleon won battles against other nations and seized control of France in 1799.

Napoleon wrote new laws that gave everyone the right to own land and get a good job.

In 1804, Napoleon named himself Emperor. By 1812, Napoleon ruled most of western Europe, but not England. In 1805, Britain defeated Napoleon's navy at Trafalgar.

In 1812, Napoleon invaded Russia in a disastrous campaign.

When many European nations joined together, they defeated Napoleon, and sent him into exile (1814).

Napoleon escaped but was defeated at the Battle of Waterloo. He died on the island of St. Helena (1815–1821).

## pp. 336–337

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In the Agricultural Revolution, farmers tried new ideas and machines (1680–1850).

By using crop rotation, farmers could use their fields more effectively.

Farmers used their biggest and healthiest animals for breeding.

Landowners took land from villagers to create more efficient and larger fields.

By the 1850s, some farmers used steam-powered machines.

## pp. 338–339

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During the Industrial Revolution (1700–1850), machinery changed how people lived.

In the 1700s, spinning (1767) and weaving machines changed how people created clothes.

In 1782, James Watt invented the steam engine; factories used it.

People moved to the cities to work in factories. People worked long hours and machines injured many.

People worked in coal mines to provide power for steam engines. Conditions were harsh.

Factory owners first used canals to transport goods and then switched to steam powered trains (1804).

From 1811, the Luddites smashed machines in protest.

Because Britain was the workshop of the world, it became rich and powerful. In 1851, the British Great Exhibition displayed many inventions.

## pp. 340–341

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By the 1850s, factory owners became rich while their employees became poor. Factory workers lived in dirty, crowded slums with high crime and disease.

People without a job went to the workhouse.

People formed trade unions to demand better conditions: pay, hours and safety.

In 1825, unions became legal. Workers could strike to protest.

By 1900, the government required all children to attend school until age 12.

## p. 342

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During the Year of Revolutions (1848) many European people rebelled in an attempt to gain jobs and food. The rebellions ended in 1849, but the rulers decided to listen to their people.

In 1848, the Chartists claimed everyone has the right to vote.

Karl Marx writes the *Communist Manifesto* and urges workers to unite for power (1848).

## p. 343

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In 1827, the Greeks defeated the Ottoman Turks and gained freedom.

In 1861, Italy fights, unites and forms a new nation.

In 1871, Prussia's Kaiser Wilhelm with Otto von Bismarck formed modern Germany.

## pp. 344–345

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Portugal grants Brazil independence in 1822.

Simón Bolívar fights Spain for Venezuelan independence and is defeated (1811–1814).

Bolívar frees Colombia in 1819, Venezuela in 1821, and Ecuador in 1821.

San Martín frees Chile, Argentina and most of Peru from Spanish rule. Bolívar frees Peru in 1824 and creates Bolivia.

Although all of South America gained independence by 1830, life remained hard.

### **pp. 346–347**

European nations divide Africa up into colonies in the Scramble for Africa.

In 1806, Britain took Cape Colony from the Dutch Boers.

From 1836–1845, the Boers took the Great Trek and took Zulu land and formed Transvaal and Orange Free State.

From 1841, David Livingstone explores Africa's interior.

In 1884, Europeans divided Africa between them.

The Boer War was the result of when Britain took Dutch land in Africa (1899–1902).

### **pp. 348–349**

Southern plantations relied on slaves to grow cotton and tobacco. The North had factories.

In 1860, anti slavery Abraham Lincoln became president; the South seceded.

The North fought to keep the country united during American Civil War (1861–1865). The Union had more soldiers, supplies and weapons; the Confederacy had great generals.

After Gettysburg (1863), Union soldiers destroyed the South. Blockades kept goods out.

After the war, people dealt with a destroyed South, freed slaves, a murdered President Lincoln, and abused black people.

### **pp. 350–351**

In 1803, Jefferson bought the Louisiana Purchase from the French.

From 1835–1836, Texas fought for independence from Mexico; Texas joined the Union in 1845.

In 1848, people moved to California during the Gold Rush.

Bandits, cowboys, and settlers moved to the West.

By 1890, soldiers forced most Native Americans into reservations.

During the 20th century, the U.S. became rich and powerful.

### **pp. 352–353**

Ming Dynasty rules China and isolates it from the world (1368–1644). Emperors rule from Beijing and live in the Forbidden City.

Chinese created vases, furniture, gardens, and books and treated sickness with acupuncture. Ming Emperors strengthen the Great Wall to keep out Japanese pirates and Mongolian invaders.

As Chinese rebel against insufficient food and heavy taxes, Manchu invaders rule China as the Ch'ing Dynasty (1644–1912). China remains isolated.

### **pp. 354–355**

Manchu rulers only allowed foreign trade at Canton and required silver as payment.

Beginning in the 1720s, the British paid with opium. The emperor outlawed opium sales in 1813; the British still sold it. In 1839, the government destroyed the opium. The British retaliated with warfare (the Opium War 1839–1842).

The Chinese lost and had to open additional ports to the British. Additional countries brought troops to China to "encourage" trade. Missionaries came.

During the Taiping Rebellion (1850–1864), 20 million people died as the peasants attacked their weak rulers and destroyed their cities.

Some Chinese sought Western technology to help; they wanted factories and trains.

In 1900, the Boxers sought to rid China of any Western influence. They attacked Europeans and Chinese Christians. The Manchu government also hoped to rid China of foreign power and supported the Boxers.

### **pp. 356–357**

Samurai warlord, Oda Nobunaga, wrenches control from Emperor and rules Japan (1568–1582).

Samurai Toyotomi Hideyoshi fixes taxes and unites Japan (1591–1598). After the Battle of Sekigahara (1603), the emperor names Iyasu Tokugawa Shogun and his line rules during the Edo period (1603–1867).

In the 1630s, the Shogun Iemitsu Tokugawa banned foreigners and controlled the peace.

Commodore Perry opened Japan to trade in 1854.

During the Meiji Restoration (1868), samurais removed the Tokugawa family from power and restored the emperor to power. He renames Edo, Tokyo. The emperors copy western ideas with a parliament, better schools, factories, trains, and ships.

Japan invaded Korea (1894–1895), fought China and won. From 1904–1905, Japan fought Russia. The Treaty of Portsmouth (1905) gave Japan control of Korea and some of China.

### **pp. 358–359**

The Great War, World War I, involved more nations and killed more people than any earlier war.

In 1914, a Serbian student shot the heir to the Austrian throne. Austria and Germany, the Central powers, invaded Serbia. Russia, Britain and France, the Allies, joined to protect Serbia.

# The Iron Peacock

## Setting

1650; starts on a ship from London, England to Boston in the New Land; main action occurs at Lynn, Massachusetts.

## Chapter 1

### Unfamiliar Words

**Cromwell's army:** wins the battle of Dunbar. The Scots were angry when Cromwell cut off the head of the Stewart King Charles I in 1649. The Scots invited Charles' son and heir back to Scotland to rule them. Cromwell's republic saw the royalists as a threat and came and attacked. Cromwell though out-numbered defeated the Scots at Dunbar in 1650. Of the 10,000 captured Scots, he released 5,000 sick and wounded. He sent the remaining 5,000 to Newcastle and provided them with no food. Sickness and hunger killed half. The survivors were shipped to the New World as indentured servants.

**Puritan:** a member of a specific sect of Protestants which began in England; they believed in living a life of simplicity; the crux of the Puritan theology is that God has supreme authority over every detail in a human life.

**Church of England:** King Henry VIII formed the Church of England to break the Pope's power in England. Much of the Church of England's worship is similar to its Catholic roots.

**boatswain:** petty officer in charge of a ship's rigging, anchors, cables, and deck crew.

**Vicar:** the priest of a parish in the Church of England.

**sacristy:** a room in a church housing the sacred vessels and vestments; a vestry.

**Royalist cause:** support and loyalty offered to King Charles I of England during the Civil Wars.

**redemptioners:** an immigrant to the New Land who paid their passage by working as a bondservant.

### Vocabulary to Learn

... the open deck of a ship **scudding** westward ... (*running swiftly along*)

... to the **imminent** burial ... (*about to occur*)

... the shipboard fever's **virulence** had not stuck ... (*poison*)

... music rose with a savage **keening** of sorrow ... (*loud wailing for the dead*)

... her father's **injunction** to speak to no one ... (*command*)

... his **florid** face deepened in hue ... (*ruddy; rosy color*)

... an **emaciated** Scot stepped forward ... (*extremely thin due to lack of nourishment*)

... heavy waves, their tips feathered with **spume** ... (*the foam on the sea*)

... puffed **judiciously** for a moment ... (*exhibiting good judgment*)

... your father's **pecuniary** affairs ... (*financial*)

... parents had **abhorred** any **affectation** ... (**abhorred:** *detested*; **affectation:** *behavior or speech intended to give a false intention*)

### To Discuss After You Read

**Q:** Why does Joanna not agree with the captain's view of the burial service?

**A:** *she remembers the Bible passages included in the service and remembers how much comfort she received from them*

**Q:** Why did Joanna come aboard ship?

**A:** *when Cromwell's soldiers came to her family's estate, she and her father fled rather than be killed; the soldiers killed her grandparents and confiscated the family lands*

**Q:** Joanna mentions that there had been neither guests nor entertaining since King Charles had been beheaded and the Puritans had come into power. Why do you think that was?

**A:** *the Puritans followed a simpler life and the former Royalist would have to keep a low profile*

**Q:** How did the New Land differ from England in land ownership?

**A:** *in England, only the nobility and gentry could own title to land, in the New Land anyone could own land*

### Timeline and Map Activities

📍 London, England ❶; Dunbar ❷; Scotland ❸; Newcastle ❹ (map 1)

📍 Boston ❶; Lynn, Massachusetts ❷ (map 2)

## Chapter 2

### Unfamiliar Words

**A factor for the Iron Works:** one who acts for someone else; an agent.

**Pequot War (1637–1638):** the Pequot Indians lived in Connecticut and attacked some settlers. The settlers retaliated and killed 500 men, women, and children near New Haven. In a second attack near Fairfield nearly all the Indians were killed or captured. Captured Indians were sold as slaves in the West Indies.

**hogshead:** large barrel used for holding 63 gallons of alcoholic beverage.

### Vocabulary to Learn

... the captain **accosted** him angrily ... (*spoke to in an aggressive manner*)

... lean and **saturnine** ... (*melancholy*)

... gaily **chaffing** with the men ... (*playfully teasing*)

... clothes **redolent** of **oakum** ... (**redolent:** aromatic; **oakum:** loose hemp used for caulking the seams in a wooden ship)

... exhibited no **discomfiture** whatsoever in the woman's suicide ... (*disappointment*)

... **comely** damsel ... (*attractive*)

### To Discuss After You Read

**Q:** What was indenture?

**A:** both buyer and servant sign binding legal contracts for a designated length of service; at the end, the servant was free to go and was given equipment to start a new life

### Timeline and Map Activities

📍 Newtown ③; Newbury ④; Essex ⑤; Ipswich ⑥;  
New London, Connecticut ⑦ (map 2)

## Chapter 3

### Vocabulary to Learn

... huddled in the **lee** of the first **shallop's after bulkhead** ... (**lee:** the side of a ship that is sheltered from the wind; **shallop:** a large heavy boat with two masts; **after bulkhead:** a wall or partition at the stern of a boat)

... **quaffed** deeply of the water ... (*drank enthusiastically*)

... a **behemoth** of a man, ... as stiff as his stern **mien** ... (**behemoth:** enormous and powerful; **mien:** appearance)

### To Discuss After You Read

**Q:** Why would the Iron Works be considered one of the wonders of the New World?

**A:** iron was necessary for many things, tools, buildings, machines; plus it was one of the early factories

## Chapter 4

### Unfamiliar Words

**doublet:** a close-fitting jacket, with or without sleeves, worn by European men between the 15th and 17th centuries.

**mullioned panes:** window panes with vertical strips.

**wainscot chair:** probably a chair that stood in front of wainscoting: a facing or paneling, usually of wood, applied to the walls of a room.

**the keeping room:** a family sitting room.

**pennyroyal:** a type of mint.

**catnip:** a type of mint used in medicine.

**mullein:** an herb hung from the ceiling.

**Betty lamp:** a small metal lamp shaped like a flat tea pot and burns oil.

**tow night rail:** a loose robe, or garment, worn either as a nightgown, or over the dress at night, or in sickness.

### Vocabulary to Learn

... bowed his head **deferentially** ... (*exhibiting a manner showing respect and courtesy*)

... **Damson** leather shoes ... (*purple*)

... say something to end the **farce** ... (*ludicrous show*)

... high-backed **settle** ... (*a long wooden bench with a back*)

... her skin smarted from the **caustic** soap ... (*causing a burning sensation*)

### To Discuss After You Read

**Q:** Why does the Iron Master demand new clothes for Joanna?

**A:** she could be taken to court for her fancy clothes and he would be liable to cover the cost of her fines

**Q:** Why would the government restrict the prices of iron?

**A:** to make iron available for new settlers

## Chapter 5

### Unfamiliar Words

**firkin:** a small wooden barrel that holds about nine gallons.

### Vocabulary to Learn

... with more **asperity** than kindness ... (*severity*)

... gigantic hammer, its **haft** a tree trunk ... (*handle of a tool or weapon*)

... and silver buttons **incongruous** in this setting ... (*inconsistent; inappropriate*)

### To Discuss After You Read

**Q:** What was the purpose of the watch?

**A:** he blew a horn before daylight to let people know they must get up; if the house lacked lights, he would report the family for a fine

**Q:** How did Joanna diplomatically deal with her lack of knowledge in baking?

**A:** she offered to do a job she could do, and watched with the intent to learn as Huldah baked the bread

## Timeline and Map Activities

📍 Devon, England ⑤ (map 1)

📍 Salem ⑧ (map 2)

## Chapter 6

### Unfamiliar Words

**succotash:** a stew consisting of kernels of corn, lima beans, and tomatoes.

**cassock:** an ankle-length garment with a close-fitting waist and sleeves, worn by the clergy.

### Vocabulary to Learn

... like a **chattel**, a bondmaid ... (a slave)

### To Discuss After You Read

**Q:** Why did Huldah cook extra food on Saturday?

**A:** *only cold meals were allowed on the Lord's Day to keep from unnecessary labor*

**Q:** The author comments that in church wealth and rank were reflected in the people's costumes the same as in England. Where had many of the people in Boston originally come from and do you think old patterns die out quickly? Does your church have designated seats for people with high social standing?

**A:** *England; no; answers will vary*

**Q:** How did church attendees keep alert?

**A:** *one man used a pole with a foxtail on one end and a wooden knob on the other—the tail tickled sleeping people and the knob hit them*

**Q:** Why did Obadiah Talbot believe he was entitled to a good seat? Do we welcome people who are different from us into our churches?

**A:** *he helped build the meetinghouse and he paid his share of the minister's salary*

**Q:** Why do the churchgoers not like Wapaket, the praying Indian?

**A:** *he dresses and bathes differently from them; people fear Indians; Wapaket didn't understand the social mores, but sat near the front to better receive the preaching; the churchgoers didn't believe Indians could change; Wapaket shared with the settlers the truths he found in the Bible—often teachers resist being taught by their students*

## Chapter 7

### Unfamiliar Words

**kersey:** a woolen, often ribbed fabric formerly used for hose and trousers.

**lustring:** a plain, stout, lustrous silk, used for ladies' dresses and for ribbon.

**coverlets:** a decorative bedspread usually quilted.

**bolster:** a long pillow usually placed under the regular pillows slips.

**stomachered brocades:** garment consisting of a V-shaped panel of stiff material worn over the chest and stomach in the 16th century.

**Queen Bess:** Queen Elizabeth who ruled England from 1558–1603.

**pipkin:** a small cooking pot or earthenware.

### Vocabulary to Learn

... dame sighed and **reminisced** ... (recalled past experiences)

### To Discuss After You Read

**Q:** What reasons does Mistress Whiting give to Joanna to encourage her to stay?

**A:** *the penalty included time in the stocks, 39 lashes, and an extra year added to the term; if one got away, one would always worry about being discovered; and Joanna has a chance to bring happiness to an unhappy home*

## Chapter 8

### Unfamiliar Words

**casements:** a type of window.

**sluices:** a water channel that is controlled by a gate.

### Vocabulary to Learn

... prayer had been far from **perfunctory** ... (routine; offered with indifference)

### To Discuss After You Read

**Q:** What materials did the mill need to produce iron?

**A:** *ore, flux, charcoal, and water power*

## Chapter 9

### Unfamiliar Words

**colliers:** the official definition is a coal miner, but in this story, it seems to be one who changes wood into charcoal.

**sachem:** an Indian chief or leader.

**bannock:** a Scottish flat bread made of oats or barley.

### Vocabulary to Learn

... alongside, barking **imperiously** ... (urgently)

... scraping off every **vestige** of ice ... (evidence)

### To Discuss After You Read

**Q:** Why did the Puritans oppose dancing?

**A:** *'tis the devil's own temptation*

## Chapter 10

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### Vocabulary to Learn

... the same **reticence** at the Giffords ... (*the trait of being uncommunicative*)

### To Discuss After You Read

**Q:** Why would the clan back in Scotland be sad to not have a piper?

**A:** *a piper brought pleasure and music for dancing, the pipes played at funerals, and led the men in battle*

## Chapter 11

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### Vocabulary to Learn

... leggings and shirts **bedizened** with feathers and shells ... (*decorated; ornamented*)

### To Discuss After You Read

**Q:** Yaweta knows that God is good and she wants to become a Christian. What hinders her?

**A:** *the hatred people have for her father as he seeks to serve God as best he can; the pain her mother suffers as a result of being sent back to her father; and the fact that she can not marry the man she loves because he is not a Christian*

**Q:** Should Yaweta's father have sent his wife away? What council would you give him as a Christian?

**A:** *sample: many godly men had more than one wife—Abraham, David; plus, he had his wives before he became a Christian; he can't change the past but live holy now*

## Chapter 12

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### Vocabulary to Learn

... accepted the news with **stoic demeanor** ... (*stoic: indifferent from passion; demeanor: the behavior of a person*)

... the Scots who'd been **billeted** in village homes ... (*to lodge*)

### To Discuss After You Read

**Q:** Joanna wonders why Christianity brings about such sorrow and dissension. How would you respond to her?

**A:** *Christianity brings much comfort to many (think of how various Scriptures encourage Joanna herself); however, we live in a fallen world, and can believe lies that only we have the truth (1 Corinthians 13 says we see in a mirror darkly), and lord our beliefs over others*

## Chapter 13

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### Unfamiliar Words

**ell of linen:** a yard or three feet of fabric.

**slag:** the scum formed by oxidation on the surface of melted metals.

**boshes:** the lower part of a blast furnace, which slopes inward, or the widest space at the top of this part.

**barrows of ore and gabbro:** a type of granular igneous rock.

### To Discuss After You Read

**Q:** How did the Puritans celebrate Christmas?

**A:** *they didn't and people were fined if they attempted to*

## Chapter 14

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### Unfamiliar Words

**passenger pigeons:** once one of the most numerous birds on the planet, the last one died in captivity in 1914.

### Vocabulary to Learn

... her smile **timorous** ... (*timid*)

... is wrong to kill on the Lord's day," he said **pontifically** ... (*with dignity or self-importance*)

### To Discuss After You Read

**Q:** Yaweta's father takes seriously the passages that tell us to take no thought of the body in what you eat or drink, and to give away all that you have. How would you respond to him?

**A:** *Mt. 6:7 deals more with worry than not eating; Mt. 10:8 tells us to give as we receive*

**Q:** Do you agree with Wapaket that people shouldn't kill birds on the Sabbath?

**A:** *I do, if people couldn't cook on the Sabbath, they shouldn't kill, pluck the feathers from, and cook the birds*

## Chapter 15

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### Unfamiliar Words

**frow handle:** a tool with the cutting blade at a right angle from the hand to create shingles.

### Vocabulary to Learn

... Mistress Gifford **acceded** readily ... (*to concede or give consent*)

... stick by stick, **billet** by billet ... (*a small stick of wood, as for firewood*)

### To Discuss After You Read

**Q:** Why is Maura willing to wait to marry Duncan?

**A:** *she has learned the secret of contentment in each day*

## Chapter 16

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### To Discuss After You Read

**Q:** What was muster day? It was practice for the militia since the colonies didn't have a standing army.

**A:** *a day for the men to practice marching, drilling, and shooting*

**Q:** How does the Lord on muster day demonstrate that His plans are good?

**A:** *as Ross is faithful in his piping, the Iron Master gives him a promotion*

## Chapter 17

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### To Discuss After You Read

**Q:** What is Dame Forrest's motto in weaving? Do you agree with her motto?

**A:** *if it's not done right now, it will never be*

### Timeline and Map Activities

📍 Contoocook River 9 (map 2)

## Chapter 18

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### Vocabulary to Learn

... burial was conducted with stark **brevity** ... (briefness)

## Chapter 19

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### Vocabulary to Learn

... could feel her **choler** rising ... (irritability; anger)

### To Discuss After You Read

**Q:** Why does Yaweta worry about her father's burial? How would you respond to her?

**A:** *he has no food or weapons to help him on his journey to the Great Spirit; maybe Jesus' words on the cross, "this day you will be with me in Paradise"*

## Chapter 20

---

### Vocabulary to Learn

... **conjecturing** that Yaweta would go either ... (inferring; making a guess)

## To Discuss After You Read

**Q:** Why did Indians kill Wapaket? How would you respond?

**A:** *they thought Wapaket's god would save him from poison; God is able (think Daniel's friends in the furnace), but does not choose to act in set ways—all things must happen for God's glory*

## Chapter 21

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### Unfamiliar Words

**megrims:** the blues, vapors, depression.

### To Discuss After You Read

**Q:** How does Joanna deal with the decision of whether she should return to England or stay? Does she make a good decision?

**A:** *she prays and leaves the decision in God's hands; she wakes up with a clear answer—yes*

## Chapter 22

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### Unfamiliar Words

**John Eliot (1604–1690):** moved from England to the New World when he became a Puritan. He settled near Boston, and wanted to reach the area Indians. He learned their language and preached his first sermon in Algonquin in 1646. Indians converted. He established Christian Indian towns with houses, a meeting house, and school. He translated the Bible into Algonquin and published the Bible in 1663. By 1674, there were more than 4,000 praying Indians.

**paduasoy:** a corded silk fabric.

### To Discuss After You Read

**Q:** What fruit does the minister see in his work with the Indians?

**A:** *Anoka (through his wife Yaweta) asks the minister to come and preach to the Indians; Anoka, the future sachem, does not want to become like a white man, but seeks to know the good, and powerful God ■*

## The Iron Peacock - Map 1

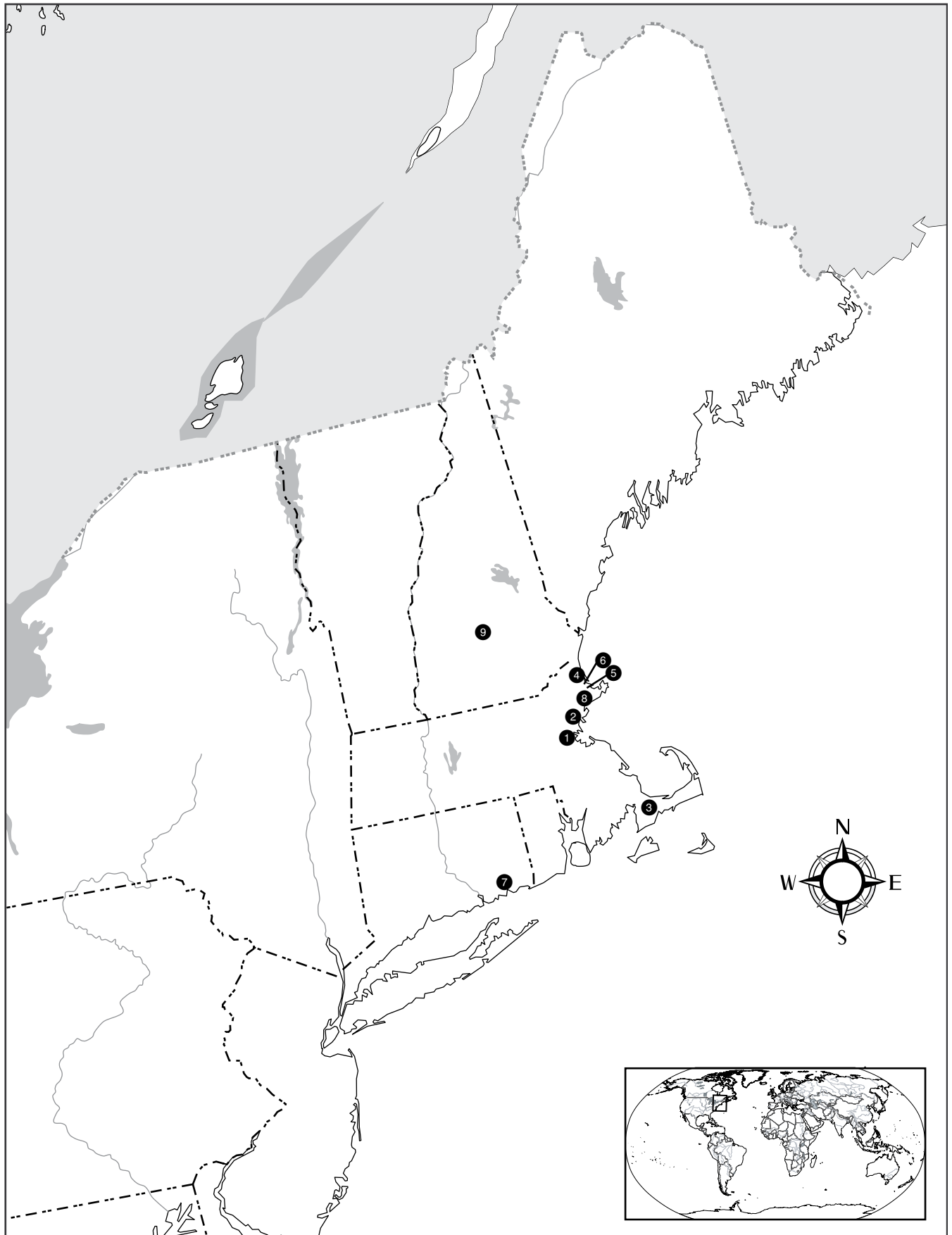


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## The Iron Peacock - Map 2

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# The King's Fifth

## Setting

His Majesty's prison: the Fortress of San Juan de Ulua, Vera Cruz, New Spain 1541 with remembrances from two years earlier.

## Pages 1–6

### Unfamiliar Words

**Royal Audiencia:** the judicial court.

**Tarascans:** a group of Native Americans who inhabit Michoacán, Mexico.

**Montezuma:** the ruler of the Aztec Empire in Mexico.

### Vocabulary to Learn

... also **windroses** and a Lullian nocturnal ... (*a diagram displaying the locations for frequency and strength of winds from different directions*)

... a maker of maps and not a **scrivener** ... (*scribe; professional writer*)

... find my way through the **labyrinth** which leads to the lair of the **minotaur** ... (**labyrinth:** structure made in the pattern of a maze; **minotaur:** a monstrous creature in the form of half man and half bull)

### To Discuss After You Read

**Q:** What does the jailor demand for his "care" of the prisoner?

**A:** a fifth of the gold Esteban hid in Cíbola

**Q:** Why is Esteban in jail?

**A:** for not giving the King his fifth of the found treasure

### Timeline and Map Activities

📍 San Juan de Ulua ①; Vera Cruz (Veracruz) ②; Acapulco ③; Cortes Sea (Gulf of California) ④ (map 1)

📍 Ronda ①; Seville, Spain ② (map 2)

## Chapter 1

### Unfamiliar Words

**duque:** Spanish: duke.

**marge:** margin; border.

**transom:** window set above a door.

**gimbals:** device that has two rings mounted on axes that are at right angles to each other; used to hold a suspended object in a horizontal plane.

### To Discuss After You Read

**Q:** Why does Mendoza mutiny?

**A:** he wants the supplies from the ship and the freedom to seek treasure from the Seven Cities of Cíbola

**Q:** What does Mendoza offer Esteban?

**A:** fame for his maps and riches

### Timeline and Map Activities

📍 Culiacan ⑤ (map 1)

📍 Paris ③; Amsterdam ④; London ⑤ (map 2)

## Chapter 2

### To Discuss After You Read

**Q:** How does Admiral Alarcon deal with the mutiny?

**A:** he asks for volunteers to join Captain Mendoza who he plans to put ashore in a rugged area

## Chapter 3

### Unfamiliar Words

**morions:** metal helmets having a curved peak in the front and the back; bears a crest.

**league:** a length equal to 3 miles or 4.8 kilometers.

**defile:** a narrow pass or gorge.

**promontory:** a high ridge of land that projects out into a body of water.

## Chapter 4

Esteban found the boat's position north and south (latitude) but had no way of discovering longitude or distance east and west. John Harrison finally solved that problem in 1735 with a clock that worked at sea.

### Unfamiliar Words

**Moors:** the Muslim who lived in present day Morocco and western Algeria during the medieval period.

**Siege of Granada:** in reaction to the broken agreement of Muhammad XI to surrender Granada to the Castilians in exchange of other cities, the Castilians laid siege on Granada in April 1491.

### To Discuss After You Read

**Q:** Why can the crew not see land that is merely five leagues away?

**A:** because the earth is round the horizon drops five varas every half league

## Chapter 5

### Vocabulary to Learn

... and this leads to a broad **esplanade** ... (*a long open stretch of grass or pavement used for walking beside the seashore*)

### To Discuss After You Read

**Q:** What does Esteban say the dream of gold can do to the soul?

**A:** *it can bend it and even destroy it*

**Q:** Describe the cells of the King's prison.

**A:** *Esteban's is one of the largest at four paces one direction and three the other, some cells are below the ground and food is let down to them by rope, some are mere holes that half flood at high tide, and in one large room, men are chained to the wall and the tide creeps up to their chins twice a day*

### Timeline and Map Activities

📍 Mexico City ⑥ (map 1)

## Chapter 6

### Unfamiliar Words

**River of Good Guidance:** Spanish: El Rio de Buena Guia; the Colorado River.

**cordillera:** a vast chain of mountain ranges.

### To Discuss After You Read

**Q:** Why does Mendoza give false information about the galleon to Coronado's man?

**A:** *he wants to move toward Cíbola, rather than meet Alarcon*

## Chapter 7

### Unfamiliar Words

**Alcalde:** Spanish: the mayor of a Spanish town.

### Vocabulary to Learn

... and hide them away in their **clouts** ... (*pieces of cloth or leather*)

### To Discuss After You Read

**Q:** What law did Cortes who killed the Aztecs make regarding horses and why did he make it?

**A:** *no Indian can ride or own a horse; to keep the Indians from stealing them*

**Q:** Why does Father Francisco travel slowly?

**A:** *he is lame in one leg, and has great curiosity regarding the land—he would check the plants, and insects around*

### Timeline and Map Activities

📍 Nayarit ⑦ (map 1)

## Chapter 8

### Unfamiliar Words

**Charles the Fifth:** he was the king of Spain and the Holy Roman Emperor; Ferdinand II of Aragon and Isabella I of Castile were his maternal grandparents.

**cuirass:** a piece of armor protection for the breast and back.

**portolan:** book used to contain charts and directions for sailing.

**cartouche:** a figure bearing an inscription.

### Vocabulary to Learn

... and losing a **brace** of horses ... (*a pair of similar things*)

### To Discuss After You Read

**Q:** How have the Indians treated the army?

**A:** *very kindly, they have given them treasured food, and council*

## Chapter 9

### Unfamiliar Words

**Royal fiscal:** the royal financier; the person responsible for the royal treasury.

**sturgeon:** large fish.

**bodkin:** a weapon with a needle-point tip.

### To Discuss After You Read

**Q:** Is Chichilticale, the Red House, one of the Seven Cities?

**A:** *no, it is a ruin and lies twenty days from the first of the seven cities*

**Q:** Why does the old man curse Mendoza?

**A:** *Mendoza abused and threatened him*

**Q:** In our courts, people place their right hand on the Bible and swear to tell the truth, so help me God. How does Esteban swear? Why is there this difference?

**A:** *he places his right hand on a cross and swears to tell the truth before God, the Holy Mary, and the sign of the cross; our court of law is based on a Protestant religion, the Spanish court is based on the Catholic faith*

## Chapter 10

### Vocabulary to Learn

... climbed out of a **swale** to the plain ... (*a low area of land, especially marshy land*)

## To Discuss After You Read

**Q:** How many warriors did Coronado's troops face at Hawikuh?

**A:** two hundred on the plain and an additional four hundred within the city

## Timeline and Map Activities

📍 Castile 6 (map 2)

## Chapter 11

### Unfamiliar Words

**matchlock:** a musket which is fired by a spring-operated trigger holding a match that ignites the powder in the gunlock.

**arquebus:** the precursor to the matchlock musket having an s-shaped trigger instead of a spring-operated trigger.

### To Discuss After You Read

**Q:** Do you think Esteban should have joined the fight?

**A:** he did not want to fight, and neither did Coronado, but the Indians would not parley, and the soldiers needed food

## Chapter 12

### Vocabulary to Learn

... Coronado doubted the **cacique** and his chiefs ... (a tribal chief)

... there was a special **viand** cooking ... (choice dish)

... three **panniers** were filled with hawk bells, bits of mirror, old gaming cards, trinkets and **gauds** ... (**panniers:** bags used for carrying goods and provision, usually strapped to pack animals; **gauds:** ornaments or trinkets)

... carried a yellow **pennon** that fluttered ... (a long streamer attached to the head of a lance)

### To Discuss After You Read

**Q:** Why did the Indians gather to fight the Spanish?

**A:** they were warned that the Spanish were coming and had a prophecy that people like Coronado would come from the south to conquer them

**Q:** How much gold does Mendoza and team find?

**A:** sixty thousand onzas of gold—four times two hundred pounds plus eight times three hundred pounds

## Chapter 13

### To Discuss After You Read

**Q:** Describe the Abyss.

**A:** the group came upon it suddenly, it was many leagues wide with scarlet cliffs on the far side, with a mighty, green

river far below, the land up to the Abyss was level and the land sheared off for more than a league deep, the crevasse curved away beyond sight in both directions

## Chapter 14

### Vocabulary to Learn

... and since the clouds hid the sky and **portended** rain ... (signified)

... the river ran between high **bastions** ... (fortified positions)

### To Discuss After You Read

**Q:** How does Mendoza attempt to get answers about gold from the Indians?

**A:** he pretends to be a sun god or an emissary of the living God and he threatens force

## Chapter 15

### To Discuss After You Read

**Q:** How does Esteban test his gold nugget?

**A:** it is the dull color of metal, it is very heavy, and soft enough that when he bites it, his teeth leave marks

## Chapter 16

### To Discuss After You Read

**Q:** O'Dell says of Father Francisco that "On his face was a look just as intense as the look of Captain Mendoza when he left that morning to hunt for gold." What is Father Francisco's passion?

**A:** to save the souls of the Indians

## Chapter 17

### To Discuss After You Read

**Q:** Mendoza compares the conversion of the Indians to the conversion of the Moors as they left Granada. They rushed to be baptized to save their lives and possessions. Is this an apt comparison?

**A:** no, I believe Chief Quantah believed in Jesus and in people groups with a strong leadership, the people often believe as the leader

## Chapter 18

### Unfamiliar Words

**Mercator:** Gerardus Mercator was a Flemish cartographer in the 16th century; he was also a geographer and a mathematician.

**Amerigo Vespucci:** an Italian cartographer who traveled to the Americas.

## Vocabulary to Learn

... supper is **fulsome** ... (*abundant*)

### To Discuss After You Read

**Q:** Why do you think did Father Francisco decide to perform a mass baptism?

**A:** *he was anxious to get all 900 members baptized, he realized Mendoza would not stay long. I think O'Dell needed a righteous counterbalance to the evil Mendoza. Father Francisco could have stayed with the Indians to teach them the ways of God, but the story required him to come along*

**Q:** Is Mendoza a leader you would want to follow?

**A:** *no, he has one passion for gold, and he will do any cruel act to get it*

## Chapter 19

### To Discuss After You Read

**Q:** All the caves the explorers checked had a wood supply and pots. What does Esteban speculate about this?

**A:** *he believes the Indians left suddenly either from fear or hunger*

## Chapter 20

### To Discuss After You Read

**Q:** Why does Torres leave?

**A:** *he steals the gold found at Nexpan*

**Q:** Describe the fortress of San Juan. Why do you think the Spanish built such a huge structure in the New World?

**A:** *the walls carved of coral stone, the bottom stones are nine full steps across, the top blocks are six steps across, the structure would take an hour for a man to walk around, and is larger than any fortress of the Christian world; there was so much wealth in the New World, they figured many thieves would come, and perhaps they did not trust the Indians*

## Chapter 21

### To Discuss After You Read

**Q:** Why does Mendoza lie about the horses to the Indians?

**A:** *to keep them from being stolen*

## Chapter 22

### To Discuss After You Read

**Q:** The King's law forbids the sale or gift of a horse but does not apply to mules. Why?

**A:** *the king does not want the Indians to gain the advantage in warfare that horses give, but mules are unable to reproduce, therefore a mule would give Indians an advantage for but a short time, plus, mules are used as burden bearers and not in warfare*

## Chapter 23

### To Discuss After You Read

**Q:** Describe the ceremony of the sun.

**A:** *similar to the one in Peru, the retainers rubbed oil over the cacique and then sprinkled him with gold dust, then when the sun arose, the cacique walked down steps into the lake and washed the gold into the lake*

## Chapter 24

### To Discuss After You Read

**Q:** According to Esteban, how does Zia put aside her childhood?

**A:** *she releases her pet aquatil*

## Chapter 25

### Unfamiliar Words

**Grand Inquisitor:** the lead authority of an Inquisition.

**Sisyphus:** in Greek mythology, he was king and founder of Corinth and father of Glaucus.

### To Discuss After You Read

**Q:** How did Mendoza collect the gold?

**A:** *he dug a channel to release the water from the lake and dug the gold dust into bags which he and Roa threw down to Esteban who loaded the bags onto the horses and mules*

## Chapter 26

### To Discuss After You Read

**Q:** Why does Mendoza send his dog to attack the Indians?

**A:** *he doesn't have to risk the horses or the gold, they have little gunpowder or iron for the crossbows left, and the fierce dog can terrify the Indians*

## Chapter 27

### Vocabulary to Learn

... was **fetlock** deep, deeper in the swales ... (*meant as high as a horse's fetlock, which is the back of the leg above the hoof*)

### To Discuss After You Read

**Q:** Father Francisco believes the gold is a sickness. Give some examples from the story that prove he is right.

**A:** *Zuniga burns to death rather than drop his gold, Mendoza burns the peaceful valley to gain two helmets full of gold, Mendoza plans to lose Roa to gain all the gold for himself, Mendoza pushes the mules beyond their capacity to carry the gold*

## Chapter 28

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### Vocabulary to Learn

... because the plateau was **riven** by many **arroyos** ...  
(**riven**: split apart; **arroyos**: brooks or creeks)

... treating their **galls** as best we could ... (skin sores as a result of friction)

### To Discuss After You Read

**Q:** Give examples from the book that track the changing of Esteban into Mendoza, the man who only loved gold.

**A:** *in the Abyss, Esteban would rather search for gold than create a map, at Tawhi, he stood at the bottom of the hill and carried the sacks of gold, and after Mendoza died, he took ownership of the gold with his whole heart*

## Chapter 29

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### To Discuss After You Read

**Q:** Why does Zia leave?

**A:** *she never liked Mendoza, and does not like who Esteban has become both in love with gold and afraid of the Indians*

**Q:** Why did Zia come to Vera Cruz?

**A:** *she heard that Esteban rid himself of the gold*

## Chapter 30

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### To Discuss After You Read

**Q:** Was there enough gold to share?

**A:** *yes, enough to share with everyone Esteban met*

## Chapter 31

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### Unfamiliar Words

**breviary:** hymn and prayer book.

### To Discuss After You Read

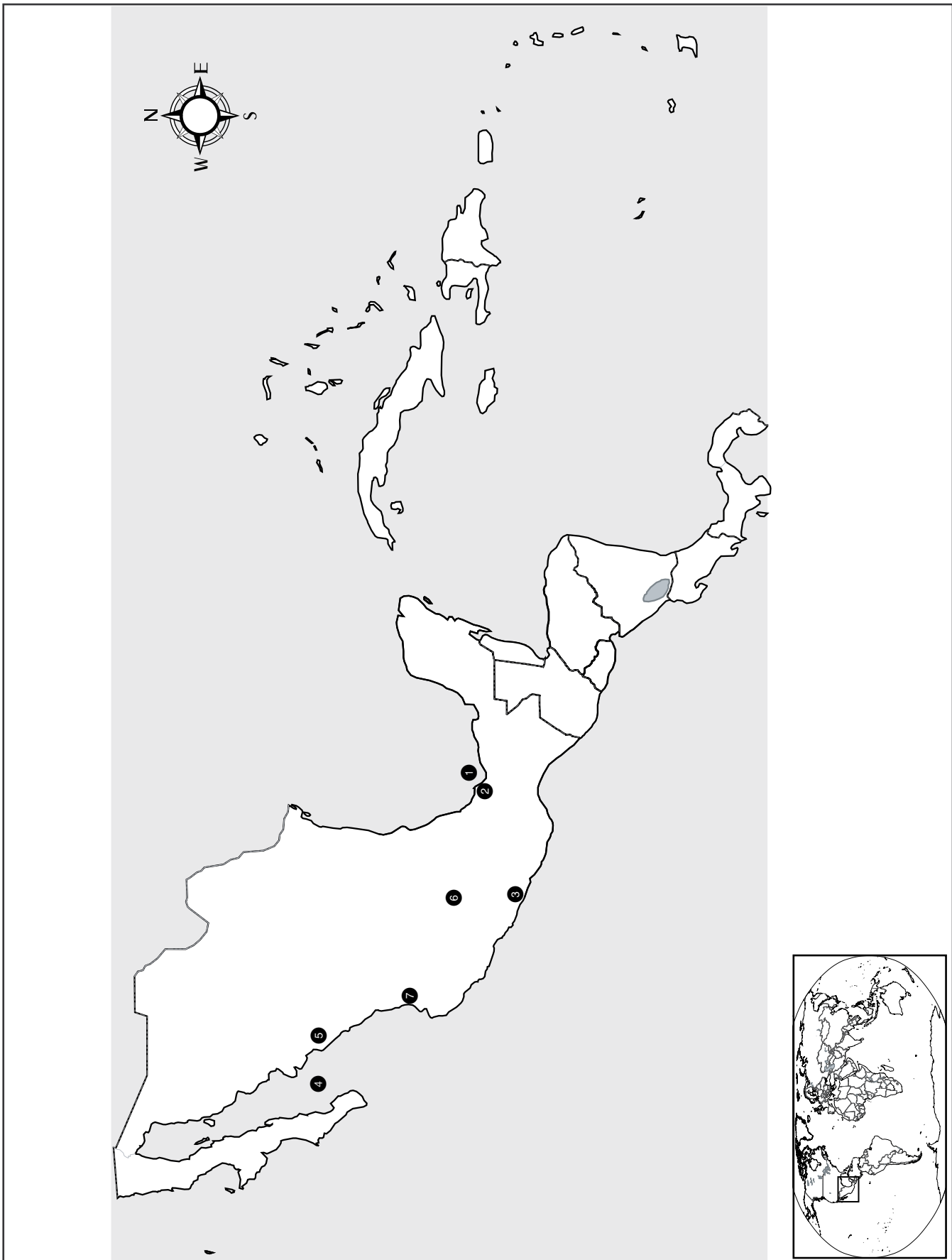
**Q:** How and why does Esteban try to tempt Father Francisco?

**A:** *he offers him half of the gold and when the father doesn't want it, Esteban claims he will give it to the church; if Esteban gives the father half of the gold, Esteban can remove some of his guilt, plus the father will hopefully continue to travel with him*

**Q:** Why does Esteban choose to remain in prison?

**A:** *he does not want the gold for he seeks to be absolved of the death of others, and he is free of the lust of gold ■*

## The King's Fifth - Map 1



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## The King's Fifth - Map 2





# A Murder for Her Majesty

## Setting

The Shambles in York, England during the reign of Queen Elizabeth (reign: 1558–1603).

## Overview

Alice Tuckfield watches as ambitious men murder her beloved father. She flees to her father's friend, but along the way, exhausted, cold, and tired, she runs into a chorister (literally). Chagrined, he takes her to his boarding house and, as a joke, persuades her to join the choir. Alice soon learns that her initial destination is dangerous, so she stays in the choir, attends school, and studies music, while all her professors and many of her friends think she is a boy. When her old enemies kidnap her, however, her friends come to her rescue, and she finally reaches safety with her father's friend, surrounded by friends of her own.

## Chapter 1

### Unfamiliar Words

**Evensong (Anglican Church):** daily evening service with prayers prescribed in the Book of Common Prayer.

### To Discuss After You Read

- Q:** Morris recommends the poorhouse. Why is that not a good option?
- A:** *they'll work her to death there; the food, clothing and care are not good (think Dickens era)*
- Q:** What do you think of the first sentence of this book, "Alice was cold"? Does it grab your attention? How about the first paragraph? If one of your siblings wrote this, would you care to keep reading?

## Chapter 2

### Unfamiliar Words

- a round:** a song in which voices follow each other; one voice starts and others join in one after another until all are singing different parts of the song at the same time (think Row, Row, Row your Boat).
- knacker:** people who collect old and dead horses and use the body for meat, glue, and hides.
- Cathedral close:** an area partially or entirely enclosed by walls or buildings.
- crypt:** an underground vault or chamber, especially one beneath a church that is used as a burial place.
- cassock:** a black garment reaching down to the ankles; worn by priests or choristers.
- surplice:** loose-fitting white ecclesiastical vestment with wide sleeves, worn over a cassock.

**crenelations:** repeated square indentations in a defense wall to allow defenders access to shoot.

**adage:** a saying that sets forth a general truth and that has gained credit through long use. For example: "A Tuckfield must land on his feet."

**York contained Roman walls:** were built ca. AD 300 by the father of Constantine the Great. The Romans used York as a headquarters until the legions began to leave in AD 410.

### Vocabulary to Learn

... comes like a **benediction** at the very end of autumn ... (*short blessing with which public worship is concluded*)

... the unexpected **timbre** nearly made her jump ... (*the quality given to a sound by its overtones that distinguishes it from other sounds of the same pitch and volume*)

### Timeline and Map Activities

📍 York ①: Ouse River ② (map 1)

## Chapter 3

### Unfamiliar Words

- high altar:** a large church may have several altars on the sides of the nave or in separate chapels within the same building. High altar refers to the main altar in the chancel.
- nave:** the central area of the church.
- chorister:** a singer in a choir.
- Matins:** the morning prayer service.
- Eucharist:** communion.
- transept:** two lateral sections that cross the nave at right angles to form the cross.
- prelude:** music that precedes a church service.

**triforium:** a gallery of arches above the side-aisle vaulting the nave of a church.

### Vocabulary to Learn

... there was a **furtive** air about them that **piqued** her curiosity ... (**furtive:** done by stealth; **piqued:** to provoke; arouse)

### To Discuss After You Read

- Q:** This book maintains great balance between **conflict**, **resolution**, and **rest** in between. Locate the conflicts and resolutions in Chapters 1–3.
- A:** p. 1—food, shelter, rest needed, resolved pp. 2–3 as Geoffrey helps; p. 6 and 13—Dame Agnes threatens, Geoffrey's quick thought resolves problem; p. 10—murder, unresolved yet, but Alice stays alive, pp. 11–12;

p. 15 [and 5]—Morris dislikes Pup's presence, temporarily resolved with threats and physical violence; pp. 25–26—conspirators plot in cathedral, so Pup resolves to avoid them; pp. 34–39—Orlando oversleeps, how can Pup leave the house, Morris tries to foil the plan and then tells all; the boys planned ahead and Morris looks foolish

## Chapter 4

### Unfamiliar Words

**thurible:** a metal egg-shaped incense holder with holes on top that hung from a chain.

**vestments:** any ritual robe worn by members of the clergy, especially a garment worn at the celebration of the Eucharist.

**albs:** a long white linen robe with tapered sleeves worn by a priest at Mass.

**acolyte:** one who assists a minister in a liturgical service.

**cadence:** a progression of chords moving to a harmonic close, point of rest, or sense of resolution.

**introit:** a hymn or psalm sung when the ministers enter at the opening of a service, especially in the Anglican Church.

**The Kyrie:** a musical piece that uses a brief petition and response with or composed of the words "Lord, have mercy."

**Agnus Dei:** a musical piece that includes the words, Jesus as the Lamb of God.

**recessional hymn:** a hymn that accompanies the exit of the clergy and choir after a service.

**Plague:** a fierce run of the Black Death spread through England in 1565, so Alice's father could easily have died from it.

**Papist:** another name for a Catholic; Queen Elizabeth's half sister, Mary (Bloody Mary) attempted to bring England back to the Catholicism that her father Henry VIII had banned; Elizabeth reversed Mary's program and made the Church of England (a protestant religion) the legal religion; Henry, as a Papist would have worshipped outside the law.

**Plantagenet:** the Tudor and Plantagenet lines fought in the War of the Roses, and the Tudor line conquered; Elizabeth is of the Tutor line, hence Randall jokes that he is eligible for the throne.

### Vocabulary to Learn

... learn to be a little more **circumspect** ... (careful to consider all circumstances and possible consequences, prudent)

## Chapter 5

### Unfamiliar Words

**Chapel Royal:** a choir that provides music for England's sovereign.

### Vocabulary to Learn

... Alice lost the last **vestiges** of her timidity ... (the smallest quantity or trace)

... Alister, **forsooth** ... (in truth; indeed)

... Randall smiled a little **reminiscently** ... (tending to recall or suggest something in the past)

### To Discuss After You Read

**Q:** Thus far, who are the antagonists in the story?

**A:** the murderers of Alice's father, Lord Crofton and Sir Roderick Donne; Morris; possibly Master Kenton who dislikes choir boys; possibly Master Frost; the man with an affected voice in the cathedral; as Alice traveled, nature was against her, and now, her gender could be a problem

**Q:** Describe four of the **characters** briefly.

**A:** Geoffrey: with a quick mind and tongue, big heart, cheery outlook on life; Pup: pleased with friends, musically gifted, charming though scared; Morris: concerned with propriety, not with pity; Dame Agnes: shrewish, cares for many boys, constantly suspicious—with good reason; Master Kenton: sour-faced, distant, musically gifted; Master Frost: energetic, enthusiastic, music-lover

## Chapter 6

### Unfamiliar Words

**realizations:** the addition, by the musician, of chords and passing notes to a figured (or written) bass line.

**galliard:** a lively court dance of Italian origin, usually in triple time, popular in 16th and 17th centuries.

**a capella:** anthem for six voices: music performed by voices alone without instrument accompaniment.

### Vocabulary to Learn

... **absolve** him ... (to set free from an obligation or the consequences of guilt)

### To Discuss After You Read

**Q:** Locate the **conflicts** and **resolutions** in Chapters 4–6.

**A:** p. 42—Sub-Dean a co-conspirator against her father: no resolution yet; pp. 52–57—Master Frost discovers Alice and she auditions, fearful of expulsion, though she passes; p. 72—Morris tries to tell Master Frost that Pup is a girl, but Timothy catches him, finds out he is jealous,

and explains to Master Frost that Morris is breaking and has a vendetta against Pup; p. 77—Master Kenton angrily addresses Pup, who scathingly retorts, with the surprising result that Master Kenton agrees to teach Pup to play the virginal

## Chapter 7

### Unfamiliar Words

**Catechism:** summaries religious doctrine written in the form of questions and answers.

### Vocabulary to Learn

... Master Frost smiled **enigmatically** ... (in a cryptic manner, mysterious)

... Master Kenton glared down at her **sardonically** ... (scornfully mocking)

## Chapter 8

### Unfamiliar Words

**verger:** one who is responsible for the interior of a church.

**Advent:** the period beginning four Sundays before Christmas and observed by some Christians as a season of prayer and fasting.

**Archbishop:** a bishop of the highest rank, heading an archdiocese or province.

**Collects:** a short prayer comprising an invocation, petition, and conclusion.

**Gloria:** a short hymn of praise to God.

**crozier:** a staff with a crook or cross at the end, carried by or before an abbot, bishop, or archbishop as a symbol of office.

### Vocabulary to Learn

... authority seemed to **emanate** from him ... (to flow from)

... master's tone was **brusque** ... (short and abrupt, discourteously blunt)

... that **sanctimonious** old windbag ... (hypocritically devout)

### To Discuss After You Read

**Q:** How does the virginal differ from the voice?

**A:** the virginal, unlike piano or voice, has no dynamic range—all the notes are a uniform volume—so pauses and hesitations emphasize a phrase instead

**Q:** How does Alice defend her care for the cat, Catechism?

**A:** she tells Father Cooper that good Christians should care for all of God's creatures, that God wouldn't mind a cat in his house and he should not either

## Chapter 9

### Unfamiliar Words

**Epiphany:** a Christian feast celebrating the manifestation of the divine nature of Jesus to the Gentiles as represented by the Magi, observed on January 6.

### Vocabulary to Learn

... "It didn't make much sense to me," she **temporized** ... (to engage in discussions or negotiations, especially so as to achieve a compromise or gain time)

... and although he was far from **pacified**, they had a **tacit** agreement ... (**pacified:** to ease the anger or agitation; **tacit:** implied or indicated but not actually expressed)

## Chapter 10

### Unfamiliar Words

**entailed:** to have, impose, or require as a necessary accompaniment or consequence.

**preferment:** the act of advancing to a higher position.

### Vocabulary to Learn

... require **finesse** ... (skillful handling of a situation)

... stop being so **cryptic** ... (having hidden meaning; mystifying)

### To Discuss After You Read

Sir Henry Tuckfield says, "I've better things to do than listen to the demented gibberings of a senile reprobate in clerical garb." Rewrite this sentence in plain English.

## Chapter 11

### Unfamiliar Words

**the procession:** participants included: thurifer, crucifer, acolytes, choir, priests, Dean, Archbishop.

### Vocabulary to Learn

... last **cadence** shimmered ... (a progression of chords moving to a harmonic close, point of rest, or sense of resolution)

... **inexorably** it drew to a close ... (not to be persuaded or moved by entreaty, relentless)

... but she greeted them **effusively** ... (excessive in emotional expression)

... sick of your bumbling **ineptitude** ... (state of being inept, incompetent)

... outlined their plan of action **succinctly** ... (concise and terse)

## Chapter 12

### Unfamiliar Words

**madrigals:** a polyphonic song written for four to six voices.

### To Discuss After You Read

**Q:** How do the choir boys celebrate Christmas?

**A:** *after service they have a party with all the Masters and students; plenty of food, gifts all round, music and decorations and fun*

## Chapter 13

### Unfamiliar Words

**minster close:** land surrounding or beside a cathedral.

## Chapter 14

### Vocabulary to Learn

... too **fastidious** to be grateful ... (*difficult to please*)

... not quite **maudlin** ... (*effusively or tearfully sentimental*)

... hints and **innuendoes**—marvelous ... (*an indirect or subtle implication in expression; insinuation*)

... priest **preened** a little ... (*to take pride or satisfaction in oneself; gloat*)

... his calm **demeanor** crumbled ... (*behavior toward others; outward manner*)

### To Discuss After You Read

**Q:** Is the Queen pleased with Tuckfield's murder? How do you know?

**A:** *Master Hunnis assures Alice that the Queen liked Tuckfield and that she is not pleased with his death; Father Cooper is angry that the Queen liked the suspected Papist, and that none of the three conspirators will get their wishes*

### Timeline and Map Activities

📍 North Sea 📍 (map 1)

## Chapter 15

### Vocabulary to Learn

... verger regarded them **dubiously** ... (*in a questionable, doubtful manner*)

... **non sequitur**, surely ... (*a statement that does not follow logically from what preceded it*)

## Chapter 16

### Unfamiliar Words

**silver ewer:** a vase-shaped pitcher with a flaring spout.

### Vocabulary to Learn

... had the **audacity** to **foist** some **hoydenish** brat on me and Master Frost ... (**audacity:** fearless daring; **foist:** to impose [something or someone unwanted] upon another by trickery; **hoydenish:** high-spirited, boisterous)

## Chapter 17

### Unfamiliar Words

**Crucifix:** a cross viewed as a symbol of Jesus's crucifixion.

### Vocabulary to Learn

... eyed Geoffrey **inscrutably** ... (*difficult to fathom or understand*)

### To Discuss After You Read

**Q:** Analyze chapters 15–17 for conflict and resolution.

**A:** *pp. 195–196—Father Boyce confronts Father Cooper, so Father Boyce is convinced of his guilt; p. 197—Pup is trussed and trapped; she removes her bindings and drops her mitten; p. 202—Father Boyce tells the boys to leave the search, but they decide to continue; p. 209—after they follow Father Cooper for a time, he catches Geoffrey!*

## Chapter 18

### Vocabulary to Learn

... told the story without undue **embellishment** ... (*elaboration by the use of decorative [sometimes fictitious] detail*)

### To Discuss After You Read

**Q:** How do the boys find Pup?

**A:** *they follow Father Cooper, realize she must be in the Cathedral somewhere, then search until they find her*

## Chapter 19–20

**Note to Mom or Dad:** The Dean plans to send Pup to an abbey in keeping with her rank. In England at this time, nobility did not freely associate with commoners. Because Pup's father had been an Earl, she needed to live with a noble family.

### Vocabulary to Learn

... idea of **propriety** however your must ... (*correct or appropriate behavior*)

... but Kenton's voice closed over his, **implacable** as the tide ... (*not capable of being appeased*)

### To Discuss After You Read

**Q:** What does the Dean want to do for Alice and why? Why does he change his mind?

**A:** he wants her to join a nunnery where she will continue her education and be treated as a lady; he feels that if he asks Lady Jenny, she cannot say no because she is the patroness of the choir; Master Kenton threatens to quit if Pup is not happy

**Q:** Describe Lady Jenny.

**A:** eccentric, does not allow impositions, young, mischievous, wealthy with a beautiful home and excellent instruments, wonderful food, persuasive tongue, quick mind

### Timeline and Map Activities

🌐 Liverpool 4 (map 1) ■

## A Murder for Her Majesty—Map 1

